

Introduction

This book is written for students studying Civics and Ethical Education in Grade 9. It will guide you through the 11 values with readings, case studies, questions and illustrations to support the text. Each unit begins with an introduction and states the lessons and the outcomes. It also provides a list of the key words and concepts you will meet in the unit.

At the end of each unit, there is a summary of what you have read. There is also a glossary of some terms or words which you have been introduced to in the unit. Finally, there are unit review exercises to enable you to test your knowledge and understanding of the unit content.

Each unit is set out in the same way with the unit number and title at the top of each page.

The objectives are listed at the beginning of each lesson. A starter activity is in a blue box. This is to introduce you to the lesson. The lesson number is in the top right corner of each page.

Readings have a blue background. They provide information which explains the lesson objectives.

On many pages, you will find photographs or pictures which illustrate the topic you are studying.

Case studies are labelled and have a pink background. They provide real or simulated examples of the concept you are studying.

Each lesson has at least one set of questions linked to a reading or a case study. Look for the red question marks.

At the end of each lesson, you will find a list of points to remember in a red box. This will help you to revise.

This book is just one resource which you and your fellow students will use to learn about Civics and Ethical Education at this level. Information to support this book will be located with your teacher, on the Plasma programs, in other books and documents, and with people in your communities.

UNIT 3 – EQUALITY LESSON 1

Equality of Nations, Nationalities and Peoples of Ethiopia

By the end of this lesson, you should be able to:

- define what equality means.
- explain the history of equality in Ethiopia.

What is equality of Nations, Nationalities and Peoples?

Equality indicates some similarity between individuals and groups of people. It is a state of being equal in having similar rights, benefits, opportunities and burdens. Equality does not show complete similarity. You and your classmates cannot be absolutely similar. You may differ in the language you speak, in your religious and other cultural backgrounds. You may also have different skills, opinions, interests or political views. This shows the prevalence of diversity in different ways.

Ethiopia is a good example of diversity of peoples and cultures. You know that about eighty nations, nationalities and peoples live in our country. These peoples speak different languages and have other various cultural traits. They live in different parts of the country. They are engaged in different economic activities such as farming and livestock herding. Most of the people live in rural areas while many people live in towns and cities.

Equality prevails when all nations, nationalities and peoples enjoy equal rights and opportunities. The history of Ethiopia is marked by the prevalence of inequality of nations, nationalities and peoples. In the past, people living in different parts of the country did not have equal access to education.

There were many schools in few areas while there were few in some regions. There were very few schools in regions such as Afar where livestock herding people live. Access to education was also very low in regions such as Benishangul Gumuz which are located far from Addis Ababa. This means there were many educated people in some parts of the country while in others there were few.

The people of Ethiopia did not enjoy equal rights to use their languages in schools and courts of law. But now children have the right to use their first language, at least in primary schools.

You are a Grade 9 student. Let us assume that your first language is Gamo and you have sisters at primary school age. Your sisters have the right to learn in Gamo language. This is the right of all children with different ethnic backgrounds. But in the past most children in Ethiopia did not enjoy this right because Amharic was the school language throughout the country.

Most of the people did not have equal opportunities to promote social and cultural development. They were not encouraged to be proud of their languages and religions. For

example, most people had no right to use their language in the court of law. People who had court cases did not have the right to use their languages in the court of law because Amharic was a court language in all regions.

There was also inequality in political participation. Nations, nationalities and peoples did not have the right to self-government. They did not have the right to govern their woredas and regions. The people who governed different regions were appointed by the central government. People from very few cultural groups controlled

political power be it at the woreda or national level of government. People from other nations and nationalities did not have an equal share of political power.

Make groups and discuss the different forms of inequality that existed in Ethiopia in the past and discuss what rights nations, nationalities and peoples are enjoying now. Group leaders can give a summary of the main points to the class.

CASE STUDY

The Sari and Darab are two peoples who live in one of the African countries. The two peoples have their own cultural traits like language. The Sari people live near a big city and along a main highway. Seventy five percent of the Sari children have access to primary education because the government of that country opened many schools in their area. However, only twenty percent of the Darab children go to school because the number of schools in their area is very small.

Make groups and discuss these questions. Let your group leader summarize your points to the class for further discussion.

Do you think that it is fair to open many schools in one area while opening few in another area?

What is the effect of this kind of difference? Does it affect the political participation of the people?

REMEMBER

- Equality does not mean absolute similarity.
- Equality means being equal in having similar rights, benefits, opportunities and burdens.
- People enjoy equality where there is no discrimination based on their cultural backgrounds.
- The peoples of Ethiopia did not enjoy equal rights to use their languages in schools and to develop their other cultural traits in the past.

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Unit 1

Building a Democratic System

Introduction

This unit is very important as you will learn the basic ideas of democracy and the democratic system. When you complete this unit, it will help you to understand the other units more easily.

Lessons

1. Democracy and the Democratic System
2. Rights
3. Obligations
4. Tolerance of Diversity
5. Systems of Government in Ethiopia
6. Limits of Power
7. Ethiopia's Foreign Relations

What you will learn

You will:

- appreciate the meaning of democracy.
- realize the basic rights of Ethiopian citizens as stated in the Federal Constitution.

Key words and concepts

- Ambassador
- Autocracy
- Citizen
- Confederation
- Constitution
- Democracy
- Democratic system
- Dictatorship
- Diplomacy
- Diplomat
- Direct Democracy
- Diversity
- Election
- Federation
- Foreign Policy
- Foreign Relations
- Government
- Human Rights
- Indirect Democracy
- Majority Rule
- Negotiation
- Obligations
- Representative Democracy
- Rights
- Tolerance
- Unitary
- Voting

Voting in elections — One of the pillars of democracy



1

LESSON

Democracy and the Democratic System

By the end of this lesson, you should be able to:

- define democracy.
- state the characteristics of democracy.
- demonstrate some democratic characteristics.

- What do you know about democracy? Can you explain your ideas to the class?
- Give some practical examples to show when you made a democratic decision with your friends, e.g., deciding who is to play in the football team.
- Is it sometimes difficult to be democratic? Discuss this as a class.

What Democracy is?

Democracy is a type of government where people elect their leaders. The ancient Greeks in Athens first practiced it. Women and slaves had no right to elect their leaders and were not able to be elected. In Athens, a council of 500 citizens carried out the day-to-day government's work. However, an assembly of all citizens living in the city-state voted on all-important issues. This is a direct democracy.

Today we practice democracy in a different way. Everybody has the right to elect representatives to Parliament, Congress or Shengo. Everyone has the right to stand for election. There is no discrimination based on sex and occupation. In

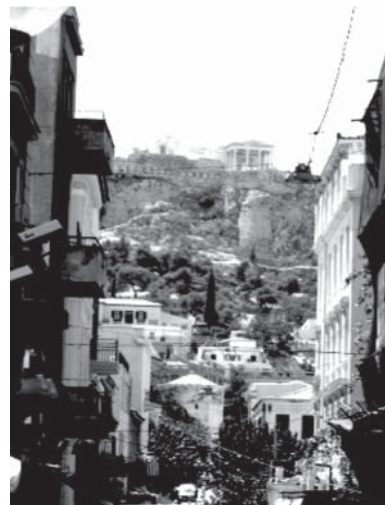
this type of democracy, people are involved in the day-to-day decision making of government indirectly through their elected representatives. This is called representative or indirect democracy.

The Ancient City of Athens



The Parthenon: One of the Seven Wonders of the World

The Modern Athens



Athens gave the world Socrates, Plato and Aristotle, systematic mathematics, the Olympics and, above all, democracy

Democracy and the Democratic System


The word *democracy* is a combination of two Greek words, *Demos* and *Kratos*. *Demos* means *The People* and *Kratos* means *Authority*. The direct meaning of democracy is *People's Authority*.

The 1995 Constitution of Ethiopia expresses how representative democracy works in Ethiopia in its Article 54 as follows:

Members of the House of Peoples' Representatives shall be elected by the People for a term of five years on the basis of universal suffrage and by direct, free and fair elections held by secret ballot.

Nonetheless, direct democracy is practiced

in the present world in limited ways. During referendum and in small communities direct democracy can be practiced. Small communities like the Bana and Hamer in south western Ethiopia can decide on matters that affect their cultural and economic development through direct democracy. In kebeles, some aspects of direct democracy can be exercised.

 Form groups of six students. In each group, three will discuss direct democracy and the other three, indirect democracy. Share feedback with the other groups.

CASE STUDY


Electing a class representative

On October 6, 2007, students in a high school elected their class representatives. The homeroom teachers facilitated the election. The homeroom teacher of 9B helped the students to form an election committee. The election committee explained to the students that the election would be conducted secretly.

Following this, the students nominated their candidates: Goyteom, Fatuma and Ayele. The candidates each made a fifteen minute speech explaining what they would do if elected. Then voting was conducted and the election committee announced the results.

No	Candidate	Votes	Remarks
1	Fatuma	31	Winner
2	Ayele	10	
3	Goyteom	7	
	Total	48	7 did not vote

Fatuma became the winner, so the election committee chair invited her to make a speech to the class. She thanked them and promised to serve them all equally.

 Should Fatuma serve only those students who elected her or the whole class?

In your own class, if there is an election, would you vote for your friend or someone who is going to serve all the students equally?

A democratic system is the best system we have had so far. This is because the people are the source of government power. Because of this, it is defined as *Rule by the People*. A democratic

system has the following characteristics:

- a democratic constitution
- the rule of law
- free, fair and regular elections
- active citizen participation
- respect for human and democratic rights

A **democratic constitution** is the fundamental law or legal document that expresses the will or desires of the people. It is a vital component of a democratic system.

Democracy and the Democratic System

The **rule of law** is the legal practice or exercise that treats all citizens impartially or equally. The rule of law does not consider a person to be a criminal until convicted before a court of law. The rule of law can only be exercised under a democratic system.

Free, fair and regular elections are conducted under a government whose source of power is the people. Such a government is a democratic government. Such practice includes no intimidation during elections, accepting election results and resolving problems arising through peaceful negotiations and compromise.

Democracy is rule by the people. They are the ultimate source of power for the government. When there is **active citizen participation** in the social, economic and political life, democratic rule is ensured.

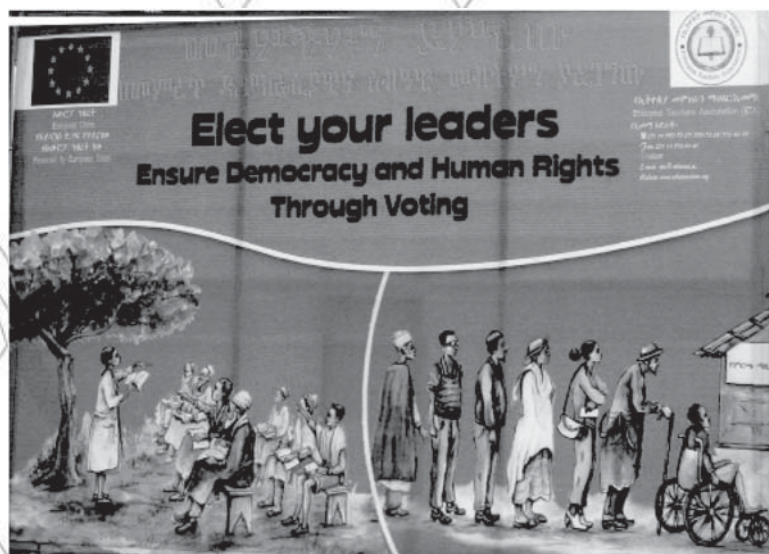
Respect for human and democratic rights

These are essential components of a democratic system. The rights to life, liberty and the security

of person are part of human rights. The rights of thought, opinion and expression are part of political rights. Without such rights no democratic system can exist. As a citizen of Ethiopia, you have these rights to enjoy.



Person voting in a democratic election



Poster encouraging democracy

Democracy and the Democratic System

Freedom of speech

Freedom of speech is an essential feature or principle of democracy. Without it no democratic system can exist. A democratic system rests on the expressed will of the people. The media plays a huge role in promoting freedom of speech.



Form small groups. Each group should pick one characteristic of a democratic system to discuss. The group representatives should present their ideas to the class.



Counting votes after an election

REMEMBER

- Democracy is defined as Rule by the People.
- In a direct democracy, the people are involved directly in the day-to-day decision-making.
- In an indirect democracy, the people are involved indirectly through their own elected representatives.
- A democratic system requires a democratic constitution and the rule of law.
- Democracy is possible when free, fair and regular elections are held.
- Respect for human rights is necessary in a democracy.

LESSON

2

Rights

By the end of this lesson, you should be able to:

- explain the basic human and democratic rights which all people have.
- defend your human and democratic rights.

- What do you understand about rights?
- What rights do you think you have?

In a democracy, every person has fundamental rights and freedoms. Rights refer to political, economic, social, and other advantages to which someone has a just claim, morally or in law. Rights include the freedom to act or not to act in a particular fashion. Rights involve duty to permit the same freedom to others. The rights that citizens in Ethiopia have are expressed in detail in the 1995 Constitution. Rights come under two categories. The first one is human rights. This includes the right to life, the right to liberty, the right to privacy, etc.

The right to life is stated in the Federal Constitution under Article 15 as follows:

Every person has the right to life. No person may be deprived of his life except as a punishment for a serious criminal offence determined by law.

Under Article 26 sub-article 1, the right to privacy is stated as:

Everyone has the right to privacy. This right shall include the right not to be subjected to searches of his home, person property, or the seizure of any property under his personal possession.

The second is democratic rights. These rights include the right of thought, opinion and expression. Freedom of association, movement

and rights of nationality are part of democratic rights as stated in the Federal Constitution under Article 24 sub-articles 1 and 2:

1. *Everyone has the right to respect for his human dignity, reputation and honour.*
2. *Everyone has the right to the free development of his personality in a manner compatible with the rights of other citizens.*

As a child you have some special rights to enjoy. You have protection under these rights. Concerning the rights of children, the Ethiopian Constitution under Article 36 sub-article 1 states the following:

Every child has the right:

- (a) *To life;*
- (b) *To a name and nationality;*
- (c) *To know and be cared for by his or her parents or legal guardians;*
- (d) *Not to be subjected to exploitative practices, neither to be required nor permitted to perform work which may be hazardous or harmful to his or her education, health or well-being;*
- (e) *To be free of corporal punishment or cruel and inhumane treatment in schools and other institutions responsible for the care of children.*

All children have the right to education and health care

Likewise, the Federal Constitution recognizes women's rights: Article 35 sub-articles 1, 2, and 7 state the rights of women:

1. *Women shall, in the enjoyment of rights and protections provided for by this Constitution,*

Rights

have equal right with men.



Children from different ethnic groups at school

2. *Women have equal rights with men in marriage as prescribed by this Constitution.*
7. *Women have the right to acquire, administer, control, use and transfer property. In particular, they have equal rights with men with respect to use, transfer, administration and control of land. They shall also enjoy equal treatment in the inheritance of property.*

As citizens of Ethiopia, you have the constitutional protection to use these rights. It is important for you to know about these rights so that you can defend and use them properly. In the past, children’s rights and the rights of women were not given constitutional protection.

This resulted in many abuses being made against them. Female students should know about their constitutional rights so that they will be able to defend themselves for their own good.

These rights are part of the international agreements and conventions that many countries have incorporated in their legal systems. They are included in the United Nations Universal Declaration of Human Rights. The Declaration was issued in 1948. Since then it has been enriched by subsequent agreements and conventions compiled as International Instruments. Ethiopia has ratified some of these instruments and they are part of the law of the country.

Article 10 of the Constitution deals with Human and Democratic Rights as follows:

1. *Human rights and freedoms, emanating from the nature of mankind, are inviolable and inalienable.*
2. *Human and democratic rights of citizens and peoples shall be respected.*

According to the Constitution, these rights must not be violated. They are considered as inalienable and cannot be taken away from any person. Everyone is born to enjoy these rights.

In the past, human and democratic rights were not respected in Ethiopia. The governments were suppressing the rights of the people. Thus, the people had no freedom. Many of those who attempted to resist were killed. Some were put in prison, and some others were forced to leave their country in exile.

Copy this table. Form groups to discuss and list on the copy your democratic and human rights in school, at home and in the community. One example is provided.

	Human and Democratic Rights		
	At school	At home	In the community
1		To be cared for by parents or guardians	
2			
3			
4			

Rights

CASE STUDY

Human Right's Abuse

Anenni lives with her parents who are farmers. She is 13 years of age and is learning in Grade 9 in a town near her home. After school, on her way back home, she met a group of three people coming towards her. Unable to escape, she was beaten up and raped.

The rapist was an HIV/AIDS victim. After a blood test, she knew that she had become a victim of HIV/

AIDS. She continued going to school but was very upset. The rapist and his collaborators were brought before the court. The rapist was imprisoned with his accomplices. But Anenni has to live with HIV/AIDS for the rest of her life.

Under which kind of rights do you think that:



- Rape is a crime?
- The parents of Anenni brought the rapist to court?
- Anenni was going to school?
- Her decision to continue going to school is the correct decision?

REMEMBER

- Every person has fundamental rights and freedom.
- In a democracy, all citizens have human and democratic rights.
- The right to life is the right not to be killed.
- You have some special rights to enjoy, such as the rights of the child and the right to education.
- In a democracy, every person has fundamental rights and freedoms.
- In the past, children's rights were not constitutionally recognized and women did not have constitutional protection, so many abuses were made against them.
- Rights could be political or social advantages to which someone has a just claim, morally or in law.
- Rights involve the duty to permit the same freedom to others.

LESSON 3

Obligations

By the end of this lesson, you should be able to:

- explain the obligations which citizens have.
- give due respect to your friends.

- Do you have any idea what obligations are?
- Discuss the obligations which you and your friends, or members of families, have to each other.
- What obligations do you have in school, community and in your own family?

In the previous lesson, you studied rights and you have seen that you have certain rights. In this lesson, you will learn about the obligations which you have when exercising your rights.

You have many rights to enjoy but no society gives its citizens limitless rights. Sharing rights with others requires an ability to keep the balance required between yourself and others. You have to respect the same rights others have. Knowledge of the extent of your own rights enables you to understand the obligations you have. Your obligations arise from the relations you have with others. In other words, your obligations arise from your social life. Your obligations are conditioned by social norms, customs, values, traditions and culture. Law also has a role in maintaining certain obligations. There are things that the law prohibits and certain obligations that

citizens have to respect to be lawful.

Obligations are duties to fulfill. You have the obligation, or duty, to respect the rights of others. You have the obligation not to violate others' rights.

As a student, you have the right to education. At the same time, you have the obligation to respect the rules of your school. These obligations may include wearing uniform, doing homework and arriving at school on time. You have the obligation to protect school and public properties from damage. In your class, you have the obligation to respect the rights of other students.

Outside school you have the obligation to participate in community activities. This may include taking part with others in sanitation activities in your kebele. You have a duty to help parents at home.

When you grow up, you will have constitutional obligations to fulfill. One of these obligations is paying tax. The tax you will pay helps expand schools and health care services in places where they are not available.

Paying tax is not a burden but an opportunity for the tax payers. It is one way of participating and contributing to the development of the country. To work to improve one's own life is part of the economic right of citizens, but paying tax proportional to one's income is an obligation.

Obligations

Fulfilling your obligations gives you the freedom to use all the rights you have as a citizen.

Article 9 sub-article 2 of the Federal Constitution expresses citizens' obligations as follows:

All citizens, organs of state, political organizations, other associations as well as their officials have the duty to ensure observance of the Constitution and to obey it.

Copy this table. Form groups, discuss and list on the copy some of the obligations you have at school, at home and in the community. An example is provided.

	Obligations		
	At school	At home	In the community
1	Respecting school rules		
2			
3			
4			
5			



Citizens involved in community participation

Obligations

Copy this table. Form groups to discuss and list on the copy what tax money could do for Ethiopia. An example is provided.

	What tax money could do for development
1	Road construction
2	
3	
4	
5	
6	



Tax payer fulfilling obligations

REMEMBER

- Obligations are duties.
- When you grow up, you will have constitutional obligations to fulfill.
- You have the duty to help your parents at home.
- You have the obligation to protect school and public properties from damage.
- Paying tax is not a burden but an opportunity for the tax payers.
- Paying tax is one way of participating and contributing for the development of the country.
- There is no society that gives its citizens limitless rights. Your rights are limited because you share rights with others.
- Knowledge of the extent of your rights enables you to understand your obligations.
- Your obligations arise from the relationship you have with others.
- Your obligations are conditioned by social norms, customs, values, traditions and cultures.

4

LESSON

Tolerance of Diversity

By the end of this lesson, you should be able to:

- describe what tolerance of diversity is.
- explain the distinctive characteristics of post 1991 Ethiopian society.
- demonstrate tolerance of diversity.

Give examples of how you have had to be tolerant with family and friends. Discuss as a class.

Diversity is to be different in some ways. It could be defined as the range of different groups that make up a wider population. For example, in your own class there are probably students who speak different languages and follow different religions. This is one form of diversity. Some of the students in your section are tall, short, fat or thin. This shows physical differences. Some students in your class may like to drink coffee, while others tea. This is a difference in individual taste. You can also see that some students have different view points on some issues from others. These are differences of opinion. Such differences you observe show diversity.

In the broader sense, diversity occurs when very different people come together within a group or place. Your own class is a good example where you see diversity in religion, language, ethnic group and the like. People living in your community could have the same diversity that you observe in school.

The same diversity is seen at a national level. The fact that more than eighty languages are spoken, the different religions and the variety of traditions and customs show evidence of diversity. Democracy teaches us that cultural diversity is very valuable.

A country with cultural diversity is as beautiful as a painting made up of different colours. A democratic system is characterized by diversity.

In Ethiopia, past governments failed to see diversity in a positive way. Failing to appreciate cultural diversity leads to treating some cultures as superior and others as inferior. This happened in Ethiopia for a long time. The democratic government that came to power in 1991 issued the constitution that changed the ways of the past. Today, the Nations, Nationalities and Peoples of Ethiopia are equal. They have the constitutional right to promote and develop their cultural identity. This is **multiculturalism**. It means accepting all cultural groups as equal and gives equal opportunity for their development.

In line with this, the Constitution under Article 91 sub-article 1 states:

Government shall have the duty to support, on the basis of equality, the growth and enrichment of cultures and traditions that are compatible with fundamental rights, human dignity, democratic norms and ideals, and the provisions of the Constitution.

Tolerance of Diversity

Ethiopia — A land of cultural diversity

Copy this table. Form groups, discuss and list on the copy the different cultural groups you know in your surroundings and in Ethiopia. An example is provided.

Ethiopia — A land of different cultures	
1	Hamer
2	
3	
4	
5	
6	
7	
8	
9	
10	



Different Cultures of Ethiopia

CASE STUDY

School friends

Aziza, Tolossa, Yerga, Mebrat and Leul are students in a high school. They are close friends. Aziza is a Muslim and Tolossa is a Protestant. Yerga is a Jehovah's Witness while Mebrat and Leul are Orthodox Christians.

These friends belong to different ethnic groups. Yerga is a Guraghe, Aziza is a Hararri and Tolossa is an Oromo, Mebrat is an Amara and Leul is a Tigre. They are very proud of their own religions, languages, and other cultural traits. As friends, they share similar views and respect each other's cultures. When the school year is over they have agreed to go

to Emdeber and stay there for one week with Yerga's relatives.

Next year, during semester break, Tolossa has promised to take them to Gendeberet to visit his parents. They have agreed to continue this plan to visit everyone's relatives in order to see their way of life.

Form groups to discuss what lesson you learnt from the school friends in the case study. The group leaders should present their ideas to the class for discussion.

Tolerance of Diversity

You have seen that diversity occurs when groups and individuals have different cultures and viewpoints. In order to handle diversity, you need to be tolerant.

Tolerance means acceptance of a person, group or community based on worth, merit, dignity and honour. It is to be willing to accept the beliefs, way of life and viewpoints of others. As a citizen you have to accept that the culture of others is as good as your own.

You should be willing to listen to viewpoints that others hold. You should be able to live with people having different religions, languages, and other cultural traits.

When you are willing to learn more about those who are different from you, then you will start developing tolerance. When you are able to understand them, they will understand you. Accepting others means accepting them in your surroundings. Tolerance is a key to living with others in peace.

One way of promoting tolerance could be to have a culture day at your school. You can plan

this with your teachers and school administration before the school year is over. People from different groups could set up an exhibition of their ways of life and perform their songs and dances. This will help you learn more about others.

Form groups and identify the different cultural backgrounds you come from. Fill in a copy of this table showing the cultural groups and practices. Some of you can tell the rest of the class about your culture.

	Cultural practices	
	Cultural group	Cultural practice
1	Gurage	Enset as staple food
2		
3		
4		
5		
6		
7		
8		

CASE STUDY

A cultural dance moment

Ato Agewa is a civic and ethical education teacher in a high school. He teaches in Grade 9. After finishing the lesson on diversity and tolerance, he gave an assignment to his students. The assignment was to ask their parents to train them in the dances of their cultural groups.

When students came to school on Monday, they

were all ready to perform the music and dances they had rehearsed with their parents at home. When the music and dances were performed on the stage the whole class was involved. Siltigna, Agewegna, Afaregna, Somalegna, Gumuzegna, Oromiffa, Amaregana, Tigregna, Guragegna, Aderegna and Kefegna music and dances were performed by the students. It was an

Tolerance of Diversity

unforgettable experience, a moment everybody would remember. Every student appreciated the occasion because it was a real learning opportunity for them,

teaching them about the different languages spoken, and the traditional music and dances of Ethiopia.

? Form groups to discuss what you can learn from the different cultural dances. Group leaders can present their ideas to the rest of the class.



Cultural dances of Ethiopia

Tolerance of Diversity

REMEMBER

- ❑ Diversity is to be different in some ways.
- ❑ Ethiopia is a country of cultural diversity.
- ❑ Citizens in Ethiopia have the constitutional right to promote and develop their cultural identity.
- ❑ Tolerance helps us handle cultural and personal differences in a positive way.
- ❑ Tolerance means accepting all differences between people.
- ❑ As a citizen you have to accept that other people's culture is as good as your own.
- ❑ Diversity occurs when very different people come together within a group or place.
- ❑ Failing to appreciate cultural diversity leads to treating some cultures as superior and others as inferior.
- ❑ Today the Nations, Nationalities and Peoples of Ethiopia are equal and have the constitutional right to promote and develop their cultural identity.
- ❑ Multiculturalism means accepting all cultural groups as equal and giving equal opportunities for their development.
- ❑ Tolerance means acceptance of a person, group, or community on worth, merit, dignity and honour.

5 LESSON

Systems of Government in Ethiopia

By the end of this lesson, you should be able to:

- describe the nature and structure of the government in Ethiopia.

With your neighbour, discuss the different systems of government in Ethiopia.

There are three systems of government in the world. These are Unitary, Federal and Confederation.

Unitary

Most states in the world are **unitary**. In unitary states, all power is in the hands of the central government. There is only one constitution. There are various types of unitary government. Some are **autocratic**, some are **military dictatorships** and some are **democratic**. For example, in Ethiopia during the reign of Emperor Haile Selassie, there was a unitary government which was autocratic. Autocracy means absolute rule by kings. During the *Derg*, Ethiopia had a unitary government which was a military dictatorship. In contrast, the United Kingdom has a unitary system of government which is democratic. A democratic government, as you know, is rule by the people.

Federal

Under a federal government, power is shared between the federal and the regional states. The regional states have the right to have their own constitutions. They have the authority to manage

the administration of their own regions. For example, at present, Ethiopia is a federal state with nine regional states. The USA, Canada, Nigeria and India are also federal states.

Map of Ethiopia



? Copy this map into your exercise book. Draw the boundaries of each regional state.

Confederation

The third type of state is a **confederation**. It is the union of independent states. The member states retain their sovereignty and come under a common control for the performance of certain definite functions. It is formed between independent countries, often for economic or military purposes. If the members of the confederation integrate well,

Systems of Government in Ethiopia

this may lead to the formation of a federal state.

The European Union is a good example of a confederation to which many countries belong. It seems to be going in the direction of creating a United States of Europe.



Flag of the European Union

In Ethiopia, the two previous governments had issued different types of constitutions. Under the monarchy, both in 1931 and 1955, the constitutions gave absolute power to the king. Under military dictatorship, the constitution gave absolute power to the Derg. In both the governments, the people were subjected to repression. They were denied fundamental rights. The Federal Democratic Republic of Ethiopia's (FDRE) Constitution states that the source of power is the Nations, Nationalities and Peoples of Ethiopia. The Constitution of 1995 has laid the foundation for democracy. The transition from repressive rule to democracy can-

not be a task which can be accomplished in one go, rather it is a process that takes time to establish in society. It is a process to be enriched by the contribution of every citizen.

? Form groups in the class and, through role play, represent the three governments in Ethiopia to show some of their characteristics.

Article 8 of the Constitution reads as follows:

1. *All sovereign power resides in the Nations, Nationalities and Peoples of Ethiopia.*
2. *This Constitution is an expression of their sovereignty.*
3. *Their sovereignty shall be expressed through their representatives elected in accordance with this Constitution and through their direct democratic participation.*

Form groups and discuss the following:

- ?**
- What do you understand by sovereignty of Nations, Nationalities and Peoples of Ethiopia?
 - How do the Ethiopians express their sovereignty?

Group leaders should present their ideas to the class for further discussion.

REMEMBER

- Autocracy means absolute rule by kings.
- The Derg was a military dictatorship.
- The present structure of government in Ethiopia is a federal democratic republic.
- The constitution of 1995 has laid the foundation for democracy.
- The transition from repressive rule to democracy cannot be a one-off task; rather it is a process that takes some time to establish in society.
- Under federal government, power is shared between the federal and the regional states.
- In unitary states, all power is in the hands of the central government.

6

LESSON

Limits of Power

By the end of this lesson, you should be able to:

- explain the source of political power under the three governments of Ethiopia.

- What do you think power means?
- Discuss why you think that the powers of governments need to be limited.
- What could happen if they were not limited?

In the previous lesson, you have seen the systems of government in Ethiopia. You learnt that there were autocracy and military dictatorships in Ethiopia. In 1991, the military dictatorship was overthrown and federalism was introduced. In this lesson, you will learn how the different governments in Ethiopia exercised power.

Power means to force others to do what the power holder wants. In a democracy, it is limiting the power of a government that is an essential attribute.

In Ethiopia, the **monarchy** and the military dictatorship denied the people their freedom and exercised **unlimited power**. Emperor Haile Selassie I was an absolute monarch who ruled Ethiopia with unlimited power for a long time. Absolute rule means to have power with no limits. He believed that he was God-sent, and claimed to have divine power. He was not responsible to the people and the people had no right of political participation. He issued a constitution in 1931 and

amended it in 1955. These constitutions stated that his power was absolute, therefore, unlimited. Nothing was more important than the Emperor himself, even the country.



The last emperor of Ethiopia — Haile Selassie I



The arrest of Haile Selassie I

Limits of Power



Col. Mengistu Haile Mariam



Victims of the Red Terror

When Haile Selassie was replaced by the Derg, the military dictators continued to exercise unlimited power in a different form. The Derg used military force to stay in power. So, the source of its power was the army not the people. During the Derg, people were killed and their rights were badly abused. It was a period of rule by fear. The Derg issued a constitution in 1987 to strengthen its power to rule with the single party it had established. There was no freedom of expression and association. There was no rule of law. So, people were not allowed to form political parties. Both governments exercised unlimited power over the people. Thus, the Ethiopians faced extreme repression under the two governments.

In 1991, the military dictatorship of the Derg was overthrown and replaced by a Transitional Government headed by the EPRDF. In 1995, the government issued a constitution which states that the people are the source of the power of the government. In the Constitution, democratic and human rights of citizens are respected. The Constitution states the right of the people to free, fair and regular elections, and a multi-party system. These help limit the power of government. Only democratic governments have **limited power**. This is possible when government officials are transparent and accountable for what they do and bear the consequences.

Limits of Power

Copy this table. Form groups, discuss and list on the copy the characteristics of governments with 'limited power' and 'unlimited power'.

	Government with limited power	Government with unlimited power
1	Elected government	Unelected government
2		
3		
4		
5		
6		



Frederick Chiluba

CASE STUDY

The Case of Frederick Chiluba of Zambia

Frederick Chiluba came to power in Zambia through election. He was the president of Zambia for ten years (1991-2001). The Constitution of Zambia allows a president to stay in power for only two terms. Each term is five years. But Chiluba wanted to remain in power for a third term. This is contrary to the

constitution of Zambia.

His attempt to stand for election for the third term failed because the people strongly opposed him. Later on, he was accused by the High Court of Zambia of trying to stay in power unlawfully.

Limits of Power

Discuss:



- How do you see the action taken by Chiluba?
- Did he attempt to exercise limited or unlimited power?
- Is it acceptable for a President to change the constitution to promote his or her personal interests to stay in power?

REMEMBER

- Power means to be able to force others to do what the power holder wants.
- In a democracy, limiting power of government is an essential attribute.
- Emperor Haile Selassie was an absolute monarch who ruled Ethiopia with unlimited power for a long time.
- In the 1995 Constitution, democratic and human rights of citizens are respected.
- In Ethiopia, the monarchy and the military dictatorship had exercised unlimited power.
- The Derg used military force to stay in power.

7

LESSON

Ethiopia's Foreign Relations

By the end of this lesson, you should be able to:

- state the principles of the Ethiopian foreign policy.

- What do you think foreign relations are?
- Do you think foreign relations help the development of the country?
- Why is it important for countries to be able to communicate and negotiate?

Independent countries of the world have foreign relations with one another. The purpose of the relation is to mutually advance and promote national interests of states. **Foreign relations** could be defined as the external relations of a country. The relation between countries gives rise to international relations.

Ethiopia's foreign relations are its external relations with countries of the world. Foreign relations are conducted between independent countries, international and regional organizations. International and regional organizations include the United Nations (UN), the African Union (AU), the European Union (EU), World Bank and others. Such relations promote mutual benefits.

These involve opening embassies and missions in other countries. Those who work in embassies are called diplomats. The **Ambassador** heads the diplomatic mission in the host country. **Diplomats** are trained to be able to negotiate with

governments and people in other countries. Our diplomats represent Ethiopia in the host countries, international and regional organizations.

This gives rise to **diplomatic relations**. Such a relationship requires having diplomatic missions stationed in host countries. Ethiopia has diplomatic missions in countries where it has established diplomatic relations.

Diplomatic mission refers to a foreign body which is set up by mutual agreement of states to deal with foreign relations. The objective is to maintain constant official contacts and to act on all political and other questions arising from the interrelationship of states. Diplomatic missions could be for state to state relations and state's relations with regional and international organizations.



Ethiopian Embassy in London, UK

Ethiopia's Foreign Relations

Ethiopia has diplomatic relations with many countries. It has relations with Djibouti, the United States of America (USA), the United Kingdom (UK), Japan, China, Germany, etc. It has diplomatic missions to the UN, AU and EU. Foreign relations are based on **foreign policy**. It regulates a country's relations with other countries and organizations.

Ethiopian Diplomats are guided by the foreign policy objectives of the country. These objectives are stated in the 1995 Constitution. Among the stated foreign policy objectives are protection of national interests and respect for the sovereignty of the country. The policy also advances non-interference in the internal affairs of other states, observance of international agreements and promotion of mutual economic development with other countries. Ethiopia's foreign policy especially advances a closer relationship with African countries for peaceful co-existence and mutual economic development.

Diplomatic relations of countries comprise different types of relations. These include cultural and educational, military, political, security and economic relations. At different times countries could give more emphasis to one relationship over another. This depends on their circumstances and

their policy objectives. Ethiopia currently promotes economic diplomacy more aggressively. The policy objective of the country is to attract more foreign investment for development. This does not mean that other relationships are ignored. Achieving development is the priority of the foreign policy objectives of the country.

1. Discuss with the class if you have seen Ethiopian officials signing agreements with other countries on television.
2. Name some countries which have embassies in Ethiopia.
3. Fill in a copy of this table showing those countries that Ethiopia has diplomatic relations with. An example is provided.



Ethiopia's Diplomatic Missions Abroad	
1	Great Britain
2	
3	
4	
5	
6	



Hydro-electric power built in co-operation with the EU

Ethiopia’s Foreign Relations



Road built as a result of co-operation with other countries

Diplomacy, Negotiation and Tolerance

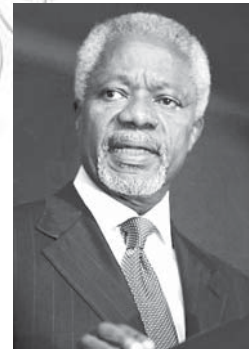
Countries which have common interests could establish diplomatic relations. Such a relation is carried out by persons called diplomats. The relations could include economic, cultural, political and military relations. The implementation of these relations is carried out through diplomacy. Diplomacy refers to the practiced art of official representation abroad of sovereign states by persons and organizations specialized in such conduct. One of the functions of diplomacy is to conduct negotiations. Negotiation is to talk with diplomats and government officials in order to settle an issue or disagreement and try to come up with a solution.

Diplomats have to work with people from many different countries and cultures so they have to be very tolerant. They have to be able to communicate with other people. They are trained

to have good communication skills. They represent Ethiopia’s interests where they are placed. So they have to know when to give information and when to say nothing. The ambassadors and diplomats in our foreign missions will meet ambassadors and government ministers from other countries, so they should be well informed and can advise the Ethiopian government.

Diplomats often have to negotiate when situations are difficult between countries. So they have to have excellent negotiation skills.

When Kenya had difficulties in the 2008 election, then United Nations Secretary General Kofi Annan convened a meeting at the AU, and representatives of the Ministry of Foreign Affairs and diplomats from many countries came to Addis Ababa to help negotiate a solution to the problem.



Kofi Annan negotiated the Kenyan political Crisis of 2008

Copy this table. Discuss the use of diplomacy, negotiation and tolerance in the foreign relations of countries. List on the copy what Ethiopia can achieve from its foreign relations.

Foreign relations and their outcomes	
1	Cooperation resulting in the development of the Ethiopia’s infrastructure.
2	
3	
4	
5	

Ethiopia's Foreign Relations

REMEMBER

- ❑ Foreign relations are the external relations of a country.
- ❑ Foreign relations are conducted between independent countries, international and regional organizations by trained diplomats.
- ❑ Foreign policy regulates a country's relations with other states and peoples.
- ❑ Ethiopia's foreign policy advances a closer relationship with African countries for peaceful co-existence and mutual economic development.
- ❑ Diplomats have to work with people from many different countries and cultures.
- ❑ Diplomats often have to negotiate when situations are difficult between countries.
- ❑ Foreign relations are guided by foreign policy.
- ❑ Diplomacy refers to the practiced art of official representation abroad of sovereign states by persons and organizations specialized in such conduct.
- ❑ One of the functions of diplomacy is to conduct negotiations.
- ❑ Diplomats have to work with people from many different countries and cultures.



British Embassy entrance in Addis Ababa

UNIT SUMMARY

In this unit, you have learnt about the basic concepts of democracy and the democratic system. You have come to understand that, as citizens, you have human and political rights to enjoy. You have also learnt that using your rights involves respecting the rights of others. You have seen that you have constitutional rights and obligations to your country and to the people.

When examining the forms of government in Ethiopia, you have seen that the autocracy of Haile Selassie and the military dictatorship of the Derg exercised unlimited power. During those governments, you learnt that people had no rights at all. Under the 1995 Constitution it is stated that the people are the source of power of the government.

You have learnt about foreign relations and how this benefits the country. You have seen that Ethiopia's foreign relations are guided by its foreign policy objectives as stated in the Constitution. One of the objectives of the foreign policy is to promote peaceful co-existence and mutual economic development among African countries and also to work closely with other countries of the world for the same purpose.

GLOSSARY

<i>Ambassador:</i>	Head of a country's diplomatic mission in a host country.
<i>Autocracy:</i>	A type of government led by a single ruler.
<i>Citizen:</i>	A person who is either born within the state or born of parents who are citizens or acquired the status through naturalization.
<i>Constitution:</i>	The fundamental law of a country defining its social and state organization. It includes the principles of the electoral system, the structure of government bodies and the basic rights and duties of citizens.
<i>Democracy:</i>	Rule by the people.
<i>Democratic Government:</i>	A government which derives its just power from the consent of the citizens.
<i>Democratic System:</i>	When democracy prevails in a country.
<i>Dictatorship:</i>	Is a form of government in which the government is carried out through arbitrary orders of the ruling Junta.
<i>Diplomacy:</i>	Refers to the practiced art of official representation abroad of sovereign states by persons and organizations specialized in such conduct.
<i>Diplomat:</i>	Is an official in the Ministry of Foreign Relations or missions abroad.
<i>Diplomatic Relations:</i>	Relations between independent states for the promotion of mutual benefits.

<i>Direct Democracy:</i>	A type of democracy where all the people in country have a say in day-to-day government.
<i>Diversity:</i>	The range of different groups that make up a wider population.
<i>Election:</i>	Selection of one or more people for an official position by voting.
<i>Federation:</i>	A union of state formed by regional governments that has permanently functioning central organs of power and administration and acts as a single subject of international law.
<i>Foreign Policy:</i>	A policy regulating a particular country's relations with other states and peoples.
<i>Foreign Relations:</i>	The external relations of a country.
<i>Government:</i>	Is a general term that describes both the body that holds power as well as the whole constitutional system.
<i>Human Rights:</i>	Rights that universally belong to people regardless of their sex, race, colour, language, national origin, age, religion, or political beliefs.
<i>Indirect Democracy:</i>	A form of democratic rule which is conducted through elected representatives of the people.
<i>Majority Rule:</i>	The fundamental principle of democratic government where the majority decision is respected.
<i>Military Dictatorship:</i>	A form of autocracy where the military holds power.
<i>Negotiation:</i>	Is to talk with diplomats and government officials in order to settle an issue or disagreement between countries and try to come up with a solution.
<i>Obligation:</i>	To have duties to fulfill.
<i>Power:</i>	To cause others to change their behaviour and do what the power holder wants.
<i>Representative Democracy:</i>	A type of democracy where citizens have the right to choose who should represent them in Parliament, Congress or Shengo. It is also called indirect democracy.
<i>Right:</i>	A just claim, either moral or legal.
<i>Tolerance:</i>	Acceptance of a person on his/her individual worth, merit, dignity, and honour.
<i>Unitary:</i>	A state in which there is only one layer of government, Great Britain is a unitary state.
<i>Voting:</i>	Choice by free citizens.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. What is democracy?
 - (a) rule by the people
 - (b) rule by military force
 - (c) rule by minority
 - (d) rule by a monarch
2. Democracy first originated in:
 - (a) Italy
 - (b) USA
 - (c) Greece
 - (d) England
3. Which of the following is not a feature of a democratic system?
 - (a) free, fair and regular elections
 - (b) majority rule
 - (c) government as the source of power
 - (d) respect for human rights
4. Representative democracy is:
 - (a) dictatorship
 - (b) indirect democracy
 - (c) autocracy
 - (d) an old form of government
5. Haile Selassie and Derg's rules were:
 - (a) democratic
 - (b) good for the people

- (c) good for neighbouring countries
- (d) repressive

Part II – Matching

Column A

1. Choice by free citizens
2. Diversity
3. African Union Head Quarter
4. Foreign Relations

Column B

- A. Cultural, religious, ethnic differences
- B. Relations between independent countries
- C. Voting
- D. Addis Ababa
- E. Multi-ethnic and cultural country

Part III – Short answers

1. What is the difference between the democracy of the ancient Greeks and the democracy of today?
2. List four rights which you have as a citizen.
3. What obligations do you have as citizens?
4. Why is Ethiopia a culturally diverse country?
5. Ethiopia's foreign relations help development. How?