

Federal Democratic Republic of Ethiopia
Ministry of Education

Economics Syllabus For Grade 12

2009

Participants

- Beleteshachew Aynalem:- Bole Prep. S. School - Addis Ababa Education Bureau
- Elias Beshir:- Wondyerad Prep. S. School- Addis Ababa Education Bureau
- Mulualem Yakob:- MedhaniAlem Prep. S. School- Addis Ababa Education Bureau

Coordinator

- Abraham Embaye:- General Education Curriculum Framework Development
Department (MOE)

Introduction

Students at second cycle secondary education have already decided the broad stream of learning - social science/natural science – in which their future area of study to be.

The purposes of second cycle secondary education are enabling learners choose subjects/areas of training to be attended in higher education within the framework of their respective preparatory stream, and preparing students for the world of work. In pursuit of these purposes students of social science stream at preparatory (11 and 12) level are expected to study one of the specialized fields of social sciences, language, business and management and law faculties.

Economics, as one of the offered subjects in social science stream of preparatory education, aims at providing learners with necessary foundations of knowledge, attitudes, and skills to manage future higher education academic carrier and world of work. This is possible by:-

- discerning basics of economics to learners;
- enabling learners understand demand & supply and elasticity, theory of production & cost, market structure, balance of payment, basic issues of micro and macro economics, economic sectors, consumption, investment & saving and Ethiopian economics.
- facilitating conditions to create citizens who have the attitude of informed appreciation and understanding on Ethiopian economics;
- fostering certain analytical skills that enable them analyze economic condition and argue logically.

The provision of quality education has become the first line issue at present time of Ethiopia. Assessment and other feedback reports demanded the improvement of curriculum materials. Besides, the curriculum revision made at lower education levels subsequently demanded revision of curriculum at this level.

In addressing these issues the current grades 11 and 12 Economics curriculum is founded on out come based learning which is defined in the new curriculum framework and in line to the international standards. Thus, the present curriculum is organized in such a way that it is suitable to realize active learning methods and equate learner's performance with the specified competencies.

To enable users of this curriculum document understand it fully it is made to contain:

- Profile of Economics student at the end of grade 12 which reflects the contribution of attending Economics lesson in bringing the desired general profile of learners at the end of second cycle secondary education.
- Minimum learning competencies for Economics education of grades 11 and 12.
- Content flow chart of the cycle.
- Grade level learning outcomes of each grades (11 and 12) and
- The respective grade syllabuses.

The competencies and content flow charts are organized around ten themes – concepts of economics; basic issues of microeconomics; economic sectors; fundamental concepts of macroeconomics; consumption, investment & saving and recent reform program of the government of Ethiopia; nature of trade and policy instruments. Using these themes, the syllabuses of each of grades (11 and 12) have been arranged in units.

Thirty four weeks are allotted in a year to cover the lesson of each grade with four periods per week.

Unit 1: Main sectors of Ethiopian Economy (15 periods)

Unit learning outcomes: Students will be able to:

- Realize the contributions of the main sectors to Ethiopian Economy
- Understand the structure and significance of various resource endorsements according to their geographical features
- Evaluate different economic systems since the imperial regime

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Explain the characteristics of the Ethiopian Economy. • Identify & explain the resource base of the Economy • Review of the national development plan objectives & strategies. • Examine the national development plan under the monarchy, Derg and EPRDF 	<p>1.1 Main sectors of Ethiopian Economy</p> <p>1.2 Resource base of the country</p> <ul style="list-style-type: none"> • Population • Land • Fishery • Forestry • Energy • Minerals and Environment <p>1.3 Historical Review of National Development Objectives and strategies</p> <p>1.3.1 National development plan under the Monarchy</p> <p>1.3.2 National development plan under derg</p> <p>1.3.3 National development plan under EPRDF</p>	<ul style="list-style-type: none"> • Agricultural sector • Industrial sector • Service sector • Arrange students in group so that they discuss on the resource base of the country • Ask a students what they know about the different regimes national development plan objectives and strategies • Bring current data pertaining to population.

ASSESSMENT

Students' performance has to be assessed continuously over the whole unit. Comparing students' performance with the specified level of competencies will make the assessment logical. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus:-

A student at a minimum requirement level will be able to compare and contrast different economic systems since the imperial regime, explain the characteristics of the Ethiopian Economy, identify and explain the resource base of the economy and review of the national development plan objectives and strategies.

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to examine the national development plan under the monarchy, Derg and EPRDF

Unit 2 : The Agricultural Sector in Ethiopian Economy (24 periods)

Unit learning outcomes: Students will be able to:

- Appreciate the role of Agricultural Sector to the Ethiopian Economy
- Understand the different policies and Strategies applied by the Imperial, Derg, and recent government.
- Analyze the performance and the possible remedies of Ethiopian Agricultural sector

<i>competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Assess the debate of agriculture resources industry • Define the uni-modal agricultural strategy • Explain the characteristics of uni-modal • Approach • Define the Bimodal agricultural strategy • Explain the characteristics of Bimodal approach • Compare & contrast the uni-modal & Bimodal approach • Identify the contribution of agricultural sector to the rest of the Economy • Examine the forward and backward • Linkage of the agriculture sector • Analyze how surplus can be transferred from agriculture sector 	<p>2. The Agricultural Sector in Ethiopia</p> <p>2.1 Agriculture versus industrial dev't</p> <p>2.2 Uni-modal agricultural strategy</p> <ul style="list-style-type: none"> • Characteristics of uni-modal approach • Advantages and limitation of the uni-modal approaches <p>2.3 Bimodal agricultural strategy</p> <ul style="list-style-type: none"> • Characteristics of Bi-modal approach • Advantages and limitation of the Bi-modal approaches <p>2.4 Role of the agricultural sector</p> <ul style="list-style-type: none"> • Source of food and raw material <ul style="list-style-type: none"> ▪ Backward linkage ▪ Forward linkage • Source of capital <ul style="list-style-type: none"> ▪ Means of transferring surplus from agriculture sector • Contribution to gross domestic product 	<ul style="list-style-type: none"> • Arrange students in-groups so that they argue or debate on agriculture verses industrial development using the experience of different countries. • Assist students to have better understanding about uni-modal and bimodal agriculture strategies so as to argue on their applicability in the Ethiopian context. • Assign students to group discussion dealing with the role of agricultural sector to the rest of the economy in order to analyse and appreciate its importance. • Let students discuss on the general structure of the agriculture sector of Ethiopia on the basis of the major agricultural producing systems.

<i>competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Assess the role of agriculture sector to gross documents product & employment absorption. • Examine the structure of the agriculture sector of Ethiopia • Identify & explain the major agricultural production systems. • Examine the specific policies and strategies of the agricultural sector in different regime. • Examine the performance of the agriculture sector of crop production livestock • Assess the problems of agricultural sector • Identify the possible remedies to the problems of agriculture sector. 	<p>(GDP)</p> <ul style="list-style-type: none"> • Contribution of employment <p>2.5 Agriculture versus industrial dev't</p> <p>2.6 Un modal agricultural strategy</p> <ul style="list-style-type: none"> • Characteristics of unmodal approach • Advantages and limitation of the unmodal approaches <p>2.7 Bimodal agricultural strategy</p> <ul style="list-style-type: none"> • Characteristics of Bi-modal approach • Advantages and limitation of the Bi-modal approaches <p>2.8 Role of the agricultural sector</p> <ul style="list-style-type: none"> • Source of food and raw material <ul style="list-style-type: none"> ▪ Backward linkage ▪ Forward linkage • Source of capital <ul style="list-style-type: none"> ▪ Means of transferring surplus from agr. Sector • Contribution to gross domestic product (GDP) • Contribution to employment <p>2.9 Structure of the Agr. Sector of Ethiopia</p>	

<i>competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
	<p>2.9.1 The major agricultural produce systems</p> <ul style="list-style-type: none"> • Small-holder farming system • Pastoral nomadic system • Modern commercial farming <p>2.10 Specific policies and strategies of the agr. cultural sector since 1960s.</p> <p>2.10.1 Pre-1974 policies and strategies of agricultural development.</p> <p>2.10.2 .Post-1974 policies and strategies of agricultural development.</p> <p>2.10.3 Post -1991 policies and strategies of agricultural development.</p> <p>.</p> <p>2.11 Performance of the Agricultural Sector</p> <p>2.11.1 The performance of crop production sector</p> <p>2.11.2 The performance of Livestock production sector</p> <p>2.12 Problems and possible remedies of the Agricultural Sector</p>	

<i>competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
	<ul style="list-style-type: none"> • Manmade problem • Natural problems 	

ASSESSMENT

Students' performance has to be assessed continuously over the whole unit. Comparing students' performance with the specified level of competencies will make the assessment logical. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus:-

A student at a minimum requirement level will be able to define the unimodal and bimodal agricultural strategy and explain their characteristics. Besides, identify the contribution of agricultural sector to the rest of the economy, examine the forward and backward linkage of the agricultural sector, analyze how surplus can be transferred from agriculture sector, assess the role of agriculture sector to GDP and employment absorption;

In addition, examine the structure of the agriculture sector of Ethiopia, the specific policies and strategies of the agricultural sector in different regime, the performance of the agriculture sector of crop production and livestock.

Identify and explain the major agricultural production systems. Assess the problems of the agriculture sector.

Besides, a student working above the minimum requirement level and considered as higher achiever should be able to assess the debate of agriculture versus industrial development, compare and contrast the unimodal and bimodal approaches, and assess the possible remedies of the agricultural sector.

Students' working below a minimum requirement level will require extra help if they are to catch up with the rest of the class. Students reaching at the minimum requirement level but achieve a little bit higher should be supported so that they attain the higher achiever competencies. Students who fulfill the higher achievers competencies also need a special support to continue and achieve more.

Unit 3: The industrial sector in Ethiopia (18 periods)

Unit learning outcomes: Students will be able to:

- Appreciate the role of the industrial sector to the Ethiopian Economy
- Understand the different policies and strategies applied by the imperial, Derg, and recent government.
- Analyze the performance and the possible remedies of Ethiopian industrial sector

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Explain the arguments of industrial sector versus the rest of the economic sector. • Examine the arguments of industrial sector versus the rest of the economic sector. • Identify and evaluate the industrial sector to the Ethiopian Economy • Examine the development strategies during different regimes based on strategy, size, ownership and regional distribution of the manufacturing sector. • Examine the performance the industrial sector in terms of - Gross value of the manufacturing sector • Gross value of output of the large and 	<p>3. The Industrial Sector in Ethiopia</p> <p>3.1 Introduction</p> <p>3.2 Arguments of industrial sector Vs the rest of the economic sectors.</p> <ul style="list-style-type: none"> • Dev't argument • Employment argument • Balance of payment argument • Linkage argument <ul style="list-style-type: none"> ▪ Foreword linkage ▪ Backward linkage • Saving/surplus argument <p>3.3 The role of the industrial sector to the Ethiopian Economy,</p> <ul style="list-style-type: none"> • Output contributes • Employment contribution • Foreign exchange contribution <p>3.4 Industrial development strategies during</p>	<ul style="list-style-type: none"> • Brainstorm: <ul style="list-style-type: none"> ▪ Start the lesson by asking students about what industry is and let them discuss on the significance of industrial development. • Arrange students in group so what students argue on those important issues that make industrial development to have strong link and contribution to the rest of the economy as compare to the other sectors of the economy. • Assign students to group discussion dealing with the role of industrial sector to the rest of the economy in order to analyze and appreciate its importance. • Let students discuss on the specific policies and strategies of the industrial sector so as to identify, compare and contrast the different policies and strategies of the three regimes. • Assign students in-groups and let them discuss and evaluate the performance of the industrial sector in Ethiopia. • Ask students what they know about the problems of industrial sector and let them identify the possible remedies that need to be taken into account to solve the existing problems.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p>medium manufacturing sector</p> <ul style="list-style-type: none"> • Value added of large and medium manufacturing sub sector. • Asses the problems & identify the possible remedies of the industrial sector 	<p>the imperial period</p> <ul style="list-style-type: none"> • Development strategies • Size, ownership & regional distribution of the manufacturing sector <p>3.5 Industrial Dev't strategies during the Derg regime</p> <ul style="list-style-type: none"> • Development strategies • Size, ownership & regional distribution of the manufacturing sector <p>3.6 The performance of the industrial sector</p> <ul style="list-style-type: none"> • Gross value output of the manufacturing sector • Gross value output of the large and medium manufacturing sector • Value added of large and medium manufacturing sub sector <p>3.7 Problems and possible remedies of the industrial sector</p>	

ASSESSMENT

Student's performance has to be assessed continuously over the whole unit. Comparing students' performance with the specified level of competencies will make the assessment logical. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus:-

A student at a minimum requirement level will be able to explain the arguments of industrial sector versus the rest of the economic sector; identify and evaluate the role of the industrial sector to the Ethiopian economy, examine the development strategies during different regimes based on strategy, size, ownership and regional distribution of the manufacturing sector, evaluate the performance and assess the problems of the industrial sector.

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to examine the arguments of industrial sector versus the rest of the economic sector and assess the possible remedies of the industrial sector.

Students working below a minimum requirement level will require extra help if they are to catch up with the rest of the class. Students' reaching at the minimum requirement level but achieving a little bit higher should be supported so that they attain the higher achiever competencies. Students' who fulfil the higher achievers competencies also need a special support to continue and achieve more.

Unit 4: The service sector in Ethiopia (18 periods)

Unit learning outcomes: Students will be able to:-

- Distinguish the roles of the different service sectors in Ethiopian Economy
- Examine the policies and strategies of the Imperial, Derg and current government on education, health and communication sector
- Realize the effect of tourism in Ethiopian Economy

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Define the service sectors • Identify the sub sectors of the service sector • Identify the roles of the service sector and explain their contribution to the Economy. • Review the historical background of education in Ethiopia • Examine the educational sector policies & strategies of the monarchy & Derg regime and EPRDF. • Evaluate the performance of education sectors as compare to the primary, secondary & higher education • Assess the problems & identify the possible remedies of the education sector. • Review the historical background of the health sector. • Examine the health 	<p>4. The service sector in Ethiopia</p> <p>4.1 Introduction</p> <p>4.2 The Role of the service sector in the Ethiopian Economy</p> <ul style="list-style-type: none"> • Output contribution • Employment contribution • Foreign exchange ” <p>4.3 The Education sector in Ethiopia</p> <p>4.3.1 Historical background of the Education Sector</p> <p>4.3.2 Education sector policies & strategies</p> <ul style="list-style-type: none"> • Pre-1974 • Post-1974 • Post-1991 <p>4.3.3 Performance of the Education Sector</p> <ul style="list-style-type: none"> • Primary Education • Secondary Education • Higher Education <p>4.3.4 Problems and possible remedies of the Education sector</p> <p>4.4 The Health sector in Ethiopia</p>	<ul style="list-style-type: none"> • Motivate the students – to mention the sub-sectors that they know to characterized their features. • Assign the students to group discussion dealing with the role of service sector to the rest of the economy inorder to analyze and appreciate. • Let students discuss on the specific policies and strategies of the education sector, so as to compare and contrast the difference policies and strategies. • Ask students to review the historical background of the education sector that enable students to evaluate the performance of Education sector. • Ask the students – What they about the problems of Educational sector and let them assess the possible remedies that need to be taken in account to the existing problems. • Ask students to review the historical background of the health sector that enable students to evaluate the performance of health sector. • Let the students discuss on the specific policies and strategies of the health sector inorder to examine the difference policies and strategies.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p>sector policies and strategies of the monarchy, Derg and EPRDF.</p> <ul style="list-style-type: none"> • Evaluate the performance of the health sector • Assess the problems of health sector • Identify the possible remedies of the health sector. • Examine the transport sector policies and strategies road transport, railway, air transport and Ethio-shipping line. • Review the historical background of the communication sector. • Examine the communication sector policies & strategies. • Evaluate the performance of the communication sector. • Assess the problems and identify remedies of the communication sector 	<p>4.4.1 Historical background of the Health sector</p> <p>4.4.2 Health sector policies and strategies Pre-1974 Post-1974 Post -1991</p> <p>4.4.3 Performance of the health sector</p> <p>4.4.4 Problems and possible remedies of the health sector</p> <ul style="list-style-type: none"> • Impacts of HIV/AIDS <p>4.5 The transport sector</p> <p>4.5.1 Policies and strategies of the transport sector</p> <ul style="list-style-type: none"> • Road transport • Railway transport • Air transport • Ethio-shipping line <p>4.5.2 Performance of transport sector</p> <ul style="list-style-type: none"> • Road transport • Railway transport • Air transport • Ethio-shipping line 	

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Review the historical background of the tourism sector • Evaluate the performance of the tourism sector • Assess the problems and identify remedies of the tourism sector. 	<p>4.6 The communication sector</p> <p>4.6.1 Historical review of the communication sector</p> <p>4.6.2 Policy and strategies in the communication sector</p> <p>4.6.3 The performance of the communication sector</p> <p>4.7 The Tourism sector</p> <p>4.7.1 Historical Development of Ethiopian tourism</p> <p>4.7.2 The role of tourism</p> <p>4.7.3 Performance of tourism</p> <p>4.7.4 Major obstacles and possible remedies of the development of Ethiopian-tourism</p>	<ul style="list-style-type: none"> • Ask the students the problems of the health sector and let them assess to the possible remedies that need to be taken in to the account to the existing problems. • Let students discuss the magnitude and the impact of HIV/AIDS on the health sector. • Let students discuss on the specific policies and strategies of the transport sector on the basis of Road, Railway Air and Ethio- shipping line. • Ask the students to review the historical background of the transport sector that enabled students to evaluate the performance of transport sector. • Ask the students to review the historical background of the communication sector that enable students to evaluate the performance of communication sector. • Let students discuss on the policies and strategies of the communication sector so as to compare and contrast the difference policies and strategy. • Motivate students to say some thing about the tourism sector activities and the role of the sector. • Ask the students to review the historical development of Ethiopian tourism that enables students to evaluate the performance of the tourism sector. • Ask the students the problems of the tourism sector and let them assess to the possible solutions that need to be taken in to account the exciting problems.

ASSESSMENT

Students' performance has to be assessed continuously over the whole unit. Comparing students' performance with the specified level of competencies will make the assessment logical. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus:-

A student at a minimum requirement level will be able to:- define the service sector; identify the sub sector of the service sector, identify the role of the service sector and explain their contribution to the economy, examine the educational, health, communication and tourism sectors policies, and strategies of the monarchy, Derg and EPRDF regimes. Evaluate the performance of education, health, communication and tourism sectors. Assess the problems of the education, health, communication and tourism

sectors; examine the transport sector policies & strategies – road, railway, air transport, and shipping line.

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to review the historical background of education, health, communication and tourism sectors, assess the remedies of the education, health, communication and tourism sectors.

Students working below a minimum requirement level will require extra help if they are to catch up with the rest of the class. Students reaching at the minimum requirement level but achieve a little bit higher should be supported so that they attain the higher achiever competencies. Students who fulfil the higher achievers competencies also need a special support to continue and achieve more.

Unit 5: Balance of payment (16 periods)

Unit learning outcomes: Students will be able to:

- State and explain the role of trade and its importance in Ethiopian Economy
- Distinguish the domestic & foreign policies and strategies applied by imperial, Derg and EPRDF
- Construct balance of payment

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Define the concept of balance of payment • Explain the importance of trade in economic development • Examine the domestic trade policies and strategies based on ownership policy, distribution policy, pricing policy and licensing policy. • Examine the foreign trade policy • Evaluate the structure and performance of trade • Analyze the structure of domestic trade • Evaluate the structure and performance of foreign trade as compare to export and import performance. • Identify the major trading partners of Ethiopia • Evaluate the development of balance of payment • Examine the national 	<p>5. Balance of payment</p> <p>5.1 Role and Importance of trade in Economic development</p> <p>5.2 Trade policies and strategies in Ethiopia</p> <p>5.2.1 Domestic trade policies and strategies</p> <ul style="list-style-type: none"> • Ownership policy • Distribution policy • Pricing policy • Licensing policy <ul style="list-style-type: none"> ▪ Liberalization measure ▪ Privatisation measure <p>5.2.2 Foreign trade policy</p> <p>5.3 The structure and performance of trade</p> <p>5.3.1 The structure of domestic trade</p> <p>5.3.1.1 Wholesale trade under public enterprises</p> <ul style="list-style-type: none"> • Wholesale trade in manufactures products • Whole sale trade in agricultural product 	<ul style="list-style-type: none"> • Arrange students in group so that student discuss on the role and importance of trade in Economic development. • Let students expose to the main points of trade policies and strategies of Ethiopia. Then, create discussion programme on the content of policies and strategies of domestic and foreign trade so that learners involve actively in the discussion. • Help students to discuss about the structure and performance of both domestic and foreign trade so as to evaluate its structure & performance. • Ask students to identify the trading partners of Ethiopia and let them describe the relationship between trade and globalization with econolearnermic growth.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p>debt service and its performance</p> <ul style="list-style-type: none"> Describe the relationship between trade and globalization and the integration with economic growth. 	<p>5.3.1.2 Whole sale trade under private enterprises</p> <p>5.3.1.3 Retail trade</p> <p>5.3.2 The structure and performance of foreign trade</p> <p>5.3.2.1 Exports</p> <ul style="list-style-type: none"> Export earnings Public versus private exports Coffee export and earnings <ul style="list-style-type: none"> Volume of arrival & exports Earnings from coffee exports World price Ethiopian coffee <p>5.3.2.2 Imports</p> <ul style="list-style-type: none"> Trend in the value of imports Imports by end use <p>5.3.2.3 Major Trading partners of Ethiopia</p> <p>5.4 Development in the BOPs in Ethiopia</p> <ul style="list-style-type: none"> Current account Trade balance Capital account <p>5.1.1 National debt service and performance</p> <p>5.2 Trade and globalization Economic integration</p>	

ASSESSMENT

Students' performance has to be assessed continuously over the whole unit. Comparing students' performance with the specified level of competencies will make the assessment logical. Besides the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus:-

A student at a minimum requirement level will be able to:

Define the concept of balance of payment; explain the importance of trade in economic development; identify the major trading partners of Ethiopia. Examine the domestic trade policies and strategies based on ownership policy, distribution policy, pricing policy and licensing policy. Analyze the structure of domestic trade; examine the foreign trade policy and the national debt service and its importance.

In addition, students working & above the minimum requirement level and considered as higher achiever should be able to:- evaluate the structure and performance of trade and foreign trade as compared to export and import performance. Evaluate the development of balance of payment, and describe the relationship between trade, globalization and the integration with economic growth.

Students working below minimum requirement level will require extra help, if they are to catch up with the rest of the class. Students reaching the minimum requirement level, but achieve a little bit higher should be supported, so that they attain the higher achiever competencies. Students who full fill the higher achiever competencies. Also need special support to continue and achieve more

Unit 6: Fiscal policy and public development in Ethiopia (14 periods)

Unit learning outcomes: Students will be able to:-

- Distinguish the different source of government revenue
- Report how fiscal policy applied in Ethiopia
- Classify taxes and appreciates its significance to five development of the economy

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Explain the economic role of the government ▪ Review historical background of public finance in Ethiopia ▪ Evaluate the structure and performance of revenue and expenditure. ▪ Analyze the government budget and deficit financing. ▪ Describe fiscal decentralization and public sector reform in Ethiopia. ▪ Distinguish the different types of taxes and state their characteristics. ▪ Evaluate the foreign trade taxes by taking into account the comparison between import taxes and export taxes. 	<p>6. Fiscal policy and public development in Ethiopia</p> <p>Introduction</p> <p>6.1 Economic role of the government</p> <p>6.2 Historical background of public finance in Ethiopia</p> <p>6.3 Structure and performance of revenue and expenditure</p> <p>6.3.1 Government revenue</p> <p>6.3.2 Government expenditure</p> <p>6.4 Analysis of government budget and deficit financing</p> <p>6.4.1 Structure of government budget</p> <p>6.4.2 Government expenditure budget</p> <p>6.4.3 Budgetary deficit financing</p> <p style="padding-left: 20px;">Domestic borrowing</p> <p style="padding-left: 20px;">External borrowing</p> <p style="padding-left: 20px;">Issuing currency (money printing)</p>	<ul style="list-style-type: none"> • Brain storm: <ul style="list-style-type: none"> • Start the lesson by questioning students about the role of government. • Assist students to review the historical background of public finance in Ethiopia. • Assign students in groups and let them discuss about the structure and performance of government budget and deficit. • Ask student what they know about fiscal decentralization and public sector reform in Ethiopia.

Competencies	Contents	Suggested activities
	<p>6.5 Fiscal decentralization and public sector reform in Ethiopia</p> <p>6.5.1 Personal income tax</p> <p>6.5.2 Business income tax</p> <p>6.5.3 Indirect taxes</p> <p>6.5.4 Foreign trade taxes</p> <p style="padding-left: 20px;">Import taxes</p> <p style="padding-left: 20px;">Export taxes</p> <p>6.5.5 Strengthening institutional framework</p>	

ASSESSMENT

Students’ performance has to be assessed continuously over the unit. Comparing students’ performance with the specified level of competencies will make the assessment logical. Besides the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus:-

Students at a minimum requirement level will be able to:-

Explain the economic role of the government. Review historical background of public finance in Ethiopia. Analyze the government budget and deficit financing; and describe fiscal decentralization and public sector reform in Ethiopia.

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to:- Evaluate the structure and performance of revenue and expenditure; evaluate foreign trade taxes by taking into account the comparison between import taxes and export taxes; and distinguish the different types of tax and their characteristics. Students working below minimum requirement level will require extra help, if they are to catch up with the rest of the class. Students reaching at the minimum requirement level, but achieve a little bit higher should be supported, so that they can attain the highest achiever competencies. Students who full fill the highest achiever competencies also need special support to continue and achieve more.

Unit 7: Monetary policy and financial sectors in Ethiopia (15 periods)

Unit learning outcomes: Students will be able to:

- Present report how monetary policy applied in Ethiopia
- Understand the different policies and strategies applied by the imperial, Derg and current government

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Review the historical background of money and the financial sector in Ethiopia. • Examine the financial policies during the monarchy, Derg and EPRDF. • Evaluate the performance of the financial sector in Ethiopia • Assess the problems and identify the possible remedies of the financial sector. 	<p>7. Monetary policy and the financial sector development in Ethiopia</p> <p>7.1 Historical background of money and the financial sector in Ethiopia</p> <p>7.2 The financial sector policies and reforms in Ethiopia</p> <p>7.2.1 The financial policies during the imperial period</p> <p>7.2.2 The financial policies during the derg period</p> <p>7.2.3 The financial policies after the derg</p> <p>7.3 Performance of the financial sector in Ethiopia</p> <p>7.4 Problems and possible remedies of the financial sector in Ethiopia</p>	<p>Brain storm:</p> <ul style="list-style-type: none"> • Start the lesson by asking students to recall their previous knowledge about monetary policies. • Let students review the historical background of money and the financial sector in Ethiopia. • Organize students in to manageable two or more group to argue and examine the financial sector policies and over forms in Ethiopia. • Let students discuss and evaluate the performance of the financial sector in Ethiopia. • Assign students in group and encourage the to discuss about the problems of financial sector in Ethiopia in order to draw their own possible remedies which can potentially solve the existing problems.

ASSESSMENT

Students' performance has to be assessed continuously over the whole unit. Comparing students' performance with the specified level of competencies will make the assessment logical. Besides the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus:-

A student at a minimum requirement level will be able to:-

Review the historical background of money and the financial sector in Ethiopia and examine the financial policies during the Monarchy, Derg & EPRDF.

In addition a student working above the minimum requirement level and considered as higher achiever should be able to evaluate the performance of the financial sector in Ethiopia and assess the problems and identify the possible remedies of the financial sector.

Students working below the minimum requirement level will require extra help, if they are to catch up with the rest of class. Students reaching at the minimum requirement level but achieve a little bit highest should be supported, so that they attain the highest achiever competencies also need special support to continue and achieve more.

Unit 8: The Economic reform program in Ethiopia (16 periods)

Unit learning outcomes: Students will be able to:

State the main elements of New Economic Reform and its importance's in Ethiopia

Examine structural adjustment policy measures undertaken in Ethiopia

Understand investment policy in Ethiopia

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Explain the new economic policy & the need for reform • Evaluate the performance of the Economy after the reform program • Describe the investment policy and explain the investment climate in Ethiopia post 1991. 	<p>8. The Economic reform program in Ethiopia Introduction The New Economic Policy and the need for reform Introduction to structural adjustment program Structural adjustment policy measures undertaken in Ethiopia Performance of the Economy after the New Economic reform program Investment policy and climate in Ethiopia during the post 1991.</p>	<ul style="list-style-type: none"> • Motivate learners to recall what they have learned about consumption, saving and investment. Then facilitate conditions that enable students to show the detail idea of New Economic Policy and the need for reforms. • Let students discuss about structural adjustment policy measures undertaken in Ethiopia. • Assign students to discuss on the New Economic reform program so as to examine its performance. • Let students discuss on the investment policy and climate in Ethiopia post in order to put their own comment.

ASSESSMENT

Students' performance has to be assessed continuously over the whole unit. Comparing students' performance with the specified level of competencies will make the assessment logical. Besides the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus:-

A student at a minimum requirement will be able to:-

Explain the new economic policy and the need for reform; describe the investment policy and explain the investment climate in Ethiopia post 1991.

In addition, a students working above the minimum requirement level and considered as the highest achiever should be able to evaluate the performance of economy after the reform program.

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. Students reaching at the minimum requirement level but achieve a little bit highest should be supported so that they attain the highest achiever competencies also need special support to continue and achieve more.