

CITIZENSHIP EDUCATION

STUDENT TEXTBOOK

GRADE 10



THE FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

CITIZENSHIP EDUCATION STUDENT TEXTBOOK GRADE 10



CITIZENSHIP EDUCATION

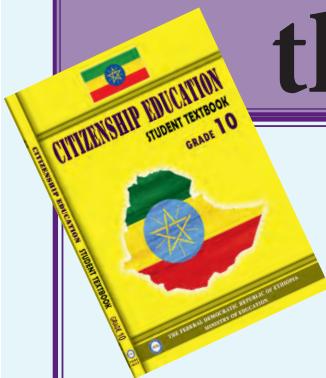
STUDENT TEXTBOOK

GRADE 10



THE FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

Take good care of this textbook



This textbook is the property of your school.
Take good care not to damage or lose it.
Here are 10 ideas to help take care of the book:

1. Cover the book with protective material, such as plastic, old newspapers or magazines.
2. Always keep the book in a clean dry place.
3. Be sure your hands are clean when you use the book.
4. Do not write on the cover or inside pages.
5. Use a piece of paper or cardboard as a bookmark.
6. Never tear or cut out any pictures or pages.
7. Repair any torn pages with paste or tape.
8. Pack the book carefully when you place it in your school bag.
9. Handle the book with care when passing it to another person.
10. When using a new book for the first time, lay it on its back. Open only a few pages at a time. Press lightly along the bound edge as you turn the pages. This will keep the cover in good condition.





CITIZENSHIP EDUCATION

STUDENT TEXTBOOK

Grade 10

Writers:

Birku Adugna Damtie (M.A.)

Wondwosen Tilahun Tsige (M.A.)

Editors:

Haileyesus Wudu Mekonnen (Ph.D.) (Curriculum Editor)

Mengistu Dinato Didena (Ph.D.) (Language Editor)

Yohannes Eshetu Mamuye (M.A.) (Content Editor)

Illustrator:

Muluneh Hailu Heyi (MSc.)

Designer:

Solomon Damena Kebede (MSc.)

Evaluators:

Dereje Mekonnen Deressa (M.A.)

Esubalew Wondim Zegeye (M.A.)

Wubneh Taye Biyadgie (M.A.)



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION



HAWASSA UNIVERSITY



First Published August 2023 by the Federal Democratic Republic of Ethiopia, Ministry of Education, under the General Education Quality Improvement Program for Equity (GEQIP-E) supported by the World Bank, UK's Department for International Development/ DFID-now merged with the Foreign, Commonwealth and Development Office/FCDO, Finland Ministry for Foreign Affairs, the Royal Norwegian Embassy, United Nations Children's Fund/UNICEF), the Global Partnership for Education (GPE), and Danish Ministry of Foreign Affairs, through a Multi Donor Trust Fund.

© 2023 by the Federal Democratic Republic of Ethiopia, Ministry of Education. All rights reserved. The moral rights of the author have been asserted. No part of this textbook reproduced, copied in a retrieval system or transmitted in any form or by any means including electronic, mechanical, magnetic, photocopying, recording or otherwise, without the prior written permission of the Ministry of Education or licensing in accordance with the Federal Democratic Republic of Ethiopia as expressed in the Federal Negarit Gazeta, Proclamation No. 410/2004 - Copyright and Neighboring Rights Protection.

The Ministry of Education wishes to thank the many individuals, groups and other bodies involved – directly or indirectly – in publishing this Textbook. Special thanks are due to Hawassa University for their huge contribution in the development of this textbook in collaboration with Addis Ababa University, Bahir Dar University and Jimma University.

Copyrighted materials used by permission of their owners. If you are the owner of copyrighted material not cited or improperly cited, please contact the Ministry of Education, Head Office, Arat Kilo, (P.O.Box 1367), Addis Ababa Ethiopia.

Printed by:

GRAVITY GROUP IND LLC

13th Industrial Area,

Sharjah, UNITED ARAB EMIRATES

Under Ministry of Education Contract no. : MOE/GEQIP-E/LICB/G-01/23

ISBN: 978-99990-0-081-9



CONTENTS

INTRODUCTION.....	IV
-------------------	----

UNIT 1: DEMOCRACY AND DEMOCRATIZATION

1.1 <i>The concept of democracy and democratization</i>	2
1.2 <i>Definitions and actors of democratization process</i>	4
1.3 <i>Institutionalizing democracy</i>	8
1.4. <i>The role of democracy for social transformation</i>	13
1.5. <i>Democratic values</i>	17
1.6 <i>Aspects of democracy</i>	19
Unit summary.....	20
Unit review exercises.....	22

UNIT 2: CITIZENS IN THE DIGITAL TECHNOLOGY AGE ..24

2.1. <i>Implications of digital technology on citizens</i>	25
2.2. <i>The ethics of using digital technology</i>	45
2.3. <i>Opportunities of digital technology for young citizens</i>	48
2.4. <i>Impacts of unethical use of digital technology on young citizens</i>	51
Unit summary.....	53
Unit review exercises.....	55

UNIT 3: UNDERSTANDING GOOD GOVERNANCE57

3.1. <i>The concept of good governance</i>	58
3.2. <i>Elements of good governance</i>	60
3.3. <i>The role of good governance</i>	64

3.4. Challenges for good governance	68
3.5. Impacts of lack of good governance	70
3.6. Understanding and fighting corruption.....	72
Unit summary	76
Unit review exercises.....	78

UNIT 4: PEACE AND INDIGENOUS CONFLICT RESOLUTION MECHANISMS 80

4.1. The concepts of peace	81
4.2. Impacts of absence of peace.....	86
4.3. The notion of peace building.....	89
4.4. Indigenous conflict resolution mechanisms	91
4.5. The roles of indigenous social institutions in ensuring sustainable peace.....	95
Unit summary	98
Unit review exercises.....	99

UNIT 5: FEDERALISM IN ETHIOPIA 101

5.1. The meaning of federalism.....	102
5.2. Types of federalism	104
5.3. Key features of federalism	108
5.4. Advantage and disadvantage of federalism.....	111
5.5. The roles of federalism in accommodating diversity in Ethiopia.....	116
Unit summary	121
Unit review exercises.....	123

UNIT 6: HUMAN RIGHTS 125

6.1. The concept of human right	126
---------------------------------------	-----

<i>6.2. Citizens and state obligations in realizing human rights</i>	<i>132</i>
<i>Unit summary</i>	<i>136</i>
<i>Unit review exercises</i>	<i>137</i>
UNIT 7: PATRIOTISM.....	140
<i>7.1. The meaning of patriotism.....</i>	<i>141</i>
<i>7.2. Types of patriotism</i>	<i>143</i>
<i>7.3. The bases of patriotism.....</i>	<i>147</i>
<i>7.4. The importance of patriotism</i>	<i>151</i>
<i>7.5. Duties expected of patriots</i>	<i>156</i>
<i>Unit summary</i>	<i>161</i>
<i>Unit review exercises.....</i>	<i>162</i>
UNIT 8: GLOBALIZATION AND GLOBAL ISSUES.....	165
<i>8.1. The meaning of globalization</i>	<i>166</i>
<i>8.2. Advantages and disadvantages of globalization</i>	<i>168</i>
<i>8.3. Fighting the negative impact of globalization</i>	<i>175</i>
<i>8.4. Major global issues.....</i>	<i>181</i>
<i>Unit summary</i>	<i>190</i>
<i>Unit review exercises.....</i>	<i>192</i>

INTRODUCTION

This book is written for students learning citizenship education in grade 10. It will guide you through the 8 chapters with readings, case studies, questions and illustrations to support the text. Each unit begins with an introduction and states the lesson and the outcomes. It also provides a list of 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 exercise to enable you to test your knowledge and understanding of the unit contents.

The objectives are listed at the beginning of each lesson. A starter activity is in a white green box. This is to introduce you to the lesson. 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 labeled and have a white purple background with purple border. They provide real or simulated examples of the concept you are reading or a case study.

Individual activities are labeled with purple and light blue background. Group activities are labeled with grey and light red background. They are prepared to assess the objectives of the units.

This book is just one resource which you and your fellow students will use to learn about citizenship education at this level. Information to support this book will be located by your teacher, in other books and documents with people in your communities.



UNIT

1

DEMOCRACY

AND

DEMOCRATIZATION

Introduction

This unit mainly focuses on the concept of democracy and democratization, actors in the democratization process, institutionalizing democracy, the role of democracy for social transformation indigenous democratic value and actors of democracy.

Learning outcomes:

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

- *Understand the concept of democracy and democratization*
- *Show an appreciation for the importance of democracy for social transformation*
- *Internalize democratic values.*

Lessons

1. *The concept of democracy and democratization*
2. *Actors in the democratization process*
3. *Institutionalizing democracy*
4. *The role of democracy for social transformation*
5. *Democratic values*
6. *Aspects of democracy*



1 LESSON

1.1 The concept of democracy and democratization

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

- Analyze the concept of democracy*
- Explain the concept of democratization*

1.1.1 Definition of democracy

Brainstorming

→ *What do you think about democracy?*

There is no absolute definition of democracy. The term is elastic and expands and contracts according to the time, place and circumstances of its use.

The term democracy is used to cover a wide range of political systems; some of which are old and experienced, while others relatively new and inexperienced. To this end, the following are some of the possible definitions of the term democracy.



The word democracy was derived from two Greek words: "Demo" and "Kratos", which means people and rule (legitimate power to rule), respectively. In this case, the word democracy implies the idea of rule by the people or government by the people. On the other hand, the dictionary definition of the term entails that democracy is a state of government in which people hold the ruling power either directly or indirectly through their elected representatives.

Accordingly, democracy embraces the principles of equality, individual freedom and opportunity for the common people, as those who actually wield political power. Moreover, the definition entails, among others, democratic system; state power involves compromise and bargaining in decision-making process in a democratic system.

Activity 1.1



- 1. How do you understand the concept of democracy?***
- 2. Point out the key concepts of democracy individually and then share your ideas in pair.***



LESSON 2

1.2 Definitions and actors of democratization process

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

- Define actors of democratization process***
- Identify actors in the process of democratization***

1.2.1 The meaning of democratization

Democratization is a complex, long-term, dynamic, and open-ended process. It consists of progress towards a more rule-based, more consensual and more participatory type of politics. When defined in a more elaborate manner, it can be understood as a political process that moves the political system of a given country into democracy.

Democratization is the transition to a more democratic political regime, including substantive political changes moving in a democratic direction. It may be the transition from an authoritarian regime to a full democracy, a transition from an authoritarian political system to a semi-democracy or a transition from a semi-authoritarian political system to a democratic political system. It is ‘the transition to a more democratic system of government.’



1.2.2. Actors in democratization process



Brainstorming

- *What do we mean by democratization process?*
- *Who are the actors of democratization?*
- *Elaborate the role of factors in the process of democratization*

Democracy is a process which is not an overnight program. It needs not only time but also different actors who involve in building democracy and democratic culture. Thus, in this section you will look at the role of different actors in the democratization process.

Political parties



Brainstorming

- *What do you understand by political party?*

Political parties are vectors of democracy. They are essential to the functioning and durability of democracy. They are not only the instruments through which power is attained by means of free, fair and transparent elections but also are the settings for working out practical ideas and proposals which may constitute alternative programs to the government.



Civil societies

Like political parties, non-governmental associations and organizations are valuable vectors of democracy. They differ from political parties only in their final goal, but they all contribute to consciousness raising, defense of the legitimate interests of groups of individuals and the protection of individual and collective rights and freedoms. The efficiency of the work of civil society depends on the extent to which such associations are autonomous or institutionalized.

Interest groups



Brainstorming

→ *What do you understand by interest groups?*

Interest groups are organizations or groups of people, which are autonomous from government or political parties with the objective of influencing government. In democracies we find several interest groups who attempt to promote and influence the policies of government. In fact, interest groups are regarded as essential transmission belts between people and government. They play an important role in helping people interact with government, which is often remote and difficult for the individual to influence. Interest groups, bridge the gap between the citizen and government. Through interest groups, citizens communicate their wants on policy goals to government leaders.



Media



Brainstorming

→ *What do we mean by media?*

Freedom of the media is essential in a democracy. Media refers to an institution and to the methods of communication which can reach large number of people at the same time. It includes newspapers, television, radio, books, posters, magazines, cinema, etc. Media plays a role in the political training of citizens and in building democratic culture. But, to perform those functions, it must be free and independent; it must have sufficient material and human resources to deal with all the important problems of the society. The importance of the mass media in a country is not dependent on the number of newspapers or private radio and television stations but on the quality of the information provided to the public.



Figure 1.1 Mass medias and social medias



LESSON 3

1.3 Institutionalizing democracy

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

- List democratic institutions*
- Explain the significance of democratic institutions*
- Value democratic institution in the country*

1.3.1. Definitions of democratic institution



Brainstorming

- *What do you understand by democratic institutions?*

Democratic institutions are important to develop and protect democracy. These institutions must serve the entire population of a country with equality under the law. Autocratic and oligarchic governments might have the rule of law but do not qualify for democracy because they fail to fully ensure equality under the law.

If democratic institutions are strong, they are respected and it becomes difficult to manipulate them. They enable the honest to survive.



1.3.2. Democratic institutions and their functions



Brainstorming

→ *What are the functions of democratic institutions?*

Democratic institutions are institutions that facilitate and promote the operations of democracy. They are those institutions that make democracy to work. Some of the democratic institutions include independent national electoral commission, political parties, pressure groups, etc...

A. Independent national electoral commission(INEC)



Brainstorming

→ *What is the function of independent national electoral commission?*

Independent national electoral commission is a corporate body charged with the responsibility of organizing, conducting and supervising elections into electoral offices in the country.



The Independent national electoral commission serves the following functions:

1. Conducts election
2. Conducts referendums and plebiscites
3. Registers voters
4. Delimits constituency (division of the country into constituency)
5. Registers political parties; monitor the organization and operation of political parties and campaign
6. Provides electoral officers and materials
7. Fixes date of election
8. Provides security at the polling stations
9. Educates the electorate

Table 1.1. The role of national electoral commission

B. political parties

The graphic organizer features a green oval icon containing a stylized profile of a human head with three gears inside, symbolizing thought or politics. To the right of the icon, the word "Brainstorming" is written in a green, serif font. Below this, a large green rectangular box contains a white arrow pointing right followed by the question "What is a political party?" in a black, serif font.

Political parties are organized group of individuals who share same political ideologies, beliefs and interests and who seek to win elections and control the state power and machinery of government.

Political Parties perform the following functions:

1. Serve as a forum for national unity and mutual understanding. This is possible because it brings together people from different ethnic and religious groups.
2. Educate members and the general public



3. Serve as machinery for recruitment /appointment
4. Serve as a link between the people and the government
5. Ensure political stability in the government
6. Allow for harmonization of sectional and diversified interest
7. Provide social amenities and infrastructure
8. Help to sensitize the electorate on crucial national issues, governmental policies and programmers
9. Ensure that the party in power is accountable to the electorate through constructive criticism.

C. Pressure group



Brainstorming

→ *What is the functions of pressure groups?*

A pressure group is an organized body of people seeking to influence government policy, and to promote the interest of their members. A pressure group is also called interest group.



A pressure group serves the following functions:

1. Offers useful pieces of advice and suggestions
2. Helps to promote economic stability
3. Provides and promotes certain general welfare services to the public
4. Educates members and the public on national issues and fundamental human rights
5. Acts as a link between the people and the government
6. Acts as watchdog over public policies
7. Supports candidates and political parties to win election
8. Acts as a manpower bank from where government can draw experts to serve in the government.

Table 1.2. Functions of pressure group

Activity 1.2



Answer the following questions

1. ***Define democratic institutions***
2. ***Mention the functions of each of the democratic institutions.***



LESSON 4

1.4. The role of democracy for social transformation

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

- Describe the dimensions of social transformation**
- Explain the role of democracy for social transformation**



Brainstorming

→ **What are the roles of democracy for social transformation?**

Social transformation is the process by which an individual alters the socially ascribed social status of his/her parents into a socially achieved status for him/herself (status transformation). Another definition refers to a large-scale social change as in cultural reforms or transformations (societal transformation). The first one applies to an individual, while the second applies to the social system.

Social transformation is also the restructuring of all aspects of life; from culture to social relations; from politics to economy; from the way we think to the way we live. Through time, societies have transformed from small associations of individuals tied together by instincts, need, and fear, to small communities tied together by circumstances, kinship, traditions, and religious beliefs, to nations tied together by history, politics, ideology, culture, and laws. But for most of human history, the pace of change was very slow; no transformations in life conditions could be felt for several generations. Therefore, democracy can play a significant role for social transformation but the process of transformation may be manifested in the following ways:



a) Social change

The term social change encompasses a range of typical social and civic outcomes, from increased awareness and understanding, to attitudinal change, increased civic participation, and the building of public will, to policy change that corrects injustice. Acknowledging that social change must start with the individual, social justice.

b) Civic engagement



Brainstorming

→ *What is civic engagement?*

Civic engagement refers to the many ways in which people participate in civic, community, and political life and, by doing so, express their engaged citizenship. It ranges from proactively becoming better informed to participating in public dialogue on issues, from volunteering to voting and community organizing to political advocacy. The defining characteristic of active civic engagement is commitment to participate and contribute to the improvement of one's community, neighborhood, and nation. Civic engagement may be either a measure or a means of social change, depending on the context and intent of efforts.

c) Civic dialogue



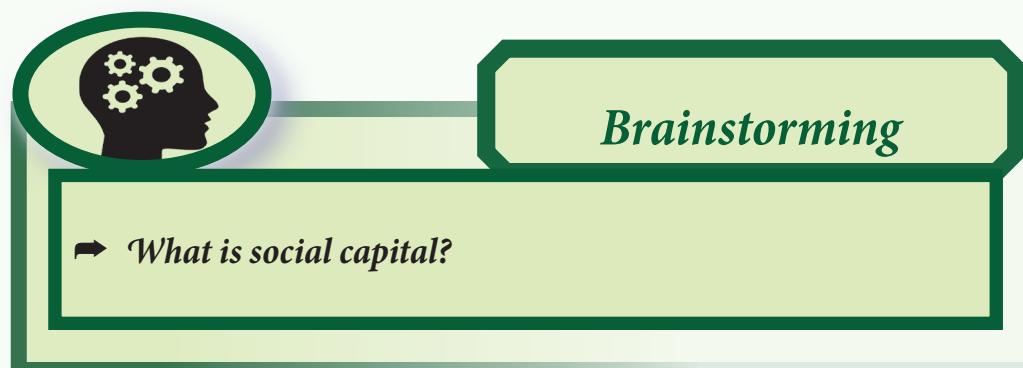
Brainstorming

→ *What is civic dialogue?*



Civic dialogue is dialogue in which people explore matters of civic importance and consider the dimensions of a civic or social issue, policy, or decisions of consequence to their lives, communities, and society. Engaging in civic dialogue is a form of civic engagement. Sometimes civic or public dialogue is considered an important end in itself. In this context, dialogue is defined as two or more parties with differing viewpoints working toward common understanding in an open-ended, most often, face-to-face format. In dialogue, multiple and possibly conflicting perspectives are included rather than promoting a single point of view. Empathy and understanding are promoted. Assumptions are brought out into the open. Suspension of judgment is encouraged in order to foster understanding and break down obstacles.

d) Social capital



The building of social capital is a common outcome named in arts and social change work. Social capital is the collective value of all “social networks” (who people know) and the inclinations to do things for each other that arise from these networks. Specific benefits that flow from social networks include trust, reciprocity, information, and cooperation. Bonding networks that connect people who are similar sustain particularized (in-group) reciprocity. Bridging networks that connect individuals who are diverse sustain generalized reciprocity.



e) Community development



Brainstorming

► *What is community development?*

In community development, the economic, social, and physical dimensions of community are considered. Community development agencies often focus on ensuring low and mixed-income housing, job training or workforce development, commercial real estate development, and small business start-up. In broader definitions, such as one offered by useful-community-development. Organizations, they may also aim to advance youth development, health, recreation, human service, cultural, and other community goals. Community development seeks to empower individuals and groups of people by providing these groups with the skills and resources they need to effect change in their own communities.



5

LESSON

1.5. Democratic values

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

- Identify democratic values*
- Internalize democratic values*



Brainstorming

→ *What do you think about democratic values?*

Core values of democracy



Figure 1.2. Core values of democracy



There are three core values that are central in the discussion of the concept of democracy. These are values of liberty/freedom, justice and equality. Let us now briefly look at what each of them means.

- **Liberty:** This value includes personal freedom (to mean that individuals should be free from arbitrary arrest and detention and also their homes/property should be secured from unreasonable searches and seizures), political freedom (to imply that people of a nation have the right to participate freely in the political process such as elections without being subject to arbitrary arrest, harassment and electoral corruption such as buying votes, intimidation and obstruction of voter) and economic freedom (to mean that citizens should have the right to acquire, use, transfer and dispose of private property without unreasonable governmental interference and more over to enjoy right to seek employment wherever one pleases, to change employment at will and to engage in any lawful labor unions or business corporations).
- **Justice:** This value of democracy can be understood in three general senses of fairness. These are distributive Justice (the sense of distributing benefits and burdens in society via agreed up on standards of fairness), corrective Justice (the sense that a proportional response should be in place to correct wrongs and injuries) and procedural justice (the idea that procedures used for gathering information and making decisions should be guided by such principles as impartiality and openness of proceedings).
- **Equality:** Three notions of equality are of particular significance here for our discussion. These are political equality (implying that all people who attain the status of adult hood have equal political rights or in short one man-one vote- one value), social equality (implying that there should be no social hierarchy at individual and collective level or no discrimination what so ever) and economic equality (implying that all peoples of a country deserve equal and fair assessment to the national resources services).



LESSON 6

1.6 Aspects of democracy

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

- Describe the aspects of democracy*
- Explain the major aspects of democracy*



Brainstorming

→ *What are the major aspects of democracy?*

Democracy has three aspects. These are the social, economic and political aspects as elaborated here

1. **Social aspects of democracy:** By social aspect of democracy, it is meant the removal of any discrimination on the basis of class, caste, creed, color, sex, ethnicity, race, etc. All men and women, rich or poor, regardless of any class or caste prejudices are socially equal, and should be treated as equals.



-
- 2. Economic aspect of democracy:** By economic aspect of democracy, it is meant that the equitable and just distribution of wealth and resources in society and abolition of glaring disparities or polarization on the basis of wealth. Economic democracy recognizes the right to work, leisure, fair wages, and unrestricted right to the enjoyment of life.
- 3. Political aspect of democracy:** The political aspect of democracy signifies the provision of political rights namely the right to vote, the right to contest during elections, the right to hold public office, the right to movement, thought, association, the right to freedom of conscience, the right to speak, etc. In order to enable citizens to exercise these and other political rights effectively and persistently, citizens have to be asserted freedom of speech, association and publication. Democracy is, therefore, a social balance, and the dominant ideas of the purpose of democracy at any particular time represent the balance of interest.

Unit summary

There is no absolute definition of democracy. The term is elastic and expands and contracts according to the time, place and circumstances of its use. What follows is a short list of definitions provided by field experts.

The word democracy was derived from two Greek words: demos and kratos, which means common people and rule (legitimate power to rule), respectively. In this case, the word democracy implies to the idea of rule by the people or government by the people.

Democratic institutions are important to develop and protect democracy. These institutions must serve the entire population of a country with equality under the law. Autocratic and oligarchic governments might have the rule of law but do not qualify for democracy because they fail to fully ensure equality under the law.

Social transformation is the process by which an individual alters the socially ascribed social status of his/her parents into a socially achieved status for him/herself but the process of transformation may be manifested in the following ways: social change, Civic engagement, Civic dialogue, social capital, community development etc. ...



Glossary

Authoritarian	Political system characterized by the rejection of political plurality, the use of strong central power to preserve the political status quo, and reductions in the rule of law, separation of powers, and democratic voting.
Civic societies	can be understood as the "third sector" of society, distinct from government and business, and including the family and the private sphere.
Democratization	a change in political regime within a sovereign state from non-democracy to democracy.
Interest groups	a group of people that seeks to influence public policy on the basis of a particular common interest or concern.
Political parties	Political parties are collective entities that organize competitions for political offices.
Protesting	a strong complaint expressing disagreement, disapproval, or opposition.
Socialtransformation	is the process by which an individual alters the socially ascribed social status of their parents.



Unit review exercises

I. Write “True” if the statement is correct; write “False” if the statement is incorrect.

1. The word democracy was derived from two Greek words: demos and kratos, which means common people and rule respectively.
2. A democratic system is the one in which citizens freely make political decision by majority rule.
3. Political parties are organized group of individuals who share different political ideologies, beliefs and interests.
4. Like political parties, interest groups are valuable vectors of democracy.

II. Choose the correct answer for the following questions

1. Which of the following is the main obligations of government in a democratic society?
 - A. To consider public offices as personal property.
 - B. To protect the right and interests of its people
 - C. To make public official to exercise their power excessively
 - D. To violate the rights of citizens
2. Which one of the following is not true about democratic system?
 - A. Citizens freely participate in the political decision
 - B. Minority right mainly depends on the will of the majority
 - C. The law protects every peoples right and interests
 - D. All of the above



3. Which one of the following is not included under the principles of democratic system?
- A. Popular sovereignty
 - B. Accountability and transparency
 - C. The existence of one-party system
 - D. Universal suffrage

III. Match words or phrases under column ‘A’ with correct items under column ‘B’.

<u>A</u>	<u>B</u>
1. Individuals should be free from arbitrary arrest and detention.	A. Economic equality
2. Gathering information and making decisions should be guided by principles.	B. Political freedom
3. All peoples should deserve equal and fair national resources services	C. Corrective justice
4. Proportional response should be in place to correct wrongs and injuries	D. Distributive justice
5. Benefits and burdens in society shared agreed up on standards of fairness	E. political equalitye
	F. Liberty
	G. Procedural justice

IV. Give short answers for the following questions

- 1. Explain the role of political party for democratization process.
- 2. List and explain the major aspects of democracy.



UNIT 2

C I T I Z E N S I N T H E D I G I T A L T E C H N O L O G Y A G E

Introduction

In the present world the use of digital technology is comprehensive and being extensively used by people in all settings. It creates an impact on citizens emotion, social life and ethical values in negative and positive ways. This unit presents the emotional, social and ethical effects, opportunities and ethical issues of using digital technologies. It also reviews the impacts of unethical use of digital technology on young citizens.

Key Words:

*Digital citizenship, Digital ethics,
Digital technology, Ethical dilemma.*

Learning outcomes:

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

- *Explain the implications of digital technology on citizens*
- *Understand the ethics of using digital technologies*
- *Know the opportunities of digital technology for young citizens*
- *Recognize the impacts of unethical use of digital technologies*

Lessons

1. *Implications of digital technology on citizens*
2. *The ethics of using digital technology*
3. *Opportunities of digital technology for young citizens*
4. *The impacts of unethical use of digital technology on young citizens*



1

LESSON

2.1. Implications of digital technology on citizens

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

- Explain the implications of digital technology on the emotions, social life, and ethical values of people.*



Brainstorming

- *What do you think are the implications of digital technology on citizens?*

Digital technologies have advanced more rapidly than ever before in human history-reaching many people of the world and creates positive and negative impacts on citizen's emotions, social life and ethical values. A good and moderate use of digital technology leads citizens to positive effects where as, extremely excessive and addictive use of digital technology leads citizens to negative effects.



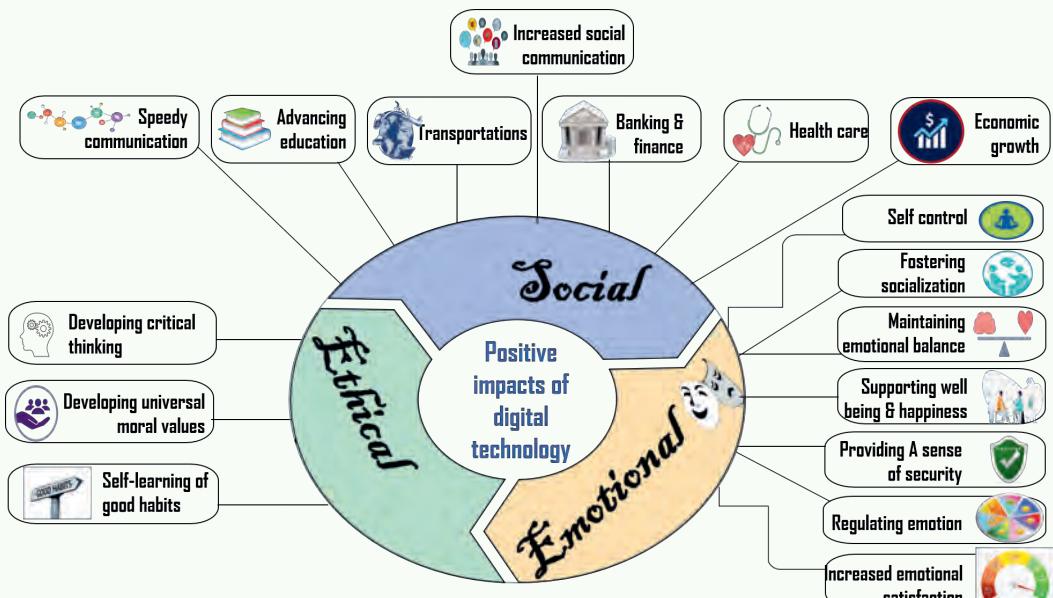


Figure 2.1 Positive Impacts of digital technology on citizens

Digital technologies have not only positive effects on citizens, they also have negative effects on the emotions, ethical values and social wellbeing of people. They can threaten privacy, erode ethical and cultural values, erode security, and fuel inequality. Some of the effects of digital technologies on citizens are discussed below.

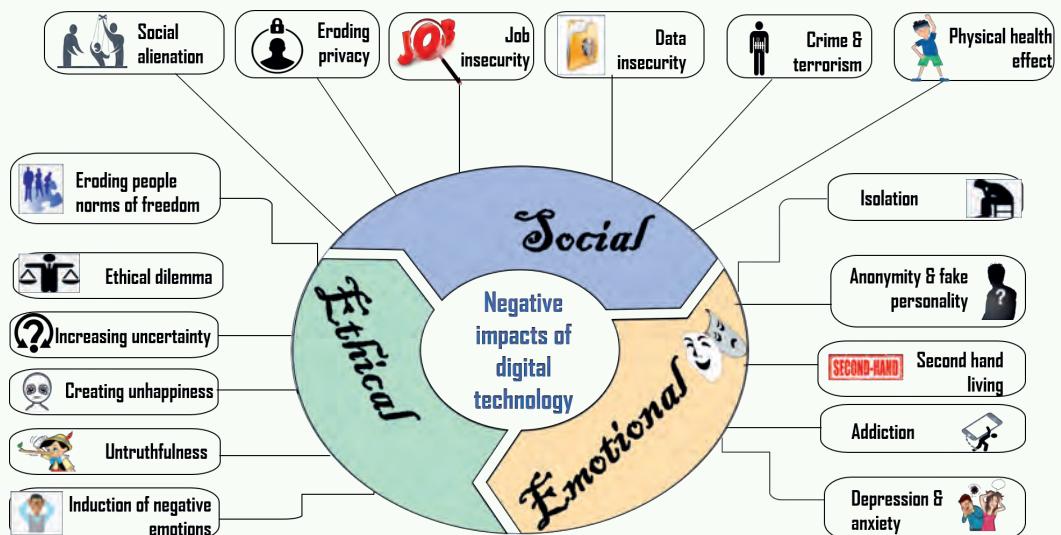


Figure 2.2 Negative Impacts of digital technology on citizens



2.1.1 Implications of digital technology on citizens emotions



Brainstorming

→ *How do digital technologies affect people's emotions?*

The use of digital technology is intricately related to our emotional processes. From within a person, emotions alter the patterns of technology use; from outside, technology use alters a person's emotions. Digital technology has the ability to change a user's mental and emotional state. It affects how people feel and behave, allows to be better related to others and achieve goals. It also shapes the way societies and people behave, grow, evolve and develop both within people's lives and in their relations with others. We cannot ignore the fact that the social bond that we humans share is affected by the technology advancements. Digital technology can lead to both positive and negative emotions conditioned on how often people use technology and for what purpose. Moderate use of digital technology produces positive effects, whereas excessive, obsessive, or addictive use typically leads to negative effects. Let us discuss both positive and negative effects of digital technology on the emotions of citizens.



Positive implications of digital technology on citizens emotions



Figure 2.3 Positive effects of digital technology on the emotions of citizens

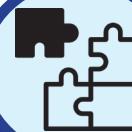
Self-control

Digital technology enables people to control, express and manage their emotions. In workplace, for example, workers in some jobs may have a loveless relationship with their managers. In such relationships, face-to-face communications may lead to uncontrolled emotional aggression between the worker and the manager. Digital technology enables workers and managers not to meet face- to- face, since technologies provide new arrangements between work and personal time and space. For example, internet enabled arrangements, such as working at home and mobile office, being on call, and being able to monitor and check work related information away from the office are all praised as solutions. These arrangements help people to shape emotions, enable people to control their anger.

Since affection has a bodily foundation and it is more difficult to control emotions in the face- to-face interaction, the absence of both factors might lead one to believe that digital realm is emotional colder, and that it impairs or restricts the expression of emotions. When digital interactions are through videos mutual facial recognition, expression and interpretation of emotions become at least easier.



Activity 2.1



- To what extent does the use of digital technology help people to control their negative emotions and feelings?***

Fostering socialization

The presence of technologies in human behaviors enables people to communicate and foster beneficial interpersonal relationships. By reaching out to others, engaging in meaningful social interactions and strengthening our social bonds, we are likely to improve our wellbeing. Digital technologies allows people to stay closer to their loved ones when they are physically far apart. Technologies have even transferred certain common behaviors people want to acquire.

Activity 2.2



- How does the use of digital technologies contribute to improve interpersonal and social communications?***

Maintaining emotional balance

The domestication of digital technologies at home allows the family culture around rules of use to be negotiated among the different family members and friends more easily. It is a useful resource for maintaining emotional balance, to cope with every day stress, for the coordination of everyday activities, and for articulation of intimacy between people.



Supporting happiness and wellbeing

When people make video calls to talk to people all over the world, it gives a sense of purpose, joy or excitement. Social media, for example, is a place where people can connect socially and engage in kind and helpful behavior - activities that have been shown to boost health and wellbeing. For example, sending message on social media, people can express a kind of word or share people gratitude. For the young with symptoms of depression, social media is very important in helping them express themselves creatively, get inspiration from others, and even feel less depressed. Comparing ourselves to the seemingly perfect lives of friends and people we follow, social media seems to be beneficial.

Regulating emotions

Technology has given people access to lots of health and wellness resources making it easier than ever to build and practice skills like gratitude, mindfulness and regulating emotions. Good use of digital technology can teach people the skills they need to optimize their wellbeing, help them stay motivated to do so, and even benefit their mental health. For example, computer based training in emotion regulation can improved anxiety and wellbeing among those who had trouble regulating their emotions, suggesting that skills that can regulate emotions can be learned. Since technologies allow a remarkably accelerating accumulation of thoughts, people can learn and respect fundamental behavioral principles of emotion regulation.

Providing a sense of security

Technologies, for example, mobile phones, give people a sense of security when they are in a public space. It's potential to access known others like the police means that the device is viewed as a more effective weapon of self-confidence.

Self-reflection activity

- *Do you agree that using mobile phones gives a sense of security to the users?*



Increased emotional satisfaction(self-conception)

The more people link to others, the more they like each other. For example, mobile phones enabled people to communicate with others and gathering information from many. People who receive calls and message from others may get a sense of proud and feelings of satisfaction by which these people believed that we are known by many people and we are the sources of information.

Self-reflection activity

- How do you feel when you receive calls and messages from other people?

Negative implications of digital technology on citizens emotion

Overuse and addictive use of digital technology has increased people's negative emotions.

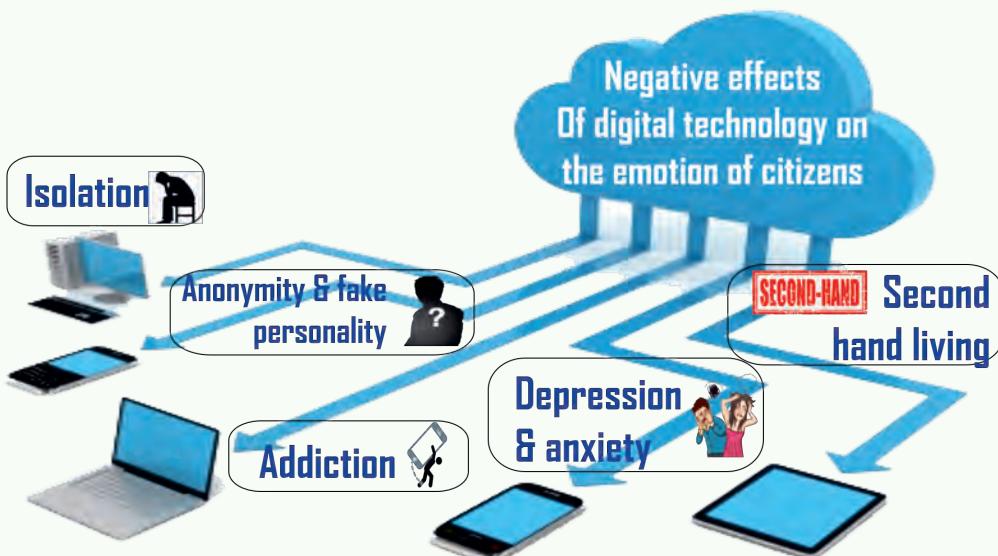


Figure 2.4 Some of the negative implications of digital technology on the emotions of citizens.



Isolation

Technologies, such as social media are designed to bring people together, yet they may have the opposite effects in some cases. People with higher social media use are more likely to feel socially isolated than those who do not use social media often.

Secondhand living

On the internet people create imaginary identities in virtual worlds and spend hours playing out parallel lives. People are increasingly preoccupied with the virtual realities. People in chat rooms blur the boundaries between their on-lives and off-lives, and there is every indication that the future will include robots that seem to express feelings and moods. All these change human identities from real life to artificial life. Music concerts or live shows are videoed on mobile phones, events are photographed, and audio is recorded. Media is uploaded on to social sites. Life becomes something that is experienced through the prism of digital media rather than firsthand.

Depression and anxiety

There is a link between social network and mental health issues such as depression and anxiety. Many studies found out that people who had restricted social interactions and who are more involved in social media and online interactions are more prone to higher level of depression and anxiety than those who are more involved in social interactions with other people.

Anonymity and fake personality

Digital technology provides wide scope for users to hide their identities. People are much more likely to behave anti-socially if they do not think that there will be any consequences. Bullying, trolling, stalking, threatening, and insulting behavior have all increased dramatically with the rise of the internet. People assume fake personas for the purpose of scamming and defrauding.



Addiction



Brainstorming

- *What does internet addiction mean?*

Social media, computer games, messaging, and dating websites can all be addictive. Games want you to play so that you will buy the next version. Websites want you to interact so that they can bring in advertising money. Users end up wasting vast amount of time and hemorrhaging money for low return.

2.1.2. Implications of digital technology on citizens social life

The effects on social life in this context refer to the effects digital technology has on the economy, demography, employment, education, social interactions, social networking, social welfare, health, culture, and other conditions of individuals, families or communities. Social effects of digital technologies on citizens can be seen from positive and negative perspectives. Let us start from the positive effects:



Positive implications of digital technology on citizens social life

Positive effects of digital technology on the social life of citizens



Figure 2.5 Positive implications of digital technology on the social life of citizens

Increased social connectivity

Brainstorming

→ How do digital technologies help people to be socially connected?

Digital technology makes social connectivity easy. Digital technology platforms, for instance, social media (Facebook, YouTube, Twitter, etc.), mobile phones, etc. allow people to make new connections and strengthen friendly relations with others. Social media platforms use technological devices such as laptops, tablets, and mobile phones enable people not to feel isolated because, they allow users to get



regularly updated information on local, regional and international events and social happenings.

Speedy communication

Ever faster broadband enables the transfer of large amount of information across the world, making it possible to video and audio in real time, and send large data files and access data from virtually anywhere in the world.

Advancing education

Digital technologies has become an inseparable part of education. It allows students, researchers, and teachers to share academic information and education related issues, follow the latest developments in various fields, search scientific studies, and exchange ideas, and utilize them for academic achievement. Because of advancement in communication technologies people can now directly learn from the sources easily. Using digital technology, people can improve their logical reasoning, generate information regarding various concepts, improve communication skills, and render efficient academic performance. Simulations such as virtual online laboratories, provide access to experiential learning. Understanding education industries in a better way would assist more established relationship with different organizations.

Facilitating transportsations

Many transportation infrastructure like train, ships and airplanes rely on digital technology. Accessing time tables as well as booking planes often take place online. Passports contain digital chips that hold information enabling self-service machines to speed up the process of checking in and passing through customs. Road vehicles such as cars, trucks and trains can now be booked online via various applications which make people to get services faster.

Advancing banking and finance

There is no doubt that digitalization has led to a radical change in financial matters. Online banking is now done either through a laptop, tablet, or phone applications. Bank users now check their incoming and outgoing payments remotely and arrange



money transfers and bill payments. Outside of the banking, other financial matters, such as, buying and selling currency and shares can be dealt with online. Transferring money between accounts both locally and internationally are conducted using digital technology.

Improving health care

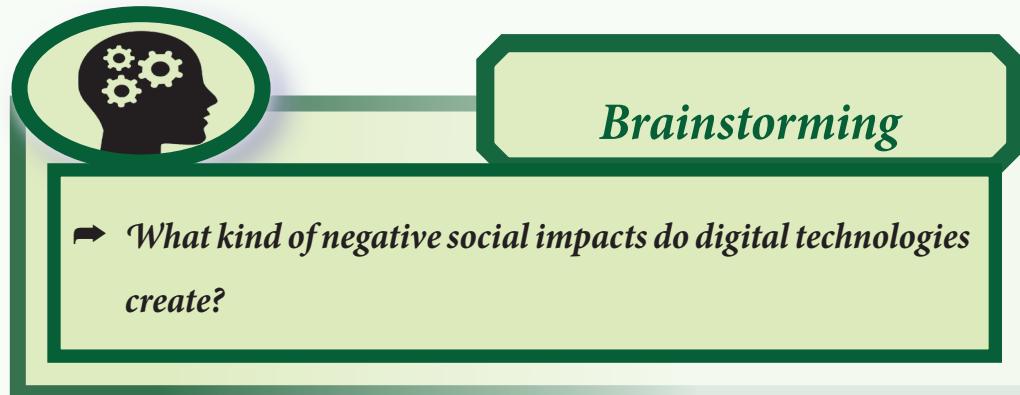
Digital technologies have brought about a massive and welcome change to the healthcare sector. Patients now have access to some of the best diagnostic tools, new and cutting-edge treatments and less painful and quicker healings. Patients not only have access to quick and accurate medical information using their handheld devices, but they can also use applications to keep track of doctor's appointments, and get remainder to take their medications. Since medical information or data are easily available to physicians, they can access complete medical histories of patients and make the well-considered medical decisions. Digital technology also helps enhance patient care by providing information about the patient's vital signs, and temperature. Digital technology has enabled patients get medical treatment with specialists in any part of the world.

Promoting economic growth

The current phase of economic development is characterized by an accelerated digitalization process where innovative infrastructure plays a crucial role. Digital technologies have brought about economic growth through the introduction of new innovations and infrastructures, large amount of investments, strengthening information and communication services in the global market. Moreover, they increase the volume of transit freight because of the decrease in transit time in all transportation sectors. New technologies that have been adopted in the agriculture sector, for example, satellite technologies and mobile phones significantly increased agricultural productivity by enabling the weather conditions and updating information on agricultural knowledge. The use of digital technologies in day- to -day activities dramatically increases the amount of goods and services produced in different parts of the world, the automation of business operations and operational effectiveness.



Negative implications of digital technology on citizens social life



Brainstorming

→ *What kind of negative social impacts do digital technologies create?*

As there are positive effects of digital technologies, there are also negative effects. Some of the negative effects on the social life are discussed below

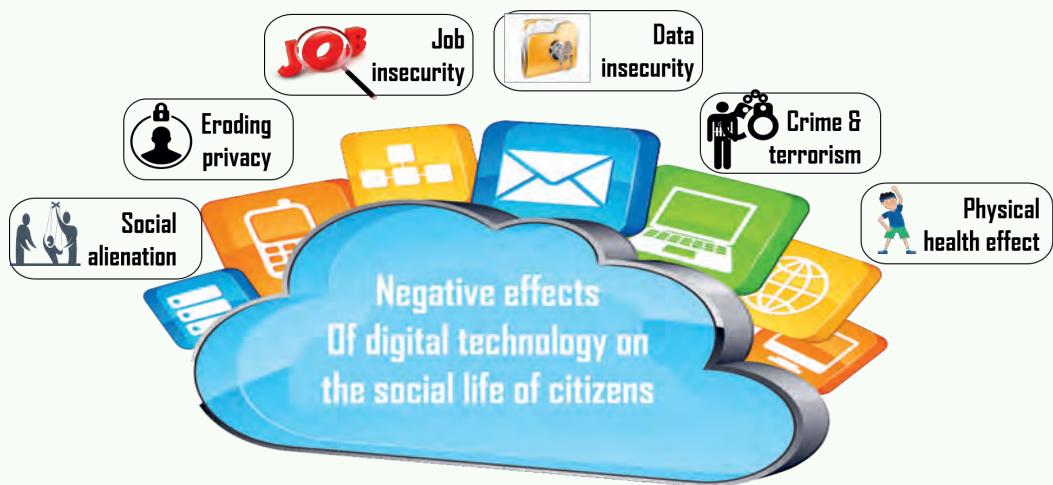


Figure 2.6 Negative effects of digital technology on the social life of citizens

Social alienation

There is an increasing tendency for people to socialize and communicate via digital devices rather than through real life contact. People are continuing to become more and more impersonal as digitalized machines replaced humans. For example. People shop online, and do their banking online. Lack of contact with others can easily result in a sense of disconnectedness and isolation. Although social media enable



people to contact all over the world, they can also reinforce prejudices, and sow lack of agreement by giving hate speech and misinformation and by amplifying echo chambers.

Case Study

Kobalo has many friends at school and out of school. He is spending much of his time playing with his friends. Through time he restricted his interactions with his friends and isolated himself because he was exposed to addiction of online gaming. What do you think of the negative effects of digital technologies such as online gaming?

Eroding privacy

In the digital world it is much harder to have personal privacy and keep data safe. There is also a danger that your personal data can be stolen or sold. For instance, everybody has the ability to take photos and video footage on their mobile phone, and then post it online. Employers can search for people online and may find unflattering photographs, or see those expressing controversial opinions in social media or blogs. Digital cameras watch and record our movements in public places.

Case Study

Helen is a user of Facebook to communicate with other people. She always posts her new photos on her time line. Once she saw her photograph used by another person as a profile picture and she deleted all photos from her time line. However, others still continued to use her photos as their profile pictures. What is worse, these people began sending friend request to her friends by using her photos as a profile picture. What kind of impact may this cause to Helen?



Job insecurity

It is used to be that you had to be physically present at a workplace to do a job, but now many work tasks are performed remotely via digital technology. That means a poor country worker in a low wage economy can undercut workers and take his or her job. Increasingly, humans are not needed at all for many tasks, as computers gradually replace them. Driving and delivery jobs, for instance, will disappear soon as vehicles become automated.

Case Study

Mr. Ojulu has a public telephone center and he is supporting his families by the income he generates from customers who get the service from him. However, he stopped the job and he lost the income because public telephone service was replaced by more advanced technologies like mobile phones. His customers began using mobile phones and getting mobile cards online. What do you think of such effects of digital technologies?

Data insecurity

Digital technology means that huge amount of data can be collected and stored. This can be private information concerning individuals or organizations. It can be very difficult to keep this data safe. Just a single breach can mean vast amount of private information is going in to the hands of criminals, terrorists, business rivals, foreign adversaries, or other harmful entities.

Aggravate crime and terrorism

The internet is the fertile ground for malevolent forces to operate internationally, and on vast scales. Examples of this include terrorist who use social media to promote them and encourage others; drug dealers who use the dark web to trade, etc.



Activity 2.3



- How do digital technologies aggravate crime and terrorism?**

Effects on physical health

Social media and mobile devices lead to physical health problems. Technologies such as computers, smart phones and hand held tablets, can hold a person's attention for long periods. This may lead to eyestrains. Symptoms of digital eyestrain can include blurred vision, and dry eyes. Eyestrain may also lead to pain in other areas of the body such as the head, neck or shoulder. The way people use mobile devices and computers may also contribute to incorrect posture. Overtime, this may leads to musculoskeletal problems.

2.1.3. Implications of digital technology on citizens ethical values



Brainstorming

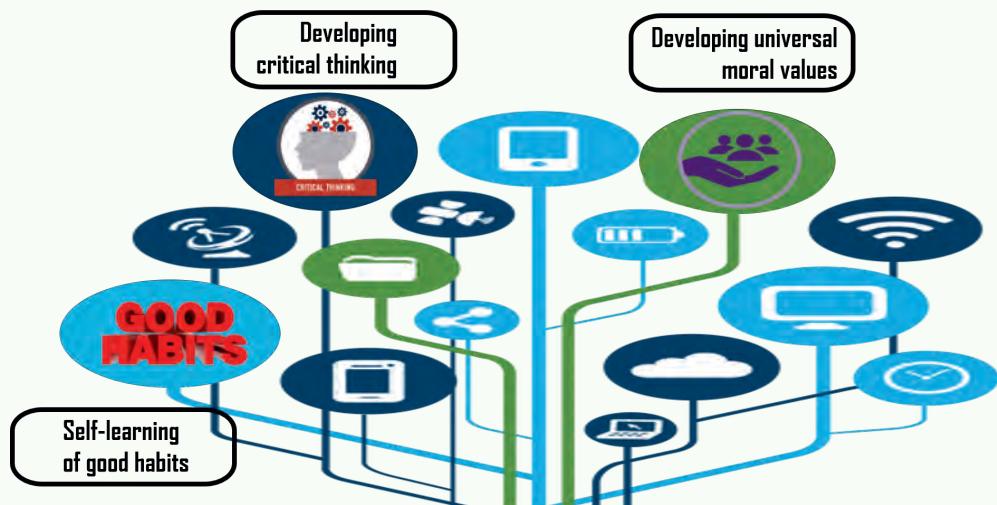
- **What are the implications of digital technology on citizens ethical values**

As the advancements of digital technology new ethical issues and challenges continue to emerge in the social, economic and political spheres. A good use of digital technology improves humans' moral well-being and helps better at making ethical decisions. On the contrary, inappropriate use of technology makes the users less loving to others and worse at making ethical decisions. The section below



presents the positive and negative implications of digital technology on the ethical values of citizens.

Positive implications of digital technology on citizens ethical values



Positive effects of digital technology on the ethical of citizens

- Figure 2.7 Positive effects of digital technology on the Ethical values of citizens
- **Developing critical thinking:** proper and accurate use of technology is one of the most powerful tools for developing critical thinking of young citizens. Digital technology allows people to think and look beyond their spheres and perspectives. This means that they no longer see things from specific sources of information. While people access information from diversified sources, they are enable to analyze, check facts, and challenge the information rather than passively accept the dictums of others. People who have limited sources of information and knowledge have no choice to ignore. Rather they accept what they get as ultimate truth and fact. People using digital technologies purposefully would acquire, enhance and develop the power, the skill and knowledge to identify and critically evaluate what is fact and what is individual's opinion. Later they could gain new perspectives. That means, people can develop the capacity to monitor, evaluate, and control thinking while completing new tasks which help critical thinking and transfer of knowledge.
 - **Developing universal moral values:** people come from diversified



society with diversified moral norm participating in philosophical debates and discourses with others through different technologies is important to develop a universally guiding moral principles. People who live in isolated environment always believe their moral norms are best, but the moral norms of others are worst. When they start to communicate with others, and begin to learn more about others people, they compare and contrast the good and evil norms of the world society. Through time, such good moral norms got acceptance and become universal moral principles.

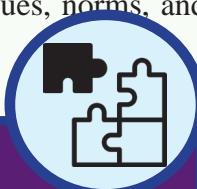
Activity 2.4



How do digital technologies contribute to developing universal moral values?

- **Self-learning of good habits:** good moral characters may not be always acquired from family and peers. The way people make moral decisions and become good may have been shaped by other persons who have good ethical behaviors. Digital technologies allow people to learn ways of acquiring good moral values from the experiences of others. For example, reading the life experiences of philosophers from different sources may help a person to learn what kind of person she/he should be and what kind of behaviors she/he should acquire. When people start to interact with others, they begin to reconsider their conceptions about what is good or bad, right or wrong, just or unjust and become aware of the broader society, its values, norms, and

Activity 2.5



***What kind of good habits do you learn from digital world?
How do you learn the habits?***



Negative implications of digital technology on citizens ethical values

- **Ethical dilemma:** the move from one set of dominant information to another through digital technology is always morally/ ethically contentious. People who access different philosophical thoughts from various digital sources may experience ethical dilemma when something at work goes against their personal ethics, morals and values. Such dilemma may force people, for example, to choose between being honest and dishonest, or between what they know is right and what they know is wrong. These dilemmas may lead people to lose or change their norms and values established in their own socio-cultural spheres.



Figure 2.8. Negative implications of digital technology on the ethical values of citizens

- **Increasing uncertainty:** in this digital world, many ethical issues are raised and discussed through internet. Different people engage in conversations and debates and disseminate to others through webs about how to behave well or have right characters or how to lead our lives properly. For such questions, philosophers have no well-articulated answers till now. Hence, people may confront with the lives they really live, which leads them to confusion and uncertainty of their future.



- **Creating unhappiness:** technologies can encourage unethical practices in a number of ways. Today, social media can reflect some very vulgar and offending messages. Especially via computer, the perpetrators of these messages can offend people and make them aggressive. Imagine that a message from unknown address comes to you .When you read the e-mail, there is a very offending joke about your culture. The e-mail, obviously, was unethical and it distracted you from your duties.
- **Untruthfulness:** all information disseminated through digital technologies always possess the issue of truthfulness. Transfer of fake information, messages and news to others has become a norm for some people in this digital era. Now many young citizens are affected by such misconduct to get likes, subscribes and shares on you tube, face book, and other social media.
- **Eroding people's norms of freedom:** digital technologies have become a place in which users express their hates against their opponents. Many people have lost their freedoms of writing and speech using different media because of fear of insult by people who refuse their views or opinions.
- **Induction of negative emotions:** people are experiencing negative emotions, such as fear, disgust, and anger. These emotions become routine for some people when they watch a sad film, war and disastrous videos, etc. Such emotions disrupt and dislocate the thinking and attention of human beings. That has profound effects on people's ability to think.

Case Study

Ali always reads different philosophical thoughts from online sources. Then he starts to criticize and stands against the established ethical and moral values of his society by comparing them with the philosophy of others that he reads. Even worse, he starts to ask himself what is right and wrong, what is moral and immoral, etc. Then he gets confused and depressed. What do you think of such effects of digital technology?



LESSON 2

2.2. The ethics of using digital technology

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

- Demonstrate the ethical principles of using digital technology*



Brainstorming

- *What kind of ethical principles would you follow when using digital technology in your school?*

In today's digital world, there is an increasing trend of misuse and abuse of emerging digital technologies. This can lead people to negative consequences. As a result, the issue of how people should use digital technologies in appropriate and responsible manner has become the concern of all states of the world. That is why the issues of ethics in using digital technology matters more than anything.



Ethical codes/principles in using digital technology

Ethical codes of conduct are important to guide people's behavior and to teach them appropriate ethical behavior when they use digital technologies. Now, have a look at the common ethical codes of using digital technologies:

Etiquette: refers to the importance of understanding how behavior in the digital sphere affects others. Digital behavior makes everyone a role model. As new technologies emerge, users do not have the opportunity to "catch up" with all of their uses. Moreover, when people see others using technologies inappropriately, they may assume it is the norm. This leads to inappropriate technology behavior on the part of people. Example of inappropriate etiquette;

- Students use cell phones to send non-class related messages back and forth in class.

Responsibility: at any early age you may find it easy to locate and download material from the Internet. Technology users must think twice about what is appropriate or ethical and legal to download materials from the internet. Examples of inappropriate responsibility.

- Students copy materials of the internet for class projects without giving credit to the author.
- Students download illegal materials from the internet sites.

Safety: people need to be aware of the physical dangers that are inherent in using technology. Carpal tunnel syndrome is one (though not the only) of such dangers. Eyestrain and poor posture are common problems in technology-related activities. You should use technology in a responsible way to prevent various physical injuries. Example, using technology in rooms that are not well lit.

Security: as more and more sensitive information is stored electronically, a corresponding strategy to protect that information must be created. People must learn how to protect electronic data (example, virus protection, firewall, offsite storage). Protecting one's equipment is not only a matter of personal responsibility but also necessary for protecting the community (example, keeping one's virus software up to date). However, digital security goes beyond protecting equipment. It includes protecting ourselves and others from outside influences that would do us



physical harm. Example of inappropriate security:

- Failure to protect your identity while using e-mail, chat, or instant messaging
- Failure to protect electronic data
- Failure to maintain current software updates on other computers so as to protect from computer virus.

Confidentiality: internet users consider privacy or security to be one of the important issues. A lot of internet users are not aware of the fact that personal information may be revealed when they go online. Examples of inappropriate confidentiality: when people tell their email, Facebook and other passwords to others.

Accuracy/ trust worthiness: although there is a wide realm of information available on the internet, there is no agency monitoring truth or accuracy of information. There is no restriction on false information. Teachers should inform their students about the situation to protect them from citing or reading incorrect information. Inaccurate information can cause confusion in society, and medical and legal issues. In sum, with the rise of technology use at home and in the class rooms, developing digital citizenship has been a priority in countries of the world. Ensuring children and the young people are active, engaged and respectful online users are essential to fostering digital skill development and inclusion of the non-skillful children. The reality of being online is that children and the young people despite their digital skill levels, will be exposed to risks.

Group Activity

- What kinds of ethical rules should we follow with regard to using digital technologies?***



LESSON 3

2.3. Opportunities of digital technology for young citizens

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

- Discuss the opportunities of digital technology for young citizens*



Brainstorming

- *What are the possible opportunities digital technology provides for the young citizens?*

In the ever-globalized world, the change in the use and advancement of digital technology offers opportunities for young citizens. Some of the opportunities of digital technologies for young citizens are:

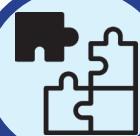
- **Information access:** first and for most, the ever growing digital technology is a window of opportunity for young citizens to easily access information about what is going in their own country and around the world. Hence, digital technology favored an open access to information which would enable young citizens to engage in collaborative activities and to become



part of the world people.

- **Social connectivity:** digital technology facilitates conditions to the young to connect socially in spite of time and space. It creates the opportunity of empowering the young generation to fully participate in today's digital world. This would be an advantage for them to be informed citizens.
- **Learning opportunities:** anybody with access to the internet now has an access to a huge proportion of the world's knowledge over the web. Lessons and courses can now be delivered virtually online. Communication advances mean that the young people can now easily communicate with most of the world's population and learn directly from sources without the need of face-to-face contact or going abroad. For example, people trying to understand foreign events, or to learn new language, thanks to digital technology, they can easily learn and acquire knowledge and skills. Digital technology enables the young to acquire short term trainings on different disciplines. Even people can develop their skills by watching videos, listening audios and searching relevant internet information regarding what they want.

Activity 2.6



How do digital technologies provide learning opportunities for the young citizens?

- **Versatile working opportunities:** due to the advancement of digital technology, the nature of work has been transformed. Increased connectivity options means that many young people now have far more opportunities for working from home as remote working has become increasingly common. Many jobs can now be done from hundreds, or thousands of miles away without difficulty. Digital technologies also provide opportunities for the young to easily search and apply online job opportunities.



Activity 2.7



How do digital technologies help the young to create more working environments?

- **Innovation and creative opportunities:** the advancement of digital technology is a fertile ground for the young generation to be creative and innovative. The opportunities in terms of information access, connectivity and digital learning are the enabling factors for the young citizens to be innovative in different aspects of life. In addition, digital technologies enable young citizens to be exposed to new ideas and technologies which equally contributed to creativity and innovation.

Group Activity

What opportunities does digital technology provide for young citizens?



LESSON 4

2.4. Impacts of unethical use of digital technology on young citizens

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

- Explain unethical use of digital technology*
- Analyze the impacts of unethical use of digital technology on young citizens*



Brainstorming

→ *What would happen when you use digital technology unethically?*

Some of the impacts of unethical use of digital technology on young citizens are:

- **Academic dishonesty:** cheating and internet plagiarism are serious impacts of digital technologies which affect the academic performance of the young. Cheating refers to copying from another's work or allowing one's own work to be copied, submitting another person's work as one's own, fabrication of data, consultation with an authorized person during the examination, or use of unauthorized aids. **Plagiarism-** is the act of presenting the ideas,



words, or other intellectual property of other persons as one's own. When one's work and intellectual property are simply copied, and plagiarized by others without adding their efforts, it leads to dependence on others' work and property. When young citizens become dependent on others' work, they become dependent and unanalytical in their academics. This unethical conduct affects not only the academic performance of people who copied, but also of those people whose work is plagiarized and copied by others, because plagiarism leads to the erosion of authors' morality, which again results in academicians leaving out the academic circle and research contribution. This in turn affects the future generation who could benefit from the work of others and who want to contribute to their people by writing books, and articles and conducting researches.

Case Study

Mrs. Zebenay, a Citizenship teacher, gives assignment for her students to do individually within four days by referring to books in the library. However, many students directly copied the assignment from internet sources. Some students have done their assignment in a better way by referring to different books and materials. The teacher decides to punish those who directly copied answers from the internet sources and reward those who made efforts to consult different references to complete their assignment. In this case, do you think the decision of the teacher is right? Why?

- **Digital media piracy:** this is a leading unethical practice in the use of computers. Piracy is regarded as illegal circulation and distribution of music, movies, books and other intellectual property. Such unethical acts affect the young in many ways. First, it violates the property rights of those whose music, movies, books etc... are distributed and circulated to others without payment. Secondly, such conducts affect the production industries



and hinders young generation from their commitment to hardworking. For example, musicians and academicians, and film makers lose their property rights because their properties are stolen and distributed without payment.

- **Identity theft:** digital technologies provide wide scopes for users to hide their identities. People are much more likely to behave anti-socially if they think that there will be no consequences.
- **Unfriendly and revenge sex:** the irresponsible and unethical use of digital technology poses risks for the young in their relationships with their sexual friends. Digital technologies enable young people to share, create and forward suggestive aggressive sex videos. When the young practice like what they watch in the videos, it leads them to separate from their friends or to be addicted. Youngsters who have access of downloading and watching sex videos are prone to early sexual experiences which bring about many problems for them (effect of education, engaging in sexual relationships early, family crisis, etc.).

Unit summary

Now a day's digital technologies are reaching many people of the world and transforming societies by enhancing connectivity, increasing innovations, supporting and accelerating development, creating more jobs and versatile working conditions, creating learning opportunities, facilitating, financial inclusion, giving access to trade and public services, and achieving social welfare. They affect how people feel and behave, allow to create better relation with others enabling to achieve goals. They also shape the way societies and people behave, grow, evolve and develop both within themselves and in their relations with others. A good use of digital technology also improves human moral well-being, helps be better at making ethical decisions. Although, digital technologies have made positive changes in the world, some forms of digital technologies have negatively affected people's interaction, emotions, psychology, moral values and social fabrics. It can threaten privacy, erode ethical values, erode security, and fuel inequality, make users less loving others and worse at making ethical decisions. The wide spread use of digital technologies are not without controversy. Today here is an increasing trend of misuse and abuse of emerging technologies, including, using internet to intimidate or threaten others, using



cellular phones during class time for plagiarism and cheating purpose, downloading and watching dishonest videos, playing games on laptops in the class room and so forth. Such unethical and misuse of technologies, particularly by the young citizens has raised the question of how to use it appropriately. That is the reason why ethical codes of digital technology have been developed as a guiding principle of the use of technologies (responsibility, accuracy and privacy, confidentiality, truthfulness, etc.).

Glossary

Cyber security	The protection of computer systems and networks from information disclosure, theft of or damage to their electronic data, as well as from disruption or misdirection of the services they provide
Digital citizen	A person who has the knowledge and skills to effectively use digital technologies to communicate with others, participate in society and consuming technology.
Digital citizenship	The norms of behavior with regard to technology use.
Digital literacy	The process of teaching and learning about technology and the use of technology.
Digital piracy	The practice of downloading and distributing copyrighted content through digital technologies without permission.
Digital security	The electronic precautions to guarantee safety.
Digital technology	electronic tools, systems, devices, and resources that generate, store or process data.
Ethical dilemma	A problem in the decision making process two possible options, neither of which is absolutely acceptable from an ethical perspective.
Etiquette	Electronic standard of conduct or procedure.



<i>Identity theft</i>	the fraudulent practice of using an others personality in order to obtain credit, loans etc....
<i>Plagiarism</i>	The practice of taking someone else's work or ideas as your own with or without consent.
<i>Social alienation</i>	The state of feeling separated from one's community, work, conduct or self.
<i>Social media</i>	The interactive technology that facilitate the sharing of ideas, messages, interests, thoughts, information's and other forms of expressions through visual communities and networks.
<i>Socialization</i>	The act of adapting behaviors or conduct to the norms, cultures or society.

Unit review exercises

Part I. Write “True” if the statement is correct, write “False” if the statement is incorrect.

1. Digital technology has always positive impacts on the socio-economic development of countries.
2. The use of digital technology may lead people to uncontrolled and unmanageable emotions.
3. Digital technology has the power to change the nature of human interactions.
4. People with higher social media use are more likely to feel socially isolated than those who do not use social media often.



Part II: Choose the best answer among the choice given below each question.

Part III: write short answers for the following questions.

1. How does unethical use of digital technology affect citizens' academic achievement?
 2. Why digital technology is important for healthcare?



UNIT 3

UNDERSTANDING GOOD GOVERNANCE

Introduction

Good governance has got the great importance in every state as the problems of corruption, in-effective economies, and political bodies, injustice, inequality, red-tapism, inefficiency, poverty, the gap between rulers and ruled etc. has gradually crept in to administrative structures of the country.

This unit presents the concepts of good governance, the principles of good governance, its role for socio-economic development, the impacts of lack of good governance and challenges to good governance.

Key Words:

Good governance, Governance, Government, Social justice, Socio-economic development.

Learning outcomes:

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

- ***Explain the concept of good governance***
- ***Be aware of the roles of good governance***
- ***Recognize the impact of lack of good governance***
- ***Understand mechanisms of fighting Corruption***

Lessons

1. ***The concept of good governance***
2. ***Elements of good governance***
3. ***The role of good governance***
4. ***Challenges of good governance***
5. ***Impacts of lack of good governance***
6. ***Understanding fighting corruption***



1

LESSON 1

3.1. The concept of good governance

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

- Explain the concept of good governance



Brainstorming

- What does good governance mean to you?

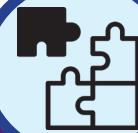
There are various definitions of good governance. However, the commonly agreed definitions of good governance are:

- Good governance refers to all processes of governing, the institutions, processes and practices through which common concerns are decided upon and regulated.
- It is a way of measuring how public institutions conduct public affairs and manage public resources in a better way at which a public service is efficient, a judicial system is reliable and an administration is accountable to its public.



- Good governance comprises the existence of effective mechanisms, processes, and institutions through which citizens articulate their interests, exercise their legal rights, meet their obligations and mediate their differences.
- Good governance occurs when societal norms and practices empower and encourage people to take increasingly greater control over their own development in a manner that does not impinge upon the accepted rights of others.

Activity 3.1



What is good governance?



LESSON 2

3.2. Elements of good governance

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

- Describe the elements of good governance*



Brainstorming

→ *What are the constituent elements of good governance?*



Figure 3.1 Fundamental principles of good governance



Elements of good governance may vary according to the nature and functions of institutions. However, the following elements are commonly practiced by all institutions and organizations for realization of their purposes.

- **Accountability:** is a principle which requires elected and appointed government officials to be answerable for the decisions and acts they undertake. Officials must make decisions and perform their duties according to the will and wishes of the people, not for themselves. For government to be accountable the people must be aware of what is happening in the country.
- **Participation:** refers to the involvement of citizens in the process of decision making. Every citizen has a role in the process of decision making. People should be allowed to express their concerns in the policy making influencing them without any fear and discriminations.
- **Rule of law:** good governance requires legal frame works to be fair and been enforced impartially It means that everyone must obey the law and be held accountable if he/she violates it. Impartial implementation of laws requires an independent judiciary and impartial and incorruptible police force.
- **Transparency:** refers to the availability of information of the general public and clarity about government rules, regulations and decisions and those decisions taken and their enforcement are done in a manner that follows rules and regulations. Transparency is also means that information is freely available, known and directly accessible to those who will be affected by such decisions and their enforcement. Transparency in government decision making and public policy implementation reduces uncertainty and can help inhibit corruption among public official.
- **Equity and Inclusiveness:** a society's well-being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society. This requires all groups, but particularly the most vulnerable, have opportunities to improve or maintain their well-being.
- **Responsiveness:** good governance requires that institutions and processes try to serve all stakeholders within a reasonable time frame. By being responsive, government and non- government institutions gain legitimacy in public realm which will ensure their wider acceptance.
- **Consensus Oriented:** good governance should mediate differing interests in



order to reach broader consensus on the best interests of society, and, where possible, on policies and procedures.

- **Effectiveness and efficiency:** Good governance means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. The concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment.

Remember

All the elements of good governance discussed above are interrelated as the effectiveness of one depends up on the other. A problem in any of the indicators will eventually compromise the effectiveness of other indicators. For example, accountability cannot be effective unless there is transparency and openness in the conduct of the work being done.



Case Study

Mr. Alemu is working as an official of one of government offices. He is effective and efficient. He does things in the following manner:

- *Gives available and appropriate information to the public*
- *Publicizes vacancy announcements and annual budget of the office*
- *Provides services and passes decisions within a reasonable time frame*
- *Enters office on time and is accessible to all*
- *Treats all people impartially and equally*
- *Invites the dwellers to take part in the decision making process*

Based on the above case,

- which elements of good governance this official and his office are realizing and committing?***

Evaluation activity

This activity requires students to evaluate the implementation and practicability of good governance principles in any of their locality government office by conducting a simple survey through interviewing and asking the people who are in need of services from offices and evaluate the performance of the office based on the principles of good governance discussed above (like transparency, accountability, responsiveness etc.)

- ❖ *Is the office opened on time?*
- ❖ *Is there any means of publicizing information to the people who need the services?*
- ❖ *Is the service given timely to the society?*
- ❖ *Does the office have suggestion box?*



LESSON 3

3.3. The role of good governance

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

- Explain the role of good governance in socio-economic development



Brainstorming

→ What are the roles of good governance?

The role of good governance



Figure 3.2 The role of good governance



The explicit commitment to principles of good governance has provides the following roles:

- **Promoting economic development:** good governance is the most important factor in promoting economic development. The important roles that good governance has to address economic problems is through ensuring the rule of law, improving the efficiency and accountability of the public and private sector, better allocation and distribution of resources, allowing the community access to government institutions and markets and increasing growth and ensuring the development outcomes that are redistributed to all of the population. Good governance promotes inclusive growth through effective implementations of government policies and the existence of impartial institutions that make possible a fair distribution of the benefits from the economy and by protecting property rights and supporting an equitable enforcement of law for all individuals. Good governance also calls for a decentralized development and administration, which ensured the society's participation in their own affairs. This form of governance would ensure that citizens are not just objects of development but subjects who take responsibility of their lives and their development.
- **Improve social development:** development does not just involve increase in income/ or economic growth, but also include sustainable improvements in the living standard of the society and social well-being. Good governance ensures a better today and a brighter future for all the citizens and generate a great deal of interest among the people that represent the aspirations and hopes, culture of the people. Good governance brings positive change in the quality and span of life of the people through:
 - Access to better living conditions;
 - The ability to feed, cloth, and shelter oneself resulting from more income in one's means of livelihood;
 - Ability to live longer life as a result of the provision of health and medical facilities and, prevention of diseases through better sanitation;
 - The ability to read, write and understand through the provision of education;



- The ability to participate meaningfully in public affairs.
- **Strengthen social cohesion and unity:** good governance ensures that people at large have a stake in the affairs of the state and do not feel excluded. It also ensures social and economic priorities are based on broad consensus in society and that the voices of the poorest and the most vulnerable are heard in decision-making over the allocation of development resources. Good governance promotes that diversified opinions are mediated in a society to develop consensus on what is practical, beneficial and in the larger interest. The desire for strong social cohesion and unity will be best served through: the promotion of democratic principles, popular participation, human rights and rule of the law, enhancing the ability of people to gain better and dignified life, and ensuring transparency in administration. Good governance along with education helps how to achieve peaceful transformation and conflict resolution.
- **Promoting peace:** good governance is a key instrument for promoting peace by providing pathways for citizens to feel that their issues and interest is represented in the decision-making structures. It also allows diversified social, political, and economic groups to engage in the decision-making process and provide for the equitable receipt of benefits and resources and offer mechanisms for all people to voice their concerns and grievances, and protecting their rights and guarantying security. When the governance system is not participatory, accountable and transparent, it is a fact that some groups feel to be excluded, which in turn contribute to instability. A country, which is democratic in its polity, is well governed if its government can simultaneously sustain legitimacy, promote socio-economic development and maintain order without coercion.
- **Ensuring social justice:** good governance encourages judicial flexibility and creativity, opening legal systems to new justice claims and to the values espoused by political and social minorities. Good governance and social justice are interrelated terms. The creation of social justice means the creation of an environment in which every individual gets unreserved and unhindered opportunity for all development. Access to justice is based upon the basic principle that people should be able to rely upon the correct



application of law. Impartial enforcement of rule of law as a basic attribute of good governance enables people to be treated equally by institutions that administer the law, the courts, the police and civil services

- **Enhancing government performance:** good governance seeks to improve the capacity of the state, and increase efficiency and effectiveness of government performance. This implies that accountability, transparency and responsiveness on the part of government and its officials are the hallmark of good governance in any society.
- **Ensuring respect of human rights:** there is no doubt that nurturing good governance is essential to ensuring respect for human rights. Without rule of law, courts and other institutions, the enforcement and respect for human rights would be impossible. Transparent, responsible, accountable and participatory governance is a prerequisite to enduring respect for human dignity and the defense of human rights.

Group Activity

- How good governance is important for socio-economic development?***



LESSON 4

3.4. Challenges for good governance

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

- Recognize challenges for good governance*



Brainstorming

→ *What are the challenges for good governance?*

People in developing countries are now facing many governance challenges. Their government institutions are not effective and responsive. Officials are unaccountable, courts are not independent, and resources are not efficiently utilized. Some of the major challenges facing developing countries are:

- **Poverty:** good governance could not be realized in a condition where people are poor because poverty does not provide a fertile ground for the promotion of rights and participation. When people are starved they are concerned about where they can get meal. They do not worry about their participation in the decision-making process. Extreme poverty results in exclusion, isolation and loneliness and exacerbates a sense of stigma and shame. This in turn creates a sense of not being able to join in the society or play any part in it. Effective governance is difficult to attain when those people affected by poverty have



trouble getting their voices heard and their interests taken in to account by service providers and decision makers. Hence, good governance cannot be achieved since citizens are unable to attain full and effective enjoyment of all fundamental rights.

- **Corruption:** rampant corruption imperils the stability of democratic institutions by making these institutions inefficient and ineffective in delivering public services. Corruption is considered a failure of institutions in particular those in charge of investigation, prosecution, and enforcement. Corruption damages the development process in many ways. First, it distorts economic systems by creating consistent budget deficit, which leads to persistent inflation reducing the real purchasing power of consumers. Secondly, it undermines social confidence and capacity in the public institutions to fulfill their obligations to the people and it reinforces existing power relationships that are themselves part of the development problem. Thirdly, highly visible corruption accentuates the sense of injustice and grievance associated with poverty, unemployment, and economic hardship. Corruption has also been a major challenge to the successful implementation of economic reforms. The entrenchment of political corruption and clientelism as the principal means of economic advancement aggravates conflicts, by raising the premium on control of the state and rendering politics a more desperate, zero-sum struggle for control of economic opportunity. The weakness of the rule of law makes it easier for leaders of different groups to mobilize violence at the grassroots as part of their efforts to win power for themselves. It also facilitates electoral fraud and violence. Citizens would have low levels of trust in one another and in the future.

Group Activity

- What are the major challenges for good governance in your locality?**



LESSON 5

3.5. Impacts of lack of good governance

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

- Describe the impacts of lack of good governance**



Brainstorming

- *What would happen when people are suffering of mal-governance?*

The failure of good governance creates the following impacts:

- **Political Instability:** governments that implement public decisions, policies, and laws driven by the intention and interest of some groups and those in power without the participation and interests of the public always experience political instability.
- **Inability of rule of law:** the concept of good governance is undoubtedly linked with citizen's right to life, liberty, property, and pursuit of happiness. Such rights of citizens could be secured only through the rule of law. Rule of law ensures the operation of power and stands against the arbitrariness of absolute rule. When the political structure of a country becomes weak, every political leader is tempted to manipulate laws, break the law related to



security, properties, life, money etc...

- **Inability to secure justice:** injustice comes from lack of proper distribution of essential resources and not getting their fair share of the deliverable promised by the government.
- **Lack of transparency:** the government practices have to be always been questioned. The simple reason for this is that there is no information how government performs its works until and unless some disgrace comes up.
- **Lack of empowerment:** the common people do not get chance to voice their needs while policies are formulated. This could be due to lack of desire on parts of the governments to know public opinion or to do timely consultation or due to lack of awareness among the public regarding policies that are being implemented.
- **Inefficient service delivery:** lack of good governance results in inefficiency in service provisions, and in some cases no service at all. For example, lack of good governance in education and health sectors results in not only lack of standards, information, incentives and accountability but also it leads to corruption due to which the resources allocated could be been used for private gain. Unresponsive and irresponsible health professionals sell medications and medical equipment allotted for public clinics. In the judicial system also lack of good governance also results in the delay of service delivery.
- **Administrative irregularities:** when government offices do not work in accordance there will not be proper management of data.

Group Activity

- What are the impacts of lack of good governance in your locality?*



LESSON 6

3.6. Understanding and fighting corruption

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

- Explain the concept of corruption*
- Explore the ways of fighting corruption*



Brainstorming

- ➡ *What do you think about corruption?*

Definition and forms of corruption

Corruption is defined as the misuse of public office or power for one's own private gain or benefit. It is also the impairment of integrity, virtue, or moral principles applies to unethical behaviors on all levels of society's power structure. Corruption is more common in an environment where the administration lacks independence and professionalism, weak legal framework and weak enforcement mechanisms, weak institutions, lack of accountability and transparency of officials, unpredictability of administrative procedures and bureaucratic complexities and so on. It erodes trust,



weakens democracy, hampers economic development, and further exacerbates inequality, poverty, social division and instability.

Corruption may take place in the following forms:

- **Bribery:** the direct or indirect offer or provision of undue payment, gift or other advantage to an official in violation of his or her legal duties in order to obtain any other undue favor.
- **Embezzlement:** the theft or misappropriation of public resources by public officials.
- **Fraud:** crime that involves some kinds of trickery, swindle or deceit. Teaching with a license obtained on false ground is an example of fraud.
- **Nepotism:** a form of favoritism in which an office holder with the right to make appointments prefers to nominate her or his own relatives.
- **Extortion:** the extraction of money or other resources from somebody by the use of coercion, violence or other threats to use force.

Ways of fighting corruption



Brainstorming

→ *What mechanisms/ways do you suggest to fight the risks and damaging consequences of corruption?*

Fighting the negative impacts of corruption is becoming the broader political, economic and social goals of world countries. Different ways/mechanisms of fighting corruption have been adopted by different countries.

Some of the common ways are discussed below:

- **Creating public awareness:** educating and alerting the public about the risks and damaging consequences that corruption creates in economic, political and social spheres through media, awareness campaign, training, workshops etc... is one of the key mechanisms of fighting the costs of corruption. Creating



awareness in the public enables everyone to know about what is allowed and what is not allowed with regard to the execution of their government officials duties, and to be familiarize with the minimum standards required under law. It is also useful to the public to inform and know their rights and defend their interests. Creating awareness contributes in shaping societal attitudes regarding how corruption affects their wellbeing and their country in general.

- **Citizen participation:** in order to facilitate accountability and transparency creating mechanisms in which citizens participate in government plays a key role in fighting corruption. Creating pathways that give citizen's relevant tools to engage and participate in their governments helps to identify citizens problems and prioritize their needs, control and evaluate the government's commitments and create opportunities to find solutions. It also leads to social trust, generating general consensus and producing a workable social contract up on which to base reform and development programs, provides input to anti-corruption process by reporting corrupt activities and reinforce healthy citizen-government relations. The participation of citizens in government used to increases the capacity to address government problems. For example, a participatory budgetary public hearing programs and systems enables citizens to become an integral parts of the decision making system. Citizens then decided the manner in which their government's expenditure are allocated and understand that putting an end to bribery frees up financial resources that could otherwise be allocated to essential social services.
- **Strengthening the civil service:** One way to reduce the impacts of corruption is strengthening the civil services through:
 - Depoliticization and professionalization of officials and servants(employees)- proper attention should be given to activities that help to create attractive career paths in the civil service. The existence of non-political and professional civil service institutions has a key significance for reducing administrative corruption. The qualification level of officials and servants play a considerable role for establishing efficient civil service administrations.
 - Increasing accountability and transparency of civil service



administrations: a vital condition for building accountability and transparency at all levels of government institutions can be achieved through the accessibility, availability, and simplifications of information, process, procedures, and regulations to the public. Transparency and accountability in civil service administrations increases empowerment for the general public and makes supervision easier.

- **Simplifications of Administrative procedures :** The complexity and unpredictability of administrative procedures and excessive bureaucratic complexities creates confusions and it is one of the main factors contribution to corruption. Developing and implementing standardized administrative procedures serve as an initial step in combating corruption because it improves coordination among offices, avoids duplication of duties, and reduce unjustified administrative discretions.
- **Media:** free and independent media with professional investigative capabilities can be played a great role for fighting corruption in. Regarding to fighting corruption media can play the following roles:
 - Raises public awareness about the causes, consequences and possible remedies of corruption and thus can foster a culture of integrity.
 - Inform and educate people about the effects of corruption. Successful action against corruption is dependent on knowledge and information which can be delivered by media.
 - Detecting, investigating exposing , uncovering and reporting incidents of corruption, bringing corruption cases in to the public sphere and instigating judicial involvement.
 - Enhance accountability. The media offers a key route for institutions about governmental, administrative, and business activities to be disseminated throughout society, and thus providing the public with a crucial capacity to hold those in power accountable.
- **Strengthening the judicial system:** reliable, independent and effective judicial systems are crucial to make sure laws and regulations are actually



enforced. One of the ways that the judicial can contribute in fighting against corruption is by showing its independence in the dispensation of justice. For such purposes the judiciary can enjoy the greatest degree of independence and the judges and other investigating authorities must be professionals.

Activity 3.2



✓ How do we fight corruption?

Unit summary

Good governance has plays a positive role for the socio-economic development and political progress. It enhances the ability of the people to gain better and dignified life, greater options to choose from and ensuring transparency in administration, managing resources effectively and efficiently, and ensuring justice system. However, developing countries are facing many good governance problems. Their government institutions are not effective and responsive, officials are unaccountable, courts are not independent, rules are violated and resources are not efficiently utilized. All these challenges creates political instability, undermine socio-economic development, insecurity, inefficient service delivery, inability to secure justice unfair distribution of resources and other impacts.



Glossary

Civil service	The core permanent administrative body of government carries out the works of government and delivers public services.
Corruption	The misuse of entrusted power for personal or private gain
Good governance	The process of decision making and the process by which decisions are implemented
Governance	The way rules, norms and actions are structured, sustained and regulated and held accountable.
Rule of law	The mechanism, process, practice, or norm that supports the equality of all citizens before the law, and prevents the arbitrary use of power
Social cohesion	The strength of relationships and the sense of solidarity among members of a community
Social justice	The equal and fair distribution of wealth, opportunities and privileges within a society



Unit review exercises

Part I. Write “True” if the statement is correct, write “False” if the statement is incorrect.

1. Elements of good governance are the same in all governmental and non-governmental institutions.
 2. Government is the only actor in promoting good governance.
 3. All elements of good governance are not interrelated.

Part II: Choose the best answer among the choice given below each question.



Part III. Match items under column A with appropriate concepts with item under column B

A	B
1. Accountability	A. Elected and appointed government officials to be answerable for the decisions and acts they undertake.
2. Transparency	B. All men and women should have a voice in decision-making, either directly or indirectly
3. Participation	C. The availability of information to the general public
4. Rule of law	D. Ensuring equal opportunities to all people without any discrimination
5. Inclusiveness	E. Impartial implementations of laws

Part IV: Write short answers for the following questions.

1. Discuss the challenges of good governance.
2. Why good governance is important?
3. Discuss the impacts of lack of good governance.



UNIT 4

PEACE AND INDIGENOUS CONFLICT RESOLUTION MECHANISMS

Introduction

Once conflicts arose the main task for all the parties engaged in it is to work out how to resolve it and bring about a long-lasting peace among them. For such roles indigenous conflict mechanism has played a great roles.

This unit presents the nature, principles, features, and roles of indigenous conflict resolution mechanisms and indigenous social institutions for building and ensuring sustainable peace.

Key Words:

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

Learning outcomes:

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

- *Explain the concept of peace*
- *Identify the impacts of absence of peace.*
- *Understand the notions of peace building*
- *Know indigenous conflict resolution mechanisms*
- *Appreciate the roles of indigenous social institutions in ensuring sustainable peace.*

Lessons

1. *The concepts of peace*
2. *Impacts of absence of peace*
3. *The notion of peace building*
4. *Indigenous conflict resolution mechanisms*
5. *The roles of indigenous social institutions in ensuring sustainable peace*



1

LESSON

4.1. The concepts of peace

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

- Explain the concept of peace
- Compare the types of peace



Brainstorming

→ What does peace mean to you?



Figure 4.1. Some of icons used to represent peace



The term peace is used in wide spheres. It seems that peace has a variety of meanings in different contexts of usage. What peace is in religion may be different from what it is in philosophy, politics, military, or history.

From our daily experience in life and social existence, peace can be described as a state of mutual harmony between people or groups, especially in personal and group relations. It is an agreement between individuals and groups to end their hostilities and abstain from further fighting or antagonism.

4.1.1. Types of peace



Brainstorming

- *What does internal and external peace mean?*
- *What do you mean by positive and negative peace?*

Peace is a multidimensional concept that can be discussed with various types such as inner peace, outer peace, positive and negative peace.

A. Internal peace: is also called as “inner peace” or “peace of mind or soul”. It is a state of calm, and peacefulness of mind that arises due to having no suffering, or mental disturbance such as worry, anxiety, greed, hatred, ill-will, delusion and other debasements. It is peace within oneself. Internal peace is essential; it is generally regarded as true peace and as a real foundation of peace in society or peace in the world. It clearly shows that internal peace influences other peace. For example, a worried and disillusioned person is always sensitive to fight with others.

B. External peace: is peace that occurs in society, states, and the world. It is a normal state of society, countries and the world - a state of peaceful and happy coexistence of people as well as nature. External peace can be described in different senses such as: absence of war, disorder, disturbances, hostility, social injustice, social insecurity, violations of human rights, riots, terrorism, etc. In its broader sense external peace includes a state of social



harmony, social justice, social equality, friendship, public order and security, and respect to human rights. As such, external peace is the absence of all social evils as well as the presence of social virtues.

Remember

Generally, internal and external peace are interrelated and interdependent, and support each other. Since society is a combination of each individual, society depends on how individual is. On the other hand, society influences an individual. If a society is living well, it is useful for the development of individuals' life quality. So, to make any effort of resolving conflict and promoting peace, we have to be aware that all individual and social evils must be absent and resolved. Otherwise, addressing individual evils / causes of conflict alone would not bring about sustainable peace in the society.

Activity 4.1



- Go to your immediate community in groups and make discussion with elders on how does peace of an individual contributes to the peace of the society.*

- C. **Positive peace:** is a true, lasting, and sustainable peace built on justice for all peoples. It is the presence of the attitudes, institutions and structures that create and sustain peaceful societies. The concept of positive peace involves the elimination of the root causes of war, violence, and injustice and the conscious attempt to build a society that reflects these commitments. Well-developed positive peace represents the capacity for a society to meet the



needs of citizens, reduce the number of grievances that arise and resolve remaining disagreements without the use of violence.

Efforts to achieve positive peace emphasize: establishing peace by supporting non-violent resolution of disputes, establishing social equality and justice, economic equity, ecological balance; protecting citizens from attack, and meeting basic human needs, establishing a civil peace that provides the constitutional and legal means necessary to settle differences nonviolently , eliminating indirect violence, that shortens the life span of people, sustains unequal life chances, or reduces quality of life for any citizen ,practicing conflict resolution as a foundation for building peaceful interpersonal relationships.

Activity 4.2



Discuss in pairs about the main features of positive peace.

- D. **Negative peace:** is defined as a peace without justice. It is a false sense of “peace” that often comes at the cost of justice. Negative peace is the absence of direct violence or the fear of violence. In a negative peace situation, it may not see conflict out in the open, but the tension is boiling just beneath the surface because the conflict was never reconciled. Efforts to achieve negative peace emphasize: managing interpersonal and organizational conflict in order to control, contain, and reduce actual and potential violence, reducing the incidence of war by eliminating the extreme dangers of the war system and limiting war through international crisis management, preventing war through strategic deterrence and arms control. The concept of negative peace addresses immediate symptoms, the conditions of war, and the use and effects of force and weapons. Words and images that reveal the horror of war and its aftermath are often used by writers, artists, and citizen groups in their efforts to stop it.



Activity 4.3



- Discuss in small groups about the main features of negative peace.*

The differences between negative and positive peace

<i>NEGATIVE PEACE</i>	<i>POSITIVE PEACE</i>
<ul style="list-style-type: none">• <i>Absence of :</i><ul style="list-style-type: none">• <i>War/direct violence</i>• <i>Fear of violence</i>• <i>Repression</i>• <i>Evil</i>	<ul style="list-style-type: none">• <i>Presence of:</i><ul style="list-style-type: none">• <i>Tranquility</i>• <i>Harmony, well-being</i>• <i>Strengthened human bonds</i>• <i>Shared human values</i>• <i>Shared feelings of humanity</i>



LESSON 2

4.2. Impacts of absence of peace

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

- Analyze the impacts of absence of peace*



Brainstorming

- *What do you know about the impacts of does absence of peace?*

Absence of peace has many consequences to human life and society at large.

Some of the impacts of absence of peace are:

- Security impacts:** though peace is a desired goal for everyone, absence of peace leads to direct and structural violence and destruction, and structural violence inherent in the exclusion of the poor. In the absence of peace, people are denied the right to participate. This can be a system within the structure of the government that oppresses others using police or the judiciary in order to keep the rest of the members from rising above them. This, in the end, creates a painful relationship between the government and the members of



the society who are denied the right to participate. This creates a chain of violent conflict, because each one wants to be on the top and payback what the others did to them. This is why, in any society, there are always factions of those who gang up to have power, and the group who has the power does not want to leave it to others.

- B. Creates continuous social and political disharmony:** absence of peace results not only in immediate devastation, but long-term erosion of social cohesions and unity. People who live within uncertain situations develop a feeling of helplessness and enmity both at individual, group and community levels. Such kinds of attitudes and behaviors can destroy national unity, cohesion, reconciliation, solidarity and consciousness and put in place suspicion, hatred and subsequent creation of in-groups against out-groups, accusations and counter-accusations in a series of noises. The lack of participation in the government structures leads conflicts to escalate to bloody feud, to civil war, disrupting the stability and physical integrity of the community and exposing the community to internal factionalism.
- C. Failure to accommodate cultural diversity:** when there is no peace, cultural diversity will be at risk. Various ethnic, tribal or cultural groups get in to competition for power and resource control. The struggle for power and resource domination results in all political leaders and the governments officials tending to be more tribal than national in structure, with inter-tribal oppression becoming common practice. This in effect creates more societal tension and turmoil. Most of the present day protracted internal conflicts create antagonism between groups where each ethnic grouping turns against another.
- D. Undermine socio-economic developments:** it is clear that sustainable social and economic development will not be achieved if peace is absent. During violent conflict, competing forces divert resources from health, education, investment and other social services to military expenditure. The absence of peace increases people with violence experiences, the accumulation of weapons is subsequently used for violent crimes, the long-term impact of traumatic experiences, social stress, erosion of trust and emergence of social prejudice and injustice. If there is no peace, trading, farming, fishing,



investment, and other economic activities will decline because communication between peoples or groups decline, fear of confiscation of properties, fear of insecurity, and imposed barriers to movements of goods and services will reign. Inability of people to fulfill basic needs of themselves and their family forces them to be displaced and seek migration to other areas. This in turn results in social alienation, and social fragmentation in countries suffer from absence of peace. In addition, conflicts tend to complicate economic structures of countries and people, lowering revenue by destroying parts of the tax base of the government and income of people while raising military expenditures, shifting resources away from social and economic spending.

- E. **Grave human rights violations:** absence of peace leads to weak government institutions that are ill-equipped to deal with uncertainties and power struggles between competing groups and to protect human rights. Women and children often suffer from the consequences of absence of peace (conflict) as they face high risk of becoming victims of sexual and gender-based violence, abuses, and displacement. More generally, people in the conflict affected countries are deprived of their rights to live in dignity and their opportunities to develop. They are more likely to be impoverished, unable to attend school, and denied access to health services and other public services.

Activity 4.4



- Discuss with your families about the impacts of absence of peace.*



LESSON 3

4.3. The notion of peace building

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

- Explain peace building*
- Characterize the dimensions of peace building*

Brainstorming

→ *What do you think about peace building?*

4.3.1. Defining peace building

Simply stopping fighting does not mean putting a permanent end to violence. Persistent work to find creative solutions to conflict is needed to build sustainable peace. Once conflicts arises, the next step is how do resolve it and how to bring a long-lasting peace by addressing the core problems so that societies will not return to destructive violence. The sections bellow will discuss the concepts of peace building and how it could be achieved in detail.

- Peace building is a long-term process of ensuring peace through encouraging



conflicting parties to talk to each other and bringing them together to discuss the issues and understand the views of others, and repairing their broken relationships.

- It focuses on the long-term support and establishment of viable political, socio-economic and cultural institutions capable of addressing the root causes of conflict and creating the necessary conditions for sustained peace and stability. Peace building strives to transform the social institutions and the discourse that reproduce the culture of violence and structural violence through rebuilding fractured social bonds and alter people's expectations of themselves and others.
- Peace building activities seeks to promote the integration of competing or alienated groups within main stream society, through providing equitable access to political decision-making, social networks, economic resources and information that can be implemented in all phases of conflict.
- Successful peace building activities seek to create an environment that helps people to resolve their differences peacefully and lay foundations to prevent future violence, to create self-sustaining, and durable peace. It also reconciles opponents, prevents from restarting, creates rule of law mechanisms, increases tolerance and promotes coexistence, protects human rights, improves socio-economic development, reforms justice and security institutions, promotes a culture of justice, truth and reconciliation, and addresses underlying structural and societal issues.



LESSON 4

4.4. Indigenous conflict resolution mechanisms

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

- Define indigenous conflict resolution mechanism**
- Know indigenous conflict resolution mechanism**



Brainstorming

→ **What does indigenous conflict resolution mechanism mean?**

Defining indigenous conflict resolution mechanisms

As long as people live in society or group, there are conflicts arising from differences in interest, prejudice, needs, and ambitions. When conflicts occur between groups, societies adopt their own indigenous conflict resolution mechanisms.

Indigenous conflict resolution mechanisms are grass roots and community-based mechanisms of solving conflicts arising within or between individuals, groups and communities according to their customary set of practices that are present in all communities. They are age-long and ancient set of practices and part of social systems



which play important role in the reconciliation, maintenance and improvement of societal relationships. The mechanisms are deep-rooted and contained in the custom, culture and traditions of the society.

Features of indigenous conflict resolution mechanisms

Although indigenous conflict resolution mechanisms differ from society to society, region to region, and culture to culture, there are certain features that indigenous institutions share in common. These are:

- A. Context specific:** one of the features of indigenous conflict resolution mechanisms is that each indigenous institution has its own distinct structure of resolution which dictates how various forms of conflict should be resolved. Indigenous conflict resolution approaches vary considerably from society to society, from region to region, from community to community. There are as many different indigenous approaches to conflict resolution as there are different societies and communities with a specific history, a specific culture and specific custom. There is no one single and general principle and procedure of “indigenous conflict resolution mechanisms”. Rather, indigenous conflict resolution approaches are always context specific.
- B. Voluntary and consensual proceedings:** indigenous conflict resolution mechanisms generally require voluntary participation of both conflicting parties and reaching agreement to abide by the outcomes. Indigenous institutions do not have the kind of coercive mechanism as does the formal or modern system, and rely on social pressure and exclusion from the community to deal with non-compliance.
- C. Accepted and flexible norms, rules and values:** indigenous conflict resolution mechanisms generally deliver justice in accordance with norms, rules and values that are generally known and accepted by societies. However, the rules and evidences are often flexible and can be adapted to particular cases and circumstances.
- D. Negotiation and compromise:** indigenous conflict resolution systems generally involve negotiation between the conflicting parties to try and resolve the case amicably. This usually involves both parties accepting some measure of responsibility for the dispute and agreeing to the decision. Rather than one party being viewed as the winner and the other as the loser, both parties stand to



benefit from reconciliation.

- E. Dynamism and responsiveness to change:** indigenous conflict resolution mechanisms are not static but evolve over generations to their current status, and can respond to changes in views and values. Many have evolved in recent times and changed over the past periods to become more formalized in response to interactions with the formal systems and regional, national or international pressures.
- F. Restoration and maintenance of peaceful co-existence:** indigenous conflict resolution mechanisms aim to restore peace and harmony between the conflicting party members, neighbors, clans or local groups so that the former accuser can continue to live together in frequent interaction.
- G. Forgiveness and compensation:** indigenous conflict resolution institutions often require the loser or wrongdoer to ask forgiveness and/ or pay compensation, rather than imposing physical punishment or imprisonment. Compensation is often paid by one individual, family or clan to another in the form of restorative penalty that enables parties to be reconciled.

Indigenous conflict resolution mechanisms in Ethiopia

Ethiopia is believed to be a country of more than 80 ethnic groups, who have their different languages, cultures, values, norms, and religions. The wide diversity of societies in Ethiopia makes the state a home for numerous indigenous conflict resolution mechanisms. These diverse societies have developed their own distinctive political, administrative, economic, social, and judicial systems. These indigenous systems across the country have responded to various kinds of conflicts ranging from petty offences, civil cases, such as financial and contractual disputes to murder cases and blood feuds. The “Makabanna” in Afar, “Shimagille” in Amhara, “Bayto” in Tigray, “Jarsumma” in Oromo, “Sera” in Sidama, Halaba, Hadiya and Kembata, “Xeer” in Somali, “Korefinie” in the Gamo, “Ye Joka” in Gurage are some of the indigenous conflict resolution mechanisms in Ethiopia.

The above mentioned indigenous conflict resolution mechanisms practices by different societies in Ethiopia are associated with the cultural norms and values of the peoples and gain their legitimacy from the community. The process of indigenous conflict resolution mechanism in Ethiopia across different cultural groups are led by



elders/leaders of the community who are influential from the community and know both conflicting parties and usually having higher social status. They acquire this position by virtue of their age, knowledge of culture, lineage and tradition of the community or influences within the community. Elders serve as a facilitators or negotiators during the resolution process. In addition to elders, there are many actors such as religious leaders, family members and community members. Across the different societies in Ethiopian have practiced different cultural rituals. Rituals have symbolic and practical significance for each societies.

Activity 4.5



- Explore indigenous conflict resolution mechanism practicing in your locality.*



5

LESSON

4.5. The roles of indigenous social institutions in ensuring sustainable peace

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

- Explain the role of indigenous social institutions in ensuring sustainable peace*



Brainstorming

- *What do you think about the major roles of indigenous social institutions?*

Achieving sustainable peace is one of the greatest concerns of all peoples of the world. In many parts of the world, particularly societies in Africa have a long history of indigenous social institutions that serve as means of governance, conflict resolution, security promotion, and for provision of defined social, economic and political functions.

Indigenous social institutions provides the following roles:

- A. Building community cohesion:** indigenous social institutions keep



community values alive and help build common grounds between members providing a sense of togetherness and a collective spirit which enhances solidarity and self-governance which can also be harnessed for community-led development endeavors. They often provide for a wide range of members of the society to participate in the judicial process. They tend to rely on consensus allowing accused and accuser to argue without interruption until one side is more persuasive. Indigenous social institutions promote the virtue of peace, solidarity, harmonious living, respect for one another and honesty. Because of this, the institutions create an ideal environment for conflict resolution through mutual exchange of privileges, goods, favors and obligations. Since these institutions impose sanctions on families and individuals who contravene their customs and traditions, they guarantee future.

B. Restoration of order and relationships: indigenous conflict resolution aims at the restoration of order and harmony of the community. Cooperation between conflicting parties has to be guaranteed for the future. Indigenous conflict resolution is thus geared towards the future. Consequently, the issue at stake is not punishment of perpetrators for deeds done in the past, but reinstitution of a basis for reconciliation. Reconciliation is necessary for the restoration of social harmony of the community in general and of social relationships between conflict parties in particular. The aim is not to punish, an action which would be viewed as harming the group a second time. Re-establishing harmony implies reintegrating the deviant members because the ultimate matter is restoring good relations. The ultimate aim of sustainable peace is the restoration of relationships.

C. Addressing the psycho-social and spiritual dimensions of conflicts and sustainability of peace: indigenous social conflict resolution institutions not only deal with material issues, reason and talk, but also, they deal with the spiritual aspects, feelings and non-verbal communications. As has been pointed out already, reconciliation as the basis for the restoration of communal harmony and relationships is at the heart of customary conflict resolution. By means of reconciliation, relations between conflicting parties are restored, and both the perpetrators and the victims are re-integrated into the community. Traditional approaches are inclusive, not exclusive. Traditional



methods of purification and healing that are carried out by customary healers, priests, sheiks and other spiritual authorities are of utmost importance for the mental and spiritual rehabilitation of victims and perpetrators. The mental healing of those people who were deeply traumatized by the experiences of violent conflict is an aspect of peace building that is at least as important as material reconstruction. Traditional approaches are well suited to address this dimension. They take into account conflict transformation and peace building not only as an issue of reason, rationality and talk, but also as of affects, emotions, imaginations and of the spirit.

- D. Providing for inclusion and participation:** as all parties (and every member of each party) are responsible for the conflict, everybody also has to take responsibility for its solution. A solution can only be achieved by consensus. Every side has to perceive the resolution as a win-win outcome, compatible with its own interests – which are not only confined to the material sphere, but also comprise issues of honor, prestige, and saving one's face. To pursue inclusive and participatory approach at all levels of the conflict resolution is extremely complex and time-consuming, but provides greater chance of success than approaches that are confined to the 'leaders' of the conflict parties. 'Additional' activities that 'supplement' the 'real' negotiation also are very important in this context. According to the holistic nature of custom, it is not appropriate to isolate specific 'political' events (such as negotiations) from the overall context.
- E. Ensuring accessibility to the community:** unlike other modern institutions, indigenous social institutions are accessible to communities. When conflicts arise, they are immediately solved by making consensus among the conflicting parties. When conflicts are protracted, they risk social harmony. Indigenous social institutions also understand the background and context of the conflicts and examining past relationships as crucial elements for ensuring sustainable peace. Indigenous social institutions view reconciliation as long-term process rather than a quick-fix military solution which is the main norm in the modern methods.



Unit summary

As long as people live in groups and interacting with each other, it is a natural fact that conflicts has been occurred between them over incompatibility of interests, needs, perceptions, values, etc.. When conflicts arises, African societies, including Ethiopia has experienced a long history of indigenous conflict resolution mechanisms which has played the most prominent roles for resolving any kind of conflicts and the restoration of peace and harmony of the community. Indigenous conflict resolution mechanisms which are grass root and community-based ways of solving conflicts arising within or between them according to their customary set of practices that are present in the communities. Indigenous conflict resolution mechanisms provide quick response in the reduction of regular court load, save public money, give access to many people who don't find modern system of conflict resolution. In many parts of the world.

Glossary

<i>Conflict</i>	A condition of incompatibility of interests, opinions, options and goals between two or more groups or states.
<i>Conflict resolution</i>	The methods and processes involved in facilitating the peaceful end of the conflict.
<i>Cultural ritual</i>	The body of ceremony or rites used in a place where culture conflict resolution activities takes place.
<i>Elders</i>	A person who is older, higher in rank, respected and influential in a community.
<i>Indigenous social institution</i>	Institutions that are established to provide diverse services for members and beneficiaries around the community.
<i>Mediation</i>	A process of resolving conflicts through the involvement of the third party.
<i>Negotiation</i>	The process whereby the parties within the conflict seeks to settle or resolve their differences.
<i>Peace building</i>	A process that facilitate the establishment of durable peace and tries to prevent the recurrence of violence.



Unit review exercises

Part I. True or false item: write “True” if the statement is correct, write “False” if the statement is incorrect.

1. Conflicts are inherent to human behavior and inevitable in the day to day interactions of human societies..
2. Always peace means the absence of war.
3. In indigenous conflict resolution mechanisms, it is fact that one of the conflicting parties win and the other loss.
4. Indigenous conflict resolution mechanism manages almost all kinds of conflicts.
5. In indigenous conflict resolution mechanism community elders or religious leaders have coercive mechanisms to impose their decisions up on conflicting parties.

Part II: multiple choice items: Choose the best answer among the choice given below each question.

1. Among the following one is not the advantages of indigenous conflict resolution mechanisms?
 - A. They are easily accessible to the community
 - B. They allowed exclusion mechanisms of all conflicting parties
 - C. They restore order and harmony between the conflicting parties
 - D. They enhance the solidarity of community members
2. Among the following one is not the main actor of indigenous conflict resolution mechanisms.

A. Local elders	B. Clan heads
C. Religious leaders	D. Parliament members
3. Which one is not the common features of indigenous conflict resolution mechanisms?

A. Inclusiveness	B. Flexibility
C. Rigidity	D. Specificity



4. Why indigenous conflict resolution mechanisms are important? Because:
- A. They can address the root causes of the conflict
 - B. They allowed all the conflicting parties to deal with the conflict
 - C. They enable to bring long-lasting peace
 - D. All of the above

Part III. Match items under column A with appropriate concepts with item under column B

<u>A</u>	<u>B</u>
1. Peace of mind	A. Internal peace
2. Absence of war and hostility	B. External peace
3. Keeping the peace process simple	C. Simplicity
4. Addressing the full range of conflict issues	D. Holistic
	E. Negative peace
	F. Positive peace

Part IV: Write short answers for the following questions.

- 1. Discuss the impacts of absence of peace on social unity and solidarity.
- 2. Explore the advantages of indigenous conflict resolution mechanisms.



UNIT 5

F E D E R A L I S M IN E T H I O P I A

Introduction

In grade 8, you learnt about state structure. In this unit students will study federalism in Ethiopia which will help them to understand the issue of diversity and federal structure of Ethiopia. They will also learn about the types and basic features of federalism. It will help them to describe the role of federalism in accommodating diversity in Ethiopia. Moreover, they will learn how various types of federalism are practiced in different parts of Ethiopia and the world.

Key Words:

Dual federalism, Executive federalism, Federalism, Rigid Constitution, Self-rule, Shared rule.

Learning outcomes:

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

- *Understand the concept of federalism*
- *Know the nature of Ethiopia's federalism*
- *Appreciate the roles of federalism in accommodating diversity*

Lessons

1. *The meaning of federalism*
2. *Types of federalism*
3. *Key features of federalism*
4. *Advantage and disadvantage of federalism*
5. *The roles of federalism in accommodating diversity in Ethiopia*



1

LESSON

5.1. The meaning of federalism

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

Define federalism



Brainstorming

→ **What do you think about federalism?**

Federalism is a system of government where power is divided between federal and regional governments. Devolution, the principle of federalism means to transfer power of the region that constitutes the federation. The devolution of power makes neither the federal nor the regional governments supreme. Instead, power is coordinated between the center and the region. This arrangement could be one of mechanism to help to avoid a monopoly of power. Different scholars define the term federalism in different way some of them are:

‘Federalism is a political organization in which the activities of government are divided between regional governments and a central government in such a way that each kind of government has some activities on which it makes final decisions’.

‘Federalism refers to the advocacy of multi-tiered government combining elements of shared-rule and regional self-rule Within the genus of federal political systems, federations represent a particular species in which neither the federal nor the constituent units of government are constitutionally subordinate to the other, i.e.



each has sovereign powers derived from the constitution rather than another level government, each is empowered to deal directly with its citizens in the exercise of its legislative, executive and taxing powers and each is directly elected by its citizens'. 'Federalism is an institutional arrangement in which (a) public authority is divided between state governments and a central government, (b) each level of government has some issues on which it makes final decisions, and (c) a high federal court adjudicates disputes concerning federalism'.

Case Study

The Lower Omo Basin people became victims of flood some years ago due to heavy rain in the highland areas in the basin. Omo River overflowed its banks and flooded villages and farm lands. Many livestock died and thousands of people were made homeless.

Confronting such challenges was beyond the capacity of the regional state. The federal government stepped in to help the victims. Ethiopians from different backgrounds responded promptly to help those affected by the flooding. Different organizations like religious institutions provided help for the victims. In this national effort the regional governments also mobilized and channeled resources to the victims. This instance showed the role a coordinated effort of the federal and regional governments could play to solve problems. It also showed a spirit of unity and care for humans in Ethiopia.

Based on the above case,

- 1. What lesson has you learnt about the interdependence of regional states?***
- 2. Do you think that the regional governments are mutually exclusive? How?***



LESSON 2

5.2. Types of federalism

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

- Identify types of federalism*
- Explain the advantage and disadvantages of each type of federalism*



Brainstorming

→ *What do you know the major types of federalism?*

Federal systems are usually known for dividing power between the federal government and the states. However, laws that are made by the states (regions) usually apply to the respective regions where as laws by federal legislatures apply to all states. In con-federal arrangements, the central government has no direct authority over citizens' life. However, in federations the federal government has direct authority over citizens by legislating rules and laws. The issue is how federal governments execute their laws across the territory of their country (states).

Enforcement and coordination of such laws throughout the territory is an essential aspect of building one political and economic community. Based on how federal governments execute their laws across their whole territory (states) federations can be classified as: *Dual federalism* and *Cooperative federalism*



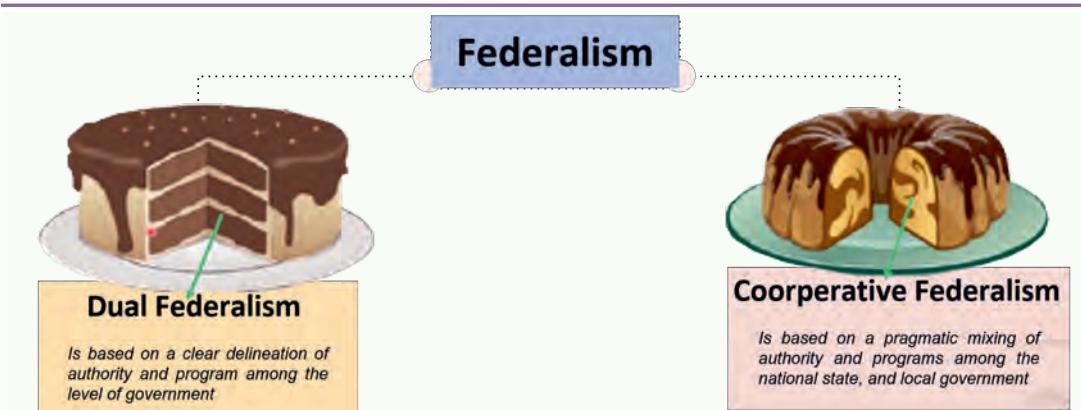


Figure 5.1. Types of federalism

A) Dual federalism

Brainstorming

→ *What is dual federalism?*

Dual federalism is a system that clearly divides government authority between state and national governments. Many refer to Dual Federalism as Layer Cake Federalism. Speaking informally, state governments will have their own powers where the central government could not intervene and the other way around as well. Earlier, state governments controlled almost all aspects of individual citizens. Whereas the national government had authority over internal improvements, international relations and regulations of those relations, determining commercial aspects between the states, etc.

Advantages of dual federalism

Advantages of having dual federalism can be accounted to the following aspects.

1. It allows protection of local jurisdictions from federal Government overreach. It prevents the federal government from having too much power in its hands.
2. It also allows local laws to develop and imply reflecting on the requirements



and wants of the local constituents. Different states have varying laws regarding divorce, marriage, speed limits, etc. These laws were formed on the basis of the respective state's requirements. For instance, a state that is less populated and congested might assign a higher speed limit than others.

Disadvantages of dual federalism

While dual federalism offers its fair share of pros, it does warrant a few cons.

1. It ensures that tension between state and federal government always stays at the brim. This rising tension between them isn't favorable for the development and wellbeing of the state and the country as a whole.
2. The rising tension also leads to decreasing levels of cooperation between the federal and state governments. This then results in reduced efficiency of programs that require full cooperation from both governing bodies.
3. As the power at the hands of states increases, the unity between the different states tends to decrease.

B) Cooperative federalism



Brainstorming

→ *What is cooperative federalism?*

Cooperative federalism requires state and national governments to share power and collaborate on overlapping functions. Cooperative federalism is the federal government giving tax revenue to the states in order to fund interstate highways; the states are allowed to govern the construction and maintenance process in accordance with goals set by the national government.

Cooperative federalism, also known as marble-cake federalism, is a concept of federalism in which federal, state, and local governments interact cooperatively and collectively to solve common problems, rather than making policies separately but



more or less equally.

The advantages of cooperative federalism:

- National and state governments work together to provide services in an efficient manner.
- It provided a more practical approach to intergovernmental relations, as more complex problems arose that could not be addressed at only one level of government.
- Both the state and federal governments held their own set of powers and responsibilities. This gave the people a sense of participation in their government, and it also prevented either the state or the government from gaining an excessive amount of power.
- States have an incentive to cooperate with the federal government.
- States can influence how programs are implemented.

The disadvantages of cooperative federalism:

- A disadvantage of Cooperative Federalism was a decrease in the state's powers. Instead of them being on their own, the federal government may intervene in policies once reserved to the states.

Activity 5.1



Which federal systems do you recommend for our country? why?



LESSON 3

5.3. Key features of federalism

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

- Identify the key features of federalism*
- Evaluate the features of federalism*



Brainstorming

► *Can you mention some of the features of federalism?*

There is admittedly difficulty in defining what we earlier noted vaguely as federations. Like many concepts and institutions, federations are in a process of change and the ways they manifest themselves in different polities are far from the same. Nonetheless, many continue to speak and write about federations believing that they share certain common characteristics. The purpose of the following section is part of the exercise in search of common features among some federations By way of summary; the following can be listed as some essential features characterizing federal state structure



5.3.1. Division of power

No one contends the fact that federations are distinguished from other polities primarily by the fact that political power (commonly related to legislative, executive, judicial and financial functions) is constitutionally divided between the federal government and the states. This is indirectly based on the dual principle implicit in every federation of the desire to be united and to be autonomous.

A common feature among federations has been the existence of powerful motives to be united for certain purposes, on the one hand, and deep-rooted motives for autonomous states for other purposes, on the other. This underlying notion of federations has implications on the design of federations through distribution of powers. The federal government is often empowered with those powers that are shared in common and the states are empowered with those powers considered relevant for the expression of regional identity.

5.3.2. Decentralized system of government



Brainstorming

→ *What do you understand by decentralized system of government?*

As opposed to confederations, in decentralized governments the units, often called local governments, are subordinate to the center. However wide the powers they may exercise, the local governments are merely creations of the center by a statute and, as a result, they may be wiped out by the center at any time. The arrangement presupposes the existence of central authority, which may for one reason or another delegate a portion of its authority to the local governments but such delegation is subject to unilateral withdrawal, amendment or revocation by the center.

Thus, the delegation of power is at the mercy and unilateral discretion of the center and not as a matter of right of the local governments. Of course, in some cases



absorbing the local government may be politically not sound even if it is legally possible. But this does not change the theory that they are subject to unilateral revocation by the center. The center's decision to end the local units merely requires the passage of legislation. In some instances, the autonomy of local governments may be incorporated in a constitution, yet such clauses granting authority could be changed by the central legislature alone. Besides, in decentralized systems, the emphasis is on self-rule rather than on shared rule. In a federation, on the other hand, the division of power is constitutionally guaranteed and the states are not creations of the federal government.

Both the federal government and the states derive their authority from the federal constitution and as a result neither level can change the terms of the compact as enshrined in the constitution.

5.3.3. Written and Supreme federal constitution



Brainstorming

→ *What characterizes federal constitutions?*

A second essential point that one observes as a shared feature in federations relates to the fact that the division of power between the federal government and the states is based on a written and supreme federal constitution to which both orders of government must submit. Federations originate from particular bargains struck at a particular time designed to serve for generations. Written constitutions are, therefore, necessary records of the terms of the bargain. Indeed, to write and adopt a constitution is to agree to the bargain itself. The terms of the agreement, which establish the federal government and the states and which distribute powers between them, must be shined in a supreme federal constitution, which is binding. This is a logical necessity deriving from the nature of the federation itself. If the federal government and the states are to remain autonomous within their respective spheres of jurisdiction, the authority of one should not depend on the other but must derive from something supreme to both of them.



Activity 5.2



- How do you value the key features of federalism?*

LESSON 4

5.4. Advantage and disadvantage of federalism

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

- Differentiate the advantages and disadvantages of federalism*



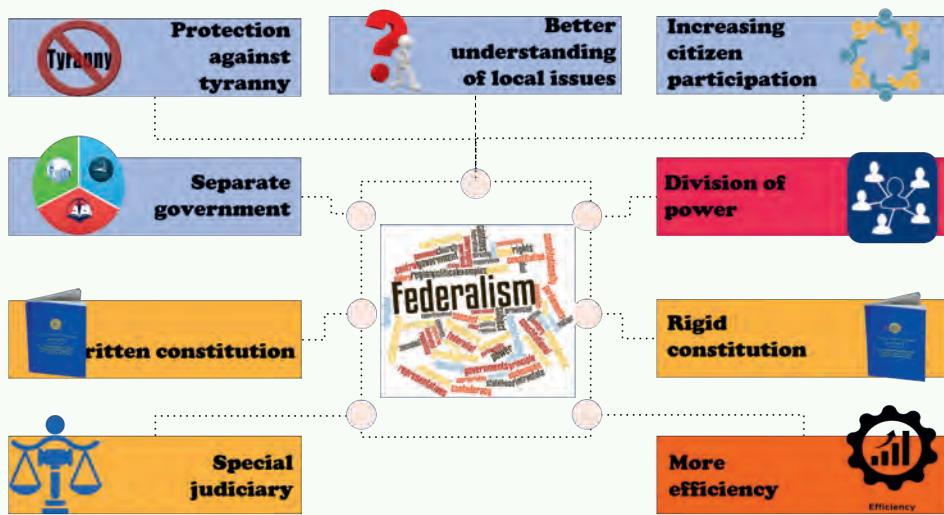
Brainstorming

- What do you think about the advantages and disadvantages of federalism?*



5.4.1. Advantages of federalism

Federalism is a form of government that allows for more than one central entity to have power. What this means is that there is a federal government which is above all others, and smaller, more localized forms of governments that take control of local and regional issues. The idea behind this is to be able to better suit the needs of each area of the country, but some issues certainly arise.



Advantage OF federalism

Figure 5.2 Advantages of federalism

1. Division of powers

In a federal government the powers of administration are divided between the center and the units. The powers may be distributed in two different ways. Either the constitution states what powers the federal authority shall have, and leaves the remainder to the federating units, or it states what powers the federating units shall possess and leave the remainder to the federal authority.

2. Separate government

In a federal form of government, both the center and the units have their separate set of governmental apparatus. America is a federation of states. States have therefore separate legislatures and separate executives.



3. Written constitution

A federal government must have a written constitution. As a federation is a political partnership of various states and consequently there must be a written agreement in the form of a written constitution.

4. Rigid constitution

The constitution of a federation should be more or less rigid. It is regarded as a sacred agreement, the spirit of which should not be easily violated. A flexible constitution allows a scope to the central government to curtail the autonomy of the federating states.

5. Special judiciary

In a federation, there are possibilities of constitutional disputes arising between the federal /center and the units or between one unit and another. All these disputes are to be adjudicated in the light of the constitution. For this purpose a special judiciary with wide powers must be established. It should act as the custodian and guardian of the constitution. It should be vested with powers of declaring any law, national or local, if it is at variance with the articles of the constitution. The constitution is thus the supreme law in a federation to which both the centric and the state must adhere to.

6. Better understanding of local issues and demands

The central government has no true way to understand what issues, demands and changes need to be made in every area of the country. This is why federalism is such a great advantage. The smaller branches of the local governments are right in the middle of the local society. They are better suited to deal with the problems that may arise in grass root levels.

7. Increasing citizen participation

Due to the existence of dual level of governments federalism increases citizens level of participation in the government decision making at the grass root level.

8. protection against tyranny

One of the most important points of federalism in dividing the power between the

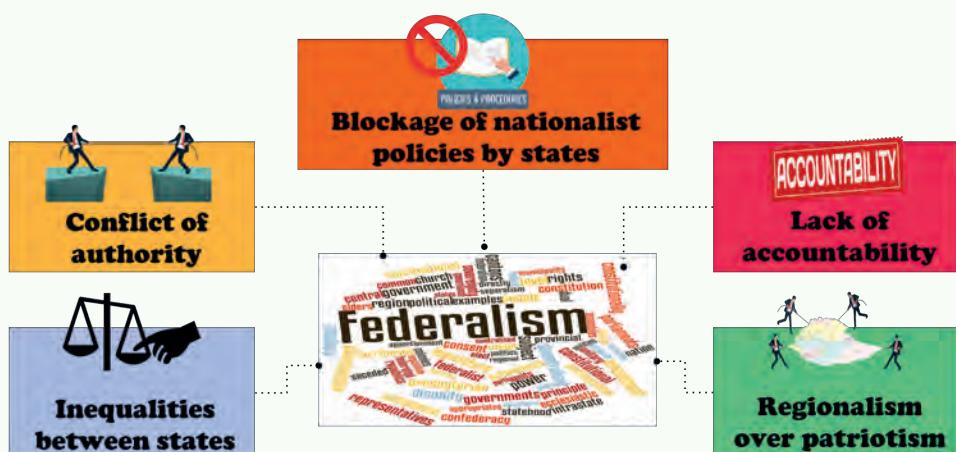


national government and state governments and spreading the national government power among three branches that serve as a check and balance on each other is that it serves as a deterrent to tyranny and runaway power.

9. More efficiency

When some of the powers of the government are dispersed among the states, giving states the right to solve some of their own problems; it allows more efficiency within the system. Trying to have a national solution to all problems, which could be referred to as a ‘cookie-cutter method’ of law and policy making, ends up with solutions that are more effective in some states, and less effective in others. To allow states to create solutions to their own problems using policies and laws that work best in their states means that each state can come up with its own solution, making government/ governance more efficient.

5.4.2. Disadvantages of federalism



Disadvantage of federalism

Figure 5.3 Disadvantages of federalism



1. Conflict of authority

The biggest problem that arises when you have two bodies of government in power is the power struggle. Both central and state governments intend to assert their power over the other which at times causes conflict between them. Along term conflict between the central and state governments can even create hurdles in the national development and prosperity.

2. Regionalism over patriotism

The mark of a great country is just how patriotic and prideful the citizens is to be part of it. Federalism, since it promotes smaller levels of government, promotes smaller levels of pride. It can put one region against another and take away from the feeling of patriotism that should be present all over the entire country.

3. Lack of accountability

The responsibility of the government being shared, it becomes very easy for one sector to release responsibility for the other, and vice versa. This can become a very large problem because if something goes wrong, both sides of the government can relinquish control for the responsibility.

4. Inequalities between states

The federal form of government allows for regional inequalities between different states. For example, instead of education funding throughout the country being the same, since it is a state issue, some states will spend more per caption education than other states, causing what could be considered a disparity. The same goes for other things as well such as taxes, health care programs, and welfare programs which increases regional inequality amongst the different states.

5. Blockage of nationalist policies by states

States can fight against the existence of certain national laws by challenging them in court, or going out of their way to not enforce those national laws, or even deliberately obstructing enforcement of national laws.



LESSON 5

5.5. The roles of federalism in accommodating diversity in Ethiopia

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

- Explain the role of federalism in Ethiopia*
- Identify the nature of Ethiopian federalism*



Brainstorming

- *What do you think that federalism in Ethiopia accommodates diversity?*

The rationale of federalism in contemporary Ethiopia is primarily the reconciliation of ethnic diversity with political unity. In many ways the present federal system is the culmination of a long period of searching for a constitutional formula which can unite and contain the Ethiopian peoples. Ethiopia has been a country that, for almost a century, experienced a highly centralized unitary state structure, irrespective of the diverse multiethnic groups that exist within the state. For a very longtime in its history, Ethiopia remained a centralized state



But the idea of creating a centralized and unified Ethiopian state is proved to be ineffective. Any viable government structure must be marked by a considerable degree of decentralization. Thus, federalism could offer a promising formula for a smooth and satisfactory process of unity. The introduction of federal system was denied the attention and recognition during the past centuries as most governments used to propagate the idea,” one nation- one government, one nation one-country, one country –one nation, one language and one religion”. This has completely side lined the virtues of diversity.

The existing federal arrangement, the federal democratic republic of Ethiopia, is devised with the aim to accommodate the interest of distinct ethnic groups in Ethiopia. Federalism is one of the essential elements to accommodate rights, needs, claims and demands emerging among diverse ethnic groups. The reason Ethiopia has recognized federalism as one essential mechanism in the current constitution is to accommodate its multi-faceted diversity.

5.5.1. The features of Ethiopian federalism



Brainstorming

→ *What are the unique features of the Ethiopian federal system?*

Some of the peculiar features of the Ethiopian federal system are:

Power division between states and the federal government.

Federalism as a system of government has a theoretical establishment that has two levels of government within a state and the federal government. The same applies to the Ethiopia federal structure. In such states power distribution between the two levels is a necessary condition without which the system itself losses its basic essence. The federal constitution regulates inter-government relations (the relationship between the federal government and the states). The constitution explicitly lists down the



federal powers, the state powers, and concurrent powers and leaves residual power to the state. It was not only limited to enumerating the powers of the states and the federal government. Respecting and mutual non-intervention in to the powers of each other is also the case in point under the constitution. Article 50(8) declares that "Federal and state power are defined by this constitution. The states shall respect the powers of the federal government. Likewise, the federal government shall respect the power of the state. Both have a constitutionally limited jurisdiction of power, with the restriction of crossing over in each other's affairs.

Activity 5.3



- On the bases of the constitution, identify the power that the federal and regional states possess.*

Bi-cameral legislature

In the case of Ethiopia, the constitution provides two federal houses; House of people's representatives as the supreme political organ in the country and House of Federation-upper house (The FDRE constitution article 45, 53).

a) The house of people's representatives



Brainstorming

- *What do you know about people's representatives in the Ethiopian context?*

The highest authority of the federal government rests up on the House of people's representatives (article 53(3)). The House of peoples representatives as a supreme



organ of the state plays very important role within the state. Article (55) estate the powers and functions of the House of people's representatives. The article begins by stating that the House of peoples representatives can legislate in all matters that are exhaustively enumerated to the federal government under article 51of the constitution. So, all federal jurisdictions fall under the competence of the House of people's representatives.

The house of peoples' representatives together with the house of federation can take appropriate measures on human right violation that cannot be controlled by any regional state. Moreover, it has the power to question the prime minister and other federal officials. Up on the request of one third of its members, the house may discuss any matter pertaining to the power of the executive and take necessary decisions and measures.

b) The house of the federation



Brainstorming

→ *What do you think about the roles of House of the federation?*

The house of the federation is a representative organ whose members are representative of each nation, nationalities and peoples. The house is made up of representatives of nation nationalities for tenure of five years. How much representative shall a nationality group have is specified by the constitution. Each nationality would be represented at least by one member, but the provision favored large ethnic groups to have more representation when it decided that for each one million additional population, one more representative will be allocated for the ethnic group. These members can be elected either directly or by the people or indirectly by the state council (FDRE constitution article 61-62).



Activity 5.4



- 1. What are the rights and responsibilities of nations and nationalities in the current Ethiopian federal system?*
- 2. Differentiate federal state powers from that of regional states power in the current Federal system of Ethiopia.*

5.5.2. Challenges to Ethiopian federalism



Brainstorming

- ➡ *What do you think about the challenges of Ethiopian federalism?*

Today, federalism is becoming the basis of the political organization of several states though its nature varies from one to another. Examples include Ethiopia, Nigeria, India, Brazil, USA, Canada, Australia, Germany, etc. Ethiopia has been implementing federalism since 1995 with a great deal of both success and challenges.

The requisite balance between the forces of unity and diversity, the combination of national self-determination and federalism, the dilemma increasing constituent states that coincide with nationalities and the relation between individual and collective rights are cases in point.

Among Ethiopia's peculiar features of federalism is the explicit acknowledgement of national self-determination and its firm position to institutionalize the principle. It is the constitution that defines the right of every group to constitute nations, nationalities



and people, .Rather than recognizing only historically mobilized nationalities, it prefers a straightforward grant of self-determination to all nationalities.

One of the drawbacks of this constitutional approach is the fact that some of the constituent units have not yet been able to evolve as viable regional governments. Some do not seem to have acquired the status of nation/nationality, which the Constitution ascribes to them. They have not been able to articulate regional interests worth constituting a federal unit. The lack of experience, skilled manpower and resources and historical marginalization's may have aggravated the problem but the fact that there is more trouble in some of the constituent states which have not been historically mobilized, calls for some sort of asymmetric federal system, at least in the short run. In relation to such constituent states the powers of the federal government need to be extensive compared to that of the regions.

Unit summary

- Federalism is a system of government in which the same territory is controlled by two levels of government. Generally, an overarching national government is responsible for broader governance of larger territorial areas, while the smaller subdivisions, states, and cities govern the issues of local concern.
- Federalism is a type of government in which the power is divided between the national government and other governmental units. It contrasts with a unitary government in which a central authority holds the power, and a confederation in which states, for example, are clearly dominant.
- Federalist form of government has several advantages such as protecting us from tyranny, dispersing power, increasing citizen participation, and increasing effectiveness. It also has disadvantages such as increasing inequalities between states, states blocking national policies, Conflict of authority and Lack of accountability



Glossary

<i>Bi-cameral legislature</i>	A system of government in which the legislature comprises two houses.
<i>Diversity</i>	It is a combination of our differences that shape our view of the world, our perspective and our approach.
<i>Executive</i>	The branch of government that implements laws.
<i>Legislative</i>	The branch of government that formulates laws.
<i>Judiciary</i>	The branch of government that interprets laws.
<i>Jurisdictions</i>	the constitutionally based authority of a court to hear and determine cases.
<i>Rigid constitution</i>	A constitution that is difficult or slow to change usually because of a prescribed process of amendment that is detailed and lengthy in execution.



Unit review exercises

I. Write “True” if the statement is correct or “False” if the statement is incorrect

1. Federalism is a form of state structure in which power is formally (constitutionally) given to the federal /national/ central government.
2. The Ethiopian constitution empowers the House of Federation to interpret the constitution.
3. Federal systems are usually known for dividing power between the federal government and the states.
4. Administration of federal legislations is usually constitutionally assigned to regional state governments.
5. Federal and the state governments derive their authority from regional constitutions.
6. The reason for establishing a federation differs from one federation to another.

II. Choose the correct answer for the following questions

1. Which one of the following statement is correct?
 - A. The federal constitution is superior to that of the states.
 - B. The regional constitutions are superior to the federal constitution.
 - C. Constitution is the supreme law of the land.
 - D. A and C
2. According to 1995 FDRE constitution, the responsibility for adjudicating constitutional cases is given to:

A. House of peoples representatives	C. House of federation
B. The prime minister	D. All of the above.
3. Which one of the following is the most significant and unique features of FDRE constitutions.
 - A. Recognition and accommodation of ethnicity
 - B. Giving more recognition for private interest



-
- C. Giving priority for the majority group than minorities
 - D. Reducing citizens feeling towards their nations
4. The idea that there is overlap between state powers and national powers, thought of as a marble cake with the different parts swirling and mixing into each other refers to:-
- A. Dual federalism
 - B. Cooperative federalism
 - C. Fiscal federalism
 - D. Ethnic federalism

III. Match the words or phrases under column ‘B’ with the appropriate items under column ‘A’

A

- 1. The union of independent states
- 2. Advantages of federalism.
- 3. Disadvantages of federalism.
- 4. Basic features of Ethiopian federalism.

B

- A. Prevents uniformity of laws
- B. Constitutional interpretation
- C. Creates a protection against tyranny.
- D. Confederation
- E. semi parliamentary
- F. Semi Presidential

IV. Give short answer for the following questions

- 1. Explain the advantages of federalism.



UNIT 6

HUMAN RIGHTS

Introduction

In a democracy there are fundamental rights and freedom that citizens enjoy. In this unit students will learn about concept of human right, basic features of human rights, classification of human rights, citizens' and state obligations in realizing human rights and instruments for the protection of human rights.

Key Words:

Eternality, Human rights, Inalienability, Indivisible and interdependent, Irrevocable, Personality right, Universalism.

Learning outcomes:

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

- *Internalize human right*
- *Appraise the realizations of human rights*
- *Know the instruments for the protection of human rights.*

Lessons

1. *The concept of human right*
2. *Citizens and state obligations in realizing human rights*



1

LESSON

6.1. The concept of human right

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

- Define human rights*
- Identify the features of human rights*
- List instruments for the protection of human rights*



Brainstorming

→ *What comes to your mind when you read/heard the term human rights?*

Human rights are basic to humanity. They apply to all people everywhere. An understanding of human rights is an important part of our individual status as human beings and of our collective status as members of the global community of humankind.

The notion of human rights infers that fundamental entitlements belong to every member of the human race. These are privileges someone can claim just because he/she is a human being without any discrimination based on condition. The basic idea



of human rights lies in people the need to protect and affirm every other people's natural 'rights', since they are natural. Different scholars in the field agreed on the fact that human rights derived from fundamental human dignity and worth. The Universal Declaration of Human Rights (UDHR, Article 2), stipulates that human rights belong to every human being —without distinction of political or other opinion the only criteria someone must fulfill to enjoy these rights is being a human. Human rights provide the minimum standards indispensable for people to live worth-living life. Human rights allow people to live the life they deserved to live, they aspire to live, and to live a life with dignity and equality. Human rights give people a full control of their life and the freedom to choose how they live, how they express themselves, and what kind of government they want to support, among many other things. Human rights also guarantee people the means necessary to satisfy their basic needs, such as food, housing, and education, so they can take full advantage of all opportunities.

6.1.1. The basic features of human right



Figure 6.1. Basic features of human right



Human rights possess the following salient features that distinguish them from other variants of right like democratic rights.

Universalism: means that they apply equally to all people everywhere in the world, and with no time limit. Every individual is entitled to enjoy his or her human rights without distinction of “race” or ethnic background, color, sex, sexual orientation, disability, language, religion, political or other opinion, national or social origin, birth or other status. We should note that the universality of human rights does not in any way threaten the rich diversity of individuals or of different cultures. Universality is not synonymous with uniformity. Diversity requires a world where everyone is equal, and equally deserves respect. Human rights serve as minimum standards applying to all human beings; each state and society is free to define and apply higher and more specific standards. For example, in the field of economic, social and cultural rights we find the obligation to undertake steps to achieve progressively the full realization of these rights, but there is no stipulated position on raising taxes to facilitate this. It is up to each country and society to adopt such policies in the light of their own circumstances.

Eternality: the only time individuals stop enjoying their human rights is at the time of **natural death**. Otherwise these rights are in principle eternal.

Inalienability: means that you cannot lose them because they are linked to the very fact of human existence. They are inherent to all human beings. In particular circumstance, some – though not all - may be suspended or restricted. For example, if someone is found guilty of a crime, his or her liberty can be taken away; or in times of national emergency, a government may declare this publicly and then derogate from some rights, for example in imposing a curfew restricting freedom of movement.

Indivisible and interdependent: means that different human rights are intrinsically connected and cannot be viewed in isolation from each other. The enjoyment of one right depends on the enjoyment of many other rights and no one right is more important than the rest. This means that one set of rights cannot be enjoyed fully without the other. For example, making progress in civil and political rights makes it easier to exercise economic, social and cultural rights. Similarly, violating economic, social and cultural rights can negatively affect many other rights.



Inviolability: human rights by their very nature are expected not to be violated or even restricted by any one. In some countries where democracy is well consolidated this inviolability logic extends to even the times of crisis/emergency.

Human rights are irrevocable: they cannot be taken away by any power or authority because these rights originate with the social nature of man in the society of human beings and they belong to a person simply because he is a human being. As such human rights have similarities to moral rights.

6.1.2. Classification of human rights

Brainstorming

→ How do you classify human rights?

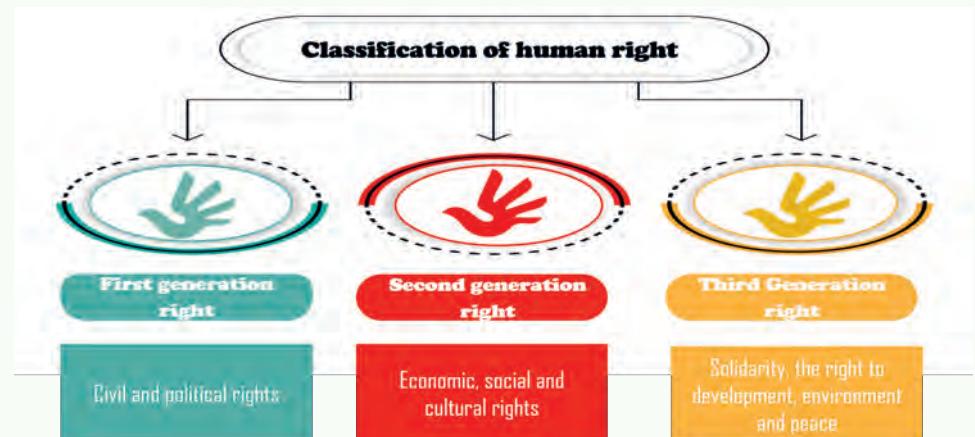


Figure 6.2. Generation of human right

a. First generation rights

The first tier or “generation” consists of civil and political rights and derive primarily from the

17th and 18th century political theories which are associated with the English, American, and French revolutions. Think of “life, liberty, and the pursuit of happiness.” This approach favors limiting government by placing restrictions on



state action. The rights set forth in Articles 2-21 of the Universal Declaration of Human Rights include: freedom from discrimination; freedom from slavery; freedom from torture and from cruel, inhuman, or degrading treatment; freedom from arbitrary arrest and detention; the right to a fair and public trial; freedom of thought, conscience, and religion; freedom of opinion and expression; and the right to participate in government through free elections.

b. Second generation rights

The second generation of rights broadens the primarily political focus of earlier views to include economic, social, and cultural rights. This view originated primarily in the socialist traditions of Marx and Lenin. According to this view, rights are conceived more in positive rather than negative terms, and thus encourage the intervention of the state. Illustrative of these rights are Articles 22-27 of the Universal Declaration of Human Rights. They include the right to social security; the right to work; the right to a standard of living adequate for the health and well-being of self and family; and the right to education.

c. Third generation rights

These views are the product of the rise and decline of the nation-state in the last half of the twentieth century. These rights have been championed by the Third World and remain somewhat controversial and debated. The specific rights include the right to political, economic, social, and cultural self-determination; the right to economic and social development; and the right to participate in and benefit from “the common heritage of mankind.”

6.1.3. Human right provision under the federal constitution



Brainstorming

- ➡ *List some of the human rights that are included in the FDRE constitutions?*



One of the distinguishing features of the FDRE Constitution is the emphasis given to internationally recognized human rights norms. This fundamental principle is stipulated in Article 10 of the constitution, which articulates, “Human rights and freedoms, emanating from the nature of mankind, are inviolable and inalienable”. Thus, one can readily observe that the long list of rights embodied in chapter three of the constitution is the reaffirmation of these principles. One third of the provision is devoted to human rights and democratic rights.

The FDRE constitution in its chapter three clearly stated list of rights that are divided into two categories, namely that of ‘Human Rights’ and ‘Democratic Rights’. Article 13-44 are devoted to “Fundamental Rights and Freedoms” in general. Accordingly, Article 14-28 are named “Human Rights” while article 29-44 are dubbed “Democratic Rights”. Some of these rights are presented in the table given for your inspections.

Human Right	
<i>Right to life</i>	<i>The right to security of person</i>
<i>Right to liberty</i>	<i>The right of person held in custody and convicted prisoners</i>
<i>Right of person arrested</i>	<i>Prohibition against inhuman treatment</i>
<i>The right of person accused</i>	<i>Non retroactivity of criminal law</i>
<i>The right to honor and reputation</i>	<i>Prohibition of double jeopardy</i>
<i>The right to equality</i>	<i>Freedom of religion, belief and opinion</i>
<i>The right to privacy</i>	<i>Crimes against Humanity</i>

Table 6.1. Some lists of human rights stated under the 1995 FDRE constitution.



LESSON 2

6.2. Citizens and state obligations in realizing human rights

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

- Identify the obligation of citizens to realize human rights*
- Explain state obligations actions taken by states to protect human right.*

6.2.1. Citizens obligation in realizing human rights



Brainstorming

- ➡ *Is protecting human rights an obligation or option?*

Human rights involve responsibility and duty towards other people and the community. Individuals often have a responsibility to ensure that they exercise their rights with due regard for the rights of others.

Your obligation arises from the right you enjoy. You are given but with this came duties the Ethiopian constitution entitles you to use your rights. The constitution



details the list of rights you enjoy, you have obligation to fulfill. There are many obligations that citizens have they include the following, respect for religious equality, respect for gender equality respects the rights of others and respect for the national flag.

Activity 6.1



- In groups discuss some of the constitutional obligations of a citizen for the protection of human rights. Why should you be obligated to them and how will you execute them properly?*

6.2.2. State obligations in realizing human right



Brainstorming

- *Do you think that the state has an obligation to protect human rights? Why?*

Obligation to respect

Each State has a prime responsibility and duty to protect, promote and implement all human rights and fundamental freedoms, *inter alia*, by adopting such steps as may be necessary to create all conditions necessary in the social, economic, political and other fields, as well as the legal guarantees required to ensure.

The **obligation to respect** – states that parties must refrain from interfering with the enjoyment of the rights of persons with disabilities. For example, states must not perform medical experiments on persons with disabilities without their consent or exclude a person from school on the basis of a disability.



Obligation to protect

The “**obligation to protect**” requires States to protect individuals against abuses by non-State actors, foreign State agents, or State agents acting outside of their official capacity. The obligation entails both a preventative and remedial dimension. A State is thus obliged to enact legislation protecting human rights; to take action to protect individuals when it is aware (or could have been aware) of threats to their human rights; and also to ensure access to impartial legal remedies when human rights violations are alleged. Once again, the right to education can serve as an example. The right of children to education must be protected by the State from interference and indoctrination by third parties, including parents and the family, teachers and the school, religions, sects, clans and business firms. States enjoy a margin of discretion with respect to the obligation to protect.

Obligation to fulfill

According to the “**obligation to fulfill**”, States are required to take positive action to ensure that human rights can be realized. The extent of the obligation to fulfill varies according to the right concerned and the State’s available resources. Generally speaking, however, States should create “the legal, institutional and procedural conditions that rights holders need in order to realize and enjoy their rights in full.” In respect of the right to education, for instance, States must provide ways and means for free and compulsory primary education for all, free secondary education, higher education, vocational training, adult education, and the elimination of illiteracy (including such steps as setting up enough public schools or hiring and remunerating adequate number of teachers).

6.2.3. Instruments for the protection of human rights

The universal declaration of human rights (1948)

The Universal Declaration of Human Rights was adopted by resolution of the UN General Assembly on December 10, 1948. Although it is not a legally binding instrument, the Declaration was adopted for the purpose of defining the "human rights" and "fundamental freedoms" referenced in Article 55(c) of the UN Charter, which all UN member states are obligated to observe and respect. The Declaration



has proven to be enduring and influential. Many UN member states have incorporated the principles set forth in the Declaration in their national constitutions. These principles also provide a foundation for many of the core human rights treaties subsequently drafted under the auspices of the UN and for regional treaties and national laws enacted to safeguard human rights.

International human rights conventions

Besides to the UN Charter and the UDHR, the UN presently has more than ten core human rights treaty based human rights instruments. These includes, the Convention on the Prevention and Punishment of the Crime of Genocide (1948), the Convention Relating to the Status of Refugees (1951), the International Covenant on Civil and Political Rights (ICCPR), the Slavery Convention (1926, but amended by Protocol in 1953), the International Covenant on Civil and Political Rights (1966), the International Covenant on Economic, Social and Cultural Rights (1966), the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT), the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Convention on the Rights of the Child (CRC), and the International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families.

Regional mechanisms

In addition to the international human rights regime functioned under the UN umbrella, there are regional human rights systems which cover three parts of the world; Africa, the Americas and Europe. These two (international and regional) systems are aimed to make sure state actors are fulfilling their obligation in promoting, protecting, providing and fulfilling.

The Ethiopian human rights instruments

The foundation of the observance of the human rights in Ethiopia is the FDRE Constitution, which was ratified in 1994. The Constitution is the supreme law of the land and the source and basis of legality of all other laws. The FDRE Constitution classifies human rights as one of its five fundamental principles and declares that human rights and freedoms, emanating from the nature of mankind, are inviolable and inalienable and that the human rights of citizens and peoples are respected.



The FDRE Constitution has established national human rights instruments by recognizing most of the human rights entitlements acknowledged by the core international and regional human rights instruments. Further Article 9/4/ and Article 13 of the Constitution state that international agreements ratified by Ethiopia are an integral part of the law of the land and the fundamental rights and freedoms specified in the Constitution are to be interpreted in a manner conforming to the principles of the UDHR, International Covenants on Human Rights and international instruments adopted by Ethiopia.

The Constitution has required the establishment of human rights and democratic institutions; including the national human rights commission, general attorney office and office of ombudsmen, with an independent judiciary or courts equipped with the needed resources.

Unit summary

- Human rights describe basic ways that all people in the world should be treated and recognize that every human being has equal value. The rights are listed in different legal documents such as national constitutions and/or international conventions. They include every aspect of people's lives such as the right to work, to have a family, to go to school and to receive a pension.
- The Universal Declaration of Human Rights associates human rights with "the highest aspiration" of the common people, and proclaims itself to be a "common standard" for all. Human rights are also recognized and stipulated in our FDRE Constitution in similar manner. Thus, the realization of all human rights is not a matter of choice for states and non-state actors working in the area, it is rather an obligation must be fulfil if citizens have to live a worth living life.



Glossary

Civil right	Guarantees of equal social opportunities and equal protection under the law regardless of race, religion, or other personal characteristics.
Convention	An agreement between states covering particular matters, especially one less formal than a treaty.
Economic right	An interest, duty, promise, or obligation of an individual in a no marital relationship relating to domestic services or property.
Inhuman treatment	Punishment is treatment which causes intense physical or mental suffering.
Obligation	Something a person must do because of the demands of a promise or contract.

Unit review exercises

I. Write “True” if the statement is correct, or “False” if it is incorrect.

1. Human rights are generally defined as rights enjoyed only by human beings simply because they are humans
2. The Universal Declaration of Human Rights (UDHR), was adopted by the UN General Assembly in 1950.
3. If someone is found guilty of a crime, his or her liberty and freedom must be violated.
4. There is a limitation on human rights in the case of committing a grave crime which may lead to capital punishment.
5. Legal limitations can be laid down in order protect the well-being of the youth, and the honor and reputation of individuals.
6. According to the “obligation to fulfill”, States are required to take positive action to ensure that human rights can be realized.



II. Choose the correct answer for the following questions

1. Which one of the following is NOT an example of first generation right?
 - A. Freedom from discrimination;
 - B. Freedom from slavery;
 - C. Freedom from torture and from cruel acts,
 - D. Social and economic right
2. The rights to freedom of expression and freedom of religion are:
 - A. Absolute rights
 - B. Limited rights
 - C. Qualified rights
 - D. Social right
3. Which of the following is not a Civil Right?
 - A. The right to life
 - B. The right to marriage
 - C. The right to education
 - D. The right to divorce
4. Third Generation of Human Rights is also known as
 - A. Citizen's rights
 - B. Developmental rights
 - C. Group rights
 - D. Women's rights

III. Match words or phrases under column 'A' with correct items of column 'B'

A	B
1. Rights apply equally to all people everywhere in the world.	A. Irrevocable
2. Rights not to be violated or even restricted by any one.	B. Interdependent
3. They cannot be taken away by any power or authority.	C. Inalienable
4. Rights are linked to the very fact of human existence.	D. Universal
5. Human rights are intrinsically connected.	E. inviolable
	F. Interchangeable
	G. Exclusive



IV. Fill the correct answers in the spaces provided

1. _____ means that everyone has the right to say what they want to in any language, manner, and in any form
2. At the federal level, all citizens elect members of the House of Representatives who serve in the National Parliament for _____ years.

V. Give short answers for the following questions

1. What are human rights?
2. Does anyone have a duty to protect my rights?
3. Why “should” everyone respect human right?



UNIT 7

PATRIOTISM

Introduction

Patriotism is about political allegiance, commitment, and dedication. In briefest compass, it means love of one's country or nation and is one of the oldest political virtues.

Under this unit, students will learn about the meanings and different types of patriotism. They will also study about different types of patriotism that includes constitutional and traditional patriotism. The unit will help them to promote patriotic values and traits, explain the basis of patriotism and to describe the difference between patriotism, nationalism and volunteerism.

Key Words: Capital Patriotism, Environmental patriotism, Icon Patriotism , National chauvinism, Poverty reduction, The common good, Symbolic Patriotism, Tolerance of diversity, Voluntarism.

Learning outcomes:

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

- *Understand the concept and nature of patriotism*
- *Know types of patriotism*
- *Exhibit traits of patriotism*

Lessons

1. *The Meaning of Patriotism*
2. *Types of Patriotism*
3. *The bases of patriotism*
4. *The importance of patriotism*
5. *Duties expected from patriots*



1

LESSON

7.1. The meaning of patriotism

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

- Explain the meaning of patriotism.
- Explain the difference between patriotism and nationalism.



Brainstorming

→ What do you think about patriotism?

Patriotism has originated from the Latin term ‘patria’ which means father land. Therefore, patriotism is a sentiment; a psychological attachment to one’s nation. It refers to belongingness to a definite historical and cultural setting and a specific country having definite language and customs.

Patriotism is:

- Deep-rooted sentiment of having a separate father or mother land.
- Live for or devotion to one’s country and to the fundamental values and principles upon which its security and welfare depends
- The feeling of proud of his or her country’s history, culture and tradition

Patriotism is often conceptualized as a feeling one shows to his or her country. This definition provides for a more sentimental view on patriotism. This is partly true



as there are various occasions where patriotism often resembles family affection. Patriotism is something practical or action oriented. It is thought that a true patriot is someone who feels proud of his or her country's history, culture and its standing in world affairs.

Furthermore, the definition of patriotism depends on the nature of the existing political system. In a democratic system, patriotism means devoting time, ability, knowledge and even life for the fundamental principles on which the nation's security and welfare depend. Patriotism is expressed in the war front, in research, in good ethics, competence in work, in Leadership and in the ability to carry responsibility. Such practices should be continuous, sustainable and strongly fixed in the minds of everyone in the country.

Patriotism or national pride is the feeling of love, devotion, and sense of attachment to a homeland or the country and alliance with other citizens who share the same sentiment to create a feeling of oneness among the people. This attachment can be a combination of many different feelings, language relating to one's own homeland, including ethnic, cultural, political or historical aspects.

Group Work

Divide the class into four sized groups to discuss the following questions and present the findings to the class.

- 1. Who do you think is a model of patriotism in Ethiopia?**
- 2. Why do you call him/her a patriot so?**



LESSON 2

7.2. Types of patriotism

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

- Identify the major types of patriotism.*
- Explain the manifestations of different types of patriotism.*
- Value various types of patriotism.*



Brainstorming

→ *What do you think about the types of patriotism?*

7.2.1. Constitutional patriotism

Constitutional patriotism refers to strong commitment or alignment with democracy and human rights. It refers to devotion to the fundamental values and principles, standing guard for the right and interest of citizens. Individuals should acknowledge and appreciate the existence of people with different language, color, sex, religion and others. Therefore, constitutional patriotism implies the concept of coexistence, mutual understanding, tolerance, and peaceful resolution of conflicts and to create togetherness within the mind of individuals.



7.2.2. Traditional patriotism

Traditional patriotism refers to some one's readiness to give his or her life for the mother land. Such patriots celebrate a particularistic sense of belonging to a nation or a country. There is no attempt to align one's own feeling about his or her own country with democratic principles.

Ethiopian soldiers who are ready to protect and die for their country



Some of Ethiopian heroes who fought for their country during foreign invasion



Belay Zeleke (from 1912 – 12 January 1945) was an outstanding leader of the patriots in Gajjam, who participated in the resistance against the Italians during the occupation. He emerged as a brigand leader to become a national hero after his five-year struggle against Italian rule in Ethiopia.

Colonel Abdisa Aga fought against Fascist Italy in 1936 in Ethiopia. He was captured and most notable woman resistance heroes, fighter in the imprisonment in a concentration camp in the island of Sicily Second Italian-Ethiopian War, during which she founded The Two became friends and made a daring escape from an Women.

Shewareged Gedle – was among Ethiopia's sion and hero of the Battle of Karamara, where Ethiopians won invaders of Somalia in particular the Organization for the Support of Ethiopia.

Ali Berke is Ethiopian soldier during Somali inva-

tion

ers to the woods. They returned to them a few days

later, at night, led by young Abdisa who was terribly

fearful by the Italians.

Figure 7.1. Traditional patriotism

7.2.3. Icon patriotism



Brainstorming

► *What is icon patriotism?*

Icon patriotism refers to an individual who shows his love for the country through actions that have positive impact on the country. Icon patriots are not only heroic but are even willing to risk their lives to defend their homeland. Attitudes and heroic



values that exist in the din of the younger generation to fight for the country should be followed by the current generation despite the different scenarios in the past and the present. In the building of an independent nation in all aspects, a strong and powerful spirit of patriotism must be in every individual especially the younger generation who will inherit and lead the development of the country.



Aklilu Lemma (1935–1997) was a young Ethiopian doctor who discovered a natural treatment against bilharzia, also known as schistosomiasis, a debilitating and eventually fatal illness. He relentlessly studied and systematically improved his research, developing an affordable preventative, locally controllable means of eradicating a disease that, after malaria, has been the second greatest scourge in the Third World.



Abebech Gobena (1938 – 4 July 2021) was an Ethiopian humanitarian, and the founder and manager of AGOHELMA, one of the oldest organizations in Ethiopia. She was often called the Mother Teresa of Africa.



Tewolde Berhan Gebre Egziabher (born in 1940) is an Ethiopian scientist who won the Right Livelihood Award in 2000 "for his exemplary work to safeguard biodiversity and the traditional rights of farmers and communities to their genetic resources."



Taytu Betul (1851–1918), was a formidable queen and empress of Ethiopia. She determined to resist imperialist designs on her country, she increasingly opposed any negotiations that would result in the loss of Ethiopian territory. When diplomacy gave way to war, she rode out at the head of her own army, at her husband's side. It was she who devised the plan which led to the Ethiopian victory at Makalle, and her presence was crucial in the Ethiopian victory at Adwa in 1896, the most significant victory of any African army during the climax of European colonialism.



Shambel Abebe Bikila (August 7, 1932 – October 25, 1973) was an Ethiopian marathon runner who was a back-to-back Olympic marathon champion. He is one of the депони. He is the first Ethiopian Olympic gold medallist figures of contemporary Ethiopian art, a giant medalist, winning his first gold medal at the 1960 Summer Olympics in Rome while running barefoot. At the 1964 Tokyo Olympics, he won his of work amongst which is the magnificent stained glass foot. In turn, he became the first mural greeting visitors at the UNECA's Africa Hall. He is athlete to successfully defend an Olympic marathon title. In both victories, he ran in world record



Afework Tekle (22 October 1932 – 10 April 2012), was a national celebrity status this century. He is one of the depони. He is the first Ethiopian Olympic gold medallist figures of contemporary Ethiopian art, a giant medalist, winning his first gold medal at the 1960 Summer Olympics in Rome while running barefoot. At the 1964 Tokyo Olympics, he won his of work amongst which is the magnificent stained glass foot. In turn, he became the first mural greeting visitors at the UNECA's Africa Hall. He is athlete to successfully defend an Olympic marathon title. In both victories, he ran in world record

Figure 7.2. Icon Patriots of Ethiopian in different professional sectors

7.2.4. Symbolic patriotism

Symbolic patriotism refers to the level of patriotism symbolized by respect for national symbols. National symbols include flag, national anthem, and other important symbols. The use of these symbols can evoke the spirit of the individual as a symbol of their love for the country. Symbolic patriotism represents a relatively abstract, affective attachment to the nation and its core values. Symbolic patriotism also refers to an individual who is more focused on trends and expresses concerns that the high spirit of patriotic loyalty to a nation or to behold to their own land. This trend is more interested in its own people and to love other nations.





Figure 7.3. Symbolic patriotism

7.2.5. Capital patriotism

Capital patriotism refers to actions of individuals who have expressed feelings of patriotism and focus more on the development of the national economy. These individuals feel that their involvement in the development of the national economy has a major contribution to show their patriotism. These individuals also contribute to the overall well-being of the society and the state by bringing about honor and raising the image of the country. Indirectly, this ignites a feeling of national pride and builds a sense of identity.

7.2.6. Environmental patriotism

The environment is the area that you live in and the natural world around you. Our environment is the sources of life and its very foundation so it is the responsibility of every human being to protect the environment.

Environmental patriotism refers to feelings of love for his country's environment. Patriotism is not only just to defend the country, but it can also be shown in the actions made to improve the quality of life and the environment.

Activity 7.1

- Explain types of patriotism.



LESSON 3

7.3. The bases of patriotism

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

- Identify the bases of patriotism*
- Explain the reason why citizens are sacrificing their lives to protect their country.*



Brainstorming

- ➡ *Why do citizens need to be patriotic?*

7.3.1. Equality

Constitutional patriotism is based up on the principle of equality which refers to the respect and acceptance of constitutional democracy and respect and observance of human rights. Every citizen is expected to protect the rights of other people as stipulated in the constitution. They are also entitled not to engage in any practices that violate the constitution.

People have different laws and systems by which they are administered. These laws and systems include citizens' rights and responsibilities in return for basic human and democratic rights, duties and responsibilities which are expected of citizens in democratic system. Citizens do not have equal rights and responsibilities in undemocratic systems.



The basis of patriotism in Ethiopia nowadays lies in citizen's rights and responsibilities. In the previous regimes, patriotic feelings and opinions did not include the view of citizens of their country. Rather it gave attention to the geography, natural environment, minerals, mountains, rivers and soil. Praising the country's spiritual and material values does not indicate patriotism.

7.3.2. Tolerance

Tolerance is an important attribute of true patriotism. In countries such as Ethiopia where different ethnic groups with varied languages, and religious and other attributes coexist, it is important that there is a space for all of them to have some common ground that offers them the opportunity and privilege to claim pride in their own legacy and history. In the past history of Ethiopia, only few groups or individuals take pride since the country does not recognize their differences in identity and culture.

Currently, in a democratic and constitutional system which recognizes differences and multiculturalism, tolerance is not a gift that we provide to others. It is a very important constitutional and civil obligation that citizens should respect and accept the differences in values as normal and natural for peaceful co-existence.

7.3.3. Loyalty

Constitutional patriotism is based upon constitutional loyalty. That is, in a democratic system citizens are expected to be loyal to their constitution, to the people, to their elected government and to their community at large. Also, citizens are expected to take care of others property and wealth. In a democratic system, citizens shall perform duties and responsibilities they are assigned to do.

7.3.4. Concern for the well-being of one's country

Patriotic citizens are ready to defend their country. Ethiopia has a long tradition of cases where its people paid enormous sacrifices to save its independence and territory. This type of love for a country is unquestionably patriotic. Because of the sacrifices citizens made, Ethiopia is proud of its resistance against colonialism and foreign invasions.

Every citizen has the moral obligation to pay tributes and show respect to those heroes. They were patriots who came in agreement from many nation, nationalities and peoples to fight against their common enemy.



The victory of Adwa represents a patriotic deed of Ethiopian nations, nationalities and peoples who came in agreement from all corners of the country and defended their dignity and their country's independence.



Brainstorming

→ *Why do people sacrifice their life for their country?*



Figure 7.4 The illustration used by "L'illustrazionitaliana" magazine on May 29, 1896 to describe the victory of Ethiopia over the Italian Brigadier General Vittorio Emanuele Dabormida on March 1, 1896 in the Battle of Adwa, Ethiopia

7.3.5. Sacrificing personal desires and interests for the common good

Patriotism is based upon love, devotion and commitment to one's country. In this regard, true patriots sacrifice their personal desires and interests for the common good.



7.3.6. Protecting the constitution

Constitution is the supreme law of the land. Any law, customary practices or decisions of an organ of state or a public official which contravene this constitution shall be of no effect. In a democratic and constitutional framework, it is the duty of every citizen to show unreserved support for the protection and implementation of the constitution. Individual citizens can also show their loyalty to the constitution by making their own contribution for the respect of the rights and entitlements of individuals and groups.

7.3.7. Carrying out personal and civic duties and responsibilities

True patriots are very good at carrying out personal and civic duties and responsibilities. They are not excessively self-centered. They understand that their success is dependent on their healthy relationships with others and their commitment to carry out their tasks without any enforcement. True patriots are so much self-reliant.

7.3.8. Defending one's country during times of external attack

When the country's security is in danger, a patriot is ready to defend his country. This element of patriotism is important in protecting our country from aggressors. That is why Ethiopians from all nations and nationalities participated at the battle of Adwa when Ethiopia was invaded by Italy.

Activity 7.2

- What are the bases of patriotism?**



LESSON 4

7.4. The importance of patriotism

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

- Appreciate the significance of patriotism.*
- Explain the traits of patriotism*



Brainstorming

→ *What do you think about the importance of patriotism?*

Patriotic values are extremely important. Especially in our families and in our schools, children who grow up with patriotic sentiments tend to have a better sense of self. There are some examples of patriotism parents should teach their kids. Patriotism can take many forms and it can mean different things to different people. For some it is freedom of speech, whereas for others it might be about being able to express themselves freely. In either case, we are not alone in feeling these sentiments. This is why it's important to be able to show your love for your country. There are also other reasons why patriotism is important.



Bringing people together

Being part of one nation motivates citizens towards a mission of making their country better and can help them to be related to one another. It also helps to develop a sense of unity and togetherness in them which give direction and purpose to their lives. For example, watching the Ethiopian flag waving high up at different events makes Ethiopians feel the sense of belonging and helps them feel good about their country.

Building a stronger nation

When we believe in patriotism and practice patriotic values, it automatically motivates each individual to work towards the betterment of the country. This helps the entire nation work together and reminds citizens to keep the values of their country in mind to stay united and together.

Developing Patriotism sentiments reminds Ethiopians to be hardworking and honest, and work to make sure the country excels. It also reminds them to support each other in their endeavors.

Developing patriotic spirit as admirable quality

Citizens who know themselves well and are able to identify their beliefs and values are infinitely more attractive. On top of that, people who can stick to their virtues and practice them regularly and who are not afraid to display their loyalty and affection are also stronger.

Activity 7.3

- Why patriotism is important?***



7.4.1. Traits of patriotism



Brainstorming

→ *What do you think about the traits of patriotism?*



Figure 7.5. Giving respect to national flag is a manifestation of patriotism

a. Awareness of their rights and the duties

Patriotic citizens are the ones who don't take undue advantage of their rights and make sure that they fulfill their duties. Patriotic persons are also aware that anything that goes wrong between the balance of rights and duties of citizens can disturb the equilibrium of freedom of citizens of the country. That is the least thing conscious citizens could do.

b. Fighting for a better nation

Fighting for a better nation doesn't mean getting involved in a wrangle with other citizens. It simply means acknowledging that like every other developing country, our country has lots of drawbacks and it is the responsibility of the citizens to do



away with these drawbacks. Hence, patriotic citizens voice their opinions on wrong doings that happen in the country, and about the things that are unjust, only to free the country from any sort of injustice.

c. Eagerness to make the country better

Patriotic citizens make constant efforts make a better country. That could be done in terms of career decision, social work, spreading awareness or even helping in saving resources. Conscious citizens are not those who expect other people to take the first step, rather they are the ones who take the initiative to take the tasks ahead.

d. Not taking undue advantage of privileges

Patriotic citizens consider taking undue advantage of their position in the society wrong. This could be in terms of very important culture, or general rights. They want things that they get naturally and do not go out of the way to get special benefits. The understanding that the rest of the population suffer because of this behavior come naturally to patriotic citizens and thus, they clearly define their principles. Patriotic citizens are not persons who are extraordinary; they are normal citizens who choose to behave in the best manner. Although it may be difficult to be ethical in today's world, it is not impossible. Conscious citizens do whatever is in their capacity to make ethical things. Patriotism is contagious and it often affects people around and this is the best way in which the conscious citizens help their country, by telling other people that the country is theirs too and they need to contribute to make it better.



Case Study

Roza is a nurse working at a government hospital in Ethiopia. Many patients come to the hospital from faraway places because it is a referral hospital. This hospital is known for providing good care, and there are many patients on the waiting list. Some of them are patients of chronic diseases such as diabetes and cancer and they have been waiting for several days to get treatment. A person who is at the bottom of the list offers Roza 500 Birr so that he may get treatment before other patients in the waiting list.

Based on the above case,

- Is it expected of Roza to accept the offer and give unfair favor to that person?*
- Assume that she did not accept the offer; How do you evaluate her from patriotic traits? Explain your answer.*
- What will happen if many other nurses working at this hospital engage in doing the same for other patients?*



LESSON 5

7.5. Duties expected of patriots

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

- Identify the duties expected from patriots*
- Explain the major factors that affect the common good*



Brainstorming

→ *What do you think are the duties expected of patriots?*

Patriotic citizens have many responsibilities including working for the well being of there community and promoting the interests of their country. Our everyday activities involve ethical decision because we assess what is right and wrong before we take action. Sometimes our private interests and the common good come in to conflict. As patriotic citizen you are responsible to promote the public interest, serve your community and contribute to the development of democracy in your country some common duties expected from patriots are:-

a. Knowing the true history of the country

History is part of social science that deals with social events. Although it deals with events that had happened, the writing of history could be distorted for various



reasons. Basically, it is distorted by historians who wants to entertain a given political ambitions or by historians who wrongly make use of wrong sources or sources that are not up to date.

History is the narration about the past based on the fact. Every historian should use facts to write history. Even though most historical accounts are based on evidence some of the can be misleading and far from the truth. This is because some writers use a certain fact and even creates evidence to construct history that is not true for whatever reason.

It is important to understand history what happened in the past can help us to understand and solve current problems. True history teaches us value whereas fabricated creates false impression that are used to mislead us. This means that the history you learn plays an important role in shaping your value and beliefs. This is why we say that understanding the true history is important to develop a sense of patriotic feeling towards our county. You have to each for the true history of Ethiopia to have clear understanding of the past and develop the sense of patriotism. It is only when citizens are aware of the correct history of their country that they could develop tolerance and mutual understanding to live in harmony as a member of the community.

Thus, patriots should have full knowledge of their true history and appreciate the role played not only by political leaders but also by nations, nationalities and peoples of Ethiopia in war, peace and development.

b. Promoting common good

This is a concept that denotes the subordination of personal interest to the good of the community called also as civic virtue. Society is the individuals whose interests are interdependent. The furtherance of community interest promotes the common goal in which individuals remain beneficiaries. It is only though joint effort against common problem that citizens promote the value and principles of democracy and by so doing perpetuate the well-being of their community and the nation at large.

One way which the common good could be promoted is by identifying state secret of utmost importance called importance of the county and defending them. State secrets are information whose exposure endangers the very existence of the nation. At time state secret could came to the knowledge of an individual or group owning



to profession, correspondence mere chance etc. these secrets could be military, foreign relation trade medical etc. secrets. Whatever the nature of the secret and no matter in what ways one become cognizant of them, so long as the secret endanger the community and threaten the interests and wellbeing of the nation they must be kept secret i.e. should not be communicated to a third party.

Group Discussion

You heard your father, who is a government official, saying that the government is to undertake a huge resettlement program in the coming year. Should this information, be kept as secret? Why?

The endeavor of all citizens to keep state secret for the common good, on the other hand, and working together on all kinds of common problems, on the other, creates common ground for mutual understanding among citizens. But promoting the common good by working with other presupposes respecting the right and the interests of partners and behaving in a civil manner. By behaving so citizens can be examples of virtue for the welfare of the community.

What are some factors affecting the common good?

There are instances where the common good could be affected by different circumstances. Above all the common good could be affected when an attempt is made rather to subordinate the community interests to personal interests. Selfish personal interests are manifested when individuals or groups endeavor to realize their ambition at the expense of the community. Selfish personal interests retard community spirit and joint effort for common purposes.

Another factor that works against the common good is corruption. Corruption is unlawful behavior characterized by such acts like nepotism and embezzlement which damage most personal interests and rights while favoring others. As an illegal act, it obliterates good governance and the prevalence of rule of law. Corruption makes citizens lose confidence in their government and be indifferent in what is going on.



in the country. As a result their esteem of civic virtue is affected and eventually disappears, while the existence of the nation falls at stake.

c. Poverty reduction

Poverty reduction is about reducing poverty to a level where citizens meet at least their basic necessities to life. Despite all the current technological advances, poverty has remained an extremely serious problem of the world. In fact, its level of magnitude varies from place to place. But at least for poorer countries poverty is the inability to meet the basic needs. Besides, prevalence of illiteracy, inadequate social services, lack of infrastructural development etc... are indicators of poverty.

Poverty kills personal esteem and self-confidence. More than this, poverty is a stumbling block for democracy. Because poverty is followed by inequalities, transgression and rebellion that work against democratic ideas are rampant. As a result, poverty weakens social cohesion and affects the welfare of the community. A country could be disintegrated and its very existence could be endangered as long as citizens are poor and unable to meet their basic needs. Ethiopia is the one poorest country in the world in all important respect.

d. Voluntarism

Voluntarism is a personal initiative taken to give service to the community not for price or personal enrichment. People volunteer to give services because they are interested in the cause because they enjoy helping others. Volunteering can provide valuable job experience to the individuals. In order to give volunteer services, citizens join together to form civic association through whom they address.

Voluntary activities or organization at community national or international levels share a common goal they aim to promote the wellbeing of people. But they defer from each other based on their focus some voluntary activities focuses on local and community problems such as water shortage school or health problems.



Case Study

Zeleke is an elementary school teacher in South Nations, Nationalities and Peoples Region. He was the student of the same school earlier. Having observed that the school lacks different teaching-learning materials including laboratory equipment and reference books in the library, he decides to do something by mobilizing the local community and former students of the school. To this effect, first he goes to the elders in the community and explains the problem the school is facing and asks them if they are willing to support the school. He also explains to them that his plan is to collect money from the community members and former students of the school. They agree, and he sends letters to all former students of the school who live in different parts of the country and outside the country. Then, he organizes a committee that included people from the community and the teachers of the school.

The committee manages to collect more than 200,000 birr and different equipment and books. Now the school has become one of the schools where quality education is offered in the region.

Based on the above case study answer the following questions:

- Do you know persons like Zeleke who take the initiative for this kind of voluntary activities?
- What is the significance of such voluntary activities in promoting the sense of patriotism?
- List problems that might be solved through this kind of voluntary activities at the community levels.



Unit summary

- Patriotism or national pride is the feeling of love, devotion, and sense of attachment to a homeland or the country and alliance with other citizens who share the same sentiment to create a feeling of oneness among the people.
- Nationalism, in modern history, refers to a movement in which the nation state is regarded as paramount for the realization of social, economic and cultural aspirations of the people. Nationalism is characterized principally by a feeling of communalism among the people, based on common descent, language, and religion.
- A country has a variety of citizens and each and every citizen contributes his/her country.
- Some of the citizens are highly conscious of their actions and wish to change the country for the better, a few are too busy with their own lives and seldom think about where the country is going. The rest are just there doing nothing for the country.
- There are seven types of patriotism adopted as the basis for the study which are Icon Patriotism, Symbolic Patriotism, Capital Patriotism and Environment Patriotism.



Glossary

<i>Chauvinism</i>	Being excessively or overly loyal to your country, race or gender, often at the expense of others.
<i>Common good</i>	The advantage or benefit of all people in society or in a group: In spite of our differences.
<i>National pride</i>	The positive affect that the public feels towards their country as a result of their national identity.
<i>Patriotism</i>	Devotion to and vigorous support for one's country.
<i>Voluntarism</i>	The principle or system of doing something by or relying on voluntary action or volunteers.

Unit review exercises

I. Write “True” if the statement is correct and writes “False” if the statement is incorrect

1. There is debate that patriotism has potential in binding the diverse people of a country in to an amalgamated whole
2. Poverty reduction deals with an idea of reducing poverty to a level where citizens meet at least their basic necessities to life
3. History is part of social science that deals with social events
4. Selfish personal interests strengthen community spirit and joint effort for common purposes.
5. It may be difficult in today’s world to be ethical, but it is not impossible
6. A patriotic citizen is the one who doesn’t take undue advantage of his/her rights and makes sure that he fulfills his duties.



II. Choose the correct answer for the following questions

1. Which one of the following is the manifestation modern patriotism?
 - A. Respecting the right and interests of the peoples
 - B. Respecting the national symbol of the country
 - C. Respecting rules and regulation of the country
 - D. All of the above
2. Which one of the following factors affecting the common good?
 - A. Selfish personal interests
 - B. Common spirit and joint effort of citizens
 - C. Socialized behavior of peoples
 - D. Prioritizing the benefits of societies
3. Which one of the following is included under the Characteristics of a Patriotic Citizen?
 - A. Fight for a better nation
 - B. A eagerness to make the country better
 - C. Aware of the rights and the duties
 - D. All of the above
4. Which one of the following statement expresses the traditional sense of patriotism?
 - A. Violating rules and regulation of the states
 - B. Disregarding constitutional principles
 - C. Scarifying one's life to protect the sovereignty of the country
 - D. All of the above
5. In a democratic system citizens are expected to be loyal to all. EXCEPT
 - A. To the constitution,
 - B. To the people,
 - C. To their elected government
 - D. To their own personal desire only



III. Match words or phrases under column ‘A’ with correct items of column ‘B’

A	B
1. Individual who shows his love for the country through actions	A. Patriotism
2. Strong commitment to democracy and human rights.	B. Nationalism
3. Readiness to give his or her life for the mother land	C. Icon patriotism
4. Love for and devotion to one’s country	D. Constitutional patriotism
5. Belief in the superiority or dominance of one group	E. Traditional patriotism
	F. Symbolic patriotism
	G. Environmental patriotism

IV. Fill the correct answer on the space provided

1. _____ refers to an irrational belief in the superiority or dominance of one group.
2. _____ is personal initiative taken to give service to the community not for price or personal enrichment.
3. _____ is more or less like the conscious citizen, he/she wants to know what is happening in the country

V. Give short answers for the following questions

1. Why is it important to show patriotism?
2. Explain the Bases of Patriotism.



UNIT 8

GLOBALIZATION AND GLOBAL ISSUES

Introduction

There are various issues and problems that connect them together as a result of revolutions in the sphere of information technology, transportation, and communications have been crucial in the creation of globalization processes. This unit is devoted to the discussion of the major global issues that have the potential to seriously impact the politics, security, environment, economy, culture and social life of the global society. It also briefly presents the concepts, dimensions, advantages and disadvantages of globalization and finally the ways or mechanisms of fighting the negative impacts of globalization.

Key Words: Climate change, Global issues, Global warming, Globalization, Terrorism

Learning outcomes:

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

- *Understand the concept of globalization*
- *Recognize the advantages and disadvantages of globalization*
- *Demonstrate ways of fighting the negative impacts of globalization*
- *Know contemporary global issues*

Lessons

1. *The meaning of globalization*
2. *Advantages and disadvantages of globalization*
3. *Fighting the negative impact of globalization*
4. *Major global issues*



1

LESSON

8.1. The meaning of globalization

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

- Define globalization*
- Identify dimensions of globalization*



Brainstorming

➔ *What is 'globalization' for you?*

- Globalization refers to the multiplicity of linkages and interconnections between the states and societies which make up the modern world system. It describes the process by which events, decisions, and activities in one part of the world can come to have significant consequences for individuals and communities in quite distant parts of the globe.
- Globalization is often used to refer to economic globalization, that is, integration of national economies into the international economy through trade, foreign direct investment, capital flows, migration, and the spread of technology.



8.1.2. Dimensions of globalization

The process of globalization is a combination of economic, social, cultural and political dimensions or elements.

- 1. Political dimensions of globalization:** refers to the intensification and expansion of political interrelations across the globe for different purposes. It is characterized by the diffusion of political policies, ideologies, political culture and institution across countries of the world.
- 2. Economic dimensions of globalization:** refers to the increasing interdependence of world economies as a result of the growing scale of cross-border trade of commodities and services, flow of international capital and rapid spread of technologies. It reflects the continuing expansion and mutual integration of market. It is also seen strictly in terms of a process of economic integration, increased flow of money, goods and services across borders.
- 3. Social dimensions of globalization:** refers to the sharing of ideas and information between and through different countries using internet, social media, etc. It also refers to the impact of globalization on the life and work of people, their families, and their societies. Concerns and issues are often raised in relation to the impact of globalization on employment, working conditions, income and social protection. This encompasses security, culture and identity, inclusion or exclusion and the cohesiveness of families and communities.
- 4. Cultural dimensions of globalization:** refers to the circulation and sharing of ideas, meanings and values across countries and cultures with the effect of increasing social contacts. Globalization is not only the flow of money and commodities, i.e., the process of integrating the economy, but also the process of becoming connected and integrated among the people everywhere through culture.

Activity 8.1



- Discuss the different elements or dimensions of globalization.**



LESSON 2

8.2. Advantages and disadvantages of globalization

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

- Identify advantages and disadvantages of globalization*



Brainstorming

- ➡ *Is globalization an opportunity or a threat?*



Figure 8.1 Globalization



Globalization has both advantages and disadvantages (positive and negative effects) Its advantage and disadvantage depends on the way governments of the world manage it. If countries manage it effectively to seize the opportunities, globalization will have positive effects/advantages. If not, it will have negative effects.

8.2.1. Advantage of globalization

Globalization has various advantages which positively affect the world community in several different ways. Some of the advantages/ benefits of globalization are:

a. Economic advantages

Globalization has led to a sharp increase in trade and economic exchange. The acceleration of economic exchange has led to strong global economic growth. It has also fostered rapid industrial development which contributed to the development of many technologies and commodities available to us nowadays. Globalization realizes a global common market based on the freedom of exchange of goods and capital. Increased trade to larger and more diverse markets results in greater revenues and increased domestic growth.

Advances in transportation, information and communications have resulted in unprecedented leaps in productivity, economic expansion and increased international trade. Globalization can also promote the emergence and appraisal of environmental comparative advantages, including the sustainable use of natural capital having economic value (forests, fisheries, tourist attractions), ecological value (natural sinks for the absorption of carbon and other pollutants) or aesthetic, historical or scientific value.

b. Political advantages

One major political advantage of globalization is that it makes information available on how other countries are governed and the freedoms and rights their people enjoy. Globalization creates universal awareness by defining basic and generally accepted principles of democratic governance such as good governance, transparency and accountability as guiding principles. The participation of countries in various international treaties plays a role for the protection of human rights at the international and regional level and increases the number of standards applied globally; e.g.



copyright laws, patent rights and world trade agreements. The political integration at the regional and international level promoted through globalization is likely to lead to a deeper cooperation in security issues.

Another important advantage of globalization is its influence on political culture at national and international level by creating a kind of common political culture among people in the world. Globalization also causes common human values like peace, justice, equality, freedom, democracy, competition and free election even if many countries have failed to promote them as principles.

c. Social advantage

Globalization has the following social advantages:

- Globalization has brought quantitative and qualitative transformations, both in social development in the society by creating opportunities for wider spread of materials and spiritual values.
- Globalization turned education to be market oriented, and this could enable labor to move from country to country to get jobs and to market their products. With the demand of fulfilling what the market needs, globalization forces states of the world have to adopt proper educational policies.
- The continuous dispersion of ideas, knowledge and beliefs, access to information from many new sources through the growing technology (mass-media, and internet), has increased travelling and migration of people, and improvements in areas like healthcare, education and ecological practices.
- The growth of technologies changes societies' living conditions, makes peoples life simple and easy. For example, internet, cell phones and computers enable people to communicate and quickly disseminate information.

d. Cultural advantage

Multiplication of economic and financial exchanges improves in areas such as migration, expatriation and travelling. These human exchanges contribute to the development of cultural exchanges. This means different customs and habits are shared among the world communities. Global communication marked by



globalization of mass media leads to multiculturalism. The growth of cross-cultural contacts; advent of new categories of consciousness and identities such as Globalism - which embodies cultural diffusion, the desire to consume and enjoy foreign products and ideas, adopt new technology and practices, and participate in a “world culture”, for example, the trading of coffee, which is said to be originally from Ethiopia, and consumed in many parts of the world. Due to commercial exchange, coffee has become a globally consumed commodity.

e. Financial advantage

Globalization simplifies financial regulations, eliminates mediators and breaks down the barriers between the world’s financial centers. The goal is to make easier the exchange of capital between the world’s financial players, for example, receiving money from relatives living abroad easily through money gram and other agents is one of the benefits of globalization. Globalization helps the emergence of worldwide financial market and gives better access to external financing of corporate, national and sub national borrowers.

8.2.2. Disadvantages of globalization



Globalization causes numerous negative impacts on the world states and people, particularly on the developing states:

a. Cultural loss/ insecurity

Apart from all the benefits globalization has had, cultural exchanges have homogenized cultures of the world. That is why some cultures, languages and traditional practices are disappearing from some countries. Globalization gradually leads to the obliteration and replacement of local and regional cultural practices,



which again threatens the existence of different identities and traditions. The imported cultures easily replace local cultures, causing reduction in diversity through hybridization or even assimilation. Westernized or Americanized cultures are wide spreading in the form of music and films in many countries of the world. Arguably the hegemonic effects of globalism and homogenization of culture as the capitalist globalist economy becomes the “only” way that countries may participate through the international forums leads to a destruction rather than an appreciation of differences in culture. Nowadays, some segments of the world population feel that their unique histories and values that govern their communities are under threat. For example, in many African countries the young generations prefer to eat western fast-foods, western cloths, rather than their own foods and traditional clothes, etc. Even when they talk, they mix English with local languages. They give a foreign name for their children. This clearly shows that they give up aspects of their identities for westernization of cultures

b. Political disadvantages

In the political sphere, globalization affects nations negatively in the following ways:

- Globalization has often pressured developing countries’ leaders to adopt models, strategies, policies and measures that are diametrically opposite to the feelings and sentiments of the vast majority of their people. This has led to the rise or reinforcement of authoritarian regimes. A good recent example of this is the pressure on many African governments to take certain measures in the fight against terrorism at the behest of external powers.
- Fragmentation of national economies, polities, societies and cultures that are triggered by globalization weaken national consciousness and cohesion, leading to social divisiveness and instability, which in turn facilitate the emergence of authoritarian rule.
- Globalization has given new characteristics to conflicts. Feeding these conflicts is the global traffic in weapons, involving new actors and blurring political and business interests.



c. Economic effects/ insecurity

- Despite its benefits, the economic growth driven by globalization is not done without negative effects. Globalization undermines the economic fabrics of many societies making them vulnerable to violation of markets and destroying the environment systematically. Economic globalization creates income inequalities, disproportionate wealth and trade that benefits world countries differently. That means some countries, companies and individuals benefit more from the phenomenon of globalization, while others lose from globalization. Globalization reinforces economic marginalization of developing economies and their dependence on a few primary goods for which demand and prices are externally determined. This in turn accentuates poverty and economic inequality as well as the ability of the majority in developing countries to participate meaningfully in the social and political life of their countries. Economic stagnation also triggers a substantial brain-drain from poor countries, further weakening the ability of these countries to manage their economies efficiently and effectively. While the scientific and technological forces unleashed by globalization facilitate, to some extent, access to advanced technology and information, this is reducing the development of indigenous technologies and distorting patterns of production in developing countries notably by utilizing capital intensive methods of production instead of labor-intensive ones, which in turn increase unemployment and poverty.

d. Social insecurity

The negative impacts of globalization on social security can be manifested in the form of insecurity in personal life, health, job and employment:

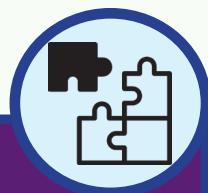
- Personal insecurity:** criminals obtain benefits from globalization. Deregulated capital markets, advances in information and communication technology and cheaper transport makes illicit trade in drugs, women, weapons and laundered make flows easier, faster and less restricted. which contributes to violence and crimes that threaten neighborhoods around the world. The internet is an easy vehicle for trafficking drugs, arms and women through nearly untraceable networks. Global crime groups have the power to



criminalize politics, business and the police, developing efficient networks, extending their reach deep and wide.

- **Job and income insecurity:** in both poor and rich countries, dislocations from economic and corporate restructuring, and from dismantling the institutions of social protection means greater insecurity in jobs and incomes. The pressures of global competition have led countries and employers to adopt more flexible labor policies with more precarious work arrangements.
- **Health insecurity:** growing travel and migration helps the spread of diseases, for instance HIV/AIDS and recently Covid-19. Such diseases first emerged in America and China, respectively, but the epidemic spread rapidly to new locations and affected people all over the world. AIDS has become a poor person's disease, taking a heavy toll on life expectancy, reversing the gains of recent decades.
- **Environmental insecurity:** globalization has negative effects on environment. The massive development in transportation system creates serious environmental problems such as green-house emission, global warming, and air pollution. Global economic growth and industrial productivity have big environmental consequences as they contribute to the depletion of natural resources, deforestation and the destruction of ecosystem and loss of biodiversity. The worldwide distribution of goods is also creating big garbage problems, especially plastic pollution. By promoting large scale industrial productions and globalized circulation of goods, globalization undermines resources, energy savings, and the limitations set for greenhouse gasses. As a result, globalization accelerates climate change and undermines respect for the principles of ecosystem.

Activity 8.2



✓ Discuss the advantages and disadvantages of globalization in Ethiopia in the political, economic, social and cultural aspects.



LESSON 3

8.3. Fighting the negative impact of globalization

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

- Describe the ways of fighting the negative impacts of globalization*

8.3.1. Ways of fighting the negative impacts of globalization



Brainstorming

- *What possible ways/mechanisms you forward for fighting the negative impacts of globalization?*

Despite the benefits led by the forces of globalization, a number of factors have contributed to increase uncertainty, risks, complexity and volatility. Ignoring the very real costs of globalization is not possible and defensible. Instead better management of the forces of globalization, at the national and international levels is the only way to build a better future for all communities of the world. In doing so, countries of the world have adopted different ways of fighting the negative impacts of globalization. Some of the ways/mechanism of fighting the negative impacts of globalization are:



a. Promoting indigenous knowledge

Through the forces of globalization, and the influences of institutions, such as, International Monetary Fund (IMF) and World Bank (WB), Western knowledge is produced and diffused to other parts of the world and counted as legitimate sources of all knowledge. Many developing countries are viewing western education as an instrument for their growth and they direct copy their education system from the western produced knowledge without considering the way of life's, socio-economic structure, political culture etc. of its people. This creates problems in developing countries because of the existing gabs of knowledge between the peoples the west and others.

As a possible mechanisms or solutions of tackling the negative impacts of globalization is that greater attention should be devoted to disseminate indigenous knowledge to citizens through incorporating in education system. Currently, redesigning an education system to cater for social, economic, political and cultural issues has been given emphasis by developing countries. Because indigenous knowledge has the potential for use in the form of practice and beliefs associated with various aspects of everyday living, local technologies, culture and expressions. Since indigenous knowledge arises directly out of real life experiences its application can motivate people them to see their knowledge is appreciated. It can also open up opportunities to build on the knowledge of their forebears. By indigenous knowledge here mean indigenous expression of creativity that has been passed down across generations in the areas of agriculture, healthcare (medicine), technology, food preparation, agriculture, conservation and management natural resource, and so on. Incorporating indigenous knowledge in to the education systems has contributed for the young in the developing countries to value their own creative efforts, to value traditional practices and beliefs rather than depending on technologies, cultures and beliefs derived from external countries and institutions.



Activity 8.3



- Explain the roles of indigenous knowledge in fighting against the negative impacts of globalization.***

b. Value for the importance of community development

Recognizing community as one of the pillars successful development strategies is the most important instrument for developing countries to reduce the influence of western initiative development programs/strategies, which lacks responsibility and ownership for its planning and execution. In communities, people working together, often with help from government and non-governmental organizations. In many developing countries, much important collective action is at the local level, for example, irrigation for agriculture is provided by a network of channels. These are maintained by the community which ensures that the water is shared fairly among the villages and villagers. These schemes have been so successful because they entail groups of people who take responsibility for one another, helping one another out and ensuring that each pay what is due. The people in the village know better than anyone else what will make a difference to their lives; they know how the money is spent, and any corruption hurts them directly. Having invested in the planning and execution of a project, they are more likely to feel ownership, a commitment to see it through to success, and therefore more likely to see it receive the funds required to maintain it. People in the community know best where a new well should be put, and projects with local participation have done so much better than programs designed outside the community.



c. Promoting indigenous social welfare/protection Programs

Social safety nets schemes, community organizations, and all other forms of government and community supported welfare protections are important instruments to reduce the dependence of external aids, in which developing countries are required to fulfill excessive conditionality. To manage the forces of globalization and to minimize its risks, developing countries should more and more focused on the leveling the social welfare/social protection policies for its subjects. It may be operating through various instruments such as: support for agriculture, education, health, and social food security. Social protection/social welfare programs or measures have provided the following roles:

- Protective measures: are basic transfers to stop vulnerable groups from starving. This may include programs focusing on public employment schemes, school feeding, regular cash transfers, etc.
- Preventive measures: stop people from falling into destitution and help them maintain their dignity and withstand modest shocks. Such measures, for example, are related with contributory social security, promoting savings and insurance, universal child allowances, etc.
- Promote measures: boost real incomes and capabilities with livelihood-promoting interventions.

Indigenous actors of social protection/social welfare have a significant role to play in advocating and promoting social protection for the vulnerable people by reducing vulnerability to external intervention from the rapidly globalizing world. This is for the reason that, indigenous and traditional support mechanisms in our country Ethiopia are the first line of defense against personal as well as community risks. For instance, traditional and religious, and community-based support mechanisms have been institutionalized for a long time. However, such actors have received little concern in spite of their potential socio-economic roles. Hence, there is a need to look for and capitalize on the positive sides of indigenous mechanisms of social protection.



d. Regional cooperation

Away in which global issues can be approached by groups of nations a more comparable economic status and with more compatible social and cultural behavior patterns. Regional cooperation is an important way of fighting the negative impacts of globalization. Regionalism intensify political and/ or economic processes of cooperation among states and other actors in particular geographic regions, which can be developed either from the decisions by companies to invest and by people to move within a region or from political, state-based efforts to create cohesive regional units and common policies for them. It is important to sustained cooperation (either formal or informal) among governments, non-governmental organizations, or the private sectors in three or more countries for mutual gains. Regional cooperation could enable different types of actors (states, regional institutions, societal organizations and other non-state actors) come to share certain fundamental values and norms. These actors also participate in a growing network of economic, cultural, scientific, diplomatic, political, and military interactions

The rationale of regional cooperation among less developed countries was fostering of transformation and the stimulation of productive capacities (industrialization), whereby investment and trading opportunities were being created. Regional organization was then built up to cope with one common problem and spill over to other problems. Regional cooperation is viewed as a functional response by states to the problems that derived from western domination. It is seen as the most effective means of solving common problems. In the first place, by creating trade blocs and cooperation frameworks, regionalism opposes the neoliberal ‘harmony of interest’ view of the world economy in favor of national (and regional) loyalties and frameworks. Conversely, the drive toward the formation of regions might be also motivated by the denial of a single universal culture (and ideology) and the promotion of alternative or pluralistic forms of social and political organizations other than the nation-states at the regional level.



Activity 8.4

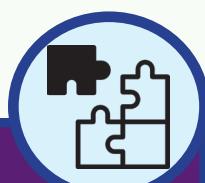


- How regional cooperation would be a possible solution for fighting the negative impacts of globalization?*

e. Providing an innovation fund

More effective would be a fund that directly encourages innovations of benefit to developing countries. A prize system, in which researchers are rewarded for the value of their innovations, would move incentives in the right direction. Those who make the really important discoveries who, for example, tackle diseases with no known cure would get big rewards. Big rewards too would go to those who research widespread and socially costly diseases. Not only would the developing countries benefit, but so would the developed ones, as their citizens would benefit from improved knowledge. Such kinds of measures have contributed for developing countries to minimize the cost importation of technological products.

Activity 8.5



- Summerize the possible mechanisms of fighting the negative effects of globalization?*



LESSON 4

8.4. Major global issues

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

- Specify identifying criteria of global issue*
- Explain the major global issues*

8.4.1. The concept of global issues



Brainstorming

→ *What does global issue mean?*

Global issues are issues that arise when two or more states cannot agree on how to solve a problem. It is also defined as any major trend, shock, or development that has a potential to impact globe seriously. A global issue is any issue that adversely affects the global community and environment like environmental issues, political crisis, etc. Global issues range in severity from minor issues that affect everyone to global catastrophic risks that threaten the existence of the entire human race. The problem can be as extremely global as nuclear proliferation, for example, how to prevent nuclear weapons' spread from large and powerful countries to every nation in the world, or it can be localized problem like the disagreement between two countries on how to demarcate their common boundary.



Criteria for identifying global issues



Brainstorming

→ *What makes an issue global?*

Although there can be many ways/ methods of identifying global issues, the following are some of the commonly used ones:

- The extent/ scope of the issue: to be called a global issue, the issue must be one which affects large parts of the globe (countries) and peoples, or not confined or limited to a specific area;
- The urgency/ intensity of a particular issue: the seriousness of the issue and the attention
- Given by all countries and peoples of the world;
- The centrality/ location of a particular issue: is partly an objective issue of geography implying that the closer an issue is to the powerful states, the greater the attention and significance it gets. The other dimension of this question is that it expresses the sensitivity of an issue and its links to other vital interests.

Major global issues



Brainstorming

→ *Can you mention some of the contemporary global issues?*



The contemporary world is characterized by a high degree of diversity and complexity in terms of social, cultural, political, economic and natural conditions. Diverse peoples of the world face diverse problems that affect them in a number of ways. Some of the problems and challenges are specific to each country and may require local or national efforts. On the contrary, most of the problems are universal in the sense that they are widely shared by countries and peoples of the world.

The followings are the top current global issues that pose actual and potential threats to humanity.

A. Climate change

Currently climate change and environmental degradation are among the greatest challenges facing humanity. While economic growth and technological innovations have led to a massive increase in global wealth, it has resulted in serious degradation of natural resources that accelerated climate change and is leading to emerging supply constraints. Greenhouse emissions and overexploitation of natural resources, soil erosion, and over fishing caused climate changes that reduced food production which is likely to put upward pressures on food prices. The world is experiencing a range of problems such as acid rain, forest destruction, decreasing biodiversity, desertification, contamination of oceans and destruction of the ozone layers, but the biggest problem of climate change is global warming. Global warming causes sea levels rise, increases frequency of droughts, resulting in the submersion of towns and villages in islands and coastal areas, a decline in agriculture and fishing, frequent occurrence of unusual weather (severe storms, floods, drought, and heat waves), the spread of infectious diseases, desertification and decreasing biodiversity and other destructing events.

Generally speaking, human activities are remarkably considered responsible for climate change. Among them are the followings:

- **Massive industrialization:** the expansion of global industrial production and consumption leads to extensive demand for energy, minerals and other natural resources which in turn result in the generation of harmful gases and particles as by-products that negatively affect the ecosystem.
- **Rapid population growth:** an increase in population means an increase in competition for the earth's limited resources and hence over grazing of pasture lands, over cultivation of farm lands, increasing deforestation to



convert forest lands in to farm lands and increasing demand for food that exerts enormous pressure on natural resource, etc.

- **Rapid urbanization:** urbanization, which is a concentration of large people, causes various social, economic and environmental problems like pollution and congestion or overcrowding in urban centers. Especially, cities and urban centers in the developing countries produce large quantities of garbage and waste materials from industries, services and households, use wood as sources of energy as well as for construction purpose and thus cause massive deforestation which, together with high concentration of automobiles, adds to the problem of air pollution.



Figure 8.2 Major global climatic effects (glacier, flood, deforestation, global warming, air pollution, wildfire, sea pollution)

Activity 8.6



What environmental problems is our globe suffering from?



B. Poverty and inequality

Poverty is one of the worst problems that the world is facing today. Although substantial progress has been made in reducing poverty, yet poverty remains deep and widespread. The poorest countries in the world are often hungry, have much less access to education, regularly have no light at night, and suffer from much poorer health. The growth of world population has increased the number of extremely poor people in the world, even though the share of people in extreme poverty is going down. Accompanying widespread poverty is widespread inequality, again as measured both by income and by other yardsticks. The income gap between poor and rich countries and the economic divide within countries has widened. In an increasing interdependent world, the high prevalence of persistence of poverty and inequality has implications for all countries. Deep deprivation weakens the capacity of states to combat terrorism, organized crime, armed conflict, and spread of disease. These in turn can have severe economic, environmental, and security consequences for neighboring states and the global community. Poverty and inequality and the associated outcomes can no longer be contained within national boundaries. This makes them global problems of huge proportions. This means that alleviating poverty and reducing inequality is critical to maintaining and strengthening regional and global stability.

Poverty is closely related to other development issues such as the environment and conflict. This relationship creates a vicious cycle in which poverty brings about destruction on the environment and the worsening environmental conditions exacerbate poverty. Poverty is also stated to have become a breeding ground for terrorists and the relationship between poverty and terrorism has received more attention since the terrorist attacks threaten world security. Extreme inequality perpetuates poverty and the concentration of economic and political power reduces economic efficiency. Poverty strengthens inequality-perpetuating institutions in three ways:

- Inequality discourages political participation of poor people, which, in turn, diminishes their access to education, healthcare, and other services that contribute to economic growth and development.
- Inequality often prevents the building and proper functioning of impartial institutions and observance of the rule of law.



- Inequality enables the wealthy to refuse to compromise politically or economically, which further weakens poor societies in a global society that requires relatively fast responses to economic developments.



Figure 8.3 The economic divide between the poor and wealthy of India

Activity 8.7



1. *Why inequality and poverty matter at global level?*
2. *Shouldn't they only be local or national matters?*



C. Population explosion

The world's population is increasing at an alarming rate. The rapid increase of population is putting incredible challenges on the environment, land, air, soil, water, security, health, etc. More population requires more utilization of resources, which in turn leads to over exploitation. More population means more cultivation of land, by clearing forests, more education and health facilities, more consumption of fuels, more deforestations, and more agricultural production that require utilization of fertilizers, and pesticides. Application of fertilizers and pesticides result in acidic rain and contribute to pollution of air, land and water. Over production depresses resources and biodiversity. The production of wastes, the destruction of natural habitats, pollution of water and air are becoming serious problems which affect the peoples of the world.

Population explosion not only causes political, economic, social and environmental insecurity to domestic governments, but it also threatens the global security. Peoples who do not get food, water, employment, access to farm lands and other basic needs get angry and frustrated, and thus more likely to resort to violence and conflict. The people who are domestically suffering by the turmoil and uncertainty of the disordered and unstable world have important role in motivating people to migrate abroad to search a better life. The revolution in communications and transportation has made people aware of conditions and opportunities in other parts of the world, as well as making travel to those areas.

Nowadays, migrants and refugees to most advanced countries are becoming the target of animosity and racism from fundamentalist groups who blame them for the high level of unemployment and decline in general living standards. This results in exclusion of migrants from political, social, and economic spheres by the extremists. As a result those migrants who feel excluded and segregated are likely to join and work with terrorist groups to revenge racists. This results in political insecurity in the host countries.

Activity 8.8



- Why is population explosion becoming a global issue?***



D. Unemployment

Unemployment is the state when the people are looking for jobs but cannot find them. It is one of the biggest issues facing the international community today. Unemployment locks people in poverty. It makes people less able to generate economic growth in the future, as people lose skills and become unemployed. It perpetuates inequality, with a disproportionate amount of wealth owned by a small minority of the population. It also affects social stability: in many developing countries developing conflicts, uprisings and unrests can be caused due to high youth unemployment.

Having significant number of people out of work can negatively impact a community's economic growth and development. It can have serious social repercussions because of unemployed people tend to feel also left out, leading to social exclusion, anxiety and lack of hope for the future. Given that people live in poor nations, not feeling that a better life is possible can result in people floundering in poverty and frustration, bringing fragile states down with them. Unemployment is a driver for exclusion and marginalization, with consequences including crime, drug trafficking and use, juvenile delinquency, family breakdown, domestic violence, and migration in search for better opportunities. Meaningful employment is essential for human dignity and a place in the community. It works in a spirit of service to the community and has important benefits including refining human character and empowering individuals to develop their human potential.

E. Disease

Growth in travel and migration helped the spread diseases, for instance HIV/AIDS and recently Covid-19. Such diseases were first found in America and China respectively, now the epidemic is spreading rapidly to new locations and affects peoples all over the world. AIDS has become a poor person's disease, taking a heavy toll on life expectancy, reversing the gains of recent decades.



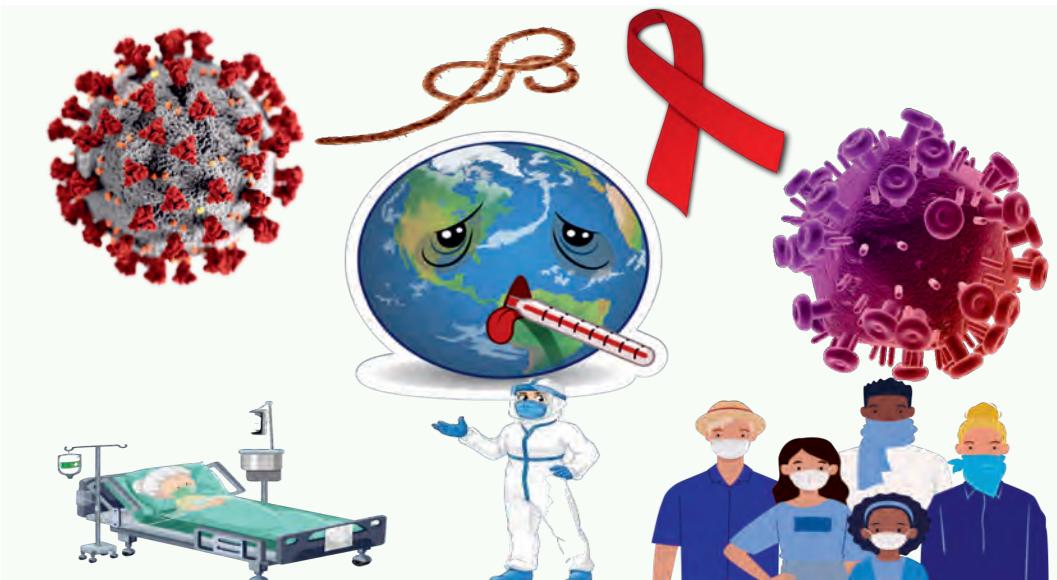


Figure 8.4. Global pandemics diseases

F. Terrorism



Figure 8.5 Terrorist attack around the world

Terrorism is difficult to define because it is inherently political. While many people could identify terrorist acts when they hear of them, the fact remains that most people lack a precise definition of the concept. Many would never think of acts done



on their own governments to be terrorism. The terrorist, on the other hand say it is a fight for independence, liberation, struggle, jihad, self-defense, or revolution.

The term terrorism is defined as the “use of violence against non-combatants, civilians or other persons normally considered to be illegitimate targets of military action for the purpose of attracting attention for a political cause, forcing those aloof from the struggle to join it, or intimidating opponents into concessions. It is also a global security problem characterized by the use of violence in the form of hostage taking, bombing, hijacking and other indiscriminate attacks on civilian targets.

Activity 8.9



- How terrorism becomes a global issue today?***

Unit summary

The contemporary world is characterized by a high degree of diversity and complexity in terms of social, cultural, political, economic and natural conditions and they are facing diverse global problems that affect all in a number of ways. These contemporary global issues have the potential to seriously impact the politics, security, environment, economy, culture and social life of the global society. Issues such as global terrorism, climate change and global warming, global inequality and poverty, population explosion (rapid population growth), government corruption, spreading of diseases, violence, migration and refugee crises and are the most pressing challenges of the global community.

Although revolutions in way of thinking and technological advancements have been crucial in the creation of globalization processes, it is also becoming instrumental in spreading challenges across the globe.



Glossary

Climate change	A change in the average conditions of temperature and rainfall over a long period of time
Cultural globalization	The integration and diffusion of ideas, values, meanings and cultures worldwide
Economic globalization	The increasing interdependence of world economies as a result of the growing scale of cross-border movements of goods, and services, capital and technologies.
Global issue	Any issue (problems, risks) that adversely affects the global community and environment.
Global warming	The gradual heating of earth's surface, oceans and atmosphere caused by human activity, primarily the burnings of fossil fuels.
Globalization	The speedup of movements and exchange of people, goods, services, capital, technology, or cultural practices all over the world.
Political globalization	The intensification and expansion of political interrelations across the globe for different purposes.
Population explosion	The rapid increase of the number of people in a particular species.
Social globalization	The sharing of ideas and information between and through different countries using internet, social media, etc...
Terrorism	The unlawful use of violence against civilians/property to intimidate or coerce the civilian population.
Unemployment	The state when the people are looking for jobs but cannot find them.
Weapons proliferation	A rapid and prolonged increase in the development, purchases and inventory of weapons.



Unit review exercises

Part I. Write “True” if the statement is correct, write “False” if the statement is incorrect.

1. All countries of the world are equally benefited from globalization.
2. Terrorism is the challenge for all countries of the world.
3. Now day's countries of the world are reaching consensus to find possible solution for climate change.
4. There is an agreement regarding to the cause of terrorism.

Part II: Choose the best answer among the choice given below each question.

1. The intensification and expansion of political interrelations across the globe for different purposes is termed as
 - A. Social dimension
 - B. Political dimension
 - C. Economic dimension
 - D. Cultural dimension
2. Why terrorism becomes a global agenda? Because
 - A. It devastates developed countries
 - B. It creates uncertainty in developing countries
 - C. It threatens the security of all countries of the world
 - D. All of the above
3. Which one of the following is not the most common types of terrorism?
 - A. Domestic terrorism
 - B. Nationalist terrorism
 - C. Religious terrorism
 - D. International terrorism
4. Which one of the following is included under the ways/ methods of identifying global issues?
 - A. The extent/ scope of the issue:
 - B. The urgency/ intensity of a particular issue
 - C. The centrality/ location of a particular issue
 - D. All of the above



Part III. Match items under column "A" with appropriate concepts with item under column "B".

A

1. The interdependence of world countries through cross-border trade
2. The sharing of ideas and information between peoples of different countries through technology
3. The diffusion of ideologies, political culture and institution across countries of the world.
4. The intensification and expansion of traditions, norms, and customs across the globe.

B

- A. Political globalization
- B. Social globalization
- C. Economic globalization
- D. Cultural globalization
- E. Religious globalization
- F. Environmental globalization

PART IV: Write short answers for the following questions.

1. Discuss the advantage and disadvantage of globalization
2. Briefly discuss the reasons for climate change and global warming



