

Civics and Ethical Education

SYLLABUS FOR GRADE 12

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 right 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:

- Democratic citizens who safeguard their rights and respect the rights of others.
- Citizens who work within the provisions of the constitution and abide by the rule of law.

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- Patriotic citizens who uphold the democratic ideals and the principles of the constitution as well as defend the sovereignty and territorial integrity of their country.
- Responsible citizens who nurture tolerant culture and resolve differences peacefully.
- Industrious citizens who are self-reliant.
- Citizens who are active participants in the political process of their country and dedicated to work for the common good.
- Citizens who have a decision making capacity on the basis of knowledge and objectivity.

Bearing these objectives in mind, teachers especially have a 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 the organization of manuals and in all other educational activities pertaining to capacity building of teachers.

Last but not least, it should be noted that methodologies for contents at each topic are indicated. However, we will like to draw the attention of teachers to the fact that 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 Period Allotment

Unit 1: Building a Democratic System. (Total periods allotted: 14)

1. The Necessity of a Democratic System.
2. Authority and Power.
3. Constitutional rights Verses constitutional obligations.
4. State Power Distribution in Ethiopia
5. Ethiopian Foreign Relations.

Unit 2: The Rule of law. (Total periods allotted: 9)

1. Constitution and Other Laws.
2. Rule of Law and Management of Conflict.
3. Rule of Law and Governments.
4. Rule of Law and the Fight against Corruption

Unit 3: Equality. (Total periods allotted: 9)

1. The History of the Ethiopian People's Struggle against Oppression.
2. Conflict of Interest.
3. Equality and the notion of Affirmative Action.
4. Unity in Diversity.

Unit 4: Justice. (Total periods allotted: 8)

1. Equity of Benefits and Burdens.
2. Justice and the Judiciary.
3. Crime and Justice.
4. Justice in Taxation.

Unit 5: Patriotism. (Total periods allotted: 9)

1. The Quality of a patriot.
2. Ethiopian History in International Perspective.
3. The Duties of a Patriot Citizen.
4. Concern for the International Community.

Unit 6: Responsibility. (Total periods allotted: 10)

1. Shouldering and Executing Responsibility.
2. Costs of Fulfilling Responsibility on the Individuals.
3. Fulfilling Promises to promote Understanding in the International Arena
4. Cooperation among Nations for Mutual benefits.
5. The severity of HIV/AIDS as a Global pandemic.

Unit 7: Industriousness. (Total periods allotted: 6)

1. Work as Human Necessity.
2. Factors Determining the World of Work.
3. Work in an International Perspective.

Unit 8: Self-Reliance. (Total periods allotted: 8)

1. Self-Reliance
2. Dependency.
3. Self-Reliance and Morally Sound Decision Making Capacity.

Unit 9: Saving. (Total periods allotted: 8)

1. Methods of Saving.
2. Regulating the National Economy on Realistic International Principles.
3. Types of Economy.
4. Money and Capital.

Unit 10: Active Community Participation. (Total periods allotted: 6)

1. Effective Leadership for Active Participation.
2. Civic Participation.

Unit 11: The Pursuit of Wisdom. (Total periods allotted: 7)

1. Knowledge.
2. Information as a Source of Knowledge.
3. Developing Reading Habit.
4. Truth.

Unit 1: Building a Democratic system. (14 periods)

Unit learning outcomes: the students will be able to:

- Recognize the necessity of a democratic system.
- Realize the difference between authority and power.
- Understand the relation between constitutional right and constitutional obligations.
- Appreciate the importance foreign relations.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • explain the principles of democracy • explain the features of a constitutional democratic System. • Identify between direct and representative democracy. • state the difference Between the parliamentary and presidential democracy. 	<p>1.1 The necessity of a democratic system: (4 periods)</p> <p>1.1.1 constitutional democracy and its Main features.</p> <p>1.1.2 The difference between direct and representative democracy.</p> <p>1.1.3 The difference between parliamentary and presidential democracy.</p>	<p>Divide the students into groups and let them discuss what the features of constitutional democracy are taking Ethiopia as a yard stick. Present different cases so that the students exercise direct and representative democracy in class.</p> <p>Let one group study the political structure of Britain and the other group study the political structure of USA. Let the groups present their findings to the class where discussion should be held elaborating the difference between parliamentary and presidential democracy.</p>
<ul style="list-style-type: none"> • describe what is Meant by authority. • describe that Authority should be exercised within a legal framework. 	<p>1.2 Authority and power: (3 periods)</p> <p>1.2.1 Sources of authority.</p> <p>1.2.2 Authority and power.</p> <p>1.2.3 Power without authority.</p> <p>1.2.4 Authority and accountability.</p> <p>1.2.5 The essence of transparency and accountability.</p>	<p>Authority is the legality that an entity has to act in a given way. Let the student's brain storm what does this mean. Divide the students into groups and let them discuss the relationship between authority and power. Teachers have the power to discipline their class. Where do they get this power? Where does a pickpocket get the authority to steal some one's money? Let the groups discuss on these points.</p> <p>The prime Minister of Ethiopia has authority provided by the constitution to work as head of government. But the same constitution has made him accountable to the Ethiopian people for what he does. Let the students comment on this.</p>
<ul style="list-style-type: none"> • enumerate their Constitutional rights and constitutional obligations. • Explain the level of human and democratic right at 	<p>1.3 constitutional rights vs. constitutional obligations. (2 periods)</p> <p>1.3.1 Interdependence of rights and obligations.</p>	<p>Divide the students into groups and let them discuss what some of their constitutional rights are. Are these rights devoid of obligations? Are there rights without obligations? Let the groups come up with their own conclusions. Rights are always followed by obligations; thus let the group's state what some of their constitutional obligations are. Moreover while enjoying one's rights it is also</p>

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Competencies	Contents	Suggested Activities
global level.	1.3.2 Enjoyment of rights vs. tolerance of diversity. 1.3.3 Human and democratic rights situations: international perspective.	essential that one should also respect the right of others and tolerate their differences; let them comment. In their groups let the students study the situations of human and democratic rights at the global level and present their findings to the class. After the presentations let the students discuss the issue and reach consensuses.
<ul style="list-style-type: none"> • Explain the structure of the state and political power distribution in federal Ethiopia. 	1.4 <i>State power distribution in Ethiopia: (2 periods)</i> 1.4.1 Institutions of the federal and regional governments. 1.4.2 The check and balance system in the Ethiopian setting.	Form two groups each having three members. Let one group draw a big chart that shows the federal structure of the country i.e. the federal government and the 9 regional states and paste it on the wall. And let the second group draw the institutions of the federal and regional governments i.e. the Legislative, the Executive and the Judiciary, and paste it on the wall. Let the second group explain the function of the three branches of governments. Let the 1 st group try to explain how one branch of government checks the power of the other and in due course balance each other.
<ul style="list-style-type: none"> • Explain the principles of the Ethiopian foreign policies. 	1.5 <i>Ethiopian foreign relations: (3 periods)</i> 1.5.1 Principles and policies. 1.5.2 Interactions with other nations. 1.5.3 National resource utilization and international relation.	Form one group consisting of three students. Give the following title in advance (before a week) to the group so that it can have enough time for preparation. Let the group undertake a research on what are foreign relations? And “what should be the basis of the Ethiopian foreign policy”? Let the group present their findings, and discuss with the whole class.

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 2: The Rule of Law. (9 periods)

Unit learning outcomes: The students will be able to:

- Recognize the making of a constitution in Ethiopia.
- Realize the methods of conflict management
- Appreciate the place of laws in the fight against corruption.

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

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Competencies	Contents	Suggested Activities
	<ul style="list-style-type: none"> - clear as to what is expected. - Not violating other values. - Possible to follow. <p>2.2.4 Judicial protection of the rights of the individuals.</p> <ul style="list-style-type: none"> - Due process of law. - Habeas corpus. - Presumption of innocence. - Fair notice. - Impartial tribunal. - Speedy and public trials. - Right to council. - right against self Incrimination. - protection against double Jeopardy. - Right of appeal. 	
<ul style="list-style-type: none"> • Explain what distinguishes limited government from the unlimited one. 	<p>2.3 Rule of law and governments: (2 periods)</p> <p>2.3.1 Main distinguishing features of the power of limited and unlimited governments.</p> <p>2.3.2 The importance of limiting the powers of the federal government in Ethiopia.</p> <p>2.3.3 The importance of limiting the powers of the regional governments in Ethiopia.</p>	<p>Form two groups each having 2 or 3 members. Let one group study the history of Germany under Adolph Hitler, and what kind of government was in power. Let the other group study the current political system in Ethiopia i.e. type of government, the accountability of the government etc. Let the two groups present their findings to the class and discuss the difference between the two political systems; and why it is necessary to limit the power of governments at all levels.</p>
<ul style="list-style-type: none"> • Describe the ways of struggling corruption. 	<p>2.4 Rule of law and the fight against corruption: (2 periods)</p> <p>2.4.1 Preventive.</p> <p>2.4.2 Curative approaches.</p>	<p>Invite, if possible, a member of the ethical and anti-corruption commission to give a lecture on corruption and how serious the issue is in Ethiopia. Or let the students make a research in groups into the manifestations of corruption in their locality and its consequences. Let them suggest ways of doing away with corruption and what is expected of them.</p>

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Competencies	Contents	Suggested Activities
	2.4.3 Individuals role in the fight against corruption. 2.4.4 Institutional role in the fight against corruption.	

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 3: Equality. (9 periods)

Unit learning outcomes: the students will be able to:

- Appreciate the struggle of the nations, nationalities and peoples of Ethiopia.
- Understand the notion of conflict of interest.
- Recognize the necessity of affirmative action.
- Realize the importance of recognizing unity in diversity.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • Describe the different struggle the Ethiopian people waged against the autocratic governments of Ethiopia. 	<p>3.1 The history of the Ethiopian peoples struggle against oppression: (3 periods)</p> <p>3.1.1 the Gojam Peasants struggle.</p> <p>3.1.2 The first Woyane movement of Tigray.</p> <p>3.1.3 the outbreak of the Ethiopian Revolution.</p> <p>3.1.4 the second Weyane Movement.</p> <ul style="list-style-type: none"> - Formation of fronts. - transition to Democratic rule. 	<p>Divide the class into 5 groups. Distribute the title the Gojam and Bale peasant’s struggles, the first Woyane movement, the outbreak of the Ethiopian revolution and the second Woyane movement among the groups. Let them make a research on these topics. Let each group present its paper to the class and hold a discussion. Let the students appreciate the sacrifices paid by the people for equality.</p> <p>As an alternative, if there are scarcity of resources to study the topics let one or two groups study the struggle waged for equality in their locality.</p>
<ul style="list-style-type: none"> • Describe the conflicting notion of priority to the individual’s rights and group rights. 	<p>3.2 Conflict of interest:(2 periods)</p> <p>3.2.1 The notion of equality Vs, individual’s and group’s rights.</p> <p>3.2.2 Benefit and burden.</p>	<p>Form two groups consisting of two or three students. Distribute the two topics between the two groups i.e. which right should have priority? Individuals or group rights? Should one enjoy the right of benefit without shouldering burden? Organize a debate between the two groups. Give the groups enough time to prepare themselves for the debate.</p>
<ul style="list-style-type: none"> • explain the essence of affirmative action in 	<p>3.3 Equality and the notion of affirmative action: (2 periods)</p>	<p>Form a group consisting of two or three students. Let the group study the discrimination perpetrated against women in Ethiopia; what is now being done to</p>

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Competencies	Contents	Suggested Activities
terms of women • Explain the role of affirmative action UN redressing past discrimination against women.	3.3.1 The importance of affirmative action to promote women’s participation in development.	promote women’s rights in the country — among others the federal constitution could be used to explain the affirmative action that is underway. Let the group present their findings to the class. Hold a debate among the students for against affirmative actions.
• Explain how cultural equality strengthens the unity of the country.	3.4 Unity in diversity: (2 periods) 3.4.1 Equality of languages, religions and other cultural traits as basis for unity in Ethiopia.	It is clear that we have one common country and we want to create one economic space. To achieve this aim we have t have unity. Let the students in group’s comment how this desirable unity could be achieved? They have to relate their ideas with cultural equality as a major element.

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 4: Justice. (8 periods)

Unit learning outcomes: the students will be able to:

- Realize the necessity of equity of benefits and justice.
- Understand the working of justice and the judiciary.
- Recognize the relation between crime and justice.
- Realize the necessity of maintenance of justice in taxation.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • Explain the importance of equity of benefits and burdens for creating equality among the peoples of Ethiopia. 	<p>4.1 <i>Equity of benefits and burdens:</i> (2 periods)</p> <p>4.1.1 Fair distribution of social services and their impacts for creating a sense of equality among the nations. Nationalities and people of Ethiopia.</p>	<p>Let the students in groups evaluate the opportunities available in their regions in terms of social services as compared with, say, Addis Ababa, particularly before 1991. What would they feel if they found it on par with other regions? What would they feel if they find it not to be on equal footing with other regions? How could fair distribution of social services create a sense of equality among the people of the country? Let the groups discuss on these issues and come up with their own ideas.</p>
<ul style="list-style-type: none"> • Describe the role of justice and the judiciary in a democracy. 	<p>4.2 <i>Justice and the judiciary:</i> (2 periods)</p> <p>4.2.1 The role of the judiciary in sustaining democracy.</p> <p>4.2.2 The role of the judiciary in defending the constitution. The role of the judiciary in defending international norms and values.</p>	<p>Divide the students into groups; and let them identify the principles of constitution as stated in the Ethiopian federal constitution. And then let them discuss how the judiciary protects these constitutional principles professionally and present their views to the class to reach a common conclusion.</p>
<ul style="list-style-type: none"> • Enumerate the different crimes that occur in the world. 	<p>4.3 <i>Crime and Justice:</i> (2 periods)</p> <p>4.3.1 Crime of genocide.</p> <p>4.3.2 Crime of drug trafficking.</p> <p>4.3.3 Crime of terrorism.</p> <p>4.3.4 Crime of deliberately transmitting diseases.</p> <p>4.3.5 Crime of corruption.</p>	<p>Divide the class into 5 groups. Distribute the topics of genocide; drug trafficking, terrorism and deliberately transmitting diseases among the groups. Give the group enough time for preparation. Let each group make a research on the crime of its title i.e. what is meant by that particular crime, how serious the crime is and its impact on peace and development. Let each group present its paper to the class and discuss thoroughly and reach a common conclusion.</p>

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

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 5: Patriotism (9 periods).

Unit learning outcomes: the students will be able to:

- Realize the quality of a patriot.
- Understand the place of Ethiopian history in the international context.
- Recognize the concern of a patriot for the well-being of the international community.
- Understand the role played by the national flag in the maintenance of the country’s sovereignty.

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

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

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 6: Responsibility (10 periods)

Unit learning outcomes: the students will be able to:

- Recognize the necessity of shouldering and executing responsibilities.
- Realize the costs due to the person executing responsibilities.
- Understand the cooperation that needed among nations.
- Realize HIV/AIDS in global perspective.

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

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

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

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 7: Industriousness. (6 periods)

Unit learning outcomes: the students will be able to:

- Recognize work as a human necessity.
- Realize what makes work successful.
- Appreciate work in international perspective.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • Describe that work enhances both personal and social development. • Explain work as an instrument for national development. 	<p>7.1 Work as human necessity: (2 periods)</p> <p>7.1.1 doing work for personal enrichment. -self-development as the basis for social development.</p> <p>7.1.2 Work as an instrument for national development.</p>	<p>Form 3 groups each consisting of four students. Let one group study how work brings personal enrichment — citing role models from their locality; let the 2nd group study how the cumulative effect of personal development leads to the development of society; and the 3rd group should study how work is an instrument for the development of a nation. Let the 3 groups, in turn, present their research to the class and conduct discussion to make a common conclusion on the importance of work.</p>
<ul style="list-style-type: none"> • Explain the factors that influence the world of work. 	<p>7.2 Factors determining the world of work: (2 periods)</p> <p>7.2.1 Discipline of work. - Ethical standards of work. - traditional sex-role Preferences and the effect On productivity.</p> <p>7.2.3 Leisure as a means of social involvement and cooperation and the effects on productivity.</p>	<p>It is known that every vocation has its own professional ethics. In this respect what professional ethics are expected of a medical doctor, a teacher, a police man etc? Let the students, in groups, comment on these and what happens if these professional standards are not observed? Let the students exchange ideas on this? Let one of the groups researches the roles of females of Ethiopia in political social and economic fields of the country before 1991. What roles should they play now if Ethiopia is to develop in all sectors? Let the group present its findings to the class and conduct a discussion and attain a common understanding.</p> <p>On the other side let the students in the same group discuss leisure and its impact on productivity. After long hours study or arduous work how do they feel when they are relieved? Let the group comment on this and give their own conclusion regarding the place of leisure for successful work conduct.</p>
<ul style="list-style-type: none"> • explain the instrumentality of work For world civilization. 	<p>7.3 Work in an international perspective. (2 periods)</p> <p>7.3.1 Work and its impact on world civilization.</p>	<p>Form a group. Let the group research a world civilization, like the Sumerian civilization, the Roman civilization etc. What caused the change from one mode of life to another, which resulted in the present level of development? As far as possible let the students are familiarized with the merits and demerits of</p>

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Competencies	Contents	Suggested Activities
	7.3.2 globalization -merits -demerits	globalization. For this lesson a guest (possibly an economist) can be invited to share his knowledge of globalization, and how it could be related with Ethiopia’s developmental aspiration. Can Ethiopia stay aloof from globalization?

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 8: Self-Reliance. (8 periods)

Unit learning outcomes: the students will be able to:

- Recognize the difference between self-reliance and dependency.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • Describe the characteristics of a self-reliant person. • be self-reliant 	<p>8.1 Self-reliance: (2 periods)</p> <p>8.1.1 Self-awareness and moral sensitivity.</p> <p>8.1.2 Self esteem.</p> <p>8.1.3 susceptible to freedom and dignity.</p>	<p>Form two groups. Let one group study what is meant by self-awareness and moral sensitivity; and the second group what is meant by susceptible to freedom and dignity. The groups are entitled to approach the issues in terms of self-reliance.</p>
<ul style="list-style-type: none"> • describe the consequences of Dependency. • struggle against Dependency. 	<p>8.2 Dependency: (2 periods)</p> <p>8.2.1 Psychological impacts.</p> <p>8.2.2 Economic impacts.</p> <p>8.2.3 Social impacts.</p> <p>8.2.4 Dependency in the international context.</p> <ul style="list-style-type: none"> - less regard by the great Powers. - less role in international Forums. - Loss of security. - violation of national Sovereignty by powerful states. 	<p>Most 3rd world countries are highly dependent on the economic support of the capitalist countries. What impact does this support have on the receiving countries? Do the 3rd world countries and those of the 1st have an equal say in international affairs? Let students discuss these points in groups and reach a general agreement.</p>
<ul style="list-style-type: none"> • Describe how a self-reliant person makes morally good decision. 	<p>8.3 Self-reliance and morally sound Decision making capacity (2 periods)</p> <p>8.3.1 the role of the government in the fight against Contraband.</p>	

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Competencies	Contents	Suggested Activities
	8.3.2 Collaboration between the government and the citizens in the fight against contraband.	
<ul style="list-style-type: none"> • describe how self-reliant person makes Sound decisions. 	8.4 <i>Self-reliance and morally sound decision making capacity. (2 periods)</i> 8.4.1 Assertiveness. 8.4.2 Accepting the logical decision of others. - obeying majority decision.	Suppose there is an issue presented for the class to decide on. The regional government proposes that all 12 th grade students should give community service for a year before they join universities and colleges. But a student did not like this idea, what would he do? After a lengthy deliberation in which the student actively participated all 12 th grade students accepted the proposal of the regional government's and prepared them for its implementation. Still the student did not agree with the proposal, what would he do? Let each student air their views how they are going to resolve the issue and reach a common conclusion.

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 9: Saving. (8 periods)

Unit learning outcomes: the students will be able to:

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

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • Explain the necessity of planning production and consumption. • describe the importance of relying on one's own National product. 	<p>9.1 <i>Methods of saving:</i> (2 periods) 9.1.1 Proper utilization of resources. 9.1.2 Planning production and consumption for effective resource utilization. 9.1.3 Reliance on one's own national products.</p>	<p>Let the students brainstorm how citizens could properly utilize resources. For proper utilization of resources, planning production and consumption in keeping with the available resources is very important. What does this mean? Let the students discuss in groups and put forward their ideas. What influence can citizens exert on local industries, hence on the national economy, by their use of national products? Let again the group discuss the issue and come up with their own conclusion.</p>
<ul style="list-style-type: none"> • describe the international economic principles • describe the situation of the Ethiopian economy. 	<p>9.2 <i>Regulating the national economy on realistic international principles:</i> (2 periods) 9.2.1 International economic principles. 9.2.2 Ethiopia's domestic economy and the global reality.</p>	<p>Form a group consisting of three members. Let them conduct research on the principles of the Ethiopian economy. How can the Ethiopian economy be influenced by the international situations? Let the whole class discuss on this issue.</p>
<ul style="list-style-type: none"> • explain the difference between micro and macro Economy. 	<p>9.3 <i>Types of economy:</i> (2 periods) 9.3.1 micro and macro economy</p>	<p>Form two groups. Let one group study about micro economy; and the 2nd group study macro economy. Let each group presents their findings to the class and hold a discussion afterwards and reach a conclusion.</p>
<ul style="list-style-type: none"> • describe the role the local, national and international monetary organizations play 	<p>9.4 <i>Money and capital:</i> (2 periods) 9.4.1 Local, national and international monetary organizations and their role in the development of a</p>	<p>In the contemporary globalized world it is purported that the affluent 1st world countries control the rest of the world. Is this true? If it is true, what gave them the upper hand to control the world? Let the students be divided into groups and come up with their own conclusions.</p>

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Competencies	Contents	Suggested Activities
In development. • explain the relation between money, capital the world Politics.	national economy. - strengths and weakness of The institutions. 9.4.2 The relations between money, capital and the world politics.	

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 10: Active Community Participation. (6 periods)

Unit learning outcomes: the students will be able to:

- Recognize the role of leadership to promote active participation.
- Appreciate the importance of civic participation for sustaining democracy.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • Describe the quality a leader should have to promote participation of citizens. 	<p>10.1 Effective leadership for active participation: (3 periods)</p> <p>10.1.1 Leadership a vital necessity in democracy.</p> <p>10.1.2 Personal quality required from a leader to promote public participation.</p> <ul style="list-style-type: none"> - planner - versatile - Motivator. - engaging. - realistic 	<p>Form two groups. Let one group research president Roosevelt of America, and how he was able, through his good leadership, to deal with the economic problems of the country in the 1930s. Let the other group study Nelson Mandela of South Africa, his role in the struggle against apartheid and as a president after the transition to democracy. Let the groups present their findings to the class and conduct discussion on how a good leader can motivate his people for various commitments.</p>
<ul style="list-style-type: none"> • Explain what civic participation is. • Explain the role of associations and groups in civic participation. 	<p>10.2 Civic Participation (3 periods)</p> <p>10.2.1 Attain individual and collective goals.</p> <p>10.2.2 form and evaluate public Policies.</p> <p>10.2.3 the methodology and challenges of participating In policy making process.</p> <p>10.2.4 the role of association and groups in promoting Participation.</p> <p>10.2.5 freedom of the press in a Democracy to enhance</p>	<p>Suppose some groups of students want some provisions to be included in the Ethiopian education policy. What mechanisms can they use to make their voice heard? What kind of press (radio, news paper, TV etc) should there be to herald their views? Let the students discuss these issues in groups; finally let the whole class discuss what the groups have discussed and give conclusions.</p> <p>On the other side let the same groups study also the press law of Ethiopia and give their judgement whether or not the law enhance participation. It should be remembered that to judge the law they have to undertake a comparative study of the press laws under the imperial, military and current political systems of the country.</p>

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Competencies	Contents	Suggested Activities
	participation of the people. - the Ethiopian press law (comparative perspective under the different regimes 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 the quality a leader should have to promote participation of citizens, explain what civic participation is, and explain the role of associations and groups in civic participation.

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 11: The Pursuit of Wisdom. (7 periods)

Unit learning outcomes: the students will be able to:

- Appreciate the personal and social importance of knowledge.
- Recognize how information becomes knowledge.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • Describe the utilities of knowledge. 	11.1 Knowledge: (2 periods) 11.1.1 Knowledge and the self. 11.1.2 Personal and social utility of knowledge.	There are different knowledgeable Ethiopians who are world famous, such as Professor Akililu Lemma and metier Afework Tekele. What uses does these persons' knowledge have, be it for them of the community at large? Let the students air their views in groups. They can mention other international figures known for their knowledge as well.
<ul style="list-style-type: none"> • Explain the sources and purposes information. 	11.2 Information as a source of knowledge: (3 periods) 11.2.1 Communicating information. 11.2.2 Interpreting information. 11.2.3 Evaluating information. 11.2.4 differences and relationships between information, Knowledge and wisdom. 11.2.5 scientific methods of Collecting and analyzing data. 11.2.6 forming generalization and recommendations	Divide the class into 4 groups. Make each group study 2 sections from the grade levels 9-12. Each group should study the first semester mark of civics and ethical education of each student. Also each group has to tally the age of the students with their marks. By seeing age-grade relations what do they generalize from their study about students' achievement in relation with age? What will they recommend, on the basis of their study, for better achievement of students in the future? Let each group presents its findings to the whole class and conduct discussion; after discussions the students need to give conclusions on the basis of what they practiced
<ul style="list-style-type: none"> • Describe the importance of reading. 	11.3 Developing reading habits: (2 periods) 11.3.1 Maximizing knowledge through reading. 11.3.2 the relativity of truth and falsity - philosophical approach to truth and falsehood: (the	Let the students recount the purpose of reading in their own words. Distribute to the students whatever reading materials are available and ask them to read some sections. Ask them what new knowledge they were able to acquire from their reading. The discussion should be geared towards the importance of reading to maximize knowledge. Divide the students into groups and let them study some philosopher's positions in terms of truth and falsehood; and then let them give their own conclusions.

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
	ideas of some philosophers)	

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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