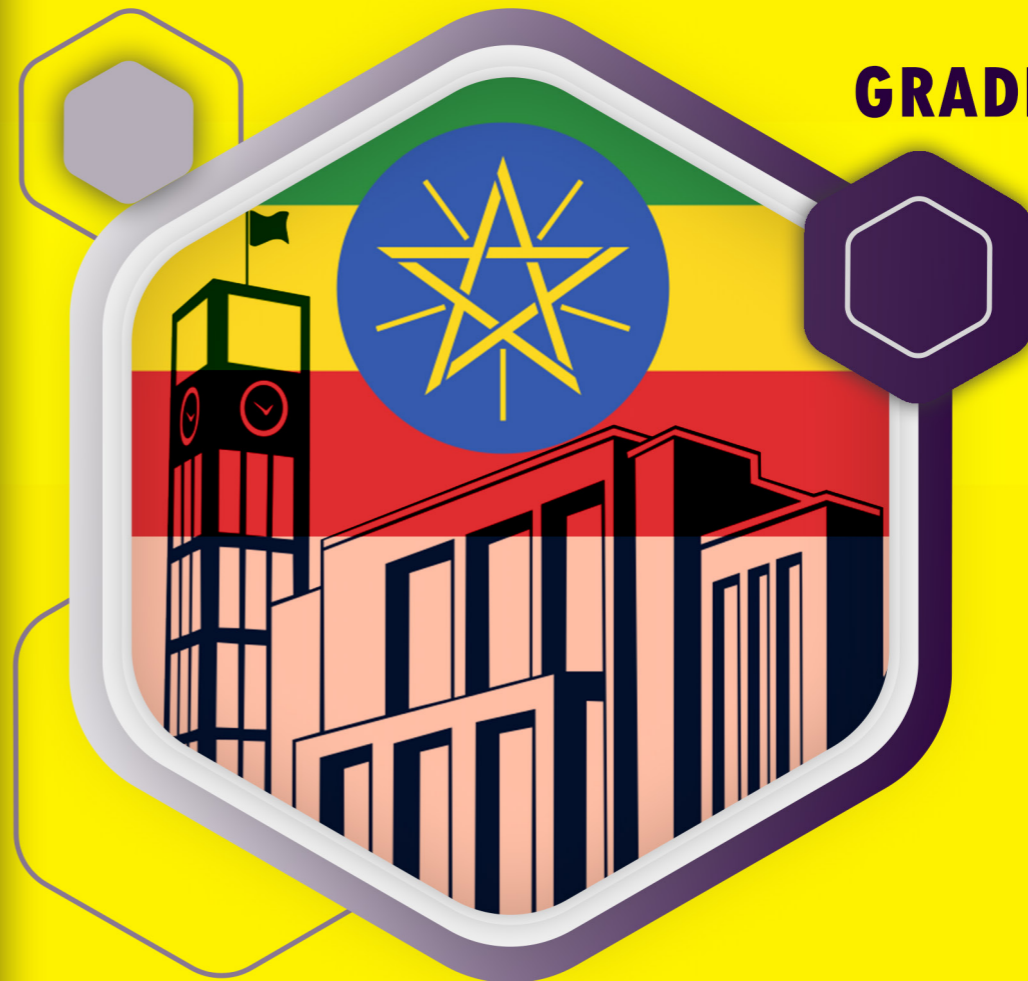# CITIZENSHIP EDUCATION

TEACHER GUIDE

GRADE 10

THE FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

MINISTRY OF EDUCATION

PRICE ETB XXX.XX

CITIZENSHIP EDUCATION

TEACHER GUIDE

Grade 10

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

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FOREWORD

Education and development are closely related endeavors. This is the main reason why it is said that education is the key instrument in Ethiopia's development and social transformation. The fast and globalized world we now live in requires new knowledge, skill and attitude on the part of each individual. It is with this objective in view that the curriculum, which is not only the Blueprint but also a reflection of a country's education system, must be responsive to changing conditions.

It has been almost three decades since Ethiopia launched and implemented new Education and Training Policy. Since the 1994 Education and Training Policy our country has recorded 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 new General Education Curriculum Framework in 2021. The Framework covers all pre-primary, primary, Middle level and secondary level grades and subjects. 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 Textbook that come with it – to be based on active-learning methods and a competency-based approach.

In the development of this new curriculum, recommendations of the education Road Map studies conducted in 2018 are used as milestones. The new curriculum materials balance the content with students' age, incorporate indigenous knowledge where necessary, use technology for learning and teaching, integrate vocational contents, incorporate the moral education as a subject and incorporate career and technical education as a subject in order to accommodate the diverse needs of learners.

Publication of a new framework, textbooks and teacher guides are by no means 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, guider 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 to read this Guide carefully and to support their students by putting into action the strategies and activities suggested in it.

For systemic reform and continuous improvement in the quality of curriculum materials, the Ministry of Education welcomes comments and suggestions which will enable us to undertake further review and refinement.

ADDIS ABABA, ETHIOPIA   *FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA*

xxxxx 2022   *MINISTRY OF EDUCATION*

CONTENTS

Introduction

This teacher's guide for citizenship education, grade 10 contains supplementary resources that can foster effective and efficient teaching and learning process of the subject matter. The guide as much as possible is intended to assist in the successful accomplishment of the subject objectives through elaborating and developing concept and skills encompassed eight chapters that are presented in the student text book, and by clearly defining teachers and students activities in each lesson of the subject matter.

Farther more the guide also includes directions and important guidelines for teachers as to how to manage brainstorming pre lesson questions activities and group tasks and how to define the role of the teachers and the students during these activities.

It is obvious that the teacher guide can play a significant role in the accomplishment of subject objectives and to attain the desired results. In this regard the teacher is highly encouraged to make use of the approaches and techniques of the lesson delivery presented in the guide taking in to account the local context and the background of the students so as to make their respective lesson interactive and interesting. Likewise, the role of the teachers in any teaching and learning Endeavour is of the paramount importance. Thus the choice of the teachers in the implementation, practice, explanations and correction of the brain storming questions and activities are maintained in the process. The idea guideline and direction presented in this guide are only to assist and widen the perspective of the teachers, so it need not be taken as the only material sources in the teaching and learning of the subject. It is very important to consider the following points in order to make the best out of the guide.

The textbook gives your students a foundation for democracy and democratization Citizens in the age of Digital Technology, Understanding Good Governance, Indigenous Conflict Resolution Mechanisms, Multiculturalism and Federalism in Ethiopia, Human Rights under the 1995 FDRE Constitution, Patriotism and Contemporary Global Issues

One of your tasks as the teacher is to create a conducive environment for the teaching-learning activity and to encourage your students to work as hard as possible. Be sure students know the practical applications of each lesson topic in their daily life to bring socio-economic and cultural development.

In this grade level, the students are expected to gain basic skills and knowledge of the fundamental theories and their practical applications, rules and procedures of citizenship. It is also expected that the students using the knowledge and skills they gained will be in a position to solve socio-economic problems that he or she encounters in the nation.

Moreover, the specific objectives of citizenship at this cycle will enable them to:

- Gain fundamental knowledge of democracy

- Appreciate the dynamic nature of democracy and citizenship

- Understand the practical implementation of human right

- Understand the horizontal relationship of citizen with natural and social science disciplines

- Evaluate the advantages and disadvantages of federalism in accommodating diversity

The characteristics of citizenship demand special attention, especially in the teaching-learning activity. The teaching-learning methodology should be transformed from its earlier archaic nature to its modern type. Thus, the traditional teaching-learning activity has been replaced by an active and student-centered teaching-learning activity. In this type of teaching-learning activity, the position of the teacher is to act as a facilitator to enable students to do things independently and develop self-confidence and personal qualities.

The teacher should encourage students to express their ideas in front of their classmates. Give special attention to slow learners and female students. Try to appreciate their trials whenever they do class work or in answering and asking questions. Do not ridicule students even if they do not participate in any activity since they might be confronted by different problems. Therefore, it would be advisable to investigate their problems before you take action. Advise those fast-learner students to share their experience with slow- learner students.

Help students to create favorable conditions to organize their own groups. This helps students to exchange ideas, experiences and develop teamwork.

The teacher's guide provides you with general ideas on how to budget your time when you conduct classes. Budgeting your time has paramount importance for the active and student-centered teaching learning process. Divide the period in accordance with your lesson plan so that you can accomplish your lesson topic on time.

The behavioral change regarding his or her academic performance in line with the learning Competencies listed in the teachers' guide. Examine the balance between the standard and minimum learning competencies. Be aware that the minimum requirement level is not the standard level − rather it is the threshold (marginal) level.

We can say that students have achieved the standard level set by the Ministry of Education if they have fulfilled all of their grade level's competencies successfully. When you come across students who have achieved learning competencies below the standard level, consult their parents and other stakeholders to study their problems and find solutions.

Give orientation or guide students in how to use the recommended supplementary (reference) materials in the library. Those who have access to the internet will be able to get extra resources if they if they contact Yahoo and Google. Although this teacher's guide provides you with a general view of the teaching-learning activity, it is advisable to formulate your own teaching-learning methods that you think convenient and appropriate. But this does not mean that you are authorized to formulate your own teaching methodology unless it is contextual, up-to-date and beyond what the curriculum demands. Be energetic in using your full capacity, skills, and experience in a way you expect will be appropriate and helpful for achieving the expected goal.

The new textbook has been designed in line with the student-centered teaching-leaning methodology. Such a participatory approach enables students to grasp most of their concepts through their own efforts and through some from the teacher. The new textbook includes a lot of activities to be done by the students themselves. As has been mentioned previously, the role of the teacher is to give direction, harmonize concepts when the students face conflicting ideas, provide the students with the necessary materials, and manage the classroom when class is conducted. The teacher

also gives hints to help the students discover facts, realize concepts, and develop skills in solving problems. Do not forget to create situations that promote active learning. The following instructions will help you and give you general guidelines on how to get ready before and during the entire teaching- learning process.

How to use the teacher's guide

A.   Brain storming activities

The importance of brain storming questions is to enable learners activate their prior knowledge about the topic of the lesson presented and to make their background knowledge in the understanding of the present lesson. The brain storming questions are also used to allow students to express their opinion about the given lesson, to motivate classroom participation and encourage student's attention towards the lesson. Thus teachers should spend no more than five minutes to complete and summarize these tasks and should go directly to the main contents of the lesson right away.

Explanation to all the brainstorming questions may not be completely presented in the guide. Even the explanations presented for the brainstorming activities should not be taken as the only options. The issue presented in the explanations can be considered to give explanation and correction to the student's responses for the brain storming questions. Teachers should take serious care to control the time and the explanations sessions when the explanations ideas and discussion presented in the guide are not sufficient to correct student's response teachers are free to use their own knowledge, experience and expertise to address the responses of the students.

B.   Activities

In most cases the explanations for all activities in the text are presented. Almost all individuals response s are presented. However for some general activity questions some general descriptions are presented. Some additional sources for activities are also maintained in the guide.

C.   Topics and time allotments.

The time allotted for some topics in the text may not be sufficient to present the topic to complete the activities presented. In such cases the teacher are highly advised you choose the most relevant concepts and activities and activities and present the

lesson in the given class time taking in to considerations the overall context of the students the school, the surrounding environment.

D. Group Tasks

As it can be observed from the teacher guide in addition to the group tasks to be completed by all students in the class, some group tasks to be completed by some particular groups are also encompassed in the text. These seems to alienate some students in the lesson but the main objectives of such group tasks is to provide opportunities for all students to take part in different group tasks at different times and to cover all the group task presented in the text. This helps all students to benefits from the knowledge and skill obtained from group tasks. Teacher should assign different tasks for the students who don't take in such group tasks.

UNIT 1

DEMOCRACY AND DEMOCRATIZATION

Introduction

In this unit, the students are going to learn about the science of democracy. They are going to get introduced with the meaning of democracy and democratization, actors in the democratization process, institutionalizing democracy, the role of democracy for social transformation, democratic values, and aspects of democracy.

Period allotted: 7

Learning outcomes:

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

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

Lessons

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

LESSON ①

1.1. The concept of democracy and democratization

Time allotted: 1 period

1. COMPETENCIES

At the end of this lesson, students should be able to:

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

2. CONTENTS

➡ *The concept of Democracy and Democratization*

3. OVERVIEW

In this lesson, students are going to learn about the meaning of democracy and democratization. There will be discussion about the term democracy and democratization.

4. TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

Pictures   Video   Diagrams   Charts

4.2 SUGGESTED TEACHING METHODS

- Brainstorming questions
- Questioning
- Group discussion
- Introduction and explanation
- Presentation

Note: the selected teaching methods that are included in the lesson are prescribed in the general information for the teacher given on the first page of this guide.

4.3 PRE-LESSON PREPARATION

Before you begin teaching the lessons obtain necessarily teaching aids/ material.

4.4 PRESENTATION OF THE LESSON

You might use your own method of presenting the lesson in a way you see fit for that particular topic. However, the simplest way of introducing a topic is by raising relevant questions. Tell students that they have made their own understanding about the concept of democracy and democratization. Next give concluding statement and move on to the next tasks. Therefore, you may begin the lesson by asking brainstorming questions:

What do you think about democracy and democratization?

Activity 1.1

Form a group to discuss and point out the key concepts of democracy and democratization and then share your ideas to the whole class.

What is the meaning of democracy?

- The term democracy is used to cover wide ranges of political systems; some of which are old and experienced, while others relatively new and inexperienced scholars, politicians and others attempted to define democracy in various ways.

- The dictionary definition of the term entails that democracy is a state of government in which people hold the ruling power either directly or

indirectly through their elected representatives.

- Democracy embraces the principles of equality, individual freedom and opportunity for the common people, as those who actually wield political power.

- Abraham Lincoln defined democracy as "… government of the people, by the people and for the people."

  - Government of the people- represents the source of legitimacy as well as of government officials is from nothing but the people,

  - Government by the people - implies the idea of public participation in the government process and governs themselves.

  - Government for the people- implies to the idea that government officials should act for the advantage and according to the interest of the people.

What is democratization?

- Democratization is the transition to a more democratic political regime, including substantive political changes moving in a democratic direction.

- It a transition from an authoritarian political system to a semi-democracy or a transition from a semi-authoritarian political system to a democratic political system.

Summarization

Summarize the activity with students by asking questions.

Evaluation and Follow-up

At the end of the lesson, make sure that your students have understood the concepts of the lesson and check the students' understanding of the lesson.

LESSON ②

1.2.   Actors in democratization processes

Time allotted: 1 period

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Discover the role of different actors in the democratization process*

☑ *Discuss the base for the classification of party system*

2.   CONTENTS

➡ *Actors in democratization processes*

3.   OVERVIEW

Previously we have said that democracy is a process. Building up of democracy is not an overnight program it needs not only time but different actors must also involve in building democracy and democratic culture. Thus, in this lesson you will look at the roles of different actors in the democratization process.

4. TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

To make your lesson lively and appropriate, use the following teaching aids:

Pictures/photographs   Videos   Charts

4.2 SUGGESTED TEACHING METHODS

- Brainstorming questions
- Questioning
- Group discussion
- Explanation
- Presentation

4.3 PRE-LESSON PREPARATION

Get ready the teaching aids and teaching material. If none are available in your school, try to prepare your own maps, pictures and photographs with your students in the pedagogical center.

- Read related literature in the school's library or elsewhere.
- Prepare notes and activities.

4.4 PRESENTATION OF THE LESSON

- Introduce students to what they are going to learn about the actors of democratization
- Be sure that the students are clear about the objectives of the lesson

Ask students to brainstorm about the actors of democratization. So you can assess whether they have background information.

- Who are the actors of democratization?
- Elaborate the role of actors in the process of democratization
- What do you understand when we say political party, interest groups, and mass media?

MAJOR ACTORS OF DEMOCRATIZATION

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

- **Civil Societies:** it is an arena voluntary collective action around shared interests, purposes and values distinct from governmental organizations. They are contributing to consciousness raising, defense of the legitimate interests of groups of individuals and the protection of individual and collective rights and freedoms.

- **Interest Groups:** they are organizations or groups of people, which are autonomous from government or political parties with the objective of influencing government.

- **Mass Media:** it is a technology that is intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public. They plays a role in the political training of citizens and in building democratic culture by informing the people about the scope of public policies, the management and conduct of affairs by those responsible at both state and grass-roots level, and by providing and offering the members of the community the means of communicating with each other.

Summarization

Summarize the activity with students by asking questions.

Evaluation and Follow-up

At the end of the lesson, make sure that your students have understood the concepts of the lesson and check the students' understanding of the lesson. To help your students get more knowledge on the lesson you have taught, you can give them assignments.

Assign each group the task of making a library study on the following issues:

- How the pressure group, political parties, party system non-governmental organizations are significant for building democratization Explain.

LESSON ③

Time allotted: 1 period

1. COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Evaluate democratic institutions*

☑ *Explain the significance of democratic institutions*

☑ *Value democratic institution in the country*

2. CONTENTS

➡ *Institutionalizing democracy*

➡ *Definitions of democratic institution*

➡ *Democratic institutions and their functions*

3. OVERVIEW

Democratic institutions are important to develop and protect democracy. Those Institutions must serve the entire population of a country with equality under the law. Institutions provide the frame work for individuals and systems to function. Their breakdown leads to a breakdown of societal

functioning -democracy is a weakened the sense of Justice is eroded and the opposition is required to be suppressed.

4.   SUGGESTED TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

Use the following aids when you conduct the lesson topic

- Videos
- Diagrams
- Charts
- Pictures

4.2 SUGGESTED TEACHING METHODS

- Brainstorming
- Explanation
- Group discussion
- Presentation

4.3 PRE-LESSON PREPARATION

- Before you begin teaching the lessons obtain necessarily teaching aids/material.
- Design the most appropriate teaching method.
- Read relevant literature to provide students full information.
- Prepare notes, activities and exercises.

4.4   PRESENTATION OF THE LESSON

You might use your own method of presenting the lesson. Introduce the lesson by asking the following brainstorming questions. Tell students that they have made their own understanding about the concept of democracy and democratization. Next give concluding statement and move on to the next tasks.

- What are democratic institutions?
- What are the functions of democratic institutions?

Define democratic institutions

- Democratic institutions are institutions that facilitate and promote the operations of democracy.
- They are those institutions that make democracy to work. Some democratic institutions are:

Mention the functions of each of the democratic institutions.

- **Independent national electoral commission:** independent national electoral commission is a corporate body charged with the responsibility of organizing, conducting and supervising elections into electoral offices in the country. They provide the following functions:
  - Conduct of election
  - Conduct of referenda
  - Voters registration
  - Constituency delimitation
  - Register and monitor political parties
  - Provision of electoral officers and materials
  - Fixing of date of election
  - Provide security at the polling station
  - Education the electorate
- **Political parties:** political parties are organized group of individual who share same political ideologies, beliefs and interests. Political parties provides the following functions:
  - Serve as a forum for national unity and mutual understanding.
  - Political education to members and general public
  - Serves as machinery for recruitment /appointment
  - Serves as a link between the people and the government
  - Ensures political stability in government
  - Allows for harmonization of sectional and diversified interest

- Provision of social amenities and infrastructure
- **Pressure group** they provides the following Functions :
  - Offer useful pieces of advice and suggestions
  - Help to promote economic stability
  - Provide and promote certain general welfare services to the public
  - Educate members and the public on national issues and fundamental human rights
  - Act as a link between the people and the government
  - Act as watchdog over public policies
  - Support to candidates and political parties to win election
- **Branches of government:** the functions of three government branches are the following:
  - Executive: execute/implement the law
  - Legislature: make the law
  - Judiciary: Interprets the law

Summarization

Summarize the activity with students by asking questions about democratic institutions and their functions.

Evaluation and Follow-up

At the end of the lesson, make sure that your students have understood the concepts of the lesson and check the students' understanding of the lesson.

LESSON 4

1.4.   The role of democracy for social transformation

Time allotted: 2 periods

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Describe the dimensions of social transformation*

☑ *Explain the roles of democracy for social transformations*

2.   CONTENTS

➡ *The roles of democracy for social transformations*

3.   OVERVIEW

Social transformation means the restructuring of all aspects of life; from culture to social relations; from politics to economy; from the way we think to the way we live. It can be manifested in the form of social change, Civic engagement, Civic dialogue, civic activism, Community building, social capital, and community development forms.

4. TEACHING-LEARNING PROCESSES

4.1 SUGGESTED TEACHING AIDS

- Pictures and photographs that show different members of the societies

- Charts

4.2 SUGGESTED TEACHING METHODS

- Brainstorming
- Introducing the lesson
- Explanation
- Questioning
- Group discussion
- Presentation

4.3 PRE-LESSON PREPARATION

Get ready the teaching aids and teaching materials.

Inform students of the lesson to be discussed and encourage them to present ideas and concepts.

4.4 PRESENTATION OF THE LESSON

- Introduce students to the lesson and give emphasis to the given topics, such as the role of democracy for social transformation.
- Make students clear about the objectives of the lesson.
- Brainstorm to know students' past experience regarding the lesson topic.
- You can begin the lesson by asking probing questions like
    - **What are the roles of democracy for social transformation?**

Start your discussion by describing briefly the role of democracy for social transformation. The process transformation it may be manifested in different traits : such as:

- **Social change:** is a broad umbrella to encompass a range of typical social and

civic outcomes from increased awareness and understanding, to attitudinal change, to increased civic participation, the building of public will, to policy change that corrects injustice

- **Social Activism:** it refers to action to make change that ensures inclusion, equity, fairness, and justice. It is intentional action to bring about social, political, economic, or environmental change.

- **Civic Engagement:** it refers to the many ways in which people participate in civic, community, and political life and, by doing so, express their engaged citizenship.

- **Civic Dialogue:** is dialogue in which people explore matters of civic importance and consider the dimensions of a civic or social issue, policy, or decisions of consequence to their lives, communities, and society

- **Community Building:** it refer to the process of building relationships that helps to coherent community members around common purpose, identity, and a sense of belonging which may lead to social or community capital.

- **Social Capital:** is a common outcome named in arts and social change work. Social capital is the collective value of all "social networks" (who people know) and the inclinations to do things for each other that arise from these networks ("norms of reciprocity").

- **Community Development:** in community development, the economic, social, and physical dimensions of community are considered. Community development agencies often focus on ensuring low and mixed-income housing, job training or workforce development, commercial real estate development, and small business start-up.

Summarization

Summarize the role of democracy for social transformations.

Evaluation and Follow-up

At the end of the lesson, make sure that your students have understood the concepts of the lesson and check the students' understanding of the lesson.

LESSON ⑤

1.5. Democratic values

Time allotted: 1 period

1. COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Identify democratic values*

☑ *Internalize democratic values*

2. CONTENTS

➡ *Democratic values*

3. OVERVIEW

Indigenous institutions are traditional institutions of the community or society which carries out political social administrative or judicial functions based on the democratic values of trust, justice, inclusive, cooperation, dialogue, respect, reciprocity, tolerance, common humanity and etc.

4. TEACHING-LEARNING PROCESSES

4.1 SUGGESTED TEACHING AIDS

- Pictures and photographs

- Films/videos show the influence of traditional institutions

- Charts

4.2 SUGGESTED TEACHING METHODS

You are asked to conduct your class by using the suggested teaching methods

- Brainstorming

- Introducing the lesson

- Explanation

- Questioning

- Group discussion

- Presentation

4.3 PRE-LESSON PREPARATION

Get ready the teaching aids and teaching materials.

Inform students of the lesson to be discussed and encourage them to present ideas and concepts.

4.5 PRESENTATION OF THE LESSON

Ask students to forward their own background understandings about the indigenous democratic institutions and the values they are based up on. So you can assess whether they have background information.

- Make students clear about the objectives of the lesson.

- You can begin the lesson by asking probing questions like

- What are indigenous democratic institutions and values do you know in your locality?

Group discussion activity

- Identify democratic values in Ethiopia; discuss how they are practiced and the role of those institutions in serving people democratically. Write a report and present it to the whole class?

  - Divide students in to groups and assign tasks to explore and discuss any of the democratic institutions and values practiced in your locality.

  - Start your discussion by describing briefly about democratic values.

Summarization

Summarizing the key points of the lesson after student's discussion and report.

Evaluation and follow up

At the end of the lesson, make sure that your students have understood the concepts of the lesson and check the students' understanding of the lesson. Let students discuss on the role of traditional institutions that existed in their own locality and is contribution for the modern form of democracy.

LESSON ⑥

Time allotted: 1 period

1.   COMPETENCIES

> **At the end of this lesson, students should be able to:**
>
> ☑ *Describe the aspects of democracy*
> ☑ *Explain the major aspects of democracy*

2.   CONTENTS

➡ *Aspects of democracy*

3.   OVERVIEW

Democracy is the most successful political idea in the world. Democracy allows ordinary people a decisive say in who governs a country and how they govern it. It is based on a system of government by all the citizens of a country, typically exercised through elected representatives. The concept of democracy is broad and diverse. Every country has a unique democratic system, and countries will therefore be 'differently democratic'. There are three major aspects to democracy.

4. TEACHING-LEARNING PROCESSES

4.1 SUGGESTED TEACHING AIDS

- Pictures
- Charts

4.2 SUGGESTED TEACHING METHODS

You are asked to conduct your class by using the suggested teaching methods

- Brainstorming
- Questioning
- Introducing the lesson
- Group discussion
- Explanation
- Presentation

4.3 PRE-LESSON PREPARATION

You might use your own method of presenting the lesson. However, the simplest way of introducing a topic is by raising relevant brainstorming questions. Tell students that they have made their own understanding about the aspects of democracy from their past experience. Next give concluding remarks and move on to the next tasks. Therefore, you may begin the lesson by asking brainstorming questions:

What are the major aspects of democracy?

4.4. PRESENTATION OF THE LESSON

Taking students' background understanding into consideration, commence your presentation by exploring the "aspects of democracy".

Aspects of democracy

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

- **Economic Aspect of Democracy:** by economic aspect of democracy, it is

meant that the equitable and just distribution of wealth and resources in society and abolition of glaring disparities or polarization on the basis of wealth. Economic democracy recognizes the right to work, leisure, fair wages, and unrestricted right to the enjoyment of life.

- **Political Aspect of Democracy:** the political aspect of democracy signifies the provision of political rights; namely, the right to vote, the right to contest during elections, the right to hold public office, the right to movement, thought, association, the high to freedom of conscience, the right to speak, etc. In order to enable citizens to exercise these and other political rights effectively and persistently, citizens have to be asserted freedom of speech, association and publication.

Summarization

Summarize the activity and key concepts of the lesson.

Evaluation and Follow-up

At the end of the lesson, make sure that your students have understood the concepts of the lesson and check the students' understanding of the lesson. To help your students get more knowledge on the lesson you have taught, you can give them assignments.

ANSWER KEY FOR UNIT SUMMERY EXERCIS

PART I true or false

1.   False   2. True   3. True   4. True   5. False

PART II multiple choice

1.   A   2. B   3. C   4. B   5. C

PART III Matching

1.   E   2. A   3. B   4. C   5. D

- Pressure group

- Social Aspects of Democracy

- Accountability

Part v: short answer

1. Participatory democracy or participative democracy is a model of democracy in which citizens are provided power to make political decisions. Etymological roots of democracy (Greek demos and kratos) imply that the people are in power, making all democracies participatory to some degree. However, participatory democracy tends to advocate greater citizen participation and more direct representation than traditional representative democracy.

A pressure group serves the following functions:

- Offers useful pieces of advice and suggestions

- Helps to promote economic stability

- Provides and promotes certain general welfare services to the public

- Educates members and the public on national issues and fundamental human rights

- Acts as a link between the people and the government

- Acts as watchdog over public policies

- Supports candidates and political parties to win election

- Acts as a manpower bank from where government can draw experts to serve in the government.

UNIT (2)

CITIZENS IN THE AGE OF DIGITAL TECHNOLOGY

Introduction

In this unit, the students are going to learn about citizen's use of digital technology. They are going to learn the emotional, social and ethical implications of digital technology on citizens. The unit is also intended to get the students recognize ethical codes for using digital technology and the impacts of unethical use of it. Furthermore, the opportunities of digital technology for young citizens are another area of focus of the unit.

Period allotted: 7

Learning outcomes:

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

- *Know the opportunities of digital technology for young citizens*
- *Understand the ethical codes of using digital technologies*
- *Recognize the impacts of unethical use of digital technologies*
- *Use digital technologies ethically*

Lessons

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

LESSON ①

2.1. The implications of digital technology on Citizens

Time allotted: 2 periods

1. COMPETENCIES

At the end of this lesson, students should be able to:

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

2. CONTENTS

➡ *The emotional implications of digital technology on citizens*
➡ *The social implications of digital technology on citizens*
➡ *The ethical implications of digital technology on citizens*

3. OVERVIEW

Digital technologies have both positive and negative implications on people's emotions, ethical values and social wellbeing's. Positively it transforms societies by enhancing connectivity, financial system, access to trade and public services, supporting and accelerating development, and promoting sustainable farming. It also enables people to control their feelings, improves

humans' moral well-being and helps better at making ethical decisions. Unethical and addictive use of digital technologies can threaten privacy, erode ethical and cultural values, erode security, and fuel inequality. In this lesson, students are going to learn about the emotional, social and ethical implications/effects of digital technology on citizens. Then there will be discussion about the positive and negative implications of digital technology on citizens.

4. TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

- Pictures
- Diagrams
- Videos
- Charts

4.2 SUGGESTED TEACHING METHODS

- Brainstorming
- Questioning
- Group discussion
- Introduction and explanation
- Presentation

4.3 PRE-LESSON PREPARATION

You might use your own method of presenting the lesson. However, the simplest way of introducing a topic is by raising relevant brainstorming questions. Tell students that they have made their own understanding about the implications of digital technology n citizens from their past experience. Next give concluding remarks and move on to the next tasks. Therefore, you may begin the lesson by asking brainstorming questions:

- What do you think are the implications of digital technology on citizens?
- What does internet addiction mean?
- How do digital technologies affect people's emotions?
- How do digital technologies help people to be socially connected?

- What kind of negative social impacts do digital technologies create?

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials.

4.4 PRESENTATION OF THE LESSON

Following the responses of your students, try to explain the following activities.

Activity 2.1

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

- Digital technology enables people to control, express and manage their emotions. In workplace, for example, workers in some jobs often have a loveless relationship with their managers. In such relationships, face-to-face communications may lead to uncontrolled emotional aggression between the worker and the manager. Digital technology enables workers and managers not to meet face- to- face, since technologies provide new arrangements between work and personal time and space.

Activity 2.2

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

- The presence of technologies in human behaviors enables some individuals to communicate and foster beneficial interpersonal relationships and improve well-being. By reaching out to others, engaging in meaningful social interactions and strengthening our social bonds, we are likely to improve our wellbeing.

Activity 2.3

How do digital technologies aggravate crime and terrorism?

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

Activity 2.4

How do digital technologies contribute to developing universal moral values?

- People come from diversified society with diversified moral norm participating in philosophical debates and discourses with others through different technologies is important to develop a universally guiding moral principles

Activity 2.5

What kind of good habits do you learn from digital technologies like social media? How do you learn the habits?

- Digital technologies allow people to learn ways of acquiring good moral values from the experiences of others. For example, reading the life experiences of philosophers from different sources may help a person to learn what kind of person she/he should be and what kind of behaviors she/he should acquire. As youth participate in digital public, every younger age's questions about their developmental capacities seem particularly important when considering their capacity for discerning the ethical pledges that are at play in the digital media. When people start to interact with others, they begin to reconsider their conceptions about what is good or bad, right or wrong, just or unjust and become aware of the broader society, its values, norms, and expectations.

Case study Activities

Case study 1. Negative implications of digital technologies on social life of citizens.

- This case study important for students to broaden their understanding about to what extent the addictive use of digital technologies (like, online gaming) has an impact on the social connection of citizens .The case study examines how Kobalo lost his best friends in the school and out of school because of his excessive addiction of online gaming.

Case study 2. The negative impacts of digital technologies in eroding privacy

- This case study is important to understand that in the digital world, it has become much harder to have personal privacy. The case study gives a lesson for us that communicating through digital technology, like Facebook and other social Medias, has an impacts on the personal privacy and security.

Case study 3. The negative impacts of digital technologies for job insecurity

- This case study reflects how much digital technologies create insecurity regarding to once jobs. According to the case study Mr. Ojulu has lost his jobs and his incomes, because of the services he provides for customers replaced by more advanced technologies. This leads his previous customers to use smart mobile phones to communicate with others. This again results Mr. Ojulu to lose his jobs and income.

Case study 4. Negative implications of digital technology on the ethical values of citizens.

- This case study reflects about how much digital technology affects the ethical values of citizens. People who access different philosophical thoughts from various digital sources may experience ethical dilemma when something at work goes against their personal ethics, morals and values. The case of Ali implies that when people are confused with different philosophical thoughts they get in to depressed and stands against the established code of conduct or behavior.

Summarization

Summarize the activities, discussions, reflections and key concepts of the lesson.

Evaluation and Follow-up

At the end of the lesson, make sure that your students have understood the concepts of the lesson and check the students' understanding of the lesson by asking questions about the positive and negative implications of digital technologies on citizens. To help your students get more knowledge on the lesson you have taught, you can give them assignments.

LESSON ②

2.2 The ethics of using digital technology

Time allotted: 1 period

1. COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Demonstrate the ethical codes of using digital technologies*

2. CONTENTS

➡ *The ethics of using digital technology*

3. OVERVIEW

The overuse and addictive use of digital technology leads to negative impacts. In today's digital world, there is increasing trends of misuse and abuse of emerging technologies, such as intimidating or threatening people. So, how can we address these issues? That is why digital ethics matters more than anything. Thus, in this lesson you will explore some of the common ethical codes in using digital technology.

4. TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

- Pictures and photographs
- Videos
- Charts
- Films

4.2 SUGGESTED TEACHING METHODS

Commence your lesson by using the following methods:

- Brainstorming
- Case studies
- Questioning
- Presentation
- Group discussion
- Story telling

4.3 PRE-LESSON PREPARATION

- Introducing a lesson is by raising relevant brainstorming questions. Tell students that they have made their own understanding about the ethics of using digital technology from their past experience. Next give concluding remarks and move to other next tasks. Therefore, you may begin the lesson by asking   brainstorming questions:

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

4.4 PRESENTATION OF THE LESSON

Before your explanations, organize students in to group and ask them to discuss how do they use technologies ethically. Following the responses of your students, make explanations to the following group activities

Group Activity 2.2.

- What do you mean by appropriate use of digital technology?
- What kinds of ethical rules should we follow with regard to using digital technologies?

Etiquette: the electronic standard of conduct or procedure.

- Responsible digital behavior makes everyone a role model for students.
- Using technology in a way that minimize the negative effects on others.
- Using technology when it is contextually appropriate.
- Respecting others online, not engaging in flaming, inflammatory language, and so forth.

Responsibility: Technology users must think twice about what is appropriate or ethical and legal to down load materials from the internet.

- Follow acceptable use policies and using technologies responsibly.
- Understand technology rules.
- Helping others to use technology ethically.
- Reporting inappropriate use.

Safety: students need to be aware of the physical dangers that are inherent in using technology. Carpal tunnel syndrome is one (though not the only) of such dangers. Eyestrain and poor posture are common problems in technology-related activities. You should use technology in a responsible way to prevent various physical injuries, for example, using technology in rooms that are well it.nGrade10StudentTextbook

Security: Students must learn how to protect electronic data (example, virus protection, firewall, offsite storage). Protecting one's equipment is not only a matter of personal responsibility but also necessary for protecting the community (example, keeping one's virus software up to date).

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

Accuracy/ trust worthiness: teachers should inform their students about

the situation to protect them from citing or reading incorrect information. Inaccurate information can cause confusion in society, and medical and legal issues. In sum, with the rise of technology use at home and in the class rooms, developing digital citizenship has been a priority in countries of the world.

Summarization

Summarize the activities, discussions, reflections and key concepts of the lesson.

Evaluation and Follow-up

At the end of the lesson, make sure that your students have recognized and appreciate the ethical principles of using digital technology. To widen students awareness about the ethical principles of using digital technology you can give them assignments to do individually or in groups and check their understanding by asking questions.

LESSON ③

2.3.   The opportunities of digital technology for young citizens

Time allotted: 2 periods

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Discuss the opportunities of digital technology for young citizens*

2.   CONTENTS

➡ *The opportunities of digital technology for young citizens*

3.   OVERVIEW

In the ever-globalized world, the change in the use and advancement of digital technology offers opportunities for young citizens. Accordingly, this lesson is intended to present some of the opportunities of digital technologies for young citizens.

4. SUGGESTED TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

Use the following aids when you conduct the lesson topic

- Photographs
- Charts
- Diagrams
- pictures

4.2 SUGGESTED TEACHING METHODS

For further information about how to use the suggested methods refer to the general information for the teacher in the Introduction to this guide

- Brainstorming
- Buzz group discussion
- Explanation
- Presentation

4.3 PRE-LESSON PREPARATION

You might use your own method of presenting the lesson. However, the simplest way of introducing a topic is by raising relevant brainstorming questions. Tell students that they have made their own understanding about the opportunities of digit technology for young citizens from their past experience. Next give concluding remarks and move on to the next tasks. Therefore, you may begin the lesson by asking   brainstorming questions:

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

4.4 PRESENTATION OF THE LESSON

Before your explanations, organize students in to group and ask them to discuss possible opportunities digital technology provides for the young citizens? Following the responses of your students, make explanations to the following group activities

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

Dear teacher to help students to have better understanding on the activities ask to read the explanation in student text book. When you make sure they have finished reading. Tell them to work on the activity questions.

- Some of the opportunities of digital technologies for young citizens including information access, connectivity, digital learning, innovation and versatile working.

Group Activity 2.6.

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

Dear teacher to help students to have better understanding about how digital technologies help the young people. When the students present their responses give oral questions and answer explanations.

Summarization

Summarize the activities, discussions, reflections and key concepts of the lesson.

Evaluation and Follow-up

At the end of the lesson, make sure that your students have recognized and appreciate using digital technology help young citizens. To widen students awareness about the ethical principles of using digital technology you can give them assignments to do individually or in groups and check their understanding by asking questions.

LESSON 4

2.4.   The impacts of unethical use of digital technology on young citizens

Time allotted: 2 periods

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Explain unethical use of digital technology*

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

2.   CONTENTS

➡ *The impacts of unethical use of digital technology on young citizens*

3.   OVERVIEW

Although the spread of advanced digital technologies has positively contributed a lot to human beings in many ways, the unethical use of these technologies has negatively affected young citizens. In this lesson you will explain some of the impacts of unethical use of technology on young citizens.

4. TEACHING-LEARNING PROCESSES

4.1 SUGGESTED TEACHING AIDS

- Pictures and photographs that show different members of the societies
- Charts

4.2 SUGGESTED TEACHING METHODS

You are asked to conduct your class by using the suggested teaching methods

- Brainstorming
- Questioning
- Storytelling

- Case studies
- Group discussion
- Presentation

4.3 PRE-LESSON PREPARATION

You might use your own method of presenting the lesson. However, the simplest way of introducing a topic is by raising relevant brainstorming questions. Tell students that they have made their own understanding about the impacts of unethical use of digital technology on young citizens from their past experience. Next give concluding remarks and move on to the next tasks. Therefore, you may begin the lesson by asking brainstorming questions:

What would happen when you use digital technology unethically?

4.4. PRESENTATION OF THE LESSON

Before your explanations, organize students in to group and ask them to discuss how do they use technologies ethically. Following the responses of your students, make explanations to the following group activities.

Some of the impacts of unethical use of technology on young citizens

Academic dishonesty: Academic dishonesty-cheating and internet plagiarism are a serious unethical use of digital technologies which affect they young's academic performance. Academic dishonesty, like cheating includes coping

from another's work or allowing one's own work to be copied, submitting another person's work as one's own, fabrication of data, consultation with an authorized person during the examination, or use of unauthorized aids.

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

Identity theft: digital technologies provide wide scopes for users to hide their identities. People are much more likely to behave anti-socially if they do not think that there will be any no consequence.

Unfriendly and revenge sex: the irresponsible and unethical use of digital technology poses risks for the young in their relationships with their sexual friends. Digital technologies enable young people to share, create and forward suggestive aggressive sex videos. When the young practice like what they watch in the videos. It leads them separate from friends or to be addicted.

Case study activity

Dear teacher tell students to read the case stated in the students text book. When you make sure that the students have finished reading please read it aloud for the class giving clarification anywhere necessary. Then ask students to work on the questions under the case as a group. When the students present there make sure they try to focus on the impacts of unethical use of digital technology.

Summarization

Summarize the activities, discussions, reflections and key concepts of the lesson.

Evaluation and Follow-up

At the end of the lesson, make sure that your students have recognized the impacts of unethical use digital technology. To widen students awareness about the ethical principles of using digital technology you can give them assignments to do individually or in groups.

ANSWER KEY FOR REVIEW QUESTIONS

PART I:

1. False   2. True   3. True   4. True   5. False

Part II:

1. A   2. B   3. C   4. B

Part III:

- Q1. Understanding the ethical, cultural, and societal issues related to technology

  - Practicing responsible use of technology system, information and software

  - Developing positive attitudes towards technology applications that support lifelong learning, collaboration, personal pursuits and productivity.

- Q2.   Academic dishonesty: Academic dishonesty - cheating and internet plagiarism - is a serious unethical use of digital technologies which affect the academic performance of the young. Academic dishonesty, like cheating includes copying from another's work or allowing one's own work to be copied, submitting another person's work as one's own, fabrication of data, consultation with an authorized person during the examination, or use of un authorized aids.

- Q3. Digital technology positively impacts health care. Digital technologies have brought about a massive and welcome change to the healthcare sector. Patients now have access to some of the best diagnostic tools, new and cutting-edge treatments and less painful and quicker healings Patients not only have access to quick and accurate medical information using their handheld devices, but they can also use applications to keep track of doctor's appointments, and get remainder to take their medications.

UNIT 3

UNDERSTANDING GOOD GOVERNANCE

Introduction

In this unit, the students are going to learn about the concepts of good governance. They are going to get introduced with the meaning of governance and good governance. The unit is also intended to get the students familiar with the basic elements to which governments effectively govern their people by promoting socio-economic development and public welfare. Furthermore, the challenges in which country's facing in their administration of their people are also another area of focus of the unit.

Period allotted: 7

Learning outcomes:

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

- *Understand the concept of governance*
- *Be aware of the roles of good governance for socio-economic development*
- *Recognize the impact of lack of good governance*
- *Understand mechanisms of fighting corruption*

Lessons

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

LESSON 1

3.1.   The concept of governance

Time allotted: 1 period

1.   COMPETENCIES

> **At the end of this lesson, students should be able to:**
>
> ☑ **Understand the concepts of governance**

2.   CONTENTS

➡ *The meaning of governance*

3.   OVERVIEW

In this lesson, students are going to learn about the concepts of governance and how it is different from government.

4. TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

- Diagrams
- Diagrams
- Videos
- Charts

4.2 SUGGESTED TEACHING METHODS

- Brainstormingquestions
- Group discussion
- Introduction and explanation
- Presentation

4.3 PRE-LESSON PREPARATION

You might use your own method of presenting the lesson. However, the simplest way of introducing a topic is by raising relevant brainstorming questions. Tell students that they have made their own understanding about the concepts of governance from their past experience. Next give concluding remarks and move to the next tasks. Therefore, you may begin the lesson by asking brainstorming questions:

What does governance mean to you?

4.4 PRESENTATION OF THE LESSON

Following the responses or reflections of your students, give explanations about governance.

Activity 3.1

What is governance?

- Governance refers to the exercise of political and administrative authority at all levels to manage a country's affairs.
- It comprises the mechanisms, processes and institutions, through which citizens, groups, civil societies, community members and private sectors articulate their interests, exercise their legal rights, meet their obligations and mediate their differences.

Summary of the lesson

Summarize the activities, discussions, reflections and key concepts about governance.

Evaluation and Follow-up

At the end of the lesson, make sure that your students have understood the concepts of governance and check their understanding by asking questions, such as:

What is governance?

LESSON ②

3.2.   The concept of good governance

Time allotted: 1 period

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Explain the concepts of good governance*

2.   CONTENTS

➡ *The concepts of good governance*

3.   OVERVIEW

Now a day's the question how governments work in a better way directs our attentions to conceptualize good governance. Thus, in this lesson you will explain the concepts of good governance and the ways governance works in a better way by addressing the multifaceted problems of the society.

4. TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

To make your lesson lively and appropriate, use the following teaching aids:

- Pictures/photographs

4.2 SUGGESTED TEACHING METHODS

Commence your lesson by using the following methods:

- Brainstorming questions
- Questioning
- Group discussion
- Explanation
- Presentation

4.3 PRE-LESSON PREPARATION

Introduce the lesson and ask students to tell their own understandings of the concepts of good governance that comes to their mind. Next give concluding remarks and move to the next tasks. Therefore, you may begin the lesson by asking brainstorming questions:

What does good governance mean?

4.4 PRESENTATION OF THE LESSON

Following the responses or reflections of your students, give explanations about good governance.

Activity 3.2

What is good governance?

Good governance has been defined as follows:

- Governance refers to the exercise of political and administrative authority at all levels to manage a country's affairs.

- It is a way of measuring how public institutions conduct public affairs and manage public resources in a better way at which a public service is

efficient, a judicial system is reliable and an administration is accountable to its public.

- It comprises the mechanisms, processes and institutions, through which citizens, groups, civil societies, community members and private sectors articulate their interests, exercise their legal rights, meet their obligations and mediate their differences.

Summary of the lesson

Give a brief summary of the activities, discussions, reflections and key concepts about good governance.

Evaluation and Follow-up

At the end of the lesson, make sure that your students have understood the concepts of good governance and check their understanding by asking questions, such as:

What is good governance?

LESSON ③

3.3.   Elements of good governance

Time allotted: 1 period

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Know the elements of good governance*

2.   CONTENTS

➡ *Elements of good governance*

3.   OVERVIEW

The effectiveness or proper functioning of governance is depend upon whether government and non-government organizations are working in accordance with common constituting principles/element. Such elements may vary according to the nature and functions of institutions. However, in this lesson students will learn and know the commonly practiced elements by all institutions and organizations for realization of their purposes.

4. SUGGESTED TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

Use the following aids when you conduct the lesson topic

- Photographs
- Charts
- Diagrams
- Pictures

4.2 SUGGESTED TEACHING METHODS

For further information about how to use the suggested methods refer to the general information for the teacher in the Introduction to this guide

- Brainstorming
- Group discussion
- Explanation
- Presentation
- Interview

4.3 PRE-LESSON PREPARATION

Introduce the lesson and ask students to tell elements the that constitute good governance. Next give concluding remarks and move to the next tasks. Therefore, you may begin the lesson by asking brainstorming questions:

What are the elements of good governance?

4.4 PRESENTATION OF THE LESSON

Following the responses of your students, try to review the main elements of good governance and give sufficient explanation about each elements of good governance.

Elements of good governance

The commonly practiced elements of good governance by all institutions and organizations are:

- **Accountability:** is a principle which requires elected and appointed

government officials to be answerable for the decisions and acts they undertake.

- **Participation:.** All men and women should have voice in decision-making ,either directly or through legitimate intermediate institutions that represent their interests.

- **Rule of law:** good governance requires legal frameworks to be fair and been enforced impartially.

- **Transparency:** refers to the availability of information of the general public and clarity about government rules, regulations and decisions and those decisions taken and their enforcement are done in a manner that follows rules and regulations..

- **Equity and inclusiveness:** a society' swell being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society .This requires all groups, but particularly the most vulnerable, have opportunities to improve or maintain their well-being.

- **Responsiveness:** good governance requires that institutions and processes try to serve all stakeholders within a reasonable time frame. By being responsive, government and non-government institutions gain legitimacy in public realm which will ensure their wider acceptance.

- **Consensus Oriented:** mediation of the different interests in society to reach a broad consensus in society on what is in the best interest of the whole community.

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

Directions for teachers to give explanations about case study activity 1:

- Have a group discussion with students and ask students what do they understand from the case. Then give a general explanations about which elements of good governance, Mr. "Alemu" and his office are realizing?

- The aim of the second case study (evaluation activity) is to examine and evaluate how public institutions function in their locality. This activity requires student's field work and interviewing with stakeholders. The role of the teacher for this activity should be:

    - Organizing groups and ask them to go to in any of the public office of their locality to conduct survey interview and after to gather information about how the office functions in accordance with the elements of good governance. After students return back to their class , students should write reports about what they examine from field work. Then students are required to share their ideas to the class and make whole class discussions.

Summary of the lesson

Summarize the activities, discussions, reflections and basic elements of good governance.

Evaluation and Follow-up

At the end of the lesson, make sure that your students know the elements of good governance and check whether they know or not by asking questions, such as:

- What are the basic elements of good governance?

To help your students know on the lesson you have taught, you can give them assignments.

LESSON 4

3.4. The roles of good governance for socio-economic development

Time allotted: 1 period

1. COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Explain the roles of good governance for socio-economic development*

2. CONTENTS

➡ *The roles of good governance for socio-economic development*

3. OVERVIEW

Promoting good governance is the political, social and economic agenda of many countries of the world. Both governmental and non-governmental organizations have tried to promote socio-economic development for their country through the explicit commitment to principles of good governance. In this lesson students will explain how the realization of good governance has contributions for the socio-economic development of the country.

4. TEACHING-LEARNING PROCESSES

4.1 SUGGESTED TEACHING AIDS

- Charts
- Pictures
- Diagrams

4.2 SUGGESTED TEACHING METHODS

You are asked to conduct your class by using the suggested teaching methods

- Brainstorming
- Group discussion
- Questioning
- Presentation

4.3 PRE-LESSON PREPARATION

Introduce the lesson and encourage students to be aware of the roles of good governance for socio-economic development. You may begin the lesson by asking brainstorming questions:

What are the roles of good governance for socio-economic development?

4.4   PRESENTATION OF THE LESSON

Following the responses of your students, start your discussion and explanations briefly about the role of good governance for socio- economic development. After a brief explanations, ask students to discuss and explain the roles of good governance for socio-economic development in groups , then try to explain the activity.

Activity 3.3:

The role of good governance socio-economic development?

How good governance is important for socio-economic development?

Good governance is the most important factor in promoting socio-economic development in the following ways:

- **Economic development:** the important roles that good governance has to address economic problems is through:

- Ensuring the rule of law, improving the efficiency and accountability of the public and private sector, better allocation and distribution of resources, allowing the community access to government institutions and markets and increasing growth and ensuring the development outcomes that are redistributed to all of the population.

- Promoting inclusive growth through effective implementations of government policies and the existence of impartial institutions that make possible a fair distribution of the benefits from the economy and by protecting property rights and supporting an equitable enforcement of law for all individuals.

- Ensuring the society's participation in their own affairs which would enable them to take responsibility of their lives and their development.

- Effective management of a country's economic resources in a transparent, accountable and equitable way without the existence and practical applicability of the elements of good governance.

- **Social development:** Good governance ensures a better today and a brighter future for all the citizens and generate a great deal of interest among the people that represent the aspirations and hopes, culture of the people. Good governance is enhancing the ability of the people to gain better and dignified life, greater options to choose from and ensuring transparency in administration etc.

Summary of the lesson

Summarize the activities, discussions, reflections and how good governance promotes socio-economic development of the country.

Evaluation and Follow-up

- At the end of the lesson, make sure that your students understand and explain the roles of good governance for socio-economic development.

- Check whether or not the students have understood you can give them additional activities to do in groups about the roles of good governance for socio-economic development.

LESSON 5

3.5. The challenges of good governance

Time allotted: 1 period

1. COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Recognize the challenges of good governance*

2. CONTENTS

➡ *The challenges of good governance*

3. OVERVIEW

People in developing countries are now facing many governance challenges. Their government institutions are not effective and responsive. Officials are unaccountable, courts are not independent, and resources are not efficiently utilized. In this lesson students will recognize and explores the challenges of the promotion of good governance.

4. TEACHING-LEARNING PROCESSES

4.1 SUGGESTED TEACHING AIDS

- Pictures
- Films
- Photographs
- Charts

4.2 SUGGESTED TEACHING METHODS

You are asked to conduct your class by using the suggested teaching methods

- Brainstorming
- Questioning
- Introducing the lesson
- Group discussion
- Explanation
- Presentation

4.3 PRE-LESSON PREPARATION

Introduce the lesson and encourage students to recognize and understand the challenges of good governance. You may begin the lesson by asking brainstorming questions:

What are the challenges of good governance?

4.4   PRESENTATION OF THE LESSON

Following the responses of your students, start your discussion and explanations briefly about the challenges of good governance. After brief explanations, ask students to recognize and discuss the major challenges of good governance in their locality in groups. Form a group and have a class discussion on this questions. Then try to explain the activity.

What are the major challenges of good governance?

Poverty

- Good governance could not be realized in a condition where people are poor. Poverty does not provide a fertile ground for the promotion of rights and participation.

- Poverty is the negation of all social existence due to the impossibility of full enjoyment of fundamental human rights, social, economic and cultural rights as well as civil and political rights. When people are starved they are concerned about where they can get meal.

Corruption

- Rampant corruption causes discrimination, injustice and disregard to human self-respect. It imperils the stability of democratic institutions by making these institutions inefficient and ineffective in delivering public services.

- Corruption is considered a failure of institutions in particular those in charge of investigation, prosecution, and enforcement.

- Corruption distorts economics systems by creating consistent budget deficit and it undermines social confidence and capacity in the public institutions. Highly visible corruption accentuates the sense of injustice and grievance associated with poverty, unemployment, and economic hardship.

Inefficiency of service delivery:

- Lack of good governance results in inefficiency in service provisions, and in some cases no service at all.

Summary of the lesson

Summarize the activities by noting that people in developing countries are facing many governance challenges.

Evaluation and Follow-up

At the end of the lesson, make sure that your students have recognized and understood the challenges of good governance.

LESSON ⑥

3.6. The impacts of lack of good governance

Time allotted: 1 period

1. COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Recognize the impact of lack of good governance*

2. CONTENTS

➡ *The impacts of lack of good governance*

3. OVERVIEW

Good governance has many impacts on the political, social, economic and cultural aspects of human life. In this lesson students will recognize how the impacts of lack of good governance undermine sustainable political, economic and social developments.

4. TEACHING-LEARNING PROCESSES

4.1 SUGGESTED TEACHING AIDS

- Pictures and photographs
- Diagrams
- Charts
- Videos

4.2 SUGGESTED TEACHING METHODS

You are asked to conduct your class by using the suggested teaching methods

- Brainstorming
- Questioning
- Introducing the lesson
- Group discussion
- Explanation
- Presentation

4.3 PRE-LESSON PREPARATION

Introduce the lesson and encourage students to recognize the impacts f lack of good governance. You may begin the lesson by asking brainstorming questions:

What wouldhappen when people are suffering of mal-governance?

4.4. PRESENTATION OF THE LESSON

Following the responses of your students, start your discussion and explanations briefly about the impacts of lack of good governance . After a brief explanations, ask students to recognize and discuss the impacts of lack of good governance. Let your students discuss in group and write the impacts of lack of good governance in their locality and have a class discussion. Then try to explain the activity.

What are the impacts of lack of good governance?

- **Political Instability:** governments that implement public decisions, policies, and laws driven by the intention and interest of some groups and those in power without the participation and interests of the public always experience political instability.

- **Inability of rule of law:** the concept of good governance is undoubtedly linked with citizen's right to life, liberty, property, and pursuit of happiness. Such rights of citizens could be secured only through the rule of law. Rule of law ensures the operation of power and stands against the arbitrariness of absolute rule. When the political structure of a country becomes weak, every political leader is tempted to manipulate laws, break the law related to security, properties, life, money etc...

- **Inability to secure justice:** injustice comes from lack of proper distribution of essential resources and not getting their fair share of the deliverable promised by the government.

- **Lack of transparency:** the government practices have to be always been questioned. The simple reason for this is that there is no information how government performs its works until and unless some disgrace comes up.

- **Lack of empowerment:** the common people do not get chance to voice their needs while policies are formulated. This could be due to lack of desire on parts of the governments to know public opinion or to do timely consultation or due to lack of awareness among the public regarding policies that are being implemented.

- **Inefficient service delivery:** lack of good governance results in inefficiency in service provisions, and in some cases no service at all. For example, lack of good governance in education and health sectors results in not only lack of standards, information, incentives and accountability but also it leads to corruption due to which the resources allocated could be been used for private gain. Unresponsive and irresponsible health professionals sell medications and medical equipment allotted for public clinics. In the judicial system also lack of good governance also results in the delay of service delivery.

- **Administrative irregularities:** when government offices do not work in accordance with basic elements of good governance there will not be proper management of data.

Summary of the lesson

Summarize the activities by noting that lack of good governance has brought many impacts on political, social, and economic developments.

Evaluation and Follow-up

- At the end of the lesson, make sure that your students have recognized the impacts of lack of good governance.
- Check whether or not the students have understood you can give them additional activities to do in groups about the impacts of lack of good governance on the political and socio-economic development.

LESSON 7

3.7.   Understanding and fighting corruption

Time allotted: 1 period

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Explain the concept of corruption*

☑ *Explore the ways of fighting the effects of corruption*

2.   CONTENTS

➡ *Understanding fighting corruption*

3.   OVERVIEW

Corruption is a global phenomenon which has serious consequences in undermining good governance. It undermines the credibility of the public sector, erode trust in government, distorting the allocation of resources and discouraging investment and infrastructure in the state, inefficiency in public service delivery, fuel and perpetuate inequality and discontent that leads to instability, and violence. In order to fight and minimize the risks corruption different countries has taken adopted different mechanisms.

In this lesson students are going to learn about the ways of fighting the effects of corruption.

4. TEACHING-LEARNING PROCESSES

4.1 SUGGESTED TEACHING AIDS

- Pictures
- Charts
- Diagrams
- Videos

4.2 SUGGESTED TEACHING METHODS

You are asked to conduct your class by using the suggested teaching methods

- Brainstorming
- Explanation
- Questioning
- Group discussion
- Presentation

4.3 PRE-LESSON PREPARATION

Introduce the lesson and ask students to explore the mechanisms of fighting the damaging consequence of corruption that comes to their mind. Next give concluding remarks and move to the next tasks. Therefore, you may begin the lesson by asking brainstorming questions:

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

4.4. PRESENTATION OF THE LESSON

Following the responses of your students, start your discussion and explanations briefly about the mechanisms of fighting the damaging consequence of corruption. After a brief explanations, ask students to explore and discuss the mechanisms of fighting the damaging consequence of corruption in groups , then try to explain the activity.

- **Ways of fighting the negative effects of corruption**

- **How do we fight the negative impacts of corruption?**

- **Creating public awareness:** educating and awaring the public about the risks and damaging consequences that corruption creates in economic, political and social spheres through media, awareness campaign, training, workshops etc...Is one of the key mechanisms of fighting the costs of corruption? Creating awareness is useful to the public to inform and know their rights and defend their interests. Creating awareness contributes in shaping societal attitudes regarding how corruption affects their wellbeing and their country in general.

- **Citizen participation:** citizens participate in government to identify citizen's problems and prioritize their needs, control and evaluate the government's commitments and create opportunities to find solutions. It also leads to social trust, generating general consensus and producing a workable social contract up on which to base reform and development programs, provides input to anti-corruption process by reporting corrupt activities and reinforce healthy citizen-government relations.

  - Strengthening the civil service: the existence of non-political and professional civil service institutions has a key significance for reducing administrative corruption through increasing accountability and transparency of civil service administrations, the accessibility, availability, and simplifications of information, process, procedures, and regulations to the public. Transparency and accountability in civil service administrations increases empowerment for the general public and makes supervision easier.

- **Simplifications of Administrative procedures:** the complexity and unpredictability of administrative procedures and excessive bureaucratic complexities creates confusions and it is one of the main factors contribution to corruption. Developing and implementing standardized administrative procedures serve as an initial step in combating corruption because it improves coordination among offices, avoids duplication of duties, and reduce unjustified administrative discretions.

- **Media:** regarding to fighting corruption media can play the following roles:
  - Raises public awareness about the causes, consequences and possible

remedies of corruption and thus can foster a culture of integrity.

- Inform and educate people about the effects of corruption.
- Detecting, investigating exposing, uncovering and reporting incidents of corruption, bringing corruption cases in to the public sphere and instigating judicial involvement.
- Enhance accountability. The media offers a key route for institutions about governmental, administrative, and business activities to be disseminated throughout society, and thus providing the public with a crucial capacity to hold those in power accountable.
- **Strengthening the judicial system:** reliable, independent and effective judicial systems are crucial to make sure laws and regulations are actually enforced.

Summary of the lesson

Summarize the activities, discussions, reflections and the possible mechanisms of fighting the negative effects of corruption.

Evaluation and Follow-up

- At the end of the lesson, make sure that your students understand the possible ways of fighting the negative effects of corruption.
- Check whether or not the students have understood you can give them additional activities.

ANSWER KEY FOR REVIEW QUESTIONS

PART I:

1. False   2. True   3. False   4. False   5. False

Part II:

1. D   2. B   3. D   4. B   5. D

PART III:

1. A   2. C   3. B   4. E   5. D

Q1. Challenges of good governance.

- **Poverty:** poverty affects societies in many ways, including undermining good governance and democracy. Good governance principles could not be realized in a condition where people are poor. Poverty does not provide a fertile ground for the promotion of rights and participation. When people are starved they are concerned about where they can get meal. They do not worry about their participation in the decision-making process. Effective governance cannot be achieved while extreme poverty exists because it creates results in exclusion, isolation and loneliness and exacerbates a sense of stigma and shame.

- **Corruption:** rampant corruption causes discrimination, injustice and disregard to human self-respect. It imperils the stability of democratic institutions by making these institutions inefficient and ineffective in delivering public services

Q2. Why good governance is important?

The most simple and immediate benefits of good governance are considered below:

- Efficient processes — due to repeatability and consistency of tasks.
- Visibility of errors — repeatability and consistency quickly highlights nonconformities in the process.
- Reduced costs — repeatability and consistency eliminates waste from scrap, rework and other non-value added processes.
- Smoother running operations
- Conforming products in the market — product that reaches the market meets the intended specification and works correctly.

Q3. Impacts of lack of good governance.

- Political Instability:
- Inability to secure justice:
- Inability of rule of law
- Lack of transparency
- Lack of empowerment
- Inefficient service delivery

UNIT 4

INDIGENOUS CONFLICT RESOLUTION MECHANISMS

Introduction

Once conflicts arose between individuals and groups, the main task for all the parties engaged in the conflict is to work out how to resolve it and bring about a long-lasting peace among them through indigenous conflict resolution mechanisms .In this unit, students are going to learn about the notion of peace, peace building and the impacts of absence of peace on society. They are also going to learn the nature, features, advantages and roles of indigenous conflict resolution mechanisms. Furthermore, the roles of indigenous social institutions in ensuring sustainable peace are also another area of focus of the unit.

Learning outcomes:

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

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

Period allotted: 6 Lessons

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

LESSON 1

4.1. The concepts and types of peace

Time allotted: 1 period

1. COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Explain the concepts of peace*

☑ *Compare types of peace*

2. CONTENTS

➡ *The concept of peace*

➡ *The types of peace*

3. OVERVIEW

The term peace has a variety of meanings in different contexts of usage. What peace is in religion may be different from what it is in philosophy, politics, military, or history. In this lesson students will learn about the concepts peace from our daily experience in life and social existence. The two types of peace and how they are interrelated each other can be discussed under this lesson.

4. TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

- Pictures and photograph
- Charts
- Diagrams
- Videos

4.2 SUGGESTED TEACHING METHODS

To make your lesson lively and appropriate, use the following teaching aids:

Commence your lesson by using the following teaching methods:

- Brainstorming questions
- Group discussion
- Questioning
- Presentation

4.3 PRE-LESSON PREPARATION

Introduce the lesson and ask students to tell their own understandings of peace and its types that comes to their mind. Next give concluding remarks and move to the next tasks. Therefore, you may begin the lesson by asking brainstorming questions:

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

4.4 PRESENTATION OF THE LESSON

Following the responses or reflections of your students, give explanations about the concepts of peace.

The meaning of peace

From our daily experience in life and social existence, peace is defined as a state of mutual harmony between people or groups, especially in personal and group relations.

Types of Peace

- **Internal peace:** is also called as "inner peace" or" peace of mind or soul". It is a state of calm, and peacefulness of mind that arises due to having no suffering, or mental disturbance such as worry, anxiety, greed, hatred, ill-will, delusion and other debasements. It is peace within oneself. Internal peace is essential; it is generally regarded as true peace and as a real foundation of peace in society or peace in the world.

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

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

- **Negative peace:** Negative peace is defined as a peace without justice. It is a false sense of "peace" that often comes at the cost of justice. Negative peace is the absence of direct violence or the fear of violence.

Directions for group activity questions.

Group activity 4.1.

Ask students to go to their immediate community in groups and make discussion with elders on how does peace of an individual contributes to the peace of the society.

After students discussions give a brief explanations about the question of how does individual's peace contribute to the peace of a society?

- It clearly shows that individual peace or peace within influences other peace. Since society is a combination of each individual, society depends on how individuals to make any effort of resolving conflict and promoting peace, we have to be aware that all individual and social evils must be absent and resolved. Otherwise, addressing individual evils / causes of conflict alone would not bring about sustainable peace in the society. For example, a worried and disillusioned person is always sensitive to fight with others.

Group activity 4.2.

Organize students in to groups and let students them to discuss the main features of positive peace.

Main features of positive peace:

- Presence of:

    - Tranquility
    - Harmony, well-being
    - Strengthened human bonds
    - Shared human values
    - Shared feelings of humanity

Summary of the lesson

Give a brief summary of the concepts of peace and its types.

Evaluation and Follow-up

At the end of the lesson, make sure that your students have understood the concepts and types of peace and main features. In order to deepen students understandings about peace ask questions, such as:

What does peace mean?

LESSON ②

4.2.   The impacts of absence of peace

Time allotted: 1 period

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Analyze the impacts of absence of peace*

2.   CONTENTS

➡ *The impact of absence of peace*

3.   OVERVIEW

Whenever conflict is severe, people's peace is negatively impacted, which leads to many consequences to human life and society at large ,In a situation of absence of peace economic and social development undermined, poverty becomes wide spread, people are forced to migrate, human rights are violated. In this lesson students will learn the impacts of absence of peace.

4. TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

To make your lesson lively and appropriate, use the following teaching aids:

- Pictures and photographs
- Videos

4.2 SUGGESTED TEACHING METHODS

Commence your lesson by using the following methods:

- Brainstorming questions
- Group discussion
- Questioning
- Presentation

4.3 PRE-LESSON PREPARATION

Introduce the lesson and ask students to tell their own feelings about the impacts of absence of peace. Next give concluding remarks and move to the next tasks. Therefore, you may begin the lesson by asking brainstorming questions:

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

4.4 PRESENTATION OF THE LESSON

Following the responses or reflections of your students, give explanations about the impacts of absence of peace.

The impacts of absence of peace

Some of the impacts f absence of peace are :

- **Security impacts:** in the absence of peace, people are denied the right to live, acquisition and protecting of their properties, and participation in their community affairs. This creates a chain of violent conflict.

- **Creates continuous social and political disharmony:** absence of peace results not only in immediate devastation, but long-term erosion of social cohesions and unity. People who live within uncertain situations develop a feeling of helplessness and enmity both at individual, group and community levels.

- **Failure to accommodate cultural diversity:** when there is no peace, cultural diversity will be at risk. Various ethnic, tribal or cultural groups get in to competition for power and resource control. The struggle for power and resource domination results in all political leaders and the governments officials tending to be more tribal than national in structure, with inter-tribal oppression becoming common practice.

- **Undermine socio-economic developments:** it is clear that sustainable social and economic development will not be achieved if peace is absent. During violent conflict, competing forces divert resources from health, education, investment and other social services to military expenditure. The absence of peace increases people with violence experiences, the accumulation of weapons is subsequently used for violent crimes, the long-term impact of traumatic experiences, social stress, erosion of trust and emergence of social prejudice and injustice.

- **Grave human rights violations:** absence of peace leads to weak government institutions that are ill-equipped to deal with uncertainties and power struggles between competing groups and to protect human rights. Women and children often suffer from the consequences of absence of peace(conflict) as they face high risk of becoming victims of sexual and gender-based violence, abuses, and displacement.

Directions activity questions.

Group activity 4.4.

Ask students to discuss with their families about the impacts of absence of peace and let them to reflect in the class

Summary of the lesson

Give a brief summary of the impacts of the absence of peace in the social, economic, political and cultural lives of the people. Concepts of peace and its types.

Evaluation and Follow-up

At the end of the lesson, make sure that your students have analyzed how absence of peace has an impact on the lives of peoples of the world.

LESSON 3

4.3. The concepts of Peace building

Time allotted: 1 period

1. COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Explain peace building*

☑ *Characterize the dimensions of peace building*

2. CONTENTS

➡ *The concept peace building*

➡ *Dimensions of peace*

3. OVERVIEW

Once conflicts arises, the next step is how do resolve it and how to bring along-lasting peace by addressing the core problems so that societies will not return to destructive violence .In this lesson students will learn about the meaning , dimensions and actors of peace building.

4.   SUGGESTED TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

- Photographs
- Charts
- Diagrams
- Pictures

4.2 SUGGESTED TEACHING METHODS

For further information about how to use the suggested methods refer to the general information for the teacher in the Introduction to this guide

- Brainstorming
- Presentation
- Explanation
- Individual reflection
- Group discussion

4.3 PRE-LESSON PREPARATION

Introduce the lesson and ask students to tell their own understandings of peace and its types that comes to their mind. Next give concluding remarks and move to the next tasks. Therefore, you may begin the lesson by asking brainstorming questions:

- **What do you think about peace building?**
- **Who take part in the peace building process?**

4.4 PRESENTATION OF THE LESSON

Following the responses or reflections of your students, give definitions about the peace building and elaborate the actors involved in the peace building process.

The meaning of peace building

- Peace building is a long-term process of ensuring peace through encouraging conflicting parties to talk to each other and bringing them together to discuss the issues and understand the views of others, and repairing their broken relationships.

- It focuses on the long-term support and establishment of viable political, socio-economic and cultural institutions capable of addressing the root causes of conflict.

- Peace building activities seeks to promote the integration of competing or alienated groups with in mainstream society, through providing equitable access to political decision-making, social networks, economic resources and information.

Summary of the lesson

Give a brief summary of the concepts, dimensions and actors of peace building.

Evaluation and Follow-up

At the end of the lesson, make sure that your students have understood the concepts of peace building and the major actors involved in the process.

LESSON 4

4.4.   The indigenous conflict resolution mechanisms

Time allotted: 2 periods

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Defining indigenous conflict resolution mechanisms*

☑ *Features of indigenous conflict resolution mechanisms*

☑ *Indigenous conflict resolution mechanisms in Ethiopia*

2.   CONTENTS

➡ *Indigenous conflict resolution mechanisms*

3.   OVERVIEW

As long as people live in society or group, there are conflicts arising from differences in interest, prejudice, needs, and ambitions. When such conflicts occur different societies of the world have developed their own mechanisms to resolve conflicts based on their historical, traditional and cultural land escapes. Like in other parts of the world, Africans have developed their own

indigenous institutions. However, the mechanisms that are employed differ from one society to another because of the difference in culture, tradition and custom. In this lesson, students are going to now and recognize indigenous conflict resolution mechanisms, its features, advantages and the main actors.

4. TEACHING-LEARNING PROCESSES

4.1 SUGGESTED TEACHING AIDS

- Pictures and photographs
- Charts
- Diagrams
- Videos
- Films

4.2 SUGGESTED TEACHING METHODS

You are asked to conduct your class by using the suggested teaching methods

- Brainstorming
- Introducing the lesson
- Explanation
- Questioning
- Group discussion
- Presentation
- Drama

4.3 PRE-LESSON PREPARATION

Introduce the lesson and encourage students to recognize the impacts of lack of good governance. You may begin the lesson by asking brainstorming questions:

What does indigenous conflict resolution mechanism mean?

4.4 PRESENTATION OF THE LESSON

Following the responses of your students, start your discussion and explanations briefly about the meanings of indigenous conflict resolution mechanism, its main features , and advantages. After a brief explanations, ask students to now and explore indigenous conflict resolution mechanism

practiced in our country. Let your students discuss in groups and let you have a class discussion. Then try to made explanations about meanings, features and advantages of indigenous conflict resolution mechanism.

Meaning of indigenous conflict resolution mechanism

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

- They are age-long and ancient set of practices and part of social systems which play important role in the reconciliation, maintenance and improvement of societal relationships.

Advantages and features of indigenous conflict resolution mechanisms

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

- **Context specific:** Indigenous conflict resolution approaches vary considerably from society to society, from region to region, from community to community with a specific history, a specific culture and specific custom. There is no one single and general principle and procedure of "indigenous conflict resolution mechanisms".

- **Inclusiveness:** indigenous conflict resolution mechanisms manage almost all kinds of conflicts from petty offences, civil cases such as financial, familial and contractual disputes up to murder cases and bloody war fares.

- **Voluntary and consensual proceedings:** indigenous conflict resolution mechanisms generally require voluntary participation of both conflicting parties and reaching agreement to abide by the outcomes. Indigenous institutions do not have the kind of coercive mechanism as does the formal or modern system,

- **Locally circumscribed constituency:** indigenous conflict resolution institutions operate locally, that is, they resolve conflicts within

particular group and often within specifically circumscribed geographic locations, often within a community of people who know each other and live within close proximity.

- Accepted and flexible norms, rules and values: indigenous conflict resolution mechanisms generally deliver justice in accordance with norms, rules and values that are generally known and accepted by societies.

- **Group-based responsibility:** indigenous conflict resolution mechanisms often consider that responsibility for the harm rests, not with the individual but with the broader social grouping, often the family or clan.

- **Negotiation and compromise:** indigenous conflict resolution systems generally involve negotiation between the conflicting parties to try and resolve the case amicably. This usually involves both parties accepting some measure of responsibility for the dispute and agreeing to the decision.

- **Dynamism and responsiveness to change:** indigenous conflict resolution mechanisms are not static but evolve over generations to their current status, and can respond to changes in views and values.

- **Restoration and maintenance of peaceful co-existence:** indigenous conflict resolution mechanisms aim to restore peace and harmony between the conflicting party members, neighbors, clans or local groups so that the former accuser can continue to live together infrequent interaction.

- **Forgiveness and compensation:** indigenous conflict resolution institutions often require the loser or wrong doer to ask forgiveness and/ or pay compensation, rather than imposing physical punishment or imprisonment.

Directions for group activity:

Evaluate the roles of actors in the indigenous conflict resolution processes.

Ask the students to evaluate the roles of actors of indigenous conflict resolution mechanisms by attending any indigenous conflict resolution

process in their immediate communities and let them to reflect to the whole class.

Summary of the lesson

Summarize the activities, and discussions by focusing on how indigenous conflict resolution mechanisms has a role for promoting long-lasting peace between conflicting parties based on the principles of compromise and consensus.

Evaluation and follow up

- At the end of the lesson, make sure that your students have now and appreciate the advantages of indigenous conflict resolution mechanisms for building sustainable peace.
- Check whether or not the students have understood the lesson you taught you can give them additional activities to do in groups or individually.

LESSON 5

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

Time allotted: 1 period

1. COMPETENCIES

At the end of this lesson, students should be able to:

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

2. CONTENTS

➡ *The roles of indigenous social institutions in ensuring sustainable peace*

3. OVERVIEW

Achieving sustainable peace is one of the greatest concerns of all peoples of the world. Like any parts of the world, African peoples have a long history of indigenous social institutions that serve as means of governance, conflict resolution, security promotion, and for provision of defined social, economic and political functions. These institutions are the broadest organizers of

individuals' beliefs, drives, and behavior and they have been embedded in the cultures of communities. They are free standing social units with their own inner dynamics. In this lesson students will explain the role indigenous social institutions in ensuring sustainable peace for contributed for ensuring sustainable peace among the community.

4. TEACHING-LEARNING PROCESSES

4.1 SUGGESTED TEACHING AIDS

- Pictures and photographs
- Charts
- Diagrams
- Videos
- Films

4.2 SUGGESTED TEACHING METHODS

You are asked to conduct your class by using the suggested teaching methods

- Brainstorming
- Introducing the lesson
- Explanation
- Questioning
- Group discussion
- Presentation
- Drama

4.3 PRE-LESSON PREPARATION

Introduce the lesson and encourage students to explain the role indigenous social institutions in ensuring sustainable peace . You may begin the lesson by asking brainstorming questions:

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

4.4   PRESENTATION OF THE LESSON

Following the responses of your students, start your discussion and explanations briefly about the role indigenous social institutions in ensuring sustainable peace. Let you start explanations about the meanings of indigenous social institutions and their roles in ensuring sustainable peace.

Meaning of indigenous social institutions

- Indigenous social institutions are institutions that are established to provide diverse services for members and beneficiaries around the community.

Roles of indigenous social institutions in ensuring sustainable peace:

- **Building community cohesion:** indigenous social institutions keep community values alive and help build common grounds between members providing a sense of togetherness and a collective sprit which enhances solidarity. They promote the virtue of peace, solidarity, harmonious living, respect for one another and honesty.

- **Restoration of order and relationships:** indigenous conflict resolution aims at the restoration of order and harmony of the community. Cooperation between conflicting parties has to be guaranteed for the future. Indigenous conflict resolution is thus geared towards the future.

- **Addressing the psycho-social and spiritual dimensions of conflicts and sustainability of peace:** indigenous social conflict resolution institutions not only deal with material issues, reason and talk, but also, they deal with the spiritual aspects, feelings and non-verbal communications. By means of reconciliation, relations between conflicting parties are restored, and both the perpetrators and the victims are re-integrated into the community.

- **Providing for inclusion and participation:** as all parties(and every member of each party)are responsible for the conflict, everybody also has to take responsibility for its solution.

- **Ensuring accessibility to the community:** unlike other modern institutions, indigenous social institutions are accessible to communities. When conflicts arise, they are immediately solved by making consensus among the conflicting parties.

Explore and explain indigenous social institutions in their community and their roles in ensuring sustainable peace:

Ask the students to explore and explain indigenous social institutions found in their community and their roles in ensuring sustainable peace and let them to reflect to the whole class.

Summary of the lesson

Record the activities of the students in the class and provide constructive feedbacks and summarize the lesson

Evaluation and Follow-up

- At the end of the lesson, make sure that your students understood the lesson you taught.

- Check whether or not the students have understood the lesson you taught you can give them additional activities to do in groups or individually.

ANSWER KEY FOR UNIT SUMMERY EXERCIS

ANSWER KEY FOR REVIEW QUESTIONS

PART I

| 1. True | 2. False | 3. True | 4. True | 5. False |

PART II

| 1. D | 2. D | 3. C | 4. D | 5. B |

PART III

| 1. C | 2. A | 3. B | 4. D | 5. E |

Q.1. Discuss the impacts of absence of peace on social unity and solidarity.

- Security impacts:
- Creates continuous social and political disharmony
- Failure to accommodate cultural diversity:
- Undermine socio-economic developments:
- Grave human rights violations

Q.2. Explore the advantages of indigenous conflict resolution mechanisms.

- Indigenous conflict resolution mechanisms are grass roots and community-based mechanisms of solving conflicts arising within or between individuals, groups and communities according to their customary set of practices that are present in all communities. They are age-long and ancient set of practices and part of social systems which play important role in the reconciliation, maintenance and improvement of societal relationships. The mechanisms are deep-rooted and contained in the custom, culture and traditions of the society

UNIT (5)

FEDERALISM IN ETHIOPIA

Introduction

In this grade level students are going to learn much more about the meanings of federalism, types of federalism, features of federalism, advantages and disadvantage of Federalism the roles of Federalism in accommodating diversity. The ultimate objective of this unit is to enable students to understand the concept of multiculturalism in particular and federalism in general. Finally, this unit will enable students to have basic skills and knowledge about federalism.

Period allotted: 7
Learning outcomes:

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

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

Lessons

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

LESSON ①

5.1.   The meaning of federalism

Time allotted: 1 period

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Define federalism*

2.   CONTENTS

➡ *The meaning of federalism*

3.   OVERVIEW

Federalism is a means for bringing down power to the people, a purpose more or less similar to the horizontal separation of powers. In Ethiopia, federalism is being used as a means to end the age old concentration of power and as a means for accommodating identity issues of the various ethno-linguistic groups. Thus there are often more than one reasons or combination of reasons for establishing a federation. 25 countries, home to over 40% of the

world's people, either call themselves federal or are generally considered to be federal.

4. TEACHING-LEARNING PROCESSES

4.1 SUGGESTED TEACHING AIDS

- Picture
- Charts
- Photograph

4.2 SUGGESTED TEACHING METHODS

Use the following teaching methods as suggested in the general introduction and presentation of the lesson:

- Brainstorming questions
- Group discussion
- Questioning
- Presentation
- Introduction and explanation

4.3 PRE-LESSON PREPARATION

You might use your own method of presenting the lesson. However, the simplest way of introducing a topic is by raising relevant brainstorming questions. Tell students that they have made their own understanding about the the meaning of federalism from their past experience. Next give concluding remarks and move on to the next tasks. Therefore, you may begin the lesson by asking brainstorming questions:

What do you think about federalism

4.4 PRESENTATION OF THE LESSON

After testing your students' understanding about federalism, commence your presentation by explaining the meaning of federal system of government.

- Federalism is the ethnic criterion that it has followed in arranging and structuring the states.

- Power division between states and the federal government.

- The constitution explicitly lists down the federal powers, the state powers, and concurrent powers and leaves residual power to the state.

- It was not only limited to enumerating the powers of the states and the federal government.

- Respecting and mutual non-intervention in to the powers of each other is also the case in point under the constitution.

CASE STUDY

- This case study is important for students to create clear understanding about the relationship between the regional state with the regional states and the federal government. The case also explores that the during the disaster existed in the lower omo basin and the victims of flooding and how the peoples of the country try to cooperate to support the peoples who were living in that particular places. In addition to this according to the principles of federalism each constituent units of the federations they have their own power and functions in the re respective regions but they are closely interdependent and indivisible because one share something from another.

- Students you need to learnt about the interdependence of regional states in different aspects of life and you need to think that there is no any the regional governments are mutually exclusive.

Summary of the lesson

Give a brief summary for the following topics. The definitions of federalism and significance of federalism

Evaluation and Follow-up

To know the level of understanding of the students and whether the expected competencies. To help your students get more knowledge on the lesson you have taught, you can give them assignments.

LESSON ②

5.2. Types of federalism

Time allotted: 1 period

1. COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Identify the differences between types of federalism*

☑ *Explain the advantage and disadvantages of each type of federalism*

2. CONTENTS

➡ *Types of federalism*

3. OVERVIEW

In this lesson, students are going to learn about types of federalism. First they will learn the general concepts of Federal systems are usually known for dividing power between the federal government and the states. Then Based on how federal governments execute their laws across their whole territory (states) federations can be classified a Dual federalism and Executive federalism.

4. TEACHING-LEARNING PROCESS

4.1   SUGGESTED TEACHING AIDS

- Maps
- Pictures
- Diagrams
- Charts

4.2 SUGGESTED TEACHING METHODS

- Brainstorming questions
- Questioning
- Group discussion
- Presentation

Note: the selected teaching methods that are included in the lesson are prescribed in the general information for the teacher given on the first page of this guide.

4.3 PRE-LESSON PREPARATION

Before you begin teaching the lesson obtains photographs, diagrams, and other teaching materials.

The school pedagogical center officer could provide such maps.

4.4 PRESENTATION OF THE LESSON

You might use your own method of presenting the lesson in a way you see fit for that particular topic. However, the simplest way of introducing a topic is by raising relevant questions. Questions by themselves are motivating factors which make students curious and draw their attention to the lesson. Therefore, you may begin the lesson by asking questions such as:

- **What do you know the major types of Federalism?**
- **What is dual federalism?**
- **What is cooperative federalism?**
- **What do think about the advantage and disadvantages of dual federalism?**

Following the responses of your students, try to give a general definition of federalism.

Based on how federal governments execute their laws across their whole territory (states) federations can be classified as:

1. **Dual federalism:** the term federalism refers to the political understanding or system where ultimate authority is shared between the state or regional governments and the central government.

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

Advantage and disadvantages of dual federalism

Advantages of Dual Federalism

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

1. It allows protection of local jurisdictions from federal Government overreach. It prevents the federal government from having too much power in its hands.

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

Disadvantages of Dual federalism

While dual federalism offers its fair share of authorities, it does warrant a

few cons.

1. It ensures that tension between state and federal government always stays at the brim. This rising tension between them isn't favorable for the development and wellbeing of the state and the country as a whole.

2. The rising tension also leads to decreasing levels of cooperation between the federal and state governments. This then results in reduced efficiency of programs that require full cooperation from both governing bodies.

3. As the power at the hands of states increases, the unity between the different states tends to decrease.

Activity 5.1

- Asks students to discuss and answer about which type of federalism is preferable for Ethiopia and why they select? Follow the discussion carefully and provide support when necessary. Let groups present the report of their discussion to the whole class when they finish.

4.5   EVALUATION AND FOLLOW-UP

a)   Evaluation

At the end of the lesson, make sure that your students have understood the essential   concepts of the lesson by asking questions and giving them tasks like the following

Define   dual and cooperative federalism.

b)   Follow up

Check the students' understanding of the lesson by giving them an exercise to do independently. Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

LESSON ③

5.3.   The features of federalism

Time allotted: 2 periods

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Know the core features of federalism*

2.   CONTENTS

➡ *The features of federalism*

3.   OVERVIEW

In this lesson, students are going to learn about the core features of federalism. In this section we will discuss on the common features among some federations some essential features characterizing federal state structure Division of Power, Decentralized System of Government , Written and Supreme Federal Constitution, Rigid Constitution , Umpiring the Federation.

4. TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

- Charts
- Diagrams
- Pictures

4.2 SUGGESTED TEACHING METHODS

- Brainstorming questions
- explanation
- Questioning
- Group discussion
- Introduction and
- Presentation

Note: the selected teaching methods that are included in the lesson are prescribed in the general information for the teacher given on the first page of this guide

4.3 PRE-LESSON PREPARATION

Before you begin teaching the lesson obtain photographs, diagrams, and other teaching materials.

The school pedagogical center officer could provide such maps.

4.4 PRESENTATION OF THE LESSON

You might use your own method of presenting the lesson in a way you see fit for that particular topic. However, the simplest way of introducing a topic is by raising relevant questions. Questions by themselves are motivating factors which make students curious and draw their attention to the lesson. Therefore, you may begin the lesson by asking questions such as:

- Can you mention some of the features of federalism?
- What do you understand by decentralized system of government?

Following the responses of your students, try to give explanation about the features of federalism

Ask students to discuss on the activity questions in groups. Follow the discussion carefully and provide support when necessary. Let groups present their answers to the whole class when they finish.

Division of Power

- Federations are distinguished from other polities primarily by the fact that political power is constitutionally divided between the federal government and the states

- In federations, the units are not only entitled to regional self-rule or administration by right but they also share in the process of common policy-making at the center.

- Constitutionally guaranteed division of power between the federal government and the states, in which both exercise their power autonomously within their own spheres, is a settled principle identifying federations from other forms of government.

Decentralized System of Government

- Decentralized governments the units, often called local governments, are subordinate to the center.

- The local governments are merely creations of the center by a statute and as a result they may be wiped out by the center at any time.

- The delegation of power is at the mercy and unilateral discretion of the center and not as a matter of right of the local government.

- In some cases absorbing the local government may be politically not sound even if it is legally possible.

- In Decentralized systems, the emphasis is on self-rule rather than on shared rule.

- In a federation on the other hand, the division of power is constitutionally guaranteed and the states are not creations of the federal government.

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

Written and Supreme Federal Constitution

- The essential point that one observes as a shared feature in federations relates to the fact that the division of power between the federal government and the states is based on a written and supreme federal constitution to which both orders of governments must submit

- This is a logical necessity deriving from the nature of the federation itself. If the federal government and the states are to remain autonomous within their respective spheres of jurisdiction, the authority of one should not depend on the other but must derive from something supreme to both of them.

- Many federal constitutions express the essential supremacy of the constitution.

Example

- The United States Constitution declares all treaties made, or which shall be made under the authority of the US shall be the supreme law of the land.

- The German Basic Law stipulates albeit more generally, the same principle. Legislation is subject to the constitutional order; the executive and judiciary are bound by law and justice.

- Ethiopian Constitution too declares, The Constitution is the supreme law of the land.

4.5   EVALUATION AND FOLLOW-UP

At the end of the lesson, make sure that your students have understood the essential features of federalism and Check the students' understanding of the lesson by giving them an exercise to do independently. Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

LESSON (4)

5.4. Advantages and disadvantages of federalism

Time allotted: 2 periods

1. COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Differentiate the advantages and disadvantages of federalism*

2. CONTENTS

➡ *Advantages and disadvantages of federalism*

3. OVERVIEW

Federalism is a form of government that allows for more than one central entity to have power. In this section students will learn more about the advantages and disadvantages of federalism.

4. TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

To make your lesson lively and appropriate, use the following teaching aids:

- Pictures/photographs that show the advantages and the disadvantages of federalism.

4.2 SUGGESTED TEACHING METHODS

Commence your lesson by using the following methods:

- Brainstorming questions
- Explanation
- Questioning
- Presentation
- Group discussion

4.3 PRE-LESSON PREPARATION

- Get ready the teaching aids and teaching material. If none are available in your school, try to prepare your own pictures and photographs with your students in the pedagogical center.

- Read related literature in the school's library or elsewhere.

- Prepare notes and activities.

4.4 PRESENTATION OF THE LESSON

a)   **Introduction to the lesson**

- Introduce students to what they are going to learn about the advantages and the disadvantages of federalism.
- Be sure that the students are clear about the objectives of the lesson.

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

- Taking students' background understanding into consideration, commence your presentation by explaining what "federalism" means.

Proponents argue that federalism does the following advantages and disadvantages:

Advantages of federalism	Disadvantages of federalism
Federalism provides a structure that diffuses governmental power.	Federal System is a Source of Weakness for the State
Federalism creates a protection against tyranny	Federalism Prevents Uniformity of Laws
Federalism is an efficient process	The Method of Distribution of Powers cannot be Perfect
Federalism increases the level of participation by individuals.	Rigidly of the Constitution is Major disadvantage of Federalism
Federalism encourages a system of Cooperation.	State cannot Pursue Strong Foreign and Domestic Policies
Federalism encourages innovation in governing.	Expensive and Un-economical
Federalism allows the government to become more responsive to individual needs.	Danger of Secession.
Fosters State Loyalties	
Creates Laboratories Of Democracy	

4.5   EVALUATION AND FOLLOW UP

To know the level of understanding of the students and whether the expected competencies are achieved, ask the students questions about the topic you taught. To help your students get more knowledge on the lesson you have taught, you can give them assignments.

Assign each group the task of making a library study on the following issues:

- Identify and explain the countries who are practically implementing federal system in the contemporary world.

LESSON 5

5.5.   The role of federalism in accommodating diversity in Ethiopia

Time allotted: 1 period

1.   COMPETENCIES

At the end of this lesson, students should be able to:

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

2.   CONTENTS

➡ *The role of federalism in accommodating diversity in Ethiopia*
➡ *The features of Ethiopian federalism*
➡ *The challenges of Ethiopian federalism*

3.   OVERVIEW

The rational of federalism in contemporary Ethiopia is primarily the reconciliation of ethnic diversity with political unity. In many ways the present federal system is the culmination of a long period of searching for

a constitutional formula which can unite and contain the Ethiopian peoples. In this lesson students will focus on the role of federalism in accommodating diversity in Ethiopia, its feature and the major challenges of Ethiopian federalism.

4. TEACHING-LEARNING PROCESSES

4.1 SUGGESTED TEACHING AIDS

- Pictures and photographs that show the features and challenges of Ethiopian federalism

- Films to show the constituent unit of the Ethiopian federal state structure

- Charts

4.2 SUGGESTED TEACHING METHODS

You are asked to conduct your class by using the suggested teaching methods

- Brainstorming
- Questioning
- Introducing the lesson
- Group discussion
- Explanation
- Presentation

4.3 PRE-LESSON PREPARATION

Get ready the teaching aids and teaching materials.

Inform students of the lesson to be discussed and encourage them to present ideas and concepts.

4.4   PRESENTATION OF THE LESSON

- Introduce students to the lesson and give emphasis to the given topics, such as the role of federalism in accommodating diversity.
- Make students clear about the objectives of the lesson.
- Brainstorm to know students' past experience regarding the lesson topic.

You can begin the lesson by asking probing questions like

- What is the role of federalism in accommodating diversity?

- What are the features of Ethiopian federalism?

- What are the challenges of Ethiopian federalism?

Notice that these questions are samples and you can reproduce and use them based on the lesson given.

- • Start your discussion by describing briefly about the past system of government that was exited before the introduction of federalism in Ethiopia pre 1991

- Discuss the emergence of federalism in Ethiopia

- Explain the major issues of federalism in Ethiopia:

  - The role of federalism

  - The features of Ethiopian federalism

  - The challenges of Ethiopian federalism

Dear teacher! Ask students to respond to the brain storming questions. Listen to some responses from the students and make your own brief explanations on the topic.

- What do you think about the role of federalism in Ethiopia accommodating diversity?

- What are the unique features of the Ethiopian Federal System

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

- What do you think about the roles of House of the Federation?

- What do you think about the challenges of Ethiopian Federalism?

- The role of federalism in accommodating diversity

Activity 5.3

Ask students to discuss and answer on the bases of the constitution, identify the power that the federal and regional states possess let groups present the

report of their discussion to the whole class after the discussion

Activity 5.4

Ask students and answer the rights and responsibilities of nations and nationalities in the current Ethiopian federal system? And Differentiate federal state powers from that of regional states power in the current Federal system of Ethiopia let groups present the report of their discussion to the whole class after the discussion.

Federalism could offer a promising formula for a smooth and satisfactory process of unity

- The existing federal arrangement the federal democratic republic of Ethiopia is devised with the aim to accommodate the interest of distinct ethnic groups in Ethiopia.
- Federalism is one of the essential elements to accommodate rights, needs, claim and demands emerging among diverse ethnic groups.
- The reason for Ethiopia in the current constitution recognized federalism as one essential mechanism is to accommodate its multi-faceted diversity.
- The most significant and unique features of the FDRE constitution is its recognition and accommodation of the ethnic groups of the Ethiopian society.
- The preamble starts with claiming 'we the nations ,nationalities and peoples with the objective of building unity in diversity and one economic – political community; Ensuring a lasting peace respecting rule of law and individual and group right.

Basic features of Ethiopian federalism

- Ethiopian federalism is the ethnic criterion that it has followed in arranging and structuring the states.
- Power division between states and the federal government.
- The constitution explicitly lists down the federal powers, the state powers, and concurrent powers and leaves residual power to the state.
- It was not only limited to enumerating the powers of the states and the

federal government.

- Respecting and mutual non-intervention in to the powers of each other is also the case in point under the constitution.

    - The constitutional interpretation.

- The Ethiopian constitution empowers the House of the Federation to interpret the constitution.

    - Multi- ethnic federations

    - Bicameral legislature.

Explain the challenges Ethiopian federalism

- The striking feature of the federal system begins from the ambiguity in the process of establishing the federal system.

- This ambiguity in a way runs throughout the Constitution and also seems to be a cause for confusion in the process of enforcing the federal system.

- The requisite balance between the forces of unity and diversity,

- The combination of national self-determination and federalism,

- The dilemma increasing constituent states that coincide with nationalities

- The relation between individual and collective rights is challenges of Ethiopian federalism.

4.5   EVALUATION AND FOLLOW UP

Check whether or not the students have understood the lesson by giving them quizzes.

Encourage them to answer the questions in their groups or independently. Inform the students and guide them. Check their findings. After evaluating the class work, grade their achievements.

ANSWER KEY FOR UNIT SUMMERY EXERCISE

I.   TRUE OR FALSE

1. FALSE   2. TRUE   3. TRUE   4. TRUE
5. FALSE   6. TRUE

II.   MATCHING

1.   D   2. C   3. A   4. B

III.   MULTIPLE CHOICE

1.   C   2. C   3. A

IV.

1. **Advantages of Federalism**

    - Division of Powers:
    - Separate Government
    - Written Constitution:
    - Rigid Constitution:
    - Special Judiciary:
    - A Better Understanding of Local Issues and Demands

2. **List the constituting units of Ethiopian federalism.**

    - Afar, Amhara, Benishangul-gumuz, Gambela, Harari, Oromia, Sidama, SNNPR, Somali, South West Ethiopia Peoples' Region and Tigray.

    Two city administrations

    - Addis Ababa and Dire dawa

UNIT 6

HUMAN RIGHT

Introduction

Human rights are basic to humanity. They apply to all people everywhere. An understanding of human rights is an important part of our individual status as human beings and of our collective status as members of the global community of humankind. In this unit, the students are going to learn about Human rights provisions under federal constitutions Citizens' and state obligations in realizing human rights.

Period allotted: 8

Learning outcomes:

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

- *Internalize human right provisions stated under the 1995 FDRE constitution*

- *Appraise the realizations of human and democratic rights postulated in the 1995 FDRE constitution*

- *Identify the challenges to the effective realizations of human and democratic rights postulated under 1995 FDRE constitution*

Lessons

1. *The concept of human right*

2. *Citizens and state obligations in realizing human rights*

LESSON ①

6.1.   Human rights provisions under federal constitutions

Time allotted: 4 periods

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Define the meaning of human rights*

☑ *Adhere to the features of human rights*

☑ *Explain the significance of human and democratic rights*

2.   CONTENTS

➡ *Human rights provisions under federal constitutions*

3.   OVERVIEW

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. In these lesson students will learn more about human right and human right provision under the federal constitution, features of human right, and classification of human right.

4. TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

- Charts which reflects features and classification of human right

- Photographs and pictures

4.2 SUGGESTED TEACHING METHODS

You are asked to conduct your class by using the suggested teaching methods

- Brainstorming
- Questioning
- Introducing the lesson
- Group discussion
- Explanation
- Presentation

4.3 PRE-LESSON PREPARATION

You might use your own method of presenting the lesson. However, the simplest way of introducing a topic is by raising relevant brainstorming questions. Tell students that they have made their own understanding about the Human right provision under the federal constitutions from their past experience. Next give concluding remarks and move on to the next tasks. Therefore, you may begin the lesson by asking brainstorming questions:

- What comes to your mind when you read/heard the term human rights?
- How do you classify human rights?
- List some of the human rights that are included in the FDRE constitutions?

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching aids.

4.4 PRESENTATION OF THE LESSON

Following the responses of your students, try to explain the following activities.

Activity 6.1

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

   - Human rights are rights we have simply because we exist as human beings. They are not granted by any state these universal rights are inherent to us all regardless of nationality, sex ethnic, origin, color, religion, language or any other status

Major classification of human right

First generation right /personality right /

- Consists of civil and political rights and derives primarily from the seventeenth and eighteenth-century political theories noted earlier which are associated with the English, American, and French revolutions.
- This approach favors limiting government by placing restrictions on state action.

The second generation of rights/ political and civil right

- The second generation of rights broadens the primarily political focus of earlier views to include economic, social, and cultural rights.
- They include the right to social security; the right to work; the right to a standard of living adequate for the health and well-being of self and family; and the right to education.

There third generation right/ social and economic right

- The specific rights include the right to political, economic, social, and cultural self-determination; the right to economic and social development; and the right to participate in and benefit from "the common heritage of mankind."

Some of the human rights that are included in the FDRE constitutions?

- Right to life
- Right to liberty
- Right of person arrested
- The right of person accused
- The right to honor and reputation
- The right to equality
- The right to privacy
- The right to security of person
- The right of person held in custody and convicted prisoners
- Prohibition against inhuman treatment

4.5   EVALUATION AND FOLLOW UP

Summarization

Summarize the activities, discussions, reflections and key concepts of the lesson.

Evaluation and Follow-up

At the end of the lesson, make sure that your students have understood the concepts of the lesson and check the students' understanding of the lesson by asking questions about the positive and negative implications of digital technologies on citizens. To help your students get more knowledge on the lesson you have taught, you can give them assignments.

LESSON ②

Time allotted: 4 periods

1. COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Identify the obligation of citizens to realize human rights*

☑ *Explain state obligation to protect human right.*

2. CONTENTS

➡ *Citizens and state obligations in realizing human rights*

3. OVERVIEW

Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. In this section students will learn more about citizens and state obligation to realize human right.

4. TEACHING-LEARNING PROCESSES

4.1 SUGGESTED TEACHING AIDS

- Pictures and photographs and charts that show state and citizens duties to realize human right.

4.2 SUGGESTED TEACHING METHODS

You are asked to conduct your class by using the suggested teaching methods

- Brainstorming
- Questioning
- Introducing the lesson
- Group discussion
- Explanation
- Presentation

4.3 PRE-LESSON PREPARATION

You might use your own method of presenting the lesson. However, the simplest way of introducing a topic is by raising relevant brainstorming questions. Tell students that they have made their own understanding about the Citizens and state obligations in realizing human rights from their past experience. Next give concluding remarks and move on to the next tasks. Therefore, you may begin the lesson by asking brainstorming questions:

- Is protecting human rights an obligation or option? to protect human right?
- Do you think that the state has an obligation to protect human rights? Why?

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials.

4.4 PRESENTATION OF THE LESSON

- Introduce students to the lesson and give emphasis to the given topics.
- Make students clear about the state and citizens role to realize human right.

Following the responses of your students, try to explain the following activities.

1.   What are the states and citizens duties in realizing human right?

It is the duty of States, regardless of their political, economic and cultural systems, to promote and protect all human rights and fundamental freedoms"

- Actions to Be Taken By States Parties

- Adopt legislation and administrative measures to promote the human rights of persons with disabilities.

- Adopt legislative and other measures to abolish discrimination.

- Protect and promote the rights of persons with disabilities in all policies and programs.

- Stop any practice that breaches the rights of persons with disabilities. Ensure that the public sector respects the rights of persons with disabilities.

- Ensure that the private sector and individuals respect the rights of persons with disabilities.

- Undertake research and development of accessible goods, services and technology for persons with disabilities and encourage others to undertake such research.

- Provide accessible information about assistive technology to persons with disabilities.

- Promote training on the rights of the Convention to professionals and staff who work

- With persons with disabilities.

 What is obligation to protect?

- The "obligation to protect" requires States to protect individuals against abuses by non-State actors, foreign State agents, or State agents acting outside of their official capacity. The obligation entails both a preventative and remedial dimension.

What is obligation to fulfill?

- According to the "obligation to fulfill", States are required to take positive action to ensure that human rights can be realized. The extent of the obligation to fulfill varies according to the right concerned and the State's available resources.

What is obligation to respect?

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

Stabilization

Summarize the following points about the role of state and citizens for the realization of human right such as

- Obligation to protect
- Obligation to respect
- Obligation to fulfill

4.5 EVALUATION AND FOLLOW UP

a)   Evaluation

Check whether or not the students have understood the lesson by giving them quizzes.

Encourage them to answer the following questions in their groups or independently.

- Explain the states obligation to protect human right.
- Mention the citizen's obligation to protect human right.
- Compare and contrast the human right provision stated under the federal constitution with universal declaration of human right.

b) **Follow up**

Inform the students about human right provision stated under the federal constitution and guide them in discussing the following issues. Check their findings. After evaluating the class work, grade their achievements.

ANSWER KEY FOR UNIT SUMMERY EXERCISE

I. TRUE OR FALSE

1. True   2. False   3. False   4. True
5. True   6. True

II. MATCHING

1. D   2. E   3.A   4.C   5. B

III. MULTIPLE CHOICE

1. D   2.A   3.C   4. C

IV. FILL IN THE BLANK SPACE

1. Freedom of expression

2. Five

V. Short answer

1. **What are human rights?**

Human rights are moral entitlements that every individual in the world possesses simply in virtue of the fact that he or she is a human being. In claiming our human rights, we are making a moral claim, normally on our own government, that you cannot do that, because it is a violation of my moral sphere and my personal dignity. No-one – no individual, no government – can ever take away our human rights.

2.   **Does anyone have a duty to protect my rights?**

Yes. A right is meaningless without a corresponding responsibility or duty on someone else's part. Every individual has a moral duty not to violate your personal dignity but your government, in signing up to international agreements, has not just a moral duty but also a legal duty.

3.   **Why "should" anyone respect them?**

Fundamentally, because everyone is a human being and therefore a moral being. The majority of individuals, if shown that they are violating someone else's personal dignity, will try to refrain. In general, people do not want to hurt other people. However, in addition to the moral sanctions of one's own conscience or that of others, there is now legislation in most countries of the world which obliges governments to respect the basic human rights of citizens, even when they may be unwilling to do so.

UNIT 7

PATRIOTISM

Introduction

Patriotism has originated from the Latin term 'patria 'which is to mean father land. Therefore, patriotism is a sentiment; a psychological attachment to one's nation. It refers to belongingness to a definite historical and cultural setting and a specific country and having definite language and customs. This unit emphasizes: Different types of patriotism, Describe the importance of patriotism and Demonstrate traits of patriotism.

Period allotted: 8

Learning outcomes:

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

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

Lessons

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

LESSON 1

7.1. Meaning of patriotism

Time allotted: 1 period

1. COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Explain the meaning of patriotism.*

2. CONTENTS

➡ *The meaning of patriotism*

3. OVERVIEW

The definition of patriotism depends on the nature of the existing political system. In a democratic system, patriotism means devoting time, ability, knowledge and even life for the fundamental principles on which the nation's security and welfare depend. In this section you will learn about the meaning of patriotism.

4.   SUGGESTED TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

Use the following aids when you conduct the lesson topic

- Charts
- Pictures
- Diagrams
- Videos

4.2 SUGGESTED TEACHING METHODS

For further information about how to use the suggested methods refer to the general information for the teacher in the Introduction to this guide.

- Brainstorming
- Explanation
- Group discussion
- Presentation

4.3 PRE-LESSON PREPARATION

Introduce the lesson and ask students to tell their own understandings of patriotism that come to their mind. Next give concluding remarks and move to the next tasks. Therefore, you may begin the lesson by asking brainstorming questions:

What do you think about patriotism?

4.4   PRESENTATION OF THE LESSON

Following the responses or reflections of your students, give explanations about the concepts of peace.

Patriotism means: patriotism or national pride is the feeling of love, devotion, and sense of attachment to a homeland or the country and alliance with other citizens who share the same sentiment to create a feeling of oneness among the people.

Ask students to divide the class into four sized groups to discuss the following questions and present the findings to the class.

- Who do you think is a model of patriotism in your Ethiopia ??
- Why do you call him/her a patriot ?

Dear teacher you can use the following points for the activities;

Question 1. In the past political system a person to be a patriotic he or she expected to scarify their own life in order to protect the country's sovereignty and territory but in a modern sense to be patriotic a person should contribute something great for His/ her country or surrounding, he or she first needs to believe in himself or herself and believe in the possibilities to do such great things. He or she also needs a greater sense of commitment

Question 2. A person who work exemplary deed and gratified when the work brings not personal gains but benefit to the considerable generations. In addition to personal profits it also benefits a country respective community we can call him or her patriots.

4.5   EVALUATION AND FOLLOW UP

Summary of the lesson

Give a brief summary of the concepts of pariotism.

Evaluation and Follow-up

At the end of the lesson, make sure that your students have understood the concepts patriotism.

LESSON ②

7.2.   Types of patriotism

Time allotted: 2 periods

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Identify the major types of patriotism.*

☑ *Explain the manifestations of different types of patriotism*

☑ *Value various types of patriotism*

2.   CONTENTS

➡ *Types of patriotism*

3.   OVERVIEW

Dear students we believe you grasped more information about the concept of patriotism and nationalism in the previous lesson. This sub topic tries to give brief explanation about different types of patriotism such as constitutional patriotism, traditional patriotism, icon patriotism, symbolic patriotism and environmental patriotism.

4. TEACHING-LEARNING PROCESSES

4.1 SUGGESTED TEACHING AIDS

- Pictures and photographs that show different types of patriotism

- Films to show the patriotic peoples

- Charts

4.2 SUGGESTED TEACHING METHODS

You are asked to conduct your class by using the suggested teaching methods

- Brainstorming
- Questioning
- Introducing the lesson
- Group discussion
- Explanation
- Presentation

4.3 PRE-LESSON PREPARATION

Get ready the teaching aids and teaching materials.

Inform students of the lesson to be discussed and encourage them to present ideas and concepts.

4.4. PRESENTATION OF THE LESSON

- Introduce students to the lesson and give emphasis to the given topics, such as major types of patriotism.

- Make students clear about the objectives of the lesson.

- Brainstorm to know students' past experience regarding the lesson topic.

- You can begin the lesson by asking probing questions like
  - What do you think about the types of patriotism?
  - What is icon patriotism?

Notice that these questions are samples and you can reproduce and use them based on the lesson given.

- Start your discussion by describing briefly types of patriotism

- Explain the major types of patriotism:

What is constitutional patriotism

- Refers to strong commitment or alignment with democracy and human rights. Based on this constitutional patriotism refers to devotion into the fundamental values and principles, standing guard for the right and interest of citizens.

What is traditional patriotism

- Refers to some ones readiness to give his or her life for the mother land; such patriots celebrate a particularistic sense of belonging to a nation or a country.

- There is nothing to attempt to align one's own feeling about his or she owns country with democratic principles.

What is icon patriotism

- Icon Patriotism refers to an individual who showers his love for the country through actions that have a positive impact on the country.

- Icon Patriotism refers to an individual who showers his love for the country through actions that have a positive impact on the country.

What is symbolic patriotism

- Refers to the level of patriotism, which is symbolized by respect for national symbols.

- National symbols are such as the flags, National anthem,

Capital patriotism

- Refers to the actions of individuals who have expressed feelings of patriotism and are more focused on the development of the national economy

Environmental patriotism

- Refers to an individual who has feelings of love for his country's environmen

b) Stabilization

Summarize the following points

- Constitutional patriotism
- Symbolic patriotism
- Traditional patriotism
- Environmental patriotism
- Icon patriotism

4.5 EVALUATION AND FOLLOW-UP

a) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking those questions and giving them tasks like the following

- Who is considered to be a patriotic?
- Define constitutional patriotism.
- Define traditional patriotism.

b) Follow up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- Write the major types of federalism.
- What do we mean by symbolic federalism?

LESSON ③

Time allotted: 2 periods

1. COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Identify the bases of patriotism*

☑ *Explain the reason why citizens are scarifying their lives to protect their country.*

2. CONTENTS

➡ *The bases of patriotism*

3. OVERVIEW

Dear students we believe you grasped more information about the major types of patriotism in the previous lesson. In section you will learn about the bases of patriotism such as equality, tolerance, loyalty, concern for the wellbeing of one's country, specifying personal duties for the common good and protecting the constitutions.

4. TEACHING-LEARNING PROCESSES

4.1 SUGGESTED TEACHING AIDS

- Pictures
- Photographs
- Films
- Charts

4.2 SUGGESTED TEACHING METHODS

You are asked to conduct your class by using the suggested teaching methods

- Brainstorming
- Introducing the lesson
- Explanation
- Questioning
- Group discussion
- Presentation

4.3 PRE-LESSON PREPARATION

Get ready the teaching aids and teaching materials.

Inform students of the lesson to be discussed and encourage them to present ideas and concepts.

4.4 PRESENTATION OF THE LESSON

a) Introduction to the lesson

Introduce students to the lesson and give emphasis to the given topics, such as important bases for patriotism

- Make students clear about the objectives of the lesson.
- Brainstorm to know students' past experience regarding the lesson topic.
- You can begin the lesson by asking probing questions like
  - Why do citizens need to patriotic?
  - Why do people sacrifice their life for their country?

Dear teacher since the brain storming activity is aimed at preparing the students for the lesson ask them to work on the brainstorming questions

from there background knowledge. Give some students the chance to reflect their responses to the questions and write some of the responses on the black board or ask students to make note the answer.

Stabilization

It is important to check the students understanding of the following basic points by asking different students having various understanding levels

- The concept of equality as bases of patriotism
- The concept of loyalty as bases of patriotism

4.5 EVALUATION AND FOLLOW UP

a)   Evaluation

Check whether or not the students have understood the lesson by giving them quizzes. Encourage them to answer the questions in their groups or independently and inform and guide them in discussing the issues. Check their findings. After evaluating the class work, grade their achievements.

Additional activity

What are the bases of patriotism?

Equality

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

Tolerance

- Tolerance is an important attribute of true patriotism.
- In countries such as Ethiopia where different ethnic groups with varied languages, religious and other attributes coexist, it is important that there is the space for all of them to have some common ground that offer them the opportunity and privilege to claim pride in their own legacy and history.

Loyalty

- Constitutional patriotism is based upon constitutional loyalty.

- That is in a democratic system citizens are expected to be loyal to their constitution, to the people, to their elected government and to their community at large.

LESSON 4

7.4.   The importance of patriotism

Time allotted: 2 periods

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Appreciate the significance of patriotism.*

☑ *Explain the traits of patriotism*

2.   CONTENTS

➡ *The importance of patriotism*

3. OVERVIEW

Patriotism is the love and respect for one's country. It is not about blindly following the beliefs and cultural values of the country. It is to take pride in one's origin and work for the prosperity of the country. In this section students will learn about importance of patriotism.

4. TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

- Charts
- Figures/movies
- Tables

4.2 SUGGESTED METHODS OF TEACHING

You are asked to conduct your class by using the suggested teaching methods

- Brainstorming
- Questioning
- Introducing the lesson
- Group discussion
- Explanation
- Presentation

4.3 PRE-LESSON PREPARATION

Arrange the required teaching aids to support your instruction ahead of time. Plan your instruction and update yourself with latest information concerning the lesson. Refer to materials that can help you develop better understanding on the importance and traits of patriotism

4.4 PRESENTATION OF THE LESSON

a) Introduction to the lesson

Before making your instruction to the students, you should explore the students' level of understanding and thereby plan your lesson accordingly. This would help you to identify the existing gaps in the students learning. You can start your lesson by raising such questions as:

- What do you think about the importance of patriotism?
- What do you think about the traits of patriotism?

- Listen to the students' responses to the above questions and try to identify where your students are in the due course of your instruction on the issue being treated.

- Then, make your own presentation to the class by basing yourself on the students' response to the above questions. In the meanwhile, try to indicate the ideas that were to the point and that deviate from the fact.

- By displaying the teaching aids which you have arranged earlier to the class, make the students say something about the importance of patriotism and traits of patriotism.

Patriotism is importance to;

- Helps bring people together

- It helps build a stronger nation

- Patriotic spirit is an admirable quality

Traits of patriotism.

A patriotic citizen is more or less like the conscious citizen, he/she wants to know what is happening in the country and they show their love by wanting to change the bad things about the country. A patriotic citizen will look at the bigger picture and give up his/her individual interests for the interest of the country. Some of the most important traits of patriotism are:

- Aware of the rights and the duties

- Fight for a better nation

- A eagerness to make the country better

- Undue advantage of the privileges

Case study based activities

Ask students to read the case study given in the student's text book about Nurse Rosa and answer the questions under the case study in group. Follow the discussion carefully and provide support when necessary. Let groups

present their answers to the whole class when they finish.

Question 1. Ask students to explain about the Rosas activity in relation to the principle of patriotism when she accept the offer and give unfair favor to that person.

Question 2. Ask students to evaluate the performance of Roza in relation to the traits of patriotism when she did not accept the offer

Question 3. Ask students to discuss on the cases what will happen if many other nurses working at this hospital engage in doing the same for other patients?

Summarization

Summarize the activities, discussions, reflections and key concepts of the lesson.

4.5   EVALUATION AND FOLLOW-UP

At the end of the lesson, make sure that your students have understood the concepts of the lesson and check the students' understanding of the lesson by asking questions about the importance of patriotism and traits of patriotism. To help your students get more knowledge on the lesson you have taught, you can give them assignments.

LESSON ⑤

7.5.   Duties expected from patriots

Time allotted: 1 period

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Identify the duties expected from patriots*

☑ *Explain the major factors that affect the common good*

2.   CONTENTS

➡ *Duties expected from patriots*

3.   OVERVIEW

Patriotism means feeling of attachment and commitment to a country, nation, or political community from an individual to develop essence of patriotism he/she should know and perform duties that are expected of citizens. Therefore in this section students will learn about the major duties expected from patriotic citizens.

4. TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

- Photographs
- Videos
- Charts

4.2 SUGGESTED TEACHING METHODS

- Lecture
- Demonstration
- Discussion
- Seminar

4.3 PRE-LESSON PREPARATION

Prepare the required teaching aids that are suggested above ahead of time. Plan your instruction and try to acquire update information on the topic. Refer to materials that can help you develop better insight on the duties expected from patriotic citizens.

4.4 PRESENTATION OF THE LESSON

Before presenting your lesson to the class, you should check the students' level of understanding by asking some questions. This would help you to identify the existing gaps in the students learning. You can start your lesson by raising such questions as:

What do you think are the duties expected of patriots?

Listen to the students' responses to the above questions and try to identify how far that your students are knowledgeable about the duties expected from patriotic citizens. Then, make your own presentation to the class by taking the students' responses to the above questions into consideration. By displaying the teaching aids which you have arranged earlier to the class, make the students say something about the major responsibilities expected from patriots.

Duties expected of patriots

- Knowing the true history of Ethiopia
- Promoting the common good
- What are some factors affecting the common good.
- Poverty reduction

Case study activities

Ask students to read the case studies presented on the students text book and answer the questions in group of five or six. Let students in each group choose the best answer for each question. Let groups present there answer to the whole class when they finish.

- **Question 1**. Do you know persons like Zeleke who take the initiative for this kind of voluntary activities?
- **Question 2.** What is the significance of such voluntary activities in promoting the sense of patriotism?
- **Question 3.** List problems that might be solved through this kind of voluntary activities at the community levels.

4.5   EVALUATION AND FOLLOW-UP

Dear teacher it is very important to check on the students understanding of the lesson using oral questions on the basic concepts and discussions presented in the lesson. Summarize the lesson.

ANSWER KEY FOR UNIT REVIEW EXERCIS

PART ONE: TRUE OR FALSE

1. FALSE   2.TRUE   3.TRUE   4. FALSE   5. TRUE   6. TRUE

PART TWO: MACHING

1. C   2. D   3. E   4. A   5. B

PART THREE: FILL IN THE BLANKSPACE

1.   Chauvinisms

2.   Voluntarism

3.   Patriotic citizenship

PART FOUR: MULTIPLE CHOICE

1. D   2. A   3. D   4. C   5.   D

PART FIVE: SHORT ANSWER

1. Importance of Patriotism Essay: Patriotism is the feeling of attachment and love to one's country. It encompasses devotion and robust support for the nation. Love and dedication towards a country is an integral part of our growth of the nation. Patriotism embodies sacrifice for the country to protect its honor

2. The Bases of Patriotism

   - Equality

   - Tolerance

   - Loyalty

   - Concern for the Well Being of One's Country.

   - Scarifying Personal Desires and Interest for the common good.

   - Protecting the Constitution

   - Carrying out personal and civic duties / responsibilities/

   - Defending one's country in time of external attack.

Special judiciary:

A Better understanding of local issues and demands.

UNIT 8

GLOBALIZATION AND GLOBAL ISSUES

Introduction

Today, countries of the world are highly interdependent. There are various issues and problems that connect them together through the forces of globalization. As a result each country of the world is subjected to various daunting challenges. These challenges are exerting pressures on world states. In this unit students will learn globalization, its advantages and disadvantages and the ways of fighting its negative effects. Major global issues will be the focus of this unit.

Period allotted: 8

Learning outcomes:

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

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

Lessons

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

LESSON ①

Time allotted: 1 period

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Understand the concept of globalization*

2.   CONTENTS

➡ *The meaning of globalization*

3.   OVERVIEW

The term globalization covers multi-dimensional issues and process, such as: financial, economic, environmental, political, social and cultural processes. In this lesson students are going to learn about the common definitions of globalization and its various dimensions.

4. TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

- Pictures and photographs
- Videos
- Charts
- Films
- Diagrams

4.2 SUGGESTED TEACHING METHODS

- Brainstorming
- Introduce the lesson
- Questioning
- Group discussion
- Individual reflection
- Presentation

4.3 PRE-LESSON PREPARATION

Introduce the lesson and encourage students to understand globalization. You may begin the lesson by asking brainstorming questions:

What is globalization' for you?

4.4 PRESENTATION OF THE LESSON

Following the responses of your students, start your discussion and explanations briefly about the meanings and dimensions of globalization. After a brief explanations, ask students what they understand from the discussions about the concepts of globalization and its dimensions.

Activity8.1

- Discuss the different elements or dimensions of globalization.
- Which dimensions of globalization is widely used and employed in academic and political debates?

Meaning of globalization

- Globalization refers to the multiplicity of linkages and interconnections between the states and societies which makeup the modern world

system.

- It describes the process by which events, decisions, and activities in one part of the world can come to have significant consequences for individuals and communities in quite distant parts of the globe.

Dimensions of globalization

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

- Political dimensions of globalization: refers to the diffusion of political policies, ideologies, political culture and institution across countries of the world.

- Economic dimensions of globalization: refers to the increasing interdependence of world economies as a result of the growing scale of cross-border trade of commodities and services, flow of international capital and rapid spread of technologies.

- Social dimensions of globalization: the sharing of ideas and information between and through different countries using internet, social media, etc.

- Cultural dimensions of globalization: it refers to the circulation and sharing of ideas, meanings and values across countries with the effect of increasing social contacts.

Summary of the lesson

Summarize the activities, and discussions about globalization and its dimensions.

4.5   EVALUATION AND FOLLOW-UP

- At the end of the lesson, make sure that your students have understand the concepts of globalization and its dimensions.

- Check whether or not the students have understood the lesson you taught you can give them additional activities to do in groups or individually.

LESSON ②

Time allotted: 2 periods

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Recognize the advantages and disadvantages of globalization*

2.   CONTENTS

➡ *The advantages and disadvantages of globalization*

3.   OVERVIEW

Globalization has both advantage and disadvantages (positive and negative effects). Its advantage and disadvantage is depend up on the governments the way governments of the world managed it. If countries have managed effectively to seize their opportunities globalization would have positive effects/advantages. If not the negative effects would exist. In this lesson the political, social, economic and cultural advantages and disadvantage of globalization will be explained.

4. TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

To aware students about how absence of peace has affected human life and society at large, use the following teaching aids:

- Photographs
- Charts
- Video
- Films
- Pictures

4.2 SUGGESTED TEACHING METHODS

Commence your lesson by using the following methods:

- Brainstorming questions
- Explanation
- Questioning
- Presentation
- Group discussion
- Individual reflection

4.3 PRE-LESSON PREPARATION

Introduce the lesson and encourage students to recognize the advantages and disadvantages of globalization.

You may begin the lesson by asking brainstorming questions:

What are the advantages and disadvantages of globalizations?

4.4 PRESENTATION OF THE LESSON

Following the responses of your students, start your discussion and explanations briefly about the advantages and disadvantages of globalizations. After brief explanations, ask students to reflect their view about the advantages and disadvantages of globalizations in the political, economic, social and cultural aspects.

Discuss the advantages and disadvantages of globalization

Advantages of globalization

Economic advantages

- Globalization has led to a sharp increase in trade and economic exchange. The acceleration of economic exchange has also led to strong global economic growth. It has also fostered rapid industrial development which contributed to the development of many technologies and commodities.

Political advantages

- One major political advantage of globalization is that it makes information available on how other countries are governed and the freedoms and rights their people enjoy. It also opens countries to intense external examination and puts pressure for greater transparency, openness and accountability. Globalization creates universal awareness by defining basic and generally accepted principles of democratic governance such as good governance, transparency and accountability as guiding principles

Social advantage

- Increased associations could enable people to be more open and tolerant towards each other and people who live in other parts of the world are not considered aliens and their interactions enhance the ability of people to access, assess, adopt and apply knowledge, to think independently and to collaborate with others to make sense of new situations.

- Globalization turned education to be market oriented, and this could enable labor to move from country to country to get jobs and to market their products.

- The growth of technologies changes societies' living conditions, makes peoples life simple and easy.

- Globalization forces us to separate from our usual, instinctive way of life and start thinking about our place, purpose in the system of reality we

exist in.

Cultural advantage

- Global communication marked by globalization of mass media leads to multiculturalism. It leads to a world-wide standardization and cultural pluralism which contributes to the elimination of bad habits and customs of world communities.

Financial advantage

- Globalization make easier the exchange of capital between the world's financial players, for example, receiving money from relatives living abroad easily through money gram and other agents is one of the benefits of globalization.

Environmental advantage

- The advent of global environmental challenges that cannot be solved without international cooperation such as climate change, cross-boundary water and air pollution, over fishing of oceans, and the spread of invasive species.

Disadvantages of globalization

- **Cultural loss/insecurity:** Apart from all the benefits globalization has had, cultural exchanges have homogenized cultures of the world. That is why some cultures, languages and traditional practices are disappearing from some countries.

- **Political disadvantages:** Pressured developing countries' leaders to adopt models, strategies, policies and measures that are diametrically opposite to the feelings and sentiments of the vast majority of their people. This has led to the rise or reinforcement of authoritarian regimes.

- **Economic effects/insecurity:** Economic globalization creates income inequalities, disproportionate wealth and trade that benefits world countries differently. That means some countries, companies and individuals benefit more from the phenomenon of globalization, while others lose from globalization.

- **Social in security:** the negative impacts of globalization on social security

can be manifested in the form of insecurity in personal life, health, job and employment:

- **Personal in security:** criminals obtain benefits of globalization. Illicit trade in drugs, women, weapons and laundered money contributes to violence and crimes that threaten neighborhoods around the world. Drug related crimes increase across the world. The weapons trade feed street crimes as well as civil disorders.

- **Job and income insecurity:** in both poor and rich countries, dislocations from economic and corporate restructuring, and from dismantling the institutions of social protection means greater insecurity in jobs and incomes. The pressures of global competition have led countries and employers to adopt more flexible labor policies with more precarious work arrangements.

- **Health insecurity:** growing travel and migration helps the spread of diseases, for instance HIV/AIDS and recently Covid-19. Such diseases first emerged in America and China, respectively, but the epidemic spread rapidly to new locations and affected people all over the world.

- **Environmental insecurity:** global economic growth and industrial productivity have big environmental consequences as they contribute to the depletion of natural resources, deforestation and the destruction of ecosystem and loss of biodiversity.

Summary of the lesson

Summarize the activities, and discussions about the advantages and disadvantages of globalization

4.5 EVALUATION AND FOLLOW UP

•   At the end of the lesson, make sure that your students have recognized the advantages and disadvantages of the globalization. Check whether or not the students have understood the lesson you taught you can give them additional activities to do in groups or individually.

LESSON ③

Time allotted: 2 periods

1.   COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Demonstrate fighting back the impacts of globalization*

2.   CONTENTS

➡ *Fighting the impacts of globalization*

3.   OVERVIEW

We cannot go forward by going back. Ignoring the very real costs of globalization is not the only counter production but indefensible. Instead we need to fight its negative impacts by creating conducive environment for it. Better management of the forces of globalization at the national and international levels is the only way to proceed if the positive effects to be maximized and its negative impacts minimized. In this lesson, students are going to demonstrate the ways of fighting the negative impacts of globalization.

4. SUGGESTED TEACHING-LEARNING PROCESS

4.1 SUGGESTED TEACHING AIDS

Use the following aids when you conduct the lesson topic

- Photographs
- Pictures
- Videos
- Films

4.2 SUGGESTED TEACHING METHODS

You are asked to conduct your class by using the following teaching methods

- Brainstorming
- Group discussion
- Drama
- Presentation
- Explanation
- Individual reflection

4.3 PRE-LESSON PREPARATION

You might use your own method of presenting the lesson. However, the simplest way of introducing a topic is by raising relevant brainstorming questions. Ask students to tell the possible ways of fighting the negative impacts of globalizations from their experience. Next move to the next tasks. Therefore, you may begin the lesson by asking brainstorming questions:

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

Following the responses or reflections of your students, give explanations about the different mechanisms of fighting the impacts of globalization

Ways of fighting the impacts of globalization

Promoting indigenous knowledge

- As a possible mechanisms or solutions of tackling the negative impacts of

globalization is that greater attention should be devoted to disseminate indigenous knowledge to citizens through incorporating in education system. By indigenous knowledge here mean indigenous expression of creativity that has been passed down across generations in the areas of agriculture, healthcare (medicine), technology, food preparation, agriculture, conservation and management natural resource, and so on. In.

Value for the importance of community development

- Recognizing community as one of the pillars f successful development strategies is the most important instrument for developing countries to reduce the influence of western initiative development programs/strategies, which lacks responsibility and ownership for its planning and execution. In many developing countries, much important collective action is at the local level, for example, irrigation for agriculture is provided by a network of channels. These are maintained by the community which ensures that the water is shared fairly among the villages and villagers.

Promoting indigenous social welfare programs

- Social safety net schemes, community organizations, and all other forms of government and community supported welfare protections are important instruments to reduce the dependence of external aids, in which developing countries are required to fulfill excessive conditionality. Indigenous actors of social protection/social welfare have a significant role to play in advocating and promoting social protection for the vulnerable people by reducing vulnerability to external intervention from the rapidly globalizing world

Regional cooperation

- Regional cooperation is an important way of fighting the negative impacts of globalization because it intensify political and/or economic processes of cooperation among states and other actors in particular geographic regions, which can be developed either from the decisions by companies to invest and by people to move within a region or from political, state-based efforts to create cohesive regional units and common policies for

them. Regional cooperation could enable different types of actors (states, regional institutions, societal organizations and other non-state actors) come to share certain fundamental values and norms.

Providing an innovation fund

- More effective would be a fund that directly encourages innovations of benefit to developing countries. A prize system, in which researchers are rewarded for the value of their innovations, would move incentives in the right direction. Not only would the developing countries benefit, but so would the developed ones, as their citizens would benefit from improved knowledge.

Summary of the lesson

Record the activities of the students in the class and provide constructive feedbacks and summarize the lesson .

4.5. EVALUATION AND FOLLOW UP

- At the end of the lesson, make sure that your students understood the lesson you taught.

- Check whether or not the students have understood the lesson you taught you can give them additional activities to do in groups or individually.

LESSON 4

Time allotted: 3 periods

1. COMPETENCIES

At the end of this lesson, students should be able to:

☑ *Know contemporary global issues*

2. CONTENTS

➡ *Major global issues*

3. OVERVIEW

Today, countries of the world are highly interdependent and there are various issues and problems that connect them together. More than ever before, revolutions in technology, transportation, and communication and way of thinking are exerting pressures and posing significant challenges on world states. Technological innovations are becoming instrumental in spreading challenges across the globe. As a result each country of the world is subjected to various daunting challenges such as climate change, poverty violence, population explosion, disease, unemployment, corruption, security and

the like. These challenges are sometimes referred to as the global commons because they require all-out collaborative efforts of all countries and peoples of the world. This lesson will explain the major global issues that have the potential to seriously impact the politics, economy, culture and social life of the globe.

4. TEACHING-LEARNING PROCESSES

4.1 SUGGESTED TEACHING AIDS

- Photographs
- Diagrams
- Charts
- Videos
- Pictures
- Films

4.2 SUGGESTED TEACHING METHODS

You are asked to conduct your class by using the suggested teaching methods

- Brainstorming
- Introducing the lesson
- Explanation
- Case study
- Questioning
- Group discussion
- Presentation
- Drama

4.3 PRE-LESSON PREPARATION

Introduce the lesson and encourage students to tell the major global issues. You may begin the lesson by asking brainstorming questions:

- What does global issue mean?
- Specify identifying criteria of global issue
- Mention some of the major global issues

4.4 PRESENTATION OF THE LESSON

Following the responses of your students, start your discussion and explanations about the concepts global issue and its identifying criteria's. Let you start your

explanations by answering activities: global issue.

What does global issue mean?

- Global issues are issues that arise when two or more states cannot agree on how to solve a problem.

- It is also defined as any major trend, shock, or development that has a potential to impact globe seriously. A global issue is any issue that adversely affects the global community and environment like environmental issues, political crisis, etc.

What are the criteria's to identify an issue global?

The following are some of the commonly used criteria's for identifying global issues:

- The extent/scope of the issue: to be called a global issue, the issue must be one which affects large parts of the globe(countries) and peoples, or not confined or limited to a specific area;

- The urgency/ intensity of a particular issue: the seriousness of the issue and the attention

- Given by all countries and peoples of the world;

- The centrality/location of a particular issue: is partly an objective issue of geography implying that the closer an issue is to the powerful states, the greater the attention and significance it gets.

Mention some of the major global issues

- **Climate change:** currently climate change and environmental degradation are among the greatest challenges facing humanity. While economic growth and technological innovations have led to a massive increase in global wealth, it has resulted in serious degradation of natural resources that accelerated climate change and is leading to emerging supply constraints. Greenhouse emissions and overexploitation of natural resources, soil erosion, and overfishing caused climate changes.

- **Poverty and inequality:** global poverty is one of the worst problems that the world is facing today. The growth of world population has increased

the number of extremely poor people in the world, even though the share of people in extreme poverty is going down. Accompanying widespread poverty is widespread inequality, again as measured both by income and by other yardsticks. The income gap between poor and rich countries and the economic divide within countries has widened.

- **Population explosion:** the rapid increase of population is putting incredible challenges on the environment, land, air, soil, water, security, health, etc. Population explosion not only causes political, economic, social and environmental insecurity to domestic governments, but it also threatens the global security. Peoples who do not get food, water, employment, access to farmlands and other basic needs get angry and frustrated, and thus more likely to resort to violence and conflict.

- **Government corruption:** corruption is the major problem and challenge the international community is commonly facing. It affects the economic, political, social and cultural spheres of the domestic and international community

- **Unemployment:** unemployment is one of the biggest issues facing the international community today. The failure of the present economic system to distribute its increasing wealth more equitably has led to a growing unemployment. It perpetuates inequality, with a disproportionate amount of wealth owned by a small minority of the population. It also affects social stability: in many developing countries developing conflicts, uprisings and unrests can be caused due to high youth unemployment.

- **Disease:** one the challenging global issue. Growth in travel and migration helped the spread diseases, for instance HIV/AIDSandrecentlyCovid-19. Suchdiseaseswerefirstfound in America and China respectively, now the epidemic is spreading rapidly to new locations and affects peoples all over the world..

- **Violence:** globalization contributed to drug trafficking, smuggling of weapons and easy movement of criminals across the world. This has contributed for the wide spread of violence against children, women, the marginalized and minorities. The potential for violence related to

globalization is much more serious and long lasting than occasional out breaks of some crowd.

- **Terrorism:** It is also a global security problem characterized by the use of violence in the form of hostage taking, bombing, hijacking and other indiscriminate attacks on civilian targets. Global communication and transport technologies helped the terrorists develop capacity to conduct attacks across the globe. In any case, terrorism continues to pose a major challenge to our globe.

Summary of the lesson

• Record the activities of the students in the class and provide constructive feedbacks and summarize the lesson

4.5 EVALUATION AND FOLLOW UP

- At the end of the lesson, make sure that your students understood the lesson you taught.
- Check whether or not the students have understood the lesson you taught you can evaluate them by asking questions about

What are the major contemporary global issues?

ANSWER KEY FOR UNIT SUMMERY EXERCIS

ANSWER KEY FOR REVIEW QUESTIONS

PART I

1. False	2. False	3. False	4. True

PART II

1. C	2. B	3. A	4. D

PART III

1.B	2. C	3. D	4. D

Q.1. Discuss the advantage and disadvantage of globalization

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

- Economic advantages
- Cultural advantage
- Political advantages
- Financial advantage
- Social advantage
- Environmental advantage

Although globalization increases the integration of world countries in the political, economic, social, environmental and other spheres, it causes the following negative impacts on the world states and people, particularly on the developing states

- Cultural loss/ insecurity
- Economic effects/ insecurity
- Political Disadvantages
- Social insecurity

2. Briefly discuss the reasons for climate change and global warming

- Currently climate change and environmental degradation are among the greatest challenges facing humanity. While economic growth and technological innovations have led to a massive increase in global wealth, it has resulted in serious degradation of natural resources that accelerated climate change and is leading to emerging supply constraints. Greenhouse emissions and overexploitation of natural resources, soil erosion, and over fishing caused climate changes that reduced food production which is likely to put upward pressures on food prices.

- Global warming causes sea levels rise, increases frequency of droughts, resulting in the submersion of towns and villages in islands and coastal areas, a decline in agriculture and fishing, frequent occurrence of unusual weather (severe storms, floods, drought, and heat waves), the spread of infectious diseases, desertification and decreasing biodiversity and other destructing events.