

# CITIZENSHIP EDUCATION GRADE 8 STUDENT TEXTBOOK

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## STUDENT TEXT BOOK

## GRADE 8


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# Introduction

Moral and Citizenship Education has now become part of the new Ethiopian education curriculum reform. The major purpose of introducing this subject is to contribute to the democratisation and all rounded development process in our country. Moral and Citizenship education does so to produce responsible, informed, active and virtuous citizens. These qualities of citizens, if achieved successfully, are determinants of social, political and economic development of the country.

Cognizant of this fact, this textbook is written for students studying Citizenship Education in Grade 8 for effective realisation of the above values. Thus, it will guide you through the seven units namely virtue ethics, state and government, democracy, constitutionalism, human rights, conflict resolution and peace building, critical thinking and problem solving skills.

Each unit begins with a description, the learning out comes and contents. It also provides a list of the key words and concepts to be remembered while you go through each unit. Each unit has sections and section objectives. Brainstorming questions are designed as a starter activity to encourage you to each section and sub sections. The section and sub section number are in the top right corner of each page. On many pages, you will find illustrations, photographs or pictures which illustrate the topic you are studying.

Case studies, role play scenarios and other activities are to provide real or simulated examples of the concept you are studying. At the end of each unit there is also a summary of what you have learned. There is also a glossary of some words which you have been introduced to. Moreover, there are unit review exercises to enable you to test your knowledge, skill and attitudes of the unit content. Each unit goes on in the same way with the unit number and title at the top of each page.

This textbook is just one resource which you and your fellow students will use to learn about Citizenship Education at this grade level. Information to support this book will be located with your teacher, in the teacher's guide book, in other books and in various documents of the ministry of education.

It is hoped you will find Citizenship education as one of your favourite subject, since it equips you with the basic concepts of State, Government, Democracy, Human rights, Conflict resolution and Peace building, Critical thinking and of other ethical values.

# UNIT 1



# VIRTUE ETHICS

## Unit Description

This unit of grade eight citizenship education builds on the learning areas of moral education already learned at various grade levels. In this way, the basic concepts of virtue ethics, qualities of virtue ethics, the importance of virtue ethics, and virtue ethics in daily life will be introduced and explored. As a result, you are expected to apply virtue and ethical qualities to the promotion of daily activities and the public interest.

### Keywords

- **Virtue ethics, Ethics, Honesty, Courage, Compassion Generosity, Fairness, Self-discipline, prudence**

| Learning Outcomes: | Lessons: |
|---|---|
| *At the end of this unit, learners will be able to*<br>- *Explain the concept of virtue ethics;*<br>- *Value the qualities and principles of virtue ethics;*<br>- *Describe the importance of virtue ethics;*<br>- *Demonstrate the qualities of virtue ethics in daily life.* | *1.1 The concept of virtue ethics*<br>*1.2. The qualities and principles of virtue ethics*<br>*1.3. Importance of virtue ethics*<br>*1.4. Virtue ethics in daily life* |

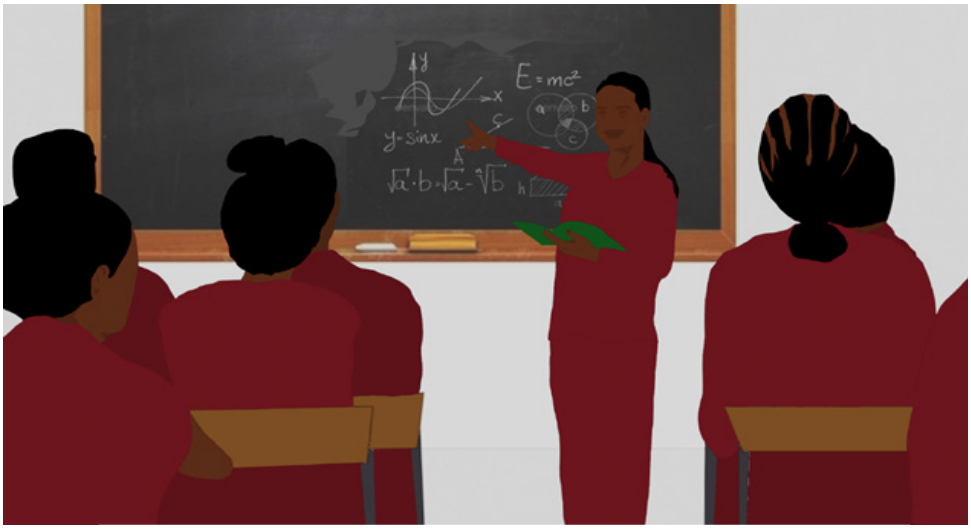



Figure 1.1. Students are helping each other in the classroom.

## 1.1. The concept of virtue ethics

## 1.1.1 Ethics and virtue ethics

**At the end of this section, you will be able to:**

- *Explain what virtue and virtue ethics is ;*
- *Differentiate virtue characters from vices;*
- *Define what Ethics is;*
- *Describe the relationship between Ethics and virtue Ethics;*
- *Analyse steps for ethical decision making.*



What do you think of virtue or virtue ethics?

Virtue ethics is concerned with the development of one's character in order to prepare one for good citizenship in an organised community, with the belief that a community composed of people of good character would be a good community. It is the pursuit of understanding and living a moral life.

Virtues are citizen dispositions, habits, or characteristics that are conducive or beneficial to the healthy functioning and common good of a community. In other words, these dispositions encompass all positive behaviours and actions.

In society, responsible citizens are expected to exhibit qualities such as courage, generosity, and honesty, among others.

This character based approach to morality holds that virtue is acquired through practice. Moral virtue does not come naturally to us. Moral virtues are habits that we develop through practice and imitation of exceptionally virtuous people or especially virtuous actions. It believes that virtue ethics provides an account of what is right and wrong based on what a "virtuous agent" would do. A virtuous person is one whose character traits are all virtues or good and has no vices or bad.

- "A virtue," or "virtues," is specific character traits that tend to make a person virtuous, or good. For example, honesty, compassion, courage, and so on.
- The term "vice" is often associated with bad habits. Vices are the polar opposite of virtues, and they refer to evil or personal corruption. For instance, dishonesty, cowardice, or selfishness, injustice, and so on.

## Activity 1

***Copy the following table into your exercise book and discuss in a group to distinguish between virtues and vices using the example given.***

| | Mention those traits of moral character that make a person morally good | Mention those traits of moral character that make a person morally Vices or bad. |
|---|---|---|
| 1 | Honesty | Dishonesty |
| 2 | | |
| 3 | | |
| 4 | | |

## Case study

### The Fox in The Well

A fox fell into a well once upon a time. He was not injured as a result of his fall. He was not in danger of drowning because there was little water in the well, but he couldn't get out. "Help! Help! Help! Help!" he cried, but no one could hear him. A wolf eventually passed by the well. He was awakened by the call. "Who is down there?" he inquired as he gazed into the well. "It's me," exclaimed the fox. "I am grateful that you have come to assist me." "How did you get down there?" the wolf inquired. "Have you been there a long time? Is the water quite deep? I pity you, poor fellow! That's not the place for you. I see you have a bad cold. I wish you were there." "Please don't talk to me," the fox cried. "I require assistance. Get me out, and I'll know you're sorry for what happened to me."

**Activity 2**

What did you learn from the above case study? Do you believe the wolf's act is one of virtue or vice? Provide adequate justification. What do you suggest about the Wolfs act?

? ***What do we mean by the term 'ethics'? Before the lesson, take a few moments to write down a definition of what you think the term means.***

The study of what good and bad ends to pursue in life, as well as what is right and wrong to do in daily life, is known as ethics. It is the creation of reasonable standards and procedures for making ethical decisions. On the other hand, virtue ethics is a branch of ethics developed primarily by Aristotle and other ancient Greek thinkers that emphasises the role of an individual's character and virtues in determining the rightness of an action, as opposed to approaches that emphasise duties or rules or the consequences of actions.

## REMEMBER

- ***Deals with the moral (good) and immoral (bad) aspects of human behaviour,***
- ***Is a set of principles or generally accepted guidelines for what is and is not acceptable behaviour.***

Every day, we make decisions. Every morning, moral issues greet us; they confront us individually, at school or in our daily lives. Dealing with moral issues is sometimes challenging. What questions should we ask and how should we think about an ethical issue? What factors should we take into account? This will bring us to steps in ethical decision making.

? ***Are you the type of person who always tries to do the right thing? How do you know what is the "right thing" to do?***

## Steps in Ethical Decision Making

How do people try to solve ethical issues by making the right decisions or choices? The answer lies in ethical decision making methods. There are five simple and inseparable steps to solving an ethical problem.

**1. Identify the central ethical problem:** The first step is to undertake research, investigation, and study until the whole problem is understood.

**2. Identify stakeholders and their interests:** Determine who will be affected by the decisions made. This can be anyone who is affected by the problem and is involved in the outcome of the problem.

**3. Find a possible solution to the dilemma:** This step is to develop and solve the entire set of alternatives. The information gathered will be used to develop an alternative course of action.

**4. Evaluate each solution:**Weigh the strengths and weaknesses of each option and select the alternative with the most strengths and weaknesses.

**5. Select and justify the solution that best solves the dilemma:**This step makes a selection. You need to choose the best option.

**Activity 3**

Personal research and Group work.

- Identify certain ethical problems in your area or locality and discuss in group on how to apply the five steps in ethical decision making.

### Virtue ethics

Rather than focusing on following rules, the emphasis in virtue ethics is on developing oneself as a good person. For example, suppose you were given the opportunity to donate to a charity. Donating, according to virtue ethicists, is the type of action that a virtuous person would take. Another example is deciding whether to lie or tell the truth; virtue ethicists ask whether they want to be honest or dishonest. Virtue ethicists' value being a person who is honest, trustworthy, and generous, as well as other virtues that leads to a good life, over one's ethical duty or obligations.

**Activity 4**

Think pair activity.

- Do you think of yourself as a "good person"? How do you intend to demonstrate in your area or community? Discuss your concept with your partner.

## 1.2. The qualities and principles of virtue ethics

**At the end of this section, you will be able to:**

- *Define about moral virtues;*
- *Explain what honesty is;*
- *Describe the importance of honesty;*
- *Behave honestly towards friends, teachers and other people;*



What do you understand about Moral virtues?

It is a known fact that humans enjoy virtue. Virtue, both civic and moral, is the path that leads to the greatest happiness for humans. This will lead us to a discussion of the virtue ethics principles and qualities. Thus, Virtue Ethics can be divided into two categories: moral virtues and civic virtues. Let us first talk about moral virtues and the dispositions that go with them.

**Moral virtues:**refers to behaviours that allow a person to live reasonably in his or her community, region, or world. Moral virtues are dispositions that allow a person to live in accordance with their values. As a result, citizen dispositions conducive to the healthy functioning of our community at large include the following:

## 1.2.1. Honesty

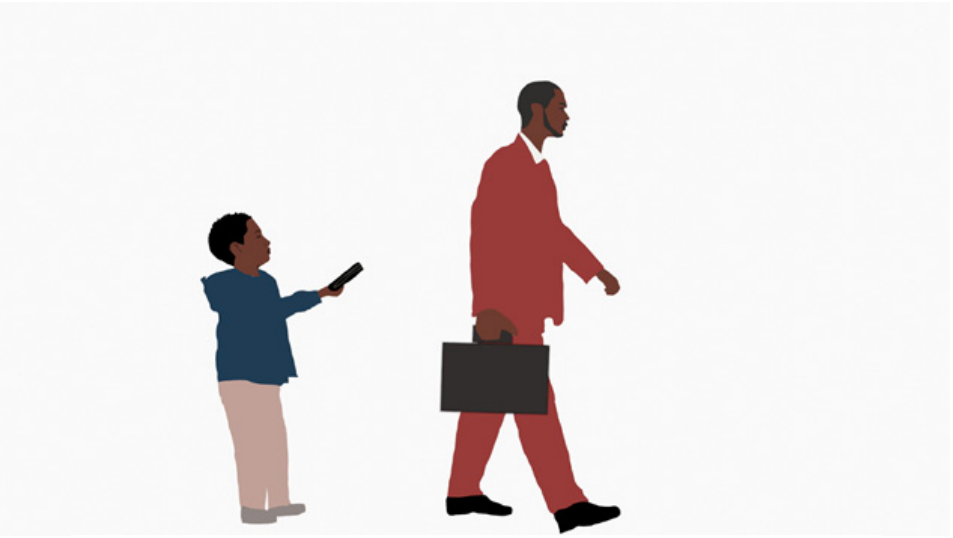


Figure 1.2. Returning the Lost Wallet to the Owner.

? ***Individually develop your own definition of honesty and share it with your partner.***

### Story telling

Truth, Falsehood, Water, and Fire were travelling together and came upon four heads of cattle. They decided to split the cattle evenly and each takes an equal share. But Falsehood was greedy and told Water that Fire was going to burn his land and steal his cattle. Water believed him and jumped on Fire and put him out. Falsehood tricked Truth into believing that Water was going to steal their cattle so they took them to the top of a hill for Water cannot run uphill.

Falsehood laughed that he had tricked everyone and Truth, realising Falsehood had lied, began to fight him for the cattle. They called Wind to determine who the cattle belongs to, but Wind could not determine who the cattle belongs to.

## Activity 5

What did you understand from the above African fable story? Describe a falsehood character for its dishonesty and what do you suggest for a falsehood? What is wrong with the water and the wind, provide appropriate justification?

*Being truthful in what you say and do is what honesty entails.*

Honesty is a moral quality that entails positive and virtuous characteristics such as being truthful, trustworthy, loyal, fair, and sincere. Honesty is defined as the behaviour and attitude of not telling or accepting lies. It is the practice of not stealing or cheating. Being honest means being loyal to one's fellow, one's responsibility, and one's country. At home, with our friends, in our community, at work, and at any other time in our lives, we must all be honest.

Honesty is always admired in the family, among friends, in civil society, and throughout the world. Everyone respects someone who is truthful. Being regarded as an honest person by society is one of the best compliments a person can receive in his or her entire life. In today's society, a lack of honesty is a way for disaster. Individuals with public responsibility have been observed abusing public property on occasion. This is dishonesty.

All of these are not characteristics of responsible citizens. Corruption not only leads to the mismanagement and abuse of resources, but it also has an impact on people's minds. As a result, as responsible citizens, we must all fight dishonest and corrupt behaviour. These are detrimental to progress and development.

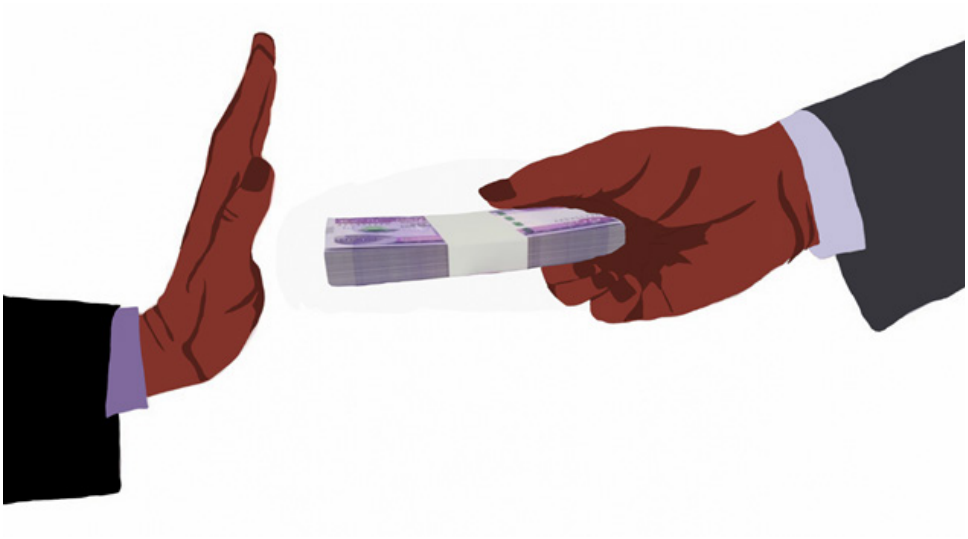


Figure 1.3. 'No to Corruption'.

## Activity 6

Group discussion, scenarios and individual activity.

- What is the significance of honesty? Discuss it as a group and then present it to your representatives.
- Consider times when you were honest or dishonest at home, school, or in the community and share your experience or results of being honest and dishonest with your partner.
- What do you think of the consequences of dishonesty?

## 1.2.2. Courage

**At the end of this section, you will be able to:**

- *Explain what courage is;*
- *Describe the importance of being courageous;*
- *Act courageously in individual or public issues.*




Figure 1.4. Athlete Tirunesh Dibaba and Kenenisa Bekele

- What do you understand about courage?
- What do you think is the benefit of being courageous?
- What are some ways you can show courage.

Courage is the attitude of confronting and dealing with what is perceived to be difficult or painful rather than avoiding it; it is a quality of being fearless or brave. It means trying again and again until you succeed. It is the determination to work hard despite any odds or obstacles that may exist. Our lives are filled with difficulty.

Only consistent efforts can lead to life success. It is to insist and be firm in getting something done and not to give up. Nobody can succeed in life unless they have the courage. There is no shortcut to success. A courageous person never loses heart despite failing once or twice. For example, if Thomas Edison, the American inventor who invented the electric light bulb, had given up after failing many times, this marvellous invention might not have been a possibility as early as 1879. All great men's lives were filled with difficulties and sufferings. They become great and noble as a result of their battles and victories. We must try again and again until we achieve our goal. As a result, it is said that courage is the key to all success.

## Case study

Scotland's king, Robert Bruce, fought against the English for his country's freedom. Unfortunately, he was defeated over and over again. But he didn't give up. He went to a cave and pondered the fate of his countryman. Suddenly, he discovered a spider attempting, again and again, to climb up the wail using his own made net. After several attempts, the spider finally succeeds in climbing the wall. Seeing that the English were determined to fight, they jumped over them. It was on his seventh attempt that he was successful.

### Activity 8

Form groups and talk about what you learned from Robert Bruce and the spider in the case study. The class should hear from the group leaders about their ideas.

## Activity 7

Students! Work in small groups to role play situations in which a person shows courage. Apart from the teacher's choice, you can also rely on the following scenarios.

- You are at school and one of your friends is saying unkind things about someone you know.
- You see someone at the park who is littering.

## *1.2.3. Compassion*

**At the end of thissection, you will be able to:**

- ***Explain what compassion is;***
- ***Describe the importance of compassion;***
- ***Act compassionately towards others.***



- What do you understand about compassion?
- Mention the benefits of being compassionate?



Figure 1.5. Showing compassion to others

Compassion is an empathic understanding of another person's feelings, accompanied by unselfishness or a desire to act on that person's behalf. Compassion is the ability to empathise with others and care about their well-being, and it is thus an essential characteristic of citizens in a society dedicated to the common good. For example, our friends may require words of encouragement or appreciation, someone may require the gift of being listened to, or someone may simply require to be understood. People who are compassionate in spirit are willing to appreciate those with whom they may disagree on some issues; we can show compassion in a variety of ways. There would be far less hunger, conflict, homelessness, and unhappiness if we showed more compassion to one another and to our community.

## Case study

### The Two Sisters

Two sisters lived in the woods. The younger one went to draw water from the spring one day and was met by a poor old woman who asked for a drink of water. The younger sister kindly gave the old woman a drink. The older sister also went to draw water from the spring and was met by a beautiful but thirsty princess who asked for a drink of water. The older sister refused and told the princess to fetch her own water.

## Activity 9

- What did you learn from the above case study? Which sister showed compassion? Which one is not? Discuss in a group and present it to your class.

## Activity 10

Role play scenarios

- Students, you may choose one of the following scenarios and role play it in your class at your choice.
  - You got into an argument with a friend for the fifth time this week because she wants to borrow your phone charger! Play out a scenario in which you handle the situation compassionately rather than angrily.
  - Your brother is having a bad day and is shouting at you and the rest of the people in your house. Act out a scenario in which you show compassion to your brother instead of yelling at him.

## *1.2.4. Generosity*

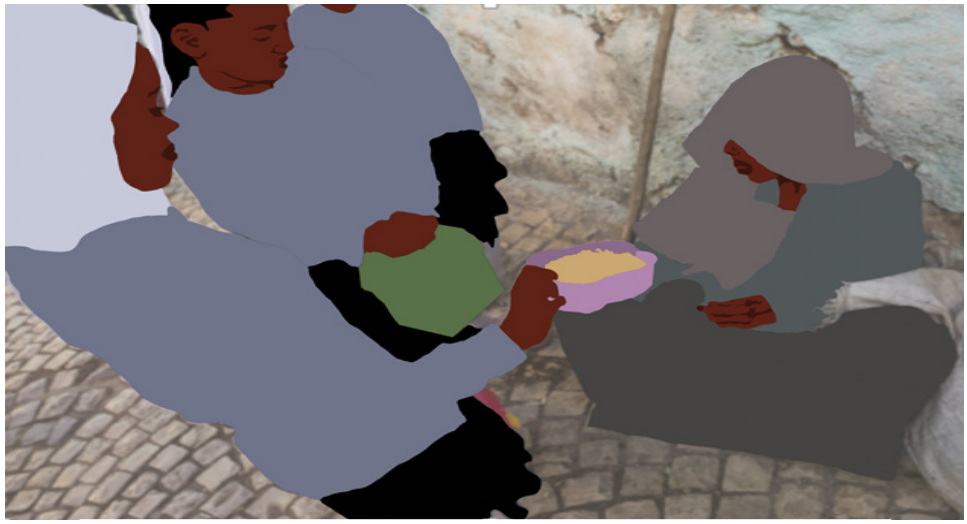


Figure 1.6. Sharing what we have with others

**At the end of this section, you will be able to:**

- *Explain what generosity is;*
- *Describe the importance of generosity;*
- *Demonstrate being generous to others;*
- *Appreciate the importance or benefit of generosity.*



How do you explain generosity

Generosity is defined as a moral disposition to expend time, effort, and resources for the benefit of others. The virtuous citizen is generous to others and the community as a whole. It is the quality of being kind and understanding, as well as the willingness to give others valuable things that is frequently defined as an act of selflessness.

Doing good deeds with good intentions will result in positive outcomes. Being generous can make people feel good because they know they have made someone happy. Generosity is a natural confidence booster as well as a natural repellent of self-hatred. It also fosters social connections and strengthens relationships. When we give to others, we not only bring them closer to us, but we also bring ourselves closer to them. This is due to the fact that being generous and kind encourages us to see others in a more positive light and fosters a sense of community, a sense of interconnectedness.

## Activity 11

Think pair and role play.

- In pairs, discuss the importance of generosity.
- Form groups and try to demonstrate generosity in your class through role play.

## *1.2.5. Fairness*

**At the end of this section, you will be able to:**

- *Define what fairness is;*
- *Analyse the concept of fairness;*
- *Apply fairness while dealing with others.*



What do you consider to be fairness? Discuss this issue in the classroom

*I treat everyone fairly and equally, giving everyone the same chance and applying the same rules to everyone.*

Fairness entails treating people fairly and not allowing your personal feelings to influence your decisions about others. Fairness is frequently defined as a method of evaluatingpeople or situations that is free of bias.



Figure 1.7. Symbol of Fairness

It means that everyone in a group has a chance to benefit. For example, if someone offers a reward for finishing a task, it is fair if everyone has equal ability and time to finish the task and thus earns the reward. It is not fair if the reward is only given based on a person's characteristics or the reward giver's opinion of them. It seeks to establish an equitable method of dealing with decisions that have an impact on others. Fairness has also been used to refer to the ability to make judgments that are concrete and specific to a particular case rather than being overly general. We must recognize that being fair does not always imply treating everyone the same way in every situation.

## REMEMBER

***In short, fairness requires that we:***

- ***Treat all people equitably based on their merits and abilities;***
- ***Handle all essentially similar situations similarly and consistently;***
- ***Base all decisions on appropriate criteria, free of undue favouritism or prejudice.***

## Activity 12

Individual activity and Role play scenario

- What are some ways we can demonstrate fairness at our school? Discuss in pairs.
- Write down various "crimes" on slips of paper, such as cheating on a test, disobeying a teacher, and stealing a cookie from the cafeteria. Allow the students to act out a scene in which the "criminal" selects a crime from a hat and the "jury" (the class) decides his sentence. How severe should the punishment be for each crime? Should some crimes be punished more harshly than others? Discuss the fairness of the jury's decision on punishments (class).

## *1.2.6. Self-Discipline:*



Figure 1.8. Students showing self-discipline in the classroom

**At the end of this section, you will be able to:**

- *Define self-discipline;*
- *Identify the importance of self-discipline;*
- *Practice the quality of self-discipline.*



- What exactly is self-discipline?
- How do you demonstrate self-discipline in your home, class, and community?

Self-discipline entails acting and behaving in accordance with certain acceptable standards. There are some rules and regulations that must be followed in all situations. These rules and regulations aid in directing our actions. As a result, we should be able to follow these rules and standards in our daily activities. When we do this freely and on our own initiative, we are said to be self-disciplined. That is, we perform the acts in the absence of any external controls or impositions. For example, denying oneself an extravagant pleasure in order to accomplish a more demanding charitable deed is a display of self-discipline.

Thus, self-discipline arises from within us without being forced or controlled by outside expectations, and we believe that the behaviour is good. Self-discipline enables you to stay focused on your objectives. It allows you to maintain control over yourself and your reaction to any situation.

## Activity 13

Group discussion.

- Discuss the significance of self-discipline.
- Discuss the consequences of a lack of self-discipline and reflect it to the class.

## *1.2.7. Prudence*

**At the end of this section, you will be able to:**

- *Explain what prudence is;*
- *Describe the importance of prudence;*
- *Practice the quality of prudence.*



What do you know about prudence?



Figure 1.9. Groups of people who are engaged in long and short term planning

ⓘ *"I act carefully and cautiously, looking to avoid unnecessary risks and planning with the future in mind."*

Prudence is the ability to make sound decisions in order to avoid danger or risk. It is an act of care, caution, and good judgement, as well as foresight. It entails exercising caution in your decisions and pausing to reflect before acting. When you are prudent, you avoid unnecessary risks and do not say or do things that you may later regret. It is also known as prudent wisdom, practical wisdom, and practical reason. It is the ability to objectively examine the potential consequences of your actions and control yourself based on that examination. Prudence entails both long-term and short-term goal-oriented planning.

## REMEMBER

*A prudent person is someone who:*

- *Take the time to think before making a decision.*
- *Asks within her or him, "What is the right and kind thing to do?"*
- *Recognizes and learns from past mistakes.*

## Activity 14

*Self-check exercise. Copy the following table on your exercise book and workout on the following prudence activities through a thick () mark.*

| | Prudence | Very Well | Well | Needs work |
|---|---|---|---|---|
| 1 | I think before acting when faced with a moral dilemma | | | |
| 2 | I reflect on past mistakes before acting | | | |
| 3 | I keep my promises. | | | |
| 4 | I respect learning and the learning of others and I am open to new ideas. | | | |
| 5 | I say I am sorry and try to make up for past mistakes. | | | |
| 6 | I think of others when making decisions. | | | |

## Activity 15

Students, with the help of your teacher, you will role play various scenarios in which you will practice making wise and prudent decisions.

## 1.2.8. Civic virtues:

**At the end of this section, you will be able to:**

- *Explain what civic virtue is;*
- *Describe the different manifestations of civic virtue;*
- *Practice different civic virtues in the class.*



- What do you understand about civic virtue?
- What are the manifestations of civic virtue?

A civic virtue is a reasoned devotion or commitment that all citizens of a given state are expected to discharge or fulfil. It is profoundly applied or practised if and only if citizens and students persistently internalised the aforementioned and other moral virtues, thereby incorporating them into their behaviour or conduct. It refers to citizens actively participating in democracy for the private as well as the public good. A citizen's generosity is measured by the extent to which he or she is willing to work for the benefit of both individuals and society as a whole. The following are some examples of civic virtues:

## 1.Paying Fair Taxes

? *What do you consider to be a fair tax?*



Picture 1.10. Cash register machine

In addition to the other civic dispositions mentioned above, paying fair taxes as a member of society is one of the responsibilities and obligations of a good citizen. Paying taxes allows the government to carry out its functions. As a result, every member of society must contribute to the government's support. Tax evasion is the major problem of various countries. If a country is to proceed with its development, all citizens with income need to pay the right amount of tax. The contribution must be proportional to their respective income as much as possible. In other words, the more money one earns, the more taxes he or she must pay.

Beside tax evasion, contraband is another problem that affects the economy of the country. It is an attempt to bring in or take out of the country commodities without paying the required taxes to the government.

**Activity 16**

Group discussion

- What do you believe is the advantage of paying a fair tax?
- What are the consequences of failing to pay fair taxes?

## 2. Staying informed:



Figure 1.11. Bieng informed through reading newspaper.

It entails keeping up with current events by reading newspapers, listening to the radio, and watching television. This would inform citizens about what the government is doing and allow them to make informed decisions. Citizens and students, for example, must evaluate and be informed about social, economic, and political issues in their communities, regions, and country level. As a result, they are better able to make informed decisions. This could also assist citizens in carrying out their responsibilities effectively. It would also assist citizens in understanding what they are expected to do.

### 3. Participating in public government:




Picture 1.12. Individuals who are queuing for election.

You are already aware that in a democracy, political power is vested in the people. As a result, it necessitates citizens' active participation in their own affairs. Participation entails being involved in a variety of affairs at various levels and situations. This can occur at the local, regional, and national levels.

Some of the ways in which you may participate include the following:

- Attending community meetings;
- Debating on issues of major concern;
- Becoming a member of association or clubs;
- Joining campaigns and civic societies;
- Voting in elections;
- Reading and writing about issues;
- Serving in the defence force, and in other institutions.

## Activity 17

Dear students, with the help of your teacher, you will raise a specific debatable issue in your area and hold debates among various groups.

## 1.3. Importance of virtue ethics

**At the end of this section, you will be able to:**

- *Identify the importance of virtue Ethics;*
- *Analyse the importance of virtue ethics;*
- *Appreciate the importance of virtue ethics to individuals' life and society's well beings*



What do you think is the importance of virtue Ethics?

*To educate a man in mind and not in morals is to educate a menace to society.* *_Theodore Roosevelt*

? *What do you learn from this proverb and do you agree with this proverb why and why not?*

Virtue ethics is critical for both individuals and societies. It instils life's ideals and virtues. The following are some of the reasons why virtue ethics is important:

**It helps one to distinguish between right and wrong:** Individuals' social thinking is influenced by virtue ethics, which teaches them to distinguish between what is right and what is wrong. Virtue ethics is a basic requirement in today's world, where moral values are rapidly deteriorating. Virtue ethics is important because it teaches values such as diversity, tolerance, mutual respect, and pluralism.

**Enables to become responsible and contributing members in the society:** virtue ethics is a process of assisting children in developing the virtues or moral habits that will enable them to live good lives as individuals while also becoming productive and responsible members of their communities. Accordingly, virtue ethics should benefit not only students as individuals, but also the social cohesion of a community.

**It helps in finding out the true purpose of life:** There can be no future human civilization if this value is not taught to students, we as a society rely on one another to survive. Morals such as respect, love, compassion, kindness, forgiveness, and honesty aid in instilling this essential value in citizens from a young age

**It also helps in building a positive approach to things:** An effective Virtue ethics would help learners develop a positive attitude towards difficult situations and boost their self-esteem. It assists them in discovering their life's purpose, motivations, and goals, and it inspires them to devote themselves to the cause of social well-being.

**It helps to eliminate problems of social evils from one's life:** In the process of eradicating social evils such as gender discrimination, oppression, violence, racial discrimination, and violence against minorities, virtue ethics is humanity's only hope. In order to create a better tomorrow and ensure the continuation of overall development, students must be taught virtue ethics.

**Activity 18**

Group Discussion

Discuss the importance of virtue ethics in a group setting by using relevant examples. A representative from the group will make a presentation to the class.

## 1.4. Virtue ethics in daily life

**At the end of this section, you will be able to:**

- *Apply virtue ethics in daily life.*



What do you think the role of virtue ethics is in everyday life?

You were introduced to the various virtues and principles of virtue ethics in previous lessons. These are positive characteristics such as honesty, compassion, truthfulness, fairness, prudence, generosity, self-discipline, and so on. Moral virtues are the worthy principles that one follows to distinguish between what is right and what is wrong. These virtues are regarded as valuable in the development of a person's character.

Ethiopia's future is in the hands of students. Our country's future is dependent on the moral values instilled in them during their school years. As a result, this lesson is a place where you connect your previous learning in class with the outside world (i.e. extracurricular activities, at your home and in the community). Different activities, including cases and follow-up scenarios, will be provided to ensure that the lesson is completed properly.

## Case study:

### Abebech Gobena



Picture 1.13. Abebech Gobena, "Africa's Mother Teresa",Founder of Ethiopia's Oldest Orphanage

Abebech Gobena is the founder of Ethiopia's first orphanage. She picks up a baby and brings her home on her journey to Wollo province. She then brought home a second baby, who was lying next to his dead father. She brought home 21 children in one year. This simple act of kindness grew. She was bringing home more children and raising them with her own money. The children quickly grew to 200, and in 1988 she was granted permission to raise them as orphans. Her unusual actions have resulted in the establishment of six branches of the Abebech Gobena Children's Care and Development organisation, which now serves over 12,000 children.

When asked about her commitment, she stated, "Commitment is everything to me." To begin, the first thing I did was fully commit myself. Without commitment, my vision would have remained a pipe dream. I had no idea how to proceed, but I was certain that the only way forward was for me to work hard with my children in order to become self-sufficient.

I sold all of my gold ornaments during those six years. I tore all of my dresses and renewed them to fit the children. I didn't have a sewing machine back then. I was with them 24 hours a day, seven days a week." (Vol. 2 of Making a Difference for Population and Development: Leaders in Action)

## Activity 19

Group Discussion

Form groups and talk about what you learned from Abebech Gobena's case study. In your discussion, list important virtues from the case study and reflect on them in front of the class.



Figure 1.14: Students are practising virtue through donating blood, participating in environmental protection and keeping their hygiene in the school compound.

## Activity 20

Role Play Scenarios.

Hello, students, you act out various scenarios in which you practice virtues such as compassion, generosity, and self-discipline in various clubs, at home, and in the community. The teacher will assist you in developing those scenarios.

## Unit summary

This unit introduced you to some of the key concepts associated with the study of Virtue ethics and Ethics. It also allows you to capture the most important key principles and virtue ethics qualities. If students are fully acquainted with virtue ethics qualities and principles such as honesty, courage, fairness, compassion, and generosity, they will be decisive for the well being of the individual and the society. Furthermore, we discussed the significance of virtue ethics from various perspectives. Some of the benefits of virtues ethics include becoming a responsible and contributing member of society and developing a positive attitude. Finally, you examined how you intend to apply virtue ethics in your daily life by examining various cases and activities. Hopefully, you now understand the significance of virtue ethics and are aware of some of the ways in which virtue ethics principles and qualities are used and applied.

# Glossary

**Compassion:** is the ability to understand or feel what another person is going through from within their own frame of reference, or the ability to put oneself in another's shoes.

**Courage:** is the attitude of confronting and dealing with what is perceived to be difficult or painful rather than withdrawing from it.

**Ethics:**is a field of study which is concerned with what is good or bad, right or wrong actions.

**Fairness:** is frequently defined as a method of evaluating people or situations that is free of bias.

**Generosity:**is the moral disposition to expend time, effort, and resources for the benefit of others.

**Honesty:** is defined as the practice of not telling or accepting lies, as well as being truthful or accurate in one's actions.

**Prudence:** is a type of practical reasoning, the ability to objectively examine the potential consequences of your actions and control yourself based on that examination.

**Self-Discipline:** is the ability to behave and work in a controlled manner, which includes adhering to specific rules or standards.

**Virtue ethics:**offers an account of right and wrong based on what a 'virtuous agent' would do.

# Unit Review Questions

**Do these review exercises in your exercise book**

## Part I: True or False Items

1. Human beings have the same level of virtues and characters.
2. Virtue ethics qualities are important in creating a positive attitude.
3. The best policy is honesty, which is the habit of telling the truth.
4. Fairness means everyone receives and shares exactly the same thing.
5. To stand up and give a speech in front of the class requires courage.

## Part II: Multiple Choices Questions

1. Which one of the following is not a way of participating in public government?

A. Becoming a member of associations or clubs.
B. Debate on issues of importance and concern.
C. Showing apathy to issues of prime concern
D. Reading and writing about issues

2._____evaluates action in terms of virtues or good character one possesses.

A. Vices
B. Virtue ethics
C. Ethics
D. All are correct answers

3.Among the following, which one is the consequence of dishonesty?

A. Results in respect among friends and the community.
B. Erodes trust among friends and the community.
C. An honest person earns a good status among the community.
D. It is one of the best compliments a person can receive.

4.Which one of the following is not an example of showing compassion?

A. Helping someone in pain
B. Leaving a form of gift
C. Understanding another personal feeling
D. Expressing appreciation to another person

5. Which one of the following is different from the others?

A. Paying fair tax
B. Being informed
C. Self-discipline
D. Participation in government

**Part III: Matching: Match qualities of virtue ethics under column 'A' with the concept under column 'B'**

| No | "A" | "B" | |
|---|---|---|---|
| 1 | Self-discipline | A | Allows the government to carry out its functions |
| 2 | Courage | B | Evolves behaving in accordance with certain acceptable standards. |
| 3 | Paying fair Tax | C | It is the ability to objectively examine the potential consequences of your actions |
| 4 | Prudence | D | It is the determination to work hard despite any odds or obstacles that may exist. |

**Part III: Fill in the blank space with the correct answers.**

1._____ is a reasoned devotion or commitment expected to be discharged or fulfilled by all citizens of a given state.

2._____ is the disposition to expend time, effort, and resources in a moral context for the benefit of others

## Part IV: Give Short answers for the following questions.

1.Write the importance of generosity for oneself, friends, and the community?

2. Explain the importance of qualities and principles of virtue ethics?

3. Describe the ways in which you can demonstrate courage in your daily life.

4. Discuss the ways in which you can demonstrate qualities of virtue Ethics in your daily life.

# UNIT 2




# STATE AND GOVERNMENT

## Unit Description

This unit will teach you about the state and its government. This will assist you in comprehending state structure, government systems, and the relationship and differences between the state and the government. You will also deal with the most contentious relationship between state and government, in which the former includes the latter. Furthermore, you will learn about various types of governments in Ethiopia, as well as their strengths and weaknesses.

### Keywords

- **Federal, Government, President Prime minister, State Unitary.**

| Learning Outcomes: | Lessons: |
|---|---|
| *At the end of this unit, learners will be able to*<br>- *Identify the different structures of state;*<br>- *Describe the different system of government;*<br>- *Realize the relationship and difference between state and government;*<br>- *Evaluate the forms of governments in Ethiopia;*<br>- *Discuss strengths and limitations of different forms of governments in Ethiopia.* | *2.1 State structures*<br>*2.2 Systems of government*<br>*2.3 The relationship and difference between state and government*<br>*2.4 Forms of government in Ethiopia*<br>*2.5 The strengths and limitations of different forms of governments in Ethiopia* |

## 2.1 State structures

**At the end of this section, you will be able to:**

- ***Define State Structure;***
- ***Differentiate features of state structures;***
- ***Appreciate advantages and disadvantages of state structures.***



What does state structure mean?

In this section, you will learn about the various state structures. The knowledge you gained about states in grade 7 will serve you as a foundation for understanding different state structures

## REMEMBER

***The distribution of power among the constituent parts of a state is referred to as state structure. It is the state's organizational form, or the distribution of power among agencies.***

The concept of state structure is concerned with whether power is constitutionally devolved to lower administrative units or monopolized centrally by national governments. This means for example, in Ethiopia regional governments have constitutionally devolved powers and functions, whereas Kenya has centralized everything to the national government. Countries around the world use various forms of state structure for a variety of reasons.

***? Please identify different state structures in the world?***

There are three types of state structures in the world: unitary, federal, and confederal.

The Federal and Unitary systems are more common throughout the world, whereas the confederal system is not. In all cases, no structure is inherently democratic or undemocratic. Being federal is not a guarantee of being democratic, and being unitary does not automatically place a country under an undemocratic system. There are unitary states that have more democracy than federal states, and vice versa. Democratization is dependent on incumbent governments' commitment and readiness in their respective countries. Let us go over the specifics under each subtitle.

## *2.1.1 Unitary state structure*

### 2.1.1.1 Definition of unitary state structure

**REMEMBER**

- ***The unitary state is a type of state structure characterized by power centralization. It is a type of state structure in which a single power, known as the central government, controls all aspects of government.***

### Case study

Assume that there is a 'Z' family in Ethiopia. Everything in the family is controlled by the father, and even adolescent children cannot make decisions.

They are afraid to communicate with their father and expect orders from him. He is also unwilling to share power his spouse and refuses to listen to his adolescent children. Every statement is implemented from father to son. When his friends ask him why he is monopolizing power in this way, he says it is to reduce conflict of authority and to make better use of resources and time.

### Activity 1

- What kind of power exercise do you notice in the family? Is it concentrated or shared?

In fact, a unitary state is a set of political arrangements in which all executive, legislative, and judicial powers are concentrated at the center. It may involve horizontal separation of powers, i.e. the separation of executive, legislative, and judicial powers within a political unit.

It will not, however, allow for vertical power separation between a political unit and its subunits. A unitary state may delegate such powers to a subordinate unit, but it does not allow for the division of powers. The fact that the delegation is not based on law, but on the will of the central state. Nonetheless, the unitary state structure is a widely used state structure around the world.

Countries with homogeneous societies prefer unitary state structures because they are less tolerant of diversity. China, Sri Lanka, the United Kingdom, France, Finland, Italy, Kenya, South Africa, Djibouti, and others are examples of unitary states

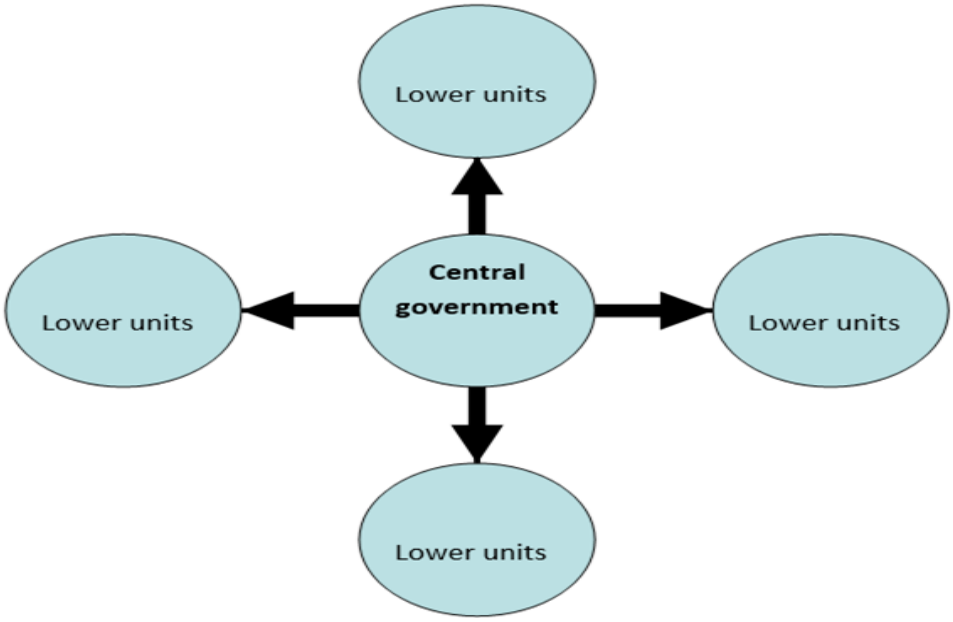



figure 2.1:-the down flow of power from central government to lower units

t is better to notice the features of the unitary state structure in order to better understand it.

The primary characteristics of a unitary state structure are as follows:

- ⓘ Sovereignty is exclusively lies within the central state.
- ⓘ Legislative bodies of sub-units are subordinate to the legislative body of the center

- Territorial sub-units are subordinated to the center and cannot work autonomously.
- The centre is legally supreme over regional or local territories and with unrestricted power.

Countries do not adopt a state structure at random. Hence, there are several reasons for adopting a unitary state structure, including structural simplicity, ensuring equitable resource distribution among constituents, administrative effectiveness, and avoiding duplication of institutional services and the like.

### 2.1.1.2 Potential advantages and disadvantages of unitary state structure.

As previously stated, the most common state structure is the unitary state structure. This is unavoidably due to its merits. There are advantages and disadvantages in adopting unitary state structure.

#### The advantages of Unitary state structures

- Provides uniformity of administration
- Equal access to public service
- Avoids the conflict of authority that might happen due to the division of power between the center and its territorial units.

#### The disadvantages Unitary state structure

Though the unitary state structure is used by the majority of states around the world, it has some limitations in practice. Some of the limitations are as follows:

- Concentration of Power
- Miss use of power
- None recognition of local diversities

Make a copy of this table on your exercise book. Form a group to discuss and fill in the blanks in the table with what you've learned. Leaders of groups should present their ideas to the class for discussion.

***Make a copy of this table on your exercise book. Form a group to discuss and fill in the blanks in the table with what you've learned. Leaders of groups should present their ideas to the class for discussion.***

| | Features of unitary system | advantages of unitary system | disadvantages of unitary system |
|---|---|---|---|
| 1 | Sovereignty lies within the central government | The uniformity of administration | Concentration of power |
| 2 | | | |
| 3 | | | |

## 2.1.2 Federal state structure

? *What is federalism? Which state structure do you think our country follows?*

### REMEMBER

*Federalism is a state structure that has at least tw levels of government: the central level and the lower level, which includes the territorial entities into which the country is divided. Regions in Ethiopia, for example, states in the United States, and provinces in Australia*

### Case study

In contrast to the family administration system seen in family 'Z' in the previous case study, family 'Y' is another Ethiopian family. They have their own set of written rules and regulations for the family. As a result, the powers and functions of father, mother, and children are clearly stated. They are not expecting orders from each other or a downward flow of orders, but the rules and regulations dictate their every action. No one in the family is overburdened by their responsibilities. Children are even being given powers and functions

### Activity 2

What type of family administration do you see in family 'Y'? Is power shared or monopolized? How does it compare to the previous case study with family 'Z'?

Federalism is a type of state structure that has at least two levels of government: the central level and the lower level, which includes the territorial entities that make up the country. Ethiopian regions, for example, are comparable to states in the United States and provinces in Australia.

In relation to issues that are important to everyone, the central level of government governs the entire country. Defense, foreign policy, citizenship, macroeconomic policy, and national infrastructure such as ports and airports are typically governed by the federal government. The regional level of government has authority over certain types of policy and legislation, which are usually of immediate concern to its own people.

As a result, federalism allows different groups to share power over common interests. It allows different groups of people in different parts of the country to enjoy diversity. Thus, territorially large countries with diverse societies prefer federalism. Except for China, the majority of large countries use a federal state structure. As a result, federalism accommodates diversity through power division and ensuring minorities' self-government. Nevertheless, federalism is not a panacea in and of itself.

## Activity 3

Group discussion

- Articles 51 and 52 of the FDRE constitution should be consulted. What does it clarify?
- What are the authorities of regional governments? What role does the federal government play in the powers and functions listed in Article 52?

The existence of written constitutions becomes necessary for the federal political system to function. First, the federal relationship must be established through a permanent covenant of union, which is usually found in a written constitution outlining how power is divided or shared. Article 51 of the FDRE constitution, for example, lists the federal government's powers and functions. The federal government of Ethiopia owns the majority of the powers related to currency, international relations, citizenship, national defense, administration, and utilization of trans-boundary infrastructures and resources.

Article 52, on the other hand, discusses the powers and functions of regional governments. It states that "all powers not expressly delegated to the Federal Government alone, or concurrently to the Federal Government and the States, are reserved to the States."

Along with this, states have the authority to promote self-government, democratic order, the rule of law, and to protect and defend the Federal Constitution. Furthermore, regional states have the authority to enact and enforce the state constitution and other laws, as well as to administer a state police force and maintain public order and peace within the state. In terms of usage, one-third of the world's population is governed by states with some form of federal structure. The United States, Brazil, Pakistan, Australia, Mexico, Switzerland, Canada, Nigeria, and Ethiopia are among these countries.

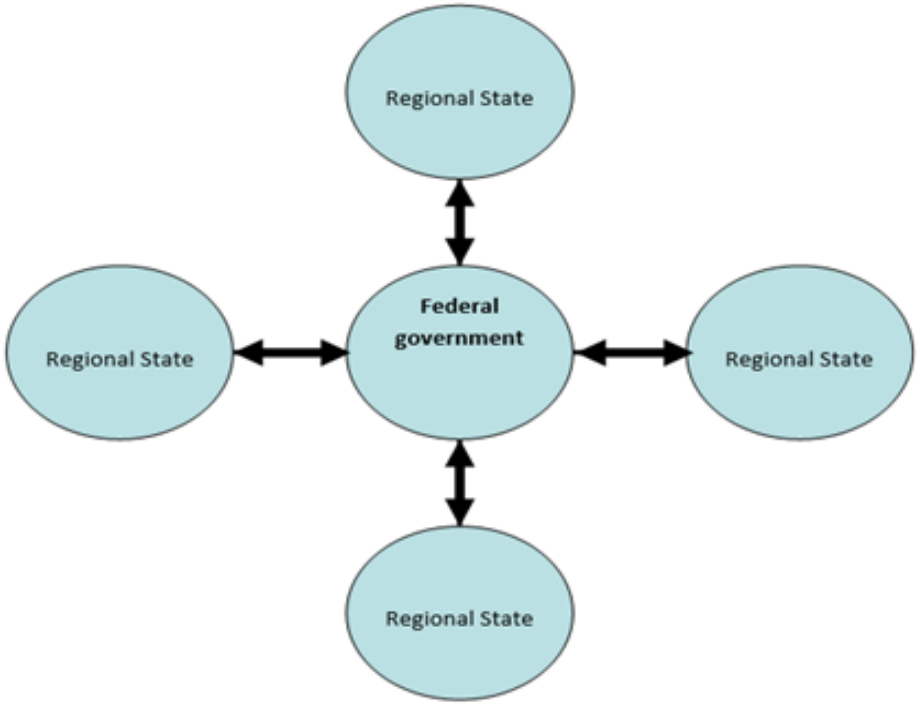



figure 2.2:-the relation federal and regional states

## Activity 4

*Connect the given powers and functions to administrative units (regional governments or federal government)..*

| | Powers and functions | | Administrative units |
|---|---|---|---|
| 1 | Formulating and implement foreign policy; it shall negotiate and ratify international agreements. | A. | Regional Government |
| 2 | Establishing and administer a state police force, and to maintain public order and peace within the State | | |
| 3 | Formulating and execute the country's financial, monetary and foreign investment policies and strategies. | | |
| 4 | Enacting and executing the state constitution and other laws | | |
| 5 | Formulating and implementing the country's policies, strategies and plans in respect of overall economic, social and development matters | B | Federal government |
| 6 | Formulating and executing economic, social and development policies, strategies and plans of the State | | |
| 7 | Enacting laws for the utilization and conservation of land and other natural resources, historical sites and objects | | |
| 8 | Establishing and administering national defense and public security forces as well as a federal police force. | | |
| 9 | Determining matters relating to nationality | | |

### 2.1.2.1 Advantages of federal state structure

? ***List down the advantages for adopting federal state structure?***

The advocators of federalism provide the following advantages for adopting federalism.

1. Federalism is the best fit for dealing with ineffective administrations and maintaining complex socioeconomic and political conditions.

2. To match increased population and territorial size- As a country's territorial size expands, some peripheral areas become inaccessible and difficult to control by the central state.

3. To accommodate diversity - Internally, it is due to a fear that religious and ethnic differences will lead to conflict and externally, about a possible military and economic threat.

**Disadvantages federal state structure**

- deficiency of authority over constituent states and individual citizens
- unfit for a state without geographic continuity
- confusion and conflict of laws
- expenses and dalliance due to its duplicated system of legislation and administration

- affects the of power of legislation at the central unit on subjects that need uniform legislation

***Copy this table on your exercise book. Form a group to discuss and fill in the blanks in the table with what you've learned. Leaders of groups should present their ideas to the class for discussion.***

| | Features of federal system | Advantages of federal system | Disadvantages of federal system |
|---|---|---|---|
| 1 | Sharing of power | Growing complexity | Expenses and dalliance |
| 2 | | | |
| 3 | | | |
| | | | |

## Case study

In one of federal countries in Africa, the federal government directed regional states to depose serving executives by proposing new leaders in their place. All regional presidents, however, rejected the order and kept their cabinets in power. As a result, the federal and regional governments are at odds. The conflict resulted in the removal of regional leaders from power. The prime minister then appointed new regional leaders, who are now working in the country. Without the consent of the people, the newly empowered presidents drafted a new constitution and endorsed it as the law of the land.

## Activity 5

- Is there anything that goes against the fundamental principle of federal state structure?
- 2. Why did the provincial leaders defy the order and keep their cabinets in place?

### *2.1.3 Confederation (Confederal arrangement )*

? ***What is confederation? Have you ever heard of it?***

## Activity 6

Group discussion

- Is the confederation a type of state structure, or is it a type of commonwealth association without state elements?
- Mention if any Confederate states exist in the modern world. If not, ask your group members what kinds of Confederations exist in the world.

In modern science, claims have been made as to whether a confederation is a type of state or should be considered differently. A confederation is formed when a group of people or nations form an alliance. It allows each member to govern it while voluntarily agreeing to collaborate on common goals. The arrangement is so loose that the component states retain their sovereignty. There is a definite central organ that coordinates the Confederal states' common activities, but entirely dependent on what the state units are willing to delegate.

Furthermore, nations can choose whether or not to follow the weak central government's lead.

The functioning of the European Union is a good example of this type (EU). As a result, in the modern world, confederation exists as a form of commonwealth association or organization without state elements, as well as a form of government structure. A confederation's main goals usually include common defense, common postal services and communication links, common commercial practices, and cultural unity measures.

## Activity 7

Group Work

- Among the three state structures discussed above, Ethiopia adopted a federal state structure after 1991. Do you agree on the type of state structure that has been adopted? Do you have a different preference? Justify yourself in all circumstances.

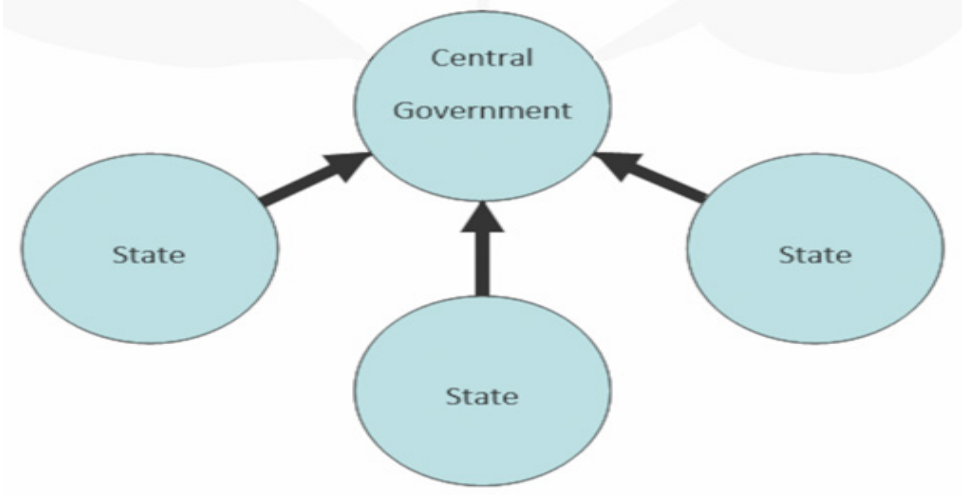



figure 2.3:-Confederal state structure

## 2.2 Systems of government

**At the end of this section, you will be able to:**

- *Define the different systems of government;*
- *Differentiate systems of government.*



What is the system of government?

You learned about different types of governments in grade seven. In this lesson, you will learn about the various government systems. For the sake of this grade level, there are two types of government systems namely: presidential and parliamentary.

### REMEMBER

***System government refers to the relationship between the executive and legislative branches of government. According to this, governments can be presidential when the executive and legislative branches are separately elected by the people or parliamentary when the executive is selected from the legislature.***

You may be aware that in Ethiopia, when forming a government, electorates vote for individuals to serve in the House of Peoples Representatives (Parliament). The prime minister is chosen from the parliament to lead the country, to whom he or she is accountable. However, in the United States, people vote directly for president, at least through the Electoral College. Furthermore, the president is not directly accountable to the country's parliament (congress).

## *2.2.1 Parliamentary system of government*

### REMEMBER

- ***The parliamentary system of government is a one in which the executive bodies are distinct from and accountable to the legislative body.***

### Case study

There are 65 households in our kebele that belong to block 13. They are concerned with ensuring the block's peace, security, and development. The households thoroughly discussed and wrote down guiding rules. Instead of having unorganized engagements, they formed a council of seven people. These seven people elected their chairperson, who is accountable to the council, and the council accountable directly to the residents of Block 13. Everything was decided in discussion with the council by the chairperson.

## Activity 8

Group Work

- How was the chairperson of block 13 elected?
- For whom the chairperson is accountable to?
- What kind of power relations do you see between the council, the chairperson, and the households?

A cabinet government or prime ministerial system of government is referred to as a parliamentary system of government. It is a type of government in which the party or coalition of parties with the most representation in the legislature (parliament) forms the government. The prime minister or chancellor is appointed by the leader of the party or coalition. The prime minister appoints executive members from parliament. It is a system in which the legislature and the executive work together and the latter is held accountable to the former. Thus, the parliamentary system is one in which the true executive, the prime minister or the head of government, is directly and legally accountable to the legislature. As a result, all ministers should be members of this party.

While the nomination of the Prime Minister in Ethiopia adheres to international principles, it takes an unusual approach in nominating executives, who may or may not be members of the parliament.

Article 74/2 states that the Prime Minister shall submit to the House of Peoples' Representatives nominees for ministerial positions from members of the two Houses or from persons who are not members of either House but have the necessary qualifications. When a majority of the ruling party or parliament loses confidence in the prime minister, he or she may be removed from office. Some of the parliamentarian countries are such as Ethiopia, Denmark, Japan, Malaysia, Sweden, Germany, India, Italy, Pakistan, Botswana, South Africa, and the United Kingdom. The parliamentary system originated in the United Kingdom.

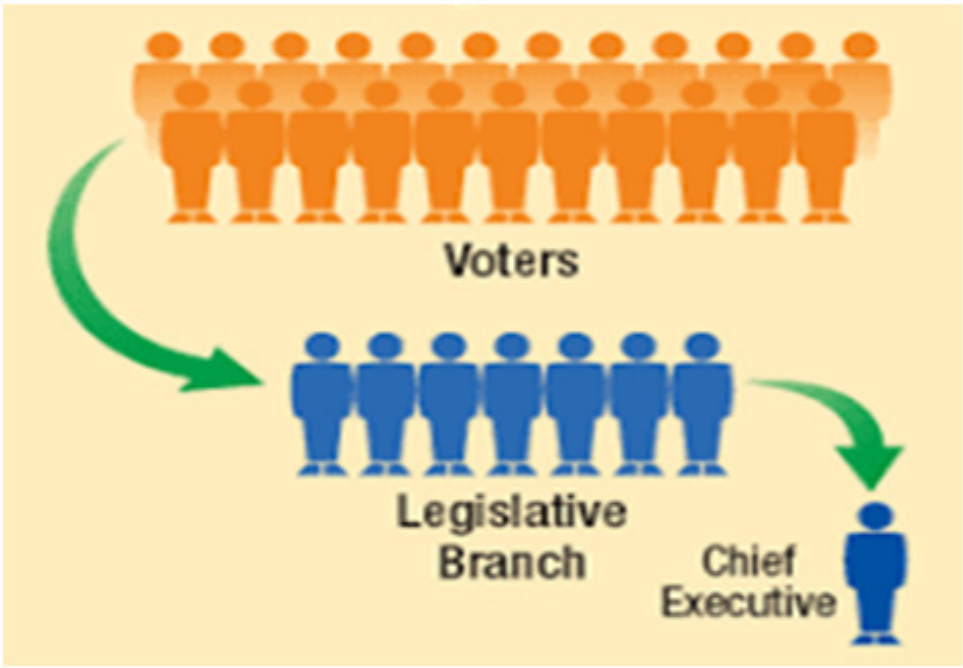



figure 2.4:-the formation of parliamentary system of government

## Activity 9

Home Work

- Please see FDRE constitution articles 71 and 74 to understand the level of power possessed by the head of state (the President) and the head of government (the Prime Minister). Which of them wields real/critical executive power, and which is merely symbolic?

### Features of Parliamentary System

The parliamentary system of government differs from non-parliamentary systems in several ways. The following are some of the main features of the parliamentary system of government:

**A. Leadership of the prime minister:** The real executive authority is held by the prime minister. As a result, he or she is the "true working head of the state." He or she is the commander-in-chief of the national army and is in charge of the cabinet.

**B. Nominal head of state:** Nominally, the head of state, whether a monarch or a president, has authority. He or she is the state's ceremonial ruler. In Ethiopia, for example, the head of state opens the joint session of the House of Peoples Representatives and the House of Federation. Furthermore, among the duties of the head of state in the Federal Democratic Republic of Ethiopia are receiving and sending diplomats, as well as awarding medals, prizes, and gifts for exceptional performances.

**C. Political homogeneity:** Parliamentary governments, with the exception of coalition governments, are characterized by political homogeneity. In Ethiopia, the prime minister is the leader of the party with a clear majority in parliament or the popular house.

**D. Collective responsibility:** The prime minister and his or her ministers are members of parliament and have the right to vote. The prime minister brings issues to parliament for decision, making success or failure a collective responsibility.

**E. The fusion of power:** The parliamentary system combines legislative and executive power. Since, the executives are appointed by parliament; they are both legislators and law enforcers. As a result of this, the system lacks power separation.

## *2.2.2 Presidential systems of government*

? ***What does it mean presidential system of government?***

### REMEMBER

***The presidential system of government is a form of government in which the president serves as the head of state and government. The president and legislature are directly elected by the people and answer to them.***

## Case study

Next to block 13 in our kebele as mentioned in the previous case study, there is bloc 14 with households of 75 in numbers. Like also bloc 13, they were concerned to secure peace, security and development in the block. The households discussed thoroughly and wrote for guiding rules. Then they sit together and voted for council members of eight persons to work along with the chairperson. The council was authorized to identify and make some laws in the community. Accordingly, both the council and the chairperson made to be accountable to households of block 14.

### Activity 10

- How the chairperson of block 14 was elected? For whom he/she is accountable? What kind of power relationship do you see between the council and the chairperson as well as the households?

A presidential system, also known as a single executive system, is a type of government in which the executive branch is led by a president. In this country, the head of government and the head of state is the president and, so the head of government is also the head of state in most cases. The executive is separate from the legislature and is led by the head of government. In this system there is separation of power, since the executive is distinct from the legislative branch. Another important feature is that the executive is not accountable to the legislature.

It is customary in the United States and other similar countries to vote for president and Congress at the same time. Both are directly elected by the people and thus accountable to them.

## Activity 11

Have you ever watched the live broadcast of the 2020 United States Presidential Election? Have you ever observed a voting system in which the president and members of Congress are elected concurrently? Tell the class about your experience

As a result there is no fusion of legislative and executive power in the presidential system. The president is elected directly by the people and is not accountable to the legislature. The executive is constitutionally separated from the legislative branch. As a result, the legislature has no authority over executive ministers. France, the United States, Brazil, Argentina, Chile, Mexico, and Kenya are examples of countries that use presidential forms of government.

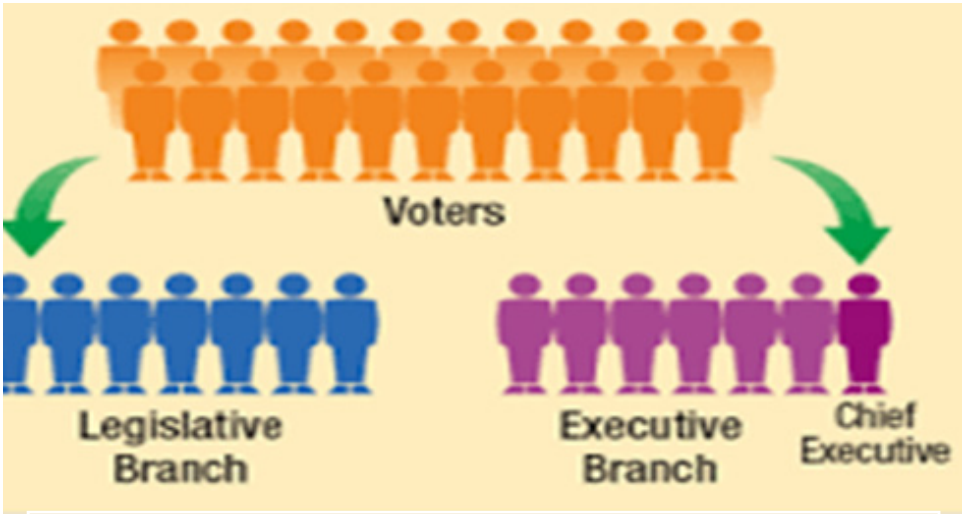



figure 2.5:-presidential form of governmentt

## Features of Presidential System

The presidential system's main characteristics are as follows:

A. **Superior position of president:** Because all of the government's power is concentrated with him/her, the president holds a superior position. The president, who is directly elected by the people for a fixed term, is in charge of the executive. The president is the head of both the government and the state.

B. **Separation of powers:** The presidential form of government is founded on the principle of power separation among the three branches of government. The executive is not accountable to the legislature. The judiciary is also separate from the executive and legislative branches. This ensures the checks and balances principle.

C. **Process of impeachment:** Impeachment is the authority granted to the legislature to vote on the removal of the president. This vote is held in the event that the president is found to have violated his or her oath of office by failing to defend and protect the constitutional government.

D. **The president has a fixed term of office:** Whereas today's leaders want to stay in power for life, it is best to limit their tenure to a specific year. For example, the United States holds presidential elections every four years, and a president cannot be elected more than twice.

## 2.3 The Relationship and Difference between State and Government

**At the end of this section, you will be able to:**

- *Explain the relationship and differences between state and government;*
- *Recognize the relationship and differences between state and government ;*
- *Distinguish the concept state and government.*



Pair discussion

- What is the relationship and differences between the state and the government? Share your ideas with a class-mate who is nearby.

State and government are so closely related in political discourse. Hence, they are frequently used interchangeably. However, they are diametrically opposed concepts. Some of the issues concerning state-government relations are listed below.

- In the absence of government, state cannot exist;
- The Montevideo convention defines a state as having four components: population, territory, government, and sovereignty. This implies that the government is one of the four components of the state.
- Government is not only one of the elements, but the most important one. Because the state is an abstract entity, and hence all of the collective will of the state are expressed and implemented through government. Government refers to the people, institutions, and rules that govern a country.
- Government is responsible for achieving all of a state's objectives. It accomplishes the state's goal. As a result, the government is referred to as the "brain of the state."
- The state provides legitimacy to the government, and the government makes the state a reality. Thus, governments, along with other organs, form a state by wielding influence and control through law and coercion.
- All people who live in a state are subject to the state's jurisdiction. However, the government is made up of only a few people. Only a few people make laws, implement laws, and carry out executive and judicial functions.

While the state and government are inextricably linked in this way, they also have distinct differences. The distinctions between states and government are exemplified by the following ideas.

A. **State is a wider concept than government:** As previously stated; the Montevideo Convention lists the four elements of state, one of which is government. This implies that one of the four components of the state is the government. Even though government is the foundation of all other elements of state, it is incorrect to use the terms interchangeably.

B. **State is abstract while government is concrete:** The state is the organization, whereas the government is a specific group of people, the administrative bureaucracy that controls the state apparatus at any given time. Governments are groups of people with certain coercive powers, whereas states are immaterial and nonphysical social objects. As a result, the government appears to be concrete, whereas the state is not.

C. **Government is intrinsic while state is extrinsic to human beings:** When the state is defined organizationally; it is always defined as distinct from the rest of society. There are some stateless societies, such as the sedentary tribal system, that make decisions through implicit negotiations without the use of a specialized state. As a result, the state is extrinsic to humans, which means they can live without it.

On the contrary, the government as an organization is inherent in humans because the act of governance exists even in stateless societies such as sedentary tribal systems. As a result, government is inherent in humans. There is no such thing as a human society without a government.

D. **State represents but government materializes political power in a given territory:** The state is either a power in and of itself, or it represents power in the territory. Government, on the other hand, refers to specific occupants of the state apparatus who wield power while claiming to represent the state. They then use / materialize the power to act on the state's behalf.

E. **The state is almost permanent, where as government is temporary:** We have already established that government refers to those in positions of state power. Governments and regimes are transient; they come and go, but the state is relatively eternal. Ethiopia, for example, has existed for far too long. Governments, on the other hand, change from time to time and will continue to change in the future.

***Copy this table on your exercise book. Then compare state and government and write down your ideas in the spaces given in the table.n.***

| | State | Government |
|---|---|---|
| 1 | | Changing |
| 2 | Sharing of power | |
| 3 | | Narrower |
| 4 | Abstract | |

## 2.4 Forms of government in Ethiopia

**At the end of this section, you will be able to:**

- *List down forms of governments in Ethiopia;*
- *Discuss features of the forms of government in Ethiopia .*



Discuss the imperial, derg, and the post 1991 governments in Ethiopia and share your thoughts with a classmate nearby

In this section, you are going to discuss different forms of government in Ethiopia, which is one of the ancient states in the world. The country governed by the different form of governments. Let us see those different governments.

## A. Monarchical Regimes in Ethiopia

The imperial system has existed until the 1974 in the country. The imperial form of government was Monarchical with absolutist and centralized administration. Its was Power was transferred for descendents of the emperor. In line to this, the 1931 constitution of Ethiopia article 4 states that 'the throne and the crown of the empire shall be transmitted to descendents of the Emperor pursuant to the law of the imperial house'.

The same constitution indicated that sovereign power is vested in the hands of the Emperor. There was only downward flow of powers from the central king to the provincial vassals. The emperor was the law enforcer, law maker and partly adjudicator. Hence, the emperor had personalized power with unitary state structure. Though the constitution depicts two chambered parliament namely chamber of the Senate (*yeheggue Mewossenga Meker beth*) and the Chamber of Deputies (*yeheggue Memriya Meker beth*), law making power was controlled by the emperor. Peoples of the country had subject status, and members are nominated by the emperor to sit in chamber of Senate.

### B. The military regime in Ethiopia

The long persistent feudal system in Ethiopia was ended with coming of the *derg* regime into the power. The word *Derg* is the Arabic word to mean committee. It has the following features

- Emerged to be military and dictatorial form of government in Ethiopia.
- Adopted unitary state structure.
- Replaced feudalism and monarchical systems by socialism and presidential systems of government respectively.
- Ended ancestral power succession to descents of the emperors.

- The working class became the sovereign power possessor by forming unicameral chambered parliament named as *National Shengo.*
- The president was the head of state and commander –in-chief of the national army.

**Activity 12**

Group discussion

- The derg regime was considered as change maker of the long existed political system of the country. Why is it said so?

### C. The post 1991 Republican form government

The Derg was deposed in May 1991. Following that Ethiopia adopted a republican form of government with a parliamentarian system of government since 1991. A republic is a type of government in which a state is ruled by citizens' representatives. The main tool for practicing republicanism is to hold free, fair, and periodic elections. To that end, series of elections have been held in the country since the change of regime in 1991, despite their limitations. There were there were complains of one party dominance, election rigging and corruptions.

## 2.4.1 Strengths and limitations of different forms of government in Ethiopia

**At the end of this section, you will be able to:**

- *Identify the strengths of different forms of government in Ethiopia;*
- *Discover the limitations of different forms of government in Ethiopia..*

? ***Is it possible for a given form of government to be free of limitations? Identify the strengths and limitations of various forms of government in Ethiopia and share your thoughts with a classmate nearby.***

In this section, you will identify the strengths and limitations of various forms of government in Ethiopia. Governments in Ethiopia, like any other form of governments, have strengths and limitations.

### Activity 13

Group discussion

Before we begin, try to list the strengths and limitations of the imperial regimes, the derge regime, and the post 1991 government in the country. Then, show it to your classmates.

## A. Strengths and limitations of Monarchical system in Ethiopia

The monarchical system played an important role in state formation and nation building, which was followed by modernization. It also established a ministerial system in order to form a strong executive in the country. Regardless of government changes, all monarchical systems were unwavering in their commitment to ensuring sovereignty and national unity of the country. We can look at the Adwa victory, which became a symbol of independence for all black peoples around the world and was the result of Ethiopian patriotism.

Furthermore, diplomatic successes contributed to the formation of a continental organization and the hosting of the current African Union. As a result, Addis Abeba has become Africa's capital city. Despite the fact that the constitutional system is still in its infancy, the foundation of a written constitution in 1931 laid a remarkable foundation. However, the process of establishing a state and nation building has not been completed. In most ways, it ignored the diversity of the country's peoples. The continuation of ancestral power transfer, state religion, and the absence of a party system were among the major limitations of the monarchical system.

### Activity 14

Group discussion

- Please discuss with your colleagues and list additional strengths and limitations of the monarchical system in addition to the ones listed above..

## B. Strengths and limitations of the military Regime in Ethiopia

When the Derg regime succeeded the imperial system, it, like all its predecessors, was fully committed to the sovereignty and national unity, with the motto "Ethiopia First," claiming the country's indivisibility. It has maintained the diplomatic ties inherited from the imperial regime, but, with a more emphasis towards the East socialist blocs. Land redistribution to tillers and literacy campaigns were among critical successes. Furthermore, the regime's successes included the decree of "equality of cultures" of different identity groups and Secularism. However, gross human rights violations, such as 'Red Terror,' have resulted in the deaths of a large number of people. Interstate and intrastate wars, as well as a mono-party system, have been discovered to be antithetical to the democratization process.

### Activity 15

Please discuss with your colleagues and list additional strengths and limitations of the military regime in addition to the ones listed above.

## Strengths and limitations of the Post 1991 government

The arrival of the EPRDF in 1991 has altered state structure of the country. Regardless of such shifts, issues such as sovereignty and diplomacy remain unaffected.

It has adopted new progressive approaches such as ensuring self-determination, which includes language and cultural rights, as well as political representation and territorial autonomy with unity in diversity of different ethnic groups though they were not genuine in implementations. Infrastructure developments and secularism must be recognized. Despite the fact, the implementation problem of federalism has resulted in heightened extremism followed by conflicts, displacements and the like.

## Activity 16

Please discuss with your colleagues and list additional strengths and limitations of the post 1991 government in addition to the ones listed above in.

## Unit summary

In this unit, we have identified the three types of state structures: unitary, federal, and Confederal and the two systems governments in the world namely presidential and parliamentarian. The relationship and difference between state and government are frequently questioned because they are interconnected; however, they are distinct from one another. State is broader while government is narrower. In Ethiopia, the imperial system was dominated monarchical government, until the derg system replaced it with military and socialist forms of government.

The EPRDF led government transformed the political land escape system into a republican federal system however, with big limitations in implementation. It is depicted that, each of these governments in Ethiopia have their own set of strengths and limitations. For instance, the monarchical regime was successful in state formation and international diplomacy though disregarded diversities in the country. The military government was also successful in national unitary and diplomacy though committed violations of human rights. The post 1991 government came to address diversities in the country, which however emerged to be not genuine.

## Glossary

**Head of government:** is the owner of real political power in the country like prime minister in parliamentary countries

**Head of state:** The of state in a parliamentarian countries are ceremonial head in countries politics such as president, king, queens etc

**Lower units:** The subsidiary level of administrations with their power in federal system and without in a unitary system

**Public Consent** The will of people to recognize the system either by vote or other means

**State:** Is an abstract entity encompassing government, sovereignty, territory and population

# Unite Review Questions

## Part I: Say True for correct statements and False for incorrect ones.

1. Ethiopia adopted a federal parliamentarian system of government since the 1995 constitution.
2. Popular sovereignty was among the main principle of the Imperial government.
3. The right to self determination is among successes of the EPRDF led government

## Part II: Multiple Choices

1. Which of the following is the feature of a federal state structure?

   A. Regional states are under control of central government.
   B. Federal government monopolizes all power to center.
   C. Regional states are delegated power by the constitution of the country.
   D. Majority of states in the world are federal in their nature.

2. Which of the following is the feature of Parliamentarian system?

   A. Superior position of president
   B. Separation of powers
   C. Principle of checks and balances
   D. Collective responsibility

3. Which one is true about relations between state and government?

A. State is intrinsic while government extrinsic to human.
B. State is source of legitimacy for government.
C. Government is brain of state.
D. In the absence of government, state cannot exits.
E. All

4. Which of the following is true about the derg regime?

A. Introducing federalism
B. Campaigning for literacy
C. Promoting State religion
D. Promoting feudalism

**Part III: Match the strengths of government in column A with the forms of government in column B.**

| No | "A" | "B" | |
|---|---|---|---|
| 1 | The Right of self determination | A | The imperial regime |
| 2 | Land redistribution to tiller | B | The derg regime |
| 3 | State formation | C | The post 1991 government |

## Part IV: Short answer

1. What does the term "parliamentary system of government" mean?
2. What does the term "confederal structure" mean?

# UNIT 3




# DEMOCRACY

## Unit Description

This unit will teach you about democracy, which has become a popular term in society. This will help you to understand the concept of democracy, its fundamental principles and values, as well as the significance of indigenous democratic values and institutions. It also addresses challenges and opportunities of democracy in Ethiopia. Hence, it is critical to thoroughly understand democracy and to avoid misinterpretation.

### Keywords

- **Sovereignty, Constitution, Freedom, People, Election,Values, Rule of law, Principles, Indigenous institutions**

| Learning Outcomes: | Lessons: |
| --- | --- |
| *At the end of this unit, learners will be able to*<br>- *Explain the concept of democracy;*<br>- *Understand the fundamental values and principles of democracy;*<br>- *Appreciate the indigenous democratic values in their community;*<br>- *Identify the challenges and opportunities of democracy in Ethiopia.* | *3.1 The concept of democracy*<br>*3.2 Fundamental principles of democracy*<br>*3.3 Values of democracy*<br>*3.4 The importance indigenous democratic values and institutions*<br>*3.5 The challenges and opportunities of democracy in Ethiopia* |

## 3.1 The concept of democracy

**At the end of this section, you will be able to:**

- *Understand the concept of democracy;*
- *Appreciate democratic way of life.*



How did you decide who would be your class monitor, students? Is he/she elected because of your vote? Is he/she the winner with the most votes cast among the other competitors? Is your homeroom teacher in charge of appointing the representative? Take the experience and explain the concept of democracy to a close classmate.

## REMEMBER

***Democracy is a political system in which the people hold supreme political power. It is up to the people to empower and dethrone the leaders currently in and out of power. The fundamental concept of democracy is freedom.***

Recall your grade 7 Citizenship education Chapter 3 discussion of democracy. This is a continuation of that chapter. Democracy may be a term that most people are familiar with. For example, as stated in the preceding brainstorming question, democracy occurs when you choose your representative based on your own free will. The representative may receive unanimity (100%) or a majority vote. Accepting the majority decision is a pillar of democracy in this case. However, he or she must serve all students in the class equally. On the other hand, you may be able to call him back from his/her current position. However, if the representative is assigned by homeroom teacher or other person in the school, it becomes undemocratic.



Figure 3.1:-The picture shows-Students voting representative by raising hands

However, in most parts of society, democracy is misunderstood as lawlessness or arbitrariness. For example, a student may leave class in the middle of the session and claim that it was a democratic decision. This is an incorrect understanding of democracy because it acts without regard for the rules and regulations. The rule of law is a fundamental principle of democracy. Misunderstanding exists not only at the most basic societal levels. It is also a concept that politicians continue to misunderstand and misuse at a time when various leaders claim popular support by claiming the cover of democracy.

Democracy is more than just a political system. However, it is also a way of life. It is the cumulative effect of how you interact with others in our society.

For example, your relationship with your classmates, whether you cooperate with each other, tolerate differences, and respect others' ethnic, religious, and linguistic identities, are key indicators of a democratic way of life. When this becomes the culture of the society, it eventually becomes the culture of the country, making democratization easier.

? ***Can democracy emerge simply because we desire it?***

Democracy, on the other hand, cannot be developed simply because we want it. The existence of well-structured and well-functioning institutions is mandatory with a body of standards and rules and on the will of society as a whole. Democratic institutions and processes must also encourage decentralized local and regional government and administration, which is both a right and a necessity for broadening the base of public participation.

## Case study

Assume that 'Z' school is in 'X' region. It is made up of students from various backgrounds. Language, religion, and economic status are all different. The school's director is extremely harsh with students and teachers alike. Some students at school are resistant to learning other languages. There is no consideration for one another. Some wealthy children harbor prejudices against others. Furthermore, some students leave the class in the middle of the lesson, while others use Facebook and other websites.

Besides, some teachers are only interested in pleasing students from wealthy families, with no regard for the rest of the students. The school appears to be disorganized, with no clearly defined operating structure.

**Activity 1**

- Is the governance of school 'Z' democratic? And why is this so?

## 3.2 Fundamental Principles of democracy

**At the end of this section, you will be able to:**

- *List down fundamental principles of democracy;*
- *Explain each of the fundamental principles of democracy;*
- *Practice the fundamental principles of democracy.*

**Activity 2**

Group Work

- Identify the fundamental principles of democracy and present it in the class.

In chapter three of grade seven, you learned about democracy. You have covered the meaning, origin, and types of democracy, including sustentative and procedural democracy. Based on that context, in this unit, you will discuss the fundamental principle of democracy.

It is difficult to come to an agreement on a definition of democracy. However, it is usually explained in terms of its fundamental principles. Let us go over each of these principles one by one.

**1. Popular sovereignty:** This is the fundamental principle of democracy because it refers to the very foundation of democracy. Only the consent of the governed, which consists of all citizens of a state, is a legitimate source of government authority. The people give their consent through their regularly elected representatives, and all constitutional changes are approved.

**2. Supremacy of constitution**

**Activity 3**

Group discussion

- Article 9/1 of the FDRE constitution states that 'any law, customary practice, or decision of an organ of state or a public official that contravenes this Constitution shall be null and void.' What does it imply?.

A country may possess a variety of legal instruments, such as civil law, criminal law, civil service law, and so on. However, the constitution takes precedence over all other laws.

**3. Citizen Participation:** Citizens' key role in democracy is participation. It is not only their right, but also their obligation. Citizens can participate in a variety of ways, such as running for office, voting in elections, becoming informed, debating issues, attending community or civic meetings, and becoming members of private voluntary organizations. Citizens' participation must be expanded to include issues such as taxation, gender equality, child trafficking, traffic accidents, and environmental protection.




Figure 3.2:-Peoples paying taxes to discharge civic duty

## Case study

A heated public debate on various community issues erupted in the Amhara region's Mota town. The meeting was organized by community leaders to supplement government efforts on economic, political, and social issues.

There were 120 men and 120 women in attendance at the meeting. Tsedalu Ayenew presided over the meeting. She was extremely intelligent and dealt with a wide range of societal issues.

One of the community issues discussed at the meeting was drug abuse. The substance, according to the participants, is causing their children to become addicted. Others were preoccupied with traffic and road accidents. They made the decision to assist the traffic cops in this endeavor. Others talked about environmental degradation, and everyone agreed to take care of their environment and plant more trees in their neighborhood. Others raised the issue of gender equality as well as harmful traditional practices against women. They claimed that early marriage is detrimental to their daughters' education and causes them to drop out.

Most men and women raised their hands and actively participated in the meeting, which was very friendly. The chairperson summarized the meeting on stage, stating that the meeting was held to stand together for the betterment of society and to pay the expected taxes for the state's relevant bodies in order to achieve the stated goals. The meeting was adjourned with an agreement to meet again in two weeks to discuss other social issues.

## Activity 4

- How has the debate benefited the public? What issues did the public raise during the discussion?

**4. Separation of power:** Government is made up of legislative, executive, and judicial branches. The legislative organ of the state creates laws, the executive implements them, and the judiciary applies them to specific cases arising from a violation of the law. The ultimate goal in separation of power is to promote check and balance among the three organs.

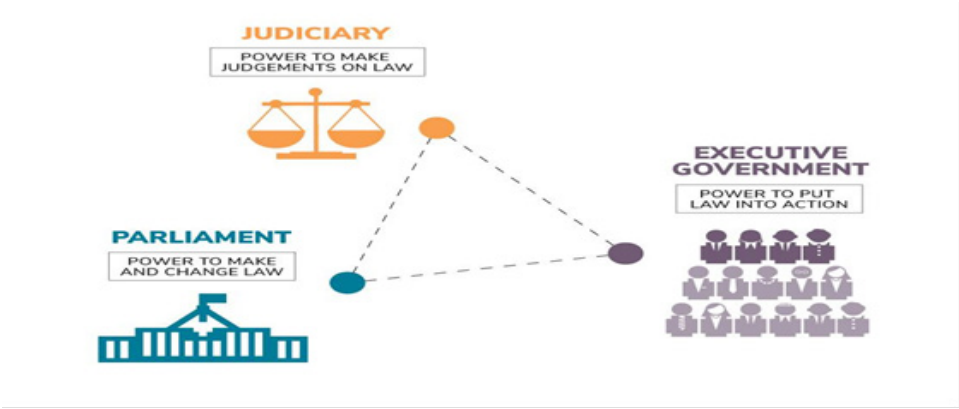



Figure 3.3:-The Figure shows - Organs Government

## 5. The principle of secularism

? ***What exactly is secularism? Have you heard of it?***

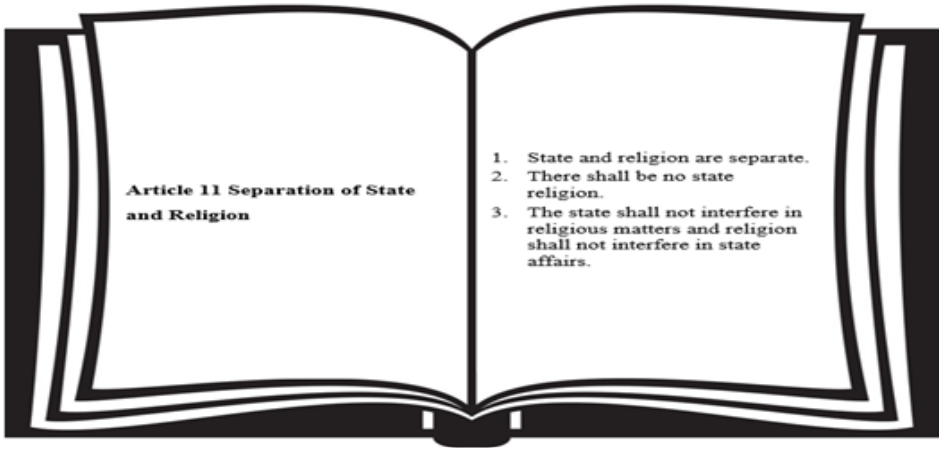



Figure 3.4:-Article 11 Separation of State and Religion

The separation of religion and State is the most important aspect of secularism. This is critical for a democratic functioning of a country. Almost every country in the world will be home to more than one religious group. There will almost certainly be one group that has a majority among these religious groups. If the majority religious group gains access to State power, it can easily prevent minorities from practicing their faith. Any form of religious dominance is a violation of the rights that a democratic society guarantees to all citizens. In this regard, Article 11 of the FDRE Constitution stated that the state and religion are distinct, and that there shall be no state religion.

## 6. The principle of accountability and transparency

**Activity 5**

Group discussion

- What is the role of accountability and transparency for democratization?

Public accountability entails the right of the public to information about government activities, as well as the right to petition the government and seek redress through impartial administrative and judicial mechanisms. Transparency, on the other hand, necessitates the public's access to the activities of government officials and institutions. People must be aware of what is going on in the country for the government to be held accountable.

## REMEMBER

- *A free election is one in which all citizens have the opportunity to vote for the candidate of their choice.*
- *A fair election is one in which all votes have equal weight and are accurately counted.*
- *A periodic election means that elections must be held at regular intervals.*

### Homework

Please ask one of your families who voted in the 2013 E.C Ethiopian national election to come up and present the steps he/she took from the first registration to the last polling date in order to conduct an effective election.

The holding of free and fair elections at regular intervals, allowing the people's will to be expressed, is a critical component of democratic activity. These elections must be held on the basis of universal suffrage, which gives all adult citizens the right to vote regardless of wealth, income, gender, social status, race, ethnicity, political stance, or any other restriction. Furthermore, a secret ballot, in which a voter's choices are kept private and votes are protected from potential threats, is an important issue in ensuring democracy.

Practices against democratic election are such as

- Intimidation

- Corruption
- threats to citizens during or before an election

**7. Respect for Human Rights:** Human rights are rights that we possess simply by virtue of our existence as humans. They range from the most basic, the right to life, to those that make life worthwhile, such as the rights to food, education, work, health, and liberty. All legible human beings have the right to elect their leader irrespective of their backgrounds. Human rights will be covered in detail in a separate chapter in unit five.



Figure 3.5:-Peoples in queue to vote in a Polling Station

**8. Multi-Party System:** A multi-party system requires more than one political party to participate in elections and play a role in government. It gives voters a choice of candidates, parties, and policies for which to vote. However, when a country only has one political party, the result is a dictatorship.

**9. The Rule of Law:** No one, not even a king or an elected President, is above the law in a democracy. This is referred to as the rule of law. It means that everyone must obey the law and face consequences if they break it. The rule of law is a principle that holds all people, institutions, and entities accountable to the law. Democracy also requires that the law be applied equally, fairly, and consistently. As a result, our actions must be consistent with national law.

## Case study

A country 'X' is a Middle Eastern country. There is no free, fair, or periodic election, since it is a monarchical form of government in which the throne is passed down through the family line. The Monarch wields all power, and he makes the final decision in situations where the public has no opportunity to participate in the country's socioeconomic and political affairs. The monarch is a law unto himself, and the country lacks independent governing rules and regulations. The public is unaware of the government's actions and decisions. It is not liable in the event of a public claim. Separating state and religion is unthinkable. Women in the country receive insufficient attention and are denied basic rights

### Activity 6

Consider the preceding passage in the context of democratic principles. Sort them out one at a time.

## 3.3 Values of Democracy

**At the end of this section, you will be able to:**

- *Identify values of democracy;*
- *Appreciate values of democracy.*

**Activity 7**

Individual Activity

- Please write down some of values of democracy.

We stated in the previous section that democracy is a way of life. As a result, its development is based on the values of a specific society. Tolerance, cooperation, and compromise are values that democratic societies uphold. Let us consider some democratic values such as tolerance, justice, liberty, equality, and inclusiveness.

### Case study

Megersa, Kedija, and Fiyorina are eighth-grade students in Section B at 'X' public school. They come from a variety of linguistic backgrounds. As part of their close friendship, they are learning each other's languages. However, one of them is easily irritated when confronted with unfamiliar objects; despite his violent behavior, the other two usually take care of him.

All three students are united in their opposition to unreasonable manipulations and pressures from other students at school. In all of their decisions and actions, they strive to be fair and just. They, on the other hand, fight for the rights of other students. When some students are wrongfully abused by others, they refuse to give in and file a complaint with the school administration. This is because they believe that all people are created equal. Furthermore, they are more concerned with the rights of people with disabilities, women, and children from low-income families.

**Activity 8**

- What democratic values (tolerance, liberty, justice, equality, and openness) do you notice in this passage?

## 1. Tolerance

**Activity 9**

- Determine whether you are tolerant or intolerant when confronted with unusual situations. Make it genuine to improve your mutual coexistence at school and in the community.

Tolerance is a key value of democracy that we require in our daily lives. Since, differences in ethnicity, language, culture, religion, and economic status are natural, it is impossible to coexist without tolerating one another.

When something unusually happens to us, we must tolerate it and double-check the issue's relevance. In all cases, it is preferable to use peaceful settlements. In this regard, intolerance destroys social coexistence. In the words of Mahatma Gandhi, intolerance is a form of violence and a barrier to the development of a true democratic spirit.

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**2. Liberty:** It is the state of being free within society from authority's control or oppressive restrictions on one's way of life, behavior, or political views. It is a synonym for the word liberty. It includes the freedom to believe whatever you want, the freedom to choose your own friends, the freedom to have your own ideas and opinions, the freedom to express your ideas in public, the freedom for people to meet in groups, and the freedom to work or run a business.



Figure 3.6:- Freedom

**3. Justice:** It is about being fair, impartial, and providing equitable services to the people of the country. This quality is derived from the law, ethics, and religion. It considers the right of all people and individuals to equal protection under the law.



Figure 3.7:- Justices

## Case study

Afar is a regional state in Ethiopia. Ethiopia's lowlands are home to the Afar people. The vast majority of them are herders of livestock. They move from place to place in search of pasture and water for their animals, since they do not stay in one place all year, permanent schools do not help them. As a result, the government provided and established mobile schools to provide Afar children with basic education.

### Activity 10

Discuss the preceding passage in terms of justice? Is a government obligated to assist disadvantaged regions?



Figure 3.8:- Court System

## 4. Equality

**REMEMBER**

*Equality implies that everyone should be treated equally, regardless of where their parents or grandparents were born, ethnicity, religion, or wealth.*

Equality implies that all citizens have equal access to political, social, and economic opportunities. Some students in a classroom may come from wealthy families, while others come from low-income families; some may be of this ethnic group, while others are of that ethnic group. And some of them may belong to one religion while others belong to another. However, none of the students are better or worse than the others. They are all equal. In terms of humanity, all humans are equal. Color, ethnic, religious, and economic inequalities are external to intrinsic humanity.



Figure 3.9:- People in Meeting

## 6. Civility

Many people believe that civility is a moral obligation that people owe to one another. Other applications of the concept include:

- Respecting one another and honoring differences;
- Listening and seeking common ground;
- Engaging in social discourse and appreciating its relevance;
- Attention to bodily hygiene, dress, interactions, and physical conduct;
- Fundamental good manners for legislative bodies;
- Tolerance, acceptance, and non-discrimination.



Figure 3.10:- The Automobiles give priority to pedestrians in the absence of Traffic Police

**7. Valuing diversity:** Institutions and members of communities value diversity in order to recognize the benefits of their differences and similarities. They work to foster long-term relationships among people and organizations with diverse memberships. A community that values diversity ensures that all members of the community receive equal treatment and access to resources and decisions, regardless of race, ethnicity, sexual orientation, or physical disability.



Figure 3.11:- Unity in Diversity

## 3.4 The importance of Indigenous democratic values and institutions

**At the end of this section, you will be able to:**

- *Understanding the indigenous democratic values and institutions in their community;*
- *Identifying the indigenous democratic values and institutions in their community;*
- *Appreciate the indigenous democratic values and institutions in their community.*

### Activity 11

- Can you name some indigenous democratic values that exist in your community?
- What is the role and significance of indigenous democratic institutions?
- What is the distinction between democratic and indigenous democratic values?

Indigenous knowledge gives rise to indigenous values and institutions. Indigenous knowledge is a system for creating, retaining, adapting, and expanding knowledge as a legacy for future generations. It is the ability to create, accumulate, and transmit knowledge for basic survival as well as for people's well-being.

This is the knowledge that people in a given community have developed and continue to develop outside of the formal educational system over time. It could be of a specific ethnic group.

Ethiopia is home to a diverse range of societies. These societies each have their own indigenous values and institutions for electing leaders, resolving conflicts, and mobilizing the public for common goals. To maintain peace and order within their borders, these diverse societies have developed their own social and indigenous public institutions.

**For example,**

- The *Kanchi* system in the Wejerat people is a socio-cultural administration system that allows them to improve peace, maintain order, social and environmental security, and justice, as well as maintains their integrity and identity within their territory.
- *'Awassiya'* is a method of conflict resolution and reparation among disputants in Wolaita society. The Wolaita people believe that indigenous values and institutions have a long-term impact on societal peacemaking.
- *Luwa* is an important indigenous power transition institution in Sidama society. It is the process by which power is peacefully transferred to the successor.
- *Yajoka* and *Gordanna* is an indigenous institution in Gurague that combines legislative and judicial functions.

Representatives from the Sabat Bet and Kestane constituent units met to agree on the fundamental rules that govern their communities. When it was deemed necessary, periodic meetings were held to revise the laws. At the same time, the assemblies functioned as courts of last resort.

- In *Kambatta, seera* governs relationships between individuals, tribes, and territorial units. Marietta, which means "commitment to the truth," is another name for it. The territorial or tribal councilors carry out their duties in accordance with their seera. Love affairs, marriage and family relationships, peer group associations, work and entertainment parties, games and sports, hunting bands, and so on are all bound by seera specific to the activity.
- *Gada* is an important indigenous democratic institution in Oromo society. Gada is a well-known figure. The Oromo people use Gada as an indigenous institution of governance. It arose from the knowledge gained through generations of community experience. The system governs the community's political, economic, social, and religious activities, addressing issues such as conflict resolution, reparation, peaceful transition of power, and women's rights. It functions as a mechanism for enforcing moral behavior, fostering social cohesion, and expressing forms of community culture.

Copy the table on your exercise book and replace the name of the indigenous institution with the names of the Ethiopian societies mentioned in the table.

| | Some Ethiopian Societies | The indigenous institution and values. |
|---|---|---|
| 1 | Oromo | |
| 2 | Wolaita | |
| 3 | Wejerat people | |

## 7.5 The challenges and opportunities of democracy in Ethiopia

**At the end of this section, you will be able to:**

- ***Mention challenges and opportunities of democracy in Ethiopia;***
- ***Analyze the challenges and opportunities of democracy in Ethiopia;***
- ***Recognize the opportunities of democracy in Ethiopia.***



- What do you believe were the major challenges in democratization process in Ethiopia?
- What opportunities do you see for democratizing the country's political system?

Despite the fact that Ethiopia is one of the world's oldest countries, the democratization process is still in its infancy. For example, Ethiopia's constitution of 1987 refers to the country as "the People's Democratic Republic of Ethiopia." In practice, however, this was not the case. Even though the 1995 constitution declares FDRE, in practice has limitations and serves several irreconcilable political interests.

**Some of Opportunities of democracy in Ethiopia are:**

- There is a lot of hope that reforms of democratic institutions like the Human Rights Commission and the National Board of Elections will fill the gap left by institutional fragility.
- Rapid expansion of education, both public and private, has the potential to increase social consciousness and institutionalize democracy.
- Massive investments in infrastructure such as roads, railways, airports, and communication systems can increase social interaction.
- Significant investment in agriculture and agro-industry as part of broader industrial development to boost rural productivity and living standards. There is massive investment in water resource n for power and irrigation. This expands employment opportunities for youth and other social groups while also kicking off economic change.

- Private and public investment in tourism in areas where the country has a comparative advantage, such as climate, colorful history, and diverse culture, and so on.

**Some of the major challenges of democracy in Ethiopia are:**

- There are no powerful institutions to support democratic processes. Without strong institutions, it is difficult to imagine democracy. In that case, administration would be based on the leader's personal preferences.
- The absence of complementing party roles among different political parties emerged as impeding factor in development of democracy and its alternative political views. Had it been competitive political system, it could regulate the incumbent's performance and promotes alternative ideas.
- Another issue that is a prerequisite for democracy is the lack of an informed society. A politically conscious society that understands its rights and performs its duties properly enriches a country's democratization process.
- The media is a vital public institution. The general public does not have access to media outlets that exist. They do not conduct independent analyses of varied issues.
- The prevalence of weak political participation also hinders the expected development of democratization. The civil service is no longer viable, and the separation of government from politics is still incomplete.

Poverty is another major factor that prevents our country from achieving democracy. Hunger, starvation, and individuals' basic rights are being questioned.

Copy this form on your exercise book and fill in the table with the appropriate word or phrase from the list of democratization opportunities and challenges.

| | Opportunities | Challenges |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |

## Unit summary

You have learned the fundamental principles and values of democracy in this unit. A democracy's fundamental principles are its distinguishing features. To mention some of them are popular sovereignty, supremacy of constitution, citizen participation, separation of power, secularism, accountability and transparency, free, fair and regular elections, respect for Human Rights, multi-party system and the Rule of Law.

Along with these, values such as tolerance, liberty, justice, equality, inclusiveness, civility and appreciating diversity are critical components in facilitating an easy process of democratization. The indigenous democratic values in their respective community are critical to the country's democratization. Such values are powerful enough to support the development democratic values and institutions. Furthermore, there are challenges and opportunities of democracy in Ethiopia and thus peoples must work harder to address the challenges and expand the opportunities..

## Glossary

**Election:** it is the process to vote and decide whom should lead himself/herself

**Indigenous institutions:** Institutions developed within society gradually and evolved to influence the system of administration

**Mono-party :**the rule of one party in the political system

**Popular Sovereignty:**the right of people to decide their cases by themselves

# Unite Review Questions

## Part I: True is correct and False if it is incorrect

1. Democracy is a way of life.
2. Popular sovereignty refers to the right of the people to choose their leaders.
3. Indigenous democratic institutions have greater legitimacy in a society than modern justice.

## Part II: Multiple Choices

1. Which one is true about the concept of democracy?

   A. individual freedom to participate in the political community's
   B. a set of ideas and principles about freedom
   C. based on common values shared by peoples throughout the world
   D. All

2. Which one is the principle of democracy?

A. Popular sovereignty
B. Political tolerance
C. Principle of secularism
D. All

3. The right of citizens to seek employment wherever they want, as well as the right to acquire, use, transfer, and dispose of private property without unreasonable government interference, refers to

A. Personal freedom
B. Political freedom
C. Economic freedom
D. All

3. Gada leadership principles are

A. Liberty
B. Equality
C. Team leadership
D. Al

**Part III: Match the variables of human rights challenges in column 'A' to their attributes in column 'B.'**

| No | "A" | "B" | |
|---|---|---|---|
| 1 | The Right to life | A | Popular Sovereignty |
| 2 | Multiparty system | B | Constitutional Supremacy |
| 3 | Attending community meeting, paying tax etc | C | Civic Participation |
| 4 | In case of contradiction, invalidates other laws | D | Alternative ideas are entertained |
| 5 | Democracy originates from people | E | Human Rights |

**Part IV: Short answer**

1. What exactly is constitutional supremacy?
2. How does tolerance, as a democratic value, promotes mutual coexistence?
3. How media are important for democratization of a country?