

CITIZENSHIP EDUCATION GRADE 8 STUDENT TEXTBOOK



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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 outcomes 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

- ➔ *Explain the concept of virtue ethics;*
- ➔ *Value the qualities and principles of virtue ethics;*
- ➔ *Describe the importance of virtue ethics;*
- ➔ *Demonstrate the qualities of virtue ethics in daily life.*

- 1.1 The concept of virtue ethics*
- 1.2. The qualities and principles of virtue ethics*
- 1.3. Importance of virtue ethics*
- 1.4. Virtue ethics in daily life*

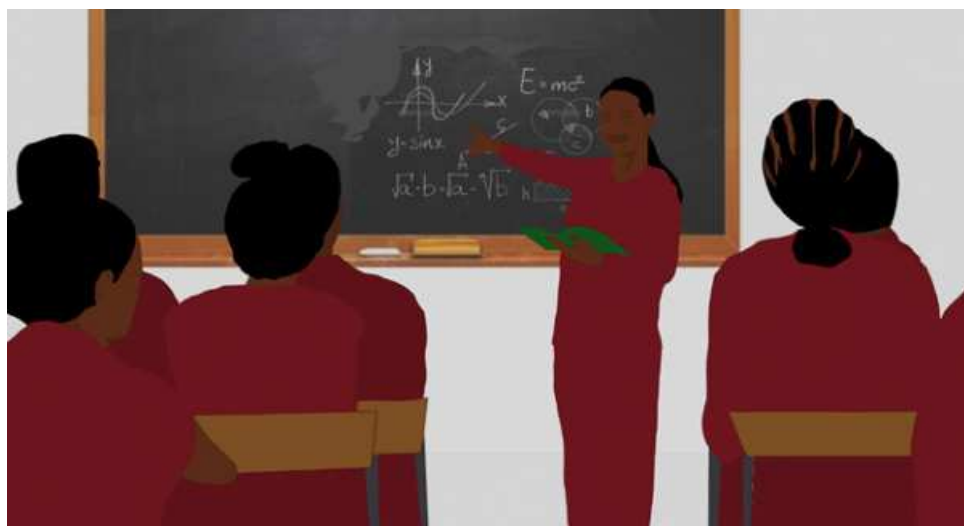


Figure 1.1. Students are helping each other in the classroom.

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.

- ❶ “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.
- ❷ 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 Wolf's 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

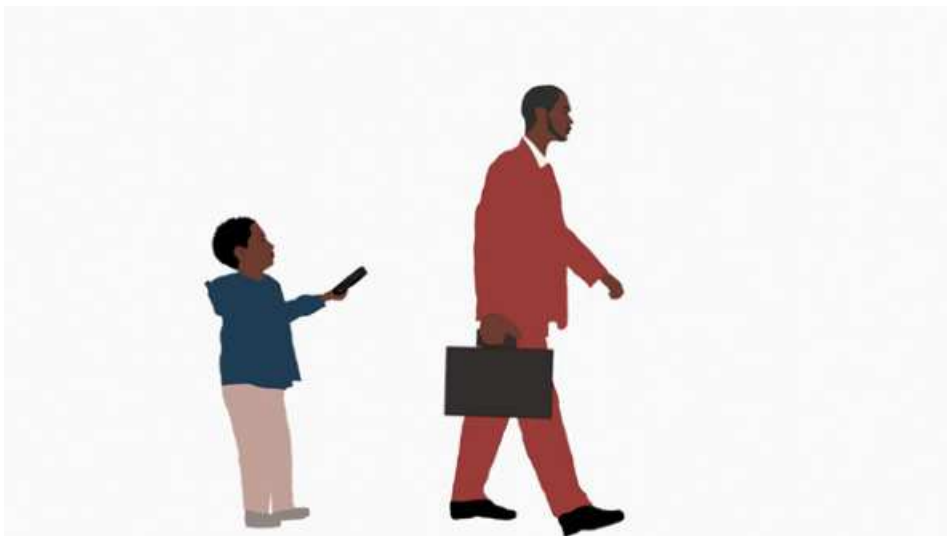


Figure 1.2. Returning the Lost Wallet to the Owner.

? *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 wall 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 this section, 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 evaluating people 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:

- ① Attending community meetings;
- ① Debating on issues of major concern;
- ① Becoming a member of association or clubs;
- ① Joining campaigns and civic societies;
- ① Voting in elections;
- ① Reading and writing about issues;
- ① 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 Gobe-na'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 | C. Ethics |
| B. | Virtue 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 | C. Self-discipline |
| B. Being informed | 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



Legislative

Executive

Judicial

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

- *Identify the different structures of state;*
- *Describe the different system of government;*
- *Realize the relationship and difference between state and government;*
- *Evaluate the forms of governments in Ethiopia;*
- *Discuss strengths and limitations of different forms of governments in Ethiopia.*

2.1 State structures

2.2 Systems of government

2.3 The relationship and difference between state and government

2.4 Forms of government in Ethiopia

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

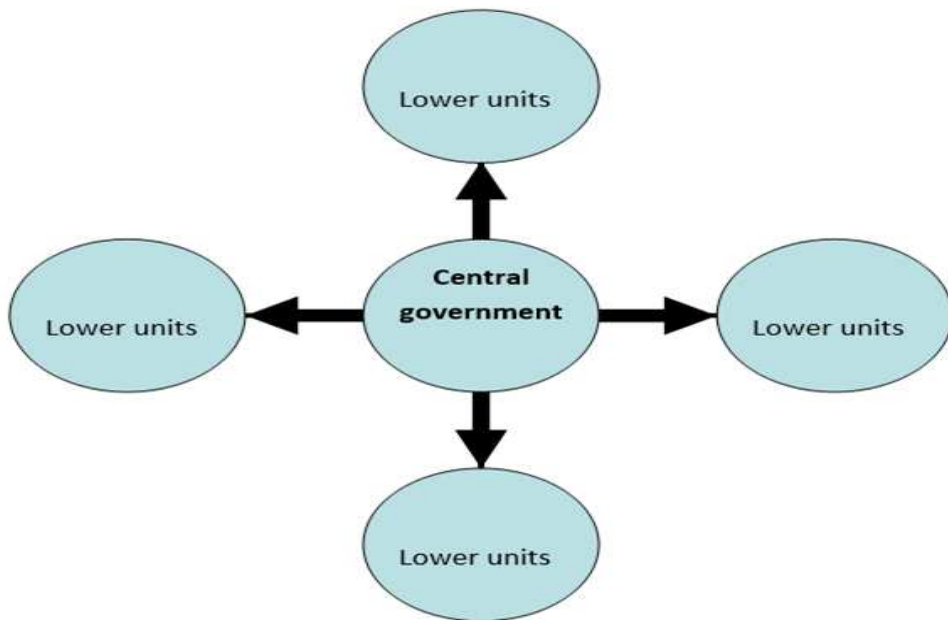


figure 2.1:-the down flow of power from central government to lower units

It 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:

- ① Sovereignty is exclusively lies within the central state.
- ① Legislative bodies of sub-units are subordinate to the legislative body of the center

- ① Territorial sub-units are subordinated to the center and cannot work autonomously.
- ① 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

- ① Provides uniformity of administration
- ① Equal access to public service
- ① 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:

- ❶ Concentration of Power
- ❷ Miss use of power
- ❸ 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 two 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.

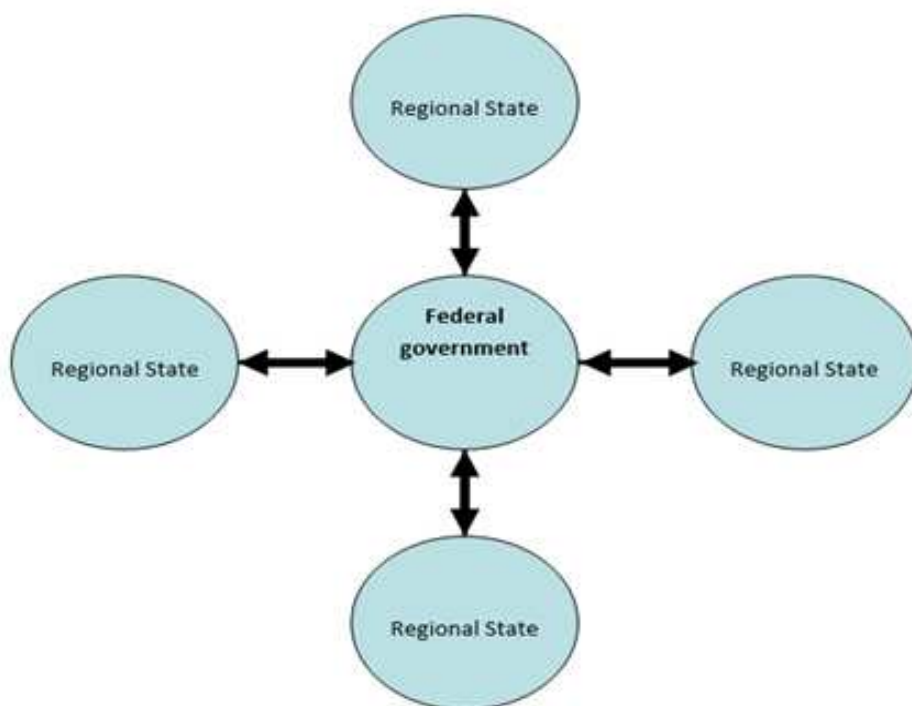


figure 2.2:-the relation federal and regional states

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 advocates 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

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

- ① 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.

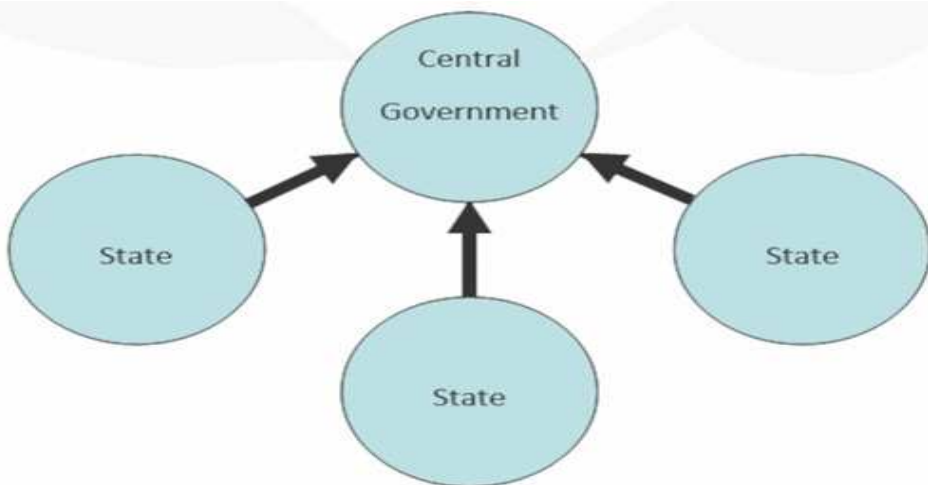


figure 2.3:-Confederal state structure

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 parliamentary 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.

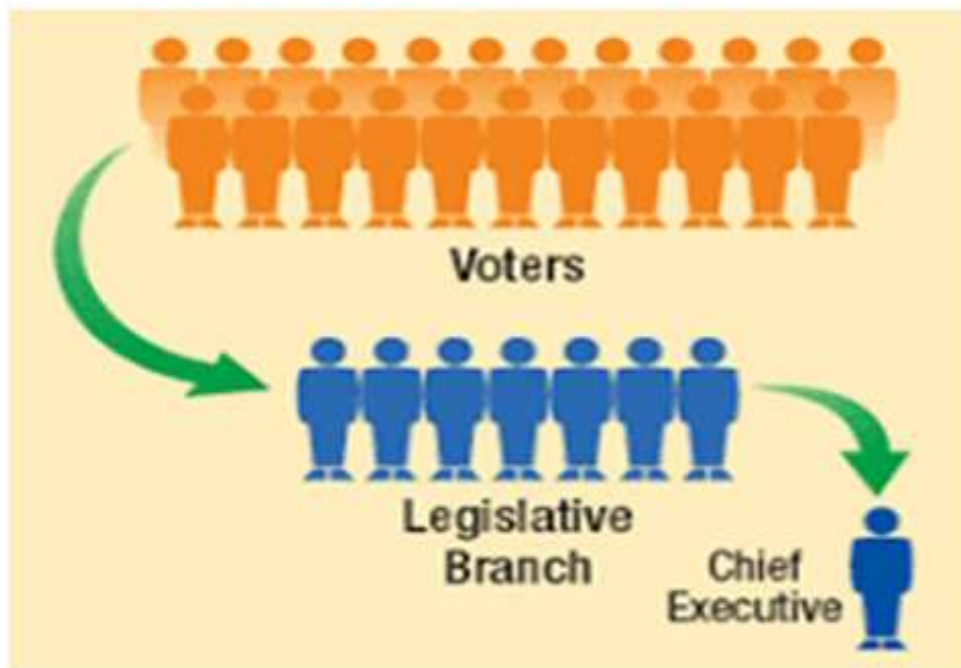


figure 2.4:-the formation of parliamentary system of government

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.

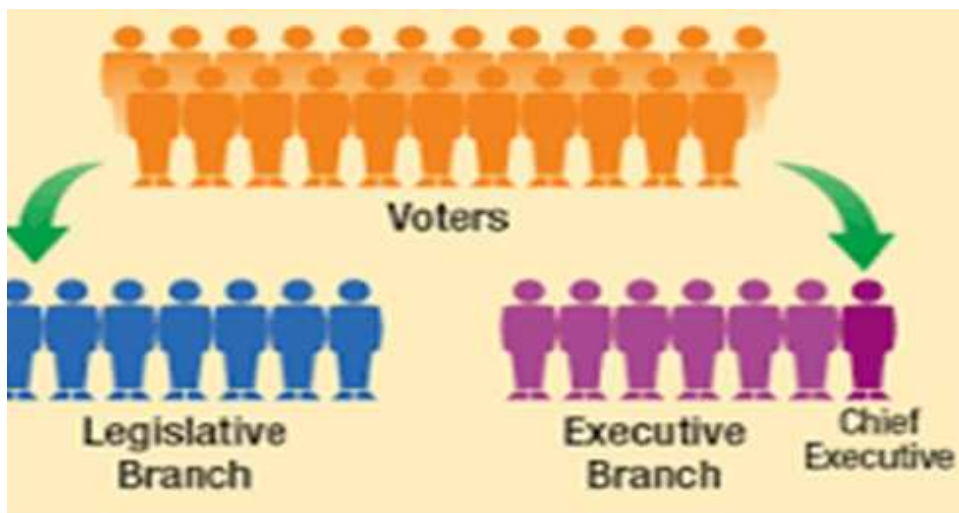


figure 2.5:-presidential form of governmentt

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.

- ❶ In the absence of government, state cannot exist;
- ❷ 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.
- ❸ 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.
- ❹ 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."
- ❺ 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.
- ❻ 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 class-mate 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

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

- ① The working class became the sovereign power possessor by forming unicameral chambered parliament named as *National Shengo*.
- ① 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 parliamentary 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 parliamentary. 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 landscape 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 parliamentary 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 Parliamentary 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 exist.
- E. All

4. Which of the following is true about the Mughal 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 Mughal 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

- *Explain the concept of democracy;*
- *Understand the fundamental values and principles of democracy;*
- *Appreciate the indigenous democratic values in their community;*
- *Identify the challenges and opportunities of democracy in Ethiopia.*

3.1 The concept of democracy

3.2 Fundamental principles of democracy

3.3 Values of democracy

3.4 The importance indigenous democratic values and institutions

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 substantive 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.

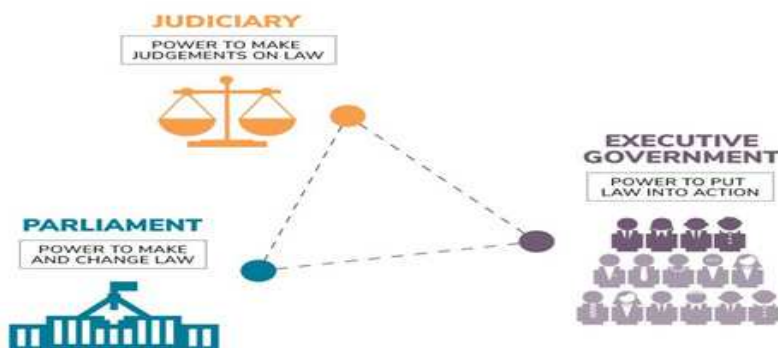


Figure 3.3:-The Figure shows - Organs Government

5. The principle of secularism

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

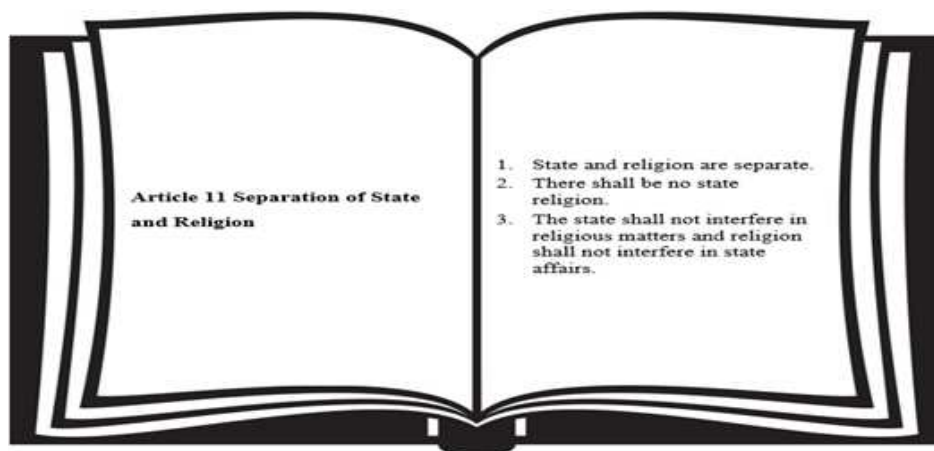


Figure 3.4:-Article 11 Separation of State and Religion

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.

Free, Fair and Periodic Elections

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

❶ Corruption

❶ 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.

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.

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:

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

- ① 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.
- ① '*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.
- ① *Luwa* is an important indigenous power transition institution in Sidama society. It is the process by which power is peacefully transferred to the successor.
- ① *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.

- ① 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.
- ① *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:

- ❶ 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.
- ❷ Rapid expansion of education, both public and private, has the potential to increase social consciousness and institutionalize democracy.
- ❸ Massive investments in infrastructure such as roads, railways, airports, and communication systems can increase social interaction.
- ❹ 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.

- ① 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:

- ① 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.
- ① 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.
- ① 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.
- ① 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.
- ① 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. All

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?

UNIT

4



CONSTITUTIONALISM

Unit Description

This unit of citizenship education expands on the learning areas covered in chapter four of your grade seven citizenship education. As a result, in this unit you will be introduced to the fundamental concepts of constitution and constitutionalism, classifications of constitutions and the need for constitutionalism in sustaining peace and stability.

Keywords

- **Constitution, Constitutionalism , Constitution of a state**

Learning Outcomes:

Lessons:

At the end of this unit, learners will be able to

- *Explain the concept of constitution and constitutionalism;*
- *Describe the purposes of the constitution;*
- *Analyse the importance of constitutionalism;*
- *Identify the different Classifications of the constitution;*
- *Value the need of constitutionalism in maintaining peace and stability.*

- 4.1. *Meaning of constitution and constitutionalism*
- 4.2. *The purposes of the constitution*
- 4.3. *The importance of constitutionalism*
- 4.4. *The Classifications of the constitution*
- 4.5. *The need for constitutionalism in sustaining peace and stability*

4.1. The meaning of constitution and constitutionalism

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

- 👁 *Define constitution;*
- 👁 *Create their own classroom rules and regulation;*
- 👁 *Explain what constitutionalism is;*
- 👁 *Analyses the relation and difference between constitution and constitutionalism.*

You have talked about the state and the government in your grade seven lessons. As a result, the state, as a political organisation, is governed by a set of institutions or a group of people known as the government. The government cannot run the state based on a single, fleeting, and frequently unusual idea. The power or authority of the government must be founded on certain rules and principles. The Constitution is the name given to this set of principles.



 **What do you understand about the constitution?**

A constitution is the supreme law of a country. It is the document that contains the nation's basic and fundamental law, outlining the organisation of the government and the societal principles. It is a reflection of a nation's desires and aspirations. It is a method of outlining a given state's social, political, and economic policies and principles.

Thus, Constitution is:

- ❶ A fundamental or supreme law of the land.
- ❷ A set of fundamental customs, traditions, rules and laws that set forth the basic way by which a government is organised and operates.
- ❸ A document that contains the laws and beliefs of a nation; including the powers and responsibilities of the government and the rights of citizens.

REMEMBER

🔔 *A constitution is a fundamental document or basic law that contains the laws, rules, and principles that govern the political system of a given state.*



Figure 4.1. Class Representative is Setting Ground Rules in the Classroom

Activity 1

✏️ Create a working Classroom rules with your class representative that governs the classroom and supports school rules, policies, and procedures. Then, in groups, discuss what the key components of your classroom rules and regulations are and how they benefit you.

? What is Constitutionalism? Can you guess based on your understanding of what constitution is in the above discussion?

We have talked about how a constitution is the supreme law of the land. Constitutionalism, on the other hand, is government conducted in accordance with and within the bounds established by the fundamental law of the Constitution. It is the order of a state or a political system in which the constitution strictly governs the state.

REMEMBER

? Constitutionalism is a form of political governance in which state power is exercised in accordance with the established rules outlined in the constitution.

Constitutionalism is the belief that the government's powers can be limited and that its authority is dependent on observing these limitations. It refers to the doctrine that governments should be faithful to their constitutions because the rules and laws provided in the constitution are all that can protect citizens' rights from the government's arbitrary actions and decisions. Constitutionalism is more about a society's political culture than it is about having a written constitution. Constitutions must be followed and enforced by both the government and the citizens.

REMEMBER

🔊 *For constitutionalism to prevail establishing a constitution is not enough; it must also be made practical by all stakeholders (i.e. Citizens and the government)*

Activity 2

- ✏ According to activity 1, who is in charge of enforcing classroom rules in the classroom and at school? What would happen if we didn't follow the rules in class, school, or our community?
- ✏ What is the relationship and difference between the constitution and constitutionalism? Discuss in groups and present your findings in class.

4.2. The purposes of the constitution

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

- 👁 *Identify the different purpose of constitution;*
- 👁 *Evaluate the importance of the constitution.*



- 🔊 What do you think about the purposes and functions of the constitution?

We have discussed how having a constitution is not an end in itself, but rather serves some important purposes. As a result, the basic purposes and functions of the constitution of a state are as follows.

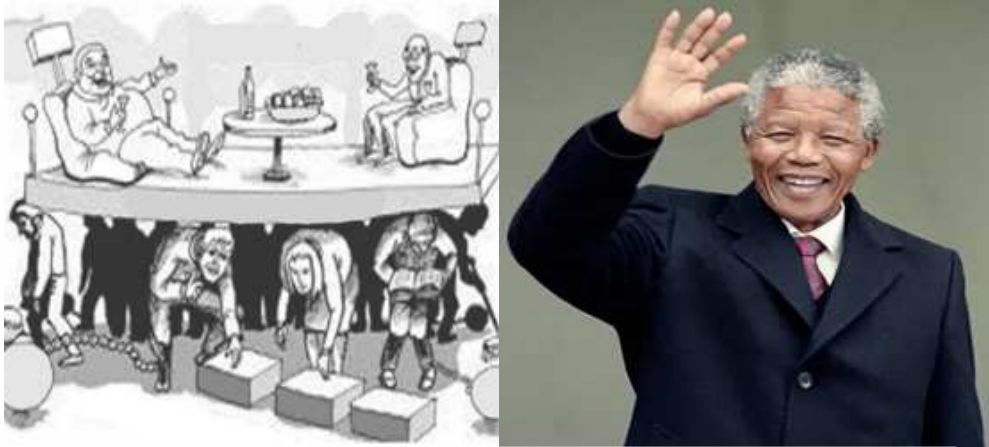
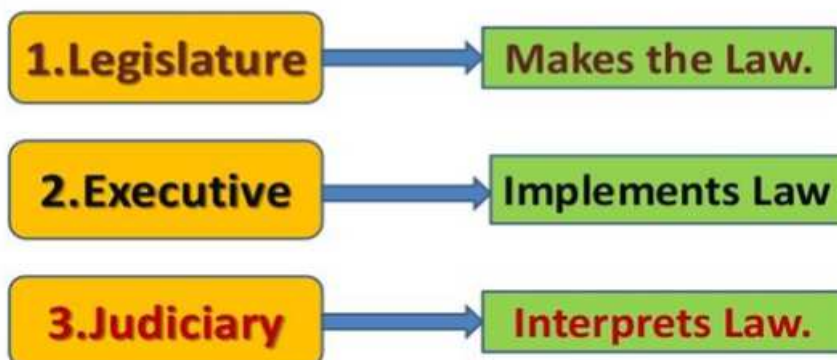


Figure 4.2. Those Leaders Considered as Dictators and Democrats
(From Left to Right).

It is critical to recognize that the fundamental rationale for establishing a constitution in any political system is the need to limit the powers and authorities of government while also ensuring and safeguarding citizens' rights. In addition to this, constitutions serve some fundamental purpose and function. Among them are the following:

- ① The constitution defines a state's political structure and the distribution of government powers, like for example, whether a country becomes a federal state or a unitary state. It establishes various branches of government and defines who does what by limiting their power. It establishes certain fixed principles for government operation as a result of this.

ORGANS OF GOVERNMENT.



Picture 4.3. The three organs of government with its function.

- ① It serves as the state's supreme law and even as a national symbol of the state, where by everyone and everything else operates under the constitution.

Activity 3

Individual activity and group discussion

- ✍ What would happen if the government acts beyond its constitutional power?
- ✍ What do you think is the difference between the constitution and other laws? Discuss in group

- ❶ It also establishes general rules governing citizens' duties and rights, as well as ensuring their welfare or safety, prosperity, health, and happiness. Most constitutions include a declaration of citizens' fundamental rights. These will include, at a minimum, the right to life, liberty, freedom of thought, speech, association, and assembly, and freedom from arbitrary arrest or unlawful punishment.
- ❷ It also determines whether a country's government is presidential, parliamentary republican, or monarchical.
- ❸ It establishes the legitimacy of government in newly formed states. It grants governments the legitimate or legal right to rule or govern, and thus serves as a tool for legitimising regimes.
- ❹ It also reflects the values, ideas, and goals that appear to best express the spirit of the country's political culture. Constitutions may define the national flag, anthem, and other symbols as instruments for nation building.



Picture 4.4: Flags representing the Federal government and the Regional states.

Activity 4

Work as a whole class to write a preamble to your classroom rules. You can follow the preamble format. For example: “We the students of _____ class, in order to form a more perfect union and relationship, establish _____, insure _____, provide for, _____ promote _____, and secure _____, do ordain and establish this rules and regulation for our classroom.”

4.3. The importance of constitutionalism

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

- 👁 *Describe the importance of constitutionalism;*
- 👁 *Appreciate the importance of constitutionalism.*

❓ Can you mention the importance of the constitutionalism?

Enhances democratic system



Picture 4.5. Parliament convened and officials are briefing the

parliament

You learned in unit three that democracy is a system that establishes some basic principles by which a government, whatever its form, must be governed. Justice, equity, freedom, liberty, openness, accountability, and transparency are examples of such principles in government. In this context, constitutionalism provides guidance to democracy in terms of individual rights, limited government, and checks and balances. Without the support of constitutionalism, democratic consolidation is incomplete because constitutionalism entails adhering to both the letter and spirit of the constitution. It enables the government to put the constitution's values and principles into action, which are essential components of a democratic system. This, in turn, leads to the presence of thriving democracy in a given state. Meanwhile, it is not an exaggeration to claim that constitutionalism provides the principles that govern democratic government.

Promotes Equality before the law



Picture 4.6. Rule of Law

The presence of constitutionalism in a given country would create an opportunity in which no one is above the law, regardless of position or wealth. As a result, the law should not be twisted to benefit any individual, whether rich or poor, young or old, king or servant, literate or illiterate, etc. As a result, the principle states that all citizens of a country should have equal access to legal facilities, a fair hearing, and legal advice in a court of law.

Provides limited and accountable government

The primary goal of constitutionalism is to limit governmental power, to check and restrain those who hold public office and wield political power. According to constitutionalism, those who govern should not be absolute. The exercise of their functions and authority is constrained by a constitutional provision. Constitutionalism is linked to the concept of limited government by establishing mechanisms for holding officials accountable to the electorate, separation of powers, checks and balances, human rights protection, and so on.

On the other hand, the ruling officials are bound by laws approved by the people and must account to them for their actions. The right of the people to vote on competing parties on a regular basis ensures that ruling officials are at least minimally accountable and responsive to the governed.

Leaders who consistently fail to meet the majority's demands will be replaced by competitors in the next election. Constitutionalism ensures that the government acts as a trustee for the people.

Activity 5

Individual activity, group discussion and think pairs

- ⚡ Discuss in groups how constitutionalism strengthens a democratic system and share your knowledge with your partners.
- ⚡ What is the relationship and difference between the rule of law and constitutionalism, in your opinion? Work in pairs and present your findings to the class.
- ⚡ What is the advantage of holding the government accountable?

Respect for Fundamental Human Rights



Figure 4.7. A group of people are expressing their views in a demonstration.

Individual rights must be incorporated into a constitution and other laws, but this is not an end in itself.

It is merely a means to an end. It must be demonstrated that these rights are respected and protected. Constitutionalism strengthens the practical protection of citizens' fundamental human rights. This principle contends that citizens of a country should have certain fundamental inalienable rights and liberties, violations of which they have the right to seek redress in a court of law. A violation of these liberties constitutes a violation of the provisions of the constitution. As a result, constitutionalism ensures the fundamental human rights, personal liberty, and freedom that are at the heart of democracy.

Activity 6

Do you think that the government is the only duty bearer in protecting individual and group rights? Why and why not discuss with your group.

Copy this table into your exercise book, form groups to discuss and list on your basic human rights under the FDRE and regional constitution. One example is provided.

	FDRE constitution	Regional constitution
1	The right to life	The right to life
2		
3		
4		

Ensures Popular Sovereignty



Figure 4.8. Nations, Nationalities and Peoples of Ethiopia.

The legitimacy of any governmental power is derived from public consent. In other words, the people give the government their mandate. The general public is involved in the decision making process, which can take various forms. The most obvious is the representative election.

Constitutionalism advocates for every adult's right to vote and be voted for in all political elections. When the public loses faith in its representatives, and the latter fail to represent the public's interests, representatives may be recalled before their term of office expires.

Promoting the common good:



Figure 4.9. Workers are highly engaged in the construction of
Ethiopian Grand Renaissance Dam

? *What do you understand from this image?*

Constitutionalism also allows all citizens to work together toward a common goal. The term “common good” refers to the primacy of social interests over personal interests. In other words, it denotes the subordination of personal interests to the good or benefit of the community. The promotion of community interest promotes a common goal from which all individuals benefit.

4.4 The Classifications of the constitution

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

- 👁 *Distinguish the different types of constitution;*
- 👁 *Appreciate the various classifications of constitutions;*
- 👁 *Evaluate the difference between written and unwritten constitution;*
- 👁 *Identify Flexible and Rigid Constitutions;*
- 👁 *Examine the procedures for constitutional amendment.*

Constitutions of states in various political systems differ in terms of their principles on the distribution of political power, the structural separation of authority among the various branches of government, the limits they set on government authority, as well as their amendment procedures and forms. As a result, state constitutions can be divided into the following categories:



- 👁 What do you understand about the written constitution?
- 👁 What do you think is an unwritten constitution?

4.4.1. Written and Unwritten constitutions

Based on their form or appearance, constitutions can be classified as written and unwritten.

Written constitutions are those that are contained in a single document. A single document contains the fundamental principles and rules defining citizens' rights and responsibilities. The constitutions of the United States, Canada, Nigeria, and Ethiopia are best examples of countries with written constitutional experiences.

Unwritten constitutions, on the other hand, do not exist in a single written document, but rather in a collection of documents, customs, and conventions. That is, in countries with unwritten constitutions, parliamentary acts, customary practices, court decisions, and so on serve as constitutions. For example, the constitution of the United Kingdom is not compiled in a single document.

4.4.2. Flexible and Rigid Constitutions

You have learned that a constitution is a country's highest law and, as such, is regarded as a permanent legal instrument. Nonetheless, it must be changed or modified in order to adapt to a country's changing internal and external circumstances. Usually, the modification occurs by inserting a new provision or provisions into the constitution, or by amending an existing provision or provisions of the constitution. This is referred to as an amendment.

It is simply the process of changing or modifying a country's constitutional provisions in order to adapt to current or changing circumstances.

? What do you understand about flexible and rigid constitutions? Think over it for a few minutes.

Depending on the complexity of the requirements stated in the amendment procedures, a constitution may be considered rigid or flexible. A rigid constitution is one that is difficult to change because it requires a series of procedures or requirements for an amendment. For example, the constitutions of the United States, Canada, Nigeria, and Ethiopia all include a series of amendment procedures. A flexible constitution, on the other hand, is one that can easily adapt to changing circumstances because the procedures for constitutional amendment are simplified. A normal legislative process, for example, could easily amend the constitution of the United Kingdom.

Activity 7

Group discussion

- ✎ Take a look at the provision of the regional constitution and discuss in group on the procedures for amendment.

4.4.3. Effective and Nominal Constitution

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

- 👁️ *Compare and contrast Effective and Nominal constitution;*
- 👁️ *Identify federal and unitary constitutions.*



🏆 What do you understand about the Effective and Nominal constitution?

On the basis of their implementations or performance, constitutions can be categorised into Effective or practical and nominal or not practical. In an effective constitution, all of the laws stated or appeared in it are respected and all of the time successfully exercised. Constitutionalism is the practice of adhering to a constitution. This means that the government of such a country follows the constitution.

In the case of a nominal constitution, however, the laws stated in the constitution are not practically implemented. For example, the constitution of the former Soviet Union (USSR) grants the right to speak, write, and assemble, and so on. In practice, however, this is not the case.

4.4.4. *Federal and Unitary constitution*

Depending on the state structure. There are two types of constitutions: federal and unitary.

? *You learned about federal and unitary state structures in unit two of your lessons. What do you think the federal and unitary constitutions are based on your prior knowledge?*

A Federal constitution is a type of constitution that distributes political power and authority between federal and regional levels of government, whereas a unitary constitution concentrates all political power and authority in the hands of a single central government. The power of the central government is absolute in a unitary constitution, and it can establish or abolish the existence and operation of lower level governments at any time. Regional governments have no constitutional guarantee of survival under this type of constitution

Activity 8

 **Get into groups and identify the fundamental characteristics of effective, nominal, federal, and unitary constitutions.**

4.5. The need for constitutionalism in sustaining peace and stability.

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

- 👁️ *Examine the role of constitutionalism in sustaining peace and instability;*
- 👁️ *Appreciate the role of constitutionalism in sustaining peace and instability.*



- 🏆 What do you think is the relation between constitutionalism and peace and stability?

We have seen the importance of constitutionalism from various perspectives in previous lessons. This lesson, on the other hand, will attempt to emphasise the role of constitutionalism in sustaining peace and stability in a given country.



Figure 4.10. Policemen's are forcing a person to cast a ballot.

Individual and group rights will be respected where there is constitutionalism. Nobody has the authority to interfere with the well being of individuals or groups of people. As a result, the existence of constitutionalism provides people with a sense of security by providing order and predictability. Authorities, for example, can take illegal actions against your individual and collective security of life and property. The role of the police observing peace in your kebele is to prevent crime and to ensure the safety and peaceful coexistence of the people.

The presence of constitutionalism governs people's relationships with one another as well as their relationships with their government. In a nutshell, rules and regulations provide us with an opportunity, and its society plays a significant role in defining the way the state is organised, how it functions, and the relationship between those who govern and those who are governed.

It specifies how people should behave and lays the groundwork for determining which duties and benefits should be assigned to the labour force. The importance of constitutionalism in sustaining peace and stability cannot be overstated. As a result, the absence of constitutionalism will lead to:

Lawlessness: is a state in which chaos and disorder are the order of the day. As a result, in such a situation, violent conflict, robbery, and violations of human and democratic rights are common.

Arbitrary rule and power exercise: acting on one's own will and decisions, in violation of laws and the rights of others. Arbitrariness is the inability to predict what will happen next.

Absence of certainty: this is the state of being pessimistic about one's own life. People fear today, tomorrow, and even each other if there is no constitutionalism. This is due to the lack of predictability, which can lead to unexpected consequences for one's life, property, and other aspects of social life. In general, if justice is endangered, peace and stability are threatened, and people feel insecure and unable to plan their future. There is inequality where laws cannot protect everyone's equality. Corruption would prevail, which is a crime against individuals, society, and the destiny of the country.

Activity 9

Group Discussion and Critical thinking.

- ✎ Based on activity 1, on creating classroom rules, what would happen if you violate the class room rules and regulations in the class, at school, and in your community?

Critical thinking

Suppose that the principal of your school or a police officer in your locality has the power to do whatever he or she likes against you and your friends. He or she can beat you, torture and even other deeds to you and your friends as he or she wishes. He or she can do this whether or not you have done something illegal; rather you have no right to bring him or her to the court.

- ✎ Explain your understanding about the above case study?
- ✎ What would your life look like in the above situation?
- ✎ Which provision of the constitution is violated by the principal? Discuss in groups and reflect it in the classroom.

Unit summary

This unit introduced you to some of the key concepts associated with the study of constitution and constitutionalism. It also allows you to capture the purpose and the importance of constitution and constitutionalism respectively. Defining the political structures of the state, establishing organs of government with their power and function are some of the purposes of the constitution. Constitutionalism also serves important purposes like: enhancing democratic systems, providing limited and accountable government and promoting the rule of law are some of them. This unit also enables you to identify the different classifications of constitution. Finally, you examined the need for constitutionalism in sustaining peace and stability. Constitutionalism has a paramount significance in sustaining peace and stability through providing law, order and securing the rights of citizens.

Glossary

Amendment: is simply the process of changing or modifying a country's constitutional provisions in order to adapt to current or changing circumstances.

Checks and balances: is where each branch of government has the ability to “check,” or limit, the power of the other.

Constitution: is the document that contains the nation's basic and fundamental law, outlining the organisation of the government and the societal principles.

Constitutionalism: is a form of political governance in which state power is exercised in accordance with the established rules outlined in the constitution.

Limited government: a government in which Laws limit the power of the government in order to protect individual rights and liberties.

Unit Review Questions

Do these review exercises in your exercise book

Part I: True or False Items

1. Unlike other laws, the Constitution is the fundamental law of a given state.
2. The existence of a constitution is a grantee for the protection of basic rights.
3. Based on the distribution of power, constitution can be federal and unitary.
4. Unlike a written constitution, an unwritten one can be easily accessible to citizens.
5. Inequality and corruption endangers the flourishing of constitutionalism.

Part II: Multiple Choices Questions

1. Which one of the following countries is not an example for following a written constitution?

A. Great Britain.	C. Ethiopia
B. United states	D. Nigeria

2. _____ is a form which requires simple procedure for amending the constitution.

- A. Rigid constitution
- B. Written constitution
- C. Flexible constitution
- D. Federal constitution

3. Constitutionalism necessarily implies all except:

- A. Limited government
- B. Respect for basic rights
- C. The presence of constitution
- D. Prevalence of the Rule of law

4. Which one of the following is the basic purpose of the constitution?

- A. Define the basic organs of government
- B. A base for nation building processes
- C. Provides limits for government power
- D. All are correct answers

5. Among the following, which one is not the purpose of constitutionalism?

- A. Ensuring sovereignty of the peoples.
- B. Promotes the common good and national interest.
- C. Make government officials accountable and responsive.
- D. Impedes the democratisation processes of a country.

Part III: Short answer Exercise

1. _____ is a way in which state power is exercised in accordance with the laws embedded in the constitution.
2. _____ is acting on one's own will and decisions, in violation of laws and the rights of others.

Part IV: Give Short answers for the following questions.

3. Discuss some of the importance of constitutionalism for a given country?
4. Evaluate the consequences of absence of constitutionalism in a given country?
5. Compare and Contrast effective and nominal constitution and evaluate each in its implication in sustaining constitutionalism?
6. Write down the role of constitutionalism in sustaining peace and stability?

UNIT 5



HUMAN RIGHTS

Unit Description

This unit will teach you about human rights. This will enable you to describe human rights classification, explain the right to equality, evaluate human rights under Ethiopian regional constitutions, and identify human rights challenges in Ethiopia. These will help you to understand and appreciate human rights.

Keywords

- **Universal Declaration of Human Rights, Civil rights, Economic rights; The right to life, The right of equality, Harmful practices**

Learning Outcomes:

Lessons:

At the end of this unit, learners will be able to

- ➔ *Describe the classification of human rights;*
- ➔ *Explain the right to equality;*
- ➔ *Evaluate human rights under regional constitutions;*
- ➔ *Identify the challenges related to human rights in Ethiopia.*

- 5.1 The classifications of human rights*
 - 5.1.1 The right to equality*
- 5.2 Human right under regional constitutions of Ethiopia*
- 5.3 Challenges of protecting human rights in Ethiopia*

Human Rights



❗ **What exactly is a human right mean? What do you recall from grade 7 Human Rights discussion?**

In grade 7, you defined human rights as rights enjoyed solely by humans simply because they are humans, with no other conditions attached. You have identified it as universal, natural, eternal, inalienable, and inviolable rights in the same grade. Let us now move on to discuss human rights classifications, the rights to equality, the roles of regional constitutions in human rights, and challenges in the implementation of human rights in Ethiopia.

1.5 Classification of Human Rights

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

- 👁 *State different types of human rights;*
- 👁 *Discuss each type of human right;*
- 👁 *Distinguish the major categories of human rights.*

As previously stated, human rights are universal because they are founded on the dignity of every human being, regardless of race, color, sex, ethnic or social origin, religion, language, nationality, age, sexual orientation, disability, or any other distinguishing characteristics. They apply equally and uniformly to every person and are the same for everyone everywhere because they are accepted by all States and peoples. Regardless, there are common categories of human rights

A. Civil and Political Rights

Activity 1

Group discussion

🔥 Please identify civil and political rights from the FDRE constitution.

Articles 2 to 21 of the 1948 Universal Declaration of Human Rights (UDHR) established Civil and Political Rights. It has a direct impact on the Federal Democratic Republic of Ethiopia's constitution, as stated in articles 14-40. These are also referred to as liberty rights or first generation rights. They are as follows:

- ① the Right to life
- ① Right to Security
- ① Protection against Slavery
- ① Right to Privacy
- ① The Right to due and fair process of Law
- ① the Right to Liberty of Thought and Expression
- ① the Right to Religious Freedom
- ① the Right to Association and
- ① the Right to Property

B. Economic, Social and Cultural Rights-

Articles 22 to 27 of the Universal Declaration of Human Rights (UDHR) address Economic, Social, and Cultural Rights. These are also referred to as equality rights or second generation rights. These are also stated in FDRE articles 41 and 42. These are some examples:

- ① the Right to Work
- ① the Right to Social Security
- ① the Right to Protection against Unemployment
- ① the Right to Good Living

- ① the Right against slavery and exploitation
- ① the Right to Education and
- ① the Right to health services

Along with these rights, there are consumer protection rights that should be mentioned. Consumer protection rights refer to the measures adopted for the protection of consumers from corrupt and unethical malpractices by the business and to provide them speedy correction of their complaint. These include ...

- ① the right to safety
- ① the right to be informed
- ① the right to choose
- ① the right to redress/ get compensation and
- ① the right to respected

C.Solidarity Rights

According to Article 28 of the Universal Declaration of Human Rights, every person is entitled to social and international systems in which all rights and freedoms are fully available to him/her. These are also referred to as fraternity or solidarity rights or third generation rights. They are also explicitly stated in articles 43 and 44 of the FDRE constitution.

This category contains

- ① the rights to Power
- ① a Right to Just Distribution of wealth

- ① the Right to Economic and Social Development
- ① the right to a Clean and Healthy Environment
- ① the Right to participate in the process of Development and
- ① the Right to peace and etc

As indicated in above, the third generation rights include right to a healthy environment, development, peace, utilization of common heritage, communication and humanitarian assistance. The Ethiopian Constitution article 44 guarantees “All persons have the right to live in a clean and healthy environment”. Therefore, the right to live in a healthy environment is not mere right which is the concern of existing generation, but also it is a right which pertains to the future generations. The right to a healthy environment is, thus, one of the fundamental inalienable rights attached to human dignity.

The UDHR considers all human rights to be equally important. However, the right to life is fundamental because it serves as the foundation for all other rights. To ensure these, article 15 states that everyone has the right to life and that no one may be deprived of it except as a punishment for a serious criminal offense determined by law.

Activity 2

Copy this table on your exercise book and fill in the blanks with the appropriate word or phrase for each category of human rights.

	Civil and Political Rights	Economic, Social and Cultural Rights	Solidarity Rights
1	The Right to life	the Right to Work	the Right to peace
2			
3			
4			

Home work

Compare articles in Universal Declaration of Human Rights against the Constitution of Federal Democratic Republic of Ethiopia articles 15 to 21. What are the similarities and differences? How do you assess the level of influence of the Universal Declaration of Human Rights on the Constitution of FDRE?

5.1.1 The Right to Equality

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

-  *define the right to equality;*
-  *Appreciate the right to equality.*



-  Have you ever visited your school principal's office? Have you received the same level of service as the other customers in the office? Is the principal favoring you while dismissing others, or vice versa? Or does he/she serve all customers in the order in which they arrive

REMEMBER

In a nutshell, the right to equality is the right to live in a society with equal opportunities. It simply treats everyone the same, and no one can be given a special advantage that would dishonor any individual or group.

The Right to Equality implies that everyone has the right to receive equal treatment and service from their government or non-governmental institutions. In no way should one be treated differently than the other. Equality is the right to ensure that every individual has an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have fewer opportunities in life because of how they were born, where they came from, what they believe, or whether they have a disability. The right to equality requires states to ensure that human rights are respected without regard to gender, race, color, language, religion, political or other opinion, national, ethnic or social origin, membership in a national minority, property, birth, age, disability, sexual orientation, or social or other status.

HUMANITY DIFFERENT BUT EQUAL



Figure5.1: the Right to Equality

Activity 3

✍ The FDRE constitution contains 106 articles. Go through them and find the relevant article that corresponds to the Right to Equality, then share your findings with your classmates.

According to article 25 of the FDRE, all persons are equal before the law and are entitled to equal protection under the law without discrimination. In this regard, the law must provide equal and effective protection to all people without discrimination. The following are the main points of emphasis on human equality in the aforementioned article.

① Equality regardless of gender

- ① Equality regardless of skin color
- ① Equality regardless of creed or belief
- ① Equality regardless of social status
- ① Equality regardless of parentage
- ① Equality regardless of nationality
- ① Equality regardless of race
- ① Equality regardless of language
- ① Equality regardless of religion and etc

Activity 4

Group discussion

- ⚡ Evaluate the application of the above-mentioned equality rights in your community. Which ones are used and which are not? So, how would you overcome the limitations in practice?

Governments have an affirmative duty to eliminate social inequalities and provide opportunities for the exercise of human rights. Two things stand out in this regard.

1. Women's Right to Equality - Article 35/2 states that "women must be given special consideration in order for them to compete and participate on an equal footing with men in political, social, and economic life, as well as in public and private institutions."
2. Least favored regions- Article 89/4 implies that the government shall provide special assistance to Nations, Nationalities, and Peoples who are least favored in economic and social development.

5.2 Human Rights under Regional Constitutions of Ethiopia

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

- 👁 *Describe the human rights under regional constitutions;*
- 👁 *List the human rights under regional constitutions;*
- 👁 *Evaluate human rights are provided in regional constitution.*



🗣 Do regional constitutions of Ethiopia include Human Right articles?

Activity 5

Group discussion

- ⚡ Please consult your regional constitution and provide detailed lists of human rights.

Article 52/2b of the FDRE constitution empowers regional states to enact and enforce state constitutions and other laws. As a result, regional constitutions for Oromia, Tigray, SNNPRS, Somalia, Harar, and Amhara were adopted in 1995.

The Benishangul-Gumuz and Gambella regional states adopted their regional constitutions a year later, in 1996, while the Afar region adopted its constitution in 1998. Following its emergence as a new region in the federation, the Sidama state constitution was adopted in 2020. The human rights statements enshrined in the Federal Democratic Republic of Ethiopia's constitution were directly copied by all regions.

This is in accordance with Article 9(1), which states that regional constitutions must adhere to the provisions of the federal constitution.

Human Rights articles are included in Chapter three of all regional constitutions, just as they are in the federal constitution, under fundamental rights and freedoms. Here are the Human Rights articles found in regional constitutions of Republic. Regardless of the article number, they all say the same thing. These are

- ① The Right to Life
- ① The Right of Security of Person
- ① The Right of Liberty
- ① Prohibition against Inhuman Treatments
- ① Rights of Arrested Person
- ① The Right of Accused Person
- ① The Rights of Person Held in Custody and Convicted Prisoner

- ❶ Non-retroactivity of Criminal Law
- ❷ Prohibition of Double Jeopardy
- ❸ Right to Honour and Reputation
- ❹ Rights of Equality
- ❺ Right of Privacy
- ❻ Freedom of Religion, Conscience and Belief and
- ❼ Crimes against Humanity

Case study

Ato Tona, a 78-year-old man from in Wolaita Soddo. He is a social-ly active person who respects all people. He is well-known for his generosity to those in need. He is also well-known for encouraging his children and neighbors to read and do well in school. Nonetheless, on one occasion, as he was walking home from work, some groups unexpectedly approached him and attacked him. He was fortunate to be able to defend himself.

Meanwhile, the police arrived and took him and the offenders into custody, where they were detained for an extended period of time without being brought before a court. Not only that, the cops harassed and beat them late at night when no one could see him.

His case appeared in court after a month. Despite his request for a public trial, the court decided to hear his case in private. In every case, the treatment in court and at the hands of police officers was almost as bad as the treatment of the guilty party.

His family and legal counselor were barred from seeing him. In addition, the court decided to release the offenders while keeping him in jail for another week. Tona was granted bail following a lengthy process that included the intervention of several influential community members

Activity 6

⚡ Which regional state constitution principles are violated by the police and the court process? Why do you regard them as violations?

Regional constitutions cannot violate human rights stated in the federal constitution by providing a lower level of protection in order to ensure the supremacy of the federal constitution.

When regional constitutions are examined more closely, some major human rights features emerge.

- ① All regional constitutions guarantee civil and political rights, as well as social, economic, and cultural rights and so-called solidarity rights.
- ① In some regional state constitutions provide better protection than the federal constitution in terms of freedom of movement, as outlined in Article 32 of the federal constitution. Apart from the Afar and Somali constitutions, all regional constitutions list, immediately after the provision on freedom of movement, the right of every Ethiopian resident to be elected to or employed by any public office in the region.

- ① Most regional constitutions include social, economic, and cultural rights provisions that are nearly identical to those found in Article 41 of the federal constitution. The constitutions of the Afar and Somali regions have used their constitutional space to reflect regional socioeconomic characteristics and policy preferences.

Activity 7

Group discussion

- ✍ Afar and Somalia are the only two regions that have partially different provisions on social, economic, and cultural rights. Explain the case in detail.

5.3 Challenges of protecting human rights in Ethiopia

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

- 👁 *Identify the challenges of protecting human right in Ethiopia;*
- 👁 *Evaluate the challenges of protecting human right in Ethiopia.*

There are different challenges in protecting human rights in Ethiopia. Some of them are Traditional harmful practices, Poverty and inequality, Child labor abuse, Conflict and displacement, Weak institutions and deficit of Democracy. Let us see them one by one.

I. Traditional harmful practices

Activity 8

⚡ Traditional harmful practices have a negative impact on the lives of people from all walks of life. Then, please identify such practices in your society that violate their human rights.

Traditional practices reflect values and beliefs that members of a community have held for long periods of time, often across generations. Every social group in the world has its own set of traditional practices and beliefs, some of which benefit all members while others harm a specific group, such as women. Despite their harmful nature and violation of international human rights laws, such practices continue because they are not challenged and look moral in the eyes of those who engage in them. Let us look at some of harmful traditional practices.

A. Practices against Women: Traditional harmful practices affecting women's human rights include female genital mutilation (FGM), early marriage and marriage by abduction, forced marriage, wife inheritance, and polygamy.

Role play

Take on different roles in woman abduction and act them out in a way that teaches the class a valuable lesson. Assume that some of you are abducting a girl with the help of some young people.

Then the elders step in to try to legitimize the practice. However, a court decision should be obtained eventually

B. Uvulotomy : is a surgical procedure that involves the removal of the uvula and, in some cases, nearby structures such as the tonsils.

C. Milk Teeth Extraction: Milk teeth extraction is the procedure of removing a child's primary teeth.

D. Food taboos: White-colored foods, such as milk, fatty meat, porridge, potato, banana, and clean vegetables, colostrums, and fruits, are not permitted to be consumed by pregnant/lactating women or children.

E. Incision of eyelid: This is a common treatment for eye disease, most commonly eye infections, in the northern part of the country.

F. Cauterization/“Tattate”: Conjunctivitis, headaches, ear infections, tuberculosis, and bone fractures are some of the conditions that are treated with cauterization, which is the burning of hot material.

Activity 9

- ✍ Mention whether your society has any other harmful traditional practices besides those listed above.
- ✍ Identify harmful traditional practices in your society and discuss the effects of the practice in groups and present group discussion points to the class.

II. Poverty and inequality

Activity 10

Group Work

- ⚡ Discuss the relationship between poverty and inequality against human right in small groups.

A country's persistent poverty makes achieving citizens' human rights difficult. Hunger is a violation of human rights in and of itself, and a hungry person cannot respect the rights of others. Inequalities, on the other hand, discourage the possibility of full mobilization of the people for the country's development. For example, women have been unfairly assigned inferior positions, impeding the country's development and democratization and endangering women's rights. Article 35/8 of the FDRE constitution provides that women have the right to equality in employment, promotion, pay, and the transfer of pension entitlements.

III. Child labor abuse

Activity 11

Group Work

- ⚡ Discuss in groups the relationship between child labor and human rights.



Figure 5.2: A child under 18 age weaving cloths

REMEMBER

👂 *Child labor is a violation of fundamental human rights that has been shown to impede children's development, potentially resulting in lifelong physical or psychological harm.*

Child labor causes severe physical and mental harm, as well as death. It has the potential to lead to slavery as well as sexual or economic exploitation. And in nearly every case, it denies children access to education and health care, limiting their fundamental rights and jeopardizing their futures. According to Article 36d of the FDRE constitution, children shall not be subjected to exploitative practices, nor shall they be required or permitted to perform work that may be hazardous or harmful to their education, health, or well-being.

IV. Conflict and displacement

? *Did you have any memories of conflict or displacement in your community? or at the national level? Then, is it related to Human Right protection?*



Figure 5.3: Due to Conflicts People Migrating by Carrying Some of Their Properties

Conflicts are caused by goal incompatibilities. Displacement can be caused by ethnic, religious, ideological, or other types of conflict. Individuals and communities are forced or compelled to flee or leave their homes or places of habitual residence as a result of or in order to avoid the effects of events or situations such as armed conflict, generalized violence, human rights violations, natural or man-made disasters, and/or development projects. As a result, human rights are violated.

V. Weak institutions

Activity 12

Individual activities

-  While Human Rights are natural rights, why do strong institutions need to exist? How do you think the Human Rights Commission operates?

Despite the fact that human rights are natural rights, institutions are critical for effective implementation in the country. The ability to investigate human rights issues and/or individual complaints is obviously critical to effectively addressing human rights concerns. Institutions such as the Civil Rights Defender, the Human Rights Commission, the Human Rights Institute, the Ombudsperson, the Public Defender/Protector, and the Parliamentary Advocate are critical for effective follow-up. However, the lack of such institutions results in violations of human rights.

VI. Democracy deficit

- ? *What is the impact of the deficit of democratic on human rights protection? Mention some of the methods used in authoritarian states to protect human rights.***

Democracy and human rights are interdependent, complex, mutually supportive and symbiotic, and ‘mutually constitutive.’ Human rights are inextricably linked to democracy. Only in a democratic state can human rights be effectively protected. A functional democracy that accommodates diversity, promotes equality, and protects individual liberties is increasingly becoming the best hedge against the concentration of power in the hands of a few and the resulting abuse of human rights. However, Ethiopia’s lack of democracy creates significant barriers to the day-to-day implementation of human rights.

Exercise

Match variables of challenges of Human Rights under column ‘A’ against their attributes under column ‘B’.

	Civil and Political Rights	Solidarity Rights
1	Offspring are subject to exploitative practices	Practices against Women
2	Fleeing from homes or places of habitual residence	Child labor
3	Early marriage and abduction	Displacement

Unit summary

You learned about Human Rights in this unit. The classification of human rights into three major sub-divisions, such as civil and political rights, economic and social rights, and solidarity rights, was found to be important under the unit. Civil rights are mentioned in Articles 2 to 21 of the 1948 Universal Declaration of Human Rights (UDHR). These rights are also referred to as liberty rights or first generation rights.

The economic, social and cultural rights are states in Articles 22 to 27 of the Universal Declaration of Human Rights (UDHR). These are also referred to as equality rights or second generation rights. In continuation to these, the solidarity rights stipulated in Article 28 of the Universal Declaration of Human Rights. These are also referred to as fraternity or solidarity rights or third generation rights. The right to equality, which seeks equal opportunity, is a component of human rights issues. Human rights issues such as the right to life, liberty, and security are also addressed in all regional constitutions. However, the challenges in implementing human rights in Ethiopia, such as traditional practices, poverty and inequality, conflict and displacement, weak institutions, and a democratic deficit, are paramount..

Glossary

Conflict: it is defined as a clash between individuals arising out of a difference in thought process, attitudes, understanding, interests, requirements and even sometimes perceptions.

Multiculturalism: It is a concept which promotes cross-cultural understanding and acceptance and the celebration of differences

Poverty: a condition characterized by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information.

The right to life : This means that nobody, including the government, can try to end your life and the base of all other rights

Wife inheritance: a cultural and social practice whereby a widow is required to marry a male relative of her late husband, often his brother.

Unit Review Questions

Part I: Write True if the statement is correct and False if it is wrong.

1. Regional human rights constitutions in Ethiopia are carbon copies of federal constitutional statements.
2. The lack of strong institutions promotes respect for human rights.
3. The right to equality guarantees citizens proportional access to national resources.

Part II: Choose the letter of the alternatives that best suits as an answer for each of the following questions.

1. Which of the following rights is regarded as the foundation of all others?
 - A. The Right to Life
 - B. The Right of Liberty
 - C. Rights of Equality
 - D. Right of Privacy
 - E. All

2. Which of the following does not fall under the Human Rights category of civil and political rights?

- A. Protection against Slavery
- B. the Right to Religious Freedom
- C. the Right to Property
- D. the Right to health services
- E. All

3. The practice of treating all people equally and denying any individual or group a special advantage is known as

- A. The Right to Equality
- B. The Right to Life
- C. The Right of association
- D. The right of demonstration
- E. All

4. The harmful traditional practice of forbidding pregnant women and children from consuming white-colored foods such as milk and fatty meat is known as

- A. Uvulotomy
- B. Milk Teeth Extraction
- C. Food taboos
- D. Incision of eyelid
- E. Cauterization

5. Human rights are characterized as

- A. Universal
- B. Natural
- C. Inalienable
- D. Inviolable
- E. All

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 power	A	Civil and Political Rights
2	The right of education	B	Economic and Social Rights
3	The right of privacy	C	Solidarity Rights

Part IV: Short answer

1. What does the Right to Equality entail?
2. What are the various Human Rights categories?
3. What impact do harmful traditional practices have on the implementation of human rights?

UNIT

6



CONFLICT RESOLUTION AND PEACE BUILDING

Unit Description

This unit builds on moral education learning areas that you learned in various grades. It attempts to introduce you with the understanding of the concept of conflict, peace, analysis of the causes of conflict, mechanisms for conflict resolution, the importance of peace building and indigenous social institutions for resolving conflict in the community. As a result, it will equip students with the ability to resolve conflict and apply it in their daily lives.

Keywords

- **Conflict, Peace, Conflict resolution, Peace building, Indigenous conflict resolution institutions.**

Learning Outcomes:

Lessons:

At the end of this unit, learners will be able to

- ✦ *Explain the concept of peace and conflict;*
- ✦ *Explain the need for peace building;*
- ✦ *Describe the causes of conflict;*
- ✦ *Identify the different mechanism for conflict resolutions;*
- ✦ *Demonstrate how to apply the skills of conflict resolution mechanism;*
- ✦ *Evaluate the important role of indigenous conflict resolution institutions*

6.1 . The concept of peace and conflict

6.2. Causes of conflict

6.2.1 Conflict resolution

6.2.2 Mechanisms for resolving conflicts

6.3. Peace building

6.3.1. The importance of peace building

6.4. Indigenous social institutions for resolving conflict in the community

6.1 The concept of Conflict and Peace

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

- 👁 *Define what conflict is;*
- 👁 *Explain the concept of peace;*
- 👁 *Analyze the relation and difference between peace and conflict.*



- What do you think about conflict?
- Is conflict good or bad? What do you think?

Case study

It all started with an innocent incident. Nemera was patiently waiting in the cafeteria line when he was accidentally bumped from behind. He collides with Bayu, a classmate who is in line ahead of him. ‘What exactly is the issue?’ Bayu inquired, shoving Nemera aside. Nemera became angry and shoved Bayu back. When a school supervisor noticed the boys, he took them both to the vice principal’s office. Nemera felt he had been wrongfully accused, but he was just as much to blame as Bayu for the conflict.

Activity 1

- What do you understand from the above case study? Work in pairs and reflect your understanding to the class?



Figure 6.1. Students Out of the Class Room are in Dialogue

Individuals and groups in any society have a variety of competing interests. A disagreement between people who have opposing viewpoints, ideas, or goals is referred to as a conflict. Conflict is defined as disagreements that arise due to differences or divergence of interests in a society.

People have varying needs and desires. As a result, conflict is an unavoidable part of our life. It takes place between people in all types of human relationships and social settings. Conflicts are not always negative. In fact, it can be a positive force in people's lives. Resolving conflict can assist people in settling their differences, getting along peacefully, and focusing more on positive action.

? *What comes to your mind when you hear the term Peace?*

Peace, on the other hand, is something more meaningful, valuable, and important in all aspects of our daily lives. It can be defined as the absence of wars, fights, and violence. It should be noted, however, that peace is more than just the absence of war; it also implies or includes the presence of justice, law, and order in society.



Figure 6.2. Martin Luther king Delivering Speech on the Stage

REMEMBER

? *True peace is not merely the absence of tension: It is the presence of justice. __ Martin Luther King, Jr*

Activity 2

Individual activity and Group discussion.

- ✎ List any disagreements you've had in the last few months, what they were about, and who you disagreed with. Reflect to the class.
- ✎ What do you learn from Martin Luther King, Jr saying? Discuss in group and reflect on the class.

6.2. The Causes of conflict

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

- 👁️ *Identify the different causes of conflict;*
- 👁️ *Evaluate causes of conflict at home, with their peers and at school;*
- 👁️ *Show a good citizenship towards their parents, siblings and friends.*

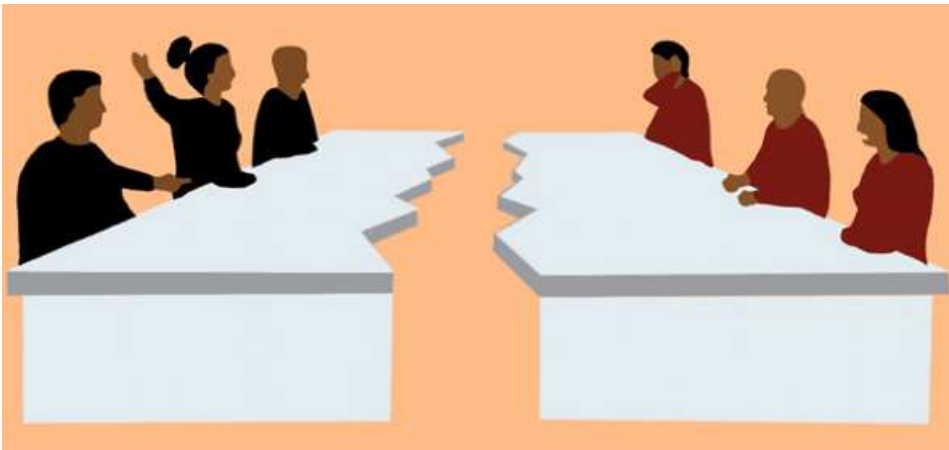


Figure 6.3. Conflicting Situations among individuals



- 🏆 Have you ever observed conflicts? If you had observed, what were the causes for those conflicts? Discuss with your classmates.

Depending on what and who is involved, conflict can take various forms. Some conflicts involve a simple exchange of words. These are minor disagreements. Others, such as group fights, can be on-going and severe, especially when weapons are involved, which can result in injury or death.

Many conflicts arise between two or more people as a result of differences in need, viewpoint, and desire. For example, you might want to watch one TV show while your sister prefers another. Others are internal, taking place within our minds. Consider being asked to judge a music school show in which your best friend is a competitor. You may be torn between loyalty to a friend and the responsibility of selecting the best act.

Activity 3

✦ In group try to identify examples of interpersonal conflicts and reflect to the class.

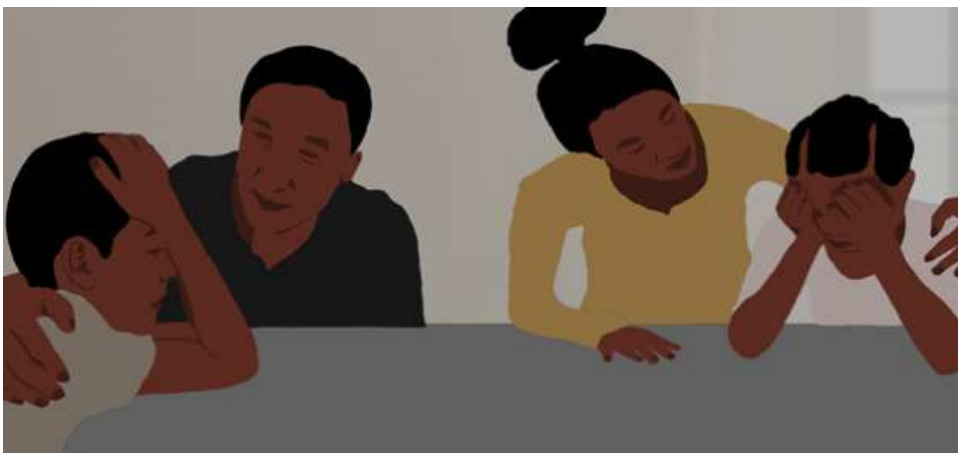


Figure 6.4. Parents are advising their children

? *What are the causes of conflict at home?*

Typically, disagreements with parents or guardians arise over limits, responsibilities, or expectations. You may believe that a rule imposed by a parent is unjust. Perhaps you should be able to stay up or go out later in your opinion. Perhaps you believe you have been assigned more responsibilities than other family members. Your family, on the other hand, may have a different opinion. When conflicts like these arise, keep in mind that parents set limits to ensure their children's well-being. They are responsible as parents for keeping you safe and healthy. You, in turn, must respect their authority and strive to maintain a positive relationship with them.

Activity 4

Case Study.

Ojulu and his mother had a disagreement about how much time he spends watching TV. Ojulu is very angry at his mother. What do you think Ojulu could do to keep the relationship positive?



 **What are the causes of conflict among siblings?**

Property or space is frequently the source of conflict between siblings – brothers and sisters. Older siblings may be irritated when younger siblings enter their space or use their possessions without permission. Sibling rivalry is at the root of sibling conflict. Someone may believe that their child receives more attention from their parents than others.

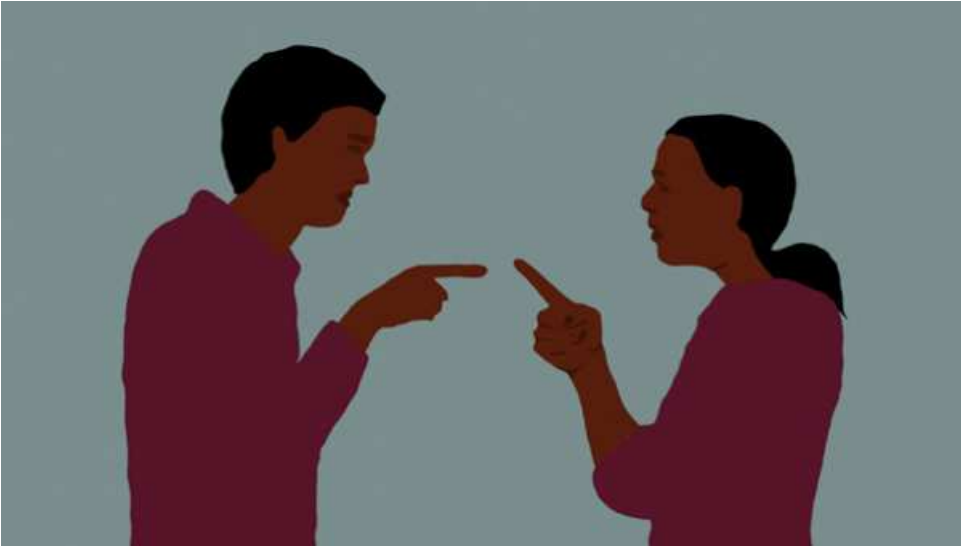


Figure 6.5. Conflicting Situations among Students

? *What are the causes of conflict at schools?*

At this point in your life, you spend a significant portion of your day in school. As a result, many of your conflicts outside of the home involve school friends and peers. This conflict could be triggered by an incident similar to the one Nemera encountered in the lesson's opening case study. Conflicts can be one-sided and unprovoked at times. Someone may not take the time to understand another. A person may seek power and attention by putting others down. Bullying is one way for such conflict to manifest.

? *What are some of the contributing factors to bullying?*

- ❶ A bully is someone who targets people who are smaller or weaker.
- ❷ Another type of bully is labeling or name calling. Name-calling is hurtful, especially when it is motivated by prejudice.
- ❸ Prejudice is a negative and unjustly formed opinion, usually directed toward people of different racial, religious, or cultural backgrounds.

A student who has been labeled in this manner should try to resolve the situation by speaking with school officials, parents, or other trusted adults.

Activity 5

Case Study.

- ✍ Gizachew's hair has been cut in a new style ever since. He has been self-conscious about it. To make matters worse, every time Genet sees Gizachew, she makes fun of him. What kind of hurtful behavior is Genet employing to target Gizachew? What should Gizachew do?

Case study

Father and son story

Father and son are in a great mood in the morning. They leave their house joking with one another. The following scene depicts the father at work, where he is transporting heavy objects from one location to another. The manager approaches him while he is working and pushes him.

As a result, one of the boxes collapses and the contents break. Despite the fact that it is not the father's fault, the manager begins shouting and insulting him. The father tries to defend himself, but the boss becomes even more angry, accusing him of being contrary and uneducated. Finally, the boss tells the father that he must pay for the broken goods, which means that half of the father's monthly salary is lost. The father is angry but says nothing to avoid aggravating the situation. When the father returns home, he discovers that his son has already set the table for dinner. In a bad mood, the father greets him and they sit down to eat. The son wishes to fill the father's glass with water from a jar. By accident, he spills the water all over his father, who slaps him and begins shouting at him.

Activity 6

Role play scenarios

- ✦ Request that volunteers play the roles of actors. Assign roles to a father, a son, and the father's manager. Then, ask the class to identify the root cause of the father-son conflict. Is that a puddle of water? What are the reasons for and against this?

6.2.1. Conflict resolutions

6.2.2. Mechanisms of conflict Resolutions

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

- 👁️ *Explain what conflict resolution is;*
- 👁️ *Differentiate different mechanism for resolving conflict;*
- 👁️ *Identify traits for a good negotiation;*
- 👁️ *State skills for a good mediator;*
- 👁️ *Analyze the role of litigation in resolving conflict;*
- 👁️ *Apply conflict resolution skills in their daily life.*



🔑 What do you understand about conflict resolution?

It is sometimes simple to find solutions to conflicts. When the task becomes more difficult, you may be tempted to ignore or set aside the conflict. However, if a conflict or other difference goes unresolved, it can harm relationships. Avoiding a conflict is also likely to aggravate it. Fortunately, there is a constructive approach to dealing with any conflict; in which the parties involved collaborate to achieve a positive, healthy outcome. This approach employs conflict resolution skills, which entails resolving disagreements in a way that is satisfactory to both parties.

REMEMBER

 *Conflict resolution involves finding a positive solution to disagreement or preventing it from becoming a large conflict.*

People are wired to think of conflict in terms of winners and losers. This is not always true, but just because one person gets his or her way when a conflict is resolved does not mean that the other person automatically loses. Conflict resolution must be based on a win-win solution, which is an agreement or outcome that provides something to each party. It is more desirable because both parties produce something.

? *What are the specific methods of peaceful means of resolving conflicts?*

? *How are conflicts resolved in your locality?*

Conflicts are a normal part of life. It can happen in the family, among neighbors, and among various groups from various backgrounds. What is important, however, is how conflicts are resolved. As a result, it is critical to be well-versed in the art of handling and dealing with differences and contradictions. Different mechanisms are used to resolve conflicts. The following are the most common nonviolent conflict resolution methods:

- ① Negotiation
- ① Arbitration
- ① Mediation
- ① Litigation



Figure 6.6. Negotiating on Issues

1. Negotiation

? What is negotiation and how is it used in conflict resolution?

Negotiation is the process of talking directly to another person in order to resolve a conflict or dispute in a peaceful manner. Two people face each other and share their feelings, expectations, what they want and what they don't want in order to find a solution. It entails bringing those who are at odds together. It necessitates the ability as well as a culture of tolerance and mutual respect.

A compromise is reached during negotiation when both parties in a conflict agree to give up something in order to reach an agreement. Collaboration, like compromise, is an important component of effective negotiations. When you collaborate or work together, you form a bond with another person while working toward a common goal. When presenting one's views and positions, one should also be careful not to offend or hurt the feelings of others. Negotiation necessitates civilized behavior on the part of both parties. The selfish behavior of the participants has a significant impact on the outcome of the negotiation. Instead, fairness on both sides may result in an acceptable agreement. In this case, there is no third person or party involved in this process. The conflicting parties will negotiate and eventually reach an agreement.

REMEMBER

👂 *Negotiation requires the willingness of both sides to talk together about their problems.*

Activity 7

Case Study.

- ✏ Mohamed and Tsion were arguing about a problem. Tsion became angry and began raising her voice. What strategies should Mohammed employ in order to resolve the conflict through negotiation? Why are these strategies important?



Figure 6.7. An individual is Mediating Two Persons.

2. Mediation

- ? *What is mediation and how is it used in conflict resolution?*
- ? *Name the skills or values an effective mediator has?*

A process in which a neutral third person or party, known as a mediator, assists conflicting parties in reaching an agreement. In this case, the mediator has no authority to impose a decision on the parties. A friendly intervention is made by a neutral third party for the purpose of managing and resolving conflicts. A mediator must have neutrality, a promise not to take sides. It is possible to do so at both the individual and national levels. A good communicator is required for effective mediators. They must be able to hear both sides of an argument and have good listening skills. They must also be impartial and fair judges. They must be able to investigate root causes.

REMEMBER

💡 *Mediation can be used in settling conflicts or disagreements that may occur between friends, husbands and wives, between different political groups, religious or ethnic groups.*

Activity 8

Role play scenarios.

- ⚡ Consider a situation in which two younger students are in conflict. Role play how the mediator interacts with the students involved in the conflict.

3. Arbitration

❓ *What is arbitration and how does it help with conflict resolution?*

Arbitration is a method of resolving disputes in which a neutral third party or arbitrator makes a decision after hearing a case. The arbitrator allows both parties to submit and present their arguments. The parties to the conflict choose their own arbitrator who has the authority to render a binding decision. Arbitration is thus an arrangement for the submission and binding decision of selected arbitrators in some disputed matters rather than taking the matter to court. This arrangement is intended to avoid the formalities, delays, and relaxation of court litigation.

Activity 9

Think pair activity.

-  Assume two of your friends are fighting over a misplaced textbook. Determine the steps to be taken for arbitration in pairs

4. Litigation.

? *What do you think is Litigation and how is it used in conflict resolution?*



Figure 6.8. A Judge is in a Court System

This is a formal method of resolving conflict in court in which the disputing parties appear before a judge who weighs the evidence and makes a decision. Typically, information presented in hearings and trials becomes part of the public record. Litigation is more expensive than other conflict resolution mechanisms and requires more time and energy from both parties.

In general, it makes sense to begin with less expensive, less formal conflict resolution procedures, such as negotiation and mediation, before making the larger financial and time commitments that litigation frequently necessitates.

Activity 10

Copy this table into your exercise book and compare and contrast formal and informal conflict resolution methods in terms of time, money, and commitment.

	Formal (Litigation)	Informal (negotiation, mediation and arbitration)
1	Time	
2	Money	
3	Commitment	

6.3. Peace building

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

- 👁 *Explain the concept of peace building;*
- 👁 *Develop the values required for peace building;*
- 👁 *Analyze the importance of peace building.*



- 🗣 What comes to your mind when you hear about peace building?

Peace building is the process of building peace before, during and after conflict happens. Peace building is not just limited to conflict but also encompasses all activities that intentionally try to resolve conflict and bring about a deeper and more sustainable level of peace. It refers to the entire process of establishing peace before, during, and after violent out breaks. It is a more permanent and continuous process.

REMEMBER

👂 *Peace building is processes and activities used in resolving violent conflicts and establishing peace.*



Figure 6.9. Nations, Nationalities and Peoples of Ethiopia Celebrating Nationality Day.

When all citizens and other stakeholders' i.e. religious leaders, civil societies, political parties, and trade unions fulfill their civic responsibilities, peace building becomes effective.

Citizens must learn to value tolerance of differences in order to build peace. Tolerance of diversity in life promotes mutual interest and cooperation for the greater good. As a result, tolerance of different races, languages, religions, ideas, social behaviors, and political beliefs contributes significantly to the flourishing of peace and stability.

Activity 11

Group Discussion.

In group discuss about the following issues and reflect to the class

- ⚡ What conditions disturb peaceful coexistence of society in your Kebele?
- ⚡ What roles can you play in ensuring peace in your community?

6.3.1. Importance of Peace Building

? *What do you think is the importance of peace building?*

- ① Peace building prevents conflicts from escalating and helps prevent conflicts in areas where none exist.
- ① Peace building also helps create security and stability within our community and country at large.
- ① When there is conflict, life and property are destroyed; peace building thus helps safeguard lives and properties.
- ① Peace building fosters unity and togetherness among people and promotes democratic living.

- ① Peace building contributes to development by avoiding the additional costs of restoring damaged properties during conflicts.

Activity 12

Individual Activity.

- ⚡ On a piece of paper, describe your strengths and weaknesses in dealing with conflict as it arises. Make a list of ways to turn your weakness into a strength that will help you deal with conflict better.

6.4. Indigenous social institutions for resolving conflict in the community.

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

- 👁️ *Identify indigenous conflict resolution institution;*
- 👁️ *Analyze the role of indigenous conflict resolution institution in maintain peace;*
- 👁️ *Appreciate the role of indigenous conflict resolution institutions.*



- 🏛️ List some of Indigenous social institutions that resolve conflict in your community?

Indigenous conflict resolution mechanisms are grass-roots approaches to conflict resolution by society. The most important elements involved in this mechanism are the forgiveness tradition, respect for elders because of their symbolic authority to enforce decisions, and resource transfer as compensation. In contrast to formal conflict resolution mechanisms, indigenous conflict resolution mechanisms focus on reconciling disputing families rather than punishing them. Indigenous conflict resolution mechanisms manage and resolve conflicts among individuals and within or between societies by relying on local actors and traditional community based judicial and legal decision-making mechanisms.

Ethiopia has a rich cultural heritage and numerous indigenous community-based social institutions or self-sufficiency systems that play an important role in conflict resolution, community well-being, stability, and security. These indigenous institutions are extremely useful for conflict resolution mechanisms because they allow communities to address issues in their own unique way. As a result, some indigenous institutions for conflict resolution include the following:

Oromia- Jaarsumma



Figure 6.10. Elders are Gathering to Settle Dispute under ODDA Tree

Jaarsumma is an example of an indigenous Oromo conflict resolution mechanism. Jarsumma in its literal meaning is the process of reconciliation between conflicting individuals or groups by a group of Jaarsaas which is well known and widely used throughout Oromia.

Jaarsummaa is a conflict resolution process that involves individual clans both within and outside of the community. It is primarily managed by the community's council of elders and is thus linked to the Gadaa system. Jaarsumma is held under a massive tree known as 'odda.' The community elders are in charge of reconciliation. The council of elders is chosen based on their clan, which specializes in peacemaking and is not involved in conflicts.

Amhara –Shimiglina.



Figure 6.11. Shimiglina or Erk –Amhara people’s indigenous conflict resolution mechanism.

The traditional method of resolving disputes through mediation and conciliation i.e. Shimiglina and Erk is widely used among the Amhara people. Conflicts are frequently resolved through the mediation of elders, religious fathers, and prominent community figures.

It is the assembly of Yehager Shimagille or the land’s elders’ council that uses the services of a third party to assist conflicting parties in minimizing the extent of their differences and disagreements and reaching an amicable settlement. Shimiglina, as the most prominent institution, has always been used to resolve serious disagreements that threaten peaceful relationships between friends, neighbors, spouses, and communities.

The Somalis- Xeer



Figure 6.12. The Xeer- Ethiopian Somali conflict resolution mechanism

The Ethiopian Somalis have their own conflict resolution mechanism. It is known as xeer. Xeer is developed to settle disputes and maintain social order. Under xeer, elders serve as mediator judges and help settle cases, taking precedent and custom into account. Xeer is not a written legal code, but rather a tradition that has been passed down orally from one generation to the next, providing a rule of law permitting safe travel, trade, marriage, and so forth throughout the region. Much like the clan system, xeer is an ever present part of the Ethiopian Somali way of life.

Xeer is divided into two categories: Xeer Guud and Xeer Gaar. Xeer Guud includes criminal and civil matters and is applicable to all clans, whereas Xeer Gaar is only applied in a specific community or clan. In practice, when two parties are in dispute, the traditional body of elders of the two conflicting parties convenes a clan assembly to discuss the issues at stake.

The elders examine relevant precedents or relevant xeer on the matter. Generally, instead of being imprisoned or otherwise punished, law breakers are required to compensate their victims.

Guraghe-Yajoka



Figure 6.13. Yajoka- Gurage peoples conflict resolution mechanism

Yajoka is one of the Gurage people's most important indigenous institutions. This is an organization that includes all of the Sebat-bet Gurage people. Its mission is to provide a traditional system of conflict prevention and resolution, as well as to maintain social stability and good social relations among the people. The legal framework of the Yajoka is provided by Gurage customary law, known as the Kitchha; the Kitcha is a legal system that governs all aspects of human relations among the Guraghe people.

Afar-Mada'a



Figure 6.14. Mada'a –Afar peoples conflict resolution mechanism

Mada'a is the Afars' traditional legal system, which serves as a foundation for other administrative systems and a constitution. They believe that their indigenous conflict resolution methods are effective. In preventing and resolving conflicts, most commonly recognized mechanisms such as Shimglena or reconciliation by elders and arbitration by tribal leaders (including the Sultan) and religious leaders are used.

Activity 13

Field work and Presentation

- ✎ Individually ask your parents, relatives or community elders around you about the name of the indigenous conflict resolving institutions, how they resolve conflicts that arose in your community and present and report to your class.

Unit summary

This unit has introduced you with some of the key concepts relating to the study of peace building and conflict resolution. It also enables you to explore the most important key mechanisms for resolving conflict. Some of these mechanisms include negotiation, arbitration and litigation. These conflict resolution mechanisms are essential for building smooth relationships and building peace among individuals and the society respectively. Furthermore, you have discussed the concept of peace building and its importance from different points of view. Resolving conflict from escalating and safeguarding the life and property of individuals and groups are some of the importance of peace building. Finally, you have been introduced to the various indigenous conflict resolution institutions in Ethiopia. These institutions have a paramount significance in resolving conflict in their respective communities. With these, you will now have an appreciation of the various conflict resolution mechanisms and have an understanding on how to apply them in your day to day activities.

Glossary

Conflict: is a disagreement between people with opposing viewpoints, ideas or goals.

Conflict resolution: is an approach in which the parties involved in conflict work together towards a positive healthy outcome.

Indigenous conflict resolution institutions: are grass root and community based institutions for resolving conflict among individuals and within or between societies.

Peace: is a state of the absence of wars and the presence of law, order and justice in the society.

Peace building: is processes and activities used in resolving conflicts and establishing peace.

Unit Review Questions

Do these review exercises in your exercise book

Part I: True or False Items

1. Conflict is perceived as incompatibilities of views, goals and values.
2. Mediation can help two individuals to reach agreement on their own.
3. Litigation is a conflict resolution mechanism which is less expensive.
4. When conflict is resolved to the satisfaction of both parties it implies win-lose solutions.

Part II: Multiple Choices questions

1. In arbitration:
 - A. Decisions are binding
 - B. Decisions are not binding
 - C. Arbitrator propose decision
 - D. A judge provides final decision

2. Conflict is:

- A. An avoidable part of life
- B. Sometimes constructive
- C. Can be resolved peacefully
- D. all are correct answers

3. Peace building is:

- A. The processes intended to resolve conflict and prevents future conflicts
- B. Processes of resolving conflict only after conflict happened.
- C. Involves only government institutions.
- D. All are correct answers.

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

- A. Mada
- B. Arbitration
- C. Mediation
- D. Negotiation

6. Among the following one is not the skill required from a good negotiation?

- A. It requires the ability to compromise with others.
- B. It needs the ability to collaborate with others.
- C. Emphasizes the habit of aggression and selfishness.
- D. Requires fairness from both sides of negotiators.

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

1. _____ is a negative and unjust formed opinion, usually against peoples of a different racial, religious and or cultural group.
2. To be successful , a mediator must have _____ which means a promise not to take side

Part IV: Give Short answers for the following questions.

3. Explain the causes of conflict at home, with your peers and at school.
4. Discuss some of the importance of peace building for the society.
5. List some indigenous conflict resolution institutions in Ethiopia.
6. Write the role of indigenous conflict resolution in resolving conflict in the community?
7. Analysis how can being good at conflict resolution have positive benefits to your life

UNIT

7



CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

Unit Description

In seventh grade, you defined critical thinking as the process of using reasoning to determine what is true and what is false. It is critical to believe and act on the basis of evidence and reasons. Following that, you will learn about the definition of problem-solving, problem-solving steps, critical thinking steps in decision-making processes, critical thinking skills and habits, critical thinking strategies for students, and the importance of critical thinking skills in problem solving in this unit.

Keywords

- **Critical Thinkingm Problem solving ,Arguments, Decision making**

Learning Outcomes:

Lessons:

At the end of this unit, learners will be able to

- *Explain the concept of problem solving;*
- *Describe steps for critical thinking and problem solving;*
- *Evaluate the importance of critical thinking in problem solving;*
- *Demonstrate how to apply critical thinking skills and problem solving skills.*

- 7.1 *The meaning of problem solving*
- 7.2 *Steps for problem solving*
- 7.3 *Steps for Critical thinking in decision making processes*
- 7.4 *Skills and habits of critical thinking and problem solving*
- 7.5 *Strategies for improving critical thinking in students*
- 7.6 *The importance of critical thinking skills in problem solving*

7.1 The meanings of problem solving

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

- 👁 *Define the concept of problem solving.*



- 🗣 *Have you ever had to deal with a problem? How did you overcome it?*

REMEMBER

👂 *Problem-solving is defined as the process by which an individual applies previously acquired knowledge, skills, and understanding to meet the demands of a new situation.*

Problem-solving is a mental activity that aims to achieve a goal when solutions are elusive to the problem solver. It is the act of recognizing a problem, identifying its causes, selecting and prioritizing alternatives, and implementing a solution. It is a way of thinking within reason and acting on evidence.

Working on problems is an important way to learn how to solve them. This allows people to gain new knowledge by confronting problems that need to be solved. Students are expected to observe, comprehend, analyze, interpret solutions, and carry out applications that result in a comprehensive understanding of the concept. Three basic functions are involved in problem solving namely gathering information, creating new knowledge, and making decisions based on that knowledge.



Figure 7.1: People Discussing to Solve a Given Problem

Activity 1

⚡ What are the primary purposes of problem solving?

Case study

Two farmers named Hotesa and Zeberga lived in a rural area of Ethiopia. They relied on mixed agriculture, which included farming and cattle herding, for a living. Their cattle are used for farming as well as other purposes. Rain was the only source of water in the community. However, as a result of the drought and reduced rainfall, the grasses on grazing lands were depleted, and water shortages for animals and humans became chronic. As a result of unjustified human intervention, trees are also being deforested. For both animals and humans, the climate has deteriorated.

In the midst of this crisis, Hotesa and Zeberga were elected as community leaders. They invited some of the community's influential members, including Munira, Yemane, Bafa, and Kedir, and began discussing water scarcity and grazing land depletion. They had a meeting every three days. During the meeting, some of them suggested a novel idea, such as organizing a community-wide tree-planting campaign on communal and household lands. At the same time, other groups proposed replacing the depleted grass with a new drought-resistant variant.

Others advocate for the grazing land to be fallowed in order to recover from overgrazing. Others suggested reducing the number of cattle and changing the way they were raised.

Out of the four options presented, the community leaders chose the first two. This will necessitate a massive effort to plant trees and replace grass with drought-tolerant varieties for animal grazing. Then they finished it in a month, with a lot of help from the public. After a year, the climate in the community changed. Every tree that was planted grew and changed the weather. Water is now more readily available for both cattle and humans as a result of this.

Furthermore, the newly planted grasses recovered quickly and began to provide an adequate amount of grass for the cattle. The health and fitness of the cattle were restored, and agricultural productivity increased. The lives of both animals and humans in the community became more comfortable.

Activity 2

- ✎ What were the issues in Hotesa and Zeberga's community?
- ✎ What were the proposed and implemented solutions to community problems?

7.2 Problem-solving steps

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

- 👁 *Identify problem solving steps;*
- 👁 *Explain each step of problem solving.*

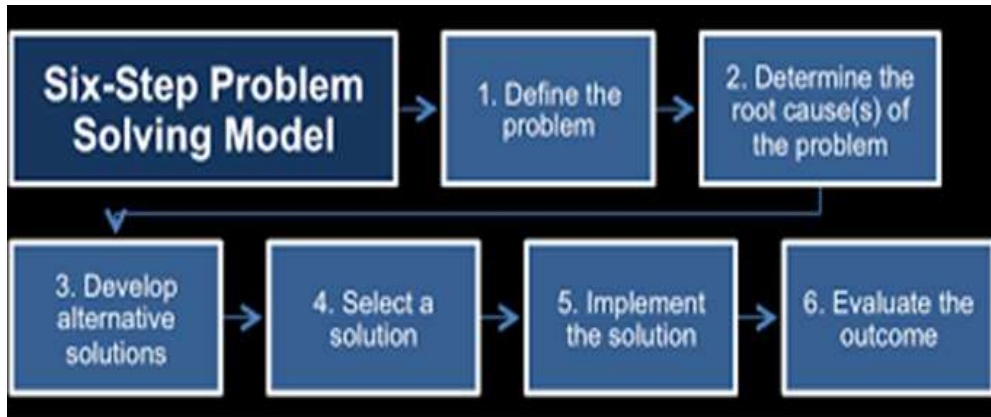


Figure 7.2: Six Step Problem Solving Model

Activity 3

- 🔥 Students, what steps did Hotesa's and Zebergaw's communities take to reach a final solution to the problem?

Nobody wants to live with an unresolved problem. As a result, problem solving is an ongoing process in which we use what we know to learn what we don't know. It entails overcoming a problem by making suggestions, testing those predictions, and coming up with satisfactory solutions. It could be purely mental activity or physical data manipulation. This, however, is a step-by-step process. Let us see steps in problem solving.

Activity 4

-  Is it possible to jump from one to the other before the step is finished?
Is it possible to omit certain steps?

Step One- Define the Problem

? *What were the issues identified by the Hotesa and Zeberga communities?*

Recognizing the problem is the first step in problem solving. It is necessary to identify the problem, which includes the context, background, and indicators of the problem. Following a clear understanding of the problem, it is possible to investigate the broader symptom to discover the problem's implications.

Step Two- Determine the Root Cause(s) of the Problem

? *How did Hotesa and Zeberga become aware of their community's problem?*

Once the problem has been identified, the problem-solving process begins by attempting to determine the root cause of the problem. Exploring the problem is a critical step in problem solving. It is critical to understand the source of the problem at this stage. As a result, determining the root cause of the problem becomes critical. It is critical to hold a public discussion in order to identify the root cause of the problem.

Step Three- Develop Alternative Solutions

? *What solutions did Hotesa's and Zeberga's communities devise to address the issues?*

After analyzing the problem, it is possible to look for different solutions to the problem. There could be several solutions to the problems. However, in this case, there is a need to weigh the solutions in order to determine which solutions are the best for solving the problem. Even if finding the best solution is difficult, reducing less effective options is important in problem solving. Concentrate on the negatives and positives; the benefits and drawbacks of various solutions.

Step Four- Select a Solution

? *In the preceding passage, how did the community members with Hotesa and Zeberga choose a solution to a problem in their community?*

All potential solutions must be thoroughly evaluated before making a final decision. Weigh the benefits and drawbacks. Then, choose the option that best fits the problem. The one with more benefits than drawbacks is likely to be the best option.

Step Five- Implement the Solution

? *In the preceding passage, the community members with Hotesa and Zeberga implemented the solution to the problem.*

Putting a solution into action simply means putting a decision into action. This step necessitates some action. It is more than just sitting and thinking; it is a practical stage in which a decision, plan, or agreement is put into action.

Step Six- Evaluate the Outcome

? *What is the significance of evaluating the outcome of decision?*

What we put in place must be evaluated. Assessing the solution entails a thorough examination of the best solution. However, it must be monitored to ensure that recommendations are followed. This means that it is possible to determine whether or not the solution was effective. This stage aids in the improvement of the solution or the resolution of the problem. As a result, taking steps in problem solving is critical in order to eliminate bias and preconceptions and achieve greater objectivity. It facilitates decision-making and has the potential to ensure consistency. Furthermore, it eliminates the confusion that occurs when different problem-solving techniques are used. It also offers a justifiable solution.

7.3 Steps of Critical thinking in decision making processes

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

- 👁 *Identify steps of critical thinking in decision making process;*
- 👁 *Explain each step for critical thinking in decision making.*



🗣 **Do you make decisions? How and when?**

In grade 7 you have defined critical thinking as a logical reasoning and questioning to check the validity of the statement. It is a critical evaluation of arguments. It refers to the ability to analyze information objectively and make a reasoned judgment. Critical thinking results in wise decision-making process.

REMEMBER

👂 *Decision-making is referred to as mental processing that leads to some action consciously or unconsciously.*

In general, decisions can be made consciously or unconsciously. Critical thinking helps with conscious decision making. No decision shall be made haphazardly or emotionally.

Case study

Students named Fotoal and Gasara attended one of the public schools in Hawassa City Administration, Sidama National Regional State. They frequently quarreled in the school compound, disrupting the teaching-learning process. The situation was communicated by school security and other students to the director.

He also summoned both students' homeroom teachers as well as the unit leader to his office. The homeroom teachers confirmed that this is not the first time something like this has occurred. They claimed that the students were repeatedly advised and given oral warnings, as well as written warnings twice. The students, according to their findings, are unwilling to change their behavior. According to additional reports, the students harassed female students both inside the compound and on their way home. Everyone agreed that the students were interfering with the learning and teaching processes at the school. Based on the reported incident, the principal called the students and inquired about it. But, the students did not even regret for their action.

By exhaustively weighing all means of information and all evidences forwarded, the school administration lead by school principal decided and informed the students that they were dismissed from the school, despite the fact that this was not the intention of the institution. The students were dissatisfied with the decision, but the school was bound by its decision. The school, on the other hand, was greatly relieved of unnecessary disruptions from such students. Even other violent students changed their ways and started adhering to school rules and regulations. In general, the learning and teaching processes in schools have improved.

Activity 5

⚡ What do you understand from the preceding passage about critical thinking in decision making?

Making a reasonable and rational decision, as stated previously in the preceding case/story, necessitates critical thinking. The steps for critical thinking in decision-making processes are as follows.

Step 1: Identify the decision

? *In the preceding story, what was the school administration's decision on violent students?*

When it is necessary to make a decision, it is best to define the nature of the decision that must be made. It is critical that the decision be defined. Without it, all other steps are impossible to take.

Step 2: Gather relevant information

? *What kind of information did the school director gather about the aforementioned story?*

Before making a decision, it is critical to gather some relevant information. In this process, determining the type, source, and method of obtaining relevant information is a determinant of the decisions validity. Some of the data is internal and stems from his self-evaluation. Others could come from somewhere else.

Step 3: Identify the alternatives

? *What are the school's alternatives to the above-mentioned story's violent students?*

Gathering information allows us to identify several possible courses of action, or alternatives. It is also possible to create new alternatives by using your imagination and additional information. This step will include a list of all possible and desirable alternatives.

Step 4: Weigh the evidence

? *In the above-mentioned story, how did the school director weigh the evidence on violent students?*

Weigh until those who appear to have a higher chance of reaching the goal are distinguished from the rest. Consider whether the need discovered during the decision-making process can be met by using each alternative. It is not a simple process. When you go through these difficult internal processes, you end up favoring certain options. Finally, prioritize the alternatives based on your personal value system.

Step 5: Choose among alternatives

? *How did the school administration arrive at a decision among alternatives before acting on the aforementioned story?*

Once all of the evidence has been weighed, it is simple to select the alternative that appears to be the best one from the alternatives that have been prioritized.

Step 6: Take action

? *In the above-mentioned story, what was the school administration's decision to violent students?*

Because this is the actualization stage, you can now take some positive action by starting to implement the alternative you chose from among alternatives.

Step 7: Review your decision & its consequences

? What are the ramifications of the school administration's decision in the above-mentioned story for the school community?

It is critical to review the outcomes of decisions and determine whether or not they addressed the need identified for decision making. If the decision does not address the identified need, certain steps of the process must be repeated in order to make a new decision.

7.4 Skills and habits of critical thinking and problem solving

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

- 👁 *Discover skills of critical thinking and problem solving;*
- 👁 *Develop skills of critical thinking and problem solving;*
- 👁 *Identify habits of critical thinking and problem solving.*



🗣 What does it mean critical thinking and problem-solving skills?

Skills are actions that people take on a daily basis. When we talk about thinking as a skill, we mean activities like analyzing, evaluating, and explaining, as well as challenges like problem solving and evaluating complex arguments. Skills are cognitive sets that can be developed, refined, and applied to achieve a goal.

Activity 6

- ⚡ What are critical thinking and problem-solving abilities?
- ⚡ What role does each skill play in critical thinking and problem solving?
- ⚡ Have you ever had the experience of understanding and expressing the meaning of a statement, identifying the intended and actual inferential relationships, and drawing reasonable conclusions from it? Please compare your daily activities to these phrases.

Let us see some critical thinking skills in problem solving.

Comprehending and expressing: The ability to understand and express the significance of a wide range of experiences, situations, events, judgments, and beliefs.

Identifying the relationships: It is the ability to recognize the intended and actual inferential relationships between statements or other forms of representation that are intended to express beliefs, judgments, experiences, reasons, information, or opinions.

Assessing the credibility: It is the ability to judge the veracity of statements or other representations that are accounts or descriptions of a person's perception, experience, situation, or belief.

Furthermore, it evaluates the logical strength of the actual or intended inferential relationships between statements, descriptions, questions, or other forms of representation.

Drawing reasonable conclusions: It is the ability to identify and secure the elements required to reach reasonable conclusions; to form speculation and suggestions; to consider relevant information; and to mitigate the consequences of statements, opinions, or other forms of representation.

Explanation: The ability to state the outcomes of one's reasoning; justify that reasoning in terms of the evidential, conceptual, methodological, and contextual considerations upon which one's results were based; and present one's reasoning in the form of logical arguments.

Self-regulation: It is the process of consciously monitoring one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying analytical and evaluative skills to one's own inferential judgments with the goal of questioning, confirming, validating, or correcting either one's reasoning or one's results.

Activity 7

 Be honest with yourself and assess which of the above skills you possess. First, evaluate yourself against the details listed above, and then work in pairs and groups.

Case study

A large number of students were present in a classroom at one of Ethiopia's public schools. The classrooms were overcrowded and uncomfortably close to one another. The rooms were filthy, and the tables and desks were shattered. Some students had brought their own chairs. The blackboard was filthy. The classroom walls had been shattered, and almost everything that happened outside was visible to the students inside.

Most students consider these circumstances to be normal and do not recognize them as a problem. Marshet and Mohammed, among others, began to wonder why this was happening. They went to the principal's office to get clarification on the situation. They also invited other students from the school to take part in the debate. Meanwhile, some students claimed that the same was true of other schools in the community.

Marshet and Mohammed were dissatisfied with the school's response and the reactions of the students. However, their inquiries drew the attention of other students and faculty, and they eventually became an issue for the entire school community. Following that, various task forces or committees were formed. On the scheduled date, the school, in collaboration with the local administration, held a large fund-raising campaign. A sufficient amount of money was raised during the campaign, and all of the aforementioned issues were resolved.

The school eventually became model school of the country.

Activity 8

-  What critical thinking and problem-solving skills did Marshet and Mohammed employ to solve their school problem?
-  How did they assess and interpret the issue at their school?

Habits of critical thinking and problem solving

? *What exactly does the term “habit” mean?*

Critical thinking and problem solving are both traits/habits and skills. A habit is a routine behavior that is repeated on a regular basis and is usually performed subconsciously. Here are some of the problem-solving habits.

- ① Uses evidence skillfully and impartially
- ① organizes thoughts and articulates them concisely and coherently
- ① suspends judgment in the absence of sufficient evidence to support a decision
- ① Acknowledge what they don't know regard problems and controversial issues as exciting challenges.
- ① Strive for understanding, keep curiosity alive, and are ready to invest time to overcome confusion
- ① Judgments based on evidence rather than personal preferences

- ① habitually questions one's own views and attempts to understand both the assumptions that are critical to those views
- ① recognizes the imperfection of one's own opinions, the probability of bias in those opinions, and the danger of weighting evidence according to personal preferences
- ① Seek and offer clear reasons, and be clear about their relationships with each other and the conclusion
- ① Try to be well-informed, open-minded
- ① Seek the truth when it makes sense to do so, and more broadly, try to 'get it right' to the extent possible or feasible and etc

Activity 9

⚡ Be honest with yourself and assess which of the above habits you have. Assess yourself against the above-mentioned details first, and then work in pairs or groups to share which habits you commonly have.

Case study

Ato Obong was a resident of Gambela town. He was teaching Citizenship Education to eighth-grade students. He acts as if he knows more than he does and believes his opinions are without flaws. Problems and contentious issues are perceived as threats to his personality, and he is impatient with complexity. He'd rather be perplexed than try to understand. His assessments of others are mostly based on first impressions.

He is preoccupied with himself and his own opinions, so he is unwilling to listen to the opinions of others. Furthermore, he frequently disregards the need for balance and favors viewpoints that support his pre-existing beliefs. He has a tendency to act rashly in response to his emotions.

Activity 10

- ✎ How do you see the Obong's habit in critical thinking? Is he capable of critical thinking? Justify your response.

7.5 Strategies for Improving Critical Thinking in Students

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

- 👁 *Identify strategies for improving critical thinking in students;*
- 👁 *Define strategies for improving critical thinking in students.*



- 🗣 Make a group of six students to discuss strategies for improving critical thinking skills. Present your findings to your group's representatives.

Children are not born with the ability to think critically, nor do they naturally develop this ability beyond survival-level thinking. Critical thinking is a skill that must be taught. The majority of people never learn it. Here are some strategies for improving students' critical thinking.

Trial-and-error methods-Allows students to engage in some repeated attempts at problem-solving.

Being a lifelong learner –Learners are naturally curious about the world and their profession. They read and converse with others. They basically educate themselves without being told to. This can be obtained through reading, speaking with subject matter experts, listening to teachers, or attending conferences.

Understanding the barriers- It is always important to encourage students to express their obstacles. They must be aware of any constraints that may be impeding their progress toward their goal.

Creating mental images – this is useful for problem solvers who face the “visual images” problem. This enables problem solvers to map out and clearly see many dimensions of a problem.

Seeking a pattern- A pattern is a regular, systematic repetition that can be numerical, visual, or behavioral in nature. Looking for patterns is an important problem-solving strategy because many problems are similar and follow predictable patterns.

Manipulative- By moving objects around on a table or desk, students can develop patterns and organize problem elements into recognizable and visually appealing components.

Considering unusual viewpoints- critical thinkers do not want to proceed in the usual way. They have a proclivity for looking for new solutions to old problems.

Avoiding the trap of too much information- Critical thinkers will avoid the trap of too much information and becoming trapped in the decision-making process by looking at the big picture as well as the details.

Identifying multiple solutions- there is no single solution. There are better options. After understanding the problem, students must choose one or more appropriate strategies to help resolve the problem. Students must understand that they have many strategies at their disposal and that no single strategy will solve all problems.

Monitoring a solution- Although it may be natural for students to “rush” through a strategy in order to arrive at a quick answer, encourage them to carefully assess the steps taken and monitor their progress, etc.

When opportunities present themselves, students have a natural proclivity to develop their critical thinking skills. The usual issue is that teachers and the school community force students to behave in predictable ways, or at least in ways that benefit teachers. However, it is critical to create some spaces for students to think and take action.

7.6 The importance of critical thinking skills in problem solving

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

- 👁 *Identify the importance of critical thinking skill in good decision-making process;*
- 👁 *Understand the importance of critical thinking skill in good decision-making process;*
- 👁 *Appreciate the importance of critical thinking skill in a good decision-making process.*

It is necessary to be a critical thinker in order to make sound decisions in both personal and public matters. It ensures the use of one's mind and the ability to be governed by reason. Reason takes precedence over emotion. Information alone will not be able to sway critical thinkers. False beliefs and myths cannot rule him/her because they lack objective evidence. A critical thinker cannot switch positions arbitrarily, but can do so if and only if there is compelling evidence.

Take a look at the following story.

Story telling

Zerfe was a woman central Ethiopia. She usually goes to get water first thing in the morning. She occasionally returns from her journey when she comes across a singing bird along the road. She stumbled the other day as she was about to do the same thing in the morning, suffered a minor leg injury, and returned from the way while she was still able to go ahead. Still, the other day, as she was walking to get water early in the morning, a person dressed in a black coat came in front of her, and she made an automatic return from the path.

Her 14-year-old daughter, who is in eighth grade, then asked her why she is doing so when water is desperately needed at home and she is eager to get it. “It is not good to go ahead while birds are singing in your path, when something stumbles your leg and someone comes with a black cloth,” she told the child. “These are warning signs that you are about to face some danger if you ignore the warning signs,” she continued. “That’s why she came back,” she explained.

Her child then brought the case to class and presented it to his Citizenship Education teacher. The teacher was taken aback by the case, so he brought it up in class for discussion. Then, other students shared their own stories, revealing that some of their families and neighbors are also doing so.

Finally, the teacher concluded the discussion by emphasizing unequivocally that Zerfu's actions had no bearing on her life. He stated that there could be no instances of her being in danger. For example, he stated that it is natural for birds to sing. He went on to say that not thinking critically wastes resources and causes problems in social relationships. As a result, students agreed to challenge their families and develop critical thinking skills in society

Activity 11

- ⚡ What is the connection between a singing bird along the road, a stumbled leg, and wearing a brightly colored garment?
- ⚡ Have you ever met someone like this in your community?
- ⚡ What are the benefits of critical thinking?

Critical thinking is useful in a variety of problem-solving situations. It plays critical roles in thinking clearly, fairly, rationally, objectively, and independently. Critical thinking enables people to do the following:

- ① to discover and overcome personal preconceptions and biases.
- ① to formulate and present convincing reasons in support of conclusions.
- ① to make reasonable, intelligent decisions about what to believe and what to do.
- ① to become independent, self-directed thinkers and learners.

- ❶ to defend an argument against charges such as bias, lack of supporting evidence or incompleteness.
- ❷ to enables you as a reader to assess the evidence in what you are reading and identify fake or illogical reasoning.
- ❸ to create strong arguments of your own. This means that you will be able to present and justify any claims you make based on the evidence you have evaluated.
- ❹ to enable analyze and evaluate – and compare and contrast – the value of particular materials, including theories, methods, concepts and the major debates that have been presented.
- ❺ to allow you develop more reasoned arguments for your assignments, projects and examination questions.
- ❻ to use and draw on evidence to justify your own arguments and ideas.
- ❼ to synthesize your own thoughts, the thoughts of differing theorists/ researchers and those of the course materials authors and etc.

As a result, critical thinking is critical because it allows humans to fully develop as humans. Humans are distinguished from other animals by their ability to think. This ability to think should not be relegated to a lower level where we simply absorb what is told to us. Critical thinking, on the other hand, enables us to analyze, synthesize, and weigh the benefits and drawbacks of the claims. These processes ultimately result in sound decisions. As a result, every decision must be supported by critical thinking.

Unit summary

You learned problem solving in this unit. There are many difficulties and problems in the world. The process by which an individual applies previously acquired knowledge, skills, and understanding to meet the demands of a new situation is defined as problem-solving. Humans, on the other hand, have a one-of-a-kind ability to overcome such obstacles. Critical thinking is required in this case. Adopting problem-solving steps such as defining the problem, determining the root cause of the problem, developing alternative solutions, and evaluating the outcome becomes critical here.

Humans are instructed to base their actions on reasons and evidence. Humans must be able to control their emotions and act in accordance with objective realities. Critical thinking must be traceable back to the decision-making process. It must be partisanship-free. This is due to the importance of critical thinking and related decisions at both the individual and collective levels.

Glossary

Problem solving- is the act of defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution.

Decision making- is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions.

Analysis- It is the skill of identifying forms of representation intended to express beliefs, judgments, experiences, reasons, information, or opinions.

Argument-using or characterized by systematic reasoning to reach a conclusion based on some evidences.

Unit Review Questions

Part I: Write True if the statement is correct and False if it is wrong.

1. Problem solving is a cognitive process that is based on reasoning and evidence.
2. Putting the solution into action in decision making is a step toward weighing the benefits and drawbacks of various options.
3. Critical thinking is the foundation for making sound decisions.

Part II: Choose the letter of the alternatives that best suits as an answer for each of the following questions.

1. Problem solving impacts
 - A. Knowledge
 - B. Understanding
 - C. Skill
 - D. All
 - E. None

2. Problem solving begins with

- A. Defining the problem
- B. Developing alternatives
- C. Taking actions
- D. Determining the cause of the problem
- E. All

3. Checking whether decisions are met the identified needs or not in critical thinking refers

- A. Reviewing your decision
- B. Taking action
- C. Choosing among alternatives
- D. Weighing the evidences
- E. All

4. Which one is the strategy to improve critical thinking in students?

- A. Trial and error approach
- B. Being continual learner
- C. Explain barriers
- D. Using manipulations
- E. All

5. Which one is the importance of critical thinking?
- A. To be independent
 - B. To be based on evidence
 - C. To self direct
 - D. To synthesis thoughts
 - E. All

Part III: Match variables of challenges of Human Rights under column ‘A’ against their attributes under column ‘B’

No	“A”	“B”	
1	Avoiding information overload	A	Guesstimate
2	Seeking new solution to old problems	B	Being continuous learner
3	Search mind picture to a problem	C	Considering unusual opinions
4	Curiosity to know new thing	D	Creating visual image
5	Engaging in trial and error	E	Avoiding analyses paralyses

Part IV: Short answer

1. What exactly is critical thinking?
2. How does critical thinking help with decision making?
3. How important is critical thinking in an individual's personal and public life?