

CIVICS_{AND} ETHICAL EDUCATION

Teacher Guide Grade 11

Written and Edited by

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**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.

UNIT 1 BUILDING A DEMOCRATIC SYSTEM

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

- recognize the value of the principle of the FDRE Constitution.
- realize features of democratic systems.
- appreciate the foreign policy of Ethiopia.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Basic Principles of the Ethiopian Constitution	• describe the basic principles of the FDRE Constitution.	Bahru Zewde (reprint 2007) <i>A History of Modern Ethiopia 1855 – 1991 2nd edition</i> Addis Ababa: Addis Ababa University Press
2	Human and Democratic Rights and the Ethiopian Constitution	• enumerate the human and democratic rights of citizens as stated in the Federal Constitution of Ethiopia.	
3	Citizens' Obligations/Duties	• describe what follows when one fails to properly carry out obligations. • execute your obligations in a proper manner.	
4	Features of a Democratic System	• describe what is meant by transparency and accountability. • explain the importance of tolerance of diversity for peace. • be tolerant of differences within the limits of your capacity.	Bahru Zewde <i>The Challenge of Democracy from Below</i>
5	Federalism	• distinguish between the authority of the federal and the regional governments of Ethiopia.	
6	Ethiopia and International Relations	• explain the active role Ethiopia played in the formation of global organizations.	Mengiste Desta (2007) <i>Ethiopia's Role in African History</i> Addis Ababa: Shama FDRE <i>Foreign Relations and Security Policy and Strategy</i>

LESSON 1

BASIC PRINCIPLES OF THE ETHIOPIAN CONSTITUTION

CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE and states' constitutions

STARTER ACTIVITY

- List 3 key things you already know about the FDRE Constitution. Share your ideas with your neighbour.

READINGS

- Explanations about principles of the Constitution
- The principles of the Ethiopian Constitution have been covered in Grades 9 and 10. The sovereignty of the people and the supremacy of the Constitution should be familiar terms for students. The respect for human and democratic rights has also been introduced previously and will be the theme of the next lesson. The principle of separation of state and religion, as well as the transparency and accountability of government, may need more emphasis.
- In monarchical times, the church and state worked closely together. It is believed in history that Solomonic Dynasty was “re-established” in 1270 by Yekuno Amlak having the support of the Orthodox Christian Church through Tekle Hagmanot. On the other hand, Emperor Susenyos (1606 – 1632) was forced to abdicate from his power owing to the opposition he faced from the church for his apostasy to Catholicism. In Menelik’s reign his wife, Taytu, played a major role in Ethiopian politics but many opposed her and appealed to the abun of the Orthodox Church for a blessing. After causing upset in the church and government, particularly through the invitation of foreign intervention into internal affairs, Taytu was forced to retire from the palace. Though Menelik was still alive, the heir to the throne, Iyyasu, took over control in 1911 and, during his short period of power up to his overthrow in 1916, one challenge he faced

was the hegemony of the Orthodox Church. Although he gave it support, he also supported Islam, the faith of his ancestry. He married the daughters of Muslim chiefs and constructed mosques. Bahru states that “Iyyasu’s religious policy was the first major attempt to tackle the question of national integration...”

Source: p124 *History of Modern Ethiopia*.

- During the reign of Haile Selassie both constitutions state that the Orthodox Christian Church is part of the government and the emperor held the jurisdiction over the appointment of the pope.
- According to these constitutions, “His divine right to rule was devoutly upheld by the Orthodox Church ... His daily life was surrounded by elaborate traditions of the royal court and by religious ceremonies performed by patriarchs and priests.” Source: p206 *Meredith State of Africa*.
- When the Ethiopian Revolution took place and the military government took power, the Orthodox Church lost its share of control in government and the FDRE Constitution ensured that the state remained secular. In view of the state and church working hand in glove, the separation of politics and religion is a great achievement in the country’s history.

ACTIVITIES

1. In groups, discuss and fill in the table with what you understand by the sovereignty of the people and the supremacy of the Constitution. Group leaders should present their ideas to the class for more discussion.
- Students should be able to identify ideas from their previous knowledge and the information

in the text and Constitution. However, in general it could be said that respect for human and democratic rights is:

- an instrument of peace;
- a prerequisite for development;
- a key to nation building;
- a necessity to build consensus.
- Separation of state and religion:
 - confirms the equality of religion;
 - enables the government to execute its duty, free of religious interference;
 - enables the church to give its full time to religious issues;
 - capacitates the church to extricate itself from politics.
- Accountability of government:
 - makes the state democratic;
 - empowers the people to check the working of the government;
 - can control corruption and other maladministration;
 - helps the development of the country to accelerate.
- Sovereignty of the people means:
 - the people have the right to participate,

directly or indirectly, in the political process;

- the interests of the people prevails over all others;
- the people decide the nature of politics;
- everything emanates from the people.
- Supremacy of the Constitution means:
 - all laws are subordinate to the Constitution;
 - all kinds of practices that contravene the Constitution are nul and void;
 - all the governed and the governing are equally responsible for the Constitution;
 - all citizens have the duty to respect and observe the Constitution.
- 2. Form groups to discuss and fill in what you understand in the table. Group leaders should present their ideas to the class for discussion.
- Again, the text, previous knowledge and the Constitution will help students identify some answers.

AN ADDITIONAL ACTIVITY

In terms of constitutional principles, students could identify the difference between the imperial, the military and the FDRE Constitutions.

See sample lesson plan on page 15.

LESSON 2

HUMAN AND DEMOCRATIC RIGHTS AND THE ETHIOPIAN CONSTITUTION

CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE and states' constitutions
- Films, pictures, posters showing citizens queuing at a polling station

STARTER ACTIVITY

- List some of the human and democratic rights that are included in the Federal Constitution.

Students can do this independently, sharing ideas with a neighbour.

READINGS

- Explanations about human and democratic rights.
- The source of human or natural rights can be found in most religions and philosophies. There are some basic values that all agree on, such as respect for life and dignity, and all societies have their own penalties for those who do not respect these values.
- In 1948, fourteen nations of the Commission on Human Rights met to reach an agreement on the most important human rights. They faced an enormous complex task with far reaching effects. It was to be “a common standard of achievement for all peoples and all nations” with thirty articles covering civil, political, economic, social and cultural rights and freedoms. Ethiopia was one of the first African UN member nations to sign the agreement in 1948.
- Since that date, there have been other conventions and agreements which strengthened and widened the UDHR. In 1994, Ethiopia became a party of the Convention against Torture and

other Cruel, Inhuman or Degrading Treatment or Punishment. Fifteen years later, it produced a report on its implementation in Ethiopia stating how the FDRE Constitution and other Codes implement this convention and providing evidence of the actions of the Ethiopian Human Rights' Commission.

- The report notes the training given to police officers and new prison wardens (Article 10.48) and the rules on the treatment of prisoners — prohibiting discrimination on the basis of sex, language, religion, political status, nation, social status, and nationality; and the permission given to prisoners to talk to lawyers and religious counsellors without prison warders hearing the conversation. Although the country was still working towards meeting all the requirements, it had demonstrated in the report its willingness to continue to support the convention.
- Ethiopia has signed up to other conventions which will be discussed elsewhere.

ACTIVITIES

1. In groups discuss why we have human and democratic rights. Group leaders should present their ideas to the class for further discussion.
- Previous knowledge should enable all students to provide reasons for having human and democratic rights. But it could be said that the respect to human and democratic rights is the standard against which states are measured globally. States that do not respect these rights will become pariah states where the foreign relations

produce no positive outcome. Moreover, it is only the respect of human and democratic rights that creates stability which is a prerequisite for accelerated development and the improvement of the life of citizens.

2. From each category take three rights to discuss and describe how they might be used in school and in your community. Group leaders should present their ideas for more discussion.
- This task will depend on the groups' choice of

rights. Some will need support to understand the rights and it would be useful if groups could see the full Articles in the FDRE Constitution.

AN ADDITIONAL ACTIVITY

The human right to food is not specifically stated in the UDHR or in the Constitution. Students could debate whether we have a right to food and whether any articles on human rights or any conventions support this.

LESSON 3

CITIZENS' OBLIGATIONS/DUTIES

CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE and states' constitutions
- Films, pictures, posters etc showing people involved in a demonstration

STARTER ACTIVITY

- What are some of the obligations you have to school and society?

This could be done as a class brainstorm activity.

READINGS

- Explanations about citizens' obligations and duties
- A list of suggested responsibilities in Reardon's *Educating for Human Dignity* includes:
 - Everyone should treat others with respect and defend the rights of others.
 - No-one would force another to work without pay.
 - People and countries should offer asylum to those who are persecuted.
 - Everyone should respect others' rights to their own opinions and their own religious beliefs. People and governments should not interfere with religious freedom.
 - Everyone has the responsibility to vote in elections.
 - Everyone has the responsibility to get an education. Source: p101 - 2
- These are just a selection of the obligations or duties that every person has and reflects what is in the Ethiopian Constitution. Taking the objective conditions, with the students you can

add more. For example, involvement in political activities, support of political parties on the basis of knowledge, not on the basis of peer influence etc.

CASE STUDY

Staging a demonstration

- Being able to protest through lawful demonstrations is not only a right but may sometimes be seen as a duty of citizens who believe it is the only means to achieve rights for all. The gathering of people in large numbers to voice their concerns over an issue has had an impact on governments and their policies for centuries. In recent years there have been protests across the world which have peacefully raised awareness of the 'majority' concern about issues. The protests in the 1970s in the US against the war in Vietnam helped change policy in that country. In Ethiopia, in 1974, students were protesting against the treatment of peasants under the land tenure system — an event so powerful it helped to bring down the monarchical government.
- In some parts of the world, demonstrations have been repressed and led to deaths. In 1989, several hundred civilians were shot dead in Tiananmen Square, Beijing, by the Chinese army in an effort to crush the demonstration. The tanks had moved into the square, randomly firing at the unarmed protesters, many of them students, who were marching in memory of a former party leader who had died a week earlier.
- More recently, a peaceful protest by monks in Myanmar (Burma) turned into violence as the government troops tried to stop it.

ACTIVITIES

1. Form groups to discuss and list some of the constitutional obligations you have and why you have them and should execute them properly? Group leaders should present their ideas to the class for further discussion.
 - Groups may choose their own obligations or the teacher could give each group two or more to focus on to enable broader discussion at the end.
2. Form groups and discuss the following:
 - Why did the students need permission to hold

the demonstration?

- Was the demonstration legal? Why?
- Why might you stage a demonstration and how would you do it?
- Most of the answers can be found in the text but you may need to provide further information on how a demonstration is made legal.

AN ADDITIONAL ACTIVITY

Pollution is a problem and the students want to draw it to the attention of the government. What should they do so that their ideas can materialize?

LESSON 4

FEATURES OF A DEMOCRATIC SYSTEM

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters depicting citizens from different cultures working together

STARTER ACTIVITY

- State some of the features of a democratic system.

Students could work in pairs to identify features and share these ideas with another pair.

READINGS

- Explanations about features of a democratic system
- There are many forms of democracy in Africa which have developed since colonialism and the authoritarian regimes of the 1980s. Although a multi-party system is one principle, many leaders have tried to oppose it. In Uganda, Yoweri Museveni “openly eschewed the hallowed principle of multi-party democracy and opted instead for fostering plurality of views within the Movement.”

Source: p7 Bahru Zewde *The Challenge of Democracy from Below*

- Elsewhere in Africa traditional systems of governance have been restored leading, in Botswana, to mixed government combining traditional public meetings where policies are discussed before they are adopted nationally. One criticism of this system is the risk of gender disparity as traditional systems tend to oppress women.
- Very few African states have witnessed a smooth transfer of power. In recent years there have been violent reactions to results in countries such as Kenya which show that democracy does not always follow a smooth path.
- Kenya’s history since colonialization has been marked by long periods of undemocratic rule, particularly under Jomo Kenyatta and his

successor, Moi. Their periods of office were marked by widescale corruption, abuse of power and assassinations plus the rigging of the 1988 General Election.

CASE STUDY

Transparent officials

- Efforts to ensure that officials are not corrupt have included the widespread use of posters and telephone contact lines. This is a case where, when officials do their work in a transparent and accountable manner, the organization is respected as one of the best, and its public delivery will satisfy the users.

ACTIVITIES

- Why is it important for the government to be transparent and accountable?
 - How might you show tolerance to people around you? Give examples to show your point.
 - The case study helps and the questions should provide an opportunity for students to give their own opinions based on what they have learnt in the lesson and experience of life.
- Form groups to find out and evaluate how transparent your school is.
 - What information do you want to know about your school?
 - Where can you get this information?
 - What can you conclude from this?
 - This information should enable teachers to evaluate their own school’s performance based on student perceptions.

AN ADDITIONAL ACTIVITY

The students want to know how their regional state allocates budgets to the different sectors. What manner of transparency and accountability do they expect from the state?

LESSON 5

FEDERALISM

CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE and states' constitutions

STARTER ACTIVITY

- Identify the distinguishing features and differences between the federal and the regional governments in Ethiopia.

This may need to be done as a class discussion with access to both the FDRE Constitution and the state's constitution.

READINGS

- Explanations about federalism
- David Turton, in his introduction to *Ethnic Federalism*, wrote, "The transformation that has taken place in the political structure of Ethiopia since 1991 has been both radical and pioneering. It has been radical because it has introduced the principle of self-determination for federated regional units in a formerly highly centralized and unitary state. It has been pioneering, because Ethiopia has gone further than any other African state... in using ethnicity as its fundamental organizing principle." Source: p1
- The background to Ethiopia's multi-ethnicity probably dates back to Tewodros II who ended the era of feudal anarchy and started to build an Ethiopian empire. After his death, Yohannes IV continued the project which was completed by Menelik II who made possible "the imposition of the cultural, linguistic and religious values of one ethnic group over all others." Source: p120 Merera Gudina *Ethnic Federalism*
- "In 1960s the 'struggle for social justice and national and ethnic equality' began. "For the imperial regime, recognition of the right of nations and nationalities to self-determination, including and up to secession, represented national betrayal, a treason against the holy cause of a united Ethiopia." (123)

- "Between 1974 and 1978, the national question became a major issue of controversy amongst various left-wing groups, which debated it like religious sects... Following its military defeat of Somalia... and with the support of the Soviet Union, the military government had thoroughly defeated the civilian by the end of 1978. Unexpectedly, but surely, this had the effect of ensuring the ascendancy of the national liberation movements in the 1980s and beyond." (123–4)
- "The eventual defeat of the military by the multi-ethnic based movements in May 1991 further marginalized the multi-ethnic parties and ensured the continuing dominance of ethnic-based political groups in the country's political life." (127)

CASE STUDY

Flood victims of the Omo Basin

- This study looks at how the Federal Government can cooperate with a regional government and other agencies in a time of crisis.

ACTIVITIES

1. What are the advantages of federalism for Ethiopia?
- On the basis of the Constitution, identify the powers that the federal and regional states possess.
 - The establishment of federalism and the respect accorded to the nations, nationalities and peoples of Ethiopia reconciled Ethiopia to herself and made her concentrate on developmental issues, particularly under Articles 51 and 52 of the FDRE Constitution. Demand for cultural equality was one of the many legitimate questions of the nations, nationalities and peoples of Ethiopia. The Ethiopian government which denied these rights faced a strong resistance which turned

the country into a hotbed of civil wars with concomitant loss of human life and destruction of properties.

2. What is the advantage of having over 80 different ethnic groups represented in the House of Federation?

- The Hamar, Bana and Kwego are groups of people living in South Western Ethiopia having a population of between 10–20 thousand, 2–5 thousand and 5–10 thousand people respectively. How many representatives can each of them have in the House of Federation?
- Representation by minority groups is an issue for many governments with multi-ethnic societies. Ethiopia has enabled representation on the basis of population figures. Through regional government the smaller ethnic groups should

also have a say in their community's life. Each of these groups would have one seat in the House of Federation.

3. Form groups to discuss the significance of federal and regional governments cooperation in times of natural disaster. Can you think of other examples when this has happened? Group leaders should present their ideas to the class for further discussions.
- Teachers may need, depending on their region's peculiar situation, to provide examples of other situations where the federal and regional governments have cooperated. For example, the Federal and the Somale regional state worked in a cooperative manner to stabilize the region against undemocratic groups like the ONLF.

LESSON 6

ETHIOPIA AND INTERNATIONAL RELATIONS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Map of the world
- Information on League of Nations

STARTER ACTIVITY

- Give examples of the work of the United Nations (UN) and African Union(AU) in Ethiopia.

This could be a class activity with some examples of the work (possibly in newspaper articles) to stimulate discussion.

READINGS

- Explanations about Ethiopia’s international relations
- The League of Nations and the AU are explained in the following case study notes.
- The ECA headquarters have been based in Addis Ababa since 1958. ECAs aims include: increasing the knowledge of Africa’s conditions, needs and problems; stimulating and defining projects of technical assistance and promoting and developing economic relations between African states.
- IGAD, the Intergovernmental Authority on Development, was created in 1996 partly to help cope with situations such as droughts which affect north east Africa where the member states lie. Its mission is to assist and complement the efforts of member states to achieve through cooperation: food security and environmental protection; promotion and maintenance of peace and security and humanitarian affairs; and economic cooperation and integration.

CASE STUDIES

1. Ethiopia and the League of Nations
 - The League of Nations was conceived towards the end of the First World War when the president of the US, Woodrow Wilson, stated in

his war aims in January 1918 that the war was fought “to make the world safe for democracy”. “Wilson believed that peoples, granted national and democratic rights, would never again support militaristic leaders who would lead them to war. Wilson embodied these ideas in his Fourteen Points, which concluded with a proposal for a League of Nations, “a general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike,” a world organization that would guarantee peace.”

Source: p793 *In the Balance*

- The Fourteen Points were based on two principles: self-determination and international cooperation. They included:
 - No secret treaties between countries.
 - Free access to the seas for all countries.
 - Free trade between countries.
 - Disarmament by all countries.
 - Overseas colonies belonging to European powers would have a say in their own future.
 - Setting up of a League of Nations to settle international disputes by peaceful means...
 - The peace, however, was not sustained and the US, even though it was their president who planned the League of Nations, rejected it.
 - Ethiopia joined the League in 1923, three years after it was established, after overcoming opposition from the British, yet having the support of the Italians. The subsequent aggression by Italy towards Ethiopia contravened Article 12(1) of the League’s covenant which stated: “The members of the League agree that, if there should arise between them any dispute likely to lead to a rupture, they will submit the matter

either to arbitration or judicial settlement... and in no case resort to war..."

Source: p42 Mengiste Desta (2007) *Ethiopia's Role in African History* Addis Ababa: Shama

- When Italy invaded Ethiopia the League took no action, on the contrary, Britain and France tried to appease Italy to prevent her siding with Germany. They refused to supply arms to Ethiopia to defend herself among other measures. However, their policy of supporting Italy to maintain peace in Europe not only destroyed Ethiopia's independence but ultimately had no impact on the war as Italy then fought alongside Germany.
2. Ethiopia's role in the transformation of the OAU into the AU
- In 1963, Haile Selassie diplomatically engineered events leading to the approval of a charter for a single African organization. He said: "What we still lack, despite the efforts of the past years, is the mechanism which will enable us to speak with one voice and to take important decisions on African problems when we are so minded... what we require is a single African organization which will facilitate acceptable solutions to disputes among Africans, and promote the study and adoption of measures for common defense and programmes of cooperation in the economic and social fields..."
- Source: p73 Mengiste
- So Ethiopia was largely responsible for uniting Africa through this union and Haile Selassie was acclaimed for his role in Africa and the rest of the world. It was later agreed that the seat of the OAU would be in Ethiopia after other contenders were defeated in a secret ballot.
 - In 2000, a new African Union replaced the OAU and, after a dispute over where the new organization's headquarters should be situated, it was agreed that they should remain in Addis Ababa. The goal of the AU was 'to achieve greater unity and solidarity between the African countries and peoples of Africa.' (106)

- In one respect the AU took a different approach to the OAU which, in Article 3, agreed to "non-interference in the internal affairs of states." Article 4(a) of the AU provides for the "right of the Union to intervene in a member state pursuant to a decision of the Assembly in respect of grave circumstances, namely: war crimes, genocide and crimes against humanity." and in 4(i) for the "right of member states to request intervention from the Union in order to restore peace and security."
- In general, the transformation of the OAU to the AU is a milestone in African history and is a step forward in the process of creating the United States of Africa.
- Currently, Ethiopia follows a foreign policy that promotes its accelerated development without affecting its stability or the stability of others.
- The Ethiopian foreign relations and security policy states as its embarking points:
 - development and the building of a democratic system: the policy should support the realization of development and the sustenance of the democratic system;
 - national honour: the policy should recognize the achievements of the Ethiopian people;
 - globalization: the policy has to accept the reality of the 21st century and accept to work within this dimension;
- Without taking into consideration these important points, it states, it is next to impossible to have an effective policy that accelerates the development of the country.

ACTIVITIES

1. In groups discuss, examine and evaluate Ethiopia's roles in international relations. Group leaders should present their ideas to the class for further discussions.
- There is a lot of information to cover and teachers may need to restrict the discussion to specific issues or give groups a different topic to discuss. Note that the other questions focus on the League of Nations and the AU.

2. Form groups and discuss what the purpose of the League of Nations was. Why did the League fail in 1939? Group leaders should present their ideas to the class for further discussion.
 - The groups will probably need more information than is available in the student texts therefore teachers may need to explain some of the content of the teacher guide.
3. Form groups to discuss the relevance of the transformation of the OAU to the AU for Africans and Ethiopians. Group leaders should present their ideas to the class for further discussion.
 - As with the previous question, students may require some additional information to support their discussion.

AN ADDITIONAL ACTIVITY

The stepping stone of Ethiopia's foreign relations and security policy is stated in the readings in the text. Reading through the document, FDRE's Foreign Relations and Security Policy and Strategy, the students, in groups, could elaborate on the three points and present their ideas to the class.

SAMPLE LESSON PLAN

LESSON 1

Time	Teacher Activity	Student Activity
5	Warm up activity List 3 key things you already know about the Ethiopian Constitution.	Work individually to list three things, then share your ideas with your neighbour.
5	Note responses on board or paper then help students to read text.	Read individually stopping to reflect on issues relating to the Constitution.
10	Explain activity and support groups by giving examples from the text in the Teacher Guide.	In groups discuss and fill in the table with what you understand by the sovereignty of the people and the supremacy of the Constitution, then share ideas with class.
10	Continue reading and next activity — the text, previous knowledge and the Constitution will help students identify some answers.	Form groups to discuss and fill in what you understand in the table relating to respecting rights, separation of church and state and accountability of government.
5	Explain the additional activity and ask students to complete it as home study.	In terms of constitutional principles, identify the difference between the imperial, the military and the FDRE Constitutions.
5	Draw conclusions from the session and ask students to read 'remember'.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

- In what ways is building a democratic system important for Ethiopia?
 (a) to treat its people equally (b) to have peace and stability in the country
 (c) to create conditions for development (d) all
Answer: (d)
- Supremacy of the Constitution means:
 (a) the Constitution and other laws have equal weight
 (b) other laws are above the constitution
 (c) the law of the land and other laws are subordinated to it
 (d) all
Answer: (c)
- What is a possible benefit of federalism?
 (a) unity (b) development
 (c) empowerment of people (d) all
Answer: (d)

PART II – TRUE OR FALSE

1. The Ethiopian Constitution makes officials accountable to the people.

Answer: true

2. Transparency and accountability in government are not features of democracy.

Answer: false

3. Ethiopia has a long tradition in international relations.

Answer: true

4. Ethiopia has contributed greatly to the decolonization of Africa.

Answer: true

PART III – SHORT ANSWERS

1. What is accountability?

Ans. Accountability is being answerable for an action one takes based on his capacity.

2. What do you understand by the term peoples' sovereignty?

Ans. Peoples' sovereignty means power emanating from the citizens.

3. Explain in your own words what secularism is.

Ans. Secularism means worldly as opposed to spiritual and religion.

4. Evaluate Ethiopia's contribution to international relations.

Ans. Ethiopia is one of the founders of many international organization like the UN, the OAU/AU etc., and played a big role as an international peace keeper.

UNIT 2 RULE OF LAW

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

- recognize the relation between a constitution and rule of law.
- realize the nature of limited and unlimited government.
- appreciate the necessity of combating corruption.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Rule of Law and Constitution	• distinguish the differences between the constitutions of the federal and regional states.	
2	The Necessity of the Rule of Law	• explain the importance of rule of law. • describe what follows when rule of law breaks down. • explain how to prevent and manage conflict.	
3	Limited and Unlimited Governments	• describe the nature of limited and unlimited governments.	
4	The Rule of Law and Combating Corruption	• explain the role of individuals and institution in the fight against corruption.	

LESSON 1

RULE OF LAW AND CONSTITUTION

CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE and states' constitutions

STARTER ACTIVITY

- What do you think about the relationship between the federal and regional states' constitutions?

This can be a class discussion.

READINGS

- Explanations about rule of law and constitution
- As is noted in every grade, federalism is a political system where power is divided between the Federal Government and state government. At each level, the rights and duties of the governments are defined constitutionally. But federalism may not be free of problems or even bias.
- In SNNPR, the region with the greatest number of ethno-cultural groups, the challenge of producing a constitution to meet all the people was met but there are issues which still affect the different groups. One issue is the language of education. Sarah Vaughan noted the "correlation in the south between class profile and enthusiasm for ethnic self-determination, especially where the use of mother-tongue languages is concerned." Source: p186 Ethnic Federalism
- She learnt that, while many peasants were enthusiastic about the empowerment of their language, those who were more educated saw

potential problems in focusing on local languages for learning as school leavers were disadvantaged when they tried to communicate in their second language, Amharic. Many questioned the benefit of learning through the mother-tongue which would not benefit them if they were to move from the area.

- In the case of the teaching of civics and ethical education at primary level, English has been selected as the language of learning for Grades 5 and above.

ACTIVITIES

1. In groups of six, divide your group into two. One group will take the Federal Constitution and the other group will take the Regional Constitution. Compare and contrast the two constitutions.
- The readings in the student text supplemented by the notes on this page should provide information to help students identify the main differences.

AN ADDITIONAL ACTIVITY

Students, in groups, could study the benefits their region, and they themselves, have achieved in terms of:

- self administration;
- language and other cultural traits;
- educational opportunities.

LESSON 2

THE NECESSITY OF THE RULE OF LAW

CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE and states' constitutions

STARTER ACTIVITY

- How might you find a solution when your interests and the interests of your friends conflict? Use an example to make your point.
This could be delivered in small groups.

READINGS

- Explanations about necessity of the rule of law
- To understand about the need for rule of law, it is helpful to see the results of lack of rule of law. Absence of rule of law has resulted in many governments in Africa and the rest of the world failing their people. The experience of corruption in Kenya was introduced in Unit 1, Lesson 4. Gitobu Imanyara, at the 1994 Seminar on Corruption, outlined the levels of corruption and included the quote to the press by President Moi in 1994 which stated: "I am said to be above the law, but I do not break the law." Imanyara, who had been arrested for publishing articles against the president and his government, raised awareness of the 'institutionalized corruption' in his country, Kenya.
- Moi celebrated his one-party regime by ordering the construction of a sixty-storey office tower to house party headquarters and a party-run media centre. A centrepiece of the design was a huge statue of himself. Source: p384 Meredith *The State of Africa*
- Nkrumah, president of Ghana which was the first African country to achieve independence from Britain in 1957 had, by 1960, established the country as a republic which entitled him to

rule by decree, reject parliamentary decisions and dismiss any public servant or member of the armed forces. He took control of the media and established his Convention People's Party as the supreme organization with all other civil organizations subordinate to it. He effectively ruled the country without regard to rule of law.

- "In 1961 Nkrumah promised to tackle the problem of corruption. He denounced party members who combined business interests with a political career. He criticised ministers who flaunted wealth. He appointed a committee of inquiry to investigate the assets and property of party members — their houses, cars and mistresses... But the committee made little headway; its findings were never published; and the corrupt activities of the party elite went on much as before. Patronage was what held the system together." p183

CASE STUDY

The youth peace building effort in South Omo

- This is the case where, knowing one another, through different ways, develops understanding and nurtures the culture of tolerance among different cultural groups.

ACTIVITIES

1. Form groups in a class and list indications of the absence of rule of law and discuss in a group their impact on individuals and society. Present the summary of your discussion to the class.
- Some of the indications will include: dictatorships where one person has total authority in a country; army and police control but without adhering to constitutional rules; corruption and misuse of

power etc. The acts infringe upon the rights of the individuals and impoverish society.

2. What can other communities learn from South Omo Youth efforts to resolve the conflicts that may arise in their region? Discuss this in groups and present to a class.
- Learning about each others' cultures is an important step towards toleration and acceptance. The groups in South Omo had made this move and had begun to build bonds which would enable them to live in peace together. The same can be done in any area or community where

more than one culture live close together. Even if it is languages or religions that separate the groups, there is a lot that the communities can learn from each other.

AN ADDITIONAL ACTIVITY

Where many cultures exist in school, prepare a display to show examples of each culture, for example explanations and illustrations about the traditions and books written in the languages. Identify other venues where a culture of tolerance can be developed.

LESSON 3

LIMITED AND UNLIMITED GOVERNMENTS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters showing people voting; massacre of citizens; etc.

STARTER ACTIVITY

- How much power does the government in Ethiopia have?

This could be discussed as a class.

READINGS

- Explanations about limited and unlimited governments
- Countries such as Britain and the US are recognized as having limited governments with decentralized power and other checks and balances in place. Since 1991, Ethiopia has worked towards the principle of limited government through upholding the FDRE Constitution and building a system of government which separates the legislature from the judiciary and executive organs and where the Constitution is supreme.
- There have been many periods when countries, like Ethiopia, have witnessed unlimited government such as during the military regime in from 1974 to 1991 and Spain. In Spain, after the overthrow of the monarchy in 1923, a Republican dictatorship ruled the country until civil war erupted following a revolt by General Franco and the Nationalists. The war lasted until 1939 when the republic was replaced by a military government controlled by Franco who ruled Spain for the next 35 years.
- Other African countries have, and some still suffer, under such governments. South Africa is now a limited government since the election

of Mandela in 1994 marked the end of the apartheid era. The case study illustrates one of the atrocities carried out in the name of law during that period. At the same time as the riots in Soweto, Steve Biko, a black medical student, was encouraging 'group power' and 'black awareness, black pride and black achievement. In 1973, he was banned from public speaking and was constantly harassed and arrested by the police. This did not stop him travelling around the country and campaigning until he was arrested in August 1977. He was tortured and kept in prison until he was eventually taken to a prison hospital where he died in September of 1977. This led to violence on the streets when people heard of his death, falsely attribute to a hunger strike. It took nearly another twenty years before apartheid ended and a limited government installed to power.

CASE STUDY

Apartheid in South Africa

- The illustration of the Soweto massacre is a famous image. By 1976, apartheid had become established in South Africa but it was resisted in some areas. In Soweto, the black township near Johannesburg, the secondary schools were already overcrowded and learning was difficult. A new ruling by the Minister of Education dictated that half the subjects in school were to be taught in Afrikaans (the language of many whites of Dutch origin) instead of English.
- The students in Soweto held a demonstration on June 16 and Hector Peterson, who was then aged 13 years, was shot dead by the police. Hundreds more were also shot or arrested.

ACTIVITIES

1. Form groups to discuss the characteristics of limited and unlimited governments. In what ways do you relate underdevelopment and government with unlimited power? Group leaders should present their ideas to the class for more discussion.
 - Underdevelopment is associated with poverty and lack of effective, transparent and accountable organization, two features which can result from unlimited government where resources are misused and there is no strategy or clear policies to develop the country. Students may
 2. Form groups of three. Look at the photograph and discuss the impact that unlimited power of the government had on citizens. Present your ideas to the class.
 - Students should be able to identify the horror, fear and unnecessary loss of life that is portrayed in this photograph. Some students may have also heard from family members about the impact that events such as these and the Red Terror in Ethiopia had on the people.
-

LESSON 4

THE RULE OF LAW AND COMBATING CORRUPTION

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters that show corrupt acts

STARTER ACTIVITY

- In pairs discuss three different types of corruption that can occur. Why are they corrupt activities? Share these examples with the rest of the class.

READINGS

- Explanations about rule of law and combating corruption
- A paper presented at a seminar in Uganda in 1994 describes corruption as an ‘old phenomena’. “For centuries, individuals have looked for and found ways to unduly make profit of their power or to commit public resources to personal uses.” Source: p84 Pierre Buyoya *Corruption, Democracy and Human Rights in East and Central Africa*
- Pierre stated that it was not an African syndrome and listed the corruption that existed in the rest of the world at that time: Italy, Japan and Brazil. He continued that “in some African countries, the global figure of the amounts in the foreign accounts of some individuals involved... it more than the public debt of their country. That is to say that if all this money returns to the coffers of the state, it would be enough to write off her debt.”
- Beyond its immoral and shocking aspects, it could be seen that corruption is the major obstacle to development. Corruption wastes development aid and increases the debt burden of poor nations. Grants are negotiated, signed and released, but these countries do not get at them in total. From this fact, corruption discourages equitable appropriation of revenues.
- In addition, corrupters and corruptees exploit

the people because they steal the fruit of its labour: it is the people who produce and pay taxes. Consequently, the people have no more confidence in the state; they have developed a feeling of skepticism and resignation.” (85)

- Another speaker at the same seminar, Lee G. Muthoga, wrote: “...democracy cannot be said to exist in a situation where the freedom of choice is constrained by whatever factors. It is for this reason that corruption has been called the enemy of democracy... While free and fair elections do not comprise democracy they are regarded as an essential beginning point for the establishment of a democratic regime. Accordingly, electoral fraud is one of the most devastating forms of corruption to the establishment of a democracy.” (95)
- Corruption, according to Victoria Sabaegereka, “has been a major source of discouragement to foreign investment, increased Aid fatigue among Donor Countries and has increased government borrowing which when not matched with development increases the external debt. It has led to loss of confidence in governments by the people and increased poverty of the population, which is a potential source of political instability and insecurity.”

Source: p127 1994 *Corruption, Democracy and Human Rights*

- The case study provides an excellent example of such action in a country acclaimed for its limited government, the US.

CASE STUDY

President Nixon and the Watergate Scandal

- The scandal of Watergate emerged when two

young reporters and a secret source known only as ‘Deep Throat’ were investigating a burglary which was linked to the office of the president, Nixon, who was running for re-election. Stories started to appear in the Washington Post, including one about a secret fund paid to gather information on the Democrats, and another stating that Nixon’s aides had run a massive campaign of political spying and sabotage on behalf of his re-election efforts.

- At the election in November 1972, Nixon gained a huge majority, but the press continued their stories and eventually Nixon’s aides lost their jobs. After finally releasing transcripts and tapes of the conversations where he was discussing with his aides how to raise blackmail money

and avoid perjury, Nixon resigned in 1974.

ACTIVITY

1. Form groups to discuss what you learn from an American president who lost his office due to corruption. Group leaders should present their ideas to the class for more discussion.
- This case, and other texts relating to corruption in government, should help students identify the issues and enable them to see the disadvantages of such actions. Moreover, the students should appreciate that, in a democracy where the works of the government and its officials should be transparent, the chances of escaping accountability for one’s deeds is very limited.

SAMPLE LESSON PLAN

LESSON 2

Time	Teacher Activity	Student Activity
5	Warm up activity How might you find a solution when your interests and the interests of your friends conflict? Use an example to make your point.	Work in small groups to discuss this question.
5	Note responses on board or paper then help students to read text.	Read individually stopping to reflect on the issues of rule of law.
10	Explain activity and support groups then encourage some feedback.	In groups list indications of the absence of rule of law and discuss in a group their impact on individuals and society. Present the summary of your discussion to the class.
5	Read the rest of the text and the case study.	Work individually stopping to reflect on the information and case study.
10	Explain the activity and support groups. Introduce the additional activity to prepare a display to show examples of each culture, for example explanations and illustrations about the traditions, books written in the languages etc.	Discuss in your groups what other communities learn from South Omo Youth efforts to resolve the conflicts that may arise in their region. Think about what you could include in a display and discuss how it should be organized as a class.
5	Draw conclusions from the session and ask students to read 'remember'.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – TRUE OR FALSE

- The regional governments of Ethiopia do **not** have their own legislature, executives and judiciaries.
Answer: false
- The constitutions of the regional states are subordinate to FDRE Constitution.
Answer: true
- Rule of law shall **not** impose restriction on a citizen.
Answer: false
- A country with limited government does **not** necessarily have constitutionalism.
Answer: false

PART II – MISSING WORDS

1. In a limited government, the government officials at all levels are prohibited from violating the laws of the land and against the basic rights of citizens by the rule of law.
2. The contributions of the public and government officials are essential in fighting against corruption.
3. The commission established in Ethiopia to combat corruption and power abuse is known as the Ethics and Anti-Corruption Commission.

PART III – MULTIPLE CHOICE

1. The prevalence of the rule of law indicates:
(a) the existence of democratic government
(b) the government is limited
(c) the government is unlimited
(d) (a) and (b) are both correct
Answer: (d)
2. We can say that the power of government is limited when there is/are:
(a) accountability and transparency
(b) check-and-balance between three organs of government
(c) constitution and constitutionalism
(d) decentralization of power
(e) all of the above
Answer: (e)
3. Which one of the following is true?
(a) adhering to the values and principles of the laws of a country does not have any contribution in resolving conflicts.
(b) identifying the commonly shared values, interests and goals is important for conflict resolution.
(c) as it has been observed in reality the rule of law cannot resolve conflict.
(d) all of the above
Answer: (b)
4. The fight against corruption involves:
(a) participation of the public
(b) commitment of government institutions
(c) honesty and truthfulness of individuals
(d) all
Answer: (d)

UNIT 3 EQUALITY

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

- realize the notions of equality, benefits and burden.
- be aware of gender issues.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	The Importance of Equality among the Nations, Nationalities and Peoples of Ethiopia	• describe what kinds of equality and burdens the nations, nationalities and peoples of Ethiopia enjoy.	Turton D. (2006) <i>Ethnic Federalism</i> : Addis Ababa University Press
2	The Individual and the Public Interest	• describe the differences between individual and public interests.	
3	Gender Issues and Socially Discriminated Groups	• explain how women and the socially discriminated groups are treated unfairly in society.	
4	The Tendency to Negate Unity in Diversity	• describe the negative impact of failing to acknowledge unity in diversity.	

LESSON 1

THE IMPORTANCE OF EQUALITY AMONG THE NATIONS, NATIONALITIES AND PEOPLES OF ETHIOPIA

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters showing citizens living and working in harmony

STARTER ACTIVITY

- Give an example of a person who has been treated unequally. Why were they treated in this way?

Students could work in small groups to share ideas.

READINGS

- Explanations about the importance of Equality among Nations, Nationalities and Peoples of Ethiopia
- In many countries of the world where there is multi-ethnicity, efforts have been made to find ways for the groups to live in peace and harmony. In Nigeria, federalism was seen to solve the problems that led to civil war in 1967–70. Rotimi Suberu wrote that: “It has generated functional interests and political identities that cut across crude ethnicity. It has diffused and defused ethnic conflict. And it has helped to redistribute economic resources, promote national unity in diversity and generally prevent a recurrence of secessionist warfare.”

Source: p83 *Ethnic Federalism*: Addis Ababa University Press

- In Ethiopia, recognition of the different languages was an important part of the FDRE Constitution. According to Gideon Cohen, “There are coherent and valid arguments both for and against the development and increased use of local languages. It is welcomed by many Ethiopians as a positive change that erodes

previous patterns of language domination and facilitates forms of express that were previously impossible.” Source: p165 *Ethnic Federalism*: Addis Ababa University Press

- Cohen also identifies the less positive issues and these were also included in a paper by Sarah Vaughan (see Unit 2, Lesson 1) in the same book.
- Cohen provides some historical background to the language issue, stating that Haile Selassie’s aim was to produce an Amharic speaking society, thus discouraging the use of other Ethiopian languages. In its literacy campaign, the Derg attempted to use local languages but, “although sponsored in fifteen languages and aimed at increasing literacy among the rural population, the campaign failed to stimulate any meaningful development of local languages.” (168)
- “The hope that the development of regional and local languages can assist by redressing societal inequalities is based on the assumptions that ethnicity is represented through language, and that the greater expression of ethnicity through language will produce greater equity for groups of people in society.” (170)
- Although the language debate will continue in Ethiopia, the attempt to redress past injustices through the current language exercise is a positive step.

CASE STUDY

The Bale and Gedeo peasant uprisings

- These are discussed in more detail in the Grade 12 Teacher Guide (Unit 3, Lesson 1).
- This is a typical case study to be repeated frequently, where inequality, whatever its

form and content, brews discontent and leads to violence. A discontent may be squashed for the time being, but has a resurgence until the contradictions are resolved positively *i.e.*, through satisfying the legitimate demand of the people.

ACTIVITIES

1. Form groups to discuss the ways in which the equality of nations, nationalities and peoples of Ethiopia can be maintained. In what ways are peace and development related to equality? Group leaders should present their ideas to the class for more discussion.
 - Among other things, equality of culture (language, religion) and equal opportunity to education, development etc., must be respected. People who feel that they are treated equally are productive and have mental dispositions to work for the welfare of the public; and by so doing, they promote peace and development.
 - But students will need to refer to previous texts
2. Form groups to discuss how the inequalities in the past, led to the peasants uprisings. Group leaders should present their ideas to the class for more discussion.
 - You should provide information of the land tenure system and the ordeals the peasants were forced through. Access to information in the Grade 12 Teacher Guide may help. The main issues that should arise are the taxation issues, land tenure differences and lack of access to health and education by the majority of the peasants.

LESSON 2

THE INDIVIDUAL AND THE PUBLIC INTEREST

CLASS PREPARATION: INSTRUCTIONAL AIDS

Films, pictures of people protesting about hydro-electric schemes etc

STARTER ACTIVITY

Why might you be treated unequally at times?

Students could work on this individually and reflect on their answers throughout the lesson.

READINGS

- Explanations about the individual and the public interest
- Students will know that they cannot always get what they want. They may have aspirations to be a footballer or to travel, but the finance, ability and opportunity may not arise. They may also be aware of, or affected by, plans to improve the country's roads, buildings, water and electricity supply which lead to people having to move.
- While some may protest against the construction of a dam for hydro-electric power for fear of their land being flooded, those struggling with power cuts and water shortages in the towns and cities can see the benefits of such schemes and support it. In this case, issues of equality are involved and the government's duty will be to reduce the risk as far as possible rather than to satisfy both sides equally. This is the case in the project for the construction on the Omo Valley.
- A press report in March 2009 stated that the project is necessary as the government power corporation currently only supplies power to 25% of the population. This is one of five large hydropower schemes under construction in the country and more are being planned. Not only would it serve the greater need in Ethiopia but would bring in revenue by selling power to neighbours such as Djibouti, Sudan, Yemen, Kenya, Uganda and Egypt. Another advantage

given would be the regulation of the flow of the river to make it navigable all year round, plus it would be used as a fishery.

- Opposition groups are not only concerned about the displacement of those people living in south west Ethiopia and along the shores of Lake Turkana, but also at the environmental impact and the food security and local economy.
- This is similar to the example explained in the case study.

CASE STUDY

The Tekeze Hydro-electric power plant

- It may be useful to find out what power plants exist in the country and whether there are plans to build new ones. If so, what is the current feeling as expressed through the media?

ACTIVITIES

1. Form groups to discuss how limiting individual rights is a necessity in order to promote the interests of society. Is it fair to give up some of your rights for the sake of society? Group's leaders should present their ideas to the class for more discussion.
- The discussion should include the issues in the text but may also focus on other sacrifices that people may make *e.g.*, educated people choosing to work for lower salaries and standards of living in their own country when they could be offered work abroad.
2. Form groups to produce a justification for resettling people from this area in the interest of national development. Group leaders should present their ideas to the class for discussion and debate.

- See the additional activity for one way of running this debate. A resettlement program, provided it is properly planned in advance and has the consent of the people, is not only sound but also a necessity because it enables people to have their share of the country's resources and lead a better life.
- The adverse effect will be the environmental hazard but, as long as it is properly planned, mitigating mechanisms can be in play to avoid the risk to the settlement area.

AN ADDITIONAL ACTIVITY

Based on the activity relating to resettlement of people where a national development is to take place, a debate could be constructed with class members having different roles *e.g.*, one group would be those who live in the area and would have to be resettled, another group are the environmentalists, another would be those in the country that rely on water and energy (businesses, households etc.), and another would be the government. These four groups could be of equal numbers and each would have their own agenda which could be discussed in advance.

LESSON 3

GENDER ISSUES AND SOCIALLY DISCRIMINATED GROUPS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters depicting discrimination against women, the disabled and HIV victims

STARTER ACTIVITY

Give an example of a group that experiences social discrimination. Why are they sometimes not treated equally?

This could be done as a brainstorm activity for the whole class.

READINGS

- Explanations about gender issues and socially discriminated groups
- Gender has been discussed throughout the grades but is an important issue that needs further emphasis. In the text there is reference to the new family law. In 2009, a report was produced by the government on the implementation of the International Convention on the Elimination of all Forms of Discrimination Against Women.
- In point 13 of this report it states, “The Constitution provides the right to equality of women in an unequivocal manner and it also stipulates that each and every governmental institution has the responsibility to enable the implementation of its relevant provisions to that effect. As a result, each government entity is required to combat and eradicate any form of institutional discrimination against women. In order to promote this understanding, awareness-creation and raising activities are vigorously carried out in collaboration with governmental and non-governmental organs.”
- On the subject of harmful traditional practices, the report states that “It is in full cognizance of this fact that the National Committee on the Eradication of Harmful Traditional Practices of Ethiopia has been launched with its main objective being, to identify harmful traditional practices committed on women and vigorously work towards the elimination of same.” (18)
- Article 565 and 566 of the 2005 Criminal Code, now make it a criminal offence, punishable by fines or imprisonment, to circumcise a woman or infibulate the genitalia of a woman.
- Article 7 (55) of the report states, “Though women make up fifty percent of the society, this figure has not been matched in terms of their representation in the political and public life of the country. In the effort to encourage women to take a full part in the political life of the country, special attention has been given to empowering women in all spheres of life *i.e.*, economic, educational, so that they can be decision-makers at all levels of governance.” It highlighted the fact that the number of seats occupied by women tripled in the second parliament and rose to 117 (25%) in the third parliament.
- The report also notes the reduction in maternal mortality from 871/100,000 in 2000 to 673/100,000 in 2005; still high but improving.
- Alongside these developments, women have been proving their skills, abilities and knowledge in many ways in Ethiopia. The case study focuses on the sporting success of Tirunesh Dibaba but she is only one of many talented women whose achievements have been recognized across the world.

CASE STUDY

Women’s achievements

- On the sports’ page of almost any Ethiopian newspaper will be highlights of performances of Ethiopian female athletes across the world.
- Women also share fame as performers with singers like Aster Awoke. Some have succeeded

in the world of business and, as seen in the above text, a growing number are entering politics.

ACTIVITIES

1. Create a list of similarities and differences between male and female students. Examine why these exist and consider what effect they may have on society.
 - This list may differ from region to region. In some schools the number of female students might be greater than the opposite sex or vice versa. This could be attributed to educational opportunities

to the sexes. The physical appearances between the sexes in most cases are similar and this is the result of nature etc. The students, with your support, can add more similarities and differences between the sexes.

2. Form groups to discuss whether women can do more if given the opportunity and treated equally. Group leaders should present their ideas to the class for more discussion.
 - Again, this answer may depend on the group.

See sample lesson plan on page 36

LESSON 4

THE TENDENCY TO NEGATE UNITY IN DIVERSITY

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters depicting the different nations, nationalities and peoples of Ethiopia

STARTER ACTIVITY

Describe one cultural event or activity you really enjoy to your neighbour.

READINGS

- Explanations about the tendency to negate unity in diversity.
- The experience of multi-ethnic groups living side by side is not confined to Ethiopia or even to Africa. Many cities of Europe and America are multi-cultural as people have immigrated there from different parts of the world. In countries like India, the different cultures have lived alongside each other for centuries, but they have not always had a comfortable and peaceful existence together.
- According to Rajeev Bharigavia, pre-British India was divided up into separate units in 17th Century but its current federal structure dates back to colonial days. In early colonial times there were multi-cultural states leading to discontent and resistance. The Indian National Congress saw the value in dividing the country according to language-based regional cultures. Even Gandhi saw the value of ethnic identities. By the late 1940s, the need for a federal constitution was accepted.
- “Along with the idea of language-based federal units, however, came the notion of religion based segments and constituencies.” Source: p95 *Ethnic Federalism*
- “As is well-known, the independence of India was accompanied by its partition along religious lines.” (96) “Given the vast size and diversity of the country... federalism in India was a matter

less of choice than of necessity. India has eight major religious systems, at least fifteen major language groups and about sixty sociocultural subregions with distinct subnational identities. Besides, India also has one of the largest tribal populations in the world. This, along with its huge population, made it impossible for India to be anything but ‘a continental federal polity constituted into a single territory’..(99)

- At the end of his paper Rajeev states: “ even with the same polity, different communities have different, sometimes distinct, needs. If so, the federal government cannot blindly treat them in the same manner. If the value of equality is at the heart of federalism, and if treating each region as an equal is at the heart of federal equality, then in some contexts different regions may have to be treated differently. In a diverse society with different levels of economic development and variable historical traditions, asymmetrical treatment is the only way of realizing an appropriately interpreted equality... Ethiopian federalism must also discover its own legitimate asymmetries.” (116)
- Negating the diversity prevalent in society is like playing with fire, because a system that denies fair treatment to its constituting part is highly likely to implode in the current volatile situations in the world, where the issue of human rights is a very sensitive issue.

CASE STUDY

The Hamar of South West Ethiopia

- Graham Hancock in the book *African Ark* described the Hamar as straddling between the Hamitic races and more distant groups. “The Hamar are a seminomadic tribe with a total population of about fifteen thousand and...are pastoralists. Although they are known for their skills in pottery, beekeeping and smithying, their

herds — especially their cattle — are the focus of their culture and of their socio economic life...

- Both men and women set great store by their appearance, and decorate themselves beautifully. Their bodies are well oiled and ornamented with colourful beads. Their hairstyles vary, to indicate that they have killed an enemy, men sport clay buns into which ostrich feathers are inserted... the Hamar have evolved an elaborate age-grading system characterized by periodic “rites of passage” which celebrate transitions from one age grade to the next. Hairstyles are important here, too, in making these stages.
- By far the most significant ceremony is known as “jumping the bull”, for the novices — passing from boyhood into early adulthood — this dramatic ritual represents a life-changing event... After he has successfully “jumped the bull”, a boy is considered to have put aside childish things and is allowed to join the *maz...*” or adulthood. (708)

ACTIVITIES

1. Form groups to discuss the positive and negative activities that can affect the unity of the peoples of Ethiopia and list them.
2. Teachers may wish to provide some ideas to help

groups discuss these activities. Positive activities include recognizing and tolerating different languages, traditions and characteristics of a people. Negative activities may include making fun of other cultures, being divisive in clubs etc., and aggressive acts.

3. What enables the Hamar to live in harmony with others? Discuss in groups.
- According to the student text, the Hamar ‘live with others with respect, dignity and harmony’. It is interesting to read Hancock’s description of the group which identifies traits of fearlessness such as jumping the bull — a tradition which still exists although not every boy has to participate, and the clay headpiece signifying they have killed an enemy. Today, many youngsters of the Hamar are well-educated and, while maintaining pride in their culture, combine it with the cultures of other groups in the way they dress, the language they use and other traits.

AN ADDITIONAL ACTIVITY

The students may identify the dominant cultural traits in their area; and determine what enables the different cultural groups to live amicably with each other.

SAMPLE LESSON PLAN

LESSON 3

Time	Teacher Activity	Student Activity
10	Warm up activity Give an example of a group that experiences social discrimination. Why are they sometimes not treated equally?	Work as a class in a brainstorm activity.
5	Note responses on board or paper then help students to read text.	Read individually stopping to reflect on gender issues and socially discriminated groups.
10	Explain activity and gather feedback from the groups to share at the end of the lesson.	Work in groups to discuss the ways in which the equality of nations, nationalities and peoples of Ethiopia can be maintained. In what ways are peace and development related to equality?
10	Read case study and identify other women's achievements in Ethiopia then explain second activity.	Work in same groups to discuss whether women can do more if given the opportunity and treated equally.
5	Draw conclusions from the session and ask students to read 'remember'.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. Which one of the following groups do not demand equal treatment with others?

- (a) nations (b) nationalities (c) people (d) none

Answer: (d)

2. Affirmative action may not be needed in Ethiopia only for one of the following:

- (a) women
(b) minority groups
(c) groups whose language is on the verge of vanishing
(d) none

Answer: (d)

3. Unity in diversity does not mean one of the following:

- (a) treating ethnic groups equally
(b) treating all regions as equals

(c) be willing to work with others having different viewpoints

(d) to accept that some societies are superior to others

Answer: (d)

PART II – TRUE OR FALSE

1. Disabled groups in society need special attention.

Answer: true

2. Equality means to demand anything and get it.

Answer: false

3. Ethiopia is a country where there are no gender issues.

Answer: false

4. Gender equality means replacing male dominance by female dominance.

Answer: false

5. Socially discriminated groups have the same rights as others.

Answer: true

PART III – SHORT ANSWERS

1. What is equality?

Ans. Equality is the right to be treated similarly without discrimination on the basis of identity, gender etc.

2. What do you understand by affirmative actions? Give examples.

Ans. Affirmative action is positive discrimination to give special support to some group of people (such as women) who had been in equally treated in former times.

3. What are your individual rights? State some.

Ans. Individual rights are rights owned by a person as an individual. The right to life, the right to be presumed innocent, the right to decide one's living place etc., are some of the individual's right.

4. Describe one gender issue you see in society. How can things be improved?

Ans. Female genital mutilation could be taken as an issue which greatly harms women physically and morally. This could basically be avoided by creating awareness among the public how harmful and illegal the practice is.

UNIT 4 JUSTICE

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

- realize the essence of equity of benefits and burdens.
- recognize the history of equitability in Ethiopia.
- understand the components of the justice system.
- appreciate the working of the courts in Ethiopia.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Fairness	• explain what is meant by equity of benefits and burdens.	
2	Analysis of Equitability	• describe the history of distribution of social service and national resources in the country.	
3	Components of the Justice System	• explain the agencies of justice.	Bahru Zewde (2008) <i>Society, State and History: Selected Essays</i> Addis Ababa University Press
4	The Workings of the Court	• describe the duties of courts.	
5	Fairness in Taxation	• explain the rights and duties of tax payers. • describe methods of tax assessment in Ethiopia.	

LESSON 1

FAIRNESS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters showing citizens being treated in hospitals and students at school

STARTER ACTIVITY

What do you think are some of the benefits and burdens for an individual?

This could be answered in pairs, sharing answers with another couple.

READINGS

- Explanations about fairness
- There are two main themes to this lesson; distribution of benefits and burdens, and taxation, being one of those burdens. Much has been written in the previous units on the benefits that people are entitled to although it is understandable in a poor country that these do not compare with the benefits available to those living in a developed country.
- Ethiopia's government has to decide where the benefits should go and then find the resources to pay for it through taxation. One benefit that receives considerable funding is education since it is free for all those who attend state schools up to the end of the first cycle of secondary level. In other countries, while primary education is free, secondary education has to be paid for by families.
- Health care is also partly subsidized by the government but in some countries all health care is free, for example in the UK, and in other countries such as the US it is largely private and people are expected to be covered by their own health insurance. Unlike Ethiopia, and other developing countries, many parts of the world have a welfare system which ensures that those who are elderly, sick or disabled are cared for by

the state if they have no other financial support. The cost implications are huge but taxation gathered through income tax and indirect taxes covers these costs. In the UK, the government spending for 2000/2001 was £394 billion (£1 = 15 Birr) of which approximately 109 billion went on social security *i.e.*, over a quarter of the budget went on things like child support, disability benefit and pensions; 72 billion went on health and 50 billion on education. That money came from the taxes and duties on items such as petrol, cigarettes and alcohol. Source: *Economic Citizenship - A keystone 4 resource*

CASE STUDIES

- Teshome's share
 - This case study explores the concept of fairness. In society, students may have witnessed how life can be very unfair for some people who, regardless of how hard they work, gain very little for their efforts.
- The benefits principle of taxation
 - The price of fuel often depends on how much the government decides to charge in duty. Sometimes the government is forced to charge less duty to keep the public transport system running at a profit and avoid public protests when the cost of living rises. Nearly everything has to be transported from near or far and therefore any increase in fuel leads to an increase in transport costs which have to be added to the commodity.

ACTIVITIES

- Was Ato Gadissa fair in his treatment of Teshome? If you were Abdi how might you respond to this situation?
 - The treatment of Teshome is clearly wrong but

the difficult part of this question is how Abdi should have responded. Some students may suggest verbally complaining to Ato Gadissa, others might feel that Abdi should refuse the food and some may say that it is better to stay quiet. These, and other suggestions, need to be discussed and their implications seen in real life.

2. Where else does the benefits principle of taxation

exist? Where could it be used?

- In addition to petrol, the benefits principle may also be seen on commodities for which VAT is paid.

AN ADDITIONAL ACTIVITY

Students could identify the special burdens that they have in their region, and the benefits that they are entitled to. These could be discussed in class.

LESSON 2

ANALYSIS OF EQUITABILITY

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Statistics on the distribution of social services and national resources over last 15 years

STARTER ACTIVITY

- What are social services? Give examples.
- What are national resources? Give examples.

Students could work individually on this task, writing down their answers to share later.

READINGS

- Explanations about the analysis of equitability
- The issue of lack of equitability in Ethiopia's past has been discussed in previous grades and is the subject of the case study. Ethiopia was not alone in unfairly distributing its services and benefits.
- Russia, prior to its revolution in 1917, was a monarchy, ruled by Tsar Nicholas who believed in the absolute power of the monarchy. He had the support of the nobility, the Russian Orthodox Church, the army and the bureaucracy as well as the secret police.
- Three-quarters of the population in Russia at that time were poor and uneducated. Because of poor quality farmland and farming methods they often suffered food shortages. As the privileges of landowners had increased, the peasants' life had got worse and many were treated like livestock — selling, hiring, breeding or gambling them away. The abolition of serfdom in 1861 did not help serfs much and made landowners unhappy. Even in the cities, life for the workers was difficult with low wages and long hours and were also forced to pay heavy taxes. By contrast, the nobility enjoyed a life of luxury.
- One event, Bloody Sunday in January 1905, witnessed thousands of workers peacefully

demonstrating in St. Petersburg. They sang hymns and marched to the Winter Palace with a petition to give to the Tsar requesting higher pay, shorter working hours and more benefits. The unarmed crowd of men, women and children were fired on by the Tsar's army, killing about 95 and wounding hundreds. This unrest led to the Tsar agreeing to elect a parliament with a prime minister. In Russia, as a semi-feudal country, there had always been non-equitable distribution of social services.

CASE STUDY

Landlords and tenants

- The history of Ethiopia before 1991 provides examples of the inequitable treatment of the people. This was particularly true of the monarchical period where, according to Meredith, "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." Source p207 *The State of Africa*

ACTIVITY

- How do you think the landlords felt in this situation? Do you think that the system today is fair? Explain your answer.
- Students will no doubt believe that landlords were satisfied with this arrangement which meant that they lived in comparative luxury.

A more difficult task is to consider whether the present system is fair. In terms of the FDRE Constitution, the aim of the government is to be fair but, as was discussed in previous lessons, it is impossible to ensure equal provision of social services, so how can the federal and regional governments achieve equitability?

AN ADDITIONAL ACTIVITY

For the above discussion, the students could take

different roles such as: a disabled person unable to get work; a street child supported by shoe shine work; a pregnant girl whose partner has left her; a self-made business person with a large house, car and other amenities; a doctor in a HIV/AIDS clinic; a teacher in a rural secondary school. This debate should take up a whole lesson if managed well with key questions reflecting the different points of view.

LESSON 3

COMPONENTS OF THE JUSTICE SYSTEM

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films and pictures showing judges in court and police in uniform

STARTER ACTIVITY

What is justice? Have you ever seen justice in action?

This could be discussed in small groups.

READINGS

- Explanations about the components of the justice system
- Agencies of justice
 - Unlike the past, an example of which is clearly described in the case study, the judiciary in Ethiopia now aims to be as objective as possible with judges independent of the government and directed by the laws of the FDRE Constitution and other laws of the land such as the criminal law, the family law and the civil law etc.
 - Traditional instruments of justice
 - These are agencies of justice established by the community having their legitimacy from tradition. They dispense justice on the basis of the norms and values of their community, and on the consent of the litigants. The Federal Constitution, for example, in Article 34 has given recognition ‘to marriage concluded under the systems of religious or customary laws.’
 - Besides this, on the basis of Article 78, sub-Article 5, the Constitution states that
 - Pursuant to sub-Article 5 of Article 34, the House of Peoples’ Representatives and State Councils can establish or give official recognition to religious and customary courts. Religious and customary courts that had state recognition and functioned prior to the adoption of the Constitution shall be organized on the basis of recognition accorded to them by this Constitution.*

- Therefore, traditional instruments of justice have the recognition of the Constitution. But it should be noted that any party who does not want to be judged by traditional agencies of justice, and claims his/her constitutional rights are violated, has the right to recourse to the legal agencies of justice, *i.e.*, the conventional courts.

CASE STUDY

Summary execution during the Red Terror

- Bahru, in describing the Red Terror, quotes Mayer who wrote in 2000, “...there is no revolution without violence and terror;...” and in the case of the Ethiopian Revolution this proved to be true. He also quotes Babile, stating, “The history of violence and warfare reportedly reached its peak in the reign of Menilek as he subjugated the southern peoples. As a result, “murder or violence has been inculcated into the system, into the national psyche and socio-cultural heritage”...The history of the country is replete with wars and acts of violence.” Source: p431 *Society, State and History: Selected Essays*
- Bahru acknowledged that, right from September 12, 1974, the ‘scenario for armed confrontation was set’ as the military regime was just as authoritarian as the monarchical regime. Two years later the campaign between the EPRP and the government led to the Terror though when it actually started is debatable according to different sources.
- Early signs were the imprisonment of hundreds for their anti governmental political activities. In retaliation, the EPRP assassinated leaders of the opposition. On September 23, Mengistu survived an assassination attempt and later the Derg executed twenty-three EPRP members. Such events continued into 1977 with events such as the rally at which Mengistu dramatically smashed bottles of red ink “thereby legitimizing

the merciless shedding of blood, as long as it was that of “anti-revolutionary elements”.... And then the climax came on May Day of 1977.” (438-9). A youth wing of the EPRP organized demonstrations which led to the loss of life of about one thousand Ethiopians. The period which followed is described as the *natsa ermejja* (broadly translated as an unrestricted license to kill). According to Bahru, “Terror had become democratized! The Addis Ababa City Council at the top and the *qabales* with their indispensable revolutionary defense squads at the bottom were entrusted with full authority to kill any suspect.” (439)

The horrors of this period went on until January 1978 with thousands of deaths and detentions. By the end, the people accepted whatever the government dictated and Mengistu retained and strengthened his power over society and polity.

ACTIVITIES

1. Judges are appointed by the House of Peoples’ Representatives. In view of this appointment, are judges free from influence by the government? Explain your answer.
 - Besides appointment, Article 79, particularly sub-Articles 2 and 3, clearly stipulate the freedom of judges. Any interference by anybody is an unconstitutional act and thus calls for criminal liability. Apart from the judges, the public as well must be a watchdog for the freedom of courts to be respected.
2. Why should what happened during the Red Terror not be able to happen in Ethiopia today?
 - The establishment of different instruments of justice, a functional constitution, an impartial judiciary system, the Human Rights Commission and the Office of the Ombudsman, an independent media, and, above all, relative awareness of those involved in the rule of the democratic political game, have all contributed to a reign of peaceful democratic process in the country.
 - The discussion may need to be supplemented by additional material such as that provided in this guide and anecdotal evidence from those who have heard stories from their families.
3. Divide yourselves into two groups in the class. One group will go and visit a traditional court. The other group will go and visit a conventional court. Present what you have observed in the class. After the presentation, point out the similarities and differences between the two types of courts.

LESSON 4

THE WORKINGS OF THE COURT

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Posters, cartoons, photos depicting courts in session

STARTER ACTIVITY

What are the duties of courts?

This could be done as a brainstorm activity with the whole class.

READINGS

- Explanations about the workings of the court
- Besides the constitutional guarantee that courts should be free from interference by government officials, the courts themselves have to be impartial in the dispensation of justice. It is not their duty to consider who is in power or came to solicit their judgement. Their duty is to equally treat all people without bias to their sex, wealth, position, ethnicity etc., and based on the laws of the country to pass their judgment. It is to keep them impartial to the administration of justice that judges, so long as they are on duty, cannot compete for political office representing a given party. It is also to strengthen their neutrality in the administration of justice that their removal from duties is conditional and that their retirement is not extended 'beyond the retirement age determined by law'.

CASE STUDIES

1. The case of Ato Worku
 - This is a case of corruption through nepotism — the boss wanting to provide a job for his family.
2. Looting during the change of government
 - According to Dessalegn in his paper on Civil Organizations in Ethiopia, "When the Derg fell

in 1991, there was a wave of looting, arson, and destruction of property in the countryside, and service cooperatives were one of the chief targets of this violent agitation. Source: p114-5 Ethiopia *The Challenge of Democracy from Below*

- Under the Derg, cooperatives were formed involving millions of peasants. They were controlled by the Party and the Ministry of Agriculture and membership was imposed. Members and non-members resented the service producers' cooperatives which were largely disbanded from 1991 with the mixed economy reforms, and members returned to private farming.

ACTIVITIES

1. Was this a good verdict? Explain your answer.
 - Students should see how wrong this action is, and should consider the action of the court and its outcome.
2. Write down ways in which you might be stereotyped.
 - Why might people say these things about you?
 - Would it be fair for people to say these things about you before they got to know you?
 - Students could list among ways that they may be stereotyped: age, religion, colour, language, social status, physical disability, family background etc. The reasons people stereotype vary but often it is based on ignorance and fear.
 - At one time, European men who wore their heads shaved were classed as 'skinheads', a cult that was often blamed for violence although not every youth with a shaved head was a member of such a group and violent actions were just as much the actions of men with hair.

LESSON 5

FAIRNESS IN TAXATION

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures showing citizens paying taxes

STARTER ACTIVITY

- What rights and duties do you think tax payers have?

Discuss this issue in the class.

READINGS

- Explanations about fairness in taxation
- As elsewhere in the world, taxation has a long history in Ethiopia. Pankhurst states that, in the Ethiopian Middle Ages, “Cattle owners were subject to considerable taxation. The antiquity of this tribute is apparent from the existence, at least since the reign of Emperor ‘Amda Seyon (1313–44), of officials with the title of *sahafa lam* or “scribe of cattle”, which was given to governors of provinces, such as Amhara, Angot, Damot and Sawa which provided the monarch with sizeable numbers of livestock. Evidence that cattle were a major item of taxation in the sixteenth century is provided by Alvares (*a member of the Portuguese mission to Ethiopia*) who reports that the “great lords”, who were “like kings”, paid tribute in “cows and plough oxen”. The province of Hadeya, for example, yielded a “great number of cattle which he had seen at court, while the district of Bugna in Angot contributed 150 plough oxen. The people of Gurage, according to a subsequent Portuguese observer, Joao Bermudes, likewise paid their local ruler every year “one thousand live cows”, *i.e.*, almost three a day.” Source: p7
- But nowadays, it is evident that, in most cases, taxes are collected in cash. Although taxation is one of the burdens that every wage earner has to pay, if it is collected and distributed fairly, it should be regarded as a good system to ensure equity in society. Without taxes paying for

education, the only ones who would be able to access school would be the wealthy. This situation occurred in the past and led to an elite society. Today it is the aim of all governments to provide free primary education for all - to give every child an equal start in their educational life. This is only possible through taxation.

- Evading tax puts a bigger burden onto everyone who does pay tax or reduces the government spending. The role of the Revenues and Customs Authority was described in Grade 10, Unit 4 Lesson 5.

CASE STUDY

Value Added Tax system (VAT)

- Many countries use this system of taxation to bring in revenue from those people who use the services or purchases the good liable for VAT. Sometimes goods are exempt from VAT if the government believes that it would unfairly tax those in the population who cannot afford to pay.

ACTIVITIES

1. Debate
 - Horizontal Equity: Mr. X and Mr. Y both earn 4000 Birr. Mr. X has to support a family of 7 with his income while Mr. Y doesn't have any family. In addition Mr. X has a serious illness that requires expensive treatment that he pays from his income. Monthly both Mr. X and Mr. Y pay the same amount of tax to the government.
 - Divide yourselves into two groups.
 - One group will argue it is fair that they pay the same amount of tax.
 - The other will argue that it is not fair that they pay the same amount of tax.
 - The teacher will need to organize the class and chair this debate for it to be effective.

See sample lesson plan on page 47

SAMPLE LESSON PLAN

LESSON 5

Time	Teacher Activity	Student Activity
10	Warm up activity What rights and duties do you think tax payers have?	Work as a class to discuss the rights and duties.
10	Note responses on board or paper then help students to read text on fairness in taxation.	Read individually stopping to reflect on issues relating to taxation.
5	Read case study.	Read individually reflecting on VAT.
10	Explain activity and chair the debate on the following scenario. Horizontal Equity: Mr. X and Mr. Y both earn 4000 Birr. Mr. X has to support a family of 7 with his income while Mr. Y doesn't have any family. In addition Mr. X has a serious illness that requires expensive treatment that he pays from his income. Monthly both Mr. X and Mr. Y pay the same amount of tax to the government.	Work in two groups, one group arguing that it is fair that they pay the same amount of tax and the other will argue that it is not fair that they pay the same amount of tax.
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 a national resource?
(a) gold and minerals (b) the money in the Bank
(c) the people (d) all
Answer: (d)
2. Which of the following is a benefit for an individual?
(a) welfare payments by a government (b) earnings from doing work
(c) doing house work (d) (a) and (b)
Answer: (d)
3. In Ethiopia the appointment of judges for the Federal Supreme Court is made by:
(a) the Prime Minister (b) the State Judicial Council
(c) the House of Peoples' Representatives (d) all
Answer: (c)
4. Stereotyping:
(a) is a combination of factual and fictional beliefs about a member of a group
(b) leads to bias
(c) leads to frustration and violence
(d) all
Answer: (d)

PART II – TRUE OR FALSE

1. Non-partisan means discrimination based on political, racial and religious views.
Answer: false
2. A person should be benefited according to the burdens he or she is shouldering.
Answer: false
3. The courts should have non-partisan belief but should use stereotyping in their decision-making.
Answer: false
4. Without judicial protection the rights of individuals could be guaranteed.
Answer: false
5. Progressive taxation is part of the principle of vertical equity.
Answer: true

UNIT 5 PATRIOTISM

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

- recognize the new dimension of patriotism in contemporary Ethiopia.
- understand the basic historical developments of the Ethiopian flag.
- recognize the issues of development.
- appreciate the role of voluntarism on national issues.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	The Bases of Patriotism	• enumerate the factors that contribute to the building of a sense of patriotism.	Huntington S.P. (2002) <i>The Clash of Civilizations and the remaking of World Order</i> London: Simon & Schuster
2	Responsibilities Required from Patriotic Citizens	• explain what the responsibilities of a patriotic citizen are. • be patriotic citizens.	
3	Issues of Development	• explain what development means. • explain Ethiopia's potential for development.	
4	Voluntarism on a National Basis	• explain voluntarism and its importance for addressing national problems.	Bahru Zewde & Pausewang S.(ed) (2002) <i>Ethiopia the Challenge of Democracy from Below</i> Addis Ababa: Forum for African Studies

LESSON 1

THE BASES OF PATRIOTISM

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures depicting the nations, nationalities and peoples of Ethiopia engaged in common activities

STARTER ACTIVITY

Why is it important to learn the history of Ethiopia?

This could be a class discussion.

READINGS

- Explanations about the bases of patriotism
- Objective history
 - In studying history people have to find the best sources, including those which are objective and those which are primary resources. In a book called *Ethiopian Life*, published under the auspices of the Ministry of Education during the period of Haile Selassie, the first few pages are devoted to the monarch and his empress with statements like, “In spite of many obstacles His Majesty has proved to be the best of kings. In the kindness of his heart he has ... done great things for the sick and wounded.” While some of the statements may be true, some are myth or reverent comments. Similarly, the book *Ethiopia the unknown revolution* produced by the Cuban writer, Raul Valdes Vivo, condemns Haile Selassie and praises the efforts of Colonel Mengistu. This was written at the same time as the Red Terror cast fear over the people of Addis Ababa.
 - With limited resources available to students, teachers need to identify balanced accounts of the history of Ethiopia. Check the references that the authors have used which should be based on broad research. Find at least two sources to validate the stories about different periods, different people and events.
 - The resources suggested at the start of each unit

are not necessarily the best but they are usually available in Ethiopia. They have been used within the teacher guides to provide different viewpoints on the issues presented.

2. Ethiopian Flag

- Flags are important symbols linked to a country or group’s culture. They are used, and abused, by people demonstrating their patriotism. They may be waved or displayed to show pride in their country, region or organization. Many students will be familiar with seeing flags of their favourite football teams proudly displayed in the stadiums by their fans. They are sometimes burnt or destroyed, to show anger against another country, as happened with the American and British flags in some middle eastern Muslim countries after the wars in Iraq.
 - Huntington, in his introduction on ‘flags and cultural identity’, noted the changes since the Cold War (between the Soviet bloc and the west) in the identities of peoples and the symbols they used, including flags, to demonstrate their cultural identity. He wrote, “On April 18, 1994 two thousand people rallied in Sarajevo waving the flags of Saudi Arabia and Turkey. By flying those banners, instead of U.N., NATO, or American flags, these Sarajevans identified themselves with their fellow Muslims and told the world who were the real and not-so-real friends.” Source: p19 (2002) *The Clash of Civilizations and the remaking of World Order* London: Simon & Schuster
- #### 3. Tolerance
- Tolerance is another basis for patriotism. We have to be tolerant of others, regardless of their race, language or religion. “In ‘A Letter Concerning Toleration’ (1689), Locke argued in favour of tolerating religious diversity on several grounds. First, belief cannot be coerced,

so it is improper to enforce religious conformity. Second, given human fallibility, you and I are more likely to discover the truth if we are free to explore alternatives instead of professing one doctrine forced on us by a state official who “certainly is less concerned for my salvation than I myself am.” Finally, he thought, political instability results from religious persecution, not from diversity in religious beliefs.” Luper goes on to say, “In his day, Locke was a remarkably forward thinker and a pioneer in defending religious toleration. Three hundred years later, however, his vision of religious toleration might strike us as narrow, since it sweeps aside perspectives such as atheism and Catholicism.” Source: p172 Luper (2002) *A Guide to Ethics*

- Today, tolerance of almost any other group or belief is essential for peace and harmony in society, provided their beliefs do not harm others.

ACTIVITIES

1. In groups, gather data from other students and staff in your school on how the national and regional flags are perceived. Share this information with the rest of the class.
 2. This activity will need to be organized if it is to be objective. It may need to be done outside class time.
2. Read the following quotes and discuss their meanings. You can do it in groups or pairs.
- “The problem to be faced is how to combine loyalty to one’s own tradition with reverence for different traditions.”
 - “The only way to make sure people you agree with can speak is to support the rights of people you don’t agree with.”
 - “I disapprove of what you say, but I will defend to the death your rights to say it.” Voltaire
 - “The price of democratic way of life is a growing appreciation of people’s differences, not merely as tolerable, but as the essence of a rich and rewarding human experience.”
 - These quotes refer to the importance of upholding a person’s rights even when it is not always acceptable to you. By ensuring that people have the right to say what they think, even if it is objectionable to many, there is an opportunity to maintain peace and learn to tolerate the differences in society.
-

LESSON 2

RESPONSIBILITIES REQUIRED FROM PATRIOTIC CITIZENS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, posters showing different activities of citizens for the well-being of their communities

STARTER ACTIVITY

- How do you know whether something is right?
- Do you think that fighting to defend your country is right?

Students could think about this in pairs and share their ideas with another pair.

READINGS

- Explanations about responsibilities required from patriotic citizens
- Unlike the traditional conception of patriotism which is related to guarding of one's country against aggression, nowadays it is an all encompassing notion ranging from working for the public good and respecting the Constitution and other laws of the land, to fighting against corruption and executing other civic duties, to being an ethically minded person.
- Ethics often refers to the moral considerations we take when we manage situations and make decisions. For some professions there are ethical standards which help people deal with specific situations - such as euthanasia in medicine.
- The law, and professional ethics, state that it is wrong to take a life, but doctors are often faced with maintaining the life of a severely ill person, kept alive on drugs, whose quality of life is questionable. With more life-saving drugs and treatments, patients' lives can be extended. For some, or for the parents of sick children who will never fully recover, they may not want that life to continue, but it is the doctor who may be asked to provide the means to end it. Under such circumstances doctors will be in a dilemma as to whether they should follow their moral

judgement or the interest of their patients and their families, or take account of the legal aspect. In some countries euthanasia is now legal.

CASE STUDIES

- Chaltu
 - This case is not uncommon. When medical treatment is in demand and provision is in short supply, people will obviously want to find alternative means to 'jump the queue' and have less time on a waiting list. Waiting for treatment will have its own costs in terms of absence from employment and discomfort or disability. In some countries there is an option of paying privately to get treatment sooner but, even where there are private or insurance funded hospitals, patients may still have to wait their turn and be responsible.
- Aster
 - Harassment at work or school is difficult to deal with. By allowing it to continue, and accepting the consequences, not only does the employee/student suffer, but they appear to condone such action. By exposing the boss or teacher, there may be less risk of the person committing the action again, particularly if that person is dismissed, but the innocent person also faces exposure and may not necessarily receive sympathy from work colleagues, friends or family.
 - Though it is not always simple under such circumstances, the aggrieved individuals should stand together to expose the culprit, whatever the consequences.
- Drunk drivers
 - Ethiopia is one of the countries where traffic accidents are high. In view of this, it is the duty of all drivers and pedestrians to strictly honour

and observe rules and regulations pertaining to traffic activities; this is one of the signs of civility.

- The charge for manslaughter is usually imprisonment. Even if a death caused by driving is accidental, the driver will risk a long term spent in prison. A car is a lethal weapon, particularly in the hands of a drunk or careless driver. The officer therefore has a duty to arrest any driver suspected of being drunk for the sake of all who may be affected by a road accident.

ACTIVITIES

1. What might you have to consider before making a moral decision?
 - There may be a number of considerations depending on the decision to be made. As the texts show, in many situations there is a choice of decisions, all of which may be ethical. Teachers may have to provide some suggestions to help students *e.g.*, should a doctor or pharmacy provide contraception to someone under the age of eighteen; or should a child be taken out of the care of its family where abuse is suspected? When faced with such decisions, the individual responsible has to consider the outcomes of all the options before making a moral decision.
2. Do you think it would be ethical for Chaltu to accept the offer and give that person service prior to other patients? Explain your answer.
 - What would happen if many other nurses working at the same hospital did the same for other people?
 - The obvious answer to the first question is that it would be unethical, particularly as the money would not be used to increase the medical facilities and other patients' needs may be as great if not greater than that of the person who offered the money. Accepting the money would be a form of corruption and, if all staff were to take the same action, the hospital would not function effectively and people would expect to have to pay the additional bribe in order to get treatment.
3. In groups of five, discuss the following questions and let your group leader summarize your points to the class.
 - Why is what Aster's boss is doing, morally wrong?
 - What advice would you give Aster?
 - What do you think would happen to Aster if she exposed the wrong deeds of her boss?
 - What might be the benefit of 'whistle blowing' in these kinds of situations?
 - This is a dilemma which may be happening in schools as well as the workplace. It is clearly morally wrong but it is difficult to suggest to Aster what she should do. The groups of five could role play the possible ways of dealing with such action and how they might impact on Aster, her boss, her family, other colleagues etc.
4. Discuss the following in groups.
 - How do you feel towards the driver? What is the impact of these kinds of actions on the lives of individuals, families and the country as a whole?
 - Do you think that the policeman should arrest the driver? Give reasons for your answer.
 - Should a person's actions be dictated by their duty as a patriotic citizen or their feelings at the time?
 - Although the driver was the friend of the officer, it was the responsibility of the policeman to arrest him. The impact of the driver's action on others might be limited unless there was an accident. This would result in injury or even death to an innocent person or people. The impact on the driver's family would be hard — loss of earnings and absence for up to a year are severe

punishments but, if the driver was to continue drinking and driving, an accident might lead to an even longer term of imprisonment and the guilt of harming another family. The last question may raise issues about whether it is a person's patriotic duty to arrest a friend who is breaking the law or whether it is simply a moral duty to

follow orders in a job. Whatever the answer, the person has to ensure that personal feelings do not impact on that duty.

AN ADDITIONAL ACTIVITY

Students could identify what ethical responsibilities they have towards their communities and discuss in class.

LESSON 3

ISSUES OF DEVELOPMENT

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures showing the contrasting image of industrial development and poverty

STARTER ACTIVITY

How do you define the word development?

How developed do you think Ethiopia is?

This could be done by individuals writing down their own thoughts.

READINGS

- Explanations about issues of development
- Poverty indicators
 - UNICEF produces regular reports indicating the incidences of poverty among children and the statistics relating to achieving the Millennium Development Goals (MDG).
 - The fourth MDG, to reduce the mortality rate of children under five by two-thirds, is 'seriously off-track' and 'the furthest from being achieved'. It was estimated that this goal will remain unmet for sub-Saharan Africa well into 22nd Century. The positive news for Ethiopia is that, when this report was produced in 2004, the under-five mortality rate was being reduced by an average rate of 1% or more per annum.
 - Eliminating gender disparity in primary and secondary education has seen some progress but there are still shortfalls, particularly at secondary level. UNESCO estimated that gender parity would not be met by 54 countries by 2015.
 - Eradication of extreme poverty and hunger by reducing by half those who live on less than a dollar a day has mixed achievements across the world but it is expected that most sub-Saharan African countries will miss the target. As a consequence, malnutrition will continue contributing to over half the under-five deaths in developing countries.

- Achieving universal primary education again has mixed successes and failures. While many parts of the world will meet this target ahead of schedule, there are expected to be shortfalls across sub-Saharan Africa. It is anticipated that 75 million children in total will not have access to primary education - 70% of them are from sub-Saharan Africa. Source: UNESCO (2004) Children under Threat
 - According to these same statistics, 29,000 under-fives die each day from diseases that can be largely prevented such as diarrhoeal dehydration, respiratory infections, measles and malaria. The main causes are poverty (particularly caused by lack of adequate shelter, safe water, health services and poor nutrition); armed conflict (in countries like Somalia and DR Congo where children are killed directly or suffer abuse, exploitation and violence); and HIV/AIDS which not only results in deaths of infants born with HIV, but also reduces the life expectancy of orphans.
- Rivers of Ethiopia
 - The current development of hydro-electric power plants across Ethiopia is evidence of the value of the rivers in this country including the Abbay.
 - The Nile Basin countries, which include Ethiopia, have been negotiating a framework for over ten years which will provide equitable and reasonable use of the Nile waters, prevent harm to these rivers, protect and conserve the basin and its ecosystem as well as ensuring that members seek informed consent before using the waters. By 2009 the concerned partners, with the current exception of Egypt and Sudan, hoped to sign this treaty which will be of benefit to all.

CASE STUDIES

- Development indicators related to five countries

- There may be more recent data available to show comparisons of these indicators with other countries.
2. Infant mortality
 - Again, it may be interesting to see if the statistics on infant mortality have changed. The concerns identified in the above text can also be discussed.
 3. Agricultural potential of Ethiopia
 - Teachers could also identify, from the media, what the situation is in Ethiopia regarding agricultural trade. These figures constantly change depending on world markets, climatic conditions and other factors.

ACTIVITIES

1. Examine the figures in the table on the previous page and compare and contrast the similarities and differences between the five countries.
 - Which of the five countries is most developed? Why?
 - Which country is least developed? Why?
 - How does Ethiopia compare to the other less developed countries?
 - What do you think is the role of Ethiopians to help meet the development goals?
 - Discuss your answers in groups.
 - The information may have changed since these statistics were first produced but the message may not be much different. In terms of literacy, Ethiopia is far behind the other countries and would require extensive resources to address this problem. In terms of infant mortality, the statistics appear bleak yet the UNICEF report is reassuring, providing the trend in the reduction continues. Life expectancy is still too low compared with other African countries and can only be improved with better nutrition and health care. The average income is the worst across those countries included in the survey. If this could increase it may lead to better living conditions for people in Ethiopia, but students should realize that an average income may also show signs of increasing if the rich become richer and the poor, poorer. They must also consider what they believe the government can do to achieve the MDGs.
2. Can you explain why infant mortality is higher in undeveloped countries?
 - The information provided in this guide will help students understand the factors that lead to higher infant mortality. But generally it could be said that it is due to the absence of maternal care, malnutrition and the spread of killer diseases combined with the inaccessibility of medical treatment to tackle them.
3. Discuss the following questions based on the case study.
 - Do you think that Ethiopia really has a high potential in the agricultural sector? Why?
 - Do you think that we are getting maximum benefit from our livestock resources? Explain your answer.
 - Do you think Ethiopia has any other agricultural potential to promote its development?
 - Why do you think Ethiopia remains poor if it has a high potential for development?
 - The answers to these questions are largely based on opinion which may be substantiated with knowledge that has been gained in previous lessons and grades. Students will, by now, realize that the economy of a country does not always depend on its own hard work and effort but is influenced by globalization and world markets, by climatic changes and import costs. One reason why Ethiopia remains poor despite its potential for development is the huge population of the country. Another may be the lack of education and training of the adult population who form the workforce today. There may also be lack of good governance, short sighted policies etc., which are unable to motivate the people to work, and being unable to cope with an emergency crisis like a drought. There will be other answers.
4. Some people say Ethiopia is the water tower of Africa. What is your opinion on this?

- Do you think that we are maximizing the potential of our rivers to promote Ethiopia's development? Explain your answer.
- Ethiopia has many small rivers in addition to the big ones. How can we use them to promote the development of our country?
- As a largely highland area with high rainfall at certain times of the year, the description may fit Ethiopia but the problems faced in maximizing the potential of this resource are also great. Erosion, pollution, flooding and other problems affect the river areas in many parts of the country leading to damage, loss of crops and the fertile soils which are washed away,

sometimes to other countries. The city of Addis Ababa has many small rivers which flow under bridges and past the buildings. They could be an attractive feature, drawing more tourists to this unique city, but instead they are refuse places, strewn with rubbish and polluted. Students may think of the other ways that the country's water resources could be protected and promoted.

AN ADDITIONAL ACTIVITY

Students in groups could discuss how to develop the water potential of their woredas/region and present their ideas to the whole class.

See sample lesson plan on page 60

LESSON 4

VOLUNTARISM ON A NATIONAL BASIS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, posters, pictures showing civil societies engaged in different community services

STARTER ACTIVITY

What is the role of volunteering in promoting the national interest?

This could be discussed through a class brainstorm.

READINGS

- Explanations about voluntarism on a national basis
- According to Pankhurst, “Traditional voluntary humanitarian practice in Ethiopia is as old as society itself... In traditional Ethiopian society, the burden of catering for the needy and disadvantaged was the responsibility of the extended family, religious institutions like the Church, and indigenous social organizations, whose actions were predicated on cultural and philanthropic values. This is a traditional, non-governmental method of voluntary action.” Source: p121 Kassahun The Role of NGOs in Promoting Democratic Values *Ethiopia the Challenge of Democracy from Below*
- The presence of NGOs in Ethiopia is relatively recent, most appearing after 1970 focussing particularly on social needs, providing education, health and vocational training and, particularly following the great famines of 1973/4 and 1984/5, giving food aid.
- In the same paper, Kassahun also notes that, “Voluntary support by individual citizens, private firms and public organizations (PVOs) based within the country is minimal. This accounts for the apparent dependence of the voluntary sector on external sources of support.” (126)
- In terms of skilled volunteers, Dessalegn identifies another problem: “The brain drain that has been going on since the latter half of the 1970s has seriously depleted the country’s trained human power, and nowhere is this more keenly felt than in the voluntary sector, in particular advocacy institutions and professional societies...” (Civil Society Organisations in Ethiopia 117)
- He concludes that, compared to other African countries, “...civil society institutions in Ethiopia are less developed, less active and much fewer in number. There is thus an urgent need for a multiplicity of voluntary organizations committed to a wide diversity of public causes.” (119)
- However, it should be noted that according to Proclamation No. 621/2009, voluntary organizations are classified into four types:
- “Ethiopian Charities” or “Ethiopian Societies” shall mean those Charities or Societies that are formed under the laws of Ethiopia, all of whose members are Ethiopians, generate income from Ethiopia and wholly controlled by Ethiopians...;
- “Ethiopian Residents Charities” or “Ethiopian Residents Societies” shall mean those Charities or Societies that are formed under the laws of Ethiopia and which consist of members who reside in Ethiopia and who receive more than 10% of their funds from foreign sources;
- “Foreign Charities” shall mean those Charities that are formed under the laws of foreign countries or which consist of members who are foreign nationals or are controlled by foreign nationals or receive funds from foreign sources;
- “Mass-Based Societies” shall include professional associations, women’s associations, youth associations and other similar Ethiopian societies; Source: p4522 Federal Negarit Gazeta

CASE STUDIES

1. Tolosa
 - This is an example of the many gestures that people, including those in the Diaspora, can make to improve the facilities in their homeland. There may be local examples which could be included in this lesson. See the additional activity.
2. Heart surgery in Ethiopia
 - The First Cardiac Center was inaugurated on 12 February 2009. The non-profit hospital committed to caring for children with cardiac problems was founded by Dr. Belay. In an interview he discussed his faith in God and recalled being in Grade 9 when he didn't have even a shoe and thought he was dying but he believed that God brought him through it and he has remained blessed through his private life and his work.

ACTIVITIES

1. Do you know people like Tolosa who take the initiative for these kinds of voluntary activities?
 - What is the significance of such voluntary activities in promoting national development?
 - List problems that might be solved through these kinds of voluntary activities at a community level.
 - Examples of others in the community can be discussed, stressing the significance of such work in terms of providing opportunities that the government lacks the capacity to achieve. Problems such as providing employment for those with disabilities, feeding the elderly, developing resources for children to read and

play are among the types of activities which could solve problems of unemployment, hunger and educational needs.

2. Identify areas in the Ethiopian Constitution where voluntary services may be required in order to uphold the rights of citizens.
 - Choose one that interests you and identify what voluntary activities could support this right.
 - This will depend on the students' choice of rights. An example could be the right of thought, opinion and expression (Article 29) which may lead to producing a voluntary newspaper or local radio to encourage people to share their ideas freely.
3. What do you think of Dr. Belay's voluntary work?
 - How can he be seen as a role model for others?
 - Do you know other volunteers? What do they do and why do they do it?
 - Obviously Dr. Belay has done outstanding work for his country and has shown what can be achieved by those who have the skills and the resources as well as the motivation to change society. There are others here and in the Diaspora who have performed similar works and these should be acclaimed in the media to ensure others recognize what has been done and what can be achieved.

AN ADDITIONAL ACTIVITY

Invite a local voluntary organization to send a representative to talk to the students about the work it does.

SAMPLE LESSON PLAN

LESSON 3

Time	Teacher Activity	Student Activity
5	Warm up activity How do you define the word development? How developed do you think Ethiopia is?	Work individually writing down your thoughts.
5	Note any interesting responses on board or paper then help students to read text and first case study.	Read individually stopping to reflect on issues of development.
8	Explain first activity:	Work in groups to identify the similarities and differences between the five countries.
5	Read case study on infant mortality and explain task.	Discuss the reason why infant mortality is higher in underdeveloped countries.
5	Read text and either the next case study on potential of Ethiopia in terms of agriculture or the rivers of Ethiopia (the class could be split so half does one and the rest do the other then share feedback at end).	Read individually to identify the potential for development in Ethiopia.
7	Explain either activity on agricultural development or the rivers of Ethiopia.	In same groups answer the questions selected by the teacher.
5	Draw conclusions from the session and ask students to read 'remember'.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – TRUE OR FALSE

1. Historical accounts written by professional historians always reflect the truth so there is no need to question their reliability.

Answer: false

2. All sources of history are equally important in terms of their reliability.

Answer: false

3. Voluntary organizations can influence the development of Ethiopia.

Answer: true

4. Voluntary organizations should be independent of government but obey the laws of the country where they work.

Answer: true

PART II – SHORT ANSWERS

1. Why is history important for development?
2. What is development?
3. Does Ethiopia have high potential for development?
4. Why is volunteering necessary for promoting national development?

PART III – MULTIPLE CHOICE

1. Which of the following does not go with primary sources of history?
(a) a history book written by professional historians
(b) written materials such as letters, diaries, coins and ornaments.
(c) statues and ancient buildings
(d) inscriptions and wall paintings
(e) (a) and (d)
Answer: (a)
2. Which of the following is false about the Millennium Development Goals?
(a) eradicating gender inequality in education
(b) reducing infant mortality by ninety percent
(c) making poor people rich
(d) providing primary education for all children of the world
(e) none of the above
Answer: (c) and (e)
3. Which part of the world has the highest infant mortality rates?
(a) North Africa
(b) Sub-Saharan Africa

Unit 5 – Patriotism

(c) Latin America

(d) South Asia

(e) East Asia

Answer: (b)

4. Which of the following is true about voluntary organizations?

(a) they are non-profit making organizations

(b) they are independent of government

(c) they contribute to promote the common good

(d) they often work with the government and other organizations to solve common problems

(e) all of the above

Answer: (e)

UNIT 6 RESPONSIBILITY

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

- understand the responsibilities of citizens in society.
- appreciate the responsibilities of citizens to protect the environment.
- recognize the responsible behaviour expected of citizens to stop HIV/AIDS.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Citizens' Obligations in Society	• explain what responsibilities citizens have towards their society. • perform your duties in society responsibly.	Bahru Zewde & S, Pausewang (2002) <i>Ethiopia The Challenge of Democracy from Below</i> Addis Ababa: Forum for Social Studies
2	Responsibility for the Consequences of one's own Actions	• explain what is meant by 'promise' in a social context. • describe how executing responsibilities have either rewarding or punishing consequences.	
3	Responsibility in respecting Moral and Legal Obligations in Society	• describe citizens' moral and legal obligations in society.	
4	Responsibility for Protecting the Environment	• explain the necessity of protecting the environment. • refrain from damaging the environment.	
5	Responsibility to Overcome Wastage of Public Property	• explain what public properties are. • explain how to avoid wastage of public property.	
6	Responsible Behaviour against HIV/AIDS	• explain the history of HIV/AIDS. • describe how HIV/AIDS is transmitted. • protect yourself from HIV/AIDS.	

LESSON 1

CITIZENS' OBLIGATIONS IN SOCIETY

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters showing citizens in different activities such as at a polling station

STARTER ACTIVITY

What are some of the obligations you have in society?

Students could write these down individually.

READINGS

- Explanations about citizens' obligations in society
- The first part of the text relates to political participation and negotiation. Political participation has been discussed in previous grades and lessons but negotiation and compromise may need further explanation. It is often used by individuals, companies or organizations. For example, it could be used by companies at a time when decisions have to be made *i.e.*, overchanging production methods. It is usually the manager who has to act as negotiator with either one other person or with or between groups. Negotiation may lead to breakdowns in relationships in some cases but, if the manager has high ethical standards, joint decisions which are mutually acceptable *i.e.*, a compromization, can be reached.
- Whatever the case is, a successful negotiator will separate the problem from the personalities involved and will focus on the interests of all. He/she will avoid making premature judgements but will reach an objective set of criteria on which to make a final judgement. Effective communication is the key to good negotiation.
- The elders in countries like Ethiopia have been settling disputes between individuals and groups for centuries using the art of negotiation. In Ethiopia, the elders of Sidama are still expected

to have high moral standards and avoid any "...form of crime, such as stealing, perjury, corruption, injustice, but also a strict adherence to the highest standards of probity, integrity, honesty and truthfulness. Furthermore, an elder is supposed to uphold the mores of the society as they have been transmitted by their forefathers. In this respect they are the repository of the tribal heritage which has been passed on from generation to generation." Source p39 Aadland O. Sera : *Traditionalism or Living Democratic Values*

CASE STUDY

A case of conflict

- This example of resolving conflict through negotiation is similar to that which takes place elsewhere in Africa *e.g.*, Senegal, where there are accounts of negotiation following land disputes which are settled by the village elders. One account of a chief's non-violent resolution in a conflict over land identified the stages covered:
- "...the parties must be helped to describe clearly the subject matter of the dispute, calm must be established and the situation defused; each party must listen to the other and understand his or her reasoning, which requires tolerance; then the basic cause of the conflict must be found, mediators must be brought in after the failure of negotiations between the parties and several possible solutions sought which take the interests of both parties into account and make it possible to reach a compromise." Source: p90 Meyer-Bisch P. (ed) (1995) *Culture of democracy: a challenge for schools*

ACTIVITIES

- What political issues are of great importance to you? Do your friends and family agree and hold the same position on these issues? How do

you make your point heard when others do not agree?

- These answers will depend on the students' personal experiences but they should all be aware of the importance of tolerance in listening to others.
2. Discuss how you resolve conflicts that may appear in your life. Use examples to explain your method.
 - Again this will depend on individual experiences.
 3. Form groups to discuss the ways in which appreciating differences, paying tax and performing responsibilities, help society to develop.
 - This activity identifies how obligations will improve society and will include reference to tolerating others to ensure peace and harmony, paying taxes to cover provision of education, health and other services as well as personal activities such as voluntary work.
-

LESSON 2

RESPONSIBILITY FOR THE CONSEQUENCES OF ONE'S OWN ACTIONS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters showing barren land etc.

STARTER ACTIVITY

Give an example of a time that you have made a promise? Did you keep that promise? What were the consequences?

Students could work in pairs to discuss these questions.

READINGS

- Explanations about responsibility for the consequences of one's own actions
- The consequences of a person or group's actions could be positive or negative. Students may see the outcome of actions at a personal, school and community level but we are also able to witness the consequences of actions at a national level.
- When a new leader takes over a country they usually pledge to act in the best interests of their country. In the case of Liberia, on Africa's west coast, the consequences of not one, but more than two leaders' actions had a devastating effect on that country.
- There had been massive differences between the lives of the poor and the rich elite, many of whom were the descendents of freed slaves from the US. One such man was President William Tolbert, a Baptist minister who had been vice president for 20 years. He had gained a large personal fortune through corrupt means and, in 1979, spent an amount equal to half the national budget on building a conference hall. The consequence was demonstrations by the people against a 50% increase in their staple food, rice, which was imported by the president's cousin and others. The protest led to the troops opening fire and killing dozens of people. The president faced mounting opposition and in 1980 he was murdered and his aides publicly executed amid cheers from the crowd who had waited for their freedom from this rule.
- However, the story does not end positively as the young soldier who had led the coup against Tolber, Samuel Doe, then seized power and his military dictatorship proved to be as brutal as its predecessor.
- "Despite frequent promises about handing back power, Doe continued to rule by decree year after year. 'Same taxi, different drive,' was the verdict on the streets of Monrovia." Source: p549 Meredith *The State of Africa*
- Doe also amassed a fortune estimated to be worth \$300 million and promoted his own small tribal group. Events led to a civil war which affected not only Liberia, but its neighbouring countries. In 1985, after years of corruption and violence a national election was held. The first count showed a massive defeat for Doe but his re-count committee announced that he had won with 50.9% of the votes. The consequences were disastrous. "Far from marking the beginning of a democratic experience, the election marked the beginning of a descent into hell." (553)

CASE STUDY

The consequence of failing to undertake responsibilities

- This case identifies the importance of standing by principles and participating in the democratic processes which will eventually lead to appropriate representation.

ACTIVITIES

1. Give an example of a time when you took on a responsibility. What was it, and how did you respond to the situation? Were there any consequences to your actions?
 - The answers will depend on the students' personal experiences, so students need to be motivated to speak their mind.
 2. Form groups to discuss what lessons you can draw from this case. Group leaders should present
-
- Students should learn that participation is essential to make a difference. Within a constitutional framework, where there is democracy and limited government, the election process should ensure that the appropriate person or party are elected. However, as is seen in relation to Liberia, the consequence of unfair elections can be harmful to society and to the democratic process.

LESSON 3

RESPONSIBILITY IN RESPECTING MORAL AND LEGAL OBLIGATIONS IN SOCIETY

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures etc., showing the young supporting the elderly

STARTER ACTIVITY

List five responsibilities you have in society.

Students could do this individually.

READINGS

- Explanations about responsibility in respecting moral and legal obligations in society
- Respect for the Constitution and other laws as well as respecting what is felt to be right are the main legal and moral obligations that citizens have. In traditional societies clans or tribes would have their own legal rules and moral or religious sanctions which the people would adhere to, or accept the agreed consequences.
- Bahru described the governance of the Gurage society, parts of which still survive. In the previous century, customary courts co-existed with government courts and, while the latter had legal backing, the ‘customary courts exercised moral and ritual sanction.’ “...it was in the days of the Derg that the pressures of the state were most acutely felt. The unprecedented control that the state was able to exercise over society through the peasant and neighbourhood associations tended to stifle local initiative... Conversely, after 1991, these institutions have witnessed a perceptible revival, particularly among their urban adherents.”
- “The central objectives of the *Shango* are described as preserving the customary law of the Ketsane, suppressing harmful customs while encouraging good ones,... Cultural values

particularly singled out for commendation are the traditional methods of arbitration and reconciliation in cases of homicide, the *equb* (a sort of credit association), and caring for aged parents.” Source: p25-6 Ethiopia *The Challenge of Democracy from Below*

- This last responsibility is the subject of the case study. The care of the elderly who have lost, or never had, their own families to look after them, is a responsibility for society but there are many in Ethiopia who lack that support in their later years.

CASE STUDY

Abebe the artist

This case highlights the importance of caring for the elderly in the community. There are some NGOs which also provide the elderly help with rent, food, clothing, education and entertainment in return for work, producing cloth, carpets, foodstuffs etc. which were sold to supplement other incomes.

ACTIVITIES

- Form groups to discuss and list some of your moral and legal obligations.
 - Students should identify the need to keep the law, pay taxes and respect the Constitution as well as helping others and the environment. They may identify other obligations.
- What is a moral and legal obligation?
 - What kind of person do you think Abebe is?
 - What moral obligations do you fulfill in your community?
 - There is a tendency to relate ethics and moral views, believing that the former emanates from the latter. But as Barbara Mackinnon, in her

book *Ethics* writes, “Philosophers, however, believe that ethics does not necessarily require a religious grounding. Rather than relying on holy books or religious revelations, philosophical ethics uses reason and experience to determine what is good and bad, right and wrong, better and worse... Moreover, if moral right and wrong were grounded only in religious beliefs, the non-believers would not be able to have morality.”

Source: p4

- The definition will come from the text but may need to be considered in the context of this case study. Students own experiences will inform the last question.

AN ADDITIONAL ACTIVITY

Students could investigate what facilities exist to support the elderly in their area. If there appear to be deficiencies in support, evidence could be gathered and a report sent to the local kebele.

LESSON 4

RESPONSIBILITY FOR PROTECTING THE ENVIRONMENT

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, posters, pictures showing wild animals endemic to Ethiopia and examples of her cultural heritage

STARTER ACTIVITY

Give one example of how you can help to protect the environment.

This could be done as a class brainstorm activity.

READINGS

- Explanations about responsibility for protecting the environment
- Frequently, mention is made by different people about the danger posed by environmental pollution. For example, Oswaldo de Rivero, in his book *The Myth of Development*, says: “All contemporary consumer patterns are based on an economic model in which nature is viewed merely as another raw material to be consumed. Farmland is taken over by urbanization, reducing food production. Over-fishing is depleting fish stocks. Greenhouse gas emissions create air pollution leading to climatic changes, droughts and floods. Chemical and nuclear industries continue to bury their toxic waste. Goods are shipped across the world wrapped in kilometres of paper and cardboard derived from deforestation.” p87
- Therefore, unless attempts are made to gear our life to be environmentally friendly, the world will not be a safe place to live in.
- Although a responsibility of the state, it is also the responsibility of people to care for their environment. Protection and conservation are essential if future generations are to witness not only the natural landscapes, plants and animals but also the cultural and historical heritages that exist.

- Previous grades have provided examples of why and how the Ethiopian environment should be protected. The following case studies provide examples of specific actions, species and sites that deserve consideration.

CASE STUDIES

- Wangari Mahtay — An environmental activist
 - Protecting the environment is essential for the future of the planet. Rene Dumont estimated that 74,000 acres of rainforest disappear every day — destroyed to provide wood for export or clear land for cash crops.
Source: p290 *State of Africa*
- Red Fox — an endangered species
 - The Red Fox, also known as the Simien Fox and the Ethiopian Wolf, is threatened by the loss of its highland habitats, disease and persecution. Currently about 500 survive in the highlands of Ethiopia. They eat rodents, usually the giant mole rat, another endemic species.
- Susenyos Castle — a cultural heritage to be saved
 - The castle was one of a number built for Susenyos by Ethiopian labour under foreign supervision. “Emperor Susenyos’s palace at Gorgora was built under the inspiration, and supervision, of the Spanish Jesuit Pero Paes, who, “gave Directions for making Hammers, Mallets, Chisels and all other Necessary Tools, handling them himself, and teaching the new workmen to dig, hew, and square the Stones for the Fabrick.”...The palace at Danqaz... was erected for Susenyos, his chronicle states, by a Banyan, i.e., Indian.” Source: p105 Pankhurst R. (1990) *A Social History of Ethiopia*

ACTIVITIES

- Form groups to discuss what you can do to preserve and protect your environment, the

wildlife and historical heritages of the country. Fill in the table. Examples are given.

- Answers may include joining environmental groups, encouraging others to appreciate their environment, avoiding destruction of habitats (*e.g.*, trees) and heritage sites (*e.g.*, not removing stones).
2. Are there any ideas from this case study and the next one, that you could use to help protect the environment that you live in? How can you put them into action?
- Students may identify the possibility of replanting trees, clearing areas of litter and maintaining them, keeping dogs under control and identifying the potential heritage sites and habitats before cultivating new farmland.

3. Are there any cultural heritage sites near where you live? Do they need help to be saved?

- The answers to this question will depend on where the school is located or the students live. Many sites are underdeveloped or have only recently been discovered. Information may be available from the Ministry of Tourism or regional or local offices.

AN ADDITIONAL ACTIVITY

Produce a local map of your area identifying any sites of cultural or historical importance and the location of any places, plant or animals in the natural environment which are important.

See sample lesson plan on page 75

LESSON 5

RESPONSIBILITY TO OVERCOME WASTAGE OF PUBLIC PROPERTY

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Information on the cost of property such as desks etc., and the cost of services such as water and electricity

STARTER ACTIVITY

What places do you know of that are not looked after properly?

This could be a group activity with ideas being gathered and shared with the whole class.

READINGS

- Explanations about responsibility to overcome wastage of public property
- Although vandalism of property, amenities and services may be relatively uncommon, the outcomes of carelessness are seen frequently in public buildings and sites. Damage, sometimes wilful such as graffiti, reduces the life of furniture and other objects and necessitates replacement or leads to the property appearing uncared for.
- In the home, students may take pride in their furnishings, especially those fortunate enough to have their own room. In school, everything from books to desks should be treated with the same respect. Sometimes damage may be accidental, for example when a page is torn in a book, but even accidents can be avoided. Students would not eat food without first washing their hands yet books are often handled with dirty fingers and marked by pens. These resources are precious and should last for many years with care.
- Being aware of the cost of such resources may help students to identify how valuable they are.

CASE STUDY

Looking after school property

- Wear and tear is common in any building,

particularly where there are large numbers of users who do not own the furniture and do not have to pay for its repair or for other services. A school is a typical example of such a public building.

- Yet it is through taxes, paid by parents of students, that these amenities are provided so students should realize that care of them will lengthen their usefulness and help their parents by ensuring that taxes are spent appropriately.

ACTIVITIES

1. Form groups to discuss how you can protect public property from destruction and damage.
 - You should come up with a plan for protecting school property. How can you encourage other students to respect your learning environment?
 - The students should come up with their own ideas which can be shared with the rest of the class and, if appropriate, implemented in the school. For example, they could think of setting up a committee to oversee vandalism of school property and sensitize those who destroy or damage items with a view to change their behaviour.
2. Form groups to discuss the case study. What lessons do you learn from it? Could you do the same in your school? Would this really encourage a sense of respect for property? Explain your answer.
 - As in the previous activity, ideas will be generated that may include some which could be used in the school.

AN ADDITIONAL ACTIVITY

If students see high proportions of wastage in public property in their kebele, they could, as concerned and responsible citizens, say what should be done to reverse the damage.

LESSON 6

RESPONSIBLE BEHAVIOUR AGAINST HIV/AIDS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Graphs showing the increase in HIV/AIDS

STARTER ACTIVITY

List three ways a person can contract HIV.

Students could do this activity individually.

READINGS

- Explanations about responsible behaviour against HIV/AIDS
- One of the Millennium Development Goals is to halt and reverse the spread of HIV/AIDS. However, the 2004 UNESCO report estimated that by 2010, the number of children orphaned by AIDS in sub-Saharan Africa, would exceed 18 million. The welfare of these orphans also poses a threat.
- In many sub-Saharan African countries, when husbands die of HIV/AIDS, the wives are disinherited through inheritance laws which can leave them and their children homeless and destitute.
- Children whose families are affected by HIV/AIDS often have to drop out of school and may find themselves having to support the family possibly through a hazardous occupation. They not only lose their chance of education but also miss out on activities in their community including religious, cultural and sporting activities. "In Ethiopia, more than three-quarters of the child domestic labourers interviewed in Addis Ababa were orphaned, 80 per cent of them had no right to leave their jobs and many worked more than 11 hours a day, 7 days a week, with no opportunity to play, watch television or listen to the radio."

Source: p74 UNESCO 2004 *Children under Threat*

- In 2004, a strategy for action to address the needs of these orphans and vulnerable children

suggested;

- prolonging the lives of parents and giving economic, psychosocial and other support;
- mobilizing and supporting community-based responses for vulnerable household;
- ensuring access for orphans and vulnerable children to services e.g., education and healthcare;
- ensuring governments protect vulnerable children through improved policy and legislation and resources in the communities;
- raising awareness at all levels through advocacy and social mobilization to support all affected by HIV/AIDS. (77)
- Women are particularly vulnerable - they are often the first to be tested for HIV and may then face blame for bringing the disease into the house or community, even if it was the male partner who was the source of the infection. Violence is also faced by females which may lead to some choosing not to get tested and thus not receiving treatment. As caregivers, they may face the burden of looking after other relatives who are sick and taking on responsibilities for the care of children or older family members. In addition to providing care, they may be forced to live on the streets, or even turn to sex work to get money, thus increasing the chances of contracting the virus themselves.
- The case study describes the work of one woman who helped set up a branch of Dawn of Hope.

CASE STUDY

Berehane Kelkay

- The Dawn of Hope was one of the earliest associations of people in Ethiopia living with HIV/AIDS. It was founded by eleven HIV positive people to educate others and get the rights of HIV positive people respected. It now

has over 10,000 members and branches across Ethiopia including Awassa.

ACTIVITIES

1. Form groups to discuss on the development of HIV/AIDS, ways of transmission and the challenges HIV/AIDS poses against humanity in general. Group leaders should present their ideas to the class for more discussions.
 - This could be given as group work for students
 2. Why are women at a higher risk of becoming HIV positive than men? What steps can be taken in your school to help reduce the risk to girls?
 - The notes above will help identify the causes of women being at greater risk. Students should identify ways to reduce the risk to girls including avoiding unprotected sex.
-

SAMPLE LESSON PLAN

LESSON 4

Time	Teacher Activity	Student Activity
10	Warm up activity Give one example of how you can help to protect the environment.	Each person should try to contribute to a class brainstorm.
5	Help students to read text.	Read individually stopping to reflect on the natural environment and how it should be protected.
5	Explain activity.	Work in small groups to fill in the table identifying what protection and preservation activities could be achieved.
10	Give the case studies to three different groups to read and answer the questions.	Work in small groups on one of the three case studies. Answer the questions and summarise them for the whole class.
10	Draw conclusions from the session and ask students to read 'remember'.	Share answers on the case studies with the whole class.

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. For which one of the following do you not have any responsibility?

- (a) when dealing with friends and classmates (b) when dealing with family members
(c) when cutting flowers from your school garden (d) none

Answer: (c)

2. Which one of the following is your obligation as a citizen?

- (a) respecting the cultures of others
(b) considering others' religion as good as yours
(c) contributing to protect the school property (d) all

Answer: (d)

3. What do you understand by the term wildlife?

- (a) the cats and the dogs you see around (b) the animals which help men to do work

(c) the birds, reptiles and animals who live in the forests, lakes and rivers

(d) none

Answer: (c)

PART II – TRUE OR FALSE

1. Responsibility implies important roles for you to do or not do.

Answer: true

2. You have a responsibility toward others but not yourself.

Answer: false

3. Moral and legal responsibilities support each other.

Answer: true

4. It is necessary to protect the environment from those who advance selfish interests.

Answer: true

5. HIV/AIDS is not a disease to be frightened of.

Answer: false

PART III – SHORT ANSWERS

1. State some of the responsibilities you have to protect the environment?

Ans. Not to throw rubbish to water bodies, not unnecessarily cut trees and plant new ones etc.

2. How do you combat HIV/AIDS?

Ans. By avoiding unsafe sex, avoiding stigmatizing the victims etc.

3. What are your responsibilities at school?

Ans. Being a responsible student with future purpose in mind, democratic etc.

4. In what ways do you contribute to protect historical/cultural heritages?

Ans. By participating in the protection and preservation of the heritage.

5. How do you care for public property?

Ans. By properly using and avoiding destruction and damage.

UNIT 7 INDUSTRIOSNESS

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

- recognize the respect to be given to work.
- realize the relation between work and development.
- appreciate the necessity of policies and strategies for development.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Respect for Work	• explain how any work is to be honoured.	Pankhurst R. (1990) <i>A Social History of Ethiopia</i> Addis Ababa: IES AAU
2	Ethical Work Conduct	• explain the professional ethics required from a worker.	
3	Hard Work and Development	• explain work as an instrument to development.	de Rivero O. (2001) <i>The Myth of Development</i> London: Zed Books
4	Policies and Strategies for Development	• describe the various policies and strategies designed by the Ethiopian government to accelerate economic development in the country.	

LESSON 1

RESPECT FOR WORK

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures showing citizens engaged in a variety of different occupations

STARTER ACTIVITY

Discuss the professions that are respected in your area. Explain why they deserve respect.

This could be answered in pairs, sharing ideas with another pair.

READINGS

- Explanations about respect for work
- In grade 10, Unit 7 Lesson 1, a case study illustrated the importance of all body parts for the body to function properly. This was compared to recognizing the value of all work to help society function effectively.
- Not all work was given recognition in Ethiopia. For example, during the Medieval Period, “Blacksmiths tended to be regarded with distrust, fear and at times even hatred.” Likewise, “Weavers, who receive scarcely more attention than blacksmiths in the records of the time, also constituted something of a class apart. Their isolation from the rest of the community was increased by the fact that many of them belonged to a minority religious group, either Falasha or Muslim.” Source: p60 Pankhurst. The same could be said of potters and tailors.
- However, this lesson continues to explain the benefit of all work, not just for the individual who earns a salary and receives job satisfaction, but also for the country as a whole. In most businesses and organizations there is a hierarchy with the senior manager at the very top and different levels of workers beneath. The organization acknowledges that each level should be respected for, if one was absent, the activity would eventually cease.
- In a school the principal is the most senior person but he/she is dependent on the woreda personnel which are dependent of the regional educational bureau which gains support from both the regional government and the federal Ministry of Education. The principal also relies on the teaching staff who, in turn expect help from the support staff (secretaries and resource managers) and everyone accepts that the school could not function without its cleaners, caretakers and guards.
- Students also have to respect the need to work to earn a living. Some may have jobs outside school to help provide additional money for themselves or to support their family. This activity will only earn a small amount because it does not require qualifications or experience. When the students leave their education they can expect to earn more depending on their skills and the importance of their work. Those who train to be doctors or pilots can expect to earn more than nurses or ground crew because of the qualifications. Those doctors and pilots who have worked for a number of years will earn more than those who are newly qualified because of experience. But it should be noted that all work should be valued for what it achieves for the individual and the country at large.

CASE STUDY

Tirualem’s story

- This case highlights the benefits that can result from hard work, study and dedication.

ACTIVITIES

1. Divide yourselves into groups and select a profession that you think is not respected. Explain to the class why it is not respected and what would happen if we did not have members of that profession.

- Students may choose to consider occupations such as cleaners, farm labourers, craftspeople or building labourers.
 - 2. What do you think might have happened to Tirualem if she had not worked hard at school?
 - What do you think the future might hold for Tirualem?
 - The answers to these questions will be based on the students' opinions but should identify the value of hard work in the development of a career.
- AN ADDITIONAL ACTIVITY**
- Invite someone who has been successful in their occupation to talk about their work.
-

LESSON 2

ETHICAL WORK CONDUCT

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures showing professionals in work
- Professional codes of different occupations

STARTER ACTIVITY

What work ethics do you think are important?

Students could work in small groups to answer this question.

READINGS

- Explanations about ethical work conduct
- One of the ethical values expected of a person is respecting laws and rules, particularly when they are fair and do not interfere unnecessarily with the rights of individuals and groups. Laws and rules are set in place, basically, to facilitate the smooth relations between members of a community, or to protect the weak from the strong, or enable the smooth running of a business etc. In order for these ideas to materialize, everyone concerned has to observe the laws and regulations set for a purpose.
- In the workplace there are different codes of conduct, depending on the nature of the work, that should be observed by employees, the transgression of which may have a damaging impact on both the individual and the organization. For example, a person who works for the fire brigade has to be on duty at the right time and also must be able to manipulate the gadgets and equipment used in fighting fires and rescue activities literally on a daily basis, otherwise, he risks not only his life but the lives of many and his incapacity may lead to the destruction of a kebele. Likewise, in an

establishment that is believed to be at risk of burglary, it could be taken as an ethical work conduct for the guard to not only carry arms, but also to know how to use it against an intruder.

- Therefore, it is the duty of the employer and the employee to update their knowledge so that each can execute his/her duty in an efficient and effective manner.

CASE STUDY

Dress code in banks

- In most banks the staff are well-dressed to create an image of professionalism. Other occupations may also have dress codes to identify staff, such as in hospitals and pharmacies, to denote levels of authority as in the police and armed forces and to command respect, for example in the judiciary.

ACTIVITIES

1. How do you feel when you put on clean, smart clothes? Does it change your behaviour in any way?
 - Students will be able to give their own opinions to this question but, generally, elegance creates a sense of happiness in most cases.
2. Your teacher has many professional skills. Try to list five of them. How might your teacher improve two of these?
 - This could be combined with the additional activity.

AN ADDITIONAL ACTIVITY

The students could draw up a list of what they consider to be appropriate professional ethics for the teaching profession.

LESSON 3

HARD WORK AND DEVELOPMENT

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures showing people in affluent countries working hard
- Statistics showing Ethiopia's poverty compared to past and against other countries

STARTER ACTIVITY

Discuss in the class how you think work and development are related.

This could be a class discussion.

READINGS

- Explanations about hard work and development
- Some writers are very pessimistic about the development of the Third World Countries. For example, de Rivero writes that it is unfortunate but true that there are unlikely to be any newly industrialized countries (NICs) emerging in the world market in the near future. The last to emerge were South Korea, Taiwan, Singapore and Hong Kong, which were able to create a better life for many of their poor and develop production that competes with older industrialized nations. China and India are, by comparison, taking more of the world market but have huge populations still living in poverty.
- de Rivero continues, "Peru, Egypt, Morocco, Algeria, Thailand, Philippines, Indonesia, Kenya, Nigeria or Pakistan may liberalize, deregulate and privatize their economies, but this alone, without technological modernization of their exports and without solid democratic institutions, will never suffice to create a genuine economy and a modern capitalist democracy." Source: p129 (2001) *The Myth of Development* London: Zed Books
- He goes on to say that this pessimistic view is not supported by the IMF or World Bank which

continues to support the developing countries in projects to increase education and training and support marketable industries which will help them to develop their economies and become self-sufficient. "In their analyses, they hint that the growth of China or of the Asian NICs can be copied in other countries, even in Africa. They are convinced that the present globalization process will create world prosperity. They comment and announce take-offs, economic miracles, praise painful refinancing of foreign debts, wax ecstatic over the high growth of the GNP. However, they say precious little about the chaotic world behaviour patterns that are emerging." (116)

- Whatever emerges, Ethiopia has to work hard to help achieve development and must also try to reduce the factors which keep it in poverty, particularly population increases, poor education and lack of health care. To this end, Ethiopia has set in place such policies and strategies to eradicate poverty.
- If the above appears negative, the media will provide current data relating to the country's exports and GDP. People will also see the evidence of Chinese development across the country, as described in the first case study.

CASE STUDIES

1. Chinese development — a big take off
 2. Poverty level in Ethiopia
- Statistics on the current levels of poverty in Ethiopia should be available which will help to put the country's needs and development in perspective. Any improvements such as population stabilization and increased education attainments should eventually be reflected in the country's GDP and GNP as well as in the affluence of its people.

ACTIVITIES

1. What do you learn from the Chinese experience of growth?
 - Students will hopefully associate the growth of Chinese economy with efficient and effective activities that lead to more business opportunities and greater profits.
2. What do you feel about the poverty level in Ethiopia? Do you think hard work could change anything?
 - Everyone must feel uncomfortable and sad about the poverty level and should be able to identify some ways that hard work can change things.
3. What could your role be in the technological

development of Ethiopia?

- In this technological age, the need to be able to use technology is important so students must see the benefits of learning to use IT and identify ways that the technology can help improve the effectiveness and efficiency of tasks by reducing the time and manpower needed to do a job.

AN ADDITIONAL ACTIVITY

Students could gather information from the media and books on development activities in Ethiopia and other parts of the world to identify the trends and the impacts such activities have on the populations within these countries.

LESSON 4

POLICIES AND STRATEGIES FOR DEVELOPMENT

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Reports from the federal government on Ethiopia's economic strategy and development

STARTER ACTIVITY

What kind of policies do you think are important for development?

Students could discuss this in small groups.

READINGS

- Explanations about policies and strategies for development
- The text refers to different policies and strategies that help development in the country. All countries have an aim for the country's development that they seek to achieve through their policies and various strategies. In Unit 7 of Grades 9 and 10, we looked at the different economic systems that a country can choose from. Many countries combine both the command economic system with a free market economic system to promote private business opportunities.
- In addition, the country also identifies the sectors where it should focus its support and resources. In the case of Ethiopia the agricultural sector, which supports over 80% of the population has priority through ADLI. In her rural development policies, strategies and methods it states that the development of the country is centred on agriculture based in rural areas because:
 1. a development which is centred on agriculture in rural areas assures accelerated economic growth;
 2. it enables the people to benefit from the development;
 3. it liberates the country from being dependent;
 4. it enables the creation of a developed market economy system.
- These points, as they are presented here, are

very general and should be elaborated upon by the teacher.

- However, Ethiopia also recognizes the need to consider its industry and has a strategy to support that. In addition, it sees the value of building capacity across the nation and across all sectors including public services.
- The text also identifies the positive and negative effects of globalization. Mengiste quotes the UNDP in 1999 stating that it is, "a process integrating not just the economy but also technology and governance." Its distinctive features are "shrinking space, shrinking time and disappearing borders which are linking peoples lives more deeply, more intensely and more immediately than ever before".

Source: p109 *Ethiopia's Role in African History*

- To meet the challenges that are posed by globalization, he sees the need for a strong African Union to promote a common African foreign policy.

ACTIVITIES

1. There are three documents describing the government's strategy to develop the rural sector, the industrial sector and capacity building. Try to find these documents and identify the specific strategies which are being used to develop each sector. Discuss how you see some of these strategies being used.
- The three documents are actually four. One is already mentioned in the reading above. The second is the Industrial Development Strategy. The third is Issues of Building a Democratic System. In fact the fourth document, the FDRE Foreign Relations and Security Policy, as it envisages the economic development of the country, could be taken as a component of the previously mentioned document. Therefore, it is advisable to go through these documents

and make the students aware of the policies and strategies set in place to take the country out the quagmire of poverty.

2. List some of the other positive and negative effects of globalization.

- One element of globalization is the expansion or relocation of some industries to other countries for reasons including increased profits. The outcomes of such globalization have pros and cons.

- Advantages include:

- Creating and redistributing wealth;
- Modernizing developing countries;
- Increasing standards of living by cheap goods;
- Eliminating poverty by creating wealth;
- Increasing employment in developing countries;
- Spreading technology;
- Furthering international understanding - peace;
- Encouraging investments in developing world;
- Expanding infrastructure through loans etc.;

- Regulating businesses;
- Decreasing gap between rich and poor countries;
- Improving women's rights;
- Spreading human rights.

- Disadvantages include:

- Exploiting poor through cheap labour;
- Increasing pollution where less regulation;
- Encouraging waste — throw-away society;
- Overwhelming cultures and traditions;
- Profiteering by rich countries;
- Increasing corruption and bribery;
- Undermining labour laws in poorer countries;
- Reducing wages in all countries;
- Suppressing trade unions;
- Damaging local industries;
- Relocating — leaving unemployment and poverty.

Source: Institute for Citizenship (2002) *Economic Citizenship* (pdf file)

See sample lesson plan on page 85

SAMPLE LESSON PLAN

LESSON 4

Time	Teacher Activity	Student Activity
10	Warm up activity What kind of policies do you think are important for development?	Work in small groups to discuss this question.
10	Note responses on board or paper then help students to read text and draw attention to the three government strategy and policy documents.	Read individually stopping to reflect on specific issues. Listen to the teacher explaining the key points of the government documents.
5	Explain activity and manage a short discussion.	Discuss the strategies and how they are being used.
10	Read case study and answer question.	Work individually to draw up a list of positive and negative effects of globalization.
5	Draw conclusions from the session, sharing the feedback from the last activity and ask students to read 'remember'.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. You should respect:

- (a) only white collar works
- (b) only blue collar works
- (c) people who work in the house
- (d) (a) and (b)
- (e) all

Answer: (e)

2. Countries should reduce poverty by:

- (a) waiting for aid from other countries
- (b) working hard
- (c) by migrating to rich countries
- (d) all

Answer: (b)

3. Creativity:

- (a) leads to development
- (b) leads to the production of new things
- (c) comes with hard work
- (d) all

Answer: (d)

4. Economic Policy is:

- (a) a specific way of implementing a plan
- (b) the same as strategy
- (c) a general direction for the economy of a country
- (d) all

Answer: (c)

UNIT 8 SELF-RELIANCE

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

- explain attributes of self-reliance.
- discuss dependency and its consequences.
- analyze the importance of self-reliance for decision-making.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Attributes of Self-reliance	• define rightful perception about oneself or self-awareness. • explain some features of assertiveness. • identify the outcomes when we rely on others. • describe the advantages of not being dominated by others.	
2	Dependency and its Consequences	• explain how dependency resulted in risks to public welfare. • explain how dependent nations are subjected to interference from outside. • argue how dependency retarded national development.	
3	Self-reliance and Decision-making	• explain what making decisions by oneself is. • discuss the main features of rational and informed decisions. • explain how flexibility is important for decision-making.	

LESSON 1

ATTRIBUTES OF SELF-RELIANCE

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures showing people who are passive, assertive and aggressive

STARTER ACTIVITY

- What are the main characteristics of assertive person?
- How can individuals free themselves from being dominated by others?

Students could work in pairs to answer these questions.

READINGS

- Explanations about attributes of self-reliance
- Self-reliance is multi-dimensional. It could be attained by individuals, groups or communities or national states. Self-reliance on an individual basis has been dealt with through the grade levels. Here it will be emphasized at the national level. As a development strategy, self-reliance means depending primarily on one's own human and material resources, and determining one's own course of development. Many developing countries pursued self-reliance as a development strategy in the 1970s and 1980s because it was perceived as a guarantee for political, economic and cultural emancipation. Self-reliance is logically and inextricably linked with independence and development.
- It means self-confidence, reliance mainly on one's own human and natural resources, and the capacity to set goals and make decisions autonomously. Mobilizing local resources and narrowing the existing resource gap, so as to rely on its own resources for development, is the core idea of self-reliance. Thus, voluntary self-help schemes, efficient allocation and utilization of resources, optimization of consumption and saving promote self-reliance. It excludes

dependence on outside influences and powers that can be converted into political pressure.

- Self-reliance by no means precludes international exchanges or the acceptance of external assistance. However, it does mean that a country committed to a policy of self-reliant development will not engage in the type of transactions that would undermine its goal of national independence or violate its own unique development vision.
- Critics point out that, if self-reliance is taken to its ultimate conclusion, the result is a world of mutually isolated states, devoid of sharing and learning from each other, and not cooperating for mutual benefit.
- Self-esteem is the judgement of the worth or value of the self as a whole, or evaluation of specific aspects of the self. It is a sense of worth and self-respect, implying dignity, honour, recognition etc. People with low self-esteem focus on self-protection and avoiding failure and humiliation; low self-esteem is a cause of dependency and various social problems.
- Self-awareness refers to the ability to understand or evaluate one's own potential capabilities and limitations so as to take appropriate actions on how to achieve results. Self-reliant individuals or communities have the quality of self-awareness,
- Self-confidence refers to the capability to accomplish a certain task by oneself. It also implies the courage to defend one's own beliefs, views, standpoints and to pursue or adapt one's own principles and policies for what you believe is correct and just. A self-confident person is ready to learn from mistakes, bold enough to objectively criticize others and is honest in self-criticism. Self-confident individuals are also visionary and ambitious, open-minded, bold when taking on a challenge, believing in self-help, and have good inter-personal relationships.

- The second part of the lesson concentrates on independent living which is closely related to assertiveness. This is important for preparing students to leave home at the end of their preparatory education but it also identifies the characteristics that they need to develop to be more self-reliant.

CASE STUDIES

1. Tolla

- This case shows the value of polite but assertive action to get or achieve what is right.
- There are times when, out of fear or shyness, people fail to stand up for their rights and receive what others say or give them. But, afterwards, these people keep on complaining about what happened, by which time it is too late to undo what has been done. Assertive people are not deceived by mistakes as they are ready to guard their rights.

2. Atitegeb

- Particularly these days, there are many women in Ethiopia who are able to break the traditional impositions that shackle their progress and engage in different activities and turn out to be successful. The case study shows how the independence of a woman in a traditionally male environment was achieved through her hard work and self-reliance.

ACTIVITIES

1. Identify two strengths and one weakness that you have.
 - How do you think your friends describe you?
 - What are your plans for the future? What steps do you need to take to achieve your dreams?
 - This answer will differ for each student but they may need support to identify how they can reach their goals.
2. The table below shows the differences between passive, assertive and aggressive behaviour. From these descriptions, identify what your

characteristics are. How do you think you can improve your behaviour? Share your ideas with your neighbour.

- This could be combined with the additional activity to demonstrate each type of behaviour.
3. Is Tolla a good example of an assertive person?
 - Why is it important to be assertive when your rights, or the rights of others, are violated?
 - What is the difference between being polite and being passive?
 - Tolla showed assertive behaviour, as identified with characteristics in the table. Being assertive helps to defuse a situation when rights are being violated. It shows that the person knows what he/she is entitled to but does not lead to any violence or inappropriate behaviour that would cause offence or allow the other person to take advantage of them.
 4. Which quality of Atitegeb do you value the most? Why?
 - What do you imagine Atitegeb's life was like before the death of her husband? How does this compare to the present?
 - What are the advantages of Atitegeb's interactions with the other farmers and development workers?
 - What can you learn from the life story of Atitegeb?
 - The answers to these questions will be formed from the students own opinions but will probably focus on the strength she demonstrated in her activities and her self-confidence and independence which helped her to achieve her goals.

AN ADDITIONAL ACTIVITY

Role play situations identifying the differences between being passive, assertive and aggressive could be acted out by students in different situations *e.g.*, dealing with an obstruction in the street, telling a waiter that the bill is wrong, asking a boss for time off.

LESSON 2

DEPENDENCY AND ITS CONSEQUENCES

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures of countries receiving aid

STARTER ACTIVITY

- How do you know whether a country is dependent or self-reliant?
- What are the consequences of dependency at country level?
- How does dependency affect the decision-making of a country in its domestic affairs?

These questions could be asked of the class.

READINGS

- Explanations about dependency and its consequences
- Dependency is defined as a variant of interdependence characterized by a highly asymmetric form of transaction between two or more countries. The Radical Dependency School asserts that the underdevelopment of the developing countries is a consequence of colonialism and neo-colonialism that have resulted in the historical evolution of highly unequal political and exploitative economic relationships between the developed and the developing countries.
- The majority of developing countries is substantially dependent on agricultural production and primary product exports like cotton, sugar, coffee, palm oil, rubber, hides and skins, copper and cocoa. The primary exports account for greater than 70% of total export values, while the share of manufacturing sector is about 28%, compared to 19% and 81% respectively for developed nations. What is more undesirable is that the market and the prices of such primary products are determined by the few rich nations' desire.
- Furthermore, many developing countries rely on importation of raw materials, intermediate producer goods, and consumer goods to fuel their industrial expansion and satisfy the rising consumption aspirations of their people. These countries are also dependent on the rich countries' economies for flows of foreign exchange in the form of export earnings, foreign loans and aid.
- Related to technology, developing countries are still technologically dependent on imported capital equipment; foreign technological and material inputs continue to flow into the various sectors of the economy. Because of the vital role of technology in the life of any nation, its control, whether direct or indirect, implies effective dominance of all other aspects of national life.
- There were attempts by different African countries to be self-reliant. For example, Julius Nyerere, the Tanzanian president, was of the opinion that slower growth through self-reliance was needed — an emphasis on developing the peasant agricultural economy — and foreign aid as a supplement. His social plan for the country included removing all benefits from those in senior government positions, nationalizing many companies and establishing self-sufficient socialist villages to develop rural capacity but he was not successful. Nyerere himself admitted on the media in 1981, "We are poorer now than we were in 1972." Source: p258 Meredith *The State of Africa*
- Global events are partly responsible for the need for increased aid, which resulted, by and large, in dependency such as the prolonged droughts between 1968 and 1973 which affected the livelihoods of those countries just south of the Sahara. Another factor is increased cost of essential commodities such as oil. In 1973,

after the Arab-Israeli war, oil prices increased and continued to rise dramatically until 1981, pushing up the cost of all goods in oil importing countries and reducing imports of other essential goods.

- Food production did not keep pace with the increasing populations in many African countries which could not be self-sufficient and therefore relied on imports. Meanwhile, the agricultural exports from these countries fell, thus leaving a deficit in their balance of payments. They borrowed more, at a time when banks' interest rates increased. Between 1970 and 1980, the external debts of black Africa rose from \$6 billion to \$38 billion and, by 1983, had reached \$86 billion. (282)

CASE STUDY

A lesson from history

- In Menilek day, trade began to change life in Ethiopia. "Coffee's counterpart on the import side was the unbleached cotton known as *abujedid*, much valued for clothing as well as for making tents... It was *abujedid* which brought first the Americans and then the Japanese to Ethiopia. With the completion of the railway and the relative sophistication in consumption tastes, items ranging from felt hats to Scotch whisky and French brandy also began to enter the list of imports." Source: p97 Bahru *A History of Modern Ethiopia*
- According to Marcus, Menilek could see no reason to change Ethiopia's industry. "As a triumphant general who had safeguarded Ethiopia's sovereignty, he saw no need to change an effective social and economic formula. He therefore chose to import manufactured goods into Ethiopia but not Europe's mode of production not its social structure." Source: p106 *A History of Ethiopia*

ACTIVITIES

1. Read the previous list of protectionist practices

and discuss the following questions:

- Do you think that they help to minimize dependency of poor countries on wealthy countries?
 - Do you think any of the practices are helpful to promote the development of poor countries like Ethiopia? Explain your answer.
 - Is there an alternative?
 - The experience of Tanzania under Nyerere shows that, in spite of extensive measures to control the need for foreign aid, things do not always go to plan.
 - The protectionist practices appear to have some potential for success but, for each one, students should consider the benefits and problems of implementing it. For example, the promotion of local industries and manufactured goods may be successful if the world market wants to buy those goods at a price that will ensure a profit and in a manner that uses modern technology to reduce costs in the long term and improve working conditions from the outset. Some countries have managed to swamp the market with cheap clothes but they are sometimes produced by 'sweat shops' employing the poor including children, who are forced to work for low wages in bad conditions.
2. How did this experience affect the local economic interdependence?
 - Has this economic system resulted in dependency? Explain your answer.
 - If you had been an economic advisor for Emperor Menilek what would you have recommended regarding his attempts at modernization?
 - This could be used as an additional activity for students to debate. Menilek's attempts to modernize the country appear partly responsible for the current situation of dependency on other countries. At the time he was ruler, the opportunity to develop more home-based manufacturing industries may have existed but that might not

necessarily have led to an independent economic state. Looking at the fortunes and failures of other countries which invested in industry, one may say that it is impossible to judge what is the 'best' option. On the other hand, looking at the success of other countries who came to the scene of industrial development during the last 50 years, it could be said that, if Menilek had launched an industrial development, rather than importing goods, by now Ethiopia might have

had a good share of industrial development.

AN ADDITIONAL ACTIVITY

A debate could be organized in which students give their advice to Menilek. Attempts should be made by the teacher to control the naivety of those students in favour of industrial development. They have to be able to explore the overall situation of Menilek. For example, the country's ability to have the initial capital to start the industrialization program.

LESSON 3

SELF-RELIANCE AND DECISION-MAKING

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures of showing people who are passive, assertive and aggressive.

STARTER ACTIVITY

- When was the last time you had to make an important decision?
 - How did you decide what to do?
- The questions could be answered individually.

READINGS

- Explanations about self-reliance and decision-making
- Decision-making has been introduced in previous grades and lesson. It is an activity that every student will have experienced and will continue to face, with more important decisions, sometimes with far-reaching effects.
- Decisions are mental exercises and thus demand some level of firmness and courage. Decision-making ability requires accurate information and well thought out analyses of the information, realistic assessment of opportunities, threats, strengths and weaknesses. A good decision maker is a self-reliant person who has the following attributes: courage, social-mindedness, innovativeness, self-confidence, self-awareness, self-respect and the ability to shoulder responsibility.
- Making a decision about what to study, which course to take, what job to apply for and when to get married and start a family are common decisions that affect the lives of the person making the decision and those around.
- Sometimes making the wrong decision can have a disastrous effect on a person's life — marrying too young, taking a job for the money rather than job satisfaction. Often the impact of a wrong is temporary and can be amended such

as in choosing where to live or which course to follow.

- The text explains how to check if the decision made is the best decision. The case studies provide examples of where a choice had to be made but not the implications of that decision.

CASE STUDIES

- Lambebo
 - On the basis of what is provided in the reading as the attributes of a good decision maker, students have to be able to say what the right course of action is. In any case, there are a number of choices — to keep the briefcase, to report the loss to the police, to return the briefcase and contents to the owner or to return it but keep some of the contents and, if questioned, deny that they were in the briefcase when found.
- An interesting ambition
 - This case raises the issue of the need for independent career guidance to support students who face such decision. Depending on their priorities, students may suggest their own alternatives which will not necessarily be right or wrong.

ACTIVITIES

- Discuss the following questions in groups
 - What choices does Lambebo have?
 - What will be the consequence of each decision?
 - What would you choose to do?
 - Students should be able to identify the consequences of each action described above, and provide a suitable response to the last question.
- What are Shmebo's choices?
 - What might be the outcome of each?
 - What are the risks and will he need to be flexible about anything?

- If you were one of Shmebo’s friends what advice would you give him?
- Students should identify that both options may have advantages and disadvantages which could be listed and evaluated. This could be done in a SWOT analysis which identifies Strengths, Weaknesses, Opportunities and Threats. The last

question will be an individual choice by each student which should be justified.

AN ADDITIONAL ACTIVITY

Students could identify the main problem in their area in terms of self-reliance, and suggest ways to tackle the problem.

See sample lesson plan on page 95.

SAMPLE LESSON PLAN

LESSON 3

Time	Teacher Activity	Student Activity
10	Warm up activity - When was the last time you had to make an important decision? - How did you decide what to do?	Work individually to answer these questions.
5	Note any interesting responses on board or orally then help students to read text and first case study.	Read individually stopping to reflect on the importance of decision making.
5	Explain activity and divide class into small groups to answer questions.	Work in small groups listing the choices and consequences of each.
5	Read remaining text and second case study.	Work individually to read and reflect on the importance of flexibility and Shmebo's case.
10	Explain activity and suggest students use a SWOT analysis.	In the same groups identify the strengths, weaknesses, opportunities and threats that Shmebo faces with each choice then reach a decision and justify it.
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 goes with assertiveness?
(a) maintaining good eye contact while speaking
(b) considering feelings of others
(c) hurting oneself to make others happy
(d) accepting ideas of others when they are convincing
(e) all of the above

Answer: (a), (b) and (d)

2. Which of the following are not characteristic of a passive person?
(a) ignoring feelings of others
(b) mixing well with other people
(c) speaking openly and firmly
(d) looking down on others
(e) considering self as inferior

Answer: (a), (b), (c) and (d)

PART II – SHORT ANSWERS

1. Why is it important to be assertive?

Ans. Assertiveness helps an individual to identify himself for what he is.

2. Some people have a tendency to live off others. What might be the impact of this tendency?

Ans. Living off others creates a disposition to be dependent and kills one's self-confidence and self-esteem.

3. What is the relationship between self-confidence and self-reliance?

Ans. A person who is self-confident believes in himself and tries to do things by himself rather than be dependent on others. This is sense of self-reliance.

4. Some scholars argue that there is a dependency relation between poor and rich countries of the world. Do you agree? Explain your answer.

Ans. This has been the case currently poor countries are trying to be self-reliant within the prevailing global situation. Take the case of Ethiopia.

UNIT 9 SAVING

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

- realize how to improve saving habits.
- understand the necessity of new thinking to improve saving habits.
- recognize the traditional and modern institutions of saving.
- appreciate the importance of saving as an instrument of investment.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	The Need for New Thinking in Saving	• describe the necessity of a new perspective of saving.	
2	Ways of Improving the Habit of Saving	• explain the mechanism for improving the old tradition of saving.	
3	Traditional and Modern Institutions of Saving in Ethiopia	• identify traditional and modern institutions of saving. • explain the effects of saving on the individual and society at large.	
4	Saving as an Instrument of Investment and Development	• explain the relationship between saving and development. • describe the role that national and international monetary institutions are playing in development.	

LESSON 1

THE NEED FOR NEW THINKING IN SAVING

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures showing local industries; illustrations of wastage

STARTER ACTIVITY

Have your saving habits changed as you have got older?

This should be answered individually but some views could be shared with the whole class

READINGS

- Explanations about the need for new thinking in saving
- The text concentrates on the need to develop Ethiopia's products and industries to avoid importing expensive items. It also focuses on the need to avoid wastage. The aim of the lesson is to make students aware of the costs to themselves and their country of importing expensive items when local products are available.
- Other countries have also encouraged their citizens to buy local products in order to protect their trade and industries. However, as production costs have increased, particularly the cost of labour in the developed countries, some global manufacturing companies have shifted their factories to those countries where labour and raw materials are cheap and, even with transport costs, the final product can be sold at a competitive price and still be profitable.
- But some people are cynical about this. For example, de Rivero writes that the "transnational corporations are very cautious and selective in their investments. They are interested only in the national factors that will produce the highest profits without running any great risk. They are particularly attracted by the technical capacity and productivity of the workers, by the opportunities for sub-contracting to national

companies with technological capabilities, by good infrastructure, the size of the domestic market, by the legal security and the political stability of a country." Source: p48

- In view of this, the developing countries that do not fulfill these criteria do not seem to have a chance to enjoy the blessing of investment.
- Global vehicle and clothing manufacturers have shifted their factories across the world to maintain their markets. Countries such as Britain lost many of their clothing and car manufacturing industries in the late 20th century, leading to unemployment and social problems. However, the cost of the products remained fairly static and, therefore, those who were not affected did not complain or question where the goods were made.
- In Ethiopia, the markets and shops are full of imported goods from the far east, many of poor quality and yet relatively expensive compared to locally manufactured products. We should ask why they are so popular with consumers. Fashion trends are one reason and individual choice is another. Young people with money to spend see it as important to be fashionable and noticeable. As one strand of globalization, the media has provided people with a view of the rest of the world, through television, films and magazines, youngsters see how their counterparts dress in New York, Tokyo and Johannesburg. Although one solution to this problem is to design and manufacture fashionable items in Ethiopia, without the designers, fabrics, technology and skills, the output might be unacceptable or equally expensive. The case study focuses on the leather industry where there is potential for providing fashionable, high quality items that could meet local as well as foreign market needs.

CASE STUDY

Export standard shoes produced in Ethiopia

- The leather industry in Ethiopia is experiencing an increase in production, partly through the support of an engineering capacity building program (ECBP) which provides technical support and market development. In 2009, it was reported that a leading European gloves' manufacturer was to establish a company in Ethiopia which would require the products from local tanneries. Local shoe manufacturers are also selling leather products to a German company which is also setting up a plant in Ethiopia. ECBP stated that in 2008 exports in the leather sector rose by 13%.

ACTIVITIES

1. Look at the case study. Where do the products you buy come from? See if you can identify their origin. How far have they travelled to get to you?

- Answers to this will depend on the products that students purchase. For items such as clothing from China, they could calculate the distance they are transported by looking at an atlas.
2. Where can you practice reducing wastage? Could you encourage anyone you know to follow this idea?
- Students should think about everything they use and identify what is discarded as waste. A good example is paper. How many students discard an exercise book without using both sides of the paper or all the pages? How many times are photocopied sheets discarded when the unprinted side could be used for rough notes?

AN ADDITIONAL ACTIVITY

Students could identify wasteful practices in their kebele or region and come up with a proposal on how to avoid them.

LESSON 2

WAYS OF IMPROVING THE HABIT OF SAVING

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures illustrating the importance of saving
- Information on cost of living, bank interest rates and inflation rates

STARTER ACTIVITY

Have you ever saved? If so, why did you save and how did you start?

This is an individual activity though students could share their answers with a neighbour.

READINGS

- Explanations about ways of improving the habit of saving
- At the level of the household, saving could be done in terms of investing in:
 - Gold and silver: which are highly valued and used basically in the form of ornaments and articles of decoration;
 - Life insurance: a contractual agreement with insurance companies in case of illness or accidents;
 - Provident funds: a contractual saving scheme jointly undertaken by an employee and an employer, both setting aside an agreed percentage of the employee's salary for the benefit of the worker;
 - Pension funds: a contractual saving generating from regularly specific contributions by an employee and employer;
 - Deposits: individual savings in monetary institutions, both modern and traditional;
 - Government securities: cash subscriptions by individuals to the market loans floated by central government. Treasury bills and government bonds that are issued by the National Bank of Ethiopia are examples;

- Physical assets: savings held in the form of houses, cars etc.

- The themes of saving and planning have been covered in previous grades. As students prepare for independent living they need to be aware of how they can save for the future. They should also be aware of the risks of impulsive and extravagant purchases.
- Saving for adult life, and for old age, may seem unnecessary for students still in their teens. However, they could do some calculations to identify how much they will need to live on, based on the current cost of living, when they are married, bringing up a family or retired. They should then be aware of the inflation rates and compare them with interest rates set by the banks. This may help them to identify what earnings they will need and how much they should save in order to have the lifestyle they desire.

CASE STUDY

Impulsive purchases

- Advertising encourages people to purchase items or services through a variety of subtle means.
- Product placement involves placing items, such as specific brands of food or drink, on the sets of television dramas or films to encourage viewers to identify with that product. This is not new, as in 18th century British pottery manufacturer had artists include his pieces in the background of family portraits.
- Less subtle advertising is through the shop window where customers are tempted with goods, often lacking the price but possibly bearing a 'sale item' sign. Even the street traders use subtle means to sell products to people who did not need them. Haggling over the price of an item may appear to be in the customer's interest

yet no salesman would sell below his minimum profit margin.

- Billboard and newspaper adverts etc., encourage viewers to consider purchases to improve their looks, their family's image and their education making the cost appear to be a bargain. But, whatever the method of selling, the bargain is an impulsive purchase which weakens the capacity of saving, particularly for those who are not well off.

ACTIVITIES

1. Write a list of those things you might want to save for in the future.
 - This is likely to be similar for most students who desire a house, possibly a vehicle and other items to furnish the home. It should also take account of education (the cost of going to university) and leisure pursuits.
2. Try to list all the things you spend money on

during a month and add up how much you spend.

- The answers will depend on each student's monthly expenditure. Precaution should be taken of those students who may say that they spend nothing. In their case, what the family spend for them must be calculated.
3. What do you think of Ato Molla's behaviour? What advice would you give him?
 - What do you learn from this case study?
 - The lesson from this case study is to avoid impulsive purchases and extravagant lifestyles unless you have the resources.

AN ADDITIONAL ACTIVITY

Calculate how much is currently needed for a comfortable lifestyle by: a single person, a married couple, a family with two children, a retired person. Identify how much that would increase by, with the current rate of inflation, over ten years or more.

LESSON 3

TRADITIONAL AND MODERN INSTITUTIONS OF SAVING IN ETHIOPIA

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures showing banks and insurance companies at work

STARTER ACTIVITY

What are some of the traditional institutions of saving?

This could be a brainstorm activity for the whole class.

READINGS

- Explanations about traditional and modern institutions of saving
- Saving and borrowing money has been practiced for centuries in Ethiopia. Pankhurst wrote, “The rise of Gondar as a great commercial centre may well have led to a growth of money-lending, which was later prohibited by the church council of 1678. The decree specified that anyone lending silver or wheat should not receive interest.” Source: p104 (1990) *A Social History of Ethiopia*
- Later, usury (money-lending with profit) began to flourish as merchants earned cash from their foreign trade, churches and monasteries acquired small fortunes and rulers amassed wealth from taxes. (301)
- Some rulers, such as Emperor Tewodros, used their wealth to purchase arms and resources for their campaigns. Others, such as Sahla Sellase, ruler of Showa, saved money. Pankhurst describes how his treasury was in a cave north of Ankobar where, according to a possible witness, “the coins were kept in two rows of closely packed jars with a narrow passage of only two or three feet between them. There could have been... almost three hundred jars, each containing 5,000

to 6,000 dollars.”(302) With the use of coins in Showa in the 19th century, money-lending took place with a rate of interest of one bar of salt per dollar (Marie Theresa dollars minted in Vienna).

- Banks were introduced into Ethiopia at the beginning of 20th century under an agreement between Menelik II and the National Bank of Egypt. Insurance services were also introduced into Ethiopia in 1905 and by 1954 there were nine, one established in Ethiopia and the rest were branches of foreign companies. In 1974, all insurance companies were nationalized and placed under government control in a single unit called the Ethiopian Insurance Corporation. In 1991, a proclamation led to private insurance companies being developed and by 2000, there were nine in operation and eleven brokerage companies authorized by the National Bank of Ethiopia.
- Traditional saving institutions also play an important role in Ethiopian life with saving clubs, such as equb, and funeral associations (Iddir). The case study describes a modern Iddir.

CASE STUDY

Metebaber Meredaja Iddirn

- In the past, burials incurred no cost but the funeral could lead to poverty if a husband and father died, as the contributions for prayers and the food and drinks needed for the priests and clergy could be expensive. Pankhurst describes 19th century prayer ceremonies performed on the third, seventh, twelfth, thirteenth and fortieth days for the poor. “The price of 40 masses, which were “bargained for by the priests,” amounted at Adwa... to anything between six and twelve thalers, “or more, according to the wealth of the family.” The clergy also expected to be fed

and provided with provisions on a number of occasions.” The provisions might be a sheep or one or two cows. (198).

ACTIVITIES

1. Do you think that an Iddir is a good organization to invest in?
 - Should Iddir give services only for funerals? Give reasons for your answer and consider different viewpoints.
 - Answers will depend on students’ views and experiences. Iddirs, in their present form, are confined to funeral and burial issues. After a person passes away he will not benefit from

whatever the Iddir is doing. Therefore, at present there is a debate that Iddirs should benefit their clients primarily, for which they must provide money for medication and engage in economic activities and distribute the profit to their members.

2. In what ways does saving benefit society? Present your ideas to the class.
 - The class could brainstorm this question before discussing in more detail the benefits such as resources for investment in new businesses, less waste and a cultural change considering the future.

See sample lesson plan on page 106.

LESSON 4

SAVING AS AN INSTRUMENT OF INVESTMENT AND DEVELOPMENT

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures showing the operation of different enterprises

STARTER ACTIVITY

What role do you think saving has in development?

The class could work in small groups to discuss this question.

READINGS

- Explanations about saving as an instrument of investment and development
- The income-consumption theory predicts that income is the main driving force behind saving. A strong association between saving and economic growth implies that more saving could allow more investment or capital accumulation and this, in turn, will induce more growth. However, there is a debate among economists on the cause and effect relationship between saving and economic growth. On the one hand, there are economists who argue that saving is an engine to higher economic growth. On the other hand, others argue that high economic growth leads to a higher rate of saving. The argument has serious policy implications. While the former debate implies that the government should take measures that increase saving, the latter suggests that policies could be designed to increase economic growth as increases in saving will be automatic.
- The Ethiopian banks offer savings and investment opportunities as well as loans to individuals and businesses. Large scale borrowing, often supporting government activities such as education, is carried out through international institutions such as the World Bank and IMF.
- The World Bank is an institution dedicated to reducing poverty across the world. It provides loans and grants to help business development, education and health, including HIV/AIDS for which it has provided over \$1.6 billion to more than 30 sub-Saharan African countries since 2000. Its current aim is to 'assist countries develop sustainable responses that are well integrated into national development agendas; accelerate implementation and close the gap between available funding and the capacity to use it effectively; strengthen national and health systems; and improve coordination and learning.
- To borrow money from these institutions there are strict guidelines and procedures to ensure that the money is wisely used and opportunities for corruption minimized. Tender procedures, sometimes international, allow companies to bid to provide services, activities and products.
- The other activities that the World Bank is involved in across sub-Saharan Africa include energy and regional integration. In these initiatives the aims include providing more people with modern lighting by 2030, assisting telecommunications with regional connectivity and access to broadband Internet, and helping to develop trade corridors and transport networks to improve trade across Africa. Source: World Bank 2009

CASE STUDY

The Ethiopian banking system

- The first Bank of Abyssinia opened in 1906 and went into liquidation in 1931, at which time the Bank of Ethiopia took over the commercial

activities of the country. During the Italian invasion, the Italians established their own banks and in 1943, the State Bank of Ethiopia acted as the central Bank of Ethiopia. This eventually gained the right to issue currency and deal in foreign currency.

- In 1963, the National Bank of Ethiopia was established and, the following year, the Commercial Bank of Ethiopia started operations with 20 million Birr. In 1974, the government took control of the economy and nationalized all large corporations, leaving three state owned bank. In 1994, the National Bank was established as a judicial entity and separated from government control.

ACTIVITIES

1. What kind of investment would you like to be involved in? Explain why you have chosen to spend your money in this way.
- Students should be given access to information on different types of investment opportunities in order to give a good response. But, whatever their choices are for their business, to be successful it would need to produce quality goods at competitive prices.

AN ADDITIONAL ACTIVITY

Invite someone from a bank to talk about how to save or invest using Ethiopia's banking services.

SAMPLE LESSON PLAN

LESSON 3

Time	Teacher Activity	Student Activity
5	Warm up activity What are some of the traditional institutions of saving?	Work as a class to brainstorm and discuss the question.
5	Note responses then help students to read text and case study.	Read individually stopping to reflect on the different institutions of saving and Iddirs.
10	Explain activity.	Work individually describing whether you think that an Iddir is a good organization to invest in, and whether Iddir give services only for funerals? Give reasons for your answer and consider different viewpoints.
15	Read remaining text and set task for students to work on as a class.	Work as a class identifying the ways that saving can benefit society. Start with a brainstorm activity then discuss the issues.
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 the way to improve saving habits?

- (a) avoidance of wastages
- (b) using local products
- (c) limiting one's interest with one's income
- (d) (a) and (b)
- (e) (a), (b) and (c)

Answer: (e)

2. Local products means:

- (a) goods locally produced by the local industries
- (b) goods locally available that are imported from other countries
- (c) goods produced at home
- (d) all

Answer: (a)

3. Limiting one's interest with one's income means:

- (a) developing the habit of using all your income for your interests
- (b) being extravagant
- (c) planning consumption with the income left after saving
- (d) all

Answer: (c)

4. Banks are:

- (a) modern institutions that accept contributions and give out money in case of an emergency
- (b) modern saving institutions that also give out loans
- (c) a good example of traditional saving institutions
- (d) all

Answer: (b)

5. Which of the following is not a traditional institution of saving?

- (a) banks
- (b) Iddir
- (c) Equb
- (d) all

Answer: (a)

UNIT 10 ACTIVE COMMUNITY PARTICIPATION

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

- recognize the importance of monitoring and influencing the actions of the government.
- appreciate citizens civic participation.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Civic Participation	• describe the importance of civic participation. • participate in civic societies.	
2	Monitoring and Influencing Actions of Government Bodies	• explain how to monitor and influence the actions of the government.	

LESSON 1

CIVIC PARTICIPATION

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures showing citizens engaged in different community welfare activities

STARTER ACTIVITY

Do you think a citizen should be forced to participate in civic activities? Explain your answer using examples.

This could be answered by small groups.

READINGS

- Explanations about civic participation
- Civic society institutions in Ethiopia “occupy the space intermediary between the state on the one hand and the lowest unit of social life, the family, on the other.” Unit 5 Lesson 4 includes more information by Dessalegn on, and also the types of civic societies in Ethiopia. One of the advocacy organizations he focuses on is EWLA, the subject of the first case study.

CASE STUDIES

- Ethiopian Women Lawyers’ Association (EWLA)
 - Dessalegn describes EWLA’s activities in his paper on Civil Society Organizations in Ethiopia. He writes, “The main aim of the public education program, another important component of EWLA’s activities is to bring about change in public attitudes to women. The program consists of several activities carried out in the capital and the regions, including workshops and seminars involving law enforcement officials, judges, women and concerned individuals; educational material broadcast on radio which is particularly aimed at encouraging women’s rights activists; and leaflets and posters. The program has been instrumental in gaining EWLA wide publicity and raising EWLA’s profile especially among women who have been victims of marital injustice and

gender discrimination.” Source: p111 Ethiopia *The Challenge of Democracy from Below*

- Campaign rallies to stop Violence against Women (VAW)
 - Violence against women is a particular problem in Ethiopia where harmful traditional practices persist in spite of the law and gender disparities still exist. A study on Violence against Girls in Primary Schools and its impacts on Girls’ Education in Ethiopia was published in 2008 and provided substantial evidence of the high level of violence in some regions with physical abuse taking place both inside school and on the way to and from school.

ACTIVITIES

- Form a group to discuss development activities in your school.
 - What is the role of civil societies in your school’s development activities?
 - Are you involved voluntarily in the development activities of your school?
 - Let the group leader present the ideas to a class for further discussion.
 - The answers will depend on the interests and experiences of the students. But the discussion should be geared towards appreciating the importance of civic societies and identifying their weaknesses.
- Do you think that the work of organizations like EWLA has had an impact on the promotion of women’s rights? Explain your answer.
 - Does your community need the support of a group like EWLA to help the rights of women? In which areas might women in your community need support?
 - Are there any other groups in your community who need civic participation for support?

- Again, the answers will be specific to the class and school. But what is suggested in Activity 2 can also be used here.
- 3. In groups, discuss the issue of gender-based violence in relation to your school and village.
 - What are the problems?
 - What do you think your role is as a student to reduce the problem?
 - Present a summary of your ideas in class for further discussion.
 - Although this, once again, relies on local

information, the problems affect girls across the whole of Ethiopia to a greater or lesser extent. Sensing the magnitude of the problem should encourage everyone to do their best to prevent gender based violence. The women whose rights are violated should be considered as their mothers and sisters.

AN ADDITIONAL ACTIVITY

Invite a local representative of an organization such as EWLA to talk about the work and answer students' question.

See sample lesson plan on page 113

LESSON 2

MONITORING AND INFLUENCING ACTIONS OF GOVERNMENT BODIES

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures showing citizens demonstrating

STARTER ACTIVITY

What do you think active community participation is? Give examples in your explanation.

Students could work in pairs on this activity.

READINGS

- Explanations about monitoring and influencing actions of government bodies.
- Political awareness and participation are key to the development and maintenance of a democracy. Thomas Jefferson (1816) said, “where every man is... participator in the government of affairs, not merely at an election one day in the year but everyday... he will let the heart be torn out of his body soon than his power be wrested from him by a Caesar or a Bonaparte.” Source: p73 Civitas.
- In some parts of the world, participation is low due to apathy — when everything appears to be running okay and voters believe that there is no difference in policy whichever party is in power. Some have low participation because of fear — particularly in one-party states that claim to be offering people a choice but in fact repress any opposition.
- Political participation is also low when people do not know how to get involved and are not aware of the opportunities available to them. Ethiopia may risk being in the latter group unless people understand how to begin to take an active part in their own governance. As a new democracy, there is no long history of multi-party politics as is witnessed across Europe, America, Australia and parts of Asia.
- But, even in America, views are aired about less engagement of citizens in the national politics. For example: “For centuries, American’s voluntary and political involvements were closely intertwined and mutually reinforcing. Today, that link has been largely severed. Though participation in voluntary service and community based groups is increasing, political involvement is decreasing. Democracy is in danger of becoming a spectator sport. The challenge facing civic education is to help overcome this divide.” Civitas p73
- But, without the political participation of citizens, democracy will not be deep rooted and increasingly it becomes the domain of professional politicians, consultants and media advisors etc.
- One form of political activity is to demonstrate for a particular cause, raising awareness among others of the need for change. In Unit 1, Lesson 3, there is further information on protests and demonstrations.
- Framed agendas are issues of common interest upon which all the concerned are expected to deliberate upon. Depending upon its purpose of establishment, a civil society can coin the theme of an agenda and mobilize its members towards that goal. The agenda could be environmental protection, destruction of wildlife, protection of the rights of consumers etc., on which a common front can be formed.
- An agenda could also be framed by a political party on the basis of its program to create national consensus in the country, as happened in Ethiopia during the Millennium Development Program.

CASE STUDY

Barack Obama’s presidential primary campaign 2008

- Barack Obama was successful in his campaign and was declared President of the United States of America in December 2008. Following his inauguration the country will watch and listen to see if he can push forward policies and implement change as stated in his campaign speeches and the manifesto. Across Africa there was hope that this president would do more for Africans through the foreign policy but his early office actions were focused on issues such as the US economy.

ACTIVITIES

1. Form your own discussion groups on one issue that is a concern in your community, for example inflation, education, health care, food, clean water, the treatment of women etc.
- How can you include the views of everyone? Does everyone care about the issue?

- After you have identified the issue, you then need to find out public opinion by asking the views of others in your class.
 - Feed this information back to the rest of the class.
 - Students will need to agree on a topic and decide how to gather public opinion. Time may be needed outside the lesson to complete this task.
2. What do citizens expect from the speeches of an election campaign? Form groups to discuss your expectations as a group and present your summary in a class.
- As every citizen has his/her own agenda based on their social, economic and other views, they will try to identify ‘what is in it for them’ when listening to a speech. Some may be concerned about disability rights, and will focus on the content that refers to this issue. Each group of students could form their own list of expectations from a future Ethiopian government and compare it with the lists of other groups.

SAMPLE LESSON PLAN

LESSON 1

Time	Teacher Activity	Student Activity
10	Warm up activity Do you think a citizen should be forced to participate in civic activities? Explain your answer using examples.	Work in small groups to answer this question.
5	Note responses on board or paper then help students to read text.	Read individually stopping to reflect on civil societies.
7	Explain activity.	Work in the same small groups to discuss development activities in your school. - What is the role of civil societies in your school's development activities? - Are you involved voluntarily in the development activities of your school?
8	Read case study on EWLA and, if possible, ask a representative to talk about the work of the organization.	Read individually to understand the work of EWLA and, if there is a representative available, consider what questions you would ask.
5	Explain activity and ask students to work individually, writing their answers and finishing the work after the lesson.	- Do you think that the work of organizations like EWLA has had an impact on the promotion of women's rights? Explain your answer. - Does your community need the support of a group like EWLA to help the rights of women? In which areas might women in your community need support? - Are there any other groups in your community who need civic participation for support?
5	Draw conclusions from the session and ask students to read the remaining text and 'remember'.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – TRUE OR FALSE

1. A peaceful demonstration is the process of lawfully expressing the supporting views and encouragement to the government.

Answer: true

2. Civil societies help citizens to actively follow the political activities of the government.

Answer: false

3. Public agendas enable citizens to know the burning issues around them.

Answer: true

PART II – SHORT ANSWERS

1. Enumerate at least four methods of political participation.

Ans. (a) Participation in an election.

(b) Being a member of a political party.

(c) Participation in political rallies.

(d) Distributing leaflets of the party you favour.

2. Explain the advantages of public participation in terms of an individual and of a community.

Ans. The person who participates gains knowledge and experience, while the community benefits in terms of solving its problems.

UNIT 11 THE PURSUIT OF WISDOM

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

- recognize how knowledge is an instrument for rational thinking.
- realize the relationship between knowledge and data.
- appreciate reading as a means to the development of knowledge.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	The Significance of Knowledge	• explain what reasoning and objectivity mean.	Mayor F. (1995) <i>Memory of the Future</i> UNESCO
2	Knowledge and Data	• explain the purpose of analyzing data.	
3	Reading for more Knowledge	• explain the purpose of reading.	
4	Truth versus Myth	• explain the difference between myth and truth. • be truthful in your dealings with others.	Gombrich E.H. (1936) 2005 edition <i>A Little History of the World</i> London: Yale University Press

LESSON 1

THE SIGNIFICANCE OF KNOWLEDGE

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures showing people debating

STARTER ACTIVITY

State one thing you believe to be true? How do you know it is true?

This could be discussed in small groups to give every student an opportunity to contribute.

READINGS

- Explanations about the significance of knowledge
- The text links knowledge with democracy and the importance of citizens being informed. This may need further explanation to understand why it is important for everyone to have the opportunity to learn, rather than an elite as was the case in all societies at sometimes in the past.
- There have also been examples of associating the elite with power and thus identifying teachers, doctors and other qualified individuals for execution in countries such as Burundi in 1972 where the Hutu elite was almost eliminated, Cambodia during the genocide years and China, where intellectuals were the target for the Red Guards during the Cultural Revolution when the government tried to increase agricultural production.
- Mayor identified the need for knowledge and, more importantly, the need to learn and generate one's knowledge. "Improving the quality of basic education cannot just mean that there will be an increase in contents, methods and textbooks... It also means that what all learners, children and adults alike, should be offered are not programmes based on a selection process... but an education aimed at promoting the successes and accomplishments of everybody."

Source: p26 (1995) *Memory of the Future* UNESCO

- One of his concerns was for a global approach to science education and he quoted the last words of the Algerian President in 1992 just before he was assassinated, "The other countries have outstripped us in science and technology." Ethiopia has made a commitment to improving the nation's skills, knowledge and application of science and technology in the future through the 70% rule on higher education provision. It is only through expansion of knowledge and by producing as many doctors, engineers, IT personnel etc., that it will be possible for Ethiopia to conquer poverty and backwardness on the basis of knowledge. The text also explores the links between knowledge, reason and objectivity and the case study provides an example of how knowledge can be tested.

CASE STUDY

Solar eclipses

- The brief information may need to be further explained for students who are not familiar with solar eclipses and have never witnessed one. The sun is 400 times as wide as the moon and 400 times further away so they look the same size in the sky. When there is a total solar eclipse they fit together perfectly, darkening the sky and allowing only a tiny amount of sunlight to glow around the edge of the moon.
- Few people see more than one solar eclipse in their lifetimes but they are luckier than those living millions of years ago, when the moon was much closer to the earth and thus blocked out the whole sun. The moon has been moving away from the earth by about 3.8 cms a year so, in millions of years time the moon will be too

small to create a total eclipse. Source: adapted from p31 New Scientist 31.1.2009

ACTIVITIES

1. Form two groups to discuss the relationship of knowledge, reason and objectivity. Group leaders should report their ideas to the class for further discussion.
 - The answers that may emerge include: we use reason to identify what knowledge is; we have to identify objective sources to judge whether facts are sound; we make objective judgements on the basis of knowledge and reason etc.
 2. Is this knowledge objectively obtained?
 - Can you deduce anything from this information using reasoning?
 - How do we know that this information is true? This is another way of asking the question. Students may suggest that it has come from a verifiable source, that it can be tested, that there are many other sources providing the same information etc.
-

LESSON 2

KNOWLEDGE AND DATA

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Statistics on various issues

STARTER ACTIVITY

What is the difference between information and data?
Students could work in pairs to share their ideas.

READINGS

- Explanations about knowledge and data
- The theme of information has been discussed in previous grades. Data is one form of information which contributes to knowledge.
- Scientific knowledge is particularly important for an individual's well-being and for a country's development. Without scientific knowledge we would not have the drugs and vaccinations that cure and prevent many diseases that threatened society in the past. Scientific knowledge is also essential to support a country's infrastructure — its health, technology, communication, power, farming and manufacturing depend on science.
- Mayor identified the post-war interest in science by governments as it had a growing influence on society. "Increasingly, science had to contend with and respond to many different, and not always convergent, interests in society. ... Matters are further complicated by the emergence of a number of new issues that have arisen partly because of the increasing diversity and impact of its applications. These issues — concerning, for example, risk management in an industrial age or the application of biotechnology — raise fundamental ethical and other questions that lie outside the strict bounds of competence of the scientist." (61)
- Consider the dilemma of using fertilizers, herbicides and pesticides, which increase crop yields and quality but may impact on the health of farmers and growers, or trying to find a cure for an illness that requires testing on animals or using an aborted fetus. These are just some of the ethical issues which may restrict or expand our scientific activities and development.
- Mayor insists that knowledge "is always positive. The problem arises with its application, which can be negative or even perverse."
- He later advises that "it is necessary to devise, test and implement new ways of transferring knowledge from those rich in scientific and economic resources to those communities less well endowed and far more in need." (66)
- A lot of science knowledge is based on data gathered from observations, surveys, experiments and trials. The case study also gives an example of how data is used to identify progress.

CASE STUDY

Female students' good performance in school

- The impressive results of the females in this study can be compared to performances in schools and regions across Ethiopia.

ACTIVITIES

- Form groups to discuss in what ways scientific knowledge accelerates the development of Ethiopia. Group leaders should present their ideas to the class for more discussion.
- The groups should identify development in areas of health, agriculture, industry and communication. They may note that improved health leads to better performance in work and that better communication enables businesses to expand. They should have many other examples to share.
- If you wanted more knowledge on these high achieving students, what raw data might you want to collect? How could you analyze this data? What purpose could it serve for the future?
- The data that may be needed would include school enrolments for males and females at a specific grade level and their performance in the examinations.

AN ADDITIONAL ACTIVITY

Students could locate and analyze the data on students' achievements in their school at Grade 12 comparing male with female results over 2 or more years.

LESSON 3

READING FOR MORE KNOWLEDGE

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures of libraries and students reading

STARTER ACTIVITY

When was the last time you read something? What was it and why did you read it?

These questions should be answered by individual students and shared with small groups.

READINGS

- Explanations about reading for more knowledge
- For people who can read, books and other reading materials are a source of information and pleasure. However, in 1990, UNESCO identified that 95% of adult illiterates live in developing countries. In Asia, there were 677 million illiterates and in sub-Saharan Africa, according to UNICEF, in 2000, 31% of males and 47% of females were illiterate.
- The literacy rates in Ethiopia in 2000 were 47% of males and 31% of females which, while showing a marked increase on figures from 1990 (when male literacy was only 37% and female literacy was 20%), indicates that there is a huge problem. However, compared to neighbouring Kenya and Sudan, the adult literacy rates are low.
- Empowering women, particularly through educating them, has a great impact as “countless surveys have shown that basic education and literacy for women have a direct and positive influence on family health, fertility rates, dietary habits and stability in the home, as well as on access to the labour market and — most important of all — on children’s education.

Experience, like popular wisdom, teaches us that educating women amounts to educating the entire family, where children’s right to education accordingly becomes a living reality from the day they are born.” Source: p17 Mayor (1995) *Memory of the Future*

- Students therefore need to appreciate their fortunate circumstances and waste neither their time nor the reading resources that are made available to them. This will enable them to increase their knowledge of the world as well as providing entertainment and enhanced career opportunities.

CASE STUDY

Galileo

- Astronomy was one area of learning that led to a scientific revolution in 17th century. The Latin word for knowledge is scientia — the source of the English word, science. One famous astronomer and physicist was Galileo Galilei who constructed the telescope in 1609 and was able to deduce that planets existed, with dimensions similar to earth. His studies led to the theory that the earth and neighbouring planets orbited around the sun and there were possibly other suns. He was condemned by the Catholic Church for his views and his book placed on an Index of Forbidden Books in 1616. However, his discovery was to be made public through the printing press and conceptions of the universe changed. Source: p548-9 *In the Balance Volume 2*

ACTIVITIES

- Form groups to discuss how reading expands your knowledge. Group leaders should present their views to the class for further discussion.
- The views expressed by students will be based

on their own experiences as well as the texts from each grade. It will also be given as an additional activity.

2. Discuss in class with your teacher the significance of Galileo's contribution to knowledge.
- The significance of his contributions (including that information provided above) should lead

students to recognize how valuable it was in preparing the way for future scientific research.

AN ADDITIONAL ACTIVITY

Students could identify the books they have read, and describe the ways their knowledge expanded resulting in behavioural change.

LESSON 4

TRUTH VERSUS MYTH

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, books on myths and legends

STARTER ACTIVITY

What examples of myths can you think of? Tell your neighbour.

READINGS

- Explanations about truth versus myth
- Myths are something that many people believe in, but, in most cases, they are difficult to prove. They are created for different purposes, among which politics is one.
- There are certain myths which have become so embedded within the history of a country that they are believed to be true by many people. For example, there is a myth of El Dorado, an imaginary land of great wealth. Likewise, it was believed that a leviathan, a biblical large sea monster, lived in the world once upon a time.
- And even in Ethiopia, the story of the Queen of Sheba and her relationship with King Solomon of Israel leading to the birth of Menelik which is so embroiled in the history of Ethiopia is taken by historians as myth.
- The Greeks produced many legends based on Gods and also included real people and places so that their myths have been proved to have elements of truth. As archaeologists continue to uncover the evidence from the past, stories that may have been passed down through generations could be proved to be true, or untrue.

CASE STUDY

Alexander the Great

- Although he lived around 300 years B.C., there are many records of the achievements and conquests made by Alexander the Great in the east.

- Gombrich described him taking over Greece and Macedonia when his father died, when he was only twenty years old. "The Greeks were convinced that freedom was in their grasp - he was only a boy and they'd make short work of him. But Alexander was no ordinary boy. From his youth he had been impatient to be king. When he was little, he was said to cry whenever his father, King Philip, conquered another Greek city, saying: 'Father won't leave anything for me to conquer when I'm king!'" Gombrich goes on to explain how he had studied under Aristotle and his skill of riding. "No one rode better than he. His father once bought a beautiful stallion that no one could tame. His name was Bucephalus. Whenever anyone tried to mount him they were thrown off. But Alexander worked out why he did it: the horse was afraid of his own shadow. So Alexander turned the horse's head towards the sun so that he couldn't see his shadow on the ground. Stroking him gently, he swung himself onto his back and rode round to the applause of the whole court. From that time on, Bucephalus would always be his favourite horse." Source: p64-5 Gombrich E.H. (1936) 2005 edition *A Little History of the World* London: Yale University Press
- Alexander went on to conquer a vast area covering many countries in Europe, north Africa and Asia and remained ambitious up till his early death at the age of thirty two in 323 B.C.
- The stories that were written by the Greeks are also widespread but are identified as myths.

ACTIVITIES

- Are there any other myths that you know of that have been disproven by science? Share these with the rest of the class.

- Answers to this question will depend on the students' knowledge. You can also provide them with what you know.
 - 2. Are there any myths that have inspired you or any people that you know of? What were they and how did they inspire.
 - This information will also rely on the experiences of the students. Your experience is also important here.
-

AN ADDITIONAL ACTIVITY

Students could take turns to tell their mythical stories to the class. If possible they could collect the myths rampant in their locality or region (for example, the origin of their kebele or region etc.) and share them with their classmates. They should also explain why they have taken them as a myth.

SAMPLE LESSON PLAN

LESSON 4

Time	Teacher Activity	Student Activity
5	Warm up activity What examples of myths can you think of?	Work in pairs
5	Note responses on board or paper then help students to read text.	Read individually stopping to reflect on
10	Explain activity.	Work in same pairs to identify other myths that you know of that have been disproven by science? Share these with the rest of the class.
15	Read case study on Alexander the Great.	As a class, share those myths that have inspired you or others and explain how they were inspirational.
5	Draw conclusions from the session and ask students to read 'remember'.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. What do you understand by the pursuit of wisdom?
(a) it means to be serious in life
(b) it means to be able to guide life on the basis of knowledge
(c) it means not to be rational on all things
(d) it means to do good to others

Answer: (b)

2. What are the components of knowledge?
(a) information (b) data (c) truth (d) all

Answer: (d)

PART II – TRUE OR FALSE

1. Reason is related to knowledge.
Answer: true
2. Data helps to obtain knowledge.
Answer: true
3. There are myths that are important to know.
Answer: true
4. The habit of reading is essential for your life.
Answer: true
5. Humans changed the world through knowledge.
Answer: true

PART III – SHORT ANSWERS

1. What do you understand about knowledge?

Ans. Knowledge is the information/understanding one has on a given issue.

2. What are data?

Ans. Data are information collected through different modalities.

3. State three points you can get through reading?

Ans. Through reading one can further develop knowledge and understanding, get satisfaction and enjoyment.

4. What is truth?

Ans. Truth is something than can be proved as a result of which lasts for ever.

5. Do you believe in myths? Why?

Ans. Sometimes myths seem to be good, because it gives a reason for what we are and believe. But when it is used extremely it is very dangerous because it may not be proved factually.

GRADE 11

MINIMUM LEARNING COMPETENCIES (MLCs)

No.	Major Competencies	Content	Minimum Learning Competencies (MLCs)
1	To behave in a democratic way	Building a Democratic System	1.3 Identifying the main characteristics of a democratic system, and appreciate the basic principles of FDRE constitution.
			1.3.1 Explaining three features of a democratic system.
			1.3.2 Elaborating power division within the federal states of Ethiopia.
			1.3.3 Evaluating both human and democratic rights in the context of Ethiopian constitution.
			1.3.4 Elaborating what follows when they try to enjoy their rights without respecting their constitutional duties.
			1.3.5 Explaining three examples to show the importance of tolerance of diversity.
			1.3.6 Describing four features of a democratic government.
			1.3.7 Comparing and contrasting federalism and unitary states.
2	To be governed by the rule of law	Rule of Law	1.3.8 Identifying and explaining the main role of Ethiopia's foreign relations in Africa.
			2.3 Recognizing the significance of rule of law for sustaining a democratic system.
			2.3.1 Describing four similarities and differences between the federal and regional constitution.
			2.3.2 Explaining the consequences of absence of rule of law.
			2.3.3 Comparing and contrasting the basic features of limited and unlimited government.
			2.3.4 Struggling against corruption within their capacity.

No.	Major Competencies	Content	Minimum Learning Competencies (MLCs)
3	Working for equality and justice	Equality	3.3 Recognizing the consequence of inequality and injustice for peace and development.
			3.3.1 Stating 3 areas of inequalities that have been observed in Ethiopia.
			3.3.2 Describing the consequence of inequality for nation building.
			3.3.3 Comparing and contrasting equality in terms of individual and group rights.
			3.3.4 Describing the inequalities that prevailed in Ethiopia under the autocratic rules
			3.3.5 Involving themselves in opposing the inequalities of women and socially discriminated groups.
		Justice	3.3.6 Describing the consequences of absence of tolerance of culture in Ethiopia.
			3.3.7 Explaining the consequences of injustice that occurred under the unlimited government of Ethiopia
			3.3.8 Elaborate citizens' contribution to fight against injustice at the national level
			3.3.9 Explaining the effect of injustice in the distribution of social services.
4	Patriotism and Responsibilities	Patriotism	3.3.10 Describing the consequences of the absence of the independence of the Judiciary.
			4.3 Recognizing the difference between patriotism and ultra-nationalism and the responsibility of a patriot citizen.
			4.3.1 Explaining the qualities that a patriot should possess.
			4.3.2 Identifying the difference between patriotism and ultra-nationalism.
			4.3.3 Comparing terrorism with patriotism and ultra-nationalism.

No.	Major Competencies	Content	Minimum Learning Competencies (MLCs)
		Responsibility	4.3.4 Evaluating development and backwardness in terms of universal indicators.
			4.3.5 Explaining the importance of volunteerism in the fight against ultra-nationalism and undesirable social behaviour.
			4.3.6 Elaborating the negative consequences of environmental pollution.
			4.3.7 Elaborate how the irresponsible acts of individuals damage natural resources and cultural heritages.
			4.3.8 Explaining the responsibilities of citizens towards their society.
			4.3.9 Evaluating what happens when citizens execute their duties irresponsibly.
			4.3.10 Describing their role against the irresponsible behaviour of their friends other individuals.
5	Self-Reliance	Industriousness	5.3 Realizing that industriousness, saving and self-reliance are prerequisite for national development.
			5.3.1 Listing three advantages of for national development.
			5.3.2 Participating in poverty reduction in their locality.
			5.3.3 Explaining the relevance of respecting professional ethics for national economic development.
		Self-Reliance	5.3.4 Analyzing the economic policies of the FDRE.
			5.3.5 Explaining the place of Ethiopia in the globalize world.
			5.3.6 Explaining the contributions of self-reliance for national development.
			5.3.7 Describing the economic impact of sense of dependency on national development.

No.	Major Competencies	Content	Minimum Learning Competencies (MLCs)
		Saving	5.3.8 Describing how political, economic and social decisions are made on national level in Ethiopia.
			5.3.9 Explaining the role of saving for national development.
			5.3.10 Explaining the impact of extravagance practices on national development.
			5.3.11 Explaining the consequence of absence of family planning on the development of a nation.
6	Active Community Participation	Active Community Participation	6.3 Recognizing that citizen's participation at all levels will enhance the democratic process in the country.
			6.3.1 Participating in government affairs in their locality.
			6.3.2 Explaining by giving four examples the types of civic societies found in Ethiopia.
7	The Pursuit of Wisdom	The Pursuit of Wisdom	7.3 Recognizing that knowledge is a prerequisite for rational thinking.
			7.3.1 Elaborating the significance of knowledge, wisdom and truth.
			7.3.2 Involving themselves in gathering and interpreting data for rational thinking.
			7.3.3 Explaining knowledge and information.
			7.3.4 Developing reading habit in the library.

GRADE 11 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-service teachers training at any level, in 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. Basic Principles of the Ethiopian Constitution
- 1.2. Human and Democratic Rights and the Ethiopian Constitution
- 1.3. Citizens' Obligations/Duties
- 1.4. Features of a Democratic System
- 1.5. Federalism
- 1.6. Ethiopia and International Relations

UNIT 2: RULE OF LAW (Total Periods Allotted: 10)

- 2.1. Rule of Law and Constitution
- 2.2. The Necessity of the Rule of Law
- 2.3. Limited and Unlimited Governments
- 2.4. The Rule of Law and Combating Corruption

UNIT 3: EQUALITY (Total Periods Allotted: 8)

- 3.1. The Importance of Equality among the Nations, Nationalities and Peoples of Ethiopia
- 3.2. The Individual and the Public Interest
- 3.3. Gender Issues and Socially Discriminated Groups
- 3.4. The Tendency to Negate Unity in Diversity

UNIT 4: JUSTICE (Total Periods Allotted: 10)

- 4.1. Fairness
- 4.2. Analysis of Equitability
- 4.3. Components of the Justice System
- 4.4. The Working of the Court
- 4.5. Fairness in Taxation

UNIT 5: PATRIOTISM (Total Periods Allotted: 8)

- 5.1. The Bases of Patriotism
- 5.2. Responsibilities Required from Patriotic Citizens
- 5.3. Issues of Development
- 5.4. Voluntarism on a National Basis

UNIT 6: RESPONSIBILITY (Total Periods Allotted: 10)

- 6.1. Citizens' Obligations in Society
- 6.2. Responsibility for the Consequences of one's Own Actions
- 6.3. Responsibility in Respecting Moral and Legal Obligations in Society
- 6.4. Responsibility for Protecting the Environment

- 6.5. Responsibility to Overcome Wastage of Public Property
- 6.6. Responsible Behaviour against HIV/AIDS

UNIT 7: INDUSTRIOUSNESS (Total Periods Allotted: 8)

- 7.1. Respect for Work
- 7.2. Ethical Work Conduct
- 7.3. Hard Work and Development
- 7.4. Policies and Strategies for Development

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

- 8.1. Attributes of Self-Reliance
- 8.2. Dependency and its Consequences
- 8.3. Self-Reliance and Decision-making

UNIT 9: SAVING (Total Periods Allotted: 7)

- 9.1. The Need for New Thinking in Saving
- 9.2. Ways of Improving the Habit of Saving
- 9.3. Traditional and Modern Institutions of Saving in Ethiopia
- 9.4. Saving as an Instrument of Investment and Development

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

- 10.1. Civic Participation
- 10.2. Monitoring and Influencing Actions of Government Bodies

UNIT 11: THE PURSUIT OF WISDOM (Total Periods Allotted: 8)

- 11.1. The Significance of Knowledge
- 11.2. Knowledge and Data
- 11.3. Reading for More Knowledge
- 11.4. Truth versus Myth

UNIT 1: BUILDING A DEMOCRATIC SYSTEM

(Periods Allotted: 14)

Unit Learning Outcomes: The students will be able to:

- appreciate the principles of the Ethiopian constitution.
- realize features of democratic systems.
- appreciate the foreign policy of Ethiopia.

Competencies	Contents	Suggested Activities
• Describe the basic principles of the Ethiopian constitution.	1.1 Basic Principles of the Ethiopian Constitution: (3 periods) 1.1.1 The sovereignty of the people 1.1.2 The supremacy of the constitution 1.1.3 The respect of human and democratic rights 1.1.4 The separation of state and religion 1.1.5 Accountability of the government	Divide the students into groups and let them come up with the five basic principles of the Ethiopian Federal constitution. Let the groups elaborate on the importance of the principles particularly in view past political tradition of the country.
• Enumerate the human and democratic rights of citizens as stated in the federal constitution of Ethiopia.	1.2 Human and Democratic Rights and the Ethiopian Constitution: (3 periods) 1.2.1 Individual's rights to life, security and liberty.	Divide the students into groups and let them come up with the human and democratic rights of the Ethiopian people embodied in the federal constitution. Again let the groups emphasise on the importance of these constitutional rights in view of the violations of rights by the former Ethiopian governments. Constitution is in place to protect their life and their other democratic rights. Read them relevant articles from the constitution to this effect.

Competencies	Contents	Suggested Activities
Describe the human and democratic situations in Africa since independence.	1.2.2 Right of thought, opinion and expression. 1.2.3 The exercise of other democratic rights. 1.2.4 Participatory democracy. - Direct and indirect democracy at - o local level. - o regional level. - o federal level. 1.2.5 Human and democratic rights situations in Africa since independence.	Make students exercise direct and indirect democracy through different class activities. For example, deliberating on issues of local security where all members speak their mind; and choosing representatives to speak on their behalf to ask the government to reduce tax. Africa had passed through different political systems ranging from military dictatorship to civilian one party rule since independence. In all this years the African people were deprived of enjoying their rights and forced to pay sacrifices in the struggle against their governments, as is the case in Ethiopia. After the end of the cold war, as in other part of the world, the political situations in Africa started to improve for the better. In groups let students air their views on the human and democratic situations in Africa, and present their ideas to the class and give their conclusions.
- Describe what follows when one fails to properly carry out his duties. - Execute their duty in proper manner.	1.3 Citizens' Obligations/Duties: (2 periods) 1.3.1 Constitutional obligations. 1.3.2 Consequences of failing to execute one's constitutional obligations.	Divide the students into groups. Let them discuss what their constitutional obligations are. What is expected of them to enjoy their rights, whatever those rights are? Suppose they want to exercise their rights of demonstration. What obligation they have to observe to enjoy this right. Raise different rights to be enjoyed by the students with their concomitant obligations. What if they failed to execute their obligations properly? Let them give their own conclusion.
- Describe what is meant by transparency and accountability. - Explain the importance of tolerance of diversity for peace. - Be tolerant of differences within the limit of their capacity.	1.4 Features of a Democratic System: (2 periods) 1.4.1 Transparency and accountability. - The implication of transparency and accountability in the Federal Democratic Republic of Ethiopia.	Let each student explain the terms transparency and accountability. Why is it that it is only under a democratic system that transparency and accountability of the government is feasible? Form two groups each having two or three members. Let the groups study how Ethiopia maintained her sovereignty and territorial integrity throughout history. Let their findings highlight the contributions of the nations, nationality and peoples of Ethiopia despite cultural differences. Let the groups present their findings to the class where all students discuss

Competencies	Contents	Suggested Activities
	1.4.2 Unity in diversity. - The relation between diversity tolerance and peace.	the issue. Let the students also discuss about the major problems around the Great Lake regions in Africa, and what caused the problem.
Distinguish between the authority of the federal and regional governments of Ethiopia.	1.5 Federalism: (2 periods) 1.5.1 The origin of federalism in Ethiopia and the price paid for it. 1.5.2 Power division between the federal and regional governments. 1.5.3 Differences of authority between the federal and regional governments of Ethiopia. 1.5.4 Common domain of the federal and regional governments of Ethiopia.	Divide the class into three groups. Let one group study the power of the federal state as enshrined in the federal constitution; the second group study the power of the regional governments; the third group the common area where the federal and the regional governments have joint control. Let each group present its study to the whole class and discuss the issue.
Explain the active role Ethiopia played in the formation of global organizations.	1.6 Ethiopia and International Relations: (2 periods) 1.6.1 Ethiopia, the founding member of various international organizations. - League of Nations, UNO, the OAU/AU, the Non Aligned Organizations, COMESA, IGAD.	Divide the class into six groups and let each group make a thorough study of one of the organizations for which Ethiopia played a leading role in its formation. After each group has presented its finding to the whole class let them discuss each study paper and then comment on what benefits Ethiopia achieved from these active international relations.

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 basic principles of the Ethiopian constitution, enumerate the human and democratic rights of citizens as stated in the federal constitution of Ethiopia, describe the human and democratic situations in Africa since independence, describe what follows when one fails to properly carry out his duties, execute their duty in proper manner, describe what is meant by transparency and accountability, explain the importance of tolerance of diversity for peace, be tolerant of differences within the limit of their capacity, distinguish between the authority of the federal and regional governments of Ethiopia, explain the active role Ethiopia played in the formation of global organizations.

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: 10)

Unit Learning Outcomes: The students will be able to:

- recognize the relation between a constitution and rule of law.
- realize the nature of limited and unlimited government.
- appreciate the necessity of combating corruption.

Competencies	Contents	Suggested Activities
● Distinguish the differences between the constitution of the federal and regional states.	2.1 Rule of Law and Constitution: (2 periods) 2.1.1 Similarity and differences between the federal and regional states constitution.	Form a group of about three or four students. The group should study the federal and their regional states' constitution and come up with any similarities and differences. Let the groups present their findings to the whole class and conduct a discussion.
● Explain the importance of rule of law. ● Describe what follows when rule of law breaks down. ● Explain how to prevent and manage conflict.	2.2 The Necessity of the Rule of Law: (3 periods) 2.2.1 Establishes restrictions both on those who govern and the governed. 2.2.2 Protects the basic rights of citizens. 2.2.3 Promotes the common good. 2.2.4 Consequences of the absence of rule of - Anarchy. - Arbitrary rule. - Absence of accountability. - Disregard for established and fair procedures. 2.2.5 Rule of law and conflict prevention and conflict management:	Divide the students into groups and let them discuss what kind of restrictions should be placed on the government; likewise what restrictions should be imposed on citizens as political communities. From this let them proceed to explain how the rule of law sets limits, protects the rights of citizens and promotes the common good. Let them read the relevant articles from the federal constitution by which it imposes restrictions on the government and the people, protects the basic rights of citizens and promotes the common good. Let the groups air their views on what would follow if rules had totally broken down and citizens took the law in their hands and did what seemed to be right in their eyes. Let the groups work on the following hypothetical case. Two adjacent kebeles share a common sewerage system. If the sewerage system is blocked the health of both kebeles will be affected. Let one group come up with a proposal on how to avoid the eruption of conflict in the first place. Let the second group imagine that conflict has already flared up due to the misuse of the sewerage system that affected one of the kebeles.

Competencies	Contents	Suggested Activities
	- Adhering to the values and principles of the constitution. - Identifying common beliefs, interests and goals. - Working together on common problems. - Understanding and respecting the customs, beliefs, problems, history etc., of others. - Encouraging communications among different groups.	How should the two kebeles manage the conflict? Let the group come up with a proposed solution.
Describe the nature of limited and unlimited governments.	2.3 Limited and Unlimited Governments: (3 periods) 2.3.1 Limited government - USA - Great Britain - Contemporary Ethiopia. 2.3.2 Unlimited governments - Nazi Germany - Fascist Italy - Spain under General Franco. 2.3.3 Damage perpetrated by unlimited governments. 2.3.4 Power Vs. authority.	Divide the class into 6 groups Distribute the countries mentioned in the contents. Let each group study the political philosophy and political structure of the country it is assigned to study. The groups should then present their study papers to the whole class and conduct discussion. The students need to be clear about the notion of limited and unlimited governments.

Competencies	Contents	Suggested Activities
- Explain the role of individuals and institution in the fight against corruption. - Fight corruption within the limit of their capacity.	2.4 The Rule of Law and Combating Corruption: (2 periods) 2.4.1 National call for corruption. - Individuals' contributions. - Honesty in one's position. - Avoidance of favouritism. - Exposing acts of corruption. - Transparency. - Accountability.	If possible invite a staff member of an ethical and anticorruption commission and let him/her give a lesson on corruption in general and corruption in Ethiopia in particular. Otherwise let students try to explain what corruption is and the damage it brings on a country. Let them also explain what their role should be in the fight against this social evil.

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: distinguish the differences between the constitution of the federal and regional states, explain the importance of rule of law, describe what follows when rule of law breaks down, explain how to prevent and manage conflict, describe the nature of limited and unlimited governments, explain the role of individuals and institution in the fight against corruption, fight corruption within the limit of their capacity.

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: 8)

Unit Learning Outcomes: The students will be able to:

- realize the notions of equality benefits and burden.
- be aware of gender issues.

Competencies	Contents	Suggested Activities
● Describe what kinds of equality and burdens the nations, nationalities and peoples of Ethiopia enjoy.	3.1 The Importance of Equality among the Nations, Nationalities and Peoples of Ethiopia: (2 periods) 3.1.1 Equality in terms of - Political - Economic - Social - Cultural. 3.1.2 The importance of equality: - For nation building. - For making peace real.	Open with a brainstorming discussion among the class by asking the students to air their views on what they wish Ethiopia to be in 10 years time i.e. in relation to development. Let them explain what should be in place for Ethiopia to prosper, particularly in terms of equality. Read the relevant articles from the federal constitution and ask the students whether the issues of equality are legally dealt with or are there still some equality issues to be addressed? Divide the students and let them discuss on this point and come up with their own conclusions.
● Describe how sometimes the notion of equality seems to be in conflict.	3.2 The Individual and the Public Interest: (2 periods) 3.2.1 Equality Vs. liberty. 3.2.2 Individual rights Vs. the common good/public interest.	Divide the class into groups. Let the groups discuss the following hypothetical case. As a citizen of Ethiopia, the equality of an individual is respected by the constitution. Having this right, a group of students submitted an application to a civic club to be members. But the club declined to accept them as its members. Is the right of the students to equality violated? After each group brainstorms the points let the whole class discuss the issue and come up with their own conclusions.
● Explain the discrimination that women and the	3.3 Gender Issues and Socially Discriminated Groups: (2 periods)	Divide the students into groups and discuss the discrimination females and the disabled were exposed to in Ethiopia; let them give their own conclusions. Has their situation improved at

Competencies	Contents	Suggested Activities
socially discriminated groups were exposed to.	3.3.1 Contemporary situation. - Positive gender issues development in Ethiopia. 3.3.2 Gender equality for sustainable development. 3.3.3 Equality of the disabled group.	present? Can we talk of development in the face of inequalities among the different sections of the Ethiopian people?
Describe the negative impact of failing to acknowledge unity in diversity.	3.4 The Tendency to Negate Unity in Diversity: (2 periods) - Negative consequences	By now the students are well familiarized that their country is a multicultural nation. They are also well acquainted with the importance of unity in diversity within the Ethiopian political setting. Divide them into groups and let them discuss and come up with their own conclusion what will be the negative effect of denying unity and diversity.

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 what kinds of equality and burdens the nations, nationalities and peoples of Ethiopia enjoy, describe how sometimes the notion of equality seem to be in conflict, explain the discrimination that women and the socially discriminated groups were exposed to, describe the negative impact of failing to acknowledge unity in diversity.

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: 10)

Unit Learning Outcomes: The students will be able to:

- realize the essence of equity of benefits and burdens.
- recognize the history of equitability in Ethiopia.
- understand the components of the justice system.
- appreciate the working of the courts in Ethiopia.
- understand rights and duties of taxpayers.

Competencies	Contents	Suggested Activities
● Explain what is meant by equity of benefits and burdens.	4.1 Fairness: (1 period) 4.1.1 Equity of benefits and burdens. - Essence of equity of benefits and burdens.	Let students first explain what is meant by “benefits” and “burdens”. Then let them discuss if there is or if there is not equity of benefits and burdens in their regions or in the country as a whole. Motivate them to support their ideas with evidence.
● Describe the history of distribution of social services and national resources in the country.	4.2 Analysis of Equitability: (3 periods) 4.2.1 The history of distribution of social services. - Distribution of national resources, and their impact on creating imbalance between the different regions and causing misunderstanding among citizens of Ethiopia.	Form a group which is composed of about four or five students. Let this group come up with a comparative study of how many schools, health centers, universities, postal services, electric and telephone lines etc. are there now and before 16 years in their region; or compare the distribution of these social services in their region with another region of Ethiopia; what could they conclude from this? Let them present their ideas to the whole class. Let them view the issues from the perspective of creating understanding or misunderstanding among citizens.
● Explain the agencies of justice.	4.3 Components of the Justice System: (2 periods) 4.3.1 Agencies of justice. - Laws. - Courts.	Form groups and let them discuss how laws, courts and judges could be agencies of justice. Can a nation exist without agencies of justice; for example, can we live without the works of courts and judges? Why? Likewise, let the groups try to explain what is meant by

Competencies	Contents	Suggested Activities
	- Judges etc. 4.3.2 Independence of the judiciary 4.3.3 Similarities and differences between the conventional courts and the traditional justice system.	the independence of the judiciary. What is the guideline for courts and judges? Why doesn't the government regulate their professional activities as it does for other service servants? Let the students air their views. If possible let the groups ask a knowledgeable person how, for example, the ceria court works and let them compare the works of this court with the works of the conventional courts.
Describe the duties of courts.	4.4 The Workings of the Court: (2 periods) 4.4.1 Judicial protection of the rights of individuals. 4.4.2 The impact of prevalence of injustice on the rights of citizen. 4.4.3 Ethical problems within the justice system: - Partisanship in giving judgments. - Bias and stereotypes.	Divide the students into groups and let them discuss on the following hypothetical case and decide for themselves how courts are essential for the protection of the rights of individuals. The government allegedly says that Mr x, a father of 4 sons, is a member of a terrorist organization and fires him from his work. Mr x submits a petition to the government saying that he is innocent. But nobody accepts his pledge of innocence. What is the last option for Mr x to prove his innocence?
- Explain the right and duties of taxpayers. - Describe methods of tax assessment in Ethiopia.	4.5 Fairness in Taxation: (2 periods) 4.5.1 Rights and duties of tax payers. 4.5.2 Methods of tax assessment in Ethiopia.	By way of revision let the students in groups discuss what the government does with tax money. The process of collecting tax would be more effective if citizens voluntarily comply with the national rules set to this effect. Let the students air their views on the necessity of voluntary compliance of citizens and how this could be achieved. After making the students aware of the rights and duties of taxpayers and methods of tax assessment in Ethiopia let them discuss in their groups what they have been taught and let them give their 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: explain what is meant by equity of benefits and burdens, describe the history of distribution of social services and national resources in the country, explain the agencies of justice, describe the duties of courts, explain the right and duties of taxpayers, describe methods of tax assessment in Ethiopia.

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: 8)

Unit Learning Outcomes: The students will be able to:

- recognize the new dimension of patriotism in contemporary Ethiopia.
- understand the basic historical development of the Ethiopian flag.
- recognize of issues development.
- appreciate the role of voluntarism on national issues.

Competencies	Contents	Suggested Activities
● Enumerate the factors that contribute to the building of a sense of patriotism.	5.1 The Bases of Patriotism: (2 periods) 5.1.1 Understanding Ethiopian history objectively. - The importance of searching the true history of Ethiopia. - Methods of searching the true history of Ethiopia. - Understanding the historical development of the Ethiopian flag. - Respecting the national flag and the flags of the regions. 5.1.2 The existence of equality among citizens. 5.1.3 Respecting tolerance of differences.	Here the lesson could start by recounting some aspect of Ethiopian history, for example, the Battle of Adowa, which was a war fought against Italy by nations, nationalities and peoples of Ethiopia. This has not been understood as such for many years. Provided this war is construed as the achievement of a particular group, the history of Ethiopia will be distorted: and without having the right knowledge of the history of the country it is hardly possible to create understanding and harmony among the people of Ethiopia. Let the students give their own conclusion after discussing in groups on the dire need to bring the Ethiopian history in perspective and why. First describe the historical development of the national flag; and then let the students describe, in groups, the colour of the national and each regional states flags, and what the colours represent; and what the emblems stand for. And also let them explain the importance of each region having its own flag.
● Explain what the responsibilities of a patriot are. ● Be patriot citizens.	5.2 Responsibilities Required from Patriotic Citizens: (2 periods) 5.2.1 Acting ethically.	It had been a long established tradition in Ethiopia to equate patriotism with defending one's country militarily against foreign power. Divide the students into groups. And then let them discuss whether defending one's country militarily is enough or the only

Competencies	Contents	Suggested Activities
	5.2.2 Concern for the well-being of one's own country. 5.2.3 Identifying common values and goals. - Sacrificing personal desires and interests for the common good. 5.2.4 Upholding the constitutional democratic system. 5.2.5 Due respect for the national flag and national anthem. 5.2.6 Carrying out personal and civic responsibilities.	expression of the feeling of patriotism. What other elements express a true. Sense of patriotism? Let the groups come up with their proposal for the expression of patriotic feeling. Let the students explain the importance of respecting the national flag and the national anthem. Each regional state of Ethiopia has its own flag. Let the students explain the importance and necessity for regions to have their own separate flags.
• Explain what development means. • Describe Ethiopia's potential for development.	5.3 Issues of Development: (2 periods) 5.3.1 Identifying universal indicators of development. 5.3.2 Contrasting Ethiopia's level of development in terms of universal development indicators. 5.3.3 Reviewing the resources of the country and their potential for development.	You can create two groups that each consist of 3-4 students. Let one group identify universal indicators of development and Ethiopia's place and degree of poverty in this respect. Let the other group study Ethiopia's mineral wealth and other resources and their potential for development. Let the two groups present their findings to the class and hold discussions.
• Explain voluntarism and its importance for addressing national problems.	5.4 Voluntarism on a National Basis: (2 periods) 5.4.1 Working for the betterment of the nation. 5.4.2 Defending the constitution, peace, sovereignty and territorial integrity of the country.	Begin this lesson by letting students air their views on what is meant by "voluntarism". Ask students if a country's government should or can do everything by itself. For "yes" or "no" answers let them present justification. For example, when Ethiopia was invaded by Eritrea, the gallant Ethiopians volunteered and repulsed the aggression. If that had not been the case the country's sovereignty could have been at stake. Ask students what other voluntary services they have in mind that promotes the welfare of the nation.

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: enumerate the factors that contribute to the building of a sense of patriotism, explain what the responsibilities of a patriot are, be patriot citizen , explain what development means, describe Ethiopia's potential for development, explain voluntarism and its importance for addressing national problems.

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:

- understand the responsibilities of citizens in society.
- appreciate the responsibilities of citizens to protect the environment.
- recognize the responsible behaviour expected of citizens to halt HIV/AIDS.

Competencies	Contents	Suggested Activities
• Explain what responsibilities citizens have towards their society. • Perform their duties to the society responsibly.	6.1 Citizen's Obligations in Society: (2 periods) 6.1.1 Participation in the political process. 6.1.2 Negotiate and compromise to resolve misunderstandings. 6.1.3 Appreciate individual and group differences. 6.1.4 Paying fair taxes. 6.1.5 Performing responsibilities (duties) with a sense of urgency.	Divide the students into groups. In their groups let them discuss their obligations to the society to which they are a part. For example, let us assume that they are members of a civil society established to promote the objectives of "poverty reduction" in their locality. Let the students assume they to be the treasurer of the society. What precaution could they take so that the budget will not be misused? What would follow if the money were embezzled? Let students comment on this in terms of performing public services genuinely. All the other contents could be dealt with in a similar manner by raising issues and relating them with the contents.
• Explain what a promise is in a societal context. • Describe that executing responsibilities have either rewarding or punishing consequences.	6.2 Responsibility for the Consequences of One's Own Actions: (2 periods) 6.2.1 The need for keeping one's promise to society. 6.2.2 Rewards or penalties that accompany fulfilling or not fulfilling the responsibility entrusted with.	It is true that citizens have the responsibility to have active participation in the political process of the country, like in electing their representatives. It is only in this way that the democratic system can thrive. Let students comment on what could happen to the young democracy if citizens refrain from participating in politics? The reversal towards dictatorship is the price they pay for failing to participate while the sustainability of the democratic system is the reward they reap for properly participating i.e. for executing their responsibilities. Let the students air their views on this. Let them agree or disagree on what is said above.

Competencies	Contents	Suggested Activities
Describe citizens' moral and legal obligations in society.	6.3 Responsibility in Respecting Moral and Legal Obligations in Society: (2 periods) 6.3.1 Moral obligation - Maintaining moral and ethical values. 6.3.2 Legal obligation - Upholding the constitution. - Respecting the other laws of the land.	Literally, in Ethiopian society the young have the moral responsibility to respect the elderly and support them. What would follow if one was to violate this moral responsibility? Let students enumerate in groups what other moral and ethical values they can think of in order to live with peace in their community without being stigmatized.
- Explain the necessity of protecting the environment. - Refrain from damaging the environment and public property.	6.4 Responsibility for Protecting the Environment: (2 periods) 6.4.1 Protecting the environment and wildlife destruction. 6.4.2 Protection and preservation of historical heritages. 6.4.3 Proper utilization of natural resources and cultural heritages.	Create two groups of 5–6 members. Let one group study the wild life in their locality. Let the other group study the cultural heritage of the community. Then let the groups present their findings to the class explaining the added advantages these resources give. Let the class discuss what happens to these resources if the environment is not protected well. And also their responsibilities to protect and preserve the environment from being damaged.
	6.5 Responsibility to Overcome Wastage of Public Property	Form groups for the students to discuss ways of protecting public property including their school.
- Explain the history of HIV/AIDS. - Describe how HIV/AIDS is transmitted. - Protect them from HIV.	6.6 Responsible Behaviour against HIV/AIDS: (2 periods) 6.6.1 The rise and development of HIV/AIDS. 6.6.2 Ways of transmission of HIV/AIDS. 6.6.3 Challenges and threats of HIV/AIDS to human race.	Establish three groups of modest size 5–6 members. Let one group study the historical development of HIV/AIDS; the other group the ways by which HIV/AIDS is transmitted; and the third group the challenge presented by this epidemic against humanity. Let each group present its findings to the class and discuss HIV/AIDS. At last the students give their conclusion how serious the epidemic is.

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 what responsibilities citizens have towards their society, perform their duties to the society responsibly, explain what a promise is in a societal context, describe that executing responsibilities have either rewarding or punishing consequences, describe citizens' moral and legal obligations in society, explain the necessity of protecting the environment refrain from damaging the environment, explain the history of HIV/AIDS, describe how HIV/AIDS is transmitted, protect themselves from HIV.

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: INDUSTRIOUSNESS

(Periods Allotted: 8)

Unit Learning Outcomes: The students will be able to:

- recognize the respect to be accorded to work.
- realize the relation between work and development.
- appreciate the necessity of policies and strategies for development.

Competencies	Contents	Suggested Activities
● Describe that any work is to be honoured.	7.1 Respect for Work: (2 periods) 7.1.1 Due respect to any type of work. 7.1.2 Work as the only rational and legal means to get income.	Let each student list down the work he/she admires most. Then, dividing the students into groups let them debate for or against the choice of their work. Let this argument precede within the large class, the teacher leading the argument towards honouring work irrespective of its type.
● Explain the professional ethics required from a worker.	7.2 Ethical Work Conduct: (2 periods) 7.2.1 Maintaining labour discipline. 7.2.2 Punctuality and proper utilization of instruments of labour. 7.2.3 Working in harmony and cooperation with fellow workmates. 7.2.4 Developing professional skills. 7.2.5 Execution of professional duties properly.	Let the students put themselves in the shoes of their teachers or other professionals. Divide them into groups and let them come up with their own conclusions what professional ethics are expected of them? For example, let's take the tardiness of the teacher. How can this affect the teaching learning process? In a similar manner all the other contents could be dealt with.
● Explain work as an instrument for development.	7.3 Hard Work and Development: (2 periods) 7.3.1 Work as a poverty reduction instrument. 7.3.2 The relationship between hard work and development. 7.3.3 Work and creativity.	It is well attested that Ethiopia is one of the least developed countries of the world. Present some indicators that prove that this is so. Let the students air their views on whether they appreciate this level of poverty; one or two groups can be formed to come up with a proposal on how to overcome the poverty problem of Ethiopia.

Competencies	Contents	Suggested Activities
Describe the various policies and strategies designed by the Ethiopian government to accelerate economic development in the country.	7.4. Policies and Strategies for Development: (2 periods) 7.4.1 The response of the Ethiopian government to speed up the economic development of the country. - Rural development. - o Policy and strategy. - Industrial development. - o Policy and strategy. - Capacity building. - o Policy and strategy. 7.4.2 Globalization and the Ethiopian economy.	Divide the class into three groups. Distribute the documents produced by the government on rural and industrial development as well as on capacity building one for each group. Let each group go thoroughly through the document it is given and present the idea of the government, in brief, to the class. Then let the class debate for or against the ideas of the government. Let the students come up with their alternatives for the economic development of the country.

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 any work is to be honoured, explain the professional ethics required from a worker, explain work as an instrument for development, and describe the various policies and strategies designed by the Ethiopian government to accelerate economic development in 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 8: SELF-RELIANCE

(Periods Allotted: 8)

Unit Learning Outcomes: The students will be able to:

- realize the attributes of self-reliance.
- recognize the consequences of dependency.
- understand the negative effect of contraband on the national economy and development.
- appreciate the impacts of self-reliance on decision making.

Competencies	Contents	Suggested Activities
● Explain the characteristics of self-reliance.	8.1 Attributes of Self-reliance: (3 periods) 8.1.1 Rightful perception about oneself. 8.1.2 Assertiveness. 8.1.3 Avoiding the tendency to live on others. 8.1.4 Free from being dominated by others.	Form two groups where each group could have 3 to 4 members. Let one group work on what is meant by “rightful perception of oneself”. Let the other group study what is meant by assertiveness”. Let the two groups present their paper to the whole class and make a conclusion of their own.
● Explain the effects of dependency.	8.2 Dependency and its Consequences: (3 periods) 8.2.1 Risk to the public welfare. 8.2.2 Susceptible to interference from outside. 8.2.3 To be dictated to work for others’ will. 8.2.4 Retarding national development.	Many 3 rd world countries are dependent on the economic aids of the affluent countries. In the face of this foreign reliance, can the 3 rd world countries truly call themselves free and independent? Let the students comment on the areas of interference by the rich countries on the affairs of the poor ones.
● Describe that a self-reliant person is always making a wise decision.	8.3 Self-reliance and Decisions-making: (2 periods) 8.3.1 Making decisions by one own self.	Let each student explain which areas of his/her life call for making a decision. Have they ever made decision for which they are happy, or which they regret? Why? Have they ever made any decision due to the imposition of a friend a family member etc?

Competencies	Contents	Suggested Activities
Make wise decisions.	8.3.2 Making rational and informed decisions. 8.3.3 Being flexible and accommodating the opinion of others when making decisions.	If they did so, why didn't they say no? Let the students air their views.

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 characteristics of self-reliance, explain the effects of dependency, describe that a self-reliant person is always making a wise decision and make wise 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: 7)

Unit Learning Outcomes: The students will be able to:

- realize how to improve the habit of saving.
- understand the necessity of new thinking to improve saving habit.
- recognize the traditional and modern institutions of saving.
- appreciate the importance of saving as an instrument for investment.

Competencies	Contents	Suggested Activities
● Explain the mechanism of improving the old tradition of saving.	9.1 The Need for New Thinking in Saving: (1 period) 9.1.1 Identifying factors that affect regular saving of personal and family income. - Avoidance of extravagance practices. - Limiting one's interest to one's economic capacity.	Let the students explain what kinds of behaviour they observe at home affecting saving, like buying different goods during paydays. Do they compete with their friends in having different things, though their families' economic capacity cannot afford it? Let students in groups exchange ideas and come up with a solution.
● Describe the necessity of a new perspective of saving.	9.2 Ways of Improving the Habit of Saving: (1 period) 9.2.1 Appreciating and consuming local products. 9.2.2 Avoidance of wastage in the process of production and consumption.	Divide the student into groups and let them discuss which commodity they admire most—the one made in, say, America or the locally made one. Why? If Ethiopia is to progress economically, among other things, her industries have to develop. But how can her industries develop while citizens have blind faith in foreign commodities? Let the students discuss this point and propose a solution on how they can develop the habit of saving through consuming local products.
● Identify traditional and modern institutions of saving. ● Explain the effects of saving on the	9.3 Traditional and Modern Institutions of Saving in Ethiopia: (3 periods) 9.3.1 The merits and demerits of the two institutions.	Form 3 groups each consisting of 3 to 4 students. Let one group study "aqua" i.e. its constitution, what it does to its members, what its achievements are so far and what its weaknesses are etc. Let the other group visit a "Bank" and study what its purpose is, what its policy is, who the beneficiaries are etc. The 3rd group

Competencies	Contents	Suggested Activities
individual and the society at large.	- Traditional institutions of saving in Ethiopia - o Equb. - o Edir. - Modern institutions of saving in Ethiopia - o Banks. - o Insurance. 9.3.2 Effects of saving. - Meeting the permanent interests of the home and society.	should study an insurance company; what its purpose is, what its policy is, who its beneficiaries are, etc. If one of these institutions are lacking in the locality it could be replaced by “Edir”. Let the students present their findings to the class and let the whole class discuss the role of these institutions and their importance.
● Explain the relationship between saving and development. ● Describe the role national and international monetary institutions are playing in development.	9.4 Saving as an Instrument of Investment and Development: (2 periods) 9.4.1 Saving as an instrument of accumulation of capital. 9.4.2 National monetary institutions and their contributions to development in Ethiopia.	Let’s imagine that, through continuous saving, a family saved 100,000 Ethiopian Birr. What would the students advise this family to do with the money? Shall the family keep on saving or invest its money in a profitable venture to triple and quadruple its capital? Let the students in groups air their views on this but gear them to the advantage investment has, not only to the individual, but also to the nation as a whole. Let one group study the role banks play in national development and present their findings to the class. Let the class discuss the presentation and give its own 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: explain the mechanism of improving the old tradition of saving, describe the necessity of a new perspective of saving, identify traditional and modern institutions of saving, explain the effects of saving on the individual and the society at large, explain the relationship between saving and development, describe the role national and international monetary institutions are playing in development.

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 importance of monitoring and influencing actions of the government.
- appreciate citizens civic participation.

Competencies	Contents	Suggested Activities
● Describe the importance of civic participation. ● Participate in civic societies.	10.1 Civic Participation: (3 periods) 10.1.1 Executing civic responsibilities. - Becoming a member of civil societies. - Performing voluntary services to the community. 10.1.2 Dispositions that enhance citizens' effectiveness in public participation. - Commitment and dedication. - Having team spirit. - Readiness to work with others for common goals as opposed to promote personal interest. - Readiness to work within the frame work of the constitutions and other laws of the land.	Invite the chairperson or the member of a civil society from the locality to lecture on the role of his/her organization in alleviating the social problem of the people. What brought the people together in their membership of the organization? What special advantages do the members reap for themselves? In what ways can the organization influence the policies of the government? After the lecture is over and the students have asked the guest clarification questions, let them discuss among themselves the importance of a civic society. Let the students comment on the following quote; "civil society makes it possible for people individually or in association with others to bring their influence to bear on government in ways other than voting and election". Does this quote reflect the importance of participation and civic societies?
● Explain how to monitor and influence actions of governments.	10.2 Monitoring and Influencing Actions of Government Bodies: (3 periods) - Working in campaigns.	Remind the students of the fact that Ethiopia stayed under an autocratic system of government for many years. Now the people are trying to exercise democracy. What is expected of citizens for the democratic system to sustain? Let the students in groups

Competencies	Contents	Suggested Activities
	- Circulating and signing petitions. - Taking part in peaceful demonstrations. - Contributing money to political parties candidates. - Forming a public agenda.	discuss what they should do for the democratic system to thrive. In due course each content could be picked up and discussed. Thomas Jefferson tells us as far back as 1816: “where every man is a participator in the government affairs, not merely at an election one day in the year but everyday—he well let the heart be torn out of his body sooner than his power is wrested from him by a Caesar or a Bonaparte”. What is the significance of Jefferson’s message? Let the groups agree or disagree with the saying of Jefferson.

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 how to monitor and influence actions of governments, describe the importance of civic participation, participate in civic societies.

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: 8)

Unit Learning Outcomes: The students will be able to:

- recognize how knowledge is an instrument for a rational thinking.
- realize the relation between data and knowledge.
- appreciate reading as a means to the development of knowledge.

Competencies	Contents	Suggested Activities
● Explain what reasoning and objectivity mean.	11.1 The Significance of Knowledge: (2 periods) 11.1.1 Knowledge as basis for reasoning and objectivity. - Reasoning and objectivity. - Being informed citizens.	It is said that “knowledge will forever govern ignorance, and people who mean to be their own governors must arm themselves with the power knowledge gives”. Let the students in groups discuss the message of this quote and come up with what they have understood. Can they decide on an issue objectively and with good reason without having knowledge about it? Let them discuss.
● Distinguish the difference between information and data.	11.2 Knowledge and Data: (2 periods) 11.2.1 Receiving and identifying relevant information. 11.2.2 Analyzing data. 11.2.3 The role of data and scientific knowledge in public affairs. - Making reasonable choices on public issues on the basis of knowledge.	Divide the class into three groups. Let one group study the enrolment of males and females in 9 th grade, the other group in 10 th grade, the other in 11 th grade. After they have collected the data let them decide in whose favour the balance of the enrolment tilts. Suppose their study shows that male enrolment is greater than that of females. What measures do they propose so that female enrolment increases? In this way students could be sensitized about the importance of data and information.
● Explain the purpose of reading.	11.3 Reading for More Knowledge: (2 periods) 11.3.1 How to develop a reading habit?	Draw the attention of the students to the fact that schools are not in place to give all the knowledge of the world to the learners. Simply there is no mechanism that is capable of coping with everyday knowledge of the world. It is said that everyday about 3,000 new

Competencies	Contents	Suggested Activities
	11.3.2 Techniques of reading.	pieces of knowledge are created. Imagine how difficult this is for any institution to cope up with. Suit is through reading that human beings can explore and gain the knowledge of the world. One simply develops his/her reading habit by reading continuously. Ask students if they agree or disagree with this. Let them explain their enthusiasm towards reading. If they say they don't like reading warn them of the danger that awaits them ahead i.e. ignorance and backwardness.
- Explain the difference between "myth" and "truth". - Be truthful in their dealings with others.	11.4 Truth Vs. Myth: (2 periods) 11.4.1 Differentiating the myth from the truth (ethical approach). 11.4.2 The significance of knowledge, wisdom and truth.	Let the students themselves explain what "truth" and what "myth" are by giving examples. For example, in Ethiopia still it is believed, in some quarters, that once upon a time there was an Ethiopia queen called Saba. The queen paid a visit to Solomon of Israel who made her conceive a child. Upon a return to her country the queen gave birth to male a child whom she called Menelik. Menelik became the first king of Ethiopia, and there started the "Solomonic Dynasty". Is this "truth" or "myth"? Why? Let the students discuss in groups. Why a given phenomena is labelled as "truth" or "myth", which one do they support? Why?

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 what reasoning and objectivity mean, distinguish the difference between information and data, explain the purpose of reading, explain the difference between "myth" and "truth", and be truthful in their dealings with others.

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.

