

CIVICS AND **ETHICAL** **EDUCATION**

Teacher Guide
Grade 12

Written and Edited by

Girma Alemayehu Dano
Helen Papworth



Federal Democratic Republic of Ethiopia
Ministry of Education



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Foreword

Education and development are closely related endeavours. This is the main reason why it is said that education is the key instrument in Ethiopia's development. The fast and globalised world we now live in requires new knowledge, skills, attitudes and values on the part of each individual. It is with this objective that the curriculum, which is a reflection of a country's education system, must be responsive to changing conditions.

It is more than fifteen years since Ethiopia launched and implemented the *Education and Training Policy*. Since then our country has made remarkable progress in terms of access, equity and relevance. Vigorous efforts also have been made, and continue to be made, to improve the quality of education.

To continue this progress, the Ministry of Education has developed a Framework for Curriculum Development. The Framework covers all pre-primary, primary, general secondary and preparatory subjects and grades. It aims to reinforce the basic tenets and principles outlined in the *Education and Training Policy*, and provides guidance on the preparation of all subsequent curriculum materials — including this teacher guide and the student textbooks that come with it — to be based on active-learning methods and a competency-based approach.

Publication of a new Framework and revised textbooks and teacher guides are not the sole solution to improving the quality of education in any country. Continued improvement calls for the efforts of all stakeholders. The teacher's role must become more flexible ranging from lecturer to motivator, guide and facilitator. To assist this, teachers have been given, and will continue to receive, training on the strategies suggested in the Framework and in this teacher guide.

Teachers are urged read this guide carefully and to support their students by putting into action the strategies and activities suggested in it. The guide includes possible answers for the review questions at the end of each unit in the student textbook, but these answers should not bar the students from looking for alternative answers. What is required is that the students are able to come up with, and explain knowledgeably, their own possible answers to the questions in the textbook.

Ministry of Education

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INTRODUCTION TO THE TEACHER GUIDE

The guidance begins with an introductory page to each unit including the main aims and objectives to be reached and references to any additional resources that may be available.

For each lesson there are guidance notes including:

CLASS PREPARATION: INSTRUCTIONAL AIDS

This section includes any visual aids or other resources which may be useful in the lesson.

STARTER ACTIVITY

Starter activities are included to:

- motivate the class;
- identify prior knowledge and experience;
- introduce the subject of the lesson;
- prepare the students for active participation in the class.

There will be a suggestion on how this starter activity could be delivered. This should last between 5 and 10 minutes to enable the rest of the lesson to be covered.

READINGS

Those concepts that require further explanation are supported by additional readings. For example:

1. Parliamentary and presidential democracy.
 - This section compares the two forms of democracy....

CASE STUDIES

Case studies, found in the students' textbooks to contextualize the themes and concepts, are expanded with additional information in this teacher guide.

ACTIVITIES

These are for guidance only. They can be delivered in other ways or alternative activities can be included. To help you understand what is required from each activity, there will be further information and suggested answers may be provided. For example:

1. Discussion on how the three organs of government work.

- Points that may arise from this are....

Additional activities may also be included with guidance on how they can be implemented.

At the end of each set of guidance notes, there are:

LESSON PLANS

A sample is provided for each unit to indicate how one lesson could be planned. These are for guidance and show how other resources, such as Plasma, may be used.

UNIT REVIEW EXERCISE ANSWERS

These are at the end of each unit and, where the answers may be confusing or where there may be two or more correct answers, an explanation is given. These questions encourage the students to argue constructively and think laterally.

UNIT 1 BUILDING A DEMOCRATIC SYSTEM

By the end of this unit, the students will be able to:

- recognize the necessity of a democratic system.
- realize the difference between authority and power.
- understand the relationship between constitutional rights and constitutional obligations.
- appreciate the importance of foreign relations.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	The Necessity of a Democratic System	<ul style="list-style-type: none"> • explain the principles of democracy. • explain the features of a constitutional democratic system. • identify between direct and representative democracy. • state the differences between parliamentary and presidential democracy. 	Faggian, R (2008), <i>The Basics of Peace Education for World Citizens</i> Addis Ababa: Arada Books Blindenbacher R. and Ostien A. (editors) (2005), <i>A Global Dialogue of Federalism, Volume 1</i> London: MQUP
2	Authority and Power	<ul style="list-style-type: none"> • describe what is meant by authority. • describe how authority should be exercised within the legal framework. 	
3	Constitutional Rights versus Constitutional Obligations	<ul style="list-style-type: none"> • list constitutional rights and constitutional obligations. 	
4	State Power Distribution in Ethiopia	<ul style="list-style-type: none"> • explain the structure of the state and political power distribution in federal Ethiopia. 	
5	Ethiopian Foreign Relations	<ul style="list-style-type: none"> • explain the principles of the Ethiopian foreign relations. 	Bahru Zewde (2007 reprint), <i>A History of Modern Ethiopia 1855–1991, Second Edition</i> , Addis Ababa: University Press Henze P.B. (2007), <i>The Derg in Decline Ethiopia in Mengistu's Final Years Volume 1</i> , Addis Ababa: Shama.

LESSON 1

THE NECESSITY OF A DEMOCRATIC SYSTEM

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures (short films) showing people at a polling station; the inauguration of a president or prime minister;

STARTER ACTIVITY

- Why is a democratic system necessary?

The topic could be delivered as a question inviting oral responses from the whole class, or the students could work with neighbours (in pairs or threes) or small groups to encourage all to participate. The feedback should enable you to judge how much the students have remembered from previous grades.

READINGS

- Explanations about democratic systems
1. Direct and representative democracy.
 - This is a revision of previous grades.
 2. Parliamentary and presidential democracy.
 - Parliamentary democracies exist in Britain, Israel and India.
 - In the British parliamentary government, the head of the executive is the Prime Minister but he/she is also a member of the legislative which selects their leader. One advantage of this system of democracy is the closer linkage between executive and legislative which can make it more efficient while still maintaining checks and balances. Members of Parliament (MPs) are elected by the people in their constituency (geographical area represented by one MP) at a general election. The political party with the majority of MPs runs the government, or shares power with another party in a coalition government. MPs usually vote according to their political party's policy but sometimes they can vote according to their conscience or based on their constituency's needs. One disadvantage

is the amount of power that a prime minister can hold. He/she has the authority to choose the cabinet (leading government members) and change it at any time.

- Presidential democracies exist in the United States, Russia and France.
- In the US presidential system, the President is elected by the electoral college in a separate process to the election of Senate and House of Representatives. An electoral college is organized every four years. It is made up of representatives from each state (electors) selected according to their own state's legislature who could each vote for two people, one of whom must be a resident of another state. The person with the highest number of votes would become the president. The President heads the Executive Branch with a range of departments. The Legislative Branch is formed of the House of Representatives, which protects people's interests, and the Senate which represents their state's interests. Finally, the Judicial branch is made up of judges in the Supreme Court, who are nominated by the Executive and ratified by the Senate.
- The third system, explained in the students' text, is clear. The main point is that, in this system, like in the presidential system, the president is elected by popular vote. But this is not the end of the story. The prime minister, who is the head of government, like in the parliamentary system, is elected from the winning party in parliament. A typical example is Australia where "the constitution combines US-style federalism with British institutions of parliamentary responsible government whereby the prime minister is selected from amongst the members of parliament." Source: p7-8 *A Global Dialogue of Federalism*

CASE STUDY

Thomas Jefferson — The author of Declaration of Independence

- Life, liberty and property were the rights identified by John Locke (1632 – 1704) as essential for all people. Life, because people want to be secure and survive; liberty, because people want freedom to make their own decisions and live as they please; property, because people want to be able to work and earn money to gain goods including a home and tools to ensure survival. These were called natural rights and were considered ‘unalienable’ (we use the term inalienable).
- “Jefferson believed they were laws made by a Supreme Being for the benefit of human beings.” Source: p3 Center for Civic Education *We the People* US.
- “Locke and other natural rights philosophers said that the purpose of government is to protect natural rights. Thomas Jefferson agreed and in the Declaration of Independence argued that the protection of rights is the main purpose of government.”

ACTIVITIES

1. Imagine that the whole class is a state; separate it into unitary or federal arrangements (*i.e.*, smaller sections). Illustrate how the three types of democratic system, Parliamentary, Presidential and Combined Parliamentary and Presidential Democracy, elect their president and/or prime minister.
- You will need to organize the class into small groups and explain the task. First, each group should consider how a parliamentary prime minister is elected. This can be demonstrated by each area returning a member who, with other members of the same party, choose their leader.
- In the presidential election, the people elect

representatives to vote for a member from their own group and one from another. The one with the winning votes is the president.

- The combined primary and presidential democracy requires each area to perform both the activities to elect both a prime minister and a president.
2. Discuss how these rights, life, liberty and the pursuit of happiness, impacted on the future development of democracy.
 - The rights to life, liberty and the pursuit of happiness are basic human rights. They are historical and have formed the basis of a growing number of rights which include political, civil, economic, social and cultural rights. As people realized these basic rights, they were able to demand more and work towards equality of opportunity within their nation. Until a person was assured of these ‘natural’ rights, others were available only to the privileged.
 - “Human rights are the product of human civilization. In this sense they are historical rights; they emerged gradually through the struggles of many people fighting for their emancipation and well-being. They arose also from the economic and technological transformation of human conditions. Because they are the result of historical and human development we must expect them to continue to enlarge and develop, just as we and our cultures continue to do.” Source: p16 Faggian, R (2008) *The Basics of Peace Education for World Citizens* Addis Ababa: Arada Books

AN ADDITIONAL ACTIVITY

Students could identify rights not included in the FDRE Constitution or other international instruments, that they believe should be respected by all. This may be difficult but will make the students inquisitive. For example, the right to be equally rich in society, etc.

See sample lesson plan on page 13.

LESSON 2

AUTHORITY AND POWER

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures (short films) showing policemen in uniform performing duties
- Map of Africa

STARTER ACTIVITY

- What do you understand by authority and power?

Students could be asked to write down their definitions, then share them with the rest of the class. Their responses will help you to identify what they have learnt in previous grades.

READINGS

- Explanations about authority and power
- Authority is power combined with the right to use that power. The right to use power usually comes from laws, customs, or principles of morality. For example, police officers have the authority to arrest a person because the law gives them that right. Likewise, parliament has the authority to pass a law because the Constitution gives it that right. Source: p5 *Foundation of Democracy*
- But power and authority do not always go together. It is possible to have power and no authority. A bully in the classroom may force other students to do what he/she wants without approval of the class. Similarly a dictator, or a monarch, could try to run a nation without the approval of the people. A person with authority has been given the power to act in a particular role within an organization or a country.
- At a national level, a leader may be given that authority by the electorate (as identified in presidents or prime ministers who have been voted into power by people or their representatives). As democracy has expanded in Africa, the number of leaders who have authority to lead has grown.

- Ghana was the first colonial state to gain independence from Britain in 1957 and its first leader was Kwame Nkrumah, who, under British governance, had already been democratically elected prime minister in 1951. “The prime minister...was regarded as a leader of outstanding ability, popularly elected, with six years of experience of running a government.” Source: p27 Meredith, M (2005) *The State of Africa* London: Free Press
- He had the authority to run the country according to their new constitution.
- The experience of power with authority turned to power without authority as leaders, like Nkrumah, became ambitious and sought even greater power. “In one country after another, African leaders acted in contempt of constitutional rules and agreements they had sworn to uphold to enhance their own power. Constitutions were either amended or rewritten or simply ignored. Checks and balances were removed. Nkrumah’s first amendment to the constitution — abolishing regional assemblies — was introduced only two years after independence.” Source: p165 Meredith

CASE STUDY

Mobutu — Zaire’s powerful ruler

- One example of Mobutu’s power is described by Meredith (p297). “Mobutu next turned to self-enrichment on a scale unsurpassed anywhere else in Africa. In 1973, citing the need to give Zaire greater economic independence, he ordered the seizure of some 2,000 foreign-owned enterprises — farms, plantations, ranches, factories, wholesale firms and retail shops. No provision was made for compensation. Mobutu described his decree as a ‘radicalisation of the revolution’. But instead of the state taking control, the

enterprises were handed out to individuals as private property. The main beneficiaries were Mobutu and members of his family.”

ACTIVITIES

1. In small groups role play a situation where one person exerts power and another authority. Analyze the performances.
 - What should arise from this are the characteristics of a dictator, or autocratic leader, compared to someone who has authority based on rules or a legal document.
 2. Research and report on other countries where power has been seized without authority.
 - By providing reference to other sources including the history teacher, students could complete this assignment in their own time, either individually or in small groups.
 - Examples in Africa include: Nkrumah in Ghana, Nasser in Egypt, Houphouet in Cote d’Ivoire, Jean-Bedel Bokassa in The Central African Empire, Gnassingbe Eyedema in Togo, Charles Taylor in Liberia, Hastings Banda in Malawi, Idi Amin in Uganda and Mugabe in Zimbabwe.
 - Elsewhere in the world, books are available on Adolf Hitler, Benito Mussolini, General Franco etc. History teachers could provide experiences of other countries.
-

LESSON 3**CONSTITUTIONAL RIGHTS VERSUS CONSTITUTIONAL OBLIGATIONS****CLASS PREPARATION: INSTRUCTIONAL AIDS**

- The Federal Constitution and a Regional Constitution

STARTER ACTIVITY

- What are your constitutional rights and obligations? State some of them.

Students could work in pairs, then you can gather some responses for the whole class to hear. Their knowledge of the Constitution should be broad and this will help to identify what they have learnt in previous grades.

READINGS

- Explanations about the Constitution
1. Constitutional rights.
 - The FDRE Constitution lists the Rights in Chapter 3 (Articles 13 – 44).
 2. Constitutional obligations.
 - The obligations are embedded in these rights. For example, on the basis of Article 29, sub-article 2, “Everyone has the right to freedom of expression without interference.” But, obviously this right does not include the right to defame the personality of someone. The Constitution is also explicit in demonstrating that the rights recognized in Article 29 could be limited “in order to protect the well-being of the youth and the honour and reputation of individuals.” It should be understood that there are no rights that go without obligations.

CASE STUDIES

1. The dilemma of rights versus obligations

- Freedom of thought, opinion and expression, the subject of Article 29, is the focus of this case study. How far can one express these rights before risk of breaking the law is a concern of people in many countries with similar laws or constitutions.
- In the US civil rights movement, the constitution ensured that citizens had rights of protest through freedom of speech, the press, assembly and petitioning. Martin Luther King Jr said: “The right of people peaceably to assemble and to petition the government for the redress of grievances shall not be abridged. That’s the First Amendment.” Source: p130 We the People
- When the First Amendment was written it was known that the government should not be able to interfere with any person or group’s freedom to write or publish.
- There are times, however, when freedom of expression is suppressed for the country’s security and courts have used laws to prohibit speech or writings that would be dangerous to society or individuals, particularly during conflicts. This is true across the world but some governments exert greater controls on censorship than others. Zimbabwe was one such nation that did not allow press freedom.
- The freedom of media is sometimes restricted where it might prejudice court proceedings or lead to libel or slander. Untrue statements cannot be made about any person although some satirical views push these limits to the edge.

ACTIVITIES

1. In small groups, consider how far you can take your right to freedom of thought, opinion and expression before you risk prohibition by the law. Can a work of art, drama or music be interpreted as unlawful?
 - There are examples across the world and throughout history of works of art, drama and music being outlawed for a number of reasons. Sometimes it is to protect the public for obscenities (this has resulted in many countries having film censorship which may decide that a film needs to cut scenes that may offend or only allow adults to view it). Artwork and music are difficult to define as unlawful, particularly if they are abstract, but some regimes have banned certain works.
 - Examples have been where there is profound blasphemy or anti-government statements in lyrics and nudity or explicit sexual content in paintings or sculpture. One newspaper article in Ethiopia stated: “Censorship officials in China on anti-vulgarity mission have created a backlash after trying to censor great Renaissance art.” (February 2009)
-

LESSON 4

STATE POWER DISTRIBUTION IN ETHIOPIA

CLASS PREPARATION: INSTRUCTIONAL AIDS

- The Federal Constitution and a regional constitution

STARTER ACTIVITY

- Describe an aspect of state power distribution under one of the Ethiopian systems of government. Share your ideas with others in class.

Students could be asked to work independently to encourage all to participate. Finally gather some responses for the whole class to hear.

READINGS

- Explanations about state power distribution
1. Distribution of state and political powers.
- In other parts of the world the federal system of government exists with differing powers and status given to the states. The constitutions of these countries decide where there should be two or more orders of government and how far those regional and local governments should act in determining the operation of the federal government. “The federal constitution also determines the range of discretion available to the component units of the federal system in creating their own polities. Federal systems differ in the extent to which they allow component units to determine their form of government, the purposes for which they will exercise political power, and the rights that they will protect. In India and Nigeria, for example, the component units do not have free-standing subnational

constitutions... By contrast, in Australia and the United States (among others), the component units devise and revise their own constitutions. ...Federal systems engaged in the task of social and economic transformation — such as India and South Africa — have tended to choose a highly centralized federalism... When powers are divided between the federal government and the component units, the federal constitution typically provides a mechanism for policing the division of authority, usually a constitutional court or a supreme court... The tendency toward federal dominance may be particularly strong in systems in which the federal government dominates the collection and distribution of tax revenues, as in Germany and India... Finally, the resurgence of ethnic, linguistic and religious loyalties has created challenges for virtually all federal systems, as they seek to combine unity and diversity”. Source: p46 – 48 Blindenbacher and Ostien (Ed) (2005) *A Global Dialogue on Federalism Vol 1* Canada: MQUP

CASE STUDY

The ratification of the first constitution of the Southern Nations, Nationalities and Peoples’ Region.

- It would be interesting to find out how the constitution of your region was formed and ratified and compare it with the experience in SNNPR.

ACTIVITIES

1. How do you evaluate your Regional Government’s

empowerment to administer schools? What are the advantages and disadvantages of this distribution of power?

- Issues that may arise from this include local variations. Your students may feel that their Regional Government is fully equipped and should cite examples. However, some regions may appear to struggle to meet their responsibilities.
- When considering the advantages of regional administration they should note the cultural

awareness and relative proximity to local resources (where regions are far from Addis Ababa). Disadvantages may include lack of expertise and resources.

2. What are the responsibilities of the citizens in the formulation and ratification of their constitution? Discuss in groups.
 - Students should realize that a constitution is owned by the people and citizens should therefore play an active part in its formulation and ratification.

LESSON 5

ETHIOPIAN FOREIGN RELATIONS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- The Federal Constitution and world map

STARTER ACTIVITY

- Identify one of the roles of Ethiopia's foreign relations.

Students could be asked to work with neighbours (in pairs or threes). Finally gather some responses for the whole class to hear.

READINGS

- Explanations about Ethiopia's Foreign Relations
1. Foreign relations and Constitution.
- The following issues are further explained:
 - Foreign policy follows the domestic policy of a country. One domestic policy is to increase the country's economy through exporting surplus agricultural produce, particularly coffee, flowers and leather goods. By encouraging foreign investment in these industries, while strengthening the support internally through business loans etc., the country hopes to expand its exports.
 - When a change of government occurs, that country's foreign policy may change. During the imperial regime, Haile Selassie I made great efforts to form close links with western countries. The links with Britain following the Italian occupation led to some advantages for both countries, though Britain held extensive power over Ethiopia's finance and administration for a number of years following liberation. "...the emperor had to seek the approval of the Commander-in-Chief of the British Forces in East Africa... to exercise the basic prerogative of a sovereign state: declaration of war. Conversely, at the request of the same British officer, the emperor would be obliged to declare a state of

emergency in the country, which would give that officer extraordinary powers." Source: p179 Bahru Zewde (2007rp) *A History of Modern Ethiopia 1855 – 1991 Second Edition* Addis Ababa: University Press

- Even though the Anglo-Ethiopian Agreement (1944) gave Ethiopia more independence and restored some sovereign rights, Britain still had considerable control over the country, particularly in Eritrea and the Ogaden which was not fully restored to Ethiopia until 1954. These land issues contributed to the emperor turning to the United States for diplomatic support. By 1950s, the US had a communications base in Asmara and was providing military assistance to Ethiopia. This link also led to the setting up of Ethiopian Airlines and an improvement in the country's road network. One other major influence was on education with Peace Corps Volunteers from 1960s and an educational system modelled partly on American lines. By the 1970s, there was anti-American feeling among some Ethiopians at the same time as the US was withdrawing support.
- Following the Ethiopian Revolution in 1974, the foreign policy shifted to the communist bloc in the east from where Mengistu sought economic and military support. This enabled the defeat of the US backed Somalia in the battle over the Ogaden. By the end of the 1980s, events were changing as communism began to disintegrate in favour of capitalism in many eastern bloc countries and the Soviet Union no longer offered the same support to Ethiopia. In 1990, Mengistu announced reforms including, "a program to attract foreign investment and partnerships between Ethiopians and foreigners in all aspects of the economy," Source: p61 Henze P.B. (2007) *The Derg in Decline Ethiopia in Mengistu's Final Years Volume 1* Addis Ababa: Shama

- With the development of the FDRE and the 1995 Constitution, came a need to recognise the approval from the rest of the world that the country was moving towards being a democracy and the necessity to build the country’s capacity through foreign aid and a better economy. This was partly realized through the inclusion of Article 85.
- Geographical features and the natural resources shared by more than one country may lead to foreign policy decision on how best to utilize them. There is further reference to the dispute over the waters of the Blue Nile in Unit 6, Lesson 4. As far as the FDRE Government is concerned, in the document, The ‘FDRE Foreign Relations and Security Policy and Strategy’ states as goals that: the foreign policy and security of the country has to be able to:
 - create a conducive situation for quick development and building a democratic system where all citizens shall benefit;
 - within the globalization framework, open opportunities to gain markets, investments and technical support;
 - reduce the obstacle of globalization on the development of the country through individual and group efforts;
 - avoid or at least mitigate against, foreign danger that will threaten the stability and peace of the country.
- Therefore, the major function of foreign policy is to promote the economy. Promotion of the economy is a major role for the government through its foreign relations. A press report stated, “The government has been repeatedly revising the investment laws and regulations and introduced various investment incentives in the country. The country’s infrastructure has improved remarkably. The government’s consolidated effort to attract can be evidenced by the increasing flow of FDI to the country in the past several years. The Ethiopian economy

is the fourth fastest growing economy in Africa.” (February 2009)

2. Article 86, Principles of Foreign Relations.

- The six sub-articles are reproduced in the student’s book. The sub-articles could be used with what is provided in the readings to further elaborate the goals and aims of the Ethiopian foreign policy.

ACTIVITIES

1. How should foreign policy and diplomacy benefit Ethiopia in the future? Discuss in small groups.
 - Issues that may arise from this include the benefits of foreign investments, the advantages of strong connections with many developed countries to strengthen the economy and the involvement with other African nations to increase exports and ensure peace and stability on the borders.
2. How can good relations between countries promote peace and, in turn, further development?
 - From past experiences in Ethiopia, particularly during the military regime, it is clear that border disputes not only damage the potential for peaceful relations between those countries, but lead to a cost in terms of lives and resources which could be put to better use. “Western governments were distrustful of Mengistu’s communist dictatorship, alienated by his constant anti-Western rhetoric and critical of both his lavish spending on the tenth anniversary celebrations and his spending on defence in general — more than half of Ethiopia’s budget was directed towards maintaining an army of 300,000 in the field. Western officials were determined to ensure that Western aid was not used in a way that would allow him to concentrate his resources on fighting wars, keeping his regime in power while leaving the West to deal with the consequences of famine.” Source: p337 Meredith, M. (2005) *The State of Africa* London: Free Press.

SAMPLE LESSON PLAN

LESSON 1

Time	Teacher Activity	Student Activity
10	Warm up activity Why is a democratic system necessary?	Work in pairs to brainstorm their ideas for half the time then share their ideas with the rest of the class.
10	Note responses on board or paper, then help students to read text.	Read individually, stopping to reflect on the different forms of democracy with teacher.
5	Explain activity: Imagine that the whole class is a state; separate it into unitary or federal arrangements (<i>i.e.</i> , smaller sections).	Work in small groups, each representing a unitary or federal regions. When asked to illustrate each democratic system, decide how to nominate president and/or prime minister.
10	Read case study with class and answer question: Discuss how these rights, <i>life, liberty and the pursuit of happiness</i> , impacted on the future development of democracy.	Work as a class sharing ideas about how each right influenced the emergence of democracy in different parts of the world.
5	Draw conclusions from the session and ask students to read 'remember'.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

- Which one of the following statements is correct?
 - Constitutionalism has existed ever since states came into existence.
 - Rule of men and rule of law are concepts that express similar things.
 - A democratic system makes every citizen equal.
 - A democratic system creates equal opportunities for citizens.

Answer: (d)
- Which one of the following countries has combined Parliamentary and Presidential democracy?
 - USA
 - France
 - UK
 - South Africa

Answer: (b)
- In which of the following systems do checks and balances work better?
 - Parliamentary Democracy
 - Presidential Democracy
 - The hybrid of the two
 - All

Answer: (d)

4. When the President of a democratic country has the power to veto bills from Parliament, the system refers to:

- (a) Presidential Democracy
- (b) Combined Presidential and Parliamentary Democracy
- (c) Parliamentary Democracy
- (d) All

Answer: (a)

5. Which one of the following is not true of democracy?

- (a) Rule of law
- (b) Legitimate power and authority
- (c) Rule of men
- (d) Free and fair election

Answer: (c)

PART II – MATCHING

Column A	Column B
1. Authority and Power (E)	A. Citizens’ obligations
2. Presidential Democracy (D)	B. Federal administration
3. Paying tax (A)	C. Government responsibilities
4. Protecting the country and its people (C)	D. USA
5. Ethiopia (B)	E. Legitimate or illegitimate

PART III – SHORT ANSWERS

1. Explain Parliamentary Democracy.

Ans. A Parliamentary democracy is a system where power resides in the parliament which elects the heads of the executive organ of the government.

2. What are the conditions for a government to have legitimate power and authority?

Ans. The legitimacy and power of government is from the consent of the people.

3. What do you understand by economic diplomacy?

Ans. Economic diplomacy is a type of diplomacy where a country tries to attract foreign investors to accelerate its development.

4. What differences do you observe between Parliamentary and Presidential Democracy?

Ans. In Presidential Democracy the executive, as opposed to the parliamentary system, is elected by the public.

UNIT 2 RULE OF LAW

By the end of this unit, the students will be able to:

- recognize the making of a constitution in Ethiopia.
- realize the methods of conflict management.
- appreciate the place of laws in the fight against corruption.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Constitution and Other Laws	<ul style="list-style-type: none"> • describe the methods of making a constitution in Ethiopia. • explain the relationship between a constitution and other laws. 	
2	Rule of Law and Management of Conflict	<ul style="list-style-type: none"> • explain the role of rules of law as an instrument for maintaining order and security. • enumerate the criteria for evaluating rules. • explain the judicial protection due to individuals or groups. 	
3	Rule of Law and Governments	<ul style="list-style-type: none"> • explain what distinguishes limited government from the unlimited one. 	
4	Rule of Law and the Fight against Corruption	<ul style="list-style-type: none"> • describe ways of struggling against corruption. 	<ul style="list-style-type: none"> • Meredith, M. (2005) <i>The State of Africa</i> London: Free Press

LESSON 1

CONSTITUTION AND OTHER LAWS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- The federal constitution and a regional constitution.

STARTER ACTIVITY

- Do you know about the different methods of making constitutions?
- What do you think is the relationship between a constitution and other laws of Ethiopia?

The topic could be delivered as a question inviting oral responses from the whole class or the students could work with neighbours. From their answers you should identify what they remember from previous grades.

READINGS

Explanations about making constitutions and laws.

1. Preparation of the constitution.

- Preparation of a constitution is different from country to country. For example, in America, to set up a somewhat strong federal government (which had not been the case until 1787), fifty-five delegates attended the Philadelphia or Constitutional Convention, as it was known. It was attended by personalities such as George Washington, James Madison, Benjamin Franklin, etc. The people who attended the Constitutional Conference are sometimes called the Framers of the Constitution. Therefore, the US Constitution which went into effect was framed by means of a convention attended by the representatives of the member states.
- In Australia, as a British colony, the Constitution was originally enacted by the British Parliament. After independence, this constitution was

approved “through a relatively popular process of referendums...”

- Constitution making in Ethiopia had also been carried out differently from region to region. The Imperial Constitutions of 1931 and 1955 were simply a grant by the Emperor to his people. The Constitution that was made in 1987 was prepared by the henchmen of the political system without popular participation. Besides these, there are constitutions which are not found in one document, *i.e.*, unwritten constitutions which are based on norms, values and precedence.
- #### 2. Amending a constitution.
- A constitutional amendment occurs when there emerges new political, economic or social relations to be taken into account. All written constitutions have amendment procedures included in the constitution, the character of which differs from country to country. Some constitutional procedures demand the consent of two-thirds majority or more, which the constitution names a rigid constitution. Other constitutions could be amended by a one-third vote or a simple majority *i.e.*, 50 + 1. These constitutions are labelled as flexible.
- #### 3. Hierarchy of laws.
- By now students are clear about the concept of a hierarchy of laws. The point of emphasis is that the constitution is a supreme law — at the top of all other laws. The law to be enacted by the parliament is below the constitution but above the rules enacted by the Council of Ministers. Likewise, the rules made by the Council of Ministers are still above the directives to be enacted by the ministries.

ACTIVITIES

1. Form small groups. Identify a need for a new law and write it down. Pass this to another group so that each group should receive another group's idea. Consider whether their idea for a law is valid. If so, on the basis of this newly formulated law, should there be an amendment to the Constitution or to other laws? Justify your decision. Discuss as a class.
 - Points that may arise from this are, first, how sensible the new law appears. It could be anything from changing the age of voting to stopping smoking in public places. Any suggestion that is accepted should then be judged on how important it is for society *e.g.*, would it require an amendment to the Constitution?
2. Why should the Constitution be regarded as supreme? Discuss in small groups and share ideas with the rest of the class.
 - Because it is a document that has the consent of the people, who has the ultimate power is an expression of the will of the people, not the legislative, the judiciary or the executive. Moreover, a constitution deals with all areas of basic relations political, social, economic etc., and is a guideline for all national activities.

AN ADDITIONAL ACTIVITY

Students could compare their regional constitution with the Federal Constitution and present their ideas on where the difference lie to the rest of the class.

LESSON 2

RULE OF LAW AND MANAGEMENT OF CONFLICT

CLASS PREPARATION: INSTRUCTIONAL AIDS

- The Federal Constitution and a regional constitution

STARTER ACTIVITY

- How do you reach a solution, when your interests and the interests of your friends are divergent?

This activity should be kept short with students possibly working in pairs and getting feedback from a small sample for the class to hear.

READINGS

- Explanations about Law and Conflict
- Conflict arises when there is misunderstanding resulting, most often, from conflict of interests. Owing to their natural differences, human beings have different interests which are, at times, irreconcilable; and this should not be a surprise. But the most important thing is to work to resolve the differences in a manner that, as far as possible, satisfies the contending parties. The conflict could be solved, as indicated in the text, through different mechanisms. But the salient point is, whatever mechanisms are used, the workings of procedural justice should not be affected. The goals of procedural justice are:
 - to increase the chances that all information necessary for making wise and just decisions is gathered;
 - to ensure the wise and just use of information on the making of decisions;
 - to protect the right to privacy, human dignity, freedom, and other important values and interests such as distributive justice and corrective justice; and
 - to promote efficiency. Source: p199 *Foundation of Democracy, Center of Civic Education*

ACTIVITIES

1. The Rule of Law is one of the pillars of democracy.

Who should respect the Rule of Law? Debate as a class.

2. Discuss in different groups the differences and similarities between the three alternative ways of conflict management and resolution. Why would you choose alternative means of conflict resolution rather than taking the conflicting issues to the court? Discuss in groups and present your idea to the class.
3. Identify a recent conflict. What were the causes/reasons for this conflict? How is the conflict being resolved or how do you think it should be resolved? Work in small groups to discuss these issues.
4. Look at your school regulations and evaluate them on the basis of these criteria. Share your findings with the rest of the class.
5. What do you mean by due process of law? Discuss in each of your groups and present your idea to the class.
 - Discuss in groups on the above mentioned principle of due process of law in relation to the FDRE constitution. List Articles of the FDRE constitution mentioned above and discuss. Each of the group will present its reflection to the class.
 - What do you think is the role of the judiciary in protecting individual right in the court? Bring some practical local examples and discuss in each of the groups and present your reflection to the class.
 - All the answers for these exercises depend on the views of the students. You are required to employ different methods: debating, group work, role play etc., to elicit response from the students. One point, however, that needs to be emphasized is the conflict resolution mechanism. The major advantage of resolving conflict peacefully, without resource to court, is it will avoid a sense of grudge or enmity because the case will be concluded by a win-win approach with no party having the feeling of loss.

LESSON 3

RULE OF LAW AND GOVERNMENTS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- The Federal Constitution and a regional constitution

STARTER ACTIVITY

- Why do you think it is important to limit the power of the federal and regional governments?

Students could be asked to work independently or with neighbours (in pairs or threes) or in small groups to encourage all to participate. Finally gather some responses for the whole class to hear.

READINGS

- Explanations about the Law
1. Sharing power through federalism
 - Law is the binding element in governing the relations in society and it must be respected by all. Law is non-partisan having no bias towards class, gender, ethnicity, culture and its purpose is to serve all without discrimination. "...in the eyes of the law, there is no superior, dominant, ruling class of citizens. There is no caste here. Our constitution is colour-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful." Source: p330 quote by John Marshall Harlan *Civitas*
 - Federalism is a system of government meant to entertain the interests of different groups and avoid concentration of power in one area. "Power is shared between two sets of governmental institutions, those of the states and those of the central or federal authorities, as stipulated by the Constitution. Although federal law is the supreme law of the land, it does not cover certain subjects of governance, which are the province of state or local authority." p15

2. FDRE Constitution Article 50: Structure of the Organs of State
 - As the federal estate was established to divide power between the federal or central government and the states, Articles 50 and 51 of the FDRE Constitution clearly delineates the power of each entity. The students should be able to clearly explain the difference between the two structures in terms of power.

ACTIVITIES

1. What makes federalism a necessity in Ethiopia? Discuss in small groups and present your summary to the class.
 - Ethiopia is a multicultural country. There are different people with their own language, religion and other cultural traits. Because the peoples' right had been violated by the former governments of Ethiopia, it led to civil wars which threatened the very existence of the country. Federalism was opted to recognize the full rights of the people and, by so doing, to accelerate the development of the country. Therefore, federalism is a panacea for the political, social, economic etc., ills of the country.
2. On the basis of this Constitution, compare the current system of federalist government in Ethiopia with previous ones in terms of the self-administration of the regions and the rights of the people.
 - The previous government of Ethiopia believed that Ethiopia was a homogenous country and they remained resolutely opposed to the idea of diversity, as a result of which they did not respect the peoples' right to self-determination, nor respected their human and democratic rights.

AN ADDITIONAL ACTIVITY

Students could argue the merits of democracy, or the Federal Constitution's working side by side with the states' constitutions.

LESSON 4

RULE OF LAW AND THE FIGHT AGAINST CORRUPTION

CLASS PREPARATION: INSTRUCTIONAL AIDS

- The Federal Constitution and a regional constitution

STARTER ACTIVITY

- What do you think should be taken as immediate and serious measures to punish the corrupt?
- What do you think should be your role in combating corruption at the country level?

Students could be asked to work independently. You should gather some responses for the whole class to hear.

READINGS

- Explanations about the Law and Corruption
1. Causes for prevalence of corruption
 - In the text, absence of rule of law and lack of exemplary ethical leadership were cited as important causes of corruption. Across African states few emerged unscathed by corruption. Meredith identified Botswana as one such country which, maintained an administration free of corruption.
 - But for the most part, Africa has suffered grievously at the hands of its Big Men and its ruling elites. Their preoccupation, above all, has been to hold power for the purpose of self-enrichment... Even when regimes have changed hands, new governments, whatever promises they made on arrival, have lost little time in adopting the habits of their predecessors. When Kenya's Daniel arap Moi was eventually obliged to stand down at the end of 2002, after twenty-four

years in power, investigators estimated that he and his cronies had looted as much as \$3 billion. Moi's successor Mwai Kibaki spoke of inheriting 'a country badly ravaged by years of misrule and ineptitude' and he pledged to root out corruption... Source p686-7, but his record on corruption was not promising either.

2. Preventative and curative approaches
 - Citizens have an important role to play in stopping corruption. In preventing it, people need to be aware of where it is happening and raise awareness among the appropriate authorities. Accepting it and not reporting corruption, not only condones such action, but encourages it to persist. The people who suffer are those are the poor, so it is vital that students are encouraged to be vigilant and try to stop it. They should be clear of the laws against corruption and the penalties for participating in giving and receiving such benefits. One problem may be loyalty to a family member, or acquaintance who is involved. Discuss how local support could be provided in such cases.

CASE STUDY

Staff members arrested for alleged corruption offence

- This real example is typical of the unlawful activities that take place and students should share their feelings about the crime and the impact it has on society as well as their friends and families.

ACTIVITIES

1. Research and report on any evidence of corrupt

practices in your local area. Share your findings with the rest of the class.

- The students will need your support to carry out this exercise, with evidence from the media and other sources to identify cases that have taken place.
2. In small groups, role play the prosecution of one of the situations from the case study. Identify the

causes of the case, the role of the institution and the roles of the individuals involved. Consider how this case could have been prevented.

- Encourage the groups to question why corruption took place and the roles as if they were considering what sentence should be given by the courts. Ask them what they would do to prevent further cases.

See sample lesson plan on page 22.

SAMPLE LESSON PLAN

LESSON 4

Time	Teacher Activity	Student Activity
5	Warm up activity <ul style="list-style-type: none"> • What do you think should be taken as immediate and serious measures to punish the corrupt? • What do you think should be your role in combating corruption at the country level? 	Work individually, then share their ideas with the rest of the class.
5	Note responses on board or paper then help students to read text.	Read individually, stopping to reflect on the rule of law and fight against corruption.
15	Explain activity:	Research and report on any evidence of corrupt practices in your local area. Share your findings with the rest of the class.
10	Read case study with class and help students organize activity. Those groups that perform well could be asked to perform to the whole class.	In small groups, role play the prosecution of one of the situations from the case study. Identify the causes of the case, the role of the institution and the roles of the individuals involved. Consider how this case could have been prevented.
5	Draw conclusions from the session and ask students to read ‘remember’.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. If a law made is found to be in conflict with the Constitution, what should be done?
 - (a) make the law null and void
 - (b) make the Constitution null and void
 - (c) re-write the law in such a way that it does not contradict the Constitution
 - (d) (a) or (c)

Answer: (d)
2. “No man is above the law” refers to:
 - (a) popular sovereignty
 - (b) separation of power
 - (c) rule of law
 - (d) parliamentary supremacy

Answer: (c)
3. A federal state may have:
 - (a) only one constitution
 - (b) two constitutions

- (c) two or more constitutions (d) three constitutions

Answer: (a)

4. Constitutions are normally written by a body known as:

- (a) the parliament (b) constituent assembly
(c) the council of ministers (d) a group of lawyers

Answer: (b)

5. The conduct of legal proceedings according to established rules and principles for the protection of and enforcement of private rights is known as:

- (a) procedural justice (b) due process of law
(c) separation of power (d) parliamentary supremacy

Answer: (a)

PART II – TRUE OR FALSE

1. It is right if his Excellency, the Minister for Justice, tells a judge that his decision concerning his son's case is wrong and that he should change the decision.

Answer: false

2. Judges sometimes can change laws made by the parliament.

Answer: false

3. The rule of law limits the authority of the government and its officials but, they can decide on any matter as they wish.

Answer: false

4. Laws are considered as primary legislation or proclamation enacted by the highest legislative organ of the country called the Parliament.

Answer: true

5. Lack of exemplary ethical leadership, in most cases, provides encouragement for corruption.

Answer: true

PART III – SHORT ANSWERS

1. Identify some of the criteria for evaluating rules and laws.

Ans. They must be fair, clear and applicable.

2. List some of the basic elements of the principle of due process of law.

Ans. Due process of law includes the right to habeas corpus, presumption of innocence etc.

3. Describe the alternative means of conflict management.

Ans. There are various means of conflict management in different cultures that are mentioned in the textbook. Students should be encouraged to present some of them.

4. Give at least two reasons why it is important to limit the power of government, both at the central and the regional levels, in the federal republic states.

Ans. It protects citizens, rights not to be violated and it bars the government not to become autocratic.

UNIT 3 EQUALITY

By the end of this unit, the students will be able to:

- appreciate the struggle of the nation, nationalities and peoples of Ethiopia.
- understand the notion of conflict of interest.
- recognize the necessity of affirmative action.
- realize the importance of recognizing unity in diversity.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	The History of the Ethiopian Peoples' Struggle against Oppression	<ul style="list-style-type: none"> • describe the struggles of the Ethiopian people against autocratic governments. 	<ul style="list-style-type: none"> • Bahru Zewde (2007 reprint) <i>A History of Modern Ethiopia 1855 – 1991 Second Edition</i> Addis Ababa: University Press • Henze P.B. (2007) <i>The Derg in Decline Ethiopia in Mengistu's Final Years Volume 1</i> Addis Ababa: Shama • Meredith, M. (2005) <i>The State of Africa</i> London: Free Press
2	Conflict of Interests	<ul style="list-style-type: none"> • describe the conflicting notion of the individual's rights and group rights. 	
3	Equality and the Notion of Affirmative Action	<ul style="list-style-type: none"> • explain the role of affirmative action in redressing past discrimination against women. 	
4	Unity in Diversity	<ul style="list-style-type: none"> • explain how the cultural equality strengthens the unity of the country. 	

LESSON 1

THE HISTORY OF THE ETHIOPIAN PEOPLES' STRUGGLE AGAINST OPPRESSION

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc., showing the struggle of Ethiopian people against tyranny

STARTER ACTIVITY

- What are the major features of autocratic governments?

Encourage all to participate in a brainstorm activity and identify what they remember from previous lessons.

READINGS

- Explanations about the struggle against oppression in Ethiopia
1. Ethiopian peasants' struggle
 - Peasants in Ethiopia suffered under both the imperial and military governments. Meredith wrote, "Under the Civil Code of Ethiopia, promulgated in 1967, tenants were required to pay 75 percent of their produce to landlords, to provide free labour for the landlord's farm, free transport for his crops, free firewood for his fuel, free service as domestic servants, cooks and guards, and free construction of his granaries. In some places where peasants had special skills in pottery, weaving, tanning or metalwork, they were bound by law to provide these services free as well. Tenants lived in perpetual fear of eviction." p207
 2. Woyane and the Gojam peasant revolts
 - These are described briefly in the student texts.
 3. Bale peasant rebellion (1963–1970), the Yeju peasant uprising (1948 and 1970) and the Gedeo peasant rebellion (1960)
 - The Bale rebellion erupted after the peasants were alienated by increases in land taxes and the attitude of government officials. It was

exacerbated by the enforced settlement of Christians in a predominantly Muslim region. At first the government tried to pacify the rebels by promising to return confiscated land but later, after the deaths of two governors, the response was more brutal and the rebellion collapsed.

- In Yeju there were two separate uprisings; the first following the alienation of peasant lands which led to an attack on a prison and the freeing of prisoners. "The rebellion was finally suppressed ...and the leaders were publicly flogged on a market-day. Another uprising in 1970 was provoked by encroachments of mechanized farming on pasture-land. The peasants managed to kill the leading beneficiary of that process... before their uprising was quelled." Source: p218 Zewde.
- The Gedeo uprising was also related to land tenure with many not only losing their income, but also seeing their culture erode. The tenants refused to pay the erbo payments to their landlords and, with crude weapons, tried unsuccessfully to confront the landlord's and government armed forces. After the death of over a hundred peasants and the destruction of their properties, the revolt was finally suppressed and they admitted defeat.
- 4. Ethiopian Revolution (1974)
 - The revolution did not happen overnight, nor did it erupt in violence, but was a period of growing tension and opposition to the government and the emperor fuelled by discontent among students, soldiers and, as fuel prices soared, taxi drivers. Students had showed concern and opposition, particularly after the famine in Wollo province in 1973 which left thousands dead.
 - Then, early in 1974, there were incidents in the army as enlisted men protested about lack of food

and water, pay and conditions. The first mutiny was in Neghelle but, as news spread, revolts broke out in Debre Zeit air force base, in Asmara and in the Fourth Division in Addis Ababa. Haile Selassie responded with concessions, increased pay and the sacking of some officers. At the same time, there were protests in Addis Ababa as students demonstrated over educational reform plans and teachers demanded higher pay. Fuel prices had increased across the world with the energy crisis which followed the Arab-Israeli War and this led taxi drivers to strike alongside labour unions protesting over pay and prices. Despite the emperor's attempts to pacify protesters and offer reforms, more strikes and demonstrations followed with students bearing placards demanding: Land to the Tiller etc.

- Instead of the government responding with serious reform, the army was sent to deal with the problem. Within the armed forces a group of officers formed a military committee, the Derg, which moved slowly but steadily towards breaking down the imperial government including the emperor's own institutions such as the Ministry of the Pen, and finally dethroning Haile Selassie and imprisoning his family and his advisors. Listening to those Derg officials sent to arrest him, Haile Selassie responded saying that, "if the revolution was good for the people then he too supported it and would not oppose his dethronement." Source: p216 Meredith
5. The struggle to overthrow the Derg (1975–1991)
- This struggle to overthrow the military regime started immediately after the Derg usurped power. Several political organizations were formed around 1975 among which the Ethiopian People's Revolutionary Party (EPRP), the Tigray People's Liberation Front (TPLF) – conventionally called the Second Woyane Movement – and the All Ethiopian Socialist Movement (AESM) were the prominent ones.
 - Most of the anti-Derg movements had a declared objective of waging an armed struggle to overthrow the military regime and ensure the

prevalence of democracy and equality in the country. In spite of this declared choice of armed struggle, it was only the TPLF which managed to conduct a truly popular and successful armed struggle. In the course of the struggle, the other parties made several mistakes and proved to be incorrigible which again prompted internal crisis within the movements. The crisis in the EPRP once again led to the starting of a democratic movement within the party, which finally dissociated itself from the EPRP and formed the Ethiopian Peoples' Democratic Movement (EPDM).

- The TPLF right from its inception had to fight its way to secure its existence and ensure a broad based support from the people of Tigray. After effectively foiling repeated military campaigns by the Military regime, the TPLF grew as a formidable democratic movement and was able to create its own large liberated area. The EPDM also initiated another multinational peoples' liberation movement in Wollo/Amhara region and passed through many hurdles that made it one of the growing forces at that time.
- In 1988, the TPLF reached a stage where it was able to attack many garrisons of the military regime and start waves of attack which liberated much of Tigray and the advance of the struggle to central Ethiopia became only a matter of time. It was around this time that the TPLF and the EPDM agreed to form the Ethiopian Peoples' Revolutionary Democratic Front (EPRDF). The EPRDF was again joined by the newly formed liberation movement, the Oromo Peoples' Democratic Organization (OPDO) and the Ethiopian Democratic Officers' Revolutionary Movement (EDORM).
- After a long and arduous struggle, the EPRDF forces eventually unleashed the strategic offensive starting from early 1990 and continued up to the end of the year. The advance to the central and southern parts of Ethiopia was completed in early 1991, and the successful completion of the

liberation war that brought about the downfall of the military regime and the ushering of the democratic era in Ethiopia was heralded on 28 May 1991.

ACTIVITIES

1. There were other peasant rebellions in addition to the Woyane and the Gojam peasant revolts. Some of them were the Bale peasant rebellion (1963–1970), the Yeju peasant uprising (1948 and 1970) and the Gedeo peasant rebellion (1960). Choose one of them and research it; then produce a report to discuss the causes of the rebellions in the class.
 - In addition to the information that is provided here in the teacher guide, students could also refer to the history department and their previous study of this subject.
2. Carry out small group research into the causes of the Ethiopian Revolution. What were the achievements and the failures?
 - From this guide and from other sources you should provide students with additional information to support their research. In general, the reason for the 1974 revolution could be said to be the people’s unwillingness to be governed and the government of Haile Selassie’s inability to govern. Serious poverty and backwardness, violation of human and democratic rights, the worsening situation in the life of the army, the educated elite’s susceptibility to change etc., all contributed to trigger the revolution. The achievements included the end of the imperial government and everything that was wrong with it. The biggest failure was the emergence of the military government, particularly when Mengistu took over the leadership. There was opposition to this from the earliest days as students, teachers, leftist groups and labour organizations unsuccessfully demanded a ‘Provisional People’s Government’. Students should be able to get more information from the history department.
3. Discuss the following as a class:
 - Which were the major political parties that had seats in the parliament of the transitional government?
 - What were the major achievements of the transitional government?
 - A Conference held in July 1991 identified the need for a solution to governing a multiethnic state. While the members of the conference did not represent all organizations, those in attendance expressed support for a government based on ethnic rights but left it to a multinational council to act by proclamation during the two-year transition period. This transitional government had representatives from the EPRDF, the OLF (Oromo Liberation Front) and different ethnic organizations.
 - Its major achievements were:
 - to give Eritrea self-governance up to the date of a referendum;
 - to set up a New Economic Policy. Source: p233 – 236 Marcus *A History of Ethiopia*
 - a smooth transition from a period of war and insecurity to one of peace and stability,
 - setting a conducive situation and prerequisites for the transition towards an elected government,
 - the establishment of a Constitutional Commission and Constituent Assembly,
 - the establishment of an electoral board and the promulgation of the Constitution,
 - relentless effort to ensure the delivery of relief assistance to areas ravaged by war and drought.

LESSON 2

CONFLICT OF INTERESTS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE Constitution

STARTER ACTIVITY

- What do you know about group rights and individual rights?
- What is the difference between the two?

Students could be asked to work independently then gather some responses for the whole class to hear.

READINGS

- Explanations about conflict of interests
1. Group rights
 - Group rights, as the name implies, are those rights that concern the whole group as opposed to individual rights. In this sense, from 1994 in South Africa, Mandela’s government tried to support those groups that had been disadvantaged but there was a problem in creating a growing black middle class where a large number of the population were untrained or inexperienced and many were still in poverty. It was his successor, Thabo Mbeki, who saw the need to transform society. Although the gap between rich and poor grew wider in the first ten years, the opportunities for many blacks had improved by 2004. For an even greater number things stayed the same or got worse with high unemployment, huge numbers living below the poverty line and crime rampant.
 - In many developing parts of the world the rights of people with disabilities are protected. In Britain the Disability Discrimination Act of 1995 aimed to stop discrimination against people with disabilities in most areas of employment (excluding forces and small businesses). The

provisions of this Act requires employers to modify their premises and equipment as well as providing appropriate supervision and support for the disabled person.

2. Ethiopian context
 - Ethiopians speak over 80 languages yet, during previous governments, the language of education and legal courts was predominantly Amharic.
 - Article 39 of the FDRE Constitution lists the rights of Nations, Nationalities and Peoples and includes the “right to speak, to write and to develop its own language; to express, to develop and to promote its culture, and to preserve its history.” (sub-article 2).
 - This Article also allows the right to self-government (being able to establish government institutions in its territory) and the right to secession if the requirements are met.
 - The definition of a “Nation, Nationality or People” for the purpose of the Constitution is “a group of people who have or share a large measure of a common culture or similar customs, mutual intelligibility of language, belief in a common or related identities, a common psychological make-up, and who inhabit an identifiable, predominantly contiguous territory.” (sub-article 5) In Ethiopia, both group rights and individual rights are recognized by the FDRE Constitution.

ACTIVITIES

1. Form groups and discuss the following: How are the rights of the Nations, Nationalities and Peoples of Ethiopia protected by the Constitution? Identify examples of individual rights and group rights.
 - The sub-articles of Article 39 provide most of the

evidence of group rights within the Constitution. Article 47 identifies the member states and the procedures for any Nation, Nationality or People to form its own state.

- The rights of individuals are located throughout Part 1 and Part 2 (Human Rights and Democratic Rights).
- There are also group rights for women (Article 35) and children (Article 36).

ADDITIONAL ACTIVITIES

Ask students to consider the implications of providing primary education for all, including those with a disability (physical or mental). A SWOT analysis could be produced showing the Strengths, Weaknesses, Opportunities and Threats of such action.

See sample lesson plan on page 35

LESSON 3

EQUALITY AND THE NOTION OF AFFIRMATIVE ACTION

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Federal and state’s constitutions

STARTER ACTIVITY

What is the relationship between affirmative action and women’s participation in development?

Students could be asked to work with neighbours then share responses with the whole class.

READINGS

- Explanations about affirmative action
1. Affirmative action
 - In the US in 1960s the President, Lyndon Johnson, supported a program of positive (affirmative) action for groups previously discriminated against. The programs were designed ‘to make equality of opportunity a reality. They say affirmative action helps remedy the wrongs and reduce the handicaps caused by the unjust way women and minorities have been treated in the past.’ Source: p148 We the People Affirmative action in the United States included African Americans among other minority groups. The case study identifies one white person’s response to such a program. Critics stated that it went against a person’s right to be rewarded according to his/her own merits and not based on favouritism, privilege or membership of a particular group. Such treatment, they felt, led to a new form of inequality.
 2. Women and affirmative action
 - In Ethiopia females were identified as needing affirmative action, especially in education where the ratio of females to males, particularly in secondary and higher education, was particularly weak. Such action has also had critics, particularly where it was felt that male students with ability were being discriminated against. Another problem is the lack of support

for those receiving affirmative action when they achieve a place in higher education. There is a resource implication as many females entering higher education or college with lower grades need academic support to catch up with their peers. This is a dilemma facing providers in other countries where minority groups have been given affirmative action. The long term consequences in Ethiopia should result in more female teachers, particularly in secondary schools and higher education, which will provide greater incentive for girls to stay in school and should change the attitudes, not only of other students and teachers, but also parents and members of local communities. It is apparent that there is increasing gender equality in education in the urban areas as seen in the case study. Problems in rural areas have to be tackled to encourage more females to participate in education beyond primary school. These include preventing abduction and improving sanitation.

3. FDRE’s Constitution, Article 35 (3)
 - This sub-article in the Constitution is positive in its design to right previous wrongs and to ensure greater participation, not only in education, but also in the political, social and economic life of the country. Are there similar statements in the regional constitutions?

CASE STUDIES

1. Challenging affirmative action
 - Bakke’s case led to guidelines in the US stating that: such programs should be temporary arrangements to remedy the consequences of past discrimination; such programs should remedy the consequences of past discrimination in a specific rather than general problem of society’s injustice; there should be limitations on the unfair consequences for nonminority individuals. Source: p150 We the People

2. Number of male and female students enrolled in College of Social Sciences, Addis Ababa University from 1995–2000 E. C.
 - While the trend here for female applications appears to be steadying after a yearly increase, it is worth comparing it with figures for enrolments in other colleges, particularly in rural areas, and also looking at drop-out rates for males and females in higher education.

ACTIVITIES

1. Form groups and discuss the following questions.
 - How do you see the argument of Allan Bakke?
 - Would you support the court’s decision if it admitted Bakke, who had a good academic results, in place of black student with lower grades? Why?
 - How do you see the affirmative action which has been practiced in Ethiopia to provide extra opportunities to university education to female students?
 - Do you think that these actions go against the principle of equality between men and women?
 - This activity could lead to a lively debate for and against affirmative action if there is a division of responses to these questions. It should not be assumed that all female students support affirmative action, particularly if they are high achievers by their own merit. Ask both males and females how they would react if they were in a different situation (*e.g.*, males with good grades to consider the position of females with borderline grades and vice versa).
2. Discuss the following questions as a class.
 - How do you see the change in the percentage of female and male students enrolled in the College of Social Sciences from 1995 E.C. to 2000 E.C.?
 - Do you think that having better opportunities to access university education helps women to participate more in politics?

- For the first question ask why they think the most recent data showed a reduction in female enrolments. Do they think that trend is likely to continue?
 - In identifying the correlation between university education and participation in politics you need to question what attributes, skills, personality etc., are needed to get into politics. In some countries the ‘working class’ have proved to be excellent politicians because they understand their constituents. Also ask what skills and experience higher education offers anyone with an interest in politics. If possible, locate information on local female politicians (in the regional as well as federal government) and identify how many had a university education.
 - Education enables one to read and write, skills which are very important in communicating with others; this includes individual ability as well as being able to use modern technology. But, more than this, education enables one to see the world differently and argue rationally, comprehensively and convincingly, which are the criteria for active participation in politics.
3. Do the following task as an assignment. Collect the number of 12th Grade students in your school over the past 5 years and compare the number of male and female students. If you find the number of female students has been increasing/ decreasing significantly, discuss why this is so?
 - This is probably easier to manage if you can pre arrange the access to these statistics and make them available for students either working individually, in groups or as a whole class. Encourage the students to analyze the data and reach conclusions on the trends.

AN ADDITIONAL ACTIVITY

Students could compare the enrolment ratios in your school (Grades 11 and 12) with those found in a local college or university (or if there are no colleges or universities in the area, the comparison could be made between two schools).

LESSON 4

UNITY IN DIVERSITY

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, films etc., to demonstrate the different cultures of Ethiopian people

STARTER ACTIVITY

What do you understand from the following quotation?

“If we cannot now end our differences, at least we can help make the world safe for diversity.” John F. Kennedy, former US President

Students could be asked to work independently or with neighbours (in pairs or threes) or in small groups to encourage all to participate. Finally gather some responses for the whole class to hear.

READINGS

- Explanations about diversity and the struggle against oppression
1. Diversity among peoples
 - For more information on the countries referred to in the text ask the geography department. Students should realize that diversity increases as globalization grows with people moving to different countries and regions for work etc. The US is an excellent example of diversity following huge immigration from all parts of the world. ‘During the 1980s, immigrants to the United States came from 164 different lands. By the turn of the century, one in every four Americans will be either Hispanic, African American, or Asian. By the year 2030, one-half of the country’s population will belong to one minority group or another.’ Source: p200 *We the People*
 - The consequences of such diversity are felt in the concern for culture, the economy and in education, particularly in the language barriers

faced. These sometimes prove to be beneficial to both the individual and society. Britain also enjoys a multicultural society and now tries to support its different cultural groups and eliminate the racism that was prevalent in the past.

2. Ethno centricism and cultural relativism

- Ethno-centrics not only existed in the past, as witnessed by the journals of travellers across different countries, but they also exist today here in Ethiopia as well as elsewhere in the world. Religious differences are often fuelled by concerns of inequality, which can lead to conflict and the emergence of fundamentalist movements. The need to acknowledge differences, and possibly try to understand others’ cultures, is the first step in reducing ethno-centricism.
- The act of looking at someone else’s culture through their eyes is an important aspect of cultural relativity. Sometimes cultural acts appear strange and backward until we analyze why they have developed. Consider the example of the Samurai in Japan who, in the interest of checking that his sword worked properly, had to test it by slaying a wayfarer. Source: Midgley M ‘Trying out one’s new sword’ p30 MacKinnon (2001) *Ethics* It would be difficult to find anything resembling this today, anywhere in the world, but such cultural traits would need to be considered in context rather than simply condemning and ridiculing them.

CASE STUDIES

1. Tribal knowledge and traditional medicine
 - If possible, find other examples of the benefits of local knowledge in healing. The kosso tree has long been acknowledged as the source of a cure

for intestinal worms and other plants are known to have medicinal qualities which may prove a better alternative to pharmaceutical drugs.

2. Cultural diversity: the common heritage of humanity
 - “Cultural diversity is as important for mankind as biodiversity is for nature.” Students should try to imagine a world where everyone is the same and identify the problems of such a society. There are very few places left in the world which are mono cultural as a result of invasion, immigration, economic migration and intermarriage etc.
3. Cultural diversity as a factor in development
 - Development is rarely hampered by cultural diversity but problems may arise when a given cultural group feels threatened by the expansion of another cultural group. There is an attempt, by politically motivated groups, to instigate one cultural group against another for their ‘divide and rule’ policy and/or the promotion of their selfish interests. When this happens, since the people lose their common purpose, development retards and civil wars and destruction persist.
 - Conversely, when the difference of culture is taken for what it is and the rights of all cultural groups are respected, because of common consensus and understanding, the people can stand in unison to accelerate the development of the country.

ACTIVITIES

Form groups and discuss the following questions:

1. Catholic nuns did not ask the local doctor for help previously; they asked the advice of the local doctor when their medicine failed to heal the patient. However, it was the local doctor who managed to cure the patient. Why did the nuns not take the patient to this doctor initially?
 - Ethiopia has about 80 cultural and linguistic groups. Do you think that we could benefit from

the local knowledge of each cultural group? How?

- Although the text is not explicit about the reasons for the nuns not taking the patient to the local doctor, one could assume that there was a superiority complex (western medicine is best) and a mistrust of local customs which are not understood.
 - Students should reflect on the ways that we can benefit from local knowledge of cultural groups.
2. Discuss the following question as a class: We need to strengthen our unity through recognizing and appreciating our differences. Do you think that cultural relativism helps us to understand cultural diversity and promote unity in diversity?
 - To answer this questions the students may need to consider how far they have tried to understand someone else’s culture from their perspective. This may have taken place in school during previous grades (an example was provided in Grade 9). The question could lead to a debate about the value of such action, particularly in working towards unity in diversity. The use of language is a good example of how far students will go to understand each other’s culture. Although every student will be learning through the medium of English, all will have been expected to learn Amharic but how many natural Amharic speakers have attempted to understand the languages of the other cultural groups?
 3. Discuss the essence of these two articles in groups. Do you think that cultural diversity promotes development? Why?
 - Students may need to look at this from another viewpoint, for example considering the cultural diversity within another country and the impact

it has on development. India is one example of a country that has many cultural groups sharing different religions, languages, dialects, dress, dance and food. Yet, despite the many problems facing the country, particularly the extreme poverty that still exists, India is a developing nation that prides itself on its growing economy and educational achievements. There are lecturers of Indian origin in Ethiopian universities.

- Therefore, cultural diversity is not necessarily a problem for development or nation building. What is needed for a multicultural society to peacefully exist and be an instrument of development is democratic good governance where the rule of law prevails and where the human and the democratic rights of the people are respected.
-

SAMPLE LESSON PLAN

LESSON 2

Time	Teacher Activity	Student Activity
10	Warm up activity <ul style="list-style-type: none"> • What do you know about group rights and individual rights? • What is the difference between the two? 	Work individually, writing down their ideas for half the time then share their ideas with the rest of the class.
5	Note responses on board or paper then help students to read text.	Read individually stopping to reflect on the differences between group rights and individual rights.
5	Explain activity: How are the rights of the Nations, Nationalities and Peoples of Ethiopia protected by the Constitution? Identify examples of individual rights and group rights.	Work in small groups to consider how these rights are protected and to identify some examples.
15	Explain how a SWOT analysis works (see diagram below) and ask students to consider the implications of providing primary education for all, including those with a disability (physical or mental).	Work as a class sharing ideas about the strengths, weaknesses, opportunities and threats of providing primary education for all. (Some examples are provided in the diagram below)
5	Draw conclusions from the session and ask students to read ‘remember’	

Strengths	Weaknesses
All young people would receive equal opportunities	Some students would need more resources and support - cost implication
Opportunities	Threats
Could lead to less poverty - disabled would be able to find meaningful work rather than beg	It could raise aspirations for people with disabilities e.g., progression to secondary education which may not be financially possible

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. Which of the peasant revolts was destroyed by the joint actions of the Ethiopian government and a British force?
- (a) the Bale peasant rebellion (b) the Gojam peasant rebellion
(c) the first woyane movement (d) the second woyane movement
(e) none of the above

Answer: (c)

2. Which of the following statements is true?
- (a) There are areas of conflict between group rights and individual rights.
(b) There is no conflict between affirmative actions and the idea that all human beings have equal rights.
(c) Group rights are aimed at facilitating the realization of equality among different groups of people.
(d) The current Constitution of Ethiopia gives priority to individual rights.

Answer: (c)

3. Which of the following is true about ethnocentrism?
- (a) Ethnocentrism is the tendency to evaluate cultures in their own terms.
(b) Strong ethnocentrism may lead to conflicts between different cultural groups.
(c) Ethnocentrism is a tendency to consider one's culture or religion superior to that of others.
(d) Ethnocentrism does not allow us to understand the true qualities of other cultures.
(e) all of the above

Answer: (e)

4. Which of the following does not go with group rights?
- (a) the right to self-determination (b) the right to the child to learn in his/her mother tongue
(c) the right to develop one's culture (d) the right to self-governance
(e) the right to vote

Answer: (e)

PART II – SHORT ANSWERS

1. What is the difference between the first and second Woyane Movements?

Ans. In the first Woyane Movement side by side with the common people, the feudal elements were also highly involved. The second Woyane Movement was strongly revolutionary aimed at the change of the political system.

2. What are the advantages and disadvantages of affirmative action?

Ans. Students could be made to argue on this, for example, while the advantages are dear, affirmative action could affect an individuals interest in time of competition for placement.

3. What are the advantages of cultural relativism to maintain harmonious relationships in a multicultural state like Ethiopia?

Ans. The belief in cultural relativism creates an attitude to accept all cultures as good for the cultural group in question; and this would develop a sense of equality.

UNIT 4 JUSTICE

By the end of this unit, the students will be able to:

- realize the necessity of equity of benefits and justice.
- understand the workings of justice and the judiciary.
- recognize the relationship between crime and justice.
- realize the necessity of maintenance of justice in taxation.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Equity of Benefits and Burdens	<ul style="list-style-type: none"> • explain the importance of equity of benefits and burdens for creating a sense of equality among the peoples of Ethiopia. 	
2	Justice and the Judiciary	<ul style="list-style-type: none"> • describe the role of justice and the judiciary in a democracy. 	
3	Crime and Justice	<ul style="list-style-type: none"> • identify the different crimes that occur in the world. 	
4	Justice in Taxation	<ul style="list-style-type: none"> • explain the notion of tax evasion, fraud and avoidance. • describe the place of taxation in the national economy. • elaborate the importance of compliance with tax laws. 	

LESSON 1

EQUITY OF BENEFITS AND BURDENS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Posters, pictures etc., which depict social services
- Information on salaries earned by professionals

STARTER ACTIVITY

Compare the benefits and burdens you see in your area compared with what you know exists elsewhere.

Students could be asked to work in small groups to encourage all to participate. Finally gather some responses for the whole class to hear.

READINGS

- Explanations about equity of benefits and burdens
- Few people willingly pay taxes but most know that it is our responsibility as citizens. The problems governments face is how to make such payments fair. Sometimes an unfair tax leads to protest such as the ‘Poll Tax’ in Britain in the 1980s which led to the downfall of the prime minister, Margaret Thatcher. Her successor, John Major, reformed this tax and changed its name.
- In the history of Ethiopia, particularly during the imperial era, payment of taxes was very unfair as described in Unit 3, Lesson 1. Tax collectors (nagadras) in 19th Century, collected taxes in cash or goods (cloth or salt) from tenants and merchants, including those trading in slaves. “The burden of the common people moreover was not confined to taxes, but also included all sorts of fines... “frequently converted by bad men — especially in troubled times, when the throne is unstable, and men do as they please — into a means of cruel extortion”.” ...By the middle of the century the increase in coins as currency

had “substantially increased the revenues of the rulers, as well as the tax burden on the common people throughout the country.” Source: p300 - 1 Pankhurst R. (1990) *A Social History of Ethiopia* Addis Ababa: IES

- Though the common people shouldered the burdens, they did not enjoy equally the benefits in terms of access to education, health care, transportation and communication etc.
- The main forms of income tax in Ethiopia are farm tax, land use revenue, income tax, profit tax, sales tax and valued added tax. These taxes are redistributed by the House of Federation to the regions where most is spent on education, health, security, agriculture, institutions of justice and protection of natural resources.

CASE STUDY

Progressive Taxation

- This form of taxation is popular in many parts of the world as it is seen as fair and equitable. In Ethiopia there have been few amendments to the percentages paid on earnings compared to other countries which periodically review the taxable earnings and payments. In Britain successive governments have tried to appeal to voters by cutting income tax and raising revenue through indirect taxes such as the fuel tax.
- Consider the impact of inflation which not only affects goods purchased, but can lead to overall increases in salaries. Will this affect the lower rate on which income tax is paid?
- Another concern is the upper tax rate of 35% when applied to someone with significant wealth who could afford a higher tax rate. This is not restricted to Ethiopia, with its growing middle

class, but to many parts of the world. Some countries offer ‘tax havens’ to the very wealthy who object to paying substantial tax on their earnings and savings in their own countries.

ACTIVITIES

1. Do you think the Ethiopian personal income tax rate promotes income equality? Discuss in the class.

- When discussing this issue, provide examples of earnings to enable students to calculate, not only the tax paid, but the residue that the person keeps.

AN ADDITIONAL ACTIVITY

Students could research and report on the amount spent on the social services in your area/region.

See sample lesson plan on page 46.

LESSON 2

JUSTICE AND THE JUDICIARY

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Federal and state’s constitutions

STARTER ACTIVITY

How do you think justice should be dispensed?

Students could be asked to work independently then gather some responses for the whole class to hear.

READINGS

- Explanations about justice and the judiciary
1. Upholding elections
 - The role of the judiciary in ensuring free and fair elections is not restricted to Ethiopia. The judiciary, where justice is dispensed, is in place to protect the fundamental rights of the people. It does this because it is independent of political manipulation. One area where the role of the judiciary is called upon is where there is controversy resulting from an election. Election fraud manifested in vote rigging, harassing of voters etc is common in many countries, particularly in Africa, by politicians who, either remain in power, or come to power, through sham democratic elections. Under such circumstances, when there is a misunderstanding, it is the judiciary that has the power to say if the election is fair and free, or otherwise. And the decision of the court should be binding to all so no one has the right to resort to other means, such as force, to prove that the election is tampered. The impartial decision of the judiciary, and the acceptance of the decision of the judiciary by all contending parties, proves the prevalence of rule of law, which is the cornerstone for justice to prevail.
 2. Defending the Constitution
 - The guiding principle of the judiciary in the dispensation of justice is basically the constitution. Whatever the circumstances

might be, the judiciary cannot compromise the constitution, and as is clearly stipulated in the FDRE Constitution, Article 84, when they meet cases that call for the interpretation of the Constitution, it is their duty to submit the case to the Council of Constitutional Inquiry. Therefore, one of the duties of the judiciary is defending the Constitution and executing their duties in keeping with the aims and principles of the Constitution.

3. Upholding of international norms and values
 - As Ethiopia has had all international agreements, which uphold international norms and values, accepted by her government as part of her Constitution, the judiciary is also required to give proper attention and respect to these instruments.

CASE STUDIES

1. Election Court Cases
 - It is an international procedure that the judiciary intervenes when there is a dispute during or following an election as was witnessed in the US in this study and also elsewhere in the world including Ethiopia in 2005. Without this intervention, disturbances could easily escalate into civil strife and violent action.
2. Ethiopia signs the Kyoto Protocol
 - World leaders met in Japan in 1998 to consider ways to reduce carbon emissions. Greenhouse gases are responsible for damaging and even eroding the ozone layer which protects the earth from the sun. See diagram in Unit 9, Lesson 1.
 - It was agreed by those countries which signed up to reduce emissions by an average of 5% below the 1990 levels by 2008. Scientists believed that this was insignificant and cuts of up to 60% would be needed to prevent the earth’s average surface temperature rising further.

ACTIVITIES

1. Do you think that the judiciary in the US helped uphold the democratic system? In what way? Discuss in the class.
2. Discuss the impact of a developed country not signing the Kyoto agreement. What difficulties may Ethiopia face by signing this agreement?
 - Among the developed countries not signing the Kyoto agreement was the United States. This is in spite of the country being responsible for substantial emissions of CO₂ and having relatively low fuel prices. The impact goes beyond the destruction of the ozone layer, the subsequent continuation of the increase in the earth surface’s temperature and the inevitable effects on the world’s climate (ice caps melt, sea levels rise etc). It also impacts on the continued destruction of resources and habitats to feed the increasing need for fuel and associated commodities. It may even encourage people’s selfish attitudes to each other and the rest of the world if they believe that it is their right to drive or fly without consideration of the environmental effects.
 - “Scientists disagree about the greenhouse effect. A minority believes that no actual warming trend has or will occur because of the release

of greenhouse gases into the atmosphere. Others point out that there have been periods of warming and cooling throughout the Earth’s history. Several bills are pending before the U.S. Congress that will restrict the amount of greenhouse gasses that may be released into the atmosphere. Such legislation, if passed, would affect car manufacturers, coal burning manufacturing plants, and the makers of aerosol sprays, cleaning solvents and refrigerators.”
Source: p392 MacKinnon, *Ethics*

- Many people now take account of their ‘carbon footprint’ when travelling long distances, purchasing new vehicles or even recycling in their community.
- The impact on a developing country like Ethiopia could be restrictions in travel to reduce CO₂ from vehicles which mainly use fuels with high carbon emissions. The need to cook and provide heat still relies heavily on wood burning across the country which not only depletes the forests but puts more CO₂ back into the atmosphere. Alternatives will need to be explored to enable Ethiopia to reach its target.

AN ADDITIONAL ACTIVITY

Researching and reporting on Ethiopia’s attempts to reduce its CO₂ emissions.

LESSON 3

CRIME AND JUSTICE

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, posters, pictures etc showing the atrocities in Rwanda and against the Jews in Germany etc.

STARTER ACTIVITY

Try to list the acts that you consider are crimes and discuss why you think they are so?

Students could be asked to work with neighbours (in pairs or threes) then gather some responses for the whole class to hear.

READINGS

- Explanations about criminal law
 - A criminal law which is the transgression of laws, stated in the law documents, is a law that deals with crimes, unlike the civil law that governs the relations between individuals. The Ethiopian criminal law was formulated in 1948.
1. Genocide
 - Killing, hence genocide, is a criminal offence. Genocide is a criminal act perpetrated against individuals or groups for what they are: ethnicity, profession, political outlook etc. As far as the FDRE Constitution, Article 28, is concerned, genocide is an act that may not be commuted by amnesty, or pardon or cannot enjoy the right of statute of limitations.
 - The genocide in Rwanda and the Holocaust are included in Unit 5, Lesson 4.
 2. Drug trafficking and terrorism
 - Drug trafficking and terrorism get fertile ground where there are instabilities due to different reasons. Oswald de Rivero says that, “Other countries that have suffered, or still suffer, armed conflicts and terrorism, for example, Algeria, Colombia, Egypt, India, Mexico... have managed to control the situation without international intervention. However, there is no

guarantee their national self-degradation will totally disappear. In many of these countries, violence has become a characteristic of national life, in which the growing criminality, drug-trafficking and terrorist armed violence combine into a sinister reality.” p145.

3. Deliberate transmission of disease and Articles 503 and 521 of Penal Code
 - These Articles (as we have seen, the Civil Code was enacted in 1948) are indicative of the concern of the law maker against the spread of diseases through human selfish interest. See the additional activity.
4. Corruption
 - Corruption is a world problem and it is particularly serious in Africa. In Zimbabwe it is said that “For all the foreign glory Mugabe enjoyed, there was growing resentment back home at the corruption and high living standard of the elite... While the elite could afford expensive private education and health facilities, the vast majority of the population faced declining standards in government schools and hospitals, for there were not enough resources available both to fund an increase in services and maintain them.” Source: p629 Meredith M. *The State of Africa*
5. Rights of the accused (Article 20)
 - This is a right set in place to maintain equity of justice which is respected through procedural justice. A typical example in this respect will be the charges instituted against the Derg officials who were accused of genocide. After they were apprehended, the prosecutor brought them before an impartial court. The defendants were presented before the court because they were presumed to be innocent. In the court proceedings they were represented by legal counsels of their choice, the court conducted its proceeding in a language that they could understand, they were

given the opportunity to examine the witnesses presented against them and also they were provided with the right to produce their own evidence. It was after all this that a sentence was passed by the court against them.

- Likewise, after the Second World War, the Nazi war criminals were brought before the Nuremberg trials. It was only after their rights to defend themselves had been exercised that the court at last passed judgment against them.

CASE STUDIES

1. The Drug Lords of Mexico
 2. Terrorism in Italy
- While the terrorism experienced in Italy and described in the case study appears to have been brought under control, the situation in Mexico has continued to cause problems for other nations, particularly the US. In 2005 the US officials were concerned that Mexico, unlike Colombia, had failed to extradite its major drug lords to the US. By 2009, Hillary Clinton was discussing security plans with Mexico as drug lords remained an issue.

ACTIVITIES

1. Discuss whether there is addictive drug use in

your area and the problems it has caused.

2. Can you identify current examples of terrorist actions across the world? Discuss the methods they use, their goals and the implications for society.
 3. What should be your role in the fight against corruption at a national level? Discuss as a class.
 4. Forms pairs. One will play the role of the police and the other will play the role of a suspect. Taking into consideration these rights of the suspect, create a role play to show how the police should treat the suspect.
- All the responses could depend on how strongly the students work on these exercises and the information that you provide.

AN ADDITIONAL ACTIVITY

At the level Ethiopia was at in 1948, deliberate transmission of diseases could not be seen as a serious problem. If that is true, why did the legislator find it imperative to enact Articles 503 and 521 of the Penal Code. Can these articles be applied against those who deliberately transmit HIV/AIDS?

LESSON 4

JUSTICE IN TAXATION

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, poster, pictures etc., showing citizens paying taxes and use of tax moneys.

STARTER ACTIVITY

Have you ever heard of people trying to avoid paying taxes? What do you think happens to a nation if tax is not properly collected?

Discuss these issues in the class.

READINGS

- Explanations about justice in taxation
1. Tax evasion and tax avoidance
 - Tax can only be collected when earnings are declared so there is a problem where people get an income (from work or investments) which is above the minimum for tax purposes but do not inform the authorities. Although one small trader may consider that avoidance of income tax would have a minimal impact on the country's income, when this figure is multiplied by the thousands of traders with the same idea, the loss to the country is significant.
 - Another problem can arise when people give incorrect information to the authorities about their actual earnings/savings.
 - Paying tax on goods is another form of revenue for a government. Most people will pay this tax when they purchase items through reputable dealers and shops but some try to evade this tax by buying contraband items.
 - The issue of tax has always been a bone of contention between the assessors and the tax payers. This is so because there are conflicts of interest as the assessors have a tendency to increase the sum demanded, and the payers to give up as little as possible of their income.
 - For example, during the Middle Ages in Ethiopia, "Merchants were subject to various

taxes which were levied either by the provincial rule of the lands in which they traded, or else by a special official called a *nagadras* to whom the chief farmed out the right to collect the taxes in return for a yearly sum. The object of the latter was then, as Plowden says, to screw as much as he could from the merchants."

- There were customs posts, called Kella, in many places where the traders were frequently taxed. "The existence of such customs posts, though of crucial importance for provincial rulers, was for the merchants a constant source of inconvenience and irritation. There were frequent quarrels, the French Scientific Mission reports, between traders and the tax collectors, as a result of real or alleged smuggling of gold, civet, and disputes sometimes lasted several months, particularly when the officials were not too pressed for money or the merchants in too much of a hurry." Source: p219 Pankhurst
- In today's world, taxes are assessed on a defined legal framework, the transgression of which causes criminal liability. Failing to pay taxes is a flagrant breach of both moral and legal duties, for if everybody stops paying, the life of the nation will come to a standstill and all citizens will be losers.
- In this respect, the difference between tax evasion and tax avoidance must be clear. Tax assessments are not the same across businesses. Some businesses, because of the amount of capital investment and the profit they elicit, are susceptible to paying more than others. Under such circumstances, there may be a preference to shift from a high-rate tax business venture, to a lesser one. Also, purely for the sake of trying a new business, a change can be engendered by the owner. The reduction in the amount of tax to be paid, which occurs due to a change of business, results in the avoidance of tax. But evasion of tax

follows when an individual or business venture hides or disguises their income, or fails to pay the total that is required in terms of taxes.

2. Use of taxes

- Failing to pay tax, as already noted, is a criminal offence because the life of the nation, among other things, is based on the amount of money collected from citizens, which comprises the budget of the country. If there is no money coming from the people through taxation, no development can be designed, though foreign aid is sometimes used for this purpose. All responsible governments equitably allocate the resources they collect through taxation to further their developments. In Ethiopia, the administration and the allocation of the state’s budget are the prerogative of the regional states. This emanates from their ability to “levy and collect taxes and duties on revenue sources reserved to them.”

On the other hand, allocation of funds to the regions on the basis of the division of revenues derived from the joint Federal and State tax and the subsidies that the Federal Government may provide to the states, are decided by the House of Federation.

The Auditor General is instituted on the basis of the FDRE Constitution Article 101, to “audit and inspect the accounts of ministries and other agencies of the Federal Government to ensure that expenditures are properly made for activities carried out during the fiscal year and in accordance with the approved allocations.”

- Moreover, the executive, *i.e.*, the Prime Minister and the Council of Ministers, as they are answerable to the House of Peoples’ Representatives, are required to report to the parliament regarding their performance which includes the use of the budget.
- ## 3. Ethiopian tax laws
- The point here is that tax evasion is a criminal offence and it is for this purpose that it is included in the Criminal Code.

CASE STUDY

Export Sector

- As far as the FDRE industrial development strategy is concerned, the leading role in this area is to be played by the export sector. This is so because it is by means of exporting goods (quality goods such as agricultural goods, like cereals and coffee, and industrial goods including leather and textiles) that the country can earn foreign exchange with which she can purchase materials for her nascent industry. Without the effective growth of the export sector, the country’s development in general, and her industrial development in particular, is unthinkable.

ACTIVITIES

1. Discuss tax avoidance and how the government uses it as an incentive to promote certain sectors.
 - The private sector basically works for profit. When some business areas are categorized as less-paying tax ventures, investors tend to be involved in such business undertakings to maximise their profit. Therefore, tax avoidance can serve as a motivating factor for businesses to expand.
2. Tax evasion and fraud are criminal offences. Do you agree that they should be regarded as serious crimes? Why?
 - From the students’ text and what is included in this text plus your support in providing additional information, students should be able to answer this question.

AN ADDITIONAL ACTIVITY

The regional states’ budgets derive from revenue collected from the people through taxation. Who controls that money and ensures that it is used properly? Students can compare the mechanisms in place at the federal and regional levels for controlling the expenditure of the executive.

SAMPLE LESSON PLAN

LESSON 1

Time	Teacher Activity	Student Activity
10	Warm up activity Compare the benefits and burdens you see in your area compared with what you know exists elsewhere.	Work in small groups then share their ideas with the rest of the class.
5	Note responses on board or paper then help students to read text.	Read individually stopping to reflect on the issues related to the burden and benefits of taxation.
15	Read case study with class explaining the diagram and then manage the discussion.	Do you think the Ethiopian personal income tax rate promotes income equality? Discuss in the class.
5	Explain the additional activity to be undertaken by students between lessons.	Students could research and report on the amount spent on the social services in your area/region.
5	Draw conclusions from the session and ask students to read 'remember'.	

UNIT 5 PATRIOTISM

By the end of this unit, the students will be able to:

- realize the quality of a patriot.
- understand the place of Ethiopian history in the international context.
- recognize the concern of a patriot for the well-being of the international community.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	The Quality of a Patriot	<ul style="list-style-type: none"> • explain how respecting human and democratic rights is one of the qualities of a patriot. 	
2	Ethiopian History in an International Perspective	<ul style="list-style-type: none"> • describe Ethiopia’s contribution to the world. 	
3	The Duties of a Patriot Citizen	<ul style="list-style-type: none"> • describe what should be the duties of a patriot citizen. • understand the importance of the symbol of a flag to demonstrate unity. 	
4	Concern for the International Community	<ul style="list-style-type: none"> • explain the way citizens can show their commitment to the international community as global citizens. 	

LESSON 1

THE QUALITY OF A PATRIOT

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, films etc., showing the people engaged in all walks of life.
- FDRE Constitution

STARTER ACTIVITY

Who is responsible for respecting human and democratic rights?

Discuss these issues in the class.

READINGS

- Explanations about qualities of a patriot
1. The struggle to respect human and democratic rights
 - Human society has passed through different ordeals to reach the present position where human and democratic rights are recognized. For example, the French Revolution in the 18th Century was an attempt to recognise the human and democratic rights of ordinary citizens, following the independence of the United States. This aristocracy was plagued with inequality with a rich monarchy running the government and a large poor working class. A National Assembly had been created to produce a constitution to limit royal autocracy and guarantee liberty, equality and fraternity.
 - The Ethiopian people have also paid in human life and material destruction to overthrow the autocratic dictatorial regimes of the country to attain the present democratic system.
 2. Examples from FDRE Constitution
 - The Articles referred to should be made available to students to understand the differences between democratic and human rights. Sections of two Articles are reproduced in the students' text.
 3. Ethical behaviours
 - To illustrate what are regarded as ethical behaviours, students could be encouraged to list the characteristics of someone they admire and compare them with the list of ethical behaviours in the students' textbook.

CASE STUDIES

1. Martin Luther King Junior and Rosa Parks — prominent civil rights activists
 - To understand the significance of Rosa Parks' action and the stance taken by Martin Luther King Junior, you need to know how African Americans had been treated. The Fourteenth Amendment was added to the US Constitution to recognize their position as citizens in the United States. This amendment also ensured that all citizens were equal before the law but it did not prevent laws emerging that treated people differently. In the south of the United States the state governments, which were white controlled, passed laws making African-Americans second-class citizens. Racial segregation meant that African Americans were forced to use different public facilities to whites including transport, schools, restaurants and hospitals. White supremacy in the South led to attempts to prevent the African Americans having a vote as literacy tests and poll taxes etc were introduced, dramatically reducing the number of African Americans voting in the South.
 - Civil rights movements had started at the beginning of the 20th Century but it was not until the mid 1950s that Rosa Parks made a stand when she refused to give up her seat to a white person. Similar actions were taken by others dissatisfied with the treatment given to African Americans which led, eventually, to the end of segregated schools etc. By the early

1960s President Kennedy, prompted by violent reaction to the civil rights protests led by Martin Luther King Junior, told the country, “We are confronted primarily with a moral issue. It is as old as the Scriptures and is as clear as the American Constitution. The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities...(T)he time has come for this nation to fulfil its promise.” In 1964 a Civil Rights Act was made law and discrimination was banned in public places. Meanwhile, Martin Luther King Junior, who had been imprisoned for his part in the protests, raised the issue of civil disobedience as a way of ‘arousing the conscience of the community’. Source: p133–138 *We the People*

2. Mohandas Gandhi

- In India, Mohandas Gandhi also used peaceful civil disobedience to change attitudes and improve the life of his fellow citizens. He was well respected for his views and the way he tried to influence people. He listened to the problems of the poor in his country and spoke on their behalf to the government. The British government ruled India at that time and, on the pretext of stopping violence, took away the rights of all Indians. Gandhi led many people in a peaceful protest in Amritsar but it turned into a massacre as soldiers, led by the British, fired on the crowd. This led to a fight for freedom. Gandhi encouraged the people to make it impossible for the British to govern India by walking out of school, striking or leaving work and not paying taxes. He still insisted that the protest had to be peaceful but sometimes violence erupted. He was arrested many times but simply admitted to his guilt and, though he was imprisoned, he earned the respect of his people and many in authority.
- In a protest against Salt Laws he had such a huge peaceful following that the world became aware of what was happening and the government

realized it needed to have the support of the Indian political parties. In 1937 the Indians began to run government in their own provinces and in 1947 India became independent.

3. Exercising democracy or violating the rights of others
 - This is a typical example under a democracy where there will be a conflict of interests. A conflict of interest, because of individual or group differences, could be taken as natural. One of the beauties of a democracy is the fact that it gives people the chance to speak their minds; and, without fear, identify their interests. This gives the opportunity to weigh the pros and cons of issues, and it opens the way for a dialogue, before rushing into a decision. Democracy is not a mob rule and the right to dissent should always be respected.
4. How do you manage peer influence?
 - Peer influence is a common phenomena among youngsters because they spend most of their time with their peers and because of the psychological make up at their age (showing off, naivety etc), they have a tendency to emulate their peers. It is this tendency to copy, without differentiating the good from the bad, that makes peer influence dangerous. Thus students have to be aware of the fact that, before following their peers’ undertakings, they need to weigh them against their own undertakings and calculate what the positive and negative results are. They need to make sure that they do not take things at face value. For example, before starting to smoke they have to consider the advantages and disadvantages of smoking.

ACTIVITIES

1. Form groups and discuss the importance of protecting human and democratic rights to promote the democratic process in Ethiopia.
 - The results depend on the strength of the discussion that the students have. The respect of

the human and democratic rights of the people, primarily by developing a sense of belonging, creates consensus among citizens which is a building block for nation building.

2. Discuss the following questions as a class

- Do you think that the efforts of King and Rosa Parks brought about the desired effects?
- Which other prominent civil right activists advocated non-violent methods of struggle?
- Do you think that people like King and Rosa Parks were patriots? Why?
- Social issues are processes which may not bear fruit at the time of their happening. But through time, as they deepen and have more followers, they are able to bring the desired results. The Ethiopian Revolution of 1974 was not the result of what happened in that year. Rather it was the consequence of the social processes that took place over many years. *i.e.*, the political, economic and social injustice of the governments and the people's clamour and the struggle they wages against the governments for the recognition of their rights.
- Likewise, the successful French Revolution of 1787 and the Russian Revolution of 1917 were the results of the accumulated grievances of the people over centuries.
- A friend of Mohandas Gandhi, Khan Abdul Ghaffar Khan led many peaceful marches, started schools and formed a party fighting for freedom and social reform.
- In Burma, Aung San Suu Kyi learnt about Gandhi and spoke up for democracy in her own country. Her democracy movement was peaceful but she has spent years under house arrest.
- Again, this exercise depends upon how the students view personalities such King and Rosa Parks. But, generally speaking, because a patriot is a person who works for the common good, and what Parks and King did were things

that promoted the common good, particularly in terms of the subjugated people, it is fair to call them patriots. Although the efforts of Rosa Parks' and Martin Luther King Jnr's did not bear fruit at that moment, their efforts were emulated by others and America became a battlefield for a Bill of Rights. It was these efforts which eventually forced the government to accept the Bill of Rights in 1964.

3. Research and report on Mohandas Gandhi's method of struggle when the British ruled India. Discuss the similarities and differences between Martin Luther King Jnr's and Gandhi's methods of struggle.

- The notes in this text may help if other resources are unavailable.
4. Discuss the following questions in groups based on this case study.
- Do you observe any violation of rights in the above case? If that is so who violated the rights and whose rights were violated?
 - Do you think that all students of the university should have the same opinion about these kinds of issues? Why?
 - Is it proper to force others to change their opinions or decisions? Do you think that this violates any Article of the FDRE Constitution?
 - Issues that may arise from this case study include the division in feelings and beliefs that people have. It is not simply a case of a grievance about the cafeteria, but also about the type of action the students take. Some people may be prepared to take action because they strongly believe in the cause; others may join in because they like to protest; there may be some who agree with the protesters but do not want to get involved. In relation to this activity, the students could be made to read Article 29 of the FDRE Constitution (among others) and give their opinion in the light of this article.

5. Debate on the following questions as a class.
- Should Taye take the cigarette and start smoking to appease his friends?
 - Should Taye refuse the cigarette and move away from his friends?
 - What is the importance of courage in this case?
 - How can you stand up against negative peer pressure which pushes you to bad habits such as smoking?
- What makes it difficult to resist these kinds of pressures?
 - In this class debate, students will probably have strong views about peer pressure in relation to drinking, smoking and other activities. Your support in the provision of additional information will make the debate more fruitful.
-

LESSON 2

ETHIOPIAN HISTORY IN AN INTERNATIONAL PERSPECTIVE

CLASS PREPARATION: INSTRUCTIONAL AIDS

- The charter of the UN and the aims of the organization

STARTER ACTIVITY

Can you name two major contributions of Ethiopia to the nations of Africa?

Discuss these issues in the class.

READINGS

- Explanations about the history of Ethiopia in an International Perspective
1. Maintaining independence
 - The Battle of Adwa and the invasion of Ethiopia by Italian forces in 1936 have been covered in previous grades and in the history books. One important position that Ethiopia took in 1923 was to join the League of Nations to ensure peace following World War I. This had not been achieved without much debate in the west. “On the grounds of the rampancy of slavery and the slave-trade, an arms embargo continued to be imposed on the country... What evolved was a sort of semi-colonial relationship between Ethiopia and Europe... By means of concessions and trade, European capital tried to achieve the economic gains that the Adwa victory at first appeared to have denied it.” Source: p85 Bahru Zewde *A History of Modern Ethiopia*
 2. African Union
 - In the process of the formation of the African organization, *i.e.*, Organization for African Unity (OAU) in the late 1950s, the then independent states of Africa were divided into groups called the ‘Monrovia Group’ and the ‘Casablanca Group’ — ‘moderates’ and ‘radicals’ respectively. The founders of the new organization gave Ethiopia the opportunity to run the provincial

secretariat of the OAU, until a secretariat was established permanently.

- In the choice made to select the headquarters of the OAU, although, along with Ethiopian, Nigeria, Senegal and Zaire offered to host it, it was eventually decided that it should be based in Ethiopia with fifteen votes. Senegal had twelve votes, Zaire got one and Nigeria none. The result was presented for a submit meeting held in Cairo on 21st July 1964 where it was endorsed. Thus, Ethiopia became the headquarters of the OAU.
- In 2001, the African Union replaced by the OAU with attempts to strengthen it and give it a new role. The organization included a “Pan-African parliament, a Pan-African Court of Justice, an African central bank and a Peace and Security Council. ...the African Union was given the right to intervene, without consent, in a member state in order to ‘restore peace and stability’; to ‘prevent war crimes, genocide and crimes against humanity’; and in response to a serious threat to legitimate order’.” Source: p680 Meredith M. *The State of Africa*
- All through her history, Ethiopia has played a prominent role in the African international organization.

CASE STUDIES

1. IGAD: Intergovernmental Authority on Development
 - This was briefly covered in Grade 11. IGAD is an outcome of the member states’ determination to overcome their problems through regional cooperation. Contemporarily, where, because of globalization, the competition for power of the developing countries with the technologically advanced countries has all the signs of imbalance, regional cooperation will help mitigate such problems. Through organizations such as IGAD,

countries can cooperate on various issues — trade and infrastructures, water development projects, exchange of experience etc which can dispel mistrust, cross border crimes and corruption among member states. This enables them to reduce the cost of military support and gives them the opportunity to concentrate on development and the improvement of the lives of their peoples.

2. NEPAD: the New Partnership for Africa’s Development
 - Launched in 2001, its founding documents signed by fifteen governments agreed “to promote democratic principles, popular participation, good governance and sound economic managements. They agreed to set up an African peer review mechanism to monitor their performance and punish defaulters. In particular they wanted Western governments to dismantle trade barriers directed against African products such as textiles an agricultural goods; to

increase their development aide to an equivalent of 0.7 per cent of their GDP.. and to encourage greater Western private-sector investment.”

Source: p679 Meredith M. *The State of Africa*

ACTIVITIES

1. Research and report on Ethiopia’s role in peacekeeping missions in South Korea and Congo. Share your findings in the class for further discussion.
2. Research and report on IGAD or NEPAD. Explain the current role of Ethiopia in IGAD and NEPAD?
 - These activities could be performed by having enough information. Besides, what is explained in the students’ text, teachers will need to provide additional information.

AN ADDITIONAL ACTIVITY

Students could research the role that Ethiopia played in the formation of the UN.

LESSON 3

THE DUTIES OF A PATRIOT CITIZEN

CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE Constitution

STARTER ACTIVITY

What are the responsibilities of patriotic citizens for accelerating development of their country?

Discuss these issues in the class.

READINGS

- Explanations about duties of a patriot
1. Defending national security
 - One of the strategies for the Ethiopian foreign relations and national security is undertaking a strong capacity program. Capacity building is taken as one of the ingredients of the strategy because it is believed that it makes the creation of common consensus among citizens possible. When there is a common consensus among citizens, the sense of patriotism develops, which, in turn, can serve as an adhesive to further strengthen the commitment of the people to a national cause.
 - In the American context, for example, it is said that, “At its best, patriotism binds the diverse segments of American society into an integrated whole, fostering mutual acceptance of citizens as members of a common political order.
 - Simply put, patriotism is love of or devotion to one’s country and to the fundamental values and principles upon which its security and welfare depend.
 - Merle Curti, in his pioneering work, *The Roots of Loyalty*, defined patriotism as love of country, pride in it, and readiness to make sacrifices for what is considered its best interest.”
Source: p 30 *Civitas*
 2. Pride of the national flag
 - The flag is a symbol of identity. Because it is related with identity it is honoured by all who

feel it belongs to them. An attempt at sacrilege of the flag, in most cases, results in conflict. Besides national states, organizations, sports clubs, associations etc have their own flags which represent their aspirations, hope etc. and which they presume to be sacrosanct.

3. Rational criticism of the government
 - In some countries where freedom of speech is restricted and criticism of the government is an offence, the risk of a dictatorship or totalitarian regime is high. And because these governments do not allow scrutiny of their policies, activities etc. they miss the opportunity to improve the system. In their attempt to suppress any criticism, they resort to force and go as far as massacring citizens, as had been the case under the military government of Ethiopia.
 - But those governments that are transparent and open to heed the rational criticism of people, and adjust their policies and actions in keeping with this rationality, accelerate their development and nurture the well-being of their people.

CASE STUDY

1. Gebre Hiwot Baykedagn — a critical writer
 - Naggadras Gebre Hiwot Baykedagn travelled to other countries, spending his teenage years in Germany and living in Sudan for a while. He applied this experience and his knowledge of political economy to write about Ethiopia, critical of the country’s administration. His writings may have influenced the emperor in his early years but Gebre Hiwot did not live to see the impact of much of his work.
 - As described by Bahru Zewde, the three important issues Gebre Hiwot Baykedagn emphasized were: “communication, education and an equitable system of customs administration. The proliferation of *kella* (toll gates) came in for

particular condemnation; it inhibits exchange, encourages subsistence economy and eventually results in the decline of government revenue. Gebre-Hiwot also deplored the indiscriminately uniform duty of 10% on both consumer goods (*e.g.*, cloth) and capital goods (*e.g.*, textile mills).”
Source: p112 *Society, State and History*

ACTIVITIES

1. Discuss the following question as a class.

- What development role do you think a flag plays in Ethiopia and each region?
- Do you think that rational criticism helps the government to evaluate its weaknesses, improve its policies and increase its efficiency? Why?
- The students, depending on what they know so far, and their feelings towards their flag, could come up with different alternatives for its developmental role. As stated in the reading, since a flag has a binding effect, it enables citizens to stand in unison for a common purpose, which

is one of the criteria for development. With the provision of supplementary information from the readings in this guide, the students will be able to answer the second part of the question.

2. Discuss the contribution of these kinds of criticism in fighting unfair treatment of citizens and backwardness such as a poor working culture.
- Gebre Hiwot believed that the working culture in Ethiopia was very poor during the feudal era. Do you think that this is true even in the present day Ethiopia? Why?
 - The answer to this is highly dependent on the views of the students. Generally, there are some parts where the working culture of our people calls for improvement; but it is hard to accept the working culture is at the level that it was at during the time of Gebre Hiwot. To say that there is no change in Ethiopia is tantamount to saying that society is static, which refutes the dynamism inherent in society.

LESSON 4

CONCERN FOR THE INTERNATIONAL COMMUNITY

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, films etc., showing terrorist attacks

STARTER ACTIVITY

Is it possible to maintain national security without considering global security?

Discuss these issues in the class.

READINGS

- Explanations about the concern for the international community
1. Terrorism
 - See Unit 4, lesson 3.
 2. Genocide
 - See the information in Case Studies.
 3. Drug use and trafficking
 - See Unit 4, lesson 3.
 - The point of emphasis regarding terrorism, genocide, drug use and trafficking is that, knowing the dangers posed by these evil acts, citizens, as responsible patriots, have a duty to combat them. Although these evil acts are indiscriminate in their damage, basically the primary victims are the youth.

CASE STUDIES

1. The Holocaust: an attempt to eliminate the Jews
 - The plan by Hitler to eradicate the Jews officially started with the Nuremberg Laws in 1935. These prevented Jews from having any relationship with those not of Jewish descent and took away their citizenship. Jews began to leave the Germany and, by 1938, one third had fled the country. People were encouraged to mistrust them on the basis of their business activities as the country faced economic depression in the

late 1930s. However, it was not until between 1942 and 1945 that the government led Holocaust took place which resulted in the death of about 6 million Jews.

2. Genocide in Rwanda
 - This genocide in 1994 followed years of atrocities between two different groups; the Hutus and the Tutsis, which were always in the minority. This was fuelled by the belief among many that the Tutsis originated in the Horn of Africa and had a superior attitude.
 - The first episode of violence happened after Rwanda gained its independence from Belgium in 1962 as a Hutu government encouraged the emigration of thousands of Tutsis across the country's border into neighbouring Burundi, Uganda, Congo and Tanganyika. In these countries they settled as refugees but formed groups with the intent of re-invading their homeland.
 - In 1970s there was another campaign by the Hutu government to put the Tutsis down and once again many left the country. In 1973 a dictatorship led by General Habyarimana insisted on all citizens carrying an identity card stating their ethnic group and place of residence. His period of rule proved to be brutal and corrupt but, by 1990s, there was a threat of aid being withdrawn from France. At the same time the Tutsis who had been living in other countries started to return against the wishes of the government. The country became unstable under the threat of armed Tutsi forces intent on replacing the government. French troops were deployed to support Habyarimana and his government. However, by 1992, there seemed to be a change in the political climate as a coalition with 'reform-minded parties, the rapprochement

with Tutsi rebels’ etc. In 1993 Habyarimana attended a meeting in Arusha, Tanzania, to sign a peace deal which would lead to shared power for the Tutsi led Rwanda Patriotic Front (RPF). Meanwhile many Hutus not only wanted to destroy, once and for all, the Tutsis, but also those Hutus who supported them.

- The starting point for the 1994 genocide came when Habyarimana’s plane was shot down over Kigali, the capital of Rwanda. There followed 100 days of brutal murder with over 800,000 deaths by genocidaires who attacked their neighbours and colleagues etc in a frenzy, sometimes committing torture and rape on Tutsis and Hutu sympathizers. Source: p485–523 Meredith M. *The State of Africa*
- Today, no one in Rwanda uses the term Tutsi or Hutu in describing their ethnicity. Everyone is Rwandese. A government led by the leader of the RPF, Paul Kagame, tries to maintain peace and develop the economy while the ‘lesser’ criminals continue to face trial by their local communities, the main genocidaires being tried by an international court in Arusha.
- Drugs and crime in the United States
- The case study is supported by data which clearly shows the correlation between drug use and crime. From this it could be concluded that drugs are stimuli which change the behaviour of individuals and the way they respond to a given situation. In most cases drugs give the user a wrong impression about him/herself.
- When Charles Taylor was fighting against Samuel Doe in Liberia, it is said that his militias, “Bolstered by cane spirit, marijuana and cheap amphetamines, youths and boy soldiers evolved into psychopathic killers, adorning themselves with women’s wigs, dresses, fright masks and enemy bones and smearing their faces with white clay and make-up in the belief that this gives them supernatural protection.” Source: p558 *The State of Africa*

ACTIVITIES

1. Research and report on at least one other genocide case which happened in another part of the world and share your findings with the rest of the class.
 - Sadly there have been a number of genocide cases in different parts of the world, the earliest in modern history taking place in Armenia, with more recent events happening in Cambodia (Asia) and Serbia (Europe).
2. Discuss the following questions as a class.
 - What is the impact of genocide on international peace and security?
 - What is the role of patriotic citizens in the fight against genocide?
 - These are difficult questions to answer out of context. One impact that genocide has on society is denial — the atrocity is so bad, on such a massive scale and sometimes over a relatively short period that the real news may not reach the rest of the world immediately and, when it does, governments cannot believe that it is happening. This was the case in Rwanda in spite of pleas by the Unamir commander, Dallaire, for support prior to the killings. Before the end of the massacre, French troops were deployed but they believed they were on a humanitarian mission to save the Hutus. Apart from the immense cost to a nation of its people, properties and other resources, there is also a cost to the neighbouring countries and world peace missions.
 - The best thing that a patriotic citizen can do to prevent genocide is, probably, to teach and practice tolerance in the home and community.
3. Discuss the following questions as a class
 - What kind of lesson do you learn from the Rwandan genocide?
 - Do you think that an entire group of people could be eliminated?
 - What kinds of solutions can you suggest to resolve conflicts between ethnic or religious or other groups?

- Hopefully the lessons learned from the Rwandan genocide are to ensure that it never happens again, in Rwanda, in Africa or anywhere in the world. Students may not agree on whether it is possible to eliminate an entire group of people.
 - The ways that such atrocities can be avoided is through tolerance, education and democracy. These, and other suggestions, could be debated by the class.
4. Is the use of drugs a real national problem?

Discuss the role of patriotic citizens in the fight against drug trafficking.

- On the basis of the case study, the students could answer the question affirming that the use of drugs is a real national problem.

AN ADDITIONAL ACTIVITY

Students may identify, in groups, the kind of drug use that is a problem in their area.

See sample lesson plan on page 60

SAMPLE LESSON PLAN

LESSON 4

Time	Teacher Activity	Student Activity
5	Warm up activity Is it possible to maintain national security without considering global security?	As a class, briefly discuss the question.
5	Note responses on board or paper then help students to read text.	Read individually stopping to reflect on the text focussing on the issues relating to genocide in Germany.
5	Explain activity and suggest that students carry out the research and produce a report before the next lesson.	Research and report on at least one other genocide case which happened in another part of the world and share your findings with the rest of the class. Discuss the following questions as a class. <ul style="list-style-type: none"> • What is the impact of genocide on international peace and security? • What is the role of patriotic citizens in the fight against genocide?
10	Read second case study with class and encourage the class to discuss the questions:	Discuss the following questions as a class <ul style="list-style-type: none"> • What kind of lesson do you learn from the Rwandan genocide? • Do you think that an entire group of people could be eliminated? • What kinds of solutions can you suggest to resolve conflicts between ethnic or religious or other groups?
10	Read the text and the final case study and ask students to discuss the questions.	Is the use of drugs a real national problem? Discuss the role of patriotic citizens in the fight against drug trafficking.
5	Draw conclusions from the session and ask students to read 'remember' and encourage them to prepare information on drug use in their area before the next lesson.	In groups, identify the kind of drug use that is a problem in your area.

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. Which of the following is a democratic right?
(a) the right to live
(b) the right to liberty
(c) the right to assembly
(d) the right to security
(e) none of the above

Answer: (c)

2. Ethics:
(a) is a moral philosophy
(b) is the study of moral standards
(c) is the branch of morality
(d) has nothing to do with morality
(e) comes from 'mores'

Answer: (b)

3. Which of the following statements is wrong about drugs?
(a) Drug-related crime is not a problem of poor countries.
(b) Drug addicts can easily stop drug using.
(c) Drug dealers compete and sometimes fight against rivals.
(d) Possessing drug is not illegal.
(e) None of the above

Answer: (b)

PART II – TRUE OR FALSE

1. Genocide is not a problem of modern times because people in all corners of the world are conscious enough to avoid it.

Answer: false

2. Citizens are responsible to criticize government to make it more efficient and effective.

Answer: true

PART III – SHORT ANSWERS

1. What is the difference between ethics and morality?

Ans. Most often they are used interchangeably and it is common to name ethics moral philosophy.

2. What is the difference between rational criticism and blind criticism?

Ans. A criticism is said to be rational when it shows the merits and demerits of an issue under consideration.

3. What do you think are the major threats of global security in the current period?

Ans. Many threats could be mentioned but poverty of countries definitely will be a threat as it triggers instability and misunderstandings among inter and intra communities.

4. How does drug-using and trafficking go against national and global security?

Ans. Drugs affect the health of the users that is why there traffickings are illegal. Transacting in things which is illegal and damages the health of the community works against national and international security.

UNIT 6 RESPONSIBILITY

By the end of this unit, the students will be able to:

- recognize the necessity of shouldering and executing responsibilities.
- realize the cost implications to the person executing responsibilities.
- understand the need for cooperation among countries.
- realize the impact of HIV/AIDS in a global dimension.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Shouldering and Executing Responsibility	<ul style="list-style-type: none"> • describe the benefits that individuals get when shouldering responsibilities properly. 	Center for Civic Education (1995) <i>Foundations of Democracy</i> Calabasas: Center for Civic Education
2	Costs of Fulfilling Responsibility on Individuals	<ul style="list-style-type: none"> • explain the cost one undergoes when executing responsibilities. • what others could gain when a person executes their responsibilities properly. 	
3	Fulfilling Promises to Promote Understanding in the International Arena	<ul style="list-style-type: none"> • explain how to contribute to maintain international peace. 	
4	Co-operation among Nations for Mutual Benefits	<ul style="list-style-type: none"> • describe how countries of the world co-operate for mutual benefits. 	
5	The Severity of HIV/AIDS as a Global Pandemic	<ul style="list-style-type: none"> • explain the methods of transmission and protection as well as the effects of HIV/AIDS on the international scale. 	

LESSON 1

SHOULDERING AND EXECUTING RESPONSIBILITY

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictorial expression of people doing work that may show the execution of their duties.

STARTER ACTIVITY

What type of responsibilities do you think you have to shoulder in society?

Discuss these issues in the class.

READINGS

- Explanations about shouldering and executing responsibilities
1. Responsibilities to society
- Responsibility could be said to have two features: “Responsibility is the duty or obligation of a person to do something or to behave in a particular way.” Source: p114 *Foundation of Democracy* For example, as a member of society you have the responsibility to work for the common good. “Responsibility is also the duty or obligation of a person not to do something or not to behave in a particular way.” For example, you have the responsibility to not violate the constitutional rights of others.
 - The underlying message in the text is the need to work hard. This should mean working effectively and efficiently. Although a person may consider they work hard if they spend long hours on an activity, if it achieves little it is neither an efficient or effective use of time. Unless a person works in a responsible manner, it is hard to visualize success, be it for oneself or the nation.

CASE STUDY

A family with good parenting

- Parenting skills do not come naturally, they are learnt from families, society and through education. In previous generations it was

acceptable, possibly encouraged, to have large families to ensure support in the home and work. Lack of knowledge of contraception meant that the number of children a family had were not controlled and, where polygamy was practiced, a father could have children to two or more wives. This frequently led to greater poverty as there were more to feed and clothe and less chance of children getting sufficient education to advance into better paid work.

- One characteristic which is evident of developed countries is the low number of children in families, even where religious beliefs do not encourage contraception. This has resulted in families planning the number of children and when/how the children will be brought up and educated. While this does not ensure a happy family, it does avoid children being neglected or brought up without the basic necessities in modern life.
- China recognised the need to do something to control its vastly increasing population (582.6 million in 1953 and over 1 billion by 1982). One child policy introduced in 1980s was to give a 5% pay increase to those couples who only had one child. Families with more than one child suffered a pay cut.

ACTIVITIES

1. Form groups to discuss your responsibilities in society. Identify a responsibility that each of you will undertake towards your community and the country.
- The choice of responsibilities will depend on the community that students live in but may include:
 - Care for a disadvantaged person or group;
 - Environmental activities such as cleaning and maintaining a communal place;

- Producing materials to encourage learning among the younger generation or supporting a literacy program.
2. What will be your responsibilities in the future as a father/mother? Share ideas in mixed groups.
- It can be difficult to envisage life as a father/mother but the students should recognise, having reached this level of education, the value of choosing when to have a family and how to bring up each child (male and female) to enjoy the same, or better, opportunities than they had. It may be possible for groups to role play a situation where a family has many children and

little income compared to a family with educated parents with a better income and less children.

AN ADDITIONAL ACTIVITY

There may be competing responsibilities which a person may think are equally important, such as respecting the law and helping a friend to escape criminal liability. What methods can they use to choose one responsibility rather than another?

Under such circumstances they may use: urgency — to put some responsibilities before others; relative importance — considering to importance of each responsibility in relation to the other; time required — whether there is enough time or not etc.

LESSON 2

COSTS OF FULFILLING RESPONSIBILITY ON INDIVIDUALS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Citizens executing their responsibilities

STARTER ACTIVITY

What costs do you think you bear when undertaking responsibility as a student?

Discuss these issues in the class.

READINGS

- Explanations about the costs of fulfilling responsibilities
1. Burdens faced in society
- There are benefits to be gained from responsibilities executed. These include:
 - predictability - when people consistently fulfill responsibilities, others know what to expect from them.
 - security - knowing that others will fulfill their responsibilities enables people to feel more secure.
 - efficiency - work can be accomplished more efficiently when the people involved fulfill their responsibilities.
 - cooperation - when people working together on a task fulfill their responsibilities, cooperation increases.
 - individual rewards - rewards may include a sense of independence and self-esteem, feelings of satisfaction, approval from others, increased recognition, status, or payment, and gains in knowledge, skills and experience.
 - But, on the other hand, there are costs which include:
 - burdens - it may be necessary to spend time, effort and money to fulfill a responsibility.
 - resentment - people may resent an unwelcome responsibility even though they have agreed to accept it.

- fear of failure - if people are unsure about whether they can fulfill a particular responsibility, they may be anxious and uneasy.
 - sacrificing other interests - when people accept particular responsibilities, they may need to put aside other values, needs or interests.
- Citizens have different responsibilities both in their working life and towards their family and community. Some of these responsibilities may require courage and strength.

CASE STUDY

Nelson Mandela — glory and hope

- When Nelson Mandela came to power in 1994, however, he inherited many problems which required the new government's intention. Unemployment was high (33%), there was a huge budget deficit and poor economic growth in spite of the vast natural resources that the country had. He took a cautious approach to economic policy which upset many of the unions and ANC followers, many of whom turned to protest.
- "Outbreaks of lawlessness were commonplace. Students seized teaching staff as hostages, vandalised buildings and looted shops. Striking policemen set up roadblocks. Prison warders allowed dangerous prisoners to escape. Former ANC guerrillas in the defence force absconded without leave. Taxi drivers blockaded central Johannesburg. Squatters invaded vacant houses. Shop workers went on a looting rampage. Added to all this was an epidemic of violent crime. ...Opening the second session of parliament in February 1995, he launched into a tirade against workers and students demands. 'Let it be clear to all that the battle against the forces of anarchy and chaos has been joined.' he said."

Source: p651 Meredith M. *The State of Africa*

- But, during his incumbency, he tried to harmonize the different interests and managed to take the country to the next election relatively smoothly.

ACTIVITIES

1. Form groups to discuss how your community or society benefits when fulfilling your responsibilities. Group leaders should present their ideas to the students for further discussions.
 - From their own experience the students should identify the advantages; but the additional information provided in this guide will help them to air their ideas.
2. Form groups to discuss what you learnt from Mandela’s speech? Group leaders should present your ideas to the class for further discussion.
 - The speech should inspire the students with a belief that there is always hope. Although,

as you have seen, the years that followed his achievement of power in government were not wholly successful for most black South Africans from an economic perspective, his honesty and determination ensured that he maintained a strong following until he retired in 1999.

- He never said it would be easy — *We understand still that there is no easy road to freedom.*
- He strove to ensure peace and reconciliation — *The time for the healing of the wounds has come...*
- He recognized the need to work together — *We know it well that none of us acting alone can achieve success.*
- He understood the value of equity — *Let there be justice for all.*

AN ADDITIONAL ACTIVITY

Students could identify costs that they sustained as a result of executing their responsibilities.

LESSON 3

FULFILLING PROMISES TO PROMOTE UNDERSTANDING IN THE INTERNATIONAL ARENA

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, films etc., showing the Second World War and terrorist attacks.

STARTER ACTIVITY

What do you think Ethiopia can do to strengthen international peace?

Discuss these issues in the class.

READINGS

- Explanations about the fulfilling promises and promoting understanding
1. Current world concerns
- After the end of the Second World War, the main danger posed to the world were nuclear proliferations and the threat this presented to the very existence of the world. War was avoided during the Cold War because of fear of mutual destruction. Now-a-days, due to globalization, because power, particularly economic power, is concentrated in a few developed countries' hands and the disappearance of ideological blocs, nuclear war does not seem feasible. Rather than international wars, what is observable, particularly in Africa, are internal wars within African states. "Of the twenty-three armed conflicts that broke out between 1989 and 1999 only five were between states (the Gulf War, Armenia - Azerbaijan, Ethiopia - Eritrea, Peru - Equador, Serbia NATO)" Source: p183 *The Myth of Development*
 - "In 2000 there were more than ten major conflicts underway in Africa. One-fifth of all Africans lived in countries battered by war. Some 12 million were classified as refugees - 40 percent of the world's total." Source: p679 Meredith *The State of Africa*
 - Rather, the major concerns are global warming,

terrorist activities, the effects of globalization in terms of competition between the poor and the rich countries and the population explosion.

- "If the present trends continue, and nothing indicates that they are going to change, in the year 2020, the world population will reach 8 billion, of whom some 6.6 billion will live in the under-developed world, where there will be 3 billion poor, plus 840 million who are starving and hundreds of millions who are unemployed or, at best, underemployed. In addition, 2.5 billion will not have adequate housing and 2 billion will have no access to clean water or a commercial energy supply. The overwhelming majority of these marginal inhabitants will live in 550 cities with populations over 1 million... These cities will be chaotic, polluted, full of unemployed workers and plagued by delinquency." Source: p115 de Rivero *The Myth of Development*
- The consolidation of the democratic process will enable Ethiopia to assert its sovereignty internally as well as externally; this can also capacitate the country to have a better position vis-a-vis globalization *i.e.*, it will enable her to have a negotiating power. Also, by strengthening her relations with other countries through the regional and international organizations of which she is a member (IGAD, COMESA etc.), she can effectively contribute her share in the fight against terrorism and other international crimes as well as to the control of global warming.

CASE STUDIES

1. UN Ethiopian peace-keeping force in Congo
 - The new prime minister of the Congo at the time of its independence was Patrice Lumumba. He was outspoken and angry at the legacy that Belgium had left and gained support from many of his people when he used his speech at

the ceremony to condemn the Belgian rule. He did not have majority support in the country, however, and within days he faced protests from the army which was still controlled by Belgian officers. Lumumba dismissed a number of them and put Congolese in charge, including Mobutu as chief of staff.

- Protests continued and mutiny spread to other areas and within two weeks of independence the country was in turmoil with no internal security. As Belgium tried to find a way to get rid of his government, Lumumba appealed to the UN for help.
- “...within days the UN organized a major airlift of foreign troops, mainly from African countries, (*Ethiopia being one*) and set in motion plans for a large civilian task force to run public services.
- But Lumumba wanted more. In an increasingly volatile mood, he demanded that the UN force be used to expel Belgian troops.” Source: p103-4 Meredith M *The State of Africa*
- The Belgian troops eventually withdrew but Lumumba was threatening to seek support from the Soviet Union which made the US fear a communist takeover. Lumumba was murdered in January 1961 and Mobutu eventually took power in 1965. But for the time the civil war lasted, the Ethiopian army under the banner of

the UN fulfilled its responsibilities effectively.

ACTIVITIES

1. Form groups to discuss the roles you and your country could play to make the world a safer place.
 - Considering the problems that face the world, particularly the developing countries and Africa, this task is challenging. Students may consider that educating others is the key; others may feel that improving trade will help the country; some may see the importance of science and technology; all must see the importance of peace to ensure that Ethiopia’s expenditure goes on development rather than war and the associated costs.
2. Form groups to discuss Ethiopia’s role in contributing to African peace. Group leaders should present their ideas to the class for more discussion.
 - The students, with your support, could explore all sources including their lessons in the previous grades, the media and consulting others.

AN ADDITIONAL ACTIVITY

In groups, students could evaluate the legitimacy of Ethiopia’s involvement in peace-keeping missions.

See sample lesson plan on page 73

LESSON 4

CO-OPERATION AMONG NATIONS FOR MUTUAL BENEFITS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, films etc., showing rock hewn churches of Lalibela, obelisks of Axum etc.

STARTER ACTIVITY

What are the advantages of cooperation among nations?

Discuss these issues in the class.

READINGS

- Explanations about cooperation among nations for mutual benefit
1. Cooperation versus competition and sharing natural resources
- One natural resource of which Ethiopia is proud is the Abay (River Nile) which flows through Sudan, where it joins the White Nile, to Egypt. “Water security, always a condition for the existence of a civilization and a nation-state, has begun to disappear in many countries. According to the UN report ... already today more than 2 billion people suffer water shortages in more than 40 countries...
 - The United Nations considers that the minimum requirement for a healthy and active life is 2,000 cubic metres of drinking water per year. The countries with water resources already close to that limit for survival are: Algeria, Burundi, China, Egypt, Ethiopia, Haiti...
 - Disagreements over the use of the great international rivers can generate international conflicts.” Source: p167 - 170 de Rivero *The Myth of Development*
 - Therefore, unless otherwise there is cooperation in this area and other areas as well, the future of the world, and particularly of the developing world, is bleak.

CASE STUDY

The UNESCO Fund to preserve the churches of Lalibela

- The churches in Lalibela are unique and one of Ethiopia’s most precious resources for the tourist industry. They were built under the direction of Emperor Lalibela in the 13th Century — eleven structures carved out of the red rock with elaborate columns, windows and doorways and inside, arches and wall decorations, linked to each other by passages and courtyards.
- “The churches’ conception and style are very much Ethiopian, and possibly each one is an example of a particular kind of Axumite church, or even some of Tigray’s rock-hewn edifices, altogether forming a museum of sacred architecture. As a technically difficult achievement, it is in many ways unrivalled, and Lalibela denuded the countryside of its tools and masons and recruited craftsmen from as far away as Egypt and the Holy Land.” Source p12 Marcus *The History of Ethiopia*

ACTIVITIES

1. In what areas of development can Egypt, Sudan and Ethiopia cooperate for mutual benefit? Discuss in small groups.
- Over 85% of Abay’s water flows from Ethiopia to Sudan and Egypt where they have build dams to store water for various uses such as irrigation. With the water, silt flows to these countries affecting the capacity of the dams in retaining water. They could deal with this problem, for example, by undertaking a joint program of afforestation in Ethiopia to avoid much of the erosion that is responsible for silt accumulation

in the water. Also, countries could cooperate by finding ways to best use the water, for hydroelectric power, drinking water etc. This would enable those countries to concentrate on issues of development rather than spending their meagre resources unnecessarily of building up their armed forces.

2. Form groups to discuss what the positive impact is of global support for such historical sites and what the negative impact would be if

responsibility for them was left with the nation.

- Owing to the cost implications and Ethiopia's inability to cover the expenses, unless institutions such as UNESCO, or countries of the developed world, support the protection and rehabilitation of historical sites, they are susceptible to permanent damage and destruction, and will not be preserved for posterity. Their loss, therefore, would be a cultural loss for the whole world.
-

LESSON 5

THE SEVERITY OF HIV/AIDS AS A GLOBAL PANDEMIC

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, posters etc., showing HIV/AIDS patients

STARTER ACTIVITY

Describe how severe the HIV/AIDS pandemic is at a global level?

Discuss these issues in the class.

READINGS

- Explanations about the concern for the international community
1. International activities to control HIV/AIDS
 - HIV/AIDS had taken root in Africa in the 1980s, spreading from central Africa outwards to Kenya, West Africa and southern Africa. “Its advance was hastened by migrant workers; by armies and civil conflict, as in the case of Uganda; by refugee movements; by growing numbers of women and girls forced by poverty in prostitution; by ‘sugar daddies’ preying on young victims.” Source: p365 Meredith *The State of Africa*
 - In spite of acknowledgement of the disease elsewhere in the world, many African leaders either denied there was a problem or dismissed it as a Western issue. In the 1980s only two African countries, Uganda and Senegal, accepted the problem and launched anti-AIDS programs.
 - “Museveni gave free rein to non-governmental organizations to assist the campaign in whatever way they could and encouraged international relief agencies to help.
 - ...Senegal too began its own anti-AIDS programme in 1986, even before the virus had taken off there in earnest... The result was that Senegal was able to keep HIV infection rates below 2 percent.

- For the rest of Africa, however, the Aids epidemic raged on unchecked while governments remained largely silent... Only in the 1990s did the full extent of the disaster become apparent. By then, the death toll was counted in the millions.” Source: p367 Meredith

CASE STUDY

HIV/AIDS prevalence in the world

- HIV/AIDS is a global phenomena, but its effect is much more serious in Africa, particularly in sub-Saharan Africa. This is basically the case because of poverty and the education level of the people. These factors have helped the spread of the pandemic; but once the people were affected by the disease, the sub-Saharan African countries, because of their meagre economic resources, were unable to provide the patients with proper treatments such as antiretroviral therapy. The small attempts that these countries made to support HIV victims turned out to negatively affect the treatment opportunities of those patients suffering from other illnesses. Though the pandemic is not under control, improvement are evident in terms of its expansion. But much more effort in the form of sensitization is required all over the world, but above all in Africa, to completely eradicate this disease as was the case with smallpox.

ACTIVITIES

1. Research and report on the HIV/AIDS problem in your area.
 - Students could do this through checking the health centers and hospitals for information.
2. Work in pairs to identify other methods to raise awareness of the disease. Consider what support would be needed to implement some of

these ideas *e.g.*, permission, funding and other skills and resources.

- As well as books, pamphlets and posters, other media have been used to get across the message of the dangers of HIV/AIDS. Drama, both on stage and screen, has been one vehicle for raising awareness among people of all ages. Another is the comic magazine and cartoons, a popular form of literature for children and adults in other

countries where the illustrations tell a story with limited script. One NGO produced comics aimed at the police and army — groups vulnerable to catching the virus when living away from their own communities.

AN ADDITIONAL ACTIVITY

As the first activity requires considerable time to complete, it could be used as an additional activity.

SAMPLE LESSON PLAN

LESSON 3

Time	Teacher Activity	Student Activity
5	Warm up activity What do you think Ethiopia can do to strengthen international peace?	Discuss this as a whole class.
10	Note responses on board or paper then help students to read text.	Read individually stopping to reflect on past and current world concerns.
10	Explain activity and observe the groups, sharing any interesting observations with the class.	Form groups to discuss the roles you and your country could play to make the world a safer place.
10	Read case study with class and ask groups to answer question.	Form groups to discuss Ethiopia's role in contributing to African peace. Group leaders should present your ideas to the class for more discussion
5	Draw conclusions from the session and ask students to read 'remember' and to prepare their responses to the additional activity for the next lesson.	In groups, students could evaluate the legitimacy of Ethiopia's involvement in peace-keeping missions.

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. Which one of the following is not part of your responsibility?
 - (a) to help the elders
 - (b) to avoid stigma and discrimination against HIV/AIDS victims
 - (c) to care for public facilities
 - (d) none

Answer: (d)

2. Defending the territory of a country and the security of citizens is the responsibility of the:
 - (a) Government
 - (b) UN
 - (c) AU
 - (d) none

Answer: (a)

3. Which one of the following statements is not correct?
 - (a) the well-being of society is the basis for the well-being of its members
 - (b) the well-being of individuals contributes nothing to the well-being of society
 - (c) a person who fulfils responsibilities will be able to utilize his own rights fully
 - (d) none

Answer: (b)

4. Which one of the following statements is correct?
 - (a) social life is the outcome of the interactions of its members
 - (b) fulfilling responsibilities is the basis of social life
 - (c) when fulfilling public responsibilities some of your interests will have to be sacrificed
 - (d) all

Answer: (d)

PART II – TRUE OR FALSE

1. All countries need responsible citizens.
Answer: true
2. As students we have no responsibilities.
Answer: false
3. Your responsibility is only to think for your own good.
Answer: false
4. School is a place where you learn part of your responsibilities.
Answer: true
5. Ethiopia's development rests upon what responsible citizens do for themselves and their country.
Answer: true

PART III – MATCHING

Column A	Column B
1. Paying tax (C)	A. For common benefits
2. Responsibility of government and citizens (E)	B. A global pandemic
3. HIV/AIDS (B)	C. Citizens responsibility
4. Countries can work together (A)	D. Have to be preserved
5. Cultural and historical heritages (D)	E. Defending the country from aggression

UNIT 7 INDUSTRIOUSNESS

By the end of this unit, the students will be able to:

- recognize work as a human necessity.
- realize what makes work successful.
- appreciate work in an international perspective.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Work as Human Necessity	<ul style="list-style-type: none"> • describe how work enhances both personal and social development. • explain work as an instrument for national development. 	
2	Factors Determining the World of Work	<ul style="list-style-type: none"> • explain the factors that influence the world of work. 	
3	Work in an International Perspective	<ul style="list-style-type: none"> • explain the importance of work for world civilization. 	<ul style="list-style-type: none"> • de Rivero O. (2001) <i>The Myth of Development</i> London: Zed Books Ltd. • Markus H.G. (2002) <i>The History of Ethiopia</i> Updated Edition London: University of California Press.

LESSON 1

WORK AS HUMAN NECESSITY

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, films etc., showing people engaged in work activity.

STARTER ACTIVITY

Describe a hard working person in your neighbourhood. What benefits does he/she obtain from his/her labour?

Discuss these issues in the class.

READINGS

- Explanations about work as a human necessity.
1. Benefits of work
 - The benefits of work are clearly explained in the students' text, particularly that of job satisfaction. Although a primary aim of employment is to earn a salary to live on, many people are happy to work for a relatively low income or on a voluntary basis because of their love of that job. Interest in the job is often increased when the skills and knowledge associated with it are developed. For example, a teacher who continues to learn new skills to plan, deliver, assess and evaluate the learning process, as well as finding out more about the subject that is taught, will probably have greater respect from students and colleagues which will lead to satisfaction of their teaching role.
 - However, whatever the job, the worker has to feel valued and this usually requires an appropriate salary and conditions of work in return for doing the work.
 2. Societal development
 - Working for societal development can be achieved in both public and private business situations as well as in community and voluntary

occupations. It needs people in all types of work, both professionals and unskilled workers whose efforts lead to improvements in society. The street cleaner and the university professor both play an important role in improving society. As students need to be encouraged to develop their skills and talents, it is likely that most will eventually find work in a professional sector where their efforts could be geared towards raising standards, improving the environment, supporting those in need and developing the economy for the benefit of the whole nation.

CASE STUDY

Abdi's mistake

- The mistake that Abdi made was choosing a career for the wrong reasons, and then staying in that job with no interest in the work. People may be drawn to jobs for different reasons, and not always the best reasons. For example, money, location and capacity to manage the work are three factors that can influence a decision to accept work. However, although a job may pay well initially, if it does not motivate the worker to extend his/her skills and knowledge in order to progress, the financial reward may not improve and the person may become disillusioned.
- Students should be encouraged to consider their interests, their strengths and their circumstances when deciding on a future career. Some may have the support needed to continue into higher education before applying for a job, while others may need to find paid employment after school and then try to gain further qualifications and promotion. Whatever the options available, students must try to choose one that will maintain their interest for a considerable length of time.

ACTIVITIES

1. Think about which profession would make you satisfied and write down what you need to do to become a good professional in that field. After writing this down, exchange it with your partner and discuss it.
 - Teachers may need to provide some guidance in terms of what skills, knowledge and abilities are necessary for different professions.
 2. In your area search for cases where individual development has led to societal development. Identify the factors that resulted in this outcome.
 - Examples may include educators, medical staff, entrepreneurs and those working in the community. As well as study, practice and hard work, the individuals may have also been motivated to work for the good of society.
-

LESSON 2

FACTORS DETERMINING THE WORLD OF WORK

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, films etc showing people engaged in different activities.

STARTER ACTIVITY

What do you think is required for a good working environment?

Discuss these issues in the class.

READINGS:

- Explanations about factors determining the world of work.
1. Ethical standards
 - One might assume that the ability to do a job to the best of the person’s ability with the resources available would be a simple measure of how good a professional person is. For many professions there are also written ethical standards that are learnt as part of the training.
 - In America, the Code for Nurses (1976) included the statement: “The nurse exercises informed judgement and uses individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.” Source: p462 *Ethics*
 - A teacher’s ethical standards extend to appropriate behaviour with students as well as a responsibility to continually update their skills and knowledge.
 - In Ethiopia, for example, the teachers’ ethical conduct requires Ethiopian teachers, among others, to:
 - be led by an educational plan and support what they teach through teaching aids;
 - refrain from transmitting their own views (political, religious etc.) directly or indirectly;
 - avoid corporal punishment;
 - protect their profession from corruption and wastage.

2. Sexism

- This is defined as “...having false beliefs about people because of their sex, or devaluing them because of this.” Source: p241 *Ethics*
 - In the same source, according to Wasserstrom, “It is evident that there are substantially different role expectations and role assignments to persons in accordance with their sexual physiology, and that the positions of the two sexes in the culture are distinct.
 - ...It (*sexism as opposed to racism*) is more deeply embedded in the culture, and thus less visible. Being harder to detect, it is harder to eradicate. Moreover, it is less unequivocally regarded as unjust and unjustifiable. That is to say, there is less agreement within the dominant ideology that sexism even implies an unjustifiable practice or attitude. Hence, many persons announce, without regret or embarrassment, that they are sexists or male chauvinists...”
 - The students can read the FDRE Constitution, Articles 25 and 35, to understand the situation in Ethiopia vis-a-vis sexism.
3. The importance of leisure
 - While few people can afford to take breaks away from home, most Ethiopians will have an opportunity to spend non-working hours in leisure pursuits with family and friends. The growth in leisure activities is evidence of how this is extending with more cinemas, the increase in sports facilities and access to TV and radio in most parts of the country.

CASE STUDIES

1. Medical ethical standards

- When doctors enter the medical practice they have to take the Hippocratic oath which includes the following statements:
- “I will follow that method of treatment which, according to my ability and judgement, I consider

for the benefit of my patients, and abstain from whatever is deleterious and mischievous.

- I will give no deadly medicine to anyone if asked, nor suggest any such counsel...
 - Whatever, in connection with my professional practice, or not in connection with it, I may see or hear in the lives of men which ought not to be spoken abroad I will not divulge..."
 - Thus, people can trust their doctors to keep their medical condition confidential.
2. Charlotte Gilman
- Charlotte wrote a number of books as well as short stories and poetry. She was a lecturer on social reform and served as a role model for feminists in later years largely because of her unique ideas and lifestyle.
 - In 1894 she separated from her husband and moved with her daughter to California where she organized social reform movements. Later she sent her daughter to move back with her ex-husband and his new wife and she remarried.
 - She had progressive views about paternal rights and was also an advocate of euthanasia. In 1935 she committed suicide having suffered from breast cancer. She was also spoke on women’s perspectives on work, dress reform and family. She believed that housework should be equally shared by men and women. She wrote, “ The first duty of a human being is to assume the right functional relationship to society — more briefly, to find your real job, and do it”.

ACTIVITIES

1. Discuss ethical standards in the medical field and their importance for proper performance of doctors.

- You may wish to focus on specific standards and encourage debate among groups of students on issues such as: abortion, euthanasia, or access to medical records. Case studies could be prepared to stimulate the debate. (see Lesson Plan)
2. How do the teachings of Charlotte Gilman promote the empowerment of women?
 - Considering the period that Charlotte Gilman lived in, when male domination was the norm, it was unusual for a woman to have such progressive views. The work she did and the attitudes she held were different from most of the women at that time but she was able to have an impact on the lives of many by questioning the values, expectations and beliefs held by society.
 - In Ethiopian society today, where women in some areas are still not empowered, her teachings can raise awareness of what women can achieve, including economic independence.
 3. Make a list of all the things you do during your leisure time. Classify those things into two columns. One column should include all the activities you do with your friends and family. The other all the activities you do by yourself. This shows your level of social interaction during your leisure time.
 - Students can not only identify these activities into those which are sociable, such as playing a sport or visiting the shops, and those which are solitary, such as reading, but they can identify which are the more profitable in terms of valuable use of their spare time.

See sample lesson plan on page 84

LESSON 3

WORK IN AN INTERNATIONAL PERSPECTIVE

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, films etc., showing world civilizations such as Axumite Civilization

STARTER ACTIVITY

What role do you think work played in the development of rich countries?

Discuss this issue in the class.

READINGS

- Explanations about work in an international perspective.
1. Inventions leading to civilized living
 - You may wish to draw students' attention to the amenities and tools we use today compared to the past and to other civilized nations. What do we see as necessities and luxury items? The case study which follows can extend the discussion into consideration of the transformation of communication in Ethiopia through the mobile phone and other emerging tools.
 2. Analysis of globalization
 - The advantages and disadvantages of globalization were listed in the Grade 11 Teacher Guide.
 - One of the features of globalization is its domineering character over the developing countries because of inequalities in competition in the market.
 - Globalization has led to a 'global aristocracy' of transnational corporations and powerful countries which dictate how, where, what and for whom to produce. This would be of less

concern if it led to greater employment in poorer countries and if the developing countries' trade grew at a corresponding pace.

- "In fact, the contrary is occurring. Today, nearly all the underdeveloped countries have become large importers of transnational goods, and many of them are suffering serious external deficits." Source: p50 *The Myth of Development*
- "Their (*poorer countries*) raw materials do not fetch profitable prices, their debts continue to be a heavy burden, their imports increase, and productive transnational investments are not forthcoming; nor have new companies been formed in their territories to export products with more technological content, to make them competitive in the global economy. They carry through the programmes of liberalisation, deregulation and privatisation, but genuine market economies do not emerge because a vast proportion of the population live below the poverty line." p58

CASE STUDIES

1. Invention of telephone by Alexander Graham Bell
 - He was a physicist, born in Edinburgh, Scotland, in 1847, the son of Alexander Melville Bell, and was educated at the Edinburgh and trained in his father's system for removing speech impediments. He went to Canada with his father in 1870 and in 1872 moved to the United States. "He had been interested for many years

in the transmission of sound by electricity, and had devised many forms of apparatus for the purpose, but the first public exhibition of his invention was at Philadelphia in 1876.” Source: www.alexandergrahambell.org

2. Promoting foreign direct investment

- In almost any current newspaper there will be information on the state of foreign investments in Ethiopia.
- Coca-Cola Sabco is one of the largest transnational companies producing soft drinks across many African countries including Ethiopia.
- Chinese investment projects cover nearly every major investment area including manufacturing, real estate development, restaurant and hotel business and agro industries. The construction sector was one of the first to develop in Ethiopia and is the second major sector after manufacturing (2009).
- In a press interview the Regional Director of the Economist Intelligence Unit in Africa stated that Ethiopia was selected for the venue of the 2009 conference because, “The country’s vast tracts of arable land, diverse mineral resources and oil and gas potential, have started to attract increasing amounts of foreign direct investment in recent years, though much of Ethiopia’s potential remains untapped, especially in areas of tourism, financial services and manufacturing.”
- In the same newspaper it was reported that foreign investors from Turkey, Sudan, US, Israel, Sweden, Britain, Yemen and Jamaica with a combined capital of Birr 6.4 billion had received licenses in Amhara regional state that would create 50,000 jobs in tourism, social services, horticulture, textiles etc.

ACTIVITIES

1. How did hard work contribute to the growth of the Axumite Civilization? Research and report on your findings.

- The Axumite Civilization was important from the first century AD until 100AD, initially for the ivory trade, but also for commerce and by the third century it was issuing its own coins. It also became Christian.

“With the new faith came traders responding to overseas demand manifested in Adulis, the region’s most important commercial center. It was the destination of choice for Byzantine and other traders who sought to transship goods to Arabia, India, and regions even farther eastward. They came to Adulis by July, to transact their business before the Ethiopian fleet, composed of sturdy vessels... left for Asia with the summer monsoon winds. At their destinations by September, Axum’s traders would sell their cargoes and purchase export goods, and when the prevailing winds changed in October, sail back to Adulis, where the awaiting foreign merchants would buy items in demand in the eastern Mediterranean and themselves return home. Commercial prosperity therefore depended on the safety of the trading lanes and access to foreign markets. Whenever these were threatened, the Axumite Empire intervened to restore security...” Source: p9 Markus H.G. (2002) *The History of Ethiopia Updated Edition* London: University of California Press

2. Research and report on the ways in which Ethiopia can utilize the positive side of globalization and mitigate against the negative effects.

- Using the additional information provided in the students’ textbooks and in the Grade 11 teacher

guide, help students to identify the positive and negative sides of globalization before they carry out further research individually or in small groups.

AN ADDITIONAL ACTIVITY

Share experiences with each other on the changes that students have seen in their kebele or region as a result of hard work.

SAMPLE LESSON PLAN

LESSON 2

Time	Teacher Activity	Student Activity
5	Warm up activity What do you think is required for a good working environment?	Work in pairs to brainstorm their ideas for half the time then share their ideas with the rest of the class.
5	Note responses on board or paper then help students to read text on ethical standards and the case study on medical ethics.	Read individually stopping to reflect on the issues relating the ethical standards.
7	Explain activity: Discuss the ethical standards in the medical field and their importance for the proper performance of doctors.	In small groups take one case study (see below) and discuss how you would expect the doctor to behave.
5	Read article on sexism and the case study on Charlotte Gilman with class.	Read individually stopping to reflect on the issues relating to sexism.
5	Explain activity: How do the teachings of Charlotte Gilman promote the empowerment of women?	As a whole class discuss the impact of her writings on the empowerment of women.
3	Read article on leisure with class.	Read individually.
5	Explain activity: Make a list of all the things you do during your leisure time. Classify those things into two columns.	Work individually listing everything you do in leisure time in two columns. One column should include all the activities you do with your friends and family. The other all the activities you do by yourself. This shows your level of social interaction during your leisure time.
5	Draw conclusions from the session and ask students to read 'remember'.	

Case study 1

An 18 year old Grade 12 student asks her doctor for an abortion. She was made pregnant by her uncle when he was drunk and found her alone in her home. She cannot discuss it with her family and wants to continue her education. What should the doctor do?

Case study 2

A man who has been in a serious car accident has lost the use of his limbs and will need continuous care from his family to survive. He is conscious and asks his doctor to help him die as he cannot face life as an invalid. What should the doctor do?

Case study 3

A mature woman needs a full medical examination to be a police officer. She had mental health problems when she was a young person and needed psychiatric care. The doctor sees this on her medical records. Should it affect her appointment? Should the doctor pass the information to the employer?

Case study 4

A child is brought into hospital by its parents suffering from a fractured arm, bruising and cuts. The doctor suspects the child has been neglected and abused by the parents and wants to protect the child from further cruelty. What should the doctor do to prevent the child facing further harm?

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. Successful people:
(a) have material gains (b) have job satisfaction
(c) do their job efficiently and effectively (d) all
Answer: (d)
2. In order to have job satisfaction:
(a) financial reward is enough
(b) financial reward is not important
(c) financial reward is one of the factors but there are others
(d) all
Answer: (c)
3. Ethical standards are beneficial for:
(a) efficient accomplishment of work (b) harmony in the workplace
(c) taking away the freedom of workers (d) all
Answer: (a)
4. Which of the following are the benefits of globalization:
(a) sharing of ideas and technology (b) promoting efficiency
(c) opening up markets for competition (d) all
Answer: (d)

PART II – SHORT ANSWERS

1. Explain the following:
(a) ethical standards (b) civilization (c) globalization.
Ans. (a) Ethical Standards are standards that are morally sound or acceptable.
(b) Civilization is an advanced stage of human development marked by a better way of life in terms of faith and government etc.
(c) Globalization a situation of since the late 20th century where there has been a strong cultural, trade, economic etc.
2. What is the importance of doctors taking the Hippocratic Oath?

UNIT 8 SELF-RELIANCE

By the end of this unit, the students will be able to:

- recognize the difference between self-reliance and dependency.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Self-Reliance	<ul style="list-style-type: none"> • describe the characteristics of a self-reliant person. • be self-reliant. • develop moral sensitivity to make good decisions. 	
2	Dependency	<ul style="list-style-type: none"> • describe the consequences of dependency. • struggle against dependency. 	
3	Self-Reliance and Morally Sound Decision-making Capacity	<ul style="list-style-type: none"> • describe how a self-reliant person makes morally good decisions. 	

LESSON 1

SELF-RELIANCE

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, films etc., showing the affluent countries

STARTER ACTIVITY

Why is it important to be morally sensitive?

Discuss this issue in the class.

READINGS

- Explanations about self reliance
1. Moral sensitivity
 - Fully cognizant of the plight of children, the Convention on the Rights of the Child was adopted by the General Assembly of the United Nations on 20 November 1989. According to the Convention:
 - Article 2 (2) states parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or family members.
 - Article 3. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.
 - Article 19 (i) states parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
 - The FDRE Constitution has made international agreements ratified by Ethiopia to be part of its legal system, and this shows the moral sensitivity of the system to the rights of the child.
 - The example of child labour is worth considering

in this country where many children are expected to work from an early age. In some parts of the world working conditions for children are terrible, yet the alternative would mean families relying on begging or starvation. Some transnational companies employ children but many have local requirements such as not employing children under 15 years of age, not disrupting their education and ensuring that physical risks were minimised.

2. Sensitivity to a range of considerations and discussion to gain a consensus
 - It is not only in trade that sensitivity to moral issues is required. Any decision that affects others is subject to consideration before implementation. As students preparing to leave home to go to university or employment, they will have many decisions to make from how to spend their money to dealing with responsibilities for others.

CASE STUDY

Economic matters versus moral questions

- Withholding stocks until prices rise is not unusual — it is the basis behind dealing in stocks and shares — buy when costs are low and sell when they are high. The issue here is one of morality.
- Knowing that your community is suffering from shortages and that you can still make a profit from selling stock sooner, one assumes you would comply, but in the business world such sensitivity is rare.
- The discussion that follows this case study will provide an opportunity to compare moral issues with business skills. The teff trader, by holding on to his stocks for a higher price, risks prices falling, another trader taking his business or his stock spoiling. The purchasers who rely on his

goods also have a responsibility to be prepared for shortages and price rises in a free market society.

ACTIVITIES

1. Discuss the following questions as a class.

- Did Getu show moral sensitivity in his decision-making?
- Do you think that it is fair to make such a decision when fellow citizens suffer from shortage of food crops and high prices?
- What would happen if most of the teff traders made a similar decision in order to maximize their profits?
- There are some people who mix butter with bananas, dilute milk and adulterate food on other ways to maximize their profits. Discuss the negative impacts of these kinds of immoral decisions and actions?
- While some students may argue that Getu was right to keep his stock until the price rose in

order to get a better profit, others may argue that moral sensitivity is more important and traders should be aware of the needs of their clients.

- The practice of adulteration of food is unlawful. It is not only immoral on the basis of making profit from a commodity that is being sold under a false name, but also because such foodstuffs may prove to be a danger to health.
2. Discuss these questions as a class.
- Why should you be concerned with the moral dimension of an issue?
 - What is the advantage of considering the impact of our decisions and actions on other people and the community at large?
 - If students are to have an end of course party they may face issues such as costs (who will pay for their night out), responsibility for getting home (if they stay out late) and being faced with alcohol etc. It may be worth considering the impact of such decisions in advance.
-

LESSON 2

DEPENDENCY

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, films etc., showing the contrasting features of poor and rich countries

STARTER ACTIVITY

Some scholars argue that poor countries remain poor because of their dependency on rich and developed countries. What do you think?

Discuss this issue in the class.

READINGS

- Explanations about dependency
1. Impacts of dependency
 - Dependency does not just affect those in poverty. It can include those who have been given the opportunity to gain a good education but who have not got employment or cannot live within their means. For some it is more difficult to be self-reliant, particularly if they have not had support to gain an education or a skill. Yet for every person with a disability or a child begging on the streets, there are many more who have overcome their problems to become self-sufficient by selling goods, labouring or offering a service.
 2. Social impacts of dependency
 - Other issues related to dependency include the impact on the individual within their family, social group and community. A person considered lazy will lose friends and respect from others in society. The consequences of dependency are multidimensional. At individual and family levels it undermines human dignity and self-respect. It robs creativity, self-confidence and motivation. Dependent personalities also lack the courage to act with independent thought and social concern.
 3. Dependency in an international context
 - Some theorists assert that the underdevelopment

of the developing countries is the consequence of colonialism and neocolonialism that has resulted in the historical evolution of highly unequal political and exploitative economic relationships between the developed and the developing countries.

- When comparing nations to people, those that are dependent on others also lose respect. In developing countries, where material and financial resources are lacking to carry out development programs, the need for eternal borrowing is something one cannot afford to ignore. However, such a massive flow raises grave concerns. But the debt will have strong implications. Firstly, at a time when the debt is curtailed, it would result in budget shortages; secondly, it may put the country's interest at stake as, more often than not, it is associated with donor's economic, political and security motives. Therefore, it is by developing self-reliance that a country can avoid the different influences that come with aid of different natures.

CASE STUDY

A dependent young man

- One issue that this case study raises is that of aspirations and expectations. As students move to higher grades than their parents or other family members reached, their aspirations for work and income naturally change.
- There may also be an assumption that, having gained a higher level qualification, employment should be assured. This is not the case in most countries where the number of graduates leaving university exceed the number of jobs. Many have to make do with other work to gain some experience and earn an income until they can successfully apply for a job in their chosen career. This is one reason why choice of higher or tertiary education is important not

just for personal satisfaction but also to ensure that employment opportunities are likely to be available.

ACTIVITIES

1. What is the impact of having many dependent people in a particular community or country? Discuss as a class.
2. Collect and discuss proverbs and sayings that appreciate and encourage hard working people and ridicule lazy and dependent persons.
3. Discuss the following questions as a class.
 - Evaluate the dependency of poor countries in

the global context?

- How can you, as self-reliant and independent citizens, help to minimize the dependency of Ethiopia on developed countries?
 - These questions will rely on teachers providing additional material from this guide and elsewhere to supplement the students textbooks. The subject of dependency has been discussed in previous grades and all students will be aware of the implications of having dependent people living in their community, as well as identifying the problems faced by Ethiopia's dependence on other countries.
-

LESSON 3**SELF-RELIANCE AND MORALLY SOUND
DECISION-MAKING CAPACITY****CLASS PREPARATION: INSTRUCTIONAL AIDS**

- Pictures, posters, films etc., showing people debating

STARTER ACTIVITY

Do you think that the decisions that you make in your daily life are morally sound?

Discuss this issue in the class.

READINGS

- Explanations about morally sound decision making
- Philosophical approaches to decision making:
- The following approaches are examples of the range of ethical considerations that a person needs to consider when making a decision. Often there are situations where two duties conflict and the person has to decide which is the best solution to take. Throughout life students will be faced with such decisions and need to realize that, in many cases, the most obvious is not always the morally sound decision.
 1. Utilitarian approach
 - This was conceived in the 19th Century to help legislators decide what laws were morally best. Bentham and Mill believed that ethical actions are those which provide the greatest balance of good over evil.
 - An example of a decision made with this approach is taking affirmative action to provide the greatest long-term progress to specific groups, such as the disabled. Affirmative action is targeted at such groups, at the expense of a small section of the population who would suffer by not being treated equally due to finite resources.
 2. Rights approach
 - This approach, developed by Kant in the 18th Century and also a theory introduced by John Locke in 17th Century, focuses on an individual's right to choose freely and not be manipulated by others. The Declaration of Independence was partly influenced by this respect for God-given rights which were seen to be natural, universal, equal and inalienable. The three fundamental rights of life, liberty and the pursuit of happiness were the basis for other specific rights including freedom of speech and movement.
 - In the United States, where slavery was still practiced in many states following the Declaration of Independence, Americans were forced to ask if they believed in its principles. In the case of one slave, Dred Scott, who had been taken to a free state but was returned to a slave state, the decision reached by the court was that blacks, whether slaves or free, could not be citizens of the United States although they could enjoy the rights and protections of national citizenship under the Constitution. It also found that the federal government could not exclude slavery from those states which were not free. This outcome, which clearly did not consider the rights approach in reaching a decision on behalf of slaves, was one cause of the American Civil War.
 - An example of where the rights approach is used is in the decision to keep the personal details of a celebrity out of the media where that person requests the right to privacy. In the UK, where some newspapers try to publish articles which invade the privacy of famous people, a Press Complaints Commission was set up to regulate the profession and uphold people's rights.
 3. Common good approach
 - This approach assumes that we are all members

of one community with the same views about how we want that society to behave. Its aim is to ensure that all social rules, activities and organizations benefit everyone. Originating in the works of philosophers such as Plato and Aristotle, it was developed further by John Rawls who defined it as, “certain general conditions that are... equally to everyone’s advantage.” Examples of the outcomes are “affordable health care, effective public safety, peace among nations, a just legal system, and an unpolluted environment”. Source: www.scu.edu/ethics

- An example of where this approach may be used is in deciding to make education compulsory for all primary school children and, thus, ensuring that the resources are made available across the country, possibly at the expense of other objectives that may satisfy some segments of the population.
4. Obeying majority rule
- The need to follow the decision of the majority may be tested when it is unrepresentative of the different people in society. For this reason, the electoral or voting system has to be supported by democratic means. Once in place, everyone should uphold the views of the majority even if they disagree with the verdict. Examples can include court verdicts, election outcomes and local decisions made in school or the kebele. A decision on changing the school opening times made by a majority of teachers and parents’ representatives has to be accepted by all students and staff in that school, regardless of individual feelings.
 - But, even after this, while executing the majority decision, the minority has the right to pick up the weaknesses of the decision and try to influence members of the majority to rethink their decision.

CASE STUDIES

1. Denying the truth
 2. Telling the truth
- These two cases show the dilemmas faced by

people who recognise the right to truth. In the first case Gundher had to make a decision, either to save the Jews he was sheltering, or to uphold the law in Germany at that time. His decision not to tell the truth meant that the Jews survived.

- You may wish to tell the class this saying written by Pastor Martin Niemoller, who was imprisoned for preaching against the Nazis:

First they came for the Jews

And I did not speak out

Because I was not a Jew.

Then they came for the Communists

And I did not speak out

Because I was not a Communist.

Then they came for the Trade Unionists

And I did not speak out

Because I was not a trade unionist.

Then they came for me

And there was no one left

To speak out for me.

- It raises the dilemma facing people about the right to speak out in support of others.
- In the second example Birtukan has other considerations — not just the outcome for her friend and his faith in her. She must also consider the family of the deceased, the potential threat to others if her friend is released and her duty to uphold the law. This is because, according to the Ethiopian criminal law as well as the civil procedure law, an article of the law orders citizens, as a matter of duty, to be witnesses when called upon by the court. This, as well as perjury, is a criminal offence.

ACTIVITIES

1. Form groups and explore an issue then make a decision based on one of the above philosophical approaches.
- You may need to help the students by suggesting some examples to develop further. Try to

encourage them to think of a local issue or one that is of current interest.

2. Discuss these questions as a class.

- Do you think that Gundher’s action is morally good? Why?
- Do you agree that preventing harm is more important than telling the truth in such circumstances? Explain.
- There have been a number of books and films portraying those who sheltered Jews during the Second World War; students may have read the diary of Anne Frank whose family was hidden for a number of years until they were found and sent to a concentration camp.

3. Discuss these questions as a class.

- Do you agree that telling the truth is morally good in this situation?

- What is the benefit of telling the truth in such a condition?
- Do you think that telling the truth supports the system of justice?
- Students need to consider the dilemma faced by conflicting choices — either to help a friend or family member or to uphold the law and tell the truth.

AN ADDITIONAL ACTIVITY

There are opportunities for role play, particularly in making choices about decisions based on factors outlined in the texts. The last activity could be acted out by different groups and their conclusions shared with the rest of the class.

See sample lesson plan on page 95.

SAMPLE LESSON PLAN

LESSON 3

Time	Teacher Activity	Student Activity
10	Warm up activity Do you think that the decisions that you make in your daily life are morally sound?	Discuss this question as a class.
10	Note responses on board or paper then help students to read text.	Read individually stopping to reflect on the philosophical approaches to decision-making.
5	Explain activity and gather responses.	Form groups and explore an issue; then make a decision considering the above philosophical approaches.
5	Read first case study with class and explain activity.	Discuss these questions as a class. <ul style="list-style-type: none"> • Do you think that Gundher’s action is morally good? Why? • Do you agree that preventing harm is more important than telling the truth in such circumstances? Explain.
5	Read second case study with class and explain activity. (If the first case study took longer than the time available, suggest students complete this between lessons)	Discuss these questions as a class. <ul style="list-style-type: none"> • Do you agree that telling the truth is morally good in this situation? • What is the benefit of telling the truth in such a condition? • Do you think that telling the truth supports the system of justice?
5	Draw conclusions from the session and ask students to read ‘remember’	Students could do the additional activity in their own time and report back their conclusions to the next lesson.

ANSWERS TO UNIT REVIEW EXERCISES

PART I – SHORT ANSWERS

1. What is the relationship between moral sensitivity and the skills of making morally good decisions?
2. What is the importance of considering the moral dimension of our decisions and actions? How do you explain the significance of moral sensitivity to fight immoral actions such as corruption?
3. How could the three different approaches solve the current global problems such as poverty and global warming?
4. Some scholars argue that poor countries in the world get poorer because the developed countries exploit them. Evaluate this idea.

These are questions that must be worked out by the students in groups or individually. But generally.

1. It is only when we are morally sensitive that we make morally good decisions.
2. Something is morally sound irrespective of other considerations like religion. Therefore, corruption is wrong not only because it is an illegal act but it is also morally unacceptable.
3. This could be argued in both yes and no. In countries where the political system is unnecessarily submissive to developed countries wish and will the blame goes to the poor countries themselves. But in a situation where the developed countries look only after their interest the question could be answered in the affirmative.
4. The 3rd question should be answered by the students comparing the three theories of ethics and their answers could be very argumentative. For example, one could say as long as an approach deals with successfully the merit of its correctness should not be taken into consideration.

UNIT 9 SAVING

By the end of this unit, the students will be able to:

- appreciate the proper utilization of resources.
- realize the necessity of regulating the national economy on realistic international principles.
- recognize the difference between the micro and macro economy.
- appreciate the role of national and international monetary organizations in national development.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Methods of Saving	<ul style="list-style-type: none"> • explain the necessity of planning production and consumption. • describe the importance of relying on one’s own national product. 	Mayor F. (1995) <i>Memory of the Future</i> UNESCO
2	Regulating the National Economy on Realistic International Principles	<ul style="list-style-type: none"> • describe the international economic principles. • describe the situation of the Ethiopian economy. 	
3	Types of Economy	<ul style="list-style-type: none"> • explain the difference between micro and macro economy. 	www.freeworldacademy.com/newbizzadviser/fw4.htm www.freeworldacademy.com/newbizzadviser/fw5.htm
4	Money and Capital	<ul style="list-style-type: none"> • describe the role that local, national and international monetary organizations play in development. • explain the relationship between money, capital and world politics. 	

LESSON 1

METHODS OF SAVING

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, films etc., showing farmers harvesting and industries under production

STARTER ACTIVITY

If you want to regularly save, how would you start?

Discuss this issue in the class.

READINGS

- Explanations about methods of saving
- The text identifies different types of saving, starting with saving the planet from global warming. This is further discussed in the case study and the examples below. Mayor wrote, “For the first time in the earth’s history, our human activity is giving rise to disruptions that threaten to destroy the very sources of life. The ‘greenhouse effect’ and acid rain, caused by the growing concentration of carbon dioxide and other toxic emissions in the atmosphere and the depletion of the ozone layer; the pollution of land and water by pesticides, chemical fertilizers and industrial wastes and spills; the spread of desertification all over the world and the nuclear and chemical accidents that threaten cities and whole regions — these are all symptoms of the brutal aggression which the activity of human beings — whose numbers, needs and technological advances are constantly on the increase - is inflicting on our biosphere.” Source: p118 (1995) *Memory of the Future*
- Other savings relate to our natural resources, which are also at risk of depletion, and the country’s economic wealth which have been discussed at lower grade levels.

CASE STUDY

Global warming

- Scientists continue to research into the implications of global warming. One scientist in the US investigated what would happen in the future if the world stopped burning fossil fuels and it emerged that, while the oceans would absorb some of the CO₂, the change would be slow so that, even by the next millennium, CO₂ would still be higher than pre-industrial levels. It is clear that countries need to act now or it will be too late to do anything. Source: p4 New Scientist 31.1.2009
- Another article stated that fish could vanish from huge areas of our oceans which are warming up and therefore affecting the amount of life that needs the depleted oxygen in order to survive. (p13)

ACTIVITIES

1. Can you imagine what will happen if we continue to erode the ozone layer?
 - Discuss in the class.
 - Students should be aware of the consequences of global warming on raised carbon dioxide in the atmosphere, warming of the oceans and the consequent changes to our ecology and climate. These will impact on human and other life forms.
2. Explore the cost of renting or purchasing property and other large commodities you may want. Then look at the salaries paid to professional people. What can you expect to earn after your studies and how much would you need to save to purchase what you want?

- Students will need to do some research in order to have realistic figures to base their calculations on.
3. List those items that are produced in your locality. Try to assess their prices and their quality with respect to similar products that are imported from abroad.
- Choose 5 items that are produced in this country. Explore the prices and the quality of those items
- and try to compare them with similar items that are imported.
- This will depend on where the school is located *i.e.*, where there are both domestically and foreign produced commodities. However, with your support they should be able to compare some commodities.
- See sample lesson plan on page 106
-

LESSON 2

REGULATING THE NATIONAL ECONOMY ON REALISTIC INTERNATIONAL PRINCIPLES

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, films etc., showing labourers working in an industry

STARTER ACTIVITY

Why is it important to regulate the national economy on the basis of international principles?

Discuss this issue in the class.

READINGS

- Explanations about regulating the national economy
- Primarily, students have to be clear with the principle of comparative advantage. Then they have to weight it with what Ethiopia produces — agricultural products which fetch a low price. On the other hand, if Ethiopia wants to produce industrial products it does not have the initial capital. In relation to these issues, the government stand is clearly indicated in the documents called ‘The FDRE Rural Development Policy, Strategy and Methods’ and ‘The FDRE Industrial Development Strategy’ which both teachers and students should read.
- The national economy depends not only on internal regulations but also on the impact of external factors including the markets, climatic changes such as droughts and security. Between the two world wars there was a period of prosperity between 1924 and 1929 with international trade, new industries, wide scale building development increasing use of the car resulting in new roads being built, all of which made demands on natural resources such as rubber, and wide scale employment.
- However, mechanization in agriculture in the 1920s led to overproduction in wheat. This led

to the drop in the price of wheat and that of other commodities. Farmers all over the world faced crisis as their livelihoods depended on these crops. Then, in 1929, the Great Depression occurred when the stock market collapsed.

Source: p803 *In the Balance*

- Controlling the world economy is vital to all nations to safeguard their exports and manage their imports. One organization which works to support trade between countries is the World Trade Organization which is discussed in the case study.

CASE STUDY

The World Trade Organization

- The WTO is one of the organizations that works for the integration of the global economy. The organization, together with the IMF and World Bank, believes that a capitalist process can emerge in the backward and poor countries by liberalizing and privatizing their economies. But critics say that the position taken by the WTO, IMF and World Bank is not feasible in relation to the developing countries because, the fact that these countries produced primary products and their technology is in its infancy, means that they do not have the power to compete with the developed countries products or high technological contents.

ACTIVITIES

1. What value does the WTO bring to developing countries. How do you think it affects Ethiopia’s trade?
- Can Ethiopia’s trade benefit from the principle of comparative advantage? Discuss as a class.

- The WTO, by setting standards for the kind of commodities to be sold internationally and also by making information accessible to the member states, facilitates international commercial transactions.
2. Debate. Divide yourselves into two groups and organize a debate with each side taking one of the issues. Corroborate and substantiate your ideas with evidence.
- Ethiopia should promote only free trade and shouldn't protect its industry from competition from other countries. Competition is good for growth and it should be promoted.
 - Ethiopia is a poor country and should protect its industries from the outside world. The country is not in a position to open its market and it would harm the country's growth if it does not protect its industries.
 - Assuming the students have understood the concepts of free trade and its benefits and disadvantages, this debate should be fairly balanced.
-

LESSON 3

TYPES OF ECONOMY

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, films etc., related to finance

STARTER ACTIVITY

As a class, brainstorm the terms macro and micro.

Discuss this issue in the class.

READINGS

- Explanations about types of economy
 - Economics is the study of how resources, which are limited, are allocated to meet demands, which are unlimited.
1. Microeconomy
 - Microeconomics considers how individuals, and businesses, make use of scarce resources to provide goods and services. Apart from fresh air and sunshine, most resources cost money. For example, land needed for agriculture or buildings has to be bought or leased; labor has to be given in time or purchased; and capital, in the form of equipment and other commodities, also has a price. Costs of products will depend on factors such as whether there is a monopoly — when only one organization produces an item or gives a service for the whole community or nation (*e.g.*, a national telecom provider). In some countries the government may fix the price of certain items such as fuel or transport costs. Some companies agree to fix a price on a commodity or service to avoid competition while ensuring profits. The consumer usually has little option when purchasing goods and services, particularly when provision is limited as in a rural area.
 2. Macroeconomy
 - Macroeconomics is the study of how the national economy changes. The main measure of economic output is the Gross Domestic Product (GDP) of a country. This is the total final value of all goods

and services produced in a given country in a year. Each year the consumer spending also changes. For example, in the past, the expenditure on energy (electricity etc.) was relatively low, but with urbanization and industrial development, the expenditure on such services has increased in relation to the expenditure on food. This does not mean that food has got cheaper, just that any increases in income has been used for energy while food price increases were absorbed by a smaller proportion of a person's income.

- Part of the GDP relates to exports but this may be offset when the cost of imports exceeds the exports of a country. Taxes and other national income sources are also taken into account.
- The term, GDP per capita, refers to the average value of each individual in a country and is calculated by dividing the country's GDP by its population. This information can indicate how relatively rich or poor a nation is. In Ethiopia the GDP per capita is very low compared to countries like the USA which had a GDP per capita of \$34,000 around the beginning of the century.
- The rate of GDP grows, or decreases, depending on a country's economy in terms of both production and investment. The reasons for growth could be due to an increase in the labor force leading to higher production. The converse is also true. The loss of a large proportion of the work force in sub-Saharan Africa through HIV/AIDS has had a devastating effect on production and, therefore, on the countries' GDPs.

CASE STUDIES

1. Assessing the needs of a rural household
 - It may be interesting to identify what differences there would be in the needs of an urban household

compared to a rural household. People living in towns and cities may face greater expenditure despite the market economy.

2. Inflation

- Inflation is the rate at which the level of prices of goods and services is rising. This impacts on the purchasing power of people and organizations as, when prices rise faster than incomes, people reduce their purchases. Generally, banks try to ensure that annual inflation is kept between 2% and 3%. Therefore, if a loaf of bread costs 1 Birr, it may rise by 2 or 3 cents each year. However, when inflation increases to double digits, as happens during periods of recession and unemployment and other economic problems, that same loaf could rise to 1 Birr 10 cents or more.
- People are afraid of inflation because it means higher costs without a corresponding increase in salary. If there are increases in salaries this can also lead to further inflation, as can increases in taxes on goods and services and the increased cost of raw materials. Another cause of inflation is where there is excess money and lack of supply leading to price increases by suppliers who know they have a market.

ACTIVITIES

1. Discuss as a class how and why the assessment of the needs of a rural household is important for policy making.
 - The main reasons are in determining needs of society and identifying whether the incomes balance the expenditure. If net incomes are insufficient to purchase basic needs or are large enough to provide spare money for other purposes, the government may need to regulate prices of commodities or change tax rates to support individual families or provide more benefits for society.
2. Has inflation been a concern to you or your family? Ask your parents about the level of prices.
 - What are the implications of inflation on a family and on a nation? Discuss.
 - Many families may see the impact of inflation on their food and transport costs. For some families this may coincide with wage increases but others may have to reduce expenditure elsewhere in order to pay for the basics. This could affect their savings and limit their ability to buy luxury items or necessitate finding more work.

LESSON 4

MONEY AND CAPITAL

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, films etc., relating to finance

STARTER ACTIVITY

What role can international monetary organizations play in Ethiopia's development?

Discuss this issue in the class.

READINGS

- Explanations about money and capital
1. Sources of funding
 - As well as income derived from exports, taxes and other internal support, Ethiopia also receives substantial resources in terms of loans, grants and assistance from other countries. Much of this is linked to specific objectives such as improving health and education provision. One area where overseas funding has benefited the country and its people is in HIV/AIDS treatment and support. Over a period of five years the numbers of individuals receiving support rose from 30,600 (in 2004) to 810,500 out of a possible one million to 2.6 million who may be affected in Ethiopia.
 2. Economic leadership
 - Although Ethiopia has qualified and experienced financial experts working in government, banking and private and public sectors, considerable economic leadership has come from international organizations based outside the country including the IMF and the World Bank.
 - A specific role of these organizations is providing technical support to increase capacity within countries to manage finances. One problem that many sub-Saharan African countries have is lack of control in international finance. The recession, which by 2009 was affecting all parts of the world, was largely the result of mistakes made by the

advanced countries. Sub-Saharan Africa had been experiencing a period of sustained growth and a reduction in inflation in the first decade of the 21st century before the increase in food and fuel prices combined with the global financial crisis to cause an international recession. This led to the fall in growth while inflation remained relatively high across most countries.

CASE STUDY

The policies of the International Monetary Fund

- According to the IMF's website, it provides financial advice and funding to members that are in economic difficulties and works with developing nations to help them reduce poverty through stabilizing their macroeconomy. It is an agency of the UN with a membership of about 185 countries. It checks the economic health of these countries and, when they are in difficulty, lends money or provides assistance.
- Since it was first established, to help rebuild national economies after World War II, it has provided assistance to countries affected by the oil crises of the 1970s and helped the former countries of the Soviet bloc to move from central planning to market driven economies.
- Today its challenges include globalization and the crises in credit and the food and oil prices. "In this difficult environment, the IMF is helping governments find the necessary budgetary savings while ring-fencing social spending on the most vulnerable in society."

Source: www.imf.org

ACTIVITIES

1. How can organizations like IMF help Ethiopia conform to international principles? Discuss the benefits and disadvantages of such consultations.
 - Students should identify the role of IMF and

World Bank etc., in providing technical assistance to build capacity within organizations and in government to manage finances according to international principles. This support should result in improvements in the management of finances as well as developing the country's economy and providing support for education and health on which the country's future depends.

- They will need help in identifying these benefits and disadvantages of such consultations. Benefits include being able to access loans and support of high value to move the country forward at a pace otherwise impossible if it were to rely on its own resources. The disadvantages include

the administrative burden it creates, possibly diverting resources and time from other equally important tasks. It may also indirectly result in those countries providing the loans maintaining the power that they wield over the developing nations. Also, loan money often goes back to these countries who win bids to provide manpower, products and infrastructures based on their price levels.

AN ADDITIONAL ACTIVITY

Students could research and report on the support that is provided by an international monetary organization to improve secondary education provision.

SAMPLE LESSON PLAN

LESSON 1

Time	Teacher Activity	Student Activity
5	Warm up activity If you want to regularly save, how would you start?	Work individually to write down ideas then share these ideas with the rest of the class.
5	Note responses on board or paper then help students to read text and the case study.	Read individually stopping to reflect on the issues of saving — from saving the planet for future generations to saving for your own future.
5	Explain activity and organize the discussion.	Can you imagine what will happen if we continue to erode the ozone layer? Discuss in the class.
10	Read text with class and explain the task. This will require more preparation to provide accurate prices of accommodation and commodities and current salaries paid to professionals	Explore the cost of renting or purchasing property and other large commodities you may want. Then look at the salaries paid to professional people. What can you expect to earn after your studies and how much would you need to save to purchase what you want?
10	Read the remaining text with the class and explain the final activity. Again you will need some prices for locally produced items.	List those items that are produced in your locality. Try to assess their prices and their quality with respect to similar products that are imported from abroad. Choose 5 items that are produced in this country. Explore the prices and the quality of those items and try to compare them with similar items that are imported.
5	Draw conclusions from the session and ask students to read ‘remember’	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. Which of the following is not an international economic principle?

- (a) sustainable development
- (b) comparative advantage
- (c) protecting local industries
- (d) (a) and (b)
- (e) all

Answer: (c)

2. Which of the following is not the concern of macroeconomics?

- (a) growth
- (b) unemployment
- (c) individual producers
- (d) all

Answer: (c)

3. What is the importance of consuming local products?

- (a) promoting local industries
- (b) promoting saving
- (c) promoting growth and development
- (d) all

Answer: (d)

4. Which one is true about the responsibility of local monetary organizations?

- (a) they mobilize funds locally and work for the needs of the local community
- (b) they affect the economy more than any other types of monetary organization
- (c) they cover all corners of the country
- (d) all

Answer: (a)

PART II – SHORT ANSWERS

1. What is the difference between microeconomics and macroeconomics?

Ans. Microeconomics sees how individuals and enterprises are working in an economy. Macroeconomics deals with economy in general like GDP.

Unit 9 – Saving

2. What is the relation between global warming and saving?

Ans. Saving included natural resources. When we protect and preserve our natural resources, for example, we refrain from activities that accelerate deforestation. The preservation of the natural environment arrests global warming and makes our earth a good place to live in.

3. What is the role of local and national monetary organizations in the Ethiopian economy?

Ans. In short properly used, they could work in favour of the development of the national economy.

4. What are the merits and demerits of international monetary institutions in relation to a country?

Ans. One of the merit is the fact that through their grant they could play a positive role in a country's economic developments. The demerits include that their support may attach with other obligations which could put the country at a disadvantage.

UNIT 10 ACTIVE COMMUNITY PARTICIPATION

By the end of this unit, the students will be able to:

- recognize the role of leadership to promote active participation.
- appreciate the importance of civic participation for sustaining democracy.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Effective Leadership for Active Participation	<ul style="list-style-type: none"> • describe the quality a leader should have to promote participation of citizens. 	
2	Civic Participation	<ul style="list-style-type: none"> • explain what civic participation is. • explain the role of associations and groups in civic participation. 	

LESSON 1

EFFECTIVE LEADERSHIP FOR ACTIVE PARTICIPATION

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures and books on Roosevelt and Nelson Mandela and others with a good leadership style

STARTER ACTIVITY

What do you think effective leadership is? What personal qualities in leadership are important for active community participation? Give examples in your explanation.

Discuss this issue in small groups.

READINGS

- Explanations about leadership
- The qualities of good leadership are well defined in the student texts but it may help to provide more examples of people who fit these characteristics, both in the locality and in the country.

CASE STUDY

Mandela and Roosevelt; examples of good leadership

- Nelson Mandela’s life and works have also been discussed in previous grades. In terms of his leadership skills, the role he took in promoting national reconciliation was a good example. “National reconciliation became his personal crusade. From the moment of his inauguration he strove to establish a new racial accord, constantly reassuring the white minority of their well-being under majority rule and stressing the importance of building a ‘rainbow nation’. Addressing a huge crowd on the lawns below Union Buildings in Pretoria on inauguration day, he urged a spirit of forgiveness. ‘*Wat is verby is verby,*’ he said in Afrikaans. ‘What is past is past.’” Source: p652 Meredith M. *The State of Africa*

- One action that Roosevelt initiated in the US was to pass the Lend Lease Act of 1941 allowing “Americans to ‘transfer or lend’ any article useful for the defence of any country whose survival was crucial to American security.”
- Later that same year he developed a document called the Atlantic Charter with the British Prime Minister. This “clearly stated that basic human rights and freedom were to be respected and that no territory should be transferred after the war without the consent of its inhabitants.” Source: p111 Moreira J. (2000) *World in Transition*
- This meant that it pledged to support the right of all peoples to choose their own government. “Churchill had in mind self-determination only for the conquered nations of Europe” - not to all colonized countries. “But Roosevelt was adamant that postwar objectives should include self-determination for all colonial peoples.” Source: p9 *The State of Africa*
- To the last he was uncompromizing with the political stand held by the colonizing countries, and this seems to be one of the reasons that gravitated many developing countries to America.

ACTIVITIES

1. In small groups identify a leader who you all know from your kebele or another organization. Identify their personal qualities and compare them with those listed on the previous page. Do you believe this person is an effective leader? Why?
 - This will depend on each group’s choice of leader.
2. Find out more about each of these great leaders. Compare the leadership qualities of these figures. What were their strengths? Did they have any weaknesses in their leadership styles?

- Feed this information back to the rest of the class and conduct discussion on how a good leader can motivate his people for various commitments.
- To complete this task students may need further access to information on these men from books and other sources

AN ADDITIONAL ACTIVITY

Students could air their views on the quality of the future leaders of Ethiopia and debate the issue.

See sample lesson plan on page 114

LESSON 2

CIVIC PARTICIPATION

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Newspapers, radio, TV and magazines etc., to show how they enhance public participation

STARTER ACTIVITY

Do you have any experience of group participation? Explain your role in the group.

Discuss this issue with a partner.

READINGS

- Explanations about civic participation
- Civic societies are common across Ethiopia. Students can probably identify at least one in their own locality. Such organizations are concerned with a range of issues and have many activities in and across communities including educational, health, environmental and social responsibilities.
- In rural areas the environment is sometimes unwittingly threatened by people living and working on the land. In some cases this can lead to the destruction of habitats and even the disappearance of plants and animals that existed there. In the Bale Mountains, the threat to the Ethiopian Wolf has been the subject of discussion in other grades. One community organization has worked with local communities to help protect the ecosystem in the area where the wolves still exist. It provides conservation and environmental education to communities and schools as well as organizing campaigns to raise awareness of the problems facing the wolf in order to ensure its survival.

CASE STUDY

Community conversation in a southern Ethiopian village

- The main problem that this community faced

was female participation in education due to factors including abduction and other harmful traditional practices. Community organizations play an invaluable role in changing attitudes and helping communities recognise and deal with such issues. Some organizations are international but there are a number of local organizations which support children and adults in their educational needs through out of school support and adult literacy provision. The Adult Non-Formal Education Association is one local NGO working in Benishangul Gumuz and Gambella regions.

ACTIVITIES

1. Form your own discussion groups and advise the community on how to solve the problems of female education? Present your group's ideas to the class.
 - Where girls have a long distance to travel to secondary school, households in the towns often provide rooms to rent. By liaising with these households, families in rural areas could arrange for a group of girls to share accommodation with appropriate provisions and access to an adult who can give support when the girls need it.
 - Students should be able to identify other suggestions with your support.
2. In the same discussion groups study the contribution and success of associations and groups in your area to see what the advantages are of acting in groups rather than individually. There are model organizations which are acting in groups and are successful such as the Ethiopian Women Lawyers Association, EWLA.
 - ELWA's activities were described in Grade 11. Another important group is the Ethiopian Human Rights Council (EHRCO) which was

established in 1991 and monitors human rights violations in the country and aims to promote the rule of law and the democratic process.

3. Should the press have complete freedom to say or print whatever they want, or should this freedom be curtailed by laws *e.g.*, a constitution? Debate this issue as a whole class.

 - Students need to realize that freedom of thought,

opinion and expression (as stated in Article 29) is limited through laws (sub-Articles 6 and 7).

AN ADDITIONAL ACTIVITY

Students could work in groups to compile a register of the community organizations in their area, providing basic information on their roles and contact details.

SAMPLE LESSON PLAN

LESSON 1

Time	Teacher Activity	Student Activity
5	Warm up activity What do you think effective leadership is? What personal qualities in leadership are important for active community participation? Give examples in your explanation.	Work in small groups to share ideas.
5	Note responses on board or paper then help students to read text.	Read individually stopping to reflect on the characteristics of a leader.
10	Explain activity and organize groups. Gather ideas from each group to share with the whole class.	In small groups identify a leader who you all know from your kebele or another organization. Identify their personal qualities and compare them with those listed on the previous page. Do you believe this person is an effective leader? Why?
10	Read case study with class and provide them with more information on the two leaders. Organize the discussion.	Find out more about each of these great leaders. Compare the leadership qualities of these figures. What were their strengths? Did they have any weaknesses in their leadership styles? Feed this information back to the rest of the class and conduct discussion on how a good leader can motivate his people for various commitments.
10	Draw conclusions from the session and ask students to read 'remember'. If there is time, the additional activity could be included in the lesson.	Students could air their views on the quality of the future leaders of Ethiopia and debate the issue.

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. The success of an organization depends on the leader's:
(a) attributes (b) approaches
(c) problem-solving techniques (d) all of the above
Answer: (d)
2. Among the personal qualities of leadership, giving somebody a reason or incentive to do something is being:
(a) realistic (b) a motivator (c) engaging (d) a planner
Answer: (b)
3. In a democracy effective leadership is very important to enhance:
(a) good governance (b) transparency
(c) openness (d) accountability
(e) all of the above
Answer: (e)

PART II – TRUE OR FALSE

1. Leadership means the quality of a good leader.
Answer: true
2. A leader influences members of the community so that they perform together willingly for the achievement of their goal.
Answer: true
3. Threats and coercion are part of good leadership.
Answer: false
4. Media can be used to check the accountability of government officials.
Answer: true
5. Freedom of the press means that anybody can write what he/she pleases.
Answer: false

PART III – SHORT ANSWERS

1. List some of the personal qualities that are required from a leader to promote public participation.
Ans. Ability to persuade others charisma, openness, readiness to treat others views etc.
2. What is required for an individual to actively participate in a cause?
Ans. Primarily believe in the causes, realizing the resources at hand weighing personal ability to promote the cause etc.
3. What do you understand by effective media?
Ans. Effective media is one that is fair, balanced, timely and ethical.

UNIT 11 THE PURSUIT OF WISDOM

By the end of this unit, the students will be able to:

- appreciate the personal and social importance of knowledge.
- recognize how information becomes knowledge.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Knowledge	<ul style="list-style-type: none"> • describe the utilities of knowledge. 	
2	Information as a Source of Knowledge	<ul style="list-style-type: none"> • explain the sources and purposes of information. 	
3	Developing Reading Habits	<ul style="list-style-type: none"> • describe the importance of reading. 	www.phschool.com/curriculum_support/book_clubs/ www.readwritethink.org/lessons/lesson_view.asp?id=67 www.thereadingclub.co.uk/WhatIsBookClub.html

LESSON 1

KNOWLEDGE

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures of known personalities

STARTER ACTIVITY

What are the benefits of knowledge for you and for society?

Discuss this issue as a class.

READINGS

- Explanations about knowledge
- The importance of knowledge has always been acknowledged in Ethiopia but access to schools to gain such was limited. When Ethiopia was trying to gain admission to the League of Nations in 1923, Katniba Gabru, in a memo to the emperor, identified education as “Ethiopia’s best defence against foreign aggression. ..he cited the examples of the indigenous populations of Australia and America who were displaced by whites because of their lack of education.” Source: p139 Bahru Zewde (2002) *Pioneers of Change in Ethiopia* Addis Ababa University
- As part of the drive for national unity, the minister of education in 1933, Sahle Tsadalu wrote that, “to safeguard the ancient sovereignty of Ethiopia and to reinforce its unity, our language and our religion should be proclaimed over the whole of Ethiopia.” (140) He then went on to recommend the proclamation of a law of universal compulsory education (based on traditional church education) with penalties for those parents who do not honour it. It is ironic that, over sixty years later, universal primary enrolment has still not been achieved.
- Technological developments have been accredited with the expansion of our knowledge, particularly in recent years. Universities and many schools have computers and can access the Internet.

- The two case studies focus on the work of two very different Ethiopians: a scientist and an artist, whose work has played an important part across the world.

CASE STUDIES

1. Professor Akililu Lemma — an Ethiopian scientist
 - The gist of this case study is that the discovery by Professor Aklilu has served the interests of the world and made Ethiopia renowned through his works. This is a result of Aklilu’s pursuit of knowledge. Knowledge is multidimensional and, as such, it serves different interests.
2. Metier Afewerk Tekle an Ethiopian artist
 - Art is an act that triggers the motives, feelings, interests etc. of a person. Before man could write down his ideas, he expressed himself pictorially; and since then art has become an instrument that humanity employs to discriminate his wants, needs and desires. Since no verbal communication is needed to understand the message of an artist, art could be taken as an international language. Renowned artists such as Leonardo da Vinci, Pablo Picasso etc, through their art, have brought the world together and achieved fame for themselves and countries. The works of Metier Afewerk Tekle are to be equated with the works of these artists.

ACTIVITIES

1. Form groups to discuss and evaluate how knowledge contributes to medical and scientific achievements.
 - The information gathered over the primary and secondary years should help students to discuss this issue. They have to consider the

development of their knowledge, for example, the growth of their knowledge of biology over the years, or mathematics or physics etc. Without the knowledge of mathematics, they could not undertake research of any kind; without an understanding of biology they could not start to study medicine.

2. How does an artist's knowledge benefit the country and the world? Discuss as a class.

- Artists interpret their view of the world through different media, often expressing an idea in music, paint, sculpture or drama.
 - In his painting, *Guernica*, completed in 1937, Pablo Picasso managed to capture the horrors of war and the anguish suffered after German planes bombed the Spanish town. The painting is not realistic but includes different images of death, pain and suffering that a photograph could not capture.
-

LESSON 2

INFORMATION AS A SOURCE OF KNOWLEDGE

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Different forms of data

STARTER ACTIVITY

If you were asked to research the achievements of Grade 12 students, where would you expect to find the information and what form would it take? Brainstorm in small groups then share with the rest of the class.

READINGS

- Explanations about information as a source of knowledge
- The starter activity is an example of where information can be gathered from a variety of reliable sources to provide evidence that can be used for a number of reasons, including requests for increased resources for education.
- The contemporary world is characterized by speed of flow of information because of the technological advancements of our time. The country's very existence, as well as the individual, is highly reliant on the right information gathered through different media.
- A country without information will not be able to produce the required commodities needed for international trade and will therefore be unable to compete. Likewise, an individual that has no information on how to access knowledge will fail to develop and improve the skills which are instrumental for leading a better life. This is why our era is called 'the age of information' and 'information is knowledge'.

CASE STUDY

UFOs and space aliens

- While there have been many reported sightings of unidentified flying objects and space aliens,

including stories from some who claim to have been abducted for a time and returned to earth, there is still no substantial evidence to prove that life exists on any other planet.

ACTIVITIES

1. In previous grades you learnt about information, knowledge and wisdom. Look at the table below showing the differences. In small groups complete the table with examples to identify the relationships between each concept. For example, HIV/AIDS etc.
 - Students should identify, in the case of HIV/AIDS that: (a) information would be in the form of the most recent statistics on those infected etc as well as written and oral reports on the impact of the disease; (b) knowledge would emerge from reading, analyzing and evaluating that data to form conclusions and recommendations; and (c) wisdom would lead to people taking into account the knowledge on the disease and making changes to their own lives and that of others on the basis of such knowledge.
2. Compare the process of researching achievements of Grade 12 students with research into a new drug to cure a disease. How would each be undertaken, by whom and for what purpose? How would generalizations and recommendations be made in each case?
 - This should lead to detailed discussion on the different methods of data gathering and the different kinds of information that would be sought by researchers (possibly education advisors and scientists) to monitor developments, and propose changes, in the case of the school research, or launch a new drug. In the former case the needs would be identified from the conclusions and would lead to recommendations

to the funding or research bodies which initiated the research. In the case of a new drug, many tests and quality controls would have to be passed before the drug was deemed safe or unsafe for use.

3. What evidence could lead you to believe in UFOs and aliens from other planets?
 - Students may come up with a variety of answers including physical evidence which could verify

the existence, just as fossils of dinosaur bones proved that they existed.

AN ADDITIONAL ACTIVITY

Combining the knowledge gained from this lesson and the previous lesson, students could identify what research they would like to undertake, why and what kinds of information, as a source of knowledge, they would need to carry out this research.

LESSON 3

DEVELOPING READING HABITS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Books on different topics

STARTER ACTIVITY

Brainstorm ways that you can improve your reading habits. Share your ideas with the class and discuss.

READINGS

- Explanations about developing reading habits
- By now students should have identified and be using the skills needed for effective reading which will help them in their next level of education. Another theme explored in this last lesson is that of truth. The theories of truth are briefly explained in the students' textbooks.
- Relativism is one example which implies that truth is relative to aspects of a person's culture or experience. There are sayings which can be considered as relativistic such as, 'beauty is in the eye of the beholder'. As a consequence of this statement, there is no denying that, if a person claims someone is beautiful, that this is true.
- There is no absolute truth — it is always relative to a culture (*e.g.*, language) or historical context.
- Pragmatic theory relies on the fact that the truth comes about as a result of enquiry. Therefore, it has to be based on knowledge that can be tested. In 1868, Pierce wrote, "The opinion which is fated to be ultimately agreed to by all who investigate, is what we mean by the truth, and the object represented in this opinion is real. That is the way I would explain reality."
- Another theorist, James, in 1907 wrote: "Truth, as any dictionary will tell you, is a property of certain of our ideas. It means their 'agreement', as falsity means their disagreement with 'reality'."

- Scientific theory, based on the outcomes of experiments so a concept or theory can be proved to be true as a result of thorough testing in a range of conditions.

CASE STUDY

Book clubs for friends

- Book clubs, organized by students, provide opportunities for them to choose what they want to read, when to read it, how and where to read it. Because there is choice, it makes reading more enjoyable and valuable. The activity of organizing a club is also beneficial in developing other social skills. Book clubs can comprise of a few individuals meeting on regular intervals, or they could be broader, possibly making use of other forms of communication such as email. Readers may all read the same book and discuss it together, or, if stocks are limited, they could share books and rotate them, providing feedback on what they have read to persuade others to read the same book. The websites listed in the table provide further information on starting a bookclub.

ACTIVITIES

1. Compare the methods you use to take notes with others in the class. Can you identify more effective methods that will help you in further study?
 - This will depend on the different students and their shared knowledge and skills. Teachers should advise on the methods that they think work.
2. In small groups think of an example for each theory (relativity of truth, pragmatic theory and scientific theory). Share your ideas with the rest of the class.

- An example of relativity of truth could be that you cannot judge other cultures by the standards of your own. Thus, while you may not agree with polygamy, if it is the culture of another group you have to accept it. An example of pragmatic theory is explaining what a clock is to another person. The explanation, or truth, will be based on agreed understanding of the components such as dials, numbers, face etc.
 - An example of scientific theory is the outcome of an experiment which proves a concept *e.g.*, the use of endod to destroy the plants on which the snails which harbour the larvae that cause bilharzia.
3. Discuss ways to develop reading habits and increase knowledge and wisdom.
 - This last question will rely on the students sharing their methods and learning from each other and the teacher.
-

SAMPLE LESSON PLAN

LESSON 2

Time	Teacher Activity	Student Activity
10	Warm up activity If you were asked to research the achievements of Grade 12 students, where would you expect to find the information and what form would it take?	Brainstorm in small groups then share with the rest of the class
5	Note responses on board or paper then ask students to read text.	Read individually stopping to reflect on the
5	Explain activity.	In groups complete the table with examples to identify the relationships between each concept. For example, HIV/AIDS etc.
10	Read remaining text and explain activity.	Work in groups to compare the process of researching achievements of Grade 12 students with research into a new drug to cure a disease. How would each be undertaken, by whom and for what purpose? How would generalizations and recommendations be made in each case?
5	Read case study and explain activity.	As a class discuss what evidence could lead you to believe in UFOs and aliens from other planets.
5	Draw conclusions from the session and ask students to read 'remember'. If time allows, encourage students to start working on the additional activity.	Combining the knowledge gained from this lesson and the previous lesson, students could identify what research they would like to undertake, why and what kinds of information, as a source of knowledge, they would need to carry out this research.

GRADE 12

MINIMUM LEARNING COMPETENCIES (MLCs)

No.	Major Competencies	Content	Minimum Learning Competencies (MLCs)
1	To behave in a democratic way	Building a Democratic System	1.4 Recognizing the essence of a democratic system.
			1.4.1 Elaborating the necessity of democratic system.
			1.4.2 Comparing and contrasting the state structure between democratic and undemocratic states.
			1.4.3 Evaluating consequence of violation of citizens' human and democratic rights.
			1.4.4 Evaluating their constitutional rights and obligations/duties.
			1.4.5 Explaining the contribution of tolerance of diversity for peace and development.
			1.4.6 Evaluating the difference between an authoritarian and a democratic state.
			1.4.7 Elaborating the significance of federalism in the Ethiopian context.
2	To be governed by the rule of law	Rule of Law	1.4.8 Describing how FDRE's Foreign relation supports the country's economic effort.
			2.4 Recognizing the importance of rule of law for the prevalence of peace and development of a country.
			2.4.1 Evaluating the relationship between a constitution and other laws.
			2.4.2 Elaborating how rule of law serves as an instrument for conflict management.
			2.4.3 Explaining the importance of limiting the powers of the federal and regional governments in Ethiopia.
3	Working for equality and justice	Equality	2.4.4 Describing the impact of corruption at the national level.
			3.4 Explaining the prevalence of equality and justice in contemporary Ethiopia.
			3.4.1 Explaining the achievement of equality by the Ethiopian people after the transition to democracy.
			3.4.2 Evaluating the struggle the Ethiopian nations, nationalities and peoples paid for attaining equality.
			3.4.3 Analyzing the Ethiopian constitution in terms of equality and relation with individual and group rights.

No.	Major Competencies	Content	Minimum Learning Competencies (MLCs)
5	Self-Reliance	Industriousness	5.4 Realizing that industriousness, saving and self-reliance are key factors for enjoying international respect.
			5.4.1 Explaining industriousness as a contributory factor for development to change the international image of the country.
			5.4.2 Describing what is meant by discipline of work.
		Self-Reliance	5.4.3 Comparing and contrasting the various professional ethics and how they contribute to the transformation of the country's international image.
			5.4.4 Evaluating the strength and weakness of the economic policy of Ethiopia.
			5.4.5 Evaluating the positive and negative consequences of globalization.
			5.4.6 Evaluating national self-reliance as a prerequisite to gain international respect.
			5.4.7 Describing the impact of international economic dependency on the wellbeing of a country.
		Saving	5.4.8 Explaining how different decisions affect global relations.
			5.4.9 Explaining the roles of international monetary institutions for a country's development.
			5.4.10 Evaluating three aspects of extravagance practices on international level.
6	Active Community Participation	Active Community Participation	6.4 Appreciating the role of civics associations in promoting active community participation.
			6.4.1 Evaluating good leadership qualities to promote political and social participation.
			6.4.2 Participating actively in different civic associations.
			7.4 Appreciating knowledge as a key factor for development.
7	The Pursuit of Wisdom	The Pursuit of Wisdom	7.4.1 Comparing and contrasting the relationships and differences between information, knowledge and wisdom.
			7.4.2 Evaluating the utility of knowledge for development.
			7.4.3 Conducting action research.
			7.4.4 Report and reflect about the books they read.

GRADE 12 SYLLABUS

INTRODUCTION

Ethiopia is a land of antiquity that has long centuries of political existence. The long years of political experience to which the country was exposed capacitated her to maintain its sovereignty and territorial integrity in the face of attempts by foreign powers to violate its independence from time to time. The country has also played a commendable role in international affairs which enabled her to be one of the founding members of the organization of African Unity, now the African Union, the United Nations Organization and many more others. But the country's good international image had been dwarfed by her internal instability and backwardness which was the results of her political system.

Internally Ethiopia was ruled for many years by autocratic emperors, and in her recent history, by a military dictatorship of the worst kind. The rulers of Ethiopia had never been accountable to the people and never observed the rule of law. Consequently, the Ethiopian peoples were forced to pass through gross violation of rights in the hands of their governments, leading them to revolt against their oppressors, resulting in civil wars that brought human and material destruction and negatively impacted on the development of the country.

Following the transition to democracy in the 1990s, attempts have been made to institutionalize the protection of human and democratic rights of citizens; and also a popular constitution was set in place. To further enhance the ideals of democracy and constitutionalism, civics education was introduced into the education system. In the quest to consolidate the democratic process in the country and enlighten citizens in their rights and obligations, since 2002/03 the curriculum of civic education was revised and a new Civics and Ethical Education, which is based on major social values, is adopted across the grade levels.

OBJECTIVES OF CIVICS AND ETHICAL EDUCATION

Civics and Ethical Education aims to create:

- through inculcating notions of democracy and good governance, enabling students to participate in the social, economic and political activities of their country.
- building a student imbued with good citizenship values who will be capable of shouldering social, economic and political responsibilities.
- producing a citizen built and guided on the basis of scientific knowledge that never shoulder backward thinking and make his/her decision based on knowledge and adhere to truth.

Bearing these objectives in mind, especially teachers have great national responsibility to work diligently for the materialization of the mission of civics and ethical education. Moreover, attempts should be made to include the contents of the civics and ethical education in pre and in in-service teachers training at any

level, in the organization of manuals and in all other educational activities pertaining to capacity building of teachers.

Last but not least, it should be noted that methodologies for contents at each topic are indicated. However, we will like to draw the attention of teachers to the fact that these methodologies are not exhaustive and meant to serve only as models. Cognizant of this fact teachers need to be creative to come up with their own methodologies which they deem fit for the accomplishment of their tasks.

CONTENT OUTLINE AND PERIODS ALLOTMENT

UNIT 1: BUILDING A DEMOCRATIC SYSTEM (Total Periods Allotted: 14)

- 1.1. The Necessity of a Democratic System
- 1.2. Authority and Power
- 1.3. Constitutional Rights versus Constitutional Obligations
- 1.4. State Power Distribution in Ethiopia
- 1.5. Ethiopian Foreign Relations

UNIT 2: RULE OF LAW (Total Periods Allotted: 9)

- 2.1. Constitution and Other Laws
- 2.2. Rule of Law and Management of Conflict
- 2.3. Rule of Law and Governments
- 2.4. Rule of Law and the Fight against Corruption

UNIT 3: EQUALITY (Total Periods Allotted: 9)

- 3.1. The History of the Ethiopian Peoples' Struggle against Oppression
- 3.2. Conflict of Interest
- 3.3. Equality and the Notion of Affirmative Action
- 3.4. Unity in Diversity

UNIT 4: JUSTICE (Total Periods Allotted: 8)

- 4.1. Equity of Benefits and Burdens
- 4.2. Justice and the Judiciary
- 4.3. Crime and Justice
- 4.4. Justice in Taxation

UNIT 5: PATRIOTISM (Total Periods Allotted: 9)

- 5.1. The Quality of a Patriot
- 5.2. Ethiopian History in International Perspective
- 5.3. The Duties of a Patriot Citizen
- 5.4. Concern for the International Community

UNIT 6: RESPONSIBILITY (Total Periods Allotted: 10)

- 6.1. Shouldering and Executing Responsibility
- 6.2. Costs of Fulfilling Responsibility on the Individuals
- 6.3. Fulfilling Promises to Promote Understanding in the International Arena
- 6.4. Co-operation among Nations for Mutual Benefits
- 6.5. The Severity of HIV/AIDS as a Global Pandemic

UNIT 7: INDUSTRIOUSNESS (Total Periods Allotted: 6)

- 7.1. Work as Human Necessity
- 7.2. Factors Determining the World of Work
- 7.3. Work in an International Perspective

UNIT 8: SELF-RELIANCE (Total Periods Allotted: 8)

- 8.1. Self-Reliance
- 8.2. Dependency
- 8.3. Self-Reliance and Morally Sound Decision-making Capacity

UNIT 9: SAVING (Total Periods Allotted: 8)

- 9.1. Methods of Saving
- 9.2. Regulating the National Economy on Realistic International Principles
- 9.3. Types of Economy
- 9.4. Money and Capital

UNIT 10: ACTIVE COMMUNITY PARTICIPATION (Total Periods Allotted: 6)

- 10.1. Effective Leadership for Active Participation
- 10.2. Civic Participation

UNIT 11: THE PURSUIT OF WISDOM (Total Periods Allotted: 7)

- 11.1. Knowledge
- 11.2. Information as a Source of Knowledge
- 11.3. Developing Reading Habits

UNIT 1: BUILDING A DEMOCRATIC SYSTEM

(Periods Allotted: 14)

Unit Learning Outcomes: The students will be able to:

- recognize the necessity of a democratic system.
- realize the difference between authority and power.
- understand the relation between constitutional right and constitutional obligations.
- appreciate the importance foreign relations.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> ● Explain the principles of democracy. ● Explain the features of a constitutional democratic system. ● Identify between direct and representative democracy. ● State the difference between the parliamentary and presidential democracy. 	<p>1.1 The Necessity of a Democratic System: (4 periods)</p> <p>1.1.1 Constitutional democracy and its main features.</p> <p>1.1.2 The difference between direct and representative democracy.</p> <p>1.1.3 The difference between parliamentary and presidential democracy.</p>	<p>Divide the students into groups and let them discuss what the features of constitutional democracy are taking Ethiopia as a yard stick. Present different cases so that the students exercise direct and representative democracy in class.</p> <p>Let one group study the political structure of Britain and the other group study the political structure of USA. Let the groups present their findings to the class where discussion should be held elaborating the difference between parliamentary and presidential democracy.</p>
<ul style="list-style-type: none"> ● Describe what is meant by authority. ● Describe that authority should be exercised within a legal framework. 	<p>1.2 Authority and Power: (3 periods)</p> <p>1.2.1 Sources of authority.</p> <p>1.2.2 Authority and power.</p> <p>1.2.3 Power without authority.</p> <p>1.2.4 Authority and accountability.</p> <p>1.2.5 The essence of transparency and accountability.</p>	<p>Authority is the legality that an entity has to act in a given way. Let the student's brain storm what does this mean. Divide the students into groups and let them discuss the relationship between authority and power. Teachers have the power to discipline their class. Where do they get this power? Where does a pickpocket get the authority to steal some one's money? Let the groups discuss on these points.</p> <p>The Prime Minister of Ethiopia has authority provided by the constitution to work as head of government. But the same constitution has made him accountable to the Ethiopian people for what he does. Let the students comment on this.</p>

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> Enumerate their constitutional rights and constitutional obligations. Explain the level of human and democratic right at global level. 	<p>1.3 Constitutional Rights Vs. Constitutional Obligations: (2 periods)</p> <p>1.3.1 Interdependence of rights and obligations.</p> <p>1.3.2 Enjoyment of rights vs tolerance of diversity.</p> <p>1.3.3 Human and democratic rights situations: international perspective.</p>	<p>Divide the students into groups and let them discuss what some of their constitutional rights are. Are these rights devoid of obligations? Are there rights without obligations? Let the groups come up with their own conclusions. Rights are always followed by obligations; thus let the group's state what some of their constitutional obligations are. Moreover while enjoying one's rights it is also essential that one should also respect the right of others and tolerate their differences; let them comment. In their groups let the students study the situations of human and democratic rights at the global level and present their findings to the class. After the presentations let the students discuss the issue and reach consensuses.</p>
<ul style="list-style-type: none"> Explain the structure of the state and political power distribution in federal Ethiopia. 	<p>1.4 State Power Distribution in Ethiopia: (2 periods)</p> <p>1.4.1 Institutions of the federal and regional governments.</p> <p>1.4.2 The check and balance system in the Ethiopian setting.</p>	<p>Form two groups each having three members. Let one group draw a big chart that shows the federal structure of the country i.e. the federal government and the 9 regional states and paste it on the wall. And let the second group draw the institutions of the federal and regional governments i.e. the Legislative, the Executive and the Judiciary, and paste it on the wall. Let the second group explain the function of the three branches of governments. Let the 1st group try to explain how one branch of government checks the power of the other and in due course balance each other.</p>
<ul style="list-style-type: none"> Explain the principles of the Ethiopian foreign policies. 	<p>1.5 Ethiopian Foreign Relations: (3 periods)</p> <p>1.5.1 Principles and policies.</p> <p>1.5.2 Interactions with other nations.</p> <p>1.5.3 National resource utilization and international relation.</p>	<p>Form one group consisting of three students. Give the following title in advance (before a week) to the group so that it can have enough time for preparation. Let the group undertake a research on what are foreign relations? And "what should be the basis of the Ethiopian foreign policy"? Let the group present their findings, and discuss with the whole class.</p>

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: explain the principles of democracy, explain the features of a constitutional democratic system, identify between direct and representative democracy, state the difference between the parliamentary and presidential democracy, describe what is meant by authority, describe that authority should be exercised within a legal framework, enumerate their constitutional rights and constitutional obligations, explain the level of human and democratic right at global level, explain the structure of the state and political power distribution in federal Ethiopia, and explain the principles of the Ethiopian foreign policies.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 2: RULE OF LAW

(Periods Allotted: 9)

Unit Learning Outcomes: The students will be able to:

- recognize the making of a constitution in Ethiopia.
- realize the methods of conflict management.
- appreciate the place of laws in the fight against corruption.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> ● Describe the methods of making a constitution in Ethiopia. ● Explain the relation between a constitution and other laws. 	<p>2.1 Constitution and Other Laws: (2 periods)</p> <p>2.1.1 Methods of making constitutions in Ethiopia.</p> <p>2.1.2 The relationship between the constitution and other laws of Ethiopia.</p>	<p>Divide the students into groups and let them come up with their own conclusions as to how the imperial, the military and the current constitutions were formulated. Which constitutional making they accept popular and democratic and why?</p>
<ul style="list-style-type: none"> ● Explain the role of rules of law as an instrument for maintaining order and security. ● Enumerate the criteria for evaluating rules. ● Explain the judicial protection due to individuals or groups. 	<p>2.2 Rule of Law and Management of Conflicts: (3 periods)</p> <p>2.2.1 Procedural justice.</p> <ul style="list-style-type: none"> - Providing an opportunity for all sides to present their point of view. <p>2.2.2 Alternative means of conflict management.</p> <ul style="list-style-type: none"> - Negotiation. - Mediation - Arbitration. - Litigation. <p>2.2.3 Criteria for evaluating rules and laws.</p> <ul style="list-style-type: none"> - Fair. 	<p>Suppose conflict occurred between two persons. Elders called a meeting to resolve the misunderstanding between the two. But in the meeting it was only one of the persons that were presenting his grievances; the elders also allowed only this person to speak. Can the conflict between the two men be resolved? Why? Let the students comment on this in groups and present their ideas.</p> <p>What other mechanisms is there to resolve the conflict. Let the groups come up with their own proposal of conflict resolutions. Let the group also read relevant articles from the federal constitution pertaining to the rights of individuals like due process of law, protection against double jeopardy etc. and give conclusions about their importance.</p>

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> ● Explain what distinguishes limited government from the unlimited one. 	<ul style="list-style-type: none"> - Easy to understand. - Well designed to achieve its purpose. - Clear as to what is expected. - Not violating other values. - Possible to follow. <p>2.2.4 Judicial protection of the rights of the individuals.</p> <ul style="list-style-type: none"> - Due process of law. - Habeas corpus. - Presumption of innocence. - Fair notice. - Impartial tribunal. - Speedy and public trials. - Right to council. - Right against self incrimination. - Protection against double jeopardy. - Right of appeal. <p>2.3 Rule of Law and Governments: (2 periods)</p> <p>2.3.1 Main distinguishing features of the power of limited and unlimited governments.</p> <p>2.3.2 The importance of limiting the powers of the federal government in Ethiopia.</p>	
		<p>Form two groups each having 2 or 3 members. Let one group study the history of Germany under Adolph Hitler, and what kind of government was in power. Let the other group study the current political system in Ethiopia i.e. type of government, the accountability of the government etc. Let the two groups present their findings to the class and discuss the difference between the two political systems; and why it is necessary to limit the power of governments at all levels.</p>

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> Describe the ways of struggling corruption. 	<p>2.3.3 The importance of limiting the powers of the regional governments in Ethiopia.</p> <p>2.4 Rule of Law and the Fight against Corruption: (2 periods)</p> <p>2.4.1 Preventive.</p> <p>2.4.2 Curative approaches.</p> <p>2.4.3 Individuals role in the fight against corruption.</p> <p>2.4.4 Institutional role in the fight against corruption.</p>	<p>Invite, if possible, a member of the ethical and anti-corruption commission to give a lecture on corruption and how serious the issue is in Ethiopia. Or let the students make a research in groups into the manifestations of corruption in their locality and its consequences. Let them suggest ways of doing away with corruption and what is expected of them.</p>

ASSESSMENT

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: describe the methods of making a constitution in Ethiopia, explain the relation between a constitution and other laws, explain the role of rules of law as an instrument for maintaining order and security, enumerate the criteria for evaluating rules, explain the judicial protection due to individuals or groups, explain what distinguishes limited government from the unlimited one, describe the ways of struggling corruption.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 3: EQUALITY

(Periods Allotted: 9)

Unit Learning Outcomes: The students will be able to:

- appreciate the struggle of the nations, nationalities and peoples of Ethiopia.
- understand the notion of conflict of interest.
- recognize the necessity of affirmative action.
- realize the importance of recognizing unity in diversity.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • Describe the different struggle the Ethiopian people waged against the autocratic governments of Ethiopia. 	<p>3.1 The History of the Ethiopian Peoples’ Struggle against Oppression: (3 periods)</p> <p>3.1.1 The Gojam peasants struggle.</p> <p>3.1.2 The first Woyane movement of Tigray.</p> <p>3.1.3 The outbreak of the Ethiopian revolution.</p> <p>3.1.4 The second Woyane movement.</p> <ul style="list-style-type: none"> - Formation of fronts. - Transition to democratic rule. 	<p>Divide the class into 5 groups. Distribute the title the Gojam and Bale peasant’s struggles, the first Woyane movement, the outbreak of the Ethiopian revolution and the second Woyane movement among the groups. Let them make a research on these topics. Let each group present its paper to the class and hold a discussion. Let the students appreciate the sacrifices paid by the people for equality.</p> <p>As an alternative, if there are scarcity of resources to study the topics let one or two groups study the struggle waged for equality in their locality.</p>
<ul style="list-style-type: none"> • Describe the conflicting notion of priority to the individual’s rights and group rights. 	<p>3.2 Conflict of Interest: (2 periods)</p> <p>3.2.1 The notion of equality Vs, individual’s and group’s rights.</p> <p>3.2.2 Benefit and burden.</p>	<p>Form two groups consisting of two or three students. Distribute the two topics between the two groups i.e. which right should have priority? Individuals or group rights? Should one enjoy the right of benefit without shouldering burden? Organize a debate between the two groups. Give the groups enough time to prepare themselves for the debate.</p>

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> Explain the essence of affirmative action in terms of women. Explain the role of affirmative action UN redressing past discrimination against women. 	<p>3.3 Equality and the Notion of Affirmative Action: (2 periods)</p> <p>3.3.1 The importance of affirmative action to promote women’s participation in development.</p>	<p>Form a group consisting of two or three students. Let the group study the discrimination perpetrated against women in Ethiopia; what is now being done to promote women’s rights in the country — among others the federal constitution could be used to explain the affirmative action that is underway. Let the group present their findings to the class. Hold a debate among the students for against affirmative actions.</p>
<ul style="list-style-type: none"> Explain how cultural equality strengthens the unity of the country. 	<p>3.4 Unity in Diversity: (2 periods)</p> <p>3.4.1 Equality of languages, religions and other cultural traits as basis for unity in Ethiopia.</p>	<p>It is clear that we have one common country and we want to create one economic space. To achieve this aim we have to have unity. Let the students in group’s comment how this desirable unity could be achieved? They have to relate their ideas with cultural equality as a major element.</p>

ASSESSMENT

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: describe the different struggle the Ethiopian people waged against the autocratic governments of Ethiopia, describe the conflicting notion of priority to the individual’s rights and group rights, explain the essence of affirmative action in terms of women, explain the role of affirmative action in redressing past discrimination against women, explain how cultural equality strengthens the unity of the country.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 4: JUSTICE

(Periods Allotted: 8)

Unit Learning Outcomes: The students will be able to:

- realize the necessity of equity of benefits and justice.
- understand the working of justice and the judiciary.
- recognize the relation between crime and justice.
- realize the necessity of maintenance of justice in taxation.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> ● Explain the importance of equity of benefits and burdens for creating equality among the peoples of Ethiopia. 	<p>4.1 Equity of Benefits and Burdens: (2 periods)</p> <p>4.1.1 Fair distribution of social services and their impacts for creating a sense of equality among the nations, nationalities and people of Ethiopia.</p>	<p>Let the students in groups evaluate the opportunities available in their regions in terms of social services as compared with, say, Addis Ababa, particularly before 1991. What would they feel if they found it on par with other regions? What would they feel if they find it not to be on equal footing with other regions? How could fair distribution of social services create a sense of equality among the people of the country? Let the groups discuss on these issues and come up with their own ideas.</p>
<ul style="list-style-type: none"> ● Describe the role of justice and the judiciary in a democracy. 	<p>4.2 Justice and the Judiciary: (2 periods)</p> <p>4.2.1 The role of the judiciary in sustaining democracy.</p> <p>4.2.2 The role of the judiciary in defending the constitution.</p> <p>The role of the judiciary in defending international norms and values.</p>	<p>Divide the students into groups; and let them identify the principles of constitution as stated in the Ethiopian federal constitution. And then let them discuss how the judiciary protects these constitutional principles professionally and present their views to the class to reach a common conclusion.</p>
<ul style="list-style-type: none"> ● Enumerate the different crimes that occur in the world. 	<p>4.3 Crime and Justice: (2 periods)</p> <p>4.3.1 Crime of genocide.</p> <p>4.3.2 Crime of drug trafficking.</p> <p>4.3.3 Crime of terrorism.</p> <p>4.3.4 Crime of deliberately transmitting diseases.</p>	<p>Divide the class into 5 groups. Distribute the topics of genocide; drug trafficking, terrorism and deliberately transmitting diseases among the groups. Give the group enough time for preparation. Let each group make a research on the crime of its title i.e. what is meant by that particular crime, how serious the crime is and its impact on peace and development. Let each group</p>

Competencies	Contents	Suggested Activities
	4.3.5 Crime of corruption. 4.3.6 Citizens' right to get timely justice. - The rights of the accused.	present its paper to the class and discuss thoroughly and reach a common conclusion.
<ul style="list-style-type: none"> Explain the notion of tax evasion, fraud, and avoidance. Describe the place of taxation in the national economy. Elaborate the imperative of compliance with tax laws. 	4.4 Justice in Taxation: (2 periods) 4.4.1 Tax evasion, fraud and avoidance. 4.4.2 The importance of taxation in regulating the national economy. 4.4.3 The necessity of compliance with tax laws.	After familiarizing the students with the contents divide them into groups; and then distribute each content to each group and let them discuss. At last they have to come up with their own conclusions regarding the issues they have discussed.

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: explain the importance of equity of benefits and burdens for creating equality among the peoples of Ethiopia, describe the role of justice and the judiciary in a democracy; enumerate the different crimes that occur in the world, explain the notion of tax evasion, fraud, and avoidance, describe the place of taxation in the national economy, elaborate the imperative of compliance with tax laws.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 5: PATRIOTISM

(Periods Allotted: 9)

Unit Learning Outcomes: The students will be able to:

- realize the quality of a patriot.
- understand the place of Ethiopian history in the international context.
- recognize the concern of a patriot for the well-being of the international community.
- understand the role played by the national flag in the maintenance of the country's sovereignty.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> ● Explain that respecting the human and democratic rights of citizens to be one of the qualities of patriot. 	<p>5.1 The Quality of a Patriot: (2 periods)</p> <p>5.1.1 Struggle for the respect of human and democratic rights.</p> <p>5.1.2 Struggle against unethical behaviour.</p> <p>- Contrast between ethical and unethical behaviour.</p>	<p>In Ethiopia “patriotism” is equated with military valour. But in the 21st century, what other qualities should be attributed to patriotism? Divide the students into groups and let them discuss what should be the attributes of the true patriots.</p>
<ul style="list-style-type: none"> ● Describe Ethiopia's contribution to the world. 	<p>5.2 Ethiopian History in an International Perspective: (3 periods)</p> <p>5.2.1 Ethiopia is one of the few ancient civilizations.</p> <p>5.2.2 Ethiopia unconquered and independent.</p> <p>5.2.3 Ethiopia's contribution to peace and stability of the world.</p> <p>- Member of the League of Nations.</p> <p>- Founding member of the UN, OAU/AU, and IGAD.</p>	<p>Form a group which consists of about 4 students. Let this group make a study why Ethiopia is said to be one of the few civilized ancient states and what are its contributions to the world? What does Ethiopia benefit from its active involvement in international affairs?</p>

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> Describe what should be the duties of a patriot citizen. 	<ul style="list-style-type: none"> - NEPAD - Support to anti-colonial struggle in Africa. <p>5.3 The Duties of a Patriot Citizen: (2 periods)</p> <p>5.3.1 Playing an exemplary role in defending national security.</p> <p>5.3.2 Rational critics of the developmental policies and strategies of the government.</p> <p>5.3.3 Analysis of the Ethiopian flag with a view of its contribution to maintain the sovereignty of the country.</p>	<p>Let student's brain storm what national security is. Suppose the students hate the government in power. Is it morally right to do something that endangers the security of the country? On the other hand, let's say that the students very much admire the incumbent government in Ethiopia. Is it correct not to criticize the policies and strategies of the government, even if they feel that they are wrong? Let the students air their views on these points in groups. Let the student undertake a research on the development of the Ethiopian flag. And let them, through their research findings; present the role the flag played in the maintenance of the country's independence.</p>
<ul style="list-style-type: none"> Explain the way they can show their commitment to the international community as global citizens. 	<p>5.4 Concern for the International Community: (2 periods)</p> <p>5.4.1 Maintenance of international security.</p> <p>5.4.2 Common front against terrorism, genocide, drug trafficking etc.</p>	<p>Form two groups each consisting of about four students. Let the group study what terrorism, genocide, drug trafficking are? What are the causes for these political and social evils? And what should be the role of global citizens in the fight against these evils? Let the group present their findings to the class and hold discussions.</p>

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: explain that respecting the human and democratic rights of citizens to be one of the qualities of patriot, describe Ethiopia's contribution to the world, describe what should be the duties of a patriot citizen, understand the importance of the symbol of a flag to demonstrate unity, explain the way they can show their commitment to the international community as global citizens.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 6: RESPONSIBILITY

(Periods Allotted: 10)

Unit Learning Outcomes: The students will be able to:

- recognize the necessity of shouldering and executing responsibilities.
- realize the costs due to the person executing responsibilities.
- understand the co-operation that needed among nations.
- realize HIV/AIDS in global perspective.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> ● Describe the benefits an individual gets as a result of shouldering responsibilities. 	<p>6.1 Shouldering and Executing Responsibility: (2 periods)</p> <p>6.1.1 Benefits to the person executing responsibility.</p> <ul style="list-style-type: none"> - Independence. - Self-esteem. - Acceptance and approval. - Gains in knowledge, skill and experience. - Gains in recognition. - Status or payment. 	<p>What vision do students have for their country's future?</p> <p>Let us imagine that the students found a new technology by which to solve the economic problems of the country where every citizen could satisfy their basic necessities. That means they have executed their responsibilities admirably. What benefits do they get for themselves as a result of their deeds to the community? Now the people are able to support themselves, what advantages would this offer? Get the students to discuss their views in groups and give their own conclusion.</p>
<ul style="list-style-type: none"> ● Explain the cost one under goes when executing responsibilities. ● Describe what others could gain when an individual executes his/her responsibility properly. 	<p>6.2 Costs of Fulfilling Responsibility on Individuals: (2 periods)</p> <ul style="list-style-type: none"> - Burdens. - Sacrifice of other interests. - Resentment. - Fear of failure. <p>6.2.1 Benefits to others as a result of the fulfilment of responsibilities.</p>	<p>Let assume that the students were called to defend their country against aggression to which they responded positively. What will be the costs of this positive response as far they are concerned? What will be benefit for the beneficiaries? Which one outweighs? Get the students divided in groups and let them discuss and come up with their own conclusions.</p>

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> Explain how one contributes to the maintenance of international peace. 	<ul style="list-style-type: none"> Predictability. Security. Efficiency. Fairness. Community spirit. <p>6.3 Fulfilling Promise to Promote Understanding in the International Arena: (2 periods)</p> <p>6.3.1 Working to the maintenance of international peace.</p> <ul style="list-style-type: none"> Provision of military service in time of need. Being attentive and informed to international issues. Executing one's responsibilities as global citizens. 	<p>Form a group consisting of three students. Let the group study the causes for the disruption of international peace; how can one play a vital role in checking these causes so that the world could be a peaceful place to live in; what should be the contributions of states for the maintenance of world peace? Let the group present its finding to the class; and encourage all students to actively participate by commenting on the ideas presented by the group and reach common understanding.</p>
<ul style="list-style-type: none"> Describe how countries of the world could cooperate for their common good. 	<p>6.4 Co-operation among Nations for Mutual Benefits: (2 periods)</p> <p>6.4.1 Equitable use of resources among nations — the case of Abbay (Nile, for example).</p> <p>6.4.2 Protection and preservation of the environment and cultural heritage (international perspective).</p> <ul style="list-style-type: none"> The adverse effect of environmental pollution and destruction of cultural heritages. 	<p>The rockhewn churches of Lalibela are registered by UNESCO as one of the cultural heritages of the world. So what should the world contribute to the maintenance of these cultural heritages? On the other hand over 83% of the water of the Blue Nile goes from Ethiopia's Abbay. But Ethiopia is often attacked by drought which is followed by famine. To tackle its problem Ethiopia has the right to make use of Abbay. But Egypt and the Sudan could feel that this jeopardizes their interest. So how could the interest of the countries be met without one side taking advantage of the other? Let the students discuss in groups and suggest a solution. In the same group let the students discuss and come up with their own conclusion what the negative consequences of environmental pollution and cultural heritage destruction could be.</p>

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> Explain the methods of transmission and protection as well as the effects of HIV/AIDS on international level. 	<p>6.5 The Severity of HIV/AIDS as a Global Pandemic: (2 periods)</p> <p>6.5.1 HIV/AIDS pandemic and other contagious diseases (global perspective).</p>	<p>Form a group which consists of 3–4 students. Let the group study the international perspective of HIV/AIDS i.e. number of patients and the preoccupation of the international community with fighting the disease and present their findings. What the world could have done (in terms development) had HIV/AIDS pandemic not in place.</p>

ASSESSMENT

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: describe the benefits an individual gets as a result of shouldering responsibilities, explain the cost one under goes when executing responsibilities, describe what others could gain when an individual executes his/her responsibility properly, explain how one contributes to the maintenance of international peace, describe how countries of the world could co-operate for their common good, explain the methods of transmission and protection as well as the effects of HIV/AIDS on international level.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 7: INDUSTRIOSNESS

(Periods Allotted: 6)

Unit Learning Outcomes: The students will be able to:

- recognize work as a human necessity.
- realize what makes work successful.
- appreciate work in international perspective.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> ● Describe that work enhances both personal and social development. ● Explain work as an instrument for national development. 	<p>7.1 Work as Human Necessity: (2 periods)</p> <p>7.1.1 Doing work for personal enrichment.</p> <ul style="list-style-type: none"> - Self-development as the basis for social development. <p>7.1.2 Work as an instrument for national development.</p>	<p>Form 3 groups each consisting of four students. Let one group study how work brings personal enrichment—citing role models from their locality; let the 2nd group study how the cumulative effect of personal development leads to the development of society; and the 3rd group should study how work is an instrument for the development of a nation. Let the 3 groups, in turn, present their research to the class and conduct discussion to make a common conclusion on the importance of work.</p>
<ul style="list-style-type: none"> ● Explain the factors that influence the world of work. 	<p>7.2 Factors Determining the World of Work: (2 periods)</p> <p>7.2.1 Discipline of work.</p> <ul style="list-style-type: none"> - Ethical standards of work. - Traditional sex—role preferences and the effect on productivity. <p>7.2.2 Leisure as a means of social involvement and co-operation and the effects on productivity.</p>	<p>It is known that every vocation has its own professional ethics. In this respect what professional ethics are expected of a medical doctor, a teacher, a police man etc? Let the students, in groups, comment on these and what happens if these professional standards are not observed? Let the students exchange ideas on this? Let one of the groups researches the roles of females of Ethiopia in political social and economic fields of the country before 1991. What roles should they play now if Ethiopia is to develop in all sectors? Let the group present its findings to the class and conduct a discussion and attain a common understanding.</p> <p>On the other side let the students in the same group discuss leisure and its impact on productivity. After long hours study or arduous work how do they feel when they are relieved? Let the group comment on this and give their own conclusion regarding the place of leisure for successful work conduct.</p>

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> Explain the instrumentality of work for world civilization. 	<p>7.3 Work in an International Perspective: (2 periods)</p> <p>7.3.1 Work and its impact on world civilization.</p> <p>7.3.2 Globalization</p> <ul style="list-style-type: none"> - Merits. - Demerits. 	<p>Form a group. Let the group research a world civilization, like the Sumerian civilization, the Roman civilization etc. What caused the change from one mode of life to another, which resulted in the present level of development? As far as possible let the students are familiarized with the merits and demerits of globalization. For this lesson a guest (possibly an economist) can be invited to share his knowledge of globalization, and how it could be related with Ethiopia's developmental aspiration. Can Ethiopia stay aloof from globalization?</p>

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: describe that work enhances both personal and social development, explain work as an instrument for national development, explain the factors that influence the world of work, explain the instrumentality of work for world civilization.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 8: SELF-RELIANCE

(Periods Allotted: 8)

Unit Learning Outcomes: The students will be able to:

- recognize the difference between self-reliance and dependency.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> ● Describe the characteristics of a self-reliant person. ● Be self-reliant. 	<p>8.1 Self-reliance: (3 periods)</p> <p>8.1.1 Self-awareness and moral sensitivity.</p> <p>8.1.2 Self-esteem.</p> <p>8.1.3 Susceptible to freedom and dignity.</p>	<p>Form two groups. Let one group study what is meant by self-awareness and moral sensitivity; and the second group what is meant by susceptible to freedom and dignity. The groups are entitled to approach the issues in terms of self-reliance.</p>
<ul style="list-style-type: none"> ● Describe the consequences of dependency. ● Struggle against dependency. 	<p>8.2 Dependency: (3 periods)</p> <p>8.2.1 Psychological impacts.</p> <p>8.2.2 Economic impacts.</p> <p>8.2.3 Social impacts.</p> <p>8.2.4 Dependency in the international context.</p> <ul style="list-style-type: none"> - Less regard by the great powers. - Less role in international forums. - Loss of security. - Violation of national sovereignty by powerful states. 	<p>Most 3rd world countries are highly dependent on the economic support of the capitalist countries. What impact does this support have on the receiving countries? Do the 3rd world countries and those of the 1st have an equal say in international affairs? Let students discuss these points in groups and reach a general agreement.</p>
<ul style="list-style-type: none"> ● Describe how a self-reliant person makes morally good decision. 	<p>8.3 Self-reliance and Morally Sound Decision-making Capacity: (2 periods)</p> <p>8.3.1 Assertiveness.</p>	<p>Suppose there is an issue presented for the class to decide on. The regional government proposes that all 12th grade students should give community service for a year before they join universities and colleges. But a student did not like this idea, what would</p>

Competencies	Contents	Suggested Activities
	8.3.2 Accepting the logical decision of others. - Obeying majority decision.	he do? After a lengthy deliberation in which the student actively participated all 12 th grade students accepted the proposal of the regional government's and prepared them for its implementation. Still the student did not agree with the proposal, what would he do? Let each student air their views how they are going to resolve the issue and reach a common conclusion.

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: describe the characteristics of a self-reliant person, be self-reliant, describe the consequences of dependency, struggle against dependency, explain the role of government in the fight against contraband, describe the need for cooperation between the government and the citizens to fight contraband, describe how self-reliant person makes sound decisions.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 9: SAVING

(Periods Allotted: 8)

Unit Learning Outcomes: The students will be able to:

- appreciate the proper utilization of resources.
- realize the necessity of regulating the national economy on realistic international principles.
- recognize the difference between micro and macro economy.
- appreciate the role of national and international monetary organizations in national development.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> ● Explain the necessity of planning production and consumption. ● Describe the importance of relying on one's own national product. 	<p>9.1 Methods of Saving: (2 periods)</p> <p>9.1.1 Proper utilization of resources.</p> <p>9.1.2 Planning production and consumption for effective resource utilization.</p> <p>9.1.3 Reliance on one's own national products.</p>	<p>Let the students brainstorm how citizens could properly utilize resources. For proper utilization of resources, planning production and consumption in keeping with the available resources is very important. What does this mean? Let the students discuss in groups and put forward their ideas.</p> <p>What influence can citizens exert on local industries, hence on the national economy, by their use of national products? Let again the group discuss the issue and come up with their own conclusion.</p>
<ul style="list-style-type: none"> ● Describe the international economic principles. ● Describe the situation of the Ethiopian economy. 	<p>9.2 Regulating the National Economy on Realistic International Principles: (2 periods)</p> <p>9.2.1 International economic principles.</p> <p>9.2.2 Ethiopia's domestic economy and the global reality.</p>	<p>Form a group consisting of three members. Let them conduct research on the principles of the Ethiopian economy. How can the Ethiopian economy be influenced by the international situations? Let the whole class discuss on this issue.</p>
<ul style="list-style-type: none"> ● Explain the difference between micro and macro economy. 	<p>9.3 Types of Economy: (2 periods)</p> <p>9.3.1 Micro and macro economy.</p>	<p>Form two groups. Let one group study about micro economy; and the 2nd group study macro economy. Let each group presents their findings to the class and hold a discussion afterwards and reach a conclusion.</p>

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> Describe the role the local, national and international monetary organizations play in development. Explain the relation between money, capital the world politics. 	<p>9.4 Money and Capital: (2 periods)</p> <p>9.4.1 Local, national and international monetary organizations and their role in the development of a national economy.</p> <p>- Strengths and weakness of the institutions.</p> <p>9.4.2 The relations between money, capital and the world politics.</p>	<p>In the contemporary globalized world it is purported that the affluent 1st world countries control the rest of the world. Is this true? If it is true, what gave them the upper hand to control the world? Let the students be divided into groups and come up with their own conclusions.</p>

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: explain the necessity of planning production and consumption, describe the importance of relying on one's own national product, describe the international economic principles, describe the situation of the Ethiopian economy, explain the difference between micro and macro economy, describe the role the local, national and international monetary organizations play in development, explain the relation between money, capital the world politics.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 10: ACTIVE COMMUNITY PARTICIPATION

(Periods Allotted: 6)

Unit Learning Outcomes: The students will be able to:

- recognize the role of leadership to promote active participation.
- appreciate the importance of civic participation for sustaining democracy.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> ● Describe the quality a leader should have to promote participation of citizens. 	<p>10.1 Effective Leadership for Active Participation: (3 periods)</p> <p>10.1.1 Leadership a vital necessity in democracy.</p> <p>10.1.2 Personal quality required from a leader to promote public participation.</p> <ul style="list-style-type: none"> - Planner. - Versatile. - Motivator. - Engaging. - Realistic. 	<p>Form two groups. Let one group research president Roosevelt of America, and how he was able, through his good leadership, to deal with the economic problems of the country in the 1930s. Let the other group study Nelson Mandela of South Africa, his role in the struggle against apartheid and as a president after the transition to democracy. Let the groups present their findings to the class and conduct discussion on how a good leader can motivate his people for various commitments.</p>
<ul style="list-style-type: none"> ● Explain what civic participation is. ● Explain the role of associations and groups in civic participation. 	<p>10.2 Civic Participation: (3 periods)</p> <p>10.2.1 Attain individual and collective goals.</p> <p>10.2.2 Form and evaluate public policies.</p> <p>10.2.3 The methodology and challenges of participating in policy making process.</p> <p>10.2.4 The role of association and groups in promoting</p>	<p>Suppose some groups of students want some provisions to be included in the Ethiopian education policy. What mechanisms can they use to make their voice heard? What kind of press (radio, news paper, TV etc) should there be to herald their views? Let the students discuss these issues in groups; finally let the whole class discuss what the groups have discussed and give conclusions.</p> <p>On the other side let the same groups study also the press law of Ethiopia and give their judgement whether or not the law enhance participation. It should be remembered that to judge the law they have to undertake a comparative study of the press laws under the imperial, military and current political systems of the country.</p>

Competencies	Contents	Suggested Activities
	<p>participation.</p> <p>10.2.5 Freedom of the press in a democracy to enhance participation of the people.</p> <p>- The Ethiopian press law (comparative perspective under the different regimes of the country).</p>	

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: describe the quality a leader should have to promote participation of citizens, explain what civic participation is, and explain the role of associations and groups in civic participation.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 11: THE PURSUIT OF WISDOM

(Periods Allotted: 7)

Unit Learning Outcomes: The students will be able to:

- appreciate the personal and social importance of knowledge.
- recognize how information becomes knowledge.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • Describe the utilities of knowledge. 	<p>11.1 Knowledge: (2 periods)</p> <p>11.1.1 Knowledge and the self.</p> <p>11.1.2 Personal and social utility of knowledge.</p>	<p>There are different knowledgeable Ethiopians who are world famous, such as Professor Aklilu Lemma and metier Afework Tekele. What uses does these persons' knowledge have, be it for them of the community at large? Let the students air their views in groups. They can mention other international figures known for their knowledge as well.</p>
<ul style="list-style-type: none"> • Explain the sources and purposes information. 	<p>11.2 Information as a Source of Knowledge: (3 periods)</p> <p>11.2.1 Communicating information.</p> <p>11.2.2 Interpreting information.</p> <p>11.2.3 Evaluating information.</p> <p>11.2.4 Differences and relationships between information, knowledge and wisdom.</p> <p>11.2.5 Scientific methods of collecting and analyzing data.</p> <p>11.2.6 Forming generalizations and recommendations.</p>	<p>Divide the class into 4 groups. Make each group study 2 sections from the grade levels 9–12. Each group should study the first semester mark of civics and ethical education of each student. Also each group has to tally the age of the students with their marks. By seeing age-grade relations what do they generalize from their study about students' achievement in relation with age? What will they recommend, on the basis of their study, for better achievement of students in the future? Let each group presents its findings to the whole class and conduct discussion; after discussions the students need to give conclusions on the basis of what they practiced.</p>
<ul style="list-style-type: none"> • Describe the importance of reading. 	<p>11.3 Developing Reading Habits: (2 periods)</p> <p>11.3.1 Maximizing knowledge through reading.</p>	<p>Let the students recount the purpose of reading in their own words.</p> <p>Distribute to the students whatever reading materials are available and ask them to read some sections. Ask them what new knowledge they were able to acquire from their reading.</p>

Competencies	Contents	Suggested Activities
	11.3.2 The relativity of truth and falsity. - Philosophical approach to truth and falsehood: (the ideas of some philosophers)	The discussion should be geared towards the importance of reading to maximize knowledge. Divide the students into groups and let them study some philosopher's positions in terms of truth and falsehood; and then let them give their own conclusions.

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: describe the utilities of knowledge, explain the sources and purposes information, and describe the importance of reading.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.