



**Ministry of Education**

**Identified Competency Focus Areas and Selected Courses for National Exit  
Examination**

**Program: Bachelor of Arts Degree in Civics and Ethical Studies**

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**Contents**

1. Introduction.....	1
2. The Main Objectives of Exit Examination are as follows: .....	1
3. Significance of the Document.....	2
4. Expected Graduate Profiles.....	2
5. Competences and Learning Outcomes.....	3
5.1 Competences .....	3
5.2 Learning outcomes.....	5
6. Categorizing Courses of the Program into Themes .....	6
7. Courses to be Included in the Exit Examination.....	6
8. Conclusion .....	7

## 1. Introduction

Since establishment of Civics and Ethical studies, as a discipline in Ethiopia, it has been engaged in teaching and training appropriate knowledge, skills and attitude for those seeking to work in the public, private and nongovernmental and domestic organizations. Hence, thousands of Civics and Ethical studies graduates have been working in various governmental and non-governmental organization offices in the country.

However, as many stakeholders agree, the quality of education and graduates' competency level is below the requirement. Now a day the public trust on graduates of higher education institutions is eroded because of the issues of quality and relevance. Though there are plenty of programs launched in different Higher Education Institutions (HEI) of Ethiopia, the curriculum is unresponsive to the demands of the stakeholders and priority needs of the country. As a result, such programs are not adequately contributed to the alleviation of poverty and other related social problems of Ethiopia. The undergraduate program of Civics and Ethical Studies is not an exception from this problem. As part of the solution, FDRE Ministry of Education is in a position to introduce national exit exam on selected programs.

The main objective of this document is to identify competency focus areas and core courses for exit examination that will apply for Civics and Ethical Studies graduates. In consideration of this an attempt is made to identify expected graduate profiles, core competencies and learning outcomes which are essential for exit exam preparation for graduating civics and ethical studies students. Fifteen courses were selected for exit exam which will be started in 2022/23 Academic Year. Courses included in the exit exam have been selected based on the graduate profile, demand in the market, and objectives of the program and graduate competences. An attempt is made to balance competencies of knowledge, skills and attitudes.

## 2. The Main Objectives of Exit Examination are as follows:

- ✚ To assess whether higher education graduates attain the graduate profile or not
- ✚ To ensure students' achievement and improve the quality of education;
- ✚ To improve the relevance of the academic program and institutional performance;
- ✚ To produce skilled and competent manpower for local, national, and international markets;
- ✚ To ensure that graduates achieve the required learning outcomes and hence meet the graduate profile of the curriculum;

- ✚ To provide a platform as a quality monitoring tool in the form of certification of competence for employment;
- ✚ Assessing students' educational achievement in major areas of civics and ethical studies

### 3. Significance of the Document

It is important to set competency areas of the discipline Civic and Ethical Studies in order to measure the learning outcomes of graduates towards satisfying labor market. The following significances indicate necessity of this document.

- ✚ To identify systematically the core courses which will be included in the exit exam;
- ✚ It helps to assess the basic skills, knowledge and attitude of graduating students
- ✚ Serve as a guideline for facilitating the administration of the national Exit examination for Civics and Ethical Studies program

### 4. Expected Graduate Profiles

The graduates of Civics and Ethical Studies in BA program are supposed to acquire wide-ranging theoretical, pragmatic and methodological competencies that shall prepare them to undertake the following tasks:

- ✚ Play active and exemplary roles in citizens' participation for peace, constitutionalism, rule of law, democracy & human rights;
- ✚ Promoters of good governance and development.
- ✚ Developers of mechanisms of combating corruption, rent-seeking, and other malpractices and immoralities.
- ✚ Appreciate and uphold moral values and principles as they interact with fellow citizens and the environment at large.
- ✚ Strive to promote gender and minority equalities in the economic, social, and political issues.
- ✚ Portray commitment to ethical values and principles of professionalism and leadership as they engage in service delivery institutions.
- ✚ Carryout consultancy and training services in various areas of Civics and Ethics.
- ✚ Diligent, work-loving and purpose-oriented organizer, developer, and educator of ethical values and principles among the people with whom he/she works and societal change analysts at all public organs, municipalities,
- ✚ Skilful, far-sighted, democratically-principled with the highest interpersonal qualities; an effective expert in Civics and Ethics issues.

## 5. Competences and Learning Outcomes

### 5.1 Competences

Currently, the competency of students will be measured by national exit examination at the end of completion of Civics and Ethical Studies courses with a great emphasis on students' knowledge, skill, and attitude. The details of the competency are presented here below by categorizing knowledge, skills, and attitudes.

Areas of competency	Expected Competencies to be achieved
<b>Knowledge</b>	<ul style="list-style-type: none"><li>• Define the basic terms such as society, state, government and citizenship</li><li>• Differentiate basic terms such as society, state and government.</li><li>• Analyse the basic theories on the origin and development of society and state.</li><li>• Be familiarized with development ethics, environmental ethics and professional ethics</li><li>• Examine historical and philosophical foundations of human rights.</li><li>• Understand political philosophies and different political thoughts</li><li>• Briefly explain the institutional dimensions, attitudinal and behavioral ingredients of democracy and election.</li><li>• Explain the conceptual underpinnings of constitution and constitutionalism</li><li>• Understand the geo-political and strategic importance of the Horn of Africa and Middle East regions</li><li>• Understand the meanings, assumptions and policy implications of different theoretical perspectives on governance and development</li><li>• Identify the mutually reinforcing relationship between public policy and politics;</li><li>• Acquire basic knowledge about diverse indigenous conflict resolution and peace building processes and practices;</li><li>• Define national interest and foreign policy</li></ul>

	<ul style="list-style-type: none"> <li>• Compare the relationship between domestic and International Law</li> </ul>
Skill	<ul style="list-style-type: none"> <li>• Critically analyse the concept, purposes, functions, forms /systems and types of government, and the vertical and horizontal governmental arrangements.</li> <li>• Analyze the origin and development of applied ethics;</li> <li>• Identify and examining issues in human rights and human development;</li> <li>• Analyze the continuity and changes in Ethiopian constitutional history and constitutionalism thereof;</li> <li>• Investigate the interest and roles of external actors in shaping politics of the regions.</li> <li>• Critically distinguish different approaches and methods of conflict resolution and peace building;</li> <li>• Clearly see and analyses the South-North dichotomy in international political Economy and the causes of international conflict.</li> <li>• Examine the cost benefit analysis made by nation-states in promoting and defending their ‘national interest’.</li> <li>• Synthesize the challenge and opportunities with the application of international law on war crimes and humanitarian laws</li> </ul>
Attitude	<ul style="list-style-type: none"> <li>• Adhere to the public service ethics, legislation ethics, judicial ethics.</li> <li>• Stand for and defend human and democratic rights in Ethiopia.</li> <li>• encapsulate the contributions of these major modern political philosophies and theories of the state and society to the current political systems and governance across the world</li> <li>• Promote democratic values and principles</li> <li>• Internalize development concerns and roles of actors in development</li> <li>• Appreciate the mosaic nature of Ethiopian societies</li> <li>• Familiarize themselves with some major related issues in public</li> </ul>

	<p>administration such as personnel administration, financial administration and development administration;</p> <ul style="list-style-type: none"> <li>• Contribute their part in fighting against the lop-sided international economic system and in securing fair and democratic international system.</li> <li>• Promote and work for the development and implementation of the Ethiopian foreign policy.</li> <li>• Be critical in their decision making and able to criticize wrong decisions of others.</li> </ul>
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## 5.2 Learning outcomes

After completing the program, students will be able to;

- State the fundamental relationships and differences between the state, society & government as well as the national/federal and sub-national/regional relations critically.
- Evaluate the different modes of gaining and losing Ethiopian citizenship today
- Grasp the meaning, definition and nature of political thought and its philosophical foundation.
- Be familiarized with the development ethics, environmental ethics and professional ethics;
- Explore contemporary theories of human rights and their limitations, impacts, and implications.
- Explain major modern political philosophies and theories of the state and society critically
- Have the knowledge of the basic concepts about democracy, political parties and election.
- Explain the conceptual underpinnings of constitution and constitutionalism
- Understand and familiarize with the fundamental contemporary concepts, theoretical perspectives, features and issues of peace, conflict and conflict resolution
- Analyze the interest and roles of external actors in shaping politics of the regions.
- Understand the meanings, assumptions and policy implications of different theoretical perspectives of development

- Familiarize themselves with some major related issues in public administration such as personnel administration, financial administration and development administration;
- Critically analyses the interconnectedness of politics & Economy in international arena by employing divergent international Relation theories.
- Critically analyses the interconnectedness of politics & Economy in international arena by employing divergent international Relation theories.
- Explore the ways on how to contribute one's part in promoting and advancing the national interest of our country in the international diplomatic efforts.
- Synthesize the challenge and opportunities with the application of international law on war crimes and humanitarian laws

#### 6. Categorizing Courses of the Program into Themes

National Exit Examination in civics and ethical studies program for undergraduate students' competency has five themes. These are; State, Democracy, and Human Rights, Philosophy and Ethics, Federalism, Constitution and Peace building, Governance and Development and Global and Regional Relations.

#### 7. Courses to be Included in the Exit Examination

The selection of core courses for exit exam to the undergraduate program of civics and ethical studies was organized in to five themes and fifteen courses. It was done in line with the direction suggested by the head of quality and competency improvement desk (at MoE), during the preparation of this document, there was a general consensus that a specific program should consider a total of **10-15 lists of courses**. In Civics and Ethical Studies BA program there are plenty number of courses that are indicated in the curriculum but the core courses are clearly presented and have been selected in this document. Accordingly, this exit examination document has identified **15 courses** delivered at different semesters and academic calendars. The selected courses are indicated below in the table.

List of themes	List of courses	Course code	Cr. Hrs.
<b>Theme I: State, Democracy and Human Rights</b>	Society, State & government	CESt-2011	3
	Citizenship: Theory & Practices	CESt-2012	3
	Survey of Human Rights	CESt-2021	3
	Political Philosophy II	CESt-2022	3
	Democracy and Election	CESt-2023	3



<b>Theme II: Philosophy &amp; Ethics</b>	Critical Thinking	LoCt-1011	3
	Applied Ethics	CESt-2016	3
<b>Theme III: Federalism, Constitution &amp; Peace Building</b>	Constitution and Constitutionalism	CESt-2024	4
	Indigenous Conflict Resolution Mechanisms and Peace Building	CESt-3044	3
<b>Theme IV: Governance &amp; Development</b>	Development Theory & Practice	CESt-3033	4
	Public Policy Formulation & Administration in Ethiopia	CESt-3043	3
<b>Theme V: Global &amp; Regional Relations</b>	Politics of the Horn and Middle East	CESt-3031	4
	International Political Economy	CESt-3045	3
	International Law and International Organizations	CESt-4053	4
	Ethiopian Foreign Policy & Diplomacy	CESt-4052	3

#### 8. Conclusion

This exit exam guide in Civics and Ethical Studies program enables our graduates to have an understanding on core areas of the program. Hence, the aim of the exit exam is to motivate students to acquire core competencies and achieve learning outcomes for the selected courses in Civics and Ethical Studies thereby contributing to quality of education in the field. Having selected fifteen courses, we have tried to align competencies with learning outcomes. Alignment with the competency is the congruence of the learning outcomes to the level of knowledge, skills and attitudes described in the competency.