

The Teaching of Civic Education in Zambian Secondary Schools as a Strategy for Effective Political Participation

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Abstract:- The core focus of this study was to investigate the teaching of Civic Education in Zambian secondary schools and how it serves as a strategy for effective political participation in the community. This study was used a qualitative case study. Twenty (20) professional teachers in Civic Education and Thirty-Five (35) learners in Civic Education classes from Five(05) selected secondary schools in Lusaka district of Lusaka province were purposively nominated through homogenous sampling. One – to – one interviews was used to collect information from teachers while focus group discussion was used to collect data from learners in Civic Education classes. The study established that the teaching of Civic Education in schools is positively serving a role of training learners for effective political participation as it provide them with knowledge on governance issues. It was also established that Civic Education prepare learners for effective leadership and critical thinking which are key to political participation. Further, the study established that learners are prepared for the way of life and political tolerance as they effectively participate in political affairs of their community. It was recommended that Schools should strengthen local Continuous Professional Development (CPD); the government of the republic of Zambia to come up with a clear policy that will arouse the interest of the young people through the teaching of Civic Education to effectively participate in political activities of their community while still in school; and the Ministry of General Education to constantly call for educational conferences to sensitise Civic Education teachers on the need to prepare learners for effective political participation as outline in the 2013 Zambia education curriculum framework.

Key Terms: Civic Education, Political Participation, Civic Knowledge, Civic Skills and Civic Dispositions.

I. INTRODUCTION

Citizens of any given community are required to take part in its operations either directly or indirectly. This has various dimensions which includes; economic, political or community participation. Oakley and Marsden (1984) look at participation as a concept that is closely linked to rural development. Participatory citizenship means becoming actively involved in building a better society. Thus, Mukisa (2009) relate citizen involvement to a bottom-up process of development. Additionally, Yezi (2013) views political participation as consisting of those legal activities by private citizens that are more or less directly aimed at influencing the selection of government personnel and/or the actions they

take. Political participation can be seen when citizens get involved in choosing of their representatives through voting.

Following the enactment of the Mvunga Constitution and the reintroduction of multi-party participatory democracy in 1991, there has been a number of efforts to reinvigorate citizens' interest in political participation in Zambia. For instance, the Zambia Civic Education Association (ZCEA) was formed in 1993 to empower the Zambian citizenry in coping with the new democratic dispensations (Katongo, 2013), which led to the reintroduction of teaching of Civic Education in 2003 which was banned in 1978 at the senior secondary school level (Muleya, 2015), to act as a link between junior secondary school civics and the time when one graduates from tertiary education (Niemi & Juma, 1998). The course was to impart into learners skills, knowledge and virtues needed for effective political participation in the community. Since then, the teaching of Civic Education at the senior secondary school has impacted the community through its civic knowledge, civic skills and civic values which are key education determinant in every citizen maturity. Topics such as elections, rights and constitution in Civic Education (Muntengwa, 2020) are a key in arousing interests of pupils when they become adults if taught through appropriate strategies. It is against this background that this study was conducted to investigate the teaching of Civic Education in Zambian secondary schools and how it serves as a strategy for effective political participation in Lusaka district.

Problem Statement

The democratic goals of education are; liberty (which entails knowledge), opportunity (which necessitate skills) and mutual respect (which concern dispositions) among people (Sardoc, 2018). Citizens ought to know when and how to exercise their liberties, to put into appropriate practices knowledge learnt and to have self-conviction to actively take part in public decision making processes. Eurydice Report (2017) provides the first step towards understanding what citizenship education is, as to understand its functions, which is none other than bridging the gap between the individual and the community. This gap can be addressed if citizens become informed, active and engaged in political, social, and other related issues of life through provision of relevant education

Civic Education In Schools In Zambia

**Kate Pincock, Nicola Jones, Lorraine van
Blerk, Nyaradzayi Gumbonzvanda**

Civic Education In Schools In Zambia:

The Teaching of Civic Education in Zambia Gistered Muleya,2015 **Citizenship Education and Social Development in Zambia** Ali A. Abdi,Edward Shizha, Lee Ellis,2010-06-01 Zambia the butterfly shaped central African country has a population of about 11 million people and as other Sub Saharan African countries has been trying to democratize since the early 1990s Clearly though the promise of political reform did not fulfill the expectations of the public and with about 60 percent of the population living below the poverty line many Zambians are no longer confident that more open political systems can improve their lives But the problem may not be inherent in the political process itself and could be found more in the apparent disconnection between people s needs and the way the country s affairs are run It is with respect to these and related issues that this book emphasizes the crucial relationship between education and political participation and specifically highlights citizenship education as essential for Zambia s social development Social development which should comprise inter alia the economic political and cultural wellbeing of societies can be enhanced by citizenship education which focuses on elevating people s understanding of their rights and responsibilities vis vis government institutions structures and functions Indeed it is the centrality of the political component in people s lives especially its relationship with public policy and public programs that should underline the important role of citizenship education In describing these issues the book analyzes the role of the media women s groups and youth in enhancing the political educational and by extension the economic lives of the Zambian people The book should interest students and scholars of Zambian as well as African education politics and social development It should also be useful for policy makers institutional managers and both public and para public leaders in Zambia and elsewhere in the continent *Global Migration and Civic Education* James A. Banks,2023-05-08 Global migration the rise of popular nationalism and the quest by diverse racial ethnic cultural linguistic and religious groups for recognition civic equality and structural inclusion within their nation states have complicated the attainment of citizenship in countries around the world Virulent and pernicious nationalism in some nations including the United States the United Kingdom Hungary Switzerland and Italy has made it difficult for migrant refugee and other marginalized groups to attain citizenship rights and to fully participate in their nation states The enormous increase in the number of migrant and refugees in many nations has also complicated citizenship acquisition for marginalized populations In this book scholars working in civic education from selected nations share perspectives policies research and strategies for constructing and implementing civic education programmes that will help students from diverse racial ethnic cultural linguistic and religious groups attain political efficacy and become structurally integrated and fully participating citizens of their nation states This book was originally published as a special issue of the journal *Intercultural Education* **Young People in the Global South** Kate Pincock,Nicola Jones,Lorraine van Blerk,Nyaradzayi Gumbonzvanda,2024-01-24 *Young People in the Global South* Voice Agency and Citizenship explores the spatial relational affective and material dimensions of

adolescents and young people's civic engagement and political participation in lower and middle income contexts This textbook questions how the everyday politics of exercising voice and agency is experienced at different scales from the interpersonal to the global It explores how structural inequalities and marginalisation as well as social norms and attitudes shape how voice agency and participation are expressed by diverse young people in particular contexts with unique histories Contributing authors focus on the experiences of young people who are marginalised based on age gender sexuality disability citizenship status and geographical location Together they show how ageing through adolescence enables or constrains agency and voice Textbook features include case studies on Africa Asia the Middle East and Latin America as well as reflective accounts authored by adolescents and young people themselves and discussion questions Filling a key gap in the knowledge about the concerns and experiences of young people in contexts beyond the Global North this textbook will be of interest to academics students and practitioners in the fields of childhood and youth studies international development social movements human geography sociology and comparative politics The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Empowering the Poor? Civic Education and Local Level Participation in Rural Tanzania and Zambia Satu Riutta, 2007

The Evolution of Education in Zambia Brendan Patrick Carmody, 2004

Young Zambia Karin Moder, Heribert Zingel, 2022-08-08 Zambia is a remarkable country on a remarkable continent whose inhabitants to a large extent are still mostly poor but who are rightfully called entrepreneurs at heart As the Economist put it The 21st Century is the African Century Young Zambia portrays Zambia as a country amidst poverty and abundant resources In spite of major attractions such as the amazing Victoria Falls and vast national parks Zambia is not yet widely known as a tourist destination Among business people Zambia has a reputation of being Africa's second biggest producer of copper and being rich in other natural resources and gemstones Adding to this Zambia has recently been working on setting up a framework for becoming a major digital hub in Africa Last but not least NGOs and political observers praise Zambia for its history of several peaceful transitions between different ruling parties sth not yet to be taken for granted in Africa In August 2021 Zambian voters went to the polls bringing in the so called New Dawn Government under President Hakainde Hichilema a change which has since attracted a lot of international attention and caused the local currency Kwacha to appreciate The Young Zambia team of Zambian experts on country and people was thus inspired to work on a new edition of the book which was first published in October 2019 The new Africa Edition among other things includes information on Covid 19 in Zambia and will become available both in Zambia and Europe

The Greenwood Encyclopedia of Children's Issues Worldwide Irving Epstein, 2007-12-30 From the skyrocketing AIDS rate in Haiti to the oppressive pollution in industrial China from the violent street culture of Nigeria to the crippling poverty in Nicaragua from child trafficking in Thailand to child marriages in India this jam packed six volume set explores all these issues and more in an unprecedented look at the world's children at the

dawn of the 21st century In recent years while many countries have enjoyed a higher standard of living and improved working conditions others have been torn apart by war and incapacitated by famine and are struggling to improve life for their children and their future Recent concern over the world s children has resulted in a global attempt to define what constitutes an acceptable childhood New attention has been paid not only to healthcare and secondary education but also to the right to play and increased access to technology The UN s codification of children s rights has done much to expand our understanding of what is needed for healthy growth and development of children and youth Organized by region The Greenwood Encyclopedia of Children s Issues Worldwide is the first globally focused set of this magnitude offering extensive up to date coverage of these critical issues Original chapters accessibly synthesize current data on key topics including education play and recreation child labor family health laws and legal status religious life abuse and neglect and growing up in the 21st century

Competing for Caesar Chammah J. Kaunda, Marja Hinfelaar, 2020-11-03 Competing for Caesar brings together for the first time key scholars working on various issues related to religion and public life in Zambia They explore the interplay between religion and politics in Zambian society and how these religions manage and negotiate their identities in public life This book analyzes recent religious dynamics in the nation s political life and considers what constructive role religion could play to promote an alternative political vision to subvert neo colonialism Competing for Caesar carries forward a unique commitment on the part of Fortress Press to engage with the challenges and opportunities of Christianity in the Global South The book will be of interest to scholars professors and students in a wide range of fields

Improving Schools Through Teacher Development Stephen E. Anderson, 2022-03-27 This book presents a story of school improvement activity in East Africa from 1985 to 2000 which focused on sustained teacher development The core of the book consists of six evaluations of school and district wide school improvement projects SIPs supported by the Aga Khan Foundation in Tanzania Kenya and Uganda The case studies present an evolving body of knowledge about the successes and challenges of a comprehensive approach to school improvement grounded in a common set of strategic principles The strategic principles embody the belief that the chances for quality improvement in teaching and learning are greater when change efforts are school based involve whole schools as the unit of change emphasize the ongoing professional development of teachers attend to school management and organizational conditions affecting the capacity of teachers to implement change prepare for the institutionalization of organizational structures and processes that enable continuous school development and evolve through partnerships among relevant education stakeholders The book concludes with commentaries by international experts in school improvement and teacher development on the SIP project designs implementation and outcomes and on lessons that can be drawn from the projects and their evaluations for school improvement policy practice and theory in developing and developed countries around the world

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