

**THE RESPONSIVENESS OF CIVIC EDUCATION TEACHER TRAINING
CURRICULUM TOWARDS DEMOCRATIC CITIZENSHIP IN ZAMBIA**

By

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**A Dissertation submitted to the School of Education, University of Zambia in partial
fulfilment of the requirements for a Masters of Education in Civic Education**

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DECLARATION

I **Sakala Exsaviour**, do hereby declare that this dissertation is the result of my own work, all the sources that I have used or quoted have been indicated and acknowledged by means of complete references and that it has not been previously presented for a degree at any level at this or another university.

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APPROVAL

This dissertation of **Sakala Exsaviour** has been approved as partial fulfilment of the requirements for the award of the degree of Master of Education in Civic Education.

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ABSTRACT

This study examined the responsiveness of Civic Education Teacher Training Curriculum towards democratic citizenship in two selected Colleges of Education and Universities in Zambia. The study was anchored on the following objectives: To establish the understanding of student teachers and lecturers on the concept of citizenship. To explore the appropriateness of teaching strategies lecturers use in Civic Education for transmitting democratic citizenship ideals and to explore the challenges faced in the learning and teaching of Civic Education with regard to democratic citizenship in Colleges of Education and Universities in Zambia.

Methodologically the study used a qualitative phenomenological research design. The following instruments were used as a means to gather data: Individual interviews, focus group discussions and document analysis. Using a Homogenous purposive sampling the study comprised of (4) college lecturers and four (4) university lecturers. Homogenous purposive sampling was also used to select twenty-four (24) student teachers in Colleges and Universities.

The findings of the study have shown that the teaching of Civic Education for the promotion of democratic citizenship ideals in Colleges of Education and Universities has not been successful as expected. Firstly, the study established that college lecturers, students and university students had a minimal understanding of the concept of citizenship. Secondly, Civic Education teacher training curriculum has adequate content to promote democratic citizenship but was deficient on active and practical learning pedagogies such as service learning. College and University lecturers believed in active methods of teaching for Civic Education but rarely followed such. Lastly, Colleges and Universities have a lot of challenges that hamper effective teaching of Civic Education and the promotion of democratic citizenship ideals. These range from huge student numbers, unqualified lecturers in the field of Civic Education and limited lecture theatres to undemocratic college leadership that does not recognise the voices of the students in decision making.

Based on the findings outlined above, the study concluded that Civic Education Teacher Training in Colleges of Education and Universities were not very successful in their quest to promote democratic citizenship ideals. The teaching of Civic Education lacked practical and active approaches anchored on service learning in the Colleges of Education and Universities. Furthermore, Civic Education Teacher Training was hampered by the lack of qualified lecturers trained in the field of Civic Education; most of the lecturers were trained in fields such as Economic, Religious Studies, History and Geography.

The study recommended inter alia the use of participative pedagogical approaches such as service learning in the Civic Education Teacher Training Curriculum in order to foster democratic citizenship ideals in the learners.

DEDICATION

I dedicate this study to my father the late Lenard Sakala whose interest in my education has never ceased to amaze and inspire me, and to my mother Getrude Lisaka for supporting my educational endeavours as a single parent. I also dedicate this work to my dearest wife, Villa Syabwanta Sakala and our beloved child Tionge Sakala who was born during the course of my studies. For their patience and perseverance during my studies; I dedicate this work to them.

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LIST OF ACRONYMS

- BC - Before Christ
- CDC - Curriculum Development Centre
- GRZ - Government of the Republic of Zambia
- ICT - Information Communication Technology
- MOE - Ministry of Education
- NGOs - Non-Governmental Organisations
- NRC - National Registration Card
- SLP - Service Learning Programmes
- USAID - United States Aid for International Development
- UNZA - University of Zambia

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter gives background information on Civic Education and citizenship perspectives and the context in which the concepts are used in the study in relation to democratic citizenship. It explores the connection between Civic Education and citizenship roles and the place of teacher training curriculum towards promoting democratic citizenship. The objectives and research questions, statement of the problem and the theoretical framework are also presented.

1.1 Background to the Study

Interest in Civic Education has increased worldwide in the last decade. Some scholars such as (Print & Lange, 2012) view this dimension of education as an opportunity to prepare young people to understand and become democratic citizens, involved in the civic life of their communities, from the local to the global. While Halstead & Pike (2008) view it as a way to respond to a range of existing social and civic concerns. Scholars such as Biesta (2011) see Civic Education as an important subject in the school curriculum. Which has seen an increased interest in research studies, formal discussions, and curriculum initiatives throughout the world as teachers, policy makers, and researchers attempt to understand and assess the complex processes by which young people learn about Civic Education to become democratic citizens.

Bawa (2011) argues that at the centre of Civic Education is the issue of citizenship. Of late Civic Education has broadened the scope and understanding of citizenship, from a narrow perspective of membership of a nation to that of participation, rights and responsibilities. Bawa further adds that, democratic citizens can only be produced by competent teachers who are also democratic citizens conscious and motivated to teach Civic Education in schools. Citizens need to be taught democracy to become democrats. The statement by Bawa suggests that there can be no democracy without democrats, without inculcating democratic and participatory skills in citizens, democracy remains an illusion.

The preparation of quality teachers is a challenging task in both developed and less developed countries (Oats, 2014). Zambia is not an exception; it has faced challenges in the quest to

train Civic Education teachers tasked with the responsibility of moulding democratic citizenry. The nature and quality of Civic Education teacher training for democratic citizenship is key in enabling the education system to realize a democratic dispensation. To apprehend a democratic dispensation, there is need for existing programmes through which Civic Education is taught to be reviewed to meet emerging demands for the use of relevant and active pedagogical approaches and proper understanding of citizenship.

Teachers are key players in ensuring that lives of people in society are improved. Hence, teacher training should be linked to the society in which teachers work. Therefore, it is necessary, from time to time, for teacher training institutions to check their relevance. Research have been undertaken to find out if teacher education was responding to nations' aspirations. One such review was in India by the Indian National Council of Teacher Education (1996) which undertook a big study to review teacher education. Teachers, colleges of education, Universities and other teacher bodies were consulted. After the survey, the Council developed a teacher education curriculum framework at each level of education such as pre-school, primary and secondary schools.

It therefore, follows that for democracy to survive and flourish; critical mass of the country's citizens must possess the skills, embody the values, and manifest the behaviours that are in accord with democracy. Civic Education is critical in this venture (Halstead & Pike, 2008). Citizens must practice and know enough about the basic features of democratic political system to be able to access it when their interests are at stake. They must believe in the importance of certain key democratic values, such as tolerance for divergent views and support for the rule of law. They must also be willing and able to participate in local and national politics, and believe that their participation is important to the continued viability of the democratic political system (Bawa, 2011). In most mature democracies such as Europe, citizens have had the opportunity to absorb democratic beliefs and practices over a life time and practice the virtues in their communities. As they participate in family and neighbourhood life, join local organizations, move through the educational system, and are exposed to a free and independent media, citizens have the opportunity to absorb and practice the basic norms of democratic culture (Sigauke, 2011).

In most developing countries and countries emerging from long periods of authoritarian and colonial rule, this preparatory experience is largely missing, especially the practical aspect of Civic Education. While many informal democratic practices may exist at community level,

citizens are unlikely to have much knowledge about formal democratic structures and processes and may be unaware of the opportunities that exist for advancing their interests at the local, regional or national levels (Bawa, 2011).

Furthermore, after the years of arbitrary rule, citizens may have unrealistic expectations about what democracy is able to achieve and may experience difficulty adjusting to the competition, compromise, and loss that are inherent parts of the democratic political process. Without values such as political tolerance, trust in democratic institutions and respect for the rule of law, competitive aspect of democratic process can be severely destabilizing, particularly if it ignites or exacerbates economic, ethnic, religious, or regional tensions (Diamond, 1995).

How then are the citizens of new democracies able to gain the skills, values and behaviours that are considered necessary for a stable and effective democracy and produce democratic citizens? It is from this perspective that Civic Education curriculum, seeks to jump start the process of democratic socialization by promoting, supporting democratic behaviours and values among ordinary citizens. In this view, Dumor (1998) asserted that Civic Education curriculums are designed to achieve three broad goals.

1. To introduce citizens to the basic rules and institutional features of democratic political systems and to provide them with knowledge about democratic rights and practices.
2. To convey a specific set of values thought to be essential for democratic citizenship such as political tolerance, critical thinking, trust in the democratic process, respect for the rule of law, and compromise.
3. To encourage responsible and informal political participation, defined as a cluster of activities that include; voting, working in campaigns, lodging complaints, attending meetings, paying taxes and service learning activities.

A wide range of institutions, groups and individuals seek to implement these goals. Civic Education may be incorporated into the pre-existing groups such as labour unions, schools, religious institutions, or NGOs. Civic Education programmes may also take many forms; ranging from voter education to long term human rights workshops to promotion of civic dialogue. Civic Education programmes also covers activities from the adoption of new curricula in schools in order to equip young people with democratic and citizenship ideals, to those that focus on human rights and participation, to neighbourhood problem solving

activities (Kerr, 1999). All these efforts emphasize teaching about citizens' rights and responsibilities, which can roughly be divided into two broad types of Civic Education programmes: School based Civic Education training and adult Civic Education.

The learning of Civic Education has been found to be fundamental in the transmission of democratic citizenship values and democracy (Biesta, 2011). Zambia has also acknowledged the importance of Civic Education in preparing democratic citizenship. In a bid to have Civic Education taught in schools, the Zambian government has made it mandatory for all pupils undergo some training in Civic Education at secondary school level. This entails that the training of Civic Education teachers should be designed in a manner that equips the teacher with a wide body of necessary knowledge, skills and attitudes required in teaching effectively. Such training would make the subject responsive towards democratic citizenship (CDC, 2012). As an important variable in youth development, teachers should be well equipped with Civic Education knowledge, values and skills so that they can effectively impart the same to the pupils.

Civic Education is perceived as an avenue for availing the youths opportunities to actively and critically interrogate a variety of fascinating, provocative and controversial social issues. Halstead and Pike (2008) states that; Civic Education has been taken as a core subject in some Western societies such as England which has dedicated 5% of secondary school time to it since 2002. This is an acknowledgement of how Civic Education has become so central and valuable to such communities. This argument is supported (Mutch, 2005) who sees Civic Education as a means of producing informed, committed, active and democratic citizens. Civic Education is therefore, cornerstone for moulding citizens who are loyal, responsible, democratic, productive, vibrant, law abiding and analytical.

Zambia has made some effort in its endeavour to emulate the Western world in coming up with some packages to support its Civic Education programme. The National symposium on Civic Education spear headed by Professor Geoffrey Lungwangwa in 1995 recommended that Civic Education be part and parcel of the school curriculum and introduced in all High schools (CDC, 2012). The demand for Civic Education in secondary schools has placed a corresponding demand on Civic Education teacher training and teacher staff development.

1.2 Statement of the Problem

It appears the introduction of Civic Education as a teaching subject in Colleges of Education and faculties of education in Universities in Zambia has been received with renewed interest

among students. This is evident from the large numbers of students studying Civic Education (Muleya, 2015). Civic Education is premised on producing well informed, committed, active, critically reflective and democratic citizens, who will be of service to their communities. However, of concern is the observation that very little seems to be known about the responsiveness of Civic Education teacher training curriculum towards a worthwhile cause of democratic citizenship. It has also been noted that very little research on the responsiveness of Civic Education teacher training curriculum towards democratic citizenship seems to be available. This scenario motivated the researcher to conduct the study to establish the responsiveness of Civic Education teacher training curriculum towards democratic citizenship. The experiences of student teachers and lecturers during the course of the programme and their reflections after undergoing the course are vital in establishing the efficacy of the programme. It is envisaged that engaging student-teachers in active participation in Civic Education is one avenue of making them more responsible and democratic citizens who will be empowered to mould responsible pupils in schools. Therefore, this study sought to establish the responsiveness of the Civic Education teacher training curriculum towards democratic citizenship in two selected Colleges of Education and Universities.

1.3 Purpose of the study

The main purpose of this study was to assess the responsiveness of Civic Education teacher training curriculum towards democratic citizenship in selected colleges of education and universities in Zambia that train teachers of Civic Education.

1.4 Research Objectives

The study was guided by the following objectives:

1. To assess Civic Education lecturers and student teachers understanding of the concept citizenship.
2. To explore the pedagogical approaches used by Civic Education lecturers' to enhance democratic citizenship ideals.
3. To determine the challenges faced by Civic Education lecturers and student teachers in teaching and learning democratic citizenship ideals.

1.5 Research Questions

The study was guided by the following questions:

1. What is the level of understanding of the concept citizenship by Civic Education lecturers and student teachers?
2. What pedagogical approaches are used by Civic Education lecturers' to enhance democratic citizenship ideals?
3. What are the challenges faced by Civic Education lecturers and student teachers in teaching and learning democratic citizenship ideals?

1.6 Significance of the study

A study on the responsiveness of Civic Education teacher training curriculum towards democratic citizenship is vital in understanding the extent to which Civic Education was responsive towards democratic citizenship, how it was impeding or promoting democratic citizenship ideals. The study may be useful to curriculum planners, lecturers, teachers and students by helping them come up with practical insights about the teaching and learning of Civic Education in enhancing democratic citizenship ideals. The findings may assist Colleges of Education and Universities to improve practice and guide policy makers in coming up with a viable Civic Education curriculum.

1.7 Conceptual Clarification

This section clarifies the applications of concepts such as citizenship, democratic citizenship, curriculum, Civic Education and responsiveness that were used in the research and outlines the different ways in which these concepts are interrelated in the context of this research.

Citizenship: A sense of belonging that begins with one's ethnicity and extends to the communal, national and global levels. This status of belonging is accompanied by a sense of responsibility and participation at community and national level. Hence, Osler and Starkey (2005) outlined that the concept of citizenship had three essential and complimentary dimensions. These were status, feeling and practice. Thus in the context of this study democratic citizenship is considered to mean an informed person, skilled in the processes of free society, who is committed to democratic values and is obliged to participate in the social, political and economic processes (McCowan, 2009).

Democratic Citizenship: A definition of democratic citizenship, as provided by the Council of Europe (1999) is: About greater participation, social cohesion, access, equity and solidarity. Therefore, democratic citizenship is about inclusion rather than exclusion, participation rather than marginalisation, culture and values rather than simple procedural issues (such as voting) and it involves being active in shaping understandings and practices of citizenship.

Curriculum: Curriculum in this study refers to “a plan or program for all the experiences which the learner encounters under the direction of the school, college and university” (Oliva: 1992, 9). A curriculum consists of a number of plans, in written form and of varying scope, which delineate the desired learning experiences. Therefore, the curriculum may be a unit, a course, a sequence of courses, and the school, college or university entire program of studies.

Civic Education: Civic Education is the transmission/acquisition in a formal and non-formal educational framework of the knowledge, skills and values which govern the functioning of democratic society at all levels (McCowan, 2009). The formal learning is accomplished either in the form of a special subject or through cross-curriculum activities. Education for democratic citizenship is a set of practices and activities aimed at building both young people and adults into better equipped citizens to participate actively in the democratic life of their society by fully assuming and exercising their democratic rights and responsibilities in their nation (McCowan, 2008). This education can take different forms, including classroom-based learning, informal training, experiential learning, and mass media campaigns.

Responsive: Refers to answering or responding to a challenge. In terms of curriculum it means the ability of a programme to address the practical needs of the nation in diverse ways (Oats, 2011). In this study, Civic Education is one subject considered as a forerunner in the education for good citizenry. Therefore, Civic Education curriculum should have subject matter which appeals to democratic citizenship by equipping young people with requisite knowledge, skills, and values for active participation in the affairs of their immediate society and the nation at large. Civic Education curriculum is also considered responsive when transmitted through appropriate methods, techniques and strategies that are capable of developing participative and desirable attitudes in young citizens.

Service Learning- refers generally to an educational strategy used in teaching that combines theory and practice (Muleya, 2015).

Pedagogical Practices- refers to the profession, science or theory of teaching (Muleya, 2015).

1.8 Theoretical framework

1.8.1 Constructivist theory

Constructivist theory has a rich history, most famously linked to Dewey (1916)’s progressive model for teaching and learning. It is also closely associated with the works of Piaget (1972), Vygotsky (1978) and Bruner (1990). Constructivism refers to the process by which human

beings understand and actively make sense out of the world around them (Robert et al, 2003). Constructivism is therefore, seen as a lifelong learning process that enables the teacher to realize the necessity of self-reflective practice as key to professional growth. This is the logical necessary tool for teaching students to become reflective learners with regard to academic work. However, there is a commonly found reality that teachers who may be well-versed and highly proficient at constructivist teaching within the academic curriculum often resort to traditional, passive learning models for their social curriculum (Bentley, 2007).

Dewey in (Robert et al, 2003) see teachers as experts in subject matter, and, as the most experienced person in a classroom, deeply committed to designing authentic tasks to promote meaningful learning. For Dewey, best teaching must support student engagement, knowledge and practice and promote students' increasing complexity and integration of subject matter. At the same time must promote growth in respect for self and others, in self-control, and in responsibility to the community (Robert et al, 2003).

The following section discusses the effects of constructivist theory on professional teacher training.

1.8.2 Constructivist theory on Teacher Training

Much of effective professional teacher development today is distinctly constructivist in nature, supporting engagement and assessment of student teachers with attention paid to developmental levels, teaching skills, feelings or concerns of individual student teachers and including reflection as part of the learning process (Wolk ,1998). According to Wolk, study groups, action research, community participation and peer coaching require active engagement and reflection by staff developers, mentors, as well as by student teachers (Wolk, 1998). On-going support for integration of new teaching strategies, formative assessment, personal goal-setting, mentoring, teaching practice, service learning may also serve to support meaningful teacher growth.

Wolk (1998) and White (2000), hold that constructivism encourages student teachers participation in the learning process as agents of change. It requires that student teachers share what they have learnt from their teaching experiences by reflecting on the experience, by generating and sharing new insights with their society (Callan, 1997). But the sharing of knowledge can only be effective with proper and responsive teacher training curriculum and use of appropriate learning and teaching pedagogies. This kind of activity is valued because it engenders shared learning experiences and creative thoughts, focused on what is known to

unknown. Constructivist theory is highly regarded as being efficacious in ensuring meaningful integration of knowledge and practical skills.

This study therefore, is an endeavour to assess the responsiveness of Civic Education Teacher Training Curriculum towards democratic citizenship. The Constructivist theory is critical because it relates closely with the tenets of Civic Education (Faulks, 2006). Civic Education requires hands-on activities which expose learners to the complexities of societal socio-political life and therefore challenge their views, attitudes and feelings towards having a say and a role in societal matters as citizens (Boudourides, 2003). This study advocates the need for teacher training institutions to use active methods and equip student teachers with hands on skills for the teaching of Civic Education and moulding of democratic citizenship among the learners.

In terms of classroom situation; constructivist theory is the means to the provision of greater variety in teaching methods with students participating and being actively engaged in the learning process (Callan, 1997). Based on the inherent principle of providing a variety of teaching methods and suitable teaching techniques in constructivist oriented classrooms, they help to impart appropriate skills in the learners. These techniques range from debate and discussion on topical national and international issues, group work, projects, service learning to visits to different strategic institutions and places (Kim, 2005). Similarly, student-teachers could be exposed to diverse range of assessment techniques such as individual assignments, coursework, oral presentations and projects or research activity in addition to examinations.

Moreover, strategies such as scaffolding, modelling, coaching, questioning, guiding can also be used to assist teacher-trainees in their knowledge building. Furthermore, inquiry teaching and problem based learning as inductive and cooperative group practices can be utilised as they tend to be learner-centred and are capable of fostering the construction of meaning (Tobias, 2009). These approaches use authentic problem solving approaches across the curriculum at all levels. Therefore, an opportunity will be seized to investigate whether University and college Civic Education curriculum that aims to promote democratic Citizenship ideals has the potential to engage learners in authentic problem solving approaches in their training towards society. Tobias (2009) contend that an understanding of the diversity inherent in constructivist classrooms has the potential to enable teachers to choose more active, suitable and direct methods and strategies for the transmission democratic citizenship ideals in Civic Education. Comparatively, the most effective strategies

are those that involve the treatment of students as capable persons by capitalising on their knowledge and interest and involving them actively in determining goals, methods, techniques and strategies of learning.

The constructivist theory is also suitable for this study because it promotes a democratic atmosphere in the classroom which in essence is what Civic Education is all about. Bernstein (1996) adds that constructivist theory places emphasis on reflection, imagination, social consciousness and is recommended as a central theoretical referent for all educational practitioners. For this reason the study suggests that constructivist theory should lie at the centre of Civic Education teacher training for effective transmission of democratic citizenship ideals. Boudourides (2003) argues that, without making a deliberate linkage between Civic Education training and constructivism future teachers may overlook critical epistemological considerations and in the process fail to become effective teachers that can enhance democratic citizenship ideals to the learners.

Constructivist theory emphasizes learner-centred approaches in the construction of knowledge. This study concurs with constructivist that student-teachers should be oriented and exposed to those strategies for effective application when in the field. This theory characterizes classroom teaching by deep learner engagement in critical thinking which gives birth to informed construction of knowledge (Boudourides, 2003). This view to learning however, has potential hence the need for student-teachers to be exposed to deeper tenets of constructivist theoretical pedagogies and deeper content of their subject matter to enable them to effectively judge the viability of knowledge constructed by their learners. Callan (1997) contends that, as learners raise diverse opinions and ideas on a particular issue, the teacher's role is to measure the validity of knowledge raised, understanding shown and explanation provided by testing the extent to which it provides a viable, workable, acceptable action relative to diverse potential alternatives.

This study maintains that it will be too difficult or impossible for teachers to effectively transmit democratic citizenship values unless they use the constructivist theoretical approach for active and critical approaches to teaching. For constructivist theoretical approach to be effective, teachers need deeper exposure to active teaching approaches during their training. As such this study is important as it seeks to assess also the pedagogical approaches used in Civic Education in universities and colleges of education for the transmission of democratic citizenship ideals.

If Civic Education teacher trainees are exposed to an active learning environment they are likely to learn both the skills of participation and the value of tolerance, respect and equality. Consequently, they would apply these virtues while practicing as teachers (Boghossian, 2006). Based on the tenets of constructivism approach of knowledge construction by the learner, this study aims to challenge some deep-seated assumptions and practices in Civic Education teacher training, which are responsible for the production of Civic Education teachers who claim to be transmitters of democratic citizenship ideals but are not active and democratic themselves. It can therefore be argued that Civic Education student-teachers can developed into competent citizens who participate actively in social, political and economic processes to enable them to develop commitment to democratic beliefs, and further question existing processes in relation to democratic doctrine of freedom, equality, justice and value for diversity in society.

1.8.3 Structure of the Dissertation

This section gives a brief outline of the chapters in the study.

Chapter one gives the background information on the notion and development of citizenship, Civic Education and the promotion of democratic citizenship as used in the context of this the study. The problem, objectives, operational definitions and theoretical framework have also been presented.

Chapter two explores the literature that relates to the nature of this research. Literature is explored under the following major subtopics; Civic Education curriculum as a means to teach democratic citizenship. Importance of Civic Education in moulding democratic citizenship, feasible ways of teaching Civic Education as discussed in this chapter. Chapter three examines the methodology of the research. It addresses the research design, sampling design, sample size and sampling procedures, data collection and analysis, the ethical considerations, and data validation and reliability.

Chapter four presents the results of the research, while chapter five discusses the findings presented in chapter four and their implication towards democratic citizenship. This was done in themes guided by objectives of the research in order to realise the purpose of the study. Lastly, chapter six gives the conclusion of the study and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The previous chapter discussed the background of the research and the objectives to be achieved. This chapter explores the literature that relates to this research. The literature is explored under the following major subtopics, these are: The notion and development of citizenship, Civic Education curriculum as means to teach democratic citizenship, the importance of Civic Education in moulding democratic citizenship and feasible ways of teaching Civic education.

2.1 The notion and development of the concept of citizenship

According to (Heater, 2004, in Muleya, 2015:33) the concept of citizenship emerged in Greece during the Archaic Age (776-479 BC) and has been a constant human social need and flourished during the classical age. Muleya (2015) asserts that concept of citizenship has been the subject of distinguished thinking. In the period of the Greek and the Roman civilisations, citizenship was adopted as a legal term and an expression of social identity. It can further be observed from Muleya (2015)'s study that "during the Greek city state the concept citizenship underwent a vigorous process of invention and definition, re-invention and re-definition". Hence, the argument that the concept of citizenship has been evolving to suit the specific needs of society. This is most probably because different states conceptualised citizenship differently as it applied to their respective contexts. During the period of the Greek city states, the Roman Empire, the Medieval and Renaissance City and the nation state, each constructed its individual version of the concept. For this reason, citizenship and Civic Education are both contextual, as different states have different goals concerning the type of citizens they want to produce. This means that the cherished ideals, the subject matter and pedagogical issues will always differ from one country to another.

Furthermore, Oats (2011) study seems to be suggesting the reasons behind nations emphasizing the importance of the concept of citizenship. "The re-invention and change on citizenship perception was propelled by forces such as political needs of participation and loyalty. There were also philosophical, military and economic forces. The philosophical forces were based on the notion of popular sovereignty which assumes that the existence of power by any individual or group of individuals is legitimate only if endorsed by the

populace”. Further, the concept of citizenship as noted by Oats emerged as a means of institutionalising the belief that citizens’ participation and loyalty are important in Civic Education. The explanation from the economic point of view was due to the fact that in the early societies only the economically privileged classes held the status of citizenship in the society. It was this section of society which had full and better access to citizenship privileges. The military explanation on the other hand assumed that citizens were those who were able to defend their city. This was based on the fact that the Greek polis or city state was originally defensive in nature (Oats, 2011). Citizenship therefore emerged when the economic and military points of view matched with the political abolition of monarchical power.

Another way of distinguishing forms of citizenship is in McLaughlin (1992:236) often cited discussion, on maximal and minimal conceptions of citizenship. McLaughlin (1992) states; on ‘minimal’ views, that the identity conferred on an individual by citizenship is seen merely in formal, legal, juridical terms. On maximal terms, the citizen must have a consciousness as a member of a living community with a shared democratic culture involving obligations and responsibilities as well as rights. Conceptions of citizenship are ‘minimal’ or alternatively ‘maximal’ in both rights and duties. Meanwhile the liberal-civic republican divide of the conception of citizenship is largely one of rights versus duties.

Based on the above argument, the emergence of citizenship was propelled by the need for participation and loyalty on the side of citizens. This demonstrates that the importance of citizenship is applicable even in today’s society in that it can be used to re-enforce the fundamental principles of the nation by encouraging citizen participation. Scholars such as Cecchim (2003), argue that citizenship can be used as a strategy to emphasize fundamental ideals cherished by a particular country. Cecchim (2003) further argues that Civic Education helps to prepare men and women to play an active part in public life and further shape their destiny and that of the society. For this reason citizens need to take an active part in the affairs of their nation, not mere belonging and demanding the enjoyment of their legal rights. This is based on the understanding that people who live in a community have a status which is conferred on them by the state. This status conferred on the citizen by the state carries with it duties and rights.

In view of the foregoing argument, it is imperative to realise the real meaning of a good or democratic citizen. According to White (2000), citizenship is guided by certain values and

principles. These values include: The ability to look at and approach problems as a member of a global society; ability to work with others in a cooperative way and to take responsibility for one's roles and duties within society. It also includes ability to understand, accept, appreciate and tolerate cultural differences, as well as capacity to think in a critical and systematic way. Another important value is willingness to change one's lifestyle and consumption habits to protect the environment, ability to be sensitive to and defend human rights (for example, rights of women and ethnic minorities); and willingness and ability to participate in politics at local, national and international levels (White, 2000).

These values therefore, place a huge burden on the Civic Education programme in Zambia to scrutinize the curriculum and classroom practices with a view to align them to the production of school leavers who are going to conform to the above values. It is on this premise that the current study was carried out to assess the responsiveness of the Civic Education Teacher Training Curriculum towards democratic citizenship in Zambia. The study argues that the starting point should be the development and implementation of a well-designed Civic Education programme in schools. Teachers are key-stakeholder in the education process, their effective and thorough training is important in having responsible citizens in society.

2.2 Civic Education curriculum as a means to teach democratic citizenship

On the origins of Civic Education as a school subject, Torney-Purta (2002) writes that Civic Education had its origins in the United States and that it was subsequently adopted and popularised in the United Kingdom and only at a later stage infiltrated into Africa. In Africa, Civic Education spread partly as a result of the British influence on the curriculum activities in its colonies and partly as a result of the efforts of the Africans themselves to keep pace with educational developments in the Western world. Kelly (1996) however, argues that Civic Education is also an African ideology. That is, Africans from time immemorial have transmitted Civic Education elements to their children (Kelly, 1996). This was done through family socialisation and initiation schools. As a formal school subject Civic Education traces its origin in the western world and has been contextualised in Africa to suit African conditions. This was upon realising that the subject was important in enhancing democratic citizenship values (Kymlicka, 2003).

The rationale behind the introduction of Civic Education in Zambia emanated from The 1995 National symposium on Civic Education spear headed by Professor Geoffrey Lungwangwa (CDC, 2012). The subject was setup to equip students with information to address a range of

social and political challenges facing the nation. These changes were also accompanied by new developments in terms of problems in culture, societal setups, communities and families (CDC, 2012). With time it also emerged that environmental and political problems could only be solved if citizens were properly trained on how to participate in community and national decision making and problem-solving processes. For this reason Civic education emerged to prepare citizens for these challenges.

Bratton et al. (1999) noted that the 1995 national symposium was made possible by the Ministry of Education and the Southern University Democratic Governance Project USAID/ Zambia. It drew participation from teachers, NGO representatives and traditional leaders who proposed a new Civic Education syllabus for senior high school classes, grades 10 to 12 in 2003. Previously, Civic Education was not included in the senior secondary school curricula. The lack of the subject in these classes was viewed as a form of disjuncture or disequilibrium in the Zambian school curriculum. It was only after 2006 that the subject was introduced to all secondary schools while at the University of Zambia it was introduced in 2007 and at Kwame Nkrumah University in 2009. The secondary school curriculum on the other hand covers topic to deal with the immediate environment, regional and global, goes further to address contemporary and controversial issues (CDC, 2012).

CDC (2012) indicates that the rationale for introducing Civic Education in Zambia was to focus on issues and problems relevant to the experiences of the learners, communities and the nation at large. This was in view of some subjects that were in the school curriculum such as History, English or Mathematics though important for academic purposes, were deficient in content that could transmit democratic citizenship ideals (CDC, 2012). Though these subjects were valuable in the education of learners on academic issues, they were largely inappropriate when it came to the education of citizens for effective citizenship roles and addressing challenges and problems that confront them and their communities.

Some of the themes and topics that have been incorporated into the grades 10 to 12 Civic Education Syllabuses reflect the content in the Colleges of Education and University syllabi. These include topics, such as Constitution, Citizenship, and Governance System in Zambia, Introduction to Human Rights, Corruption, and Introduction to Cultural Studies, Substance Abuse, Family Law, Development Planning, and Poverty in Zambia, Environmental Education and Global Issues. Undoubtedly, the teaching and learning of Civic Education can help society recognize the role that this subject plays in our democratic and constantly

changing world (CDC, 2012). The University of Zambia Civic Education Syllabus has relatively similar content, showing a link with the subjects taught at secondary school. Among the courses taught at the University of Zambia are; the Introduction to Civic Education, Introduction to governance, Citizenship, constitution and human rights, Social and economic development, Zambian culture and gender studies, Civic Education teaching methods, Public legal education studies, Themes and core principles in democracy, Advanced Civic Education teaching methods and Civic Education project (UNZA, 2007)

It is clear from various Civic Education syllabi (University and secondary school syllabus) that a number of topics taught in Civic Education promote democratic citizenship. This is premised on the view that the major goal of Civic Education in Zambia is the transmission democratic citizenship ideals. It is also clear from the inspection of the syllabi that on completion of the study student teachers are expected to have acquired skills, values, attitudes and beliefs that will prepare pupils for good citizenship. However, the syllabus does not specify the skills, values and attitudes and beliefs that are to be covered during instructional time. We can only suppose they include some of the following that (Biesta, 2011) considered to be important in promoting democratic citizenship; respect, compromise in a diverse ethnic society, tolerance, patriotism, compassion, open-mindedness, critical thinking, loyalty, generosity and civility.

The above values need to be included in the Civic Education teacher curriculum in Zambia in specific terms because the country has diverse ethnic groups which need to be harmonised through a robust educational campaign to enable different groupings to drive the national agenda as one. The study has clearly articulated the fact that Zambia is not only multicultural but also interracial in a number of ways.

Despite Civic Education having an interesting curriculum that aims at promoting democratic citizenship, a study by Muleya (2015) has revealed that the programme has numerous gaps in terms of citizenship training. Muleya (2015) argued that there are deficiencies on the pedagogical aspect in Civic Education, thus “following the right pedagogical practices in the teaching of Civic education can lead to social change and transformation of society”. His study brought out important pedagogical issues that were lacking in Civic Education in schools that can be used to promote democratic citizenship. Muleya also suggested that “Civic education as it stands was not modelled on practices that can lead to producing democratic citizens; service learning approaches are rarely promoted in Civic Education

lessons; teaching approaches in schools with respect to Civic Education are greatly lacking”. The study by Muleya is echoing the importance of having practical and active pedagogical approaches in Civic Education that can help in the production of democratic citizenry to transform society. However, the study by Muleya (2015) did not look at the understanding of the concept citizenship by college and university student teachers and lecturers and the challenges faced in the teaching of Civic Education at college and university level. It also focused on the teaching of Civic Education in schools and not colleges of education and universities. This is the gap this study will address.

A study conducted by Masaiti and Manchishi (2011); gave an insight of the responsiveness of the University of Zambia (UNZA) Pre-service Teacher Education Programme to schools and communities. It took into account the views of former UNZA graduate teachers. The main findings of the study revealed that: There were gaps between what the UNZA programme was offering and what was obtaining in the High Schools. There was also evidence that UNZA trainee teachers were exposed to a broad content material which, in some cases, did not take into consideration what was obtaining in the Zambian High Schools. The study also revealed that UNZA graduate teachers were weak in the delivery of subject matter (methodology) and that Professional ethics were not part of UNZA Teacher Education Programme. Among other findings of the study were that there was inadequate preparation of trainee teachers in the area of social aspect of the teaching profession such as School Community Partnership and that there was equally inadequate preparation of trainee-teachers with knowledge and skills to enable them to adapt to change, such as ICT.

The study by Masaiti and Manchishi (2011) is closer to the current study because it focused on teacher training programme. However, the study was more general and covered all teachers who had graduated from UNZA for all subjects regarding their conceptualization of the responsiveness of the pre-service teacher programme and as such allows studies such as the current one which is better focused on Civic Education to assess the responsiveness Civic Education teacher training curriculum towards democratic citizenship. For this reason the study by Masaiti and Manchishi cannot be wholly relied on relative to the status of the responsiveness of Civic Education teacher training curriculum in promoting democratic citizenship.

Ajiboye (2010) examined the views of teachers on the effectiveness of Social studies in promoting citizenship training and self reliance among the learners. The study was based on

the assumption that the goal of Social studies is citizenship production and that Social studies seeks to provide students with knowledge, skills and attitudes which will enable them to participate actively as citizens of a democracy.

Major findings of the study were that Teachers' poor rating of Social studies as a tool for achieving citizenship training, was because Social studies teaching was placed in theory rather than in practice. Furthermore, the shortage of materials on Social studies to assist teachers to teach effectively is yet another dilemma, making it difficult for the subject to promote self reliance skills in the pupils. While Social studies was a good initiative, the extent to which the subject was achieving this goal was somewhat questionable (Ajiboye, 2010). Recent evidence suggested that products of our schools were manifesting behaviours that were not in line with good citizenship (Ajiboye, 2010, Mhlauli, 2010). The findings of this study pose a challenge to teacher training institutions and curriculum developers to reorient Civic Education curriculum to make it more practical in order to produce more critical thinking and active school leavers. However, the study by Ajiboye (2010) had nothing to do with Civic Education, but focused on Social Studies as a tool for citizenship training. This state of affairs has to a greater extent influenced or rather necessitated the present study which aims at assessing the responsiveness of Civic Education teacher training curriculum towards democratic citizenship. This is based on the understanding that any meaningful educational programme needs well qualified teaching force without which the goals of the programme will not be fully realised.

A study conducted by Dikobe (2003) to investigate the attitudes of teachers on the use of the inquiry approach in teaching in schools; revealed that the majority of the participants agreed that teachers' attitudes had a negative impact on the use of inquiry method in teaching. The participants in the study admitted that their inefficient application of the approach was largely due to the lack of training with regard to the inquiry approach. Participants also revealed that Colleges of Education did not provide relevant practical training on curriculum innovation. In addition, it emerged that in-service training of teachers on the use of inquiry approach at district or school-based workshops was insufficient.

The study by Dikobe (2003) was more general and covered all teachers for all subjects, it did not specifically focus on Civic Education regarding their conceptualization of the inquiry approach in the learning and teaching process. These findings therefore, illustrate that the importance of this study. It assess the state of Civic Education teacher training curriculum

towards democratic citizenship in Zambia. It is believed that without having a proper Civic Education teacher training curriculum it will be difficult to instil citizenship ideals in student teachers. Consequently, the intended national agenda for effective democratic citizenship transmission will be an illusion. This argument is based on the fact that the success of any system of education depends largely on the teachers as agents of curriculum implementation and catalysts of the learning process. Arguably, teachers are central to the education system and are crucial in any strategy aimed at achieving a more effective and responsive education system.

Ndwapi (1999) also conducted a similar study on, “The adequacy and appropriateness of Social Studies methods course as taught in Botswana Teachers Training Colleges”. The findings of the study revealed that college lecturers do not employ the use of variety of teaching methods and techniques. For instance, majority of college lecturers seemed to have inability to use the problem solving method and this was attributed to the lack of training in using the method. The other problem highlighted was the lack of resources for teaching and learning which deprive students’ an opportunity to freely explore their potential. The researcher concluded that the teaching of Social Studies in teacher training colleges does not meet its objectives of delivery since too much emphasis is placed in the teaching of theory at the expense of practical orientation. The study by Ndwapi (1999) is closer to the current study because it focused on teacher training methods course. However, the study had nothing to do with Civic education. Instead it investigated the adequacy and relevance of the methodology component of the Social Studies curriculum, while the current study is on Civic Education specifically.

Oats (2009) conducted a study on the challenges of teaching citizenship education topics at senior secondary school level in Botswana. The main findings of the study reveal that majority of Citizenship Education teachers had a narrow view of citizenship education. Therefore, it was concluded that teachers of Citizenship Education were not adequately trained to teach citizenship education topics proficiently. The implication of this eventuality was that teachers were unable to apply themselves effectively. The current study is partly informed by Oats’ (2009) study which indicated that teachers have a narrow conceptualisation of citizenship education. However, the study by Oats (2009) focused at senior secondary schools and in that way investigated teachers who were trained at the university level and excluded colleges of education. The study also did not focus on the appropriateness of the pedagogical approaches used for moulding democratic citizens and the

challenges faced in training student teachers. For this reason the study by Oats cannot be wholly relied on relative to the status of assessing the responsiveness of Civic Education teacher training towards democratic citizenship.

The study calls on the teacher training colleges and universities to take teacher training seriously in terms of frequent review and upgrading of programmes to match the current societal requirements. There is also need for Civic Education teacher training institutions to upgrade their programmes with emerging trends in Civic Education such as service learning in order to better position graduate teachers respond to emerging trends in the field of Civic Education. This is based on the premise that Civic Education is complex field of study and cannot be effectively handled by a teacher or lecturer who is not well grounded in issues such as critical pedagogy, reflective reasoning, service learning and inquiry learning (Muleya, 2015). These are active learning approaches that can promote meaningful learning in Civic Education.

According to the Education Policy, Educating Our Future (GRZ/MOE, 1996) asserts that, “the learner-centred teaching approach should be promoted as the best approach for students learning outcomes and is deemed highly essential for promoting democracy”. The Education Policy is suggesting the use of teaching approaches that promote the use of teaching skills that promote problem-solving, inquiry and experiential learning. Clearly from the above statement one is able to connect how the use of the right pedagogical approaches in Civic Education can serve as an indicator in the promotion of democratic citizenship in society. Furthermore, the Education Policy (GRZ/MOE, 1996) contents that, “teachers are expected to utilise strategies such as cooperative learning, team work, drama, emulation, class presentation to mention but a few, to enhance acquisition of citizenship skills”. This means that the role of Civic Education is primarily meant to help the learners or children in schools to learn how they can participate in projects aimed at making a difference in their community and eventually make themselves democratic citizens. This kind of an approach if followed and adopted in schools and especially during Civic Education lessons, would create opportunities that can promote democratic citizens in society.

Adeyemi (2008) indicates that evidence suggests that the prevailing mode of teaching is through passive methods such as lecture technique at various levels of education. This is a critical challenge that Civic Education faces in Zambia in the quest to make teaching more effective. This mode of teaching creates a gap between theory and practice and can affect the

way citizens participate in community activities. Passive methods of teaching include memorization, recitation and regurgitation of facts and figures. This means that the progressive way of teaching students often talked about at seminars; workshops, conferences and educational policies remain elusive (Adeyinka, 2005).

Kelly (1996) asserts that Zambia's education system is currently struggling to promote democracy in that it is much rooted in the colonial mentality whereby the school is run with little or no inclusion of the students and this setup propagates to the classroom. In this scenario democratic citizenship cannot function because learners will grow as citizens who cannot practice democracy because they never experienced it.

The current study has room to highlight the oppressive nature of Civic Education teacher training for democratic citizenship by virtue of its obstruction to active and constructivist oriented approaches. It must however, be born in mind that scholars such as Bansal (2009) argue that developing a process of teaching with more critical understanding of active learning requires teacher trainers themselves to understand and frequently evaluate the theoretical and philosophical nature of their subject matter. The study calls for more critical understanding of both citizenship and Civic Education and active methods of teaching Civic Education among Civic Education sections and departments at teacher training Colleges of Education and Universities in Zambia.

The study further contends that the major objective of Civic Education at any level is citizenship transmission. Hence teachers should be seen using problem-solving method in their teaching. The problem-solving as an approach of teaching actively engages students in practical learning activities. This approach gives students a chance to explore their environments in search for solutions to problems and challenges they encounter in society. This means that when students are given the opportunity to play a leading role in the learning process, they are without doubt engaged in the process of critical thinking. This is the requirement of Civic Education; that students be given a chance to examine issues of assorted nature and be able to pass judgments based on good judgement.

Munikwa and Pedzisai (2013) conducted a study on the perceptions of in-service teachers towards the learning of Citizenship Education. The study established that the respondents were initially skeptical about the course, hesitant to discuss politically related issues, the in-service teachers had a positive perception towards the learning of citizenship education, appreciated that such a forum enhanced their capacities to participate in national development

issues and national consciousness, enhanced social and political cohesion and capacity to make informed decisions with regard to national issues. The study also established that lack of political tolerance, restrictive teaching approaches, poor internet facilities, restriction of the course to one department at the university and lack of current non-partisan literature in the library were setbacks for effective learning of Citizenship Education. The study recommended that more teachers to be staff developed in citizenship education, teaching approaches to be more student centred and that all undergraduate students passing through the university should study Citizenship Education.

The findings of the research reveal that there is a relationship between active learning and student involvement in school and community activity. I argue here that students' active learning is associated with greater learning achievement and development of cognitive capacity and these are elements of Civic Education. It is difficult to ascertain with clarity the extent of the use of active learning in Civic Education until when the study is conducted. Munikwa and Pedzisai (2013) have argued that it's important that schools, college and universities reflect democratic teaching and learning methods in order stimulate students' participation in classroom and community activities. Deeper exposure of students to active methods of teaching and learning during training can enable students to develop participative competencies that vital for promoting democratic citizenship ideals.

Abdi et al (2006) in their study *Recasting Postcolonial Citizenship through Civic Education: Critical Perspectives on Zambia*; established that Citizenship is more than a set of political rights or responsibilities granted or mediated by the state. The study revealed that for proper citizenship transmission adequate Civic Education provisions should be put in place. These could be structured formally or informally, either through formal Civic Education provided by the state or informal structures of civil society. Based on these understandings of citizenship, the study contends that with current civic space not reflecting the promise of democracy in the post-Kaunda era, more Civic Education programs should be incorporated into learning platforms, which should be conducive to the realization of expansively inclusive democratic processes and relationships. However study done by Abdi et al (2006) important issues about citizenship, it did not focus on the pedagogical approaches that can be used to impart citizenship skills in the students. Thus this study focuses on the understanding of the concept of citizenship, pedagogical approaches and challenges faced in the teaching and learning of Civic Education. This will help to assess the responsiveness of Civic Education teacher training curriculum towards democratic citizenship.

Civic Education is the area of formal education that is explicitly dedicated to the process of preparing citizen for a democracy. As a subject tasked with the mandate to prepare democratic citizens, Civic Education curriculum need to develop teaching methods that will help learners gain proficiency in inquiry, valuing and decision making skills. For example Banks (2006) asserts that inquiry, valuing and decision making consists a cluster of interrelated skills such as participation, critical thinking and tolerance that enhances the values of citizenship. From the statements above it is clear that following use of appropriate teaching methods can enhance learning and the acquisition of skills. Lessons in Civic Education should be planned to give learners a chance to practice what they learn enhance their citizenship skills. Banks (2006) furthermore argue that the main goal of Civic Education is to help learners develop the ability to make reflective decisions and take successful action to solve personal and public problems. It can be said that Civic Education aims to produce well-informed citizens who should be useful to their respective local communities and the nation at large. However, the development of such a citizenry demands a well packaged programme with outcome-based elements.

Various scholars in the field of Civic Education consent to the role that Civic Education plays in preparing citizens in participating in community affairs. Biesta (2011), view Civic Education as a vehicle for democratic enlightenment. The above view by Biesta emphasizes the need for Civic Education to impart the right knowledge that is necessary for the development of citizens in a democracy. Biesta (2011) argues that the term democratic enlightenment, refers to knowledge of the ideals of democratic living, the ability to discriminate just and unjust laws and action, the obligation to fight civic disparity, and the ability and dedication to deliberate public policy. Clearly from the above statements on citizenship, one gets the impression that among the many issues that have emerged in the field of Civic Education, teaching students the correct knowledge is vital in promoting democratic citizenship. Young people need to be taught to make democracy work by engaging them communally, socially and politically. The beginning points of this engagement are schools, colleges and university. Civic Education serves as a catalyst that can extend the understanding and application of citizenship roles in communities. This study believes that in order to promote democratic citizenship practical activity need to be at the centre of Civic Education. Active engagement has the potential to lead to increased political and civic engagement.

McCowan (2009) see Civic Education as critical in the development of values, beliefs and attitudes that are essential to democratic citizenship. McCowan argues that the absence of such particular values and attitudes signify the lack of a democratic government and civic life. He further list a category of values such as respect, willingness to compromise in a diverse ethnic society, tolerance, compassion, open mindedness, loyalty, generosity and civility being important for Civic Education curriculum. The statement above denote that teachers need to be deeply baptised in democratic citizenship and Civic Education doctrines to enable them to further these values as practicing teachers in future.

McCowan (2009) further states that, one of the roles of Civic Education is to help learners develop skills capable of allowing them to participate such that they can sustain and fulfil the democratic experiment of active citizenry. One would see from the statement that citizens are required to acquire skills that will enable them to take part in the affairs of the state. The role of giving students skills in learning denotes that students should be able to do and this 'doing' involves knowing. This argument makes it clear that there is an inevitable relationship between knowledge and skills. McCowan is providing some elaborate explanation on the skills transmitted through Civic Education. He divides the skills into three categories of democratic participation, study and inquiry and intellectual skills. This section was on the Civic Education programme as a means to teach democratic citizenship and has made way for discussion on the importance of Civic Education teacher training curriculum in promoting democratic citizenship as next.

2.3 The importance of Civic Education in promoting democratic citizenship

The development of Civic Education is a clear indication of its importance in developing democratic citizenship. Civic Education has been introduced in different countries to suit their peculiar conditions. Zambia introduced the Civic Education programme and developed it over time to suit its cherished citizenry. This section of the chapter therefore expounds more on the importance of Civic Education in promoting democratic citizenship.

Cecchim (2003) argues that Civic Education helps to equip people with the knowledge, skills and understanding to play an effective role in public life. He further adds that Civic Education encourages people to take interest in topical and controversial issues and to engage in discussion and debate. Cecchim is trying to suggest that Civic Education one of the best mediums that the state can use in order citizenship values in society. For instance (Cecchim, 2003), further argues that Civic Education is vital in preparing learners to become informed

and skilled in the process of a free society. The statement is trying to suggest that, Civic Education prepares persons with democratic values who have an obligation to participate in social, economic and political spheres for the advancement of their country. This suggests that Civic Education can be viewed as a tool to prepare people to face future life challenges related to employment, family, social interactions and communal life.

The reason that there is a lot of research going on across the world on citizenship and Civic education by authors such as Muleya (2015); Fito'O (2009); Oats (2009) and Jotia (2006) is indicative of the fact that Civic Education is imperative more than ever before. The importance of Civic Education is that it is a means for producing democratic and active citizenry for communal benefit. Democracy is a system of government which is based on the version of popular representation and governance (DeLeon, 1997). Jotia (2006:24) defines democracy as "a governing political system that values participation of the civil society either directly or indirectly". The views by both these authors attest to the inclusion of citizens' voices in all matters of societal affairs. It can be deduced from these views that democracy is more of a practical undertaking of communal life which propagates extended freedom of participation and presence of effective structures that promote empowerment, accountability, respect for diversity of humanity, open dialogue and debate, tolerance and where all voices matter. This is a system in which members or citizens participate directly and indirectly in decision making which affect them all.

The above view on democratic citizenship implies that in developing a Civic Education curriculum for democratic and active citizenry, it is important to develop programmes that focus on the transmission of democratic values, knowledge and skills. Mhlauli, (2010) argues that the teaching and learning of Civic Education for promoting democratic citizenship seeks to develop citizens that can apply the philosophy of democracy in their communities. A lesson from this claim is that content for Civic Education needs to be relevant and adequate in order to transmit the required knowledge needed by citizens for effective participation in communal and national activities.

Cecchim (2003) also adds that Civic Education prepares people to live in a multicultural society and to deal with differences knowledgeably, sensibly, tolerantly and morally. Gearon (2010) supports this idea by adding that Civic Education addresses issues relating to social justice, human rights, community cohesion and global interdependence that encourages learners to challenge injustice, inequalities and discrimination. This suggests that Civic

Education covering these themes has the potential to help young people to develop their critical skills, consider a wide range of political, social, ethical and moral problems and explore opinions and ideas other than theirs. Provided the programme is implemented in a conducive learning environment that encourages the voices of the students to be heard, community participation and service learning. Such a curriculum package could accord students an opportunity to evaluate information, make informed judgments and reflect on the consequences that their actions have on present and in the future generation.

Another justification for Civic Education is the creation of active citizenship. Active citizenship can be defined as citizens' energetic participation and complete involvement in the activities of their nation. According to Oats (2009), the active dimension in Civic Education is motivated by the legal, political and social spheres which promote human and participation rights at local, national and global levels. This means that active citizenship is premised on the wish to educate learners who play an active and influential part in the activities and affairs of their state. This assertion assumes that students who learn Civic Education are more likely to become active citizens in tomorrow's democracy. For this reason Zambia as a country has no way out but to re-examine its educational curriculum and ensure that it has elements capable of promoting active and democratic citizenry among its school leavers. Hence there is ground to argue that the decisions made today to teach Civic Education at various levels will have a profound impact on how citizenship is conceptualized and actualized in the future. Gore (1999) argues that if today's education disregards Civic Education subsequently the country's future will be less influenced by its political heritages and values that mould the society.

Heater (2004) viewed the introduction of Civic Education as a vehicle for social cohesion. Heater further adds that partly the emergence of Civic Education was influenced by factors such as tension for equal recognition by minority tribes or inter-tribal conflicts, breakdown of law and order and social and environmental confusion. It is evident from the statement of Derek Heater that, Civic Education was introduced to promote unity among people with diverse ethnic backgrounds. Zambia can by no means be excluded from this eventuality because of the multiplicity of ethnic groups found in the country. These different groupings need more and more cohesion and this giant task can be furthered through an educational effort. In this regard Civic Education stands out as the right medium to propagate the operation. It must however be made clear that without proper structures such as well qualified teachers and lecturers in Civic Education, relevant, practical pedagogical approaches,

adequate curriculum and democratic learning environments the quest to solidify democratic citizenship through Civic Education curriculum will not be possible.

Cecchim (2003) sees Civic Education as the best means any state can resort to in order to promote participation and instil a culture of respect for human rights and responsibilities. This perception is based on the premise that any nation needs the loyalty of its citizens and that loyalty is not inborn but nurtured through proper educational programmes. For Heater (2004) individuals are obliged to act and behave in a manner that shows tolerance to one another for the good of human and environment harmony. Such tolerance and loyalty are undoubtedly beneficial for societal sustainability and these are characteristics propagated by Civic Education among the citizens. This assertion creates ground to argue that if the Zambian government develops and implements a responsive Civic Education programmes in schools at different levels, a likelihood of having a calm and orderly society is possible in future. The researcher is however aware that an orderly society would need contributions from different stakeholders like the community, not only from the education system. This shows the need to expose student teachers during their training to community based practices not just to classroom based arrangement.

The rationale for Civic education, Clough and Holden (2002) declare, is the production of democratic citizens who will: Work cooperatively with others; develop social principles to guide their actions; think in a critical and systemic way; appreciate and learn from cultural differences; evaluate problems in the wider community and global context; resolve conflicts non-violently; change lifestyle to protect the environment; recognize and defend human rights; and participate in democratic politics.

In view of the above functions, it becomes clear that Civic Education is a deliberate preparation of the citizens of a country to be aware of their social, civil and political rights, duties and responsibilities towards the state. Williams and Humphrys (2003) add that Civic Education is a systematic or orderly method of transmitting knowledge, skills, and positive political, economic, social and administrative cultures to the citizens of a state for national development. Therefore, the ultimate outcome of Civic Education is seeing citizens showing appropriate personal values based on sound knowledge, moral and ethical decision making and participation in public efforts and activities that contribute to community and nation building.

Based on the above claim, it can be deduced that Civic Education is a form of literacy that aims to come to grips with what is happening in public life at local, national and global levels. It therefore implies action, empowerment in terms of knowledge acquisition, skills and requisite attitudes.

This leads us to the next section that discusses the feasible ways to teach Civic Education for moulding democratic citizenship.

2.4 Feasible ways of teaching Civic Education and fostering democratic citizenship in Zambia

The constructivists' theory has fundamental implications on how to approach the teaching of Civic Education in Zambia. The 1996 education reform regards a teacher as a key element in the entire education system in the country. The success of Civic education to teach democratic citizenship in Zambia thus depends on the commitment, competence and resourcefulness of teachers in the education system (GRZ/MOE, 1996). The role of the teacher in this endeavour has many aspects. The teacher is expected to communicate knowledge in a manner that helps children and young people to develop both desired values and ability to learn. This means that the teacher should have good command of the methods and content of the subject matter they teach and be resourceful in translating knowledge into effective and practical learning experiences for students. What the policy is calling for is change in teaching approach which has been found to be extremely teacher-dominated. It is believed that such change can only take place if a student-centred pedagogy was to be adopted by teachers or lecturers. The starting point is effective teacher training to prepare teachers on diverse active teaching methods, techniques and approaches such as service learning.

The 1996 education policy "Educating Our Future" affirms that learning might sometimes best take place outside the classroom through investigations in the library, observation in the field and in group discussions or project work (GRZ/MOE, 1996). This form of facilitating learning substitutes the usual formal instruction, written exercises directed towards the passing of examinations and rote learning. It is however, lamentable despite beautiful education policies such as the 1977 Education Reform, the 1992 Focus on learning and Educating Our Future National Policy on Education of 1996 teacher-centred approach still reign in Zambian schools, colleges and universities.

Additionally, Oats (2014) argues that effective teaching of democratic citizenship should include the introduction of practical skills and service learning approaches in the school, college and university curriculum. Oats (2014) seem to suggest that practical skills are deemed necessary for integrating Civic Education curriculum so that students are able acquire the necessary democratic values. Matebele (2005) and Oats (2014) further assert that Civic Education is more of a practical oriented subject. Thus if practical activity is effectively used students can be engaged in community activities either through apprenticeship or internships in place of the theory based instruction.

However, practical activity is lacking in Civic Education teacher training in colleges, universities and secondary schools which predominantly use classroom instruction approach than practical orientation to learning (Matebele, 2005). This study therefore, challenges the learning institutions with Civic Education components to organise community and service learning activities through which students could have direct experience since Civic Education is more about doing rather than sitting and listening. This necessitates that Civic Education in Zambia's learning institutions be taught in ways that bring out the ever constant link between knowledge and practice. The interaction between concepts and action gradually produces the ability to think, thus acting with accountability.

This study assesses the relevance of the strategies which teacher training institutions equip student-teachers with to enable them to teach Civic Education ideals effectively at secondary schools in Zambia. Studies have indicated the need for student-centred methods of teaching and learning in Zambian schools (GRZ/MOE, 1996). The 1996 "Educating Our Future" policy document for instance, expressed concern over the tendency by teachers to overstress the traditional methods of teaching and learning. The policy document critique the curriculum that gives excessive emphasis on rote learning and memorisation and neglect practical studies, acquisition and application of skills and knowledge (GRZ/MOE, 1996).

2.5 Approaches in the teaching Civic Education

2.5.1 Non-formal Curriculum

According McCowan (2008) non-formal curriculum refers to out-of-school or extra-curricular activities organised by schools to complete formal curriculum. It is a major component of Civic Education curriculum because it provides further opportunities to exercise responsibility and to gain understanding of community life

2.5.2 Extra-curricular approach

The extra-curricular approach is another strategy used in the teaching of Civic Education. This approach advocates for the promotion of Civic Education through varied activities such as the signing of the national anthems, holding competitive activities among schools such as sports, and the raising of the national flag. The extra-curricular approach is capable of promoting national consciousness and therefore can act as a unifying factor among people of different ethnic backgrounds like is the case in Zambia (Fito'O, 2009). Through such an approach Civic Education could be made more meaningful and responsive to learners. This approach is located outside the school academic timetable and hence it allows learners enough time to have hands on information and knowledge on Civic Education. Citizenship Education Foundations (2012) supports that in whatever form Civic education curriculum must have the following features: Active; emphasize learning by doing. Interactive; utilize discussion and debate. Relevant; focus on real-life issues facing society. Critical; encourage young people to think for themselves. Collaborative; employ group work and co-operative learning. Participative; give young people a say in their own learning.

2.5.3 Formal Curriculum

Kelly (1996) refer to formal curriculum as a structured and chronologically graded system of learning that runs from pre-school to university or other forms of higher education. The learning of Civic Education through this type of learning usually takes place in formal school learning environment through a cross-curricular approach and segregated approach.

2.5.4 Cross-curricular approach

Cross-curricular approach presupposes diffusing Civic Education content to be infused into all specialised subjects across the formal curriculum. The cross-curricula approach to Civic Education can be viable way of conveying the elements of citizenship. While this approach has its own strengths, some advocates see the development of the whole-school approach as a difficult undertaking for Civic Education. Regardless of this claims, Fito'O (2009:49) argues that "Civic Education can only be relayed through some subject areas in the formal school curriculum and this fact calls for consideration when planning the curriculum for Civic Education". Kerr and Cleaver (2006) assert that, opposite views should be seen as part of a continuum, rather than as a mutually exclusive position. The authors argue that Civic Education is contextual and that its success rests on its flexibility. Fito'O (2009) further asserts that Civic Education is perceived differently by different states and this has implications on the adoption and implementation thereof by particular countries. For instance

in the Solomon Islands, education for citizenship means children gaining valuable knowledge through parents and family interactions and peer socialization. As a result, the rights and freedom of the child are largely determined by their family (Fito'O, 2009).

2.5.5 Civic Education approach (Segregated approach)

This approach is the opposite of cross-curricula approach to Civic Education transmission. The approach has an advantage in that Civic Education will be taught by people with better proficiency level in the subject area. For this reason the development of Civic Education as a segregated subject area is seen as a precondition for the effective and more efficient implementation of the subject in schools at all levels (Fito'O, 2009).

The most common and effective approach to the teaching of democratic citizenship ideals is the Civic Education approach. This explains the length at which it is discussed in this section compared to the previous approaches above. This is in view of the fact that the focus of Civic Education as a school subject is centred towards human behaviour and therefore has pressure for change from time to time than other subject areas. Civic Education is also considered a viable approach through which democratic citizenship ideals can be taught because the subject is closely linked with the transmission of citizenship ideals and is also considered to be part of the general and liberal education that particularly specialises in the education for an effective citizenry.

Despite the above exposition Civic Education has a combination of different disciplines, and therefore, should be taught by using the interdisciplinary approaches. However, I argue though that such an approach cannot expose learners to meaningful learning as the content of the subject area will have relatively fragmented facts and generalizations presented to learners as truth that cannot be meaningfully challenged in classroom discussions. Thus a subject-centred oriented approach of Civic Education is the best way of transmitting democratic citizenship ideals.

Fito'O (2009) argues that democratic citizenship concepts transmitted through Civic Education can effectively help students construct the knowledge base and aptitude to live as good, effective and active citizens. This is supported by Mutch (2005) that the aim of Civic Education is to help children understand the world they live in and further to take their own place in it and in particular to help them think more clearly about social, political, environmental and political issues. This view is in line with the Civic Education tradition of reflective inquiry which focuses on preparing learners for citizenship and thereby enabling

them to identify problems and issues and make decisions on matters of policy and belief. While it is true that Civic Education can effectively produce democratic citizens, it must however be noted that Civic Education can only accomplish this aim of democratic citizenship through relevant pedagogical approaches.

Civic Education is also favoured as a viable way of transmitting citizenship ideals because of its profound tradition in democratic citizenship. That is, one of the fundamental traditions of the Civic Education programme is the transmission of democratic citizenship ideals. This tradition proposes the deliberate transmission of what is considered to be the most desirable knowledge, values and skills necessary for cultural survival. McCowan (2009) argues that akin to the Civic Education tradition is democratic citizenship ideals. McCowan further asserts that curriculum planning and development for Civic Education transmission raises questions such as, what kind of citizens does a particular society want? What knowledge does the society recognise as valuable? What needs are fundamental to the society? In what ways can the society select content areas that can best transmit citizenship ideals to the next generation? What pedagogical approaches are necessary for transmission of Civic Education?

In Turkey, Civic Education is used to transmit citizenship ideals. Alkis and Gulec (2009) report that Civic Education programmes aim to raise active and productive citizens in Turkey. Turkey's Civic Education is defined as life knowledge programme which creates appropriate aims for the role and responsibilities of the citizens of the Turkish democratic society. The content is made up of a combination of historical, geographical and citizenship knowledge subjects and life-long citizenship skills. In view of these basic themes that make up the Civic Education curriculum, it is observed that the Turkish people have a curriculum that seems capable of giving learners the opportunity to realise themselves, to apply the principles of democracy and to acquire democratic attitudes by creating contexts which will likely improve decision making. It is only believed and wished that along with a relevant and adequate curriculum for Civic Education the country has well qualified teachers and democratic schools to foster democratic citizenship transmission effectively.

In the African contexts countries such as Botswana, Nigeria, Sierra Leone, Namibia, South Africa and Lesotho, to mention but a few, the Civic Education approach is concerned with the transmission of democratic citizenship and is considered the most viable approach. Nigeria is one of the early starters of Civic Education in Africa. Salia-Bao (2000) reports that Civic Education was introduced in 1958 in Nigerian schools and that today the subject is

taught right from primary to tertiary level. The subject was introduced upon the realisation of the role that Civic Education played in exposing democratic citizenship ideals to learners and its importance in encouraging national integration and democratization for a country that has just emerged from the devastating effects of a protracted civil war. At tertiary level, Salia-Bao (2000) reports that Civic Education teaching in Nigerian colleges and universities were a recent innovation. The tertiary programme had adopted different approaches in teaching Civic Education as some use subject-centred approaches while others use the interdisciplinary approaches.

The approaches to Civic Education discussed this far have far reaching implications for teacher training as is discussed in the next section.

2.6 The implications of the Civic Education approach to Teacher Training

The introduction of Civic Education in the country has practical implications for teachers and teacher educators. Civic Education is one of the subjects that pose challenges for educators and hence it pushes for new questions and models from time to time and ways of thinking that can match with societal changes.

It is important to highlight from the onset that Civic Education teachers and lecturers are confronted with complex decisions that rely on them having different kinds of knowledge and judgments that can improve the teaching and learning outcomes for students. This is common in Civic Education which accommodates changes on continuous basis. Bansal (2009) advises that teachers of Civic Education must be aware of numerous ways in which learning can unfold in the contexts of development, learning disparities, language and cultural influences and individual temperament, interests and approaches to learning. This advice is understood to wield a huge challenge for teachers in terms of requiring them to be ever ready for emerging issues and as such it can be argued that teachers and lecturers with a better foundation in Civic Education stand a better chance to deal with those issues.

Ornstein et al. (2000) describes the professional development of a teacher as one including a trilogy of personal, knowledge and environmental dimensions. That is, the personal dimension involves self-concept by the teacher and ideas of good practice. The environmental dimension entails teacher interaction with his or her working situations. The knowledge dimension involves pedagogical content knowledge, classroom knowledge and managerial skills. Trainees are also expected to hold the mastery of content in their respective disciplines such as the ability to appreciate the philosophy of their subject, demonstrate

adequate knowledge of the subject content, better grounding in appropriate pedagogical approaches, have understanding of various concepts and facts, and be able to acquire, assimilate and apply information in everyday teaching (Oats, 2014). Additionally, Oats states that the trainees must be able to translate theory that they acquire into practice and show elements of critical and analytic thinking skills and capability. This argument is also supported by other scholars. For instance Ornstein et al. (2000) introduced what they termed pedagogical content knowledge. They maintain that teachers need to master two types of knowledge in their development namely; content and knowledge of curriculum development. This perspective notes that if teachers are to be successful in their work, they must wrestle with both issues of pedagogical content and general pedagogy which covers elements of generic teaching principles (Ornstein et al., 2000). The researcher believes that the constructivist theory that underpins this study is the theory of pedagogical content knowledge that has a balanced approach in terms of content and methodological issues and its emphasis on community service learning approaches. For these reason colleges of education and universities in Zambia could adopt the principles of using appropriate pedagogical content knowledge in their teacher training programmes so as to produce well rounded and knowledgeable teaching force.

Relative to Civic education, Fiji and Nabobo-Baba (2009) interpret democratic citizenship to mean those who have the record of speaking the truth, are hard workers and attend all customary obligations. This study observes that the quality of citizenship described by different scholars need a well designed Civic Education curriculum. This is the citizen who is well knowledgeable on national and international issues, who possesses certain desirable values and functional skills that can be of profit to his or her livelihood and the community at large.

The question to be asked is whether the Civic Education teacher training curriculum in Zambia has the capacity to produce effective teachers who can transmit democratic citizenship ideals effectively. This study argues that without a deliberate designed curriculum for Civic Education teacher training, the goal of producing active and democratic citizenry through Zambian schools, colleges and universities might be an illusion. The argument here is that there is need for teacher training curriculum to be repackaged to give teacher trainees room to fully participate in their colleges and universities and the immediate communities by allowing their voices to be heard in the construction of knowledge. Jotia (2006) adds that student-teachers active participation in knowledge construction and governance of their

colleges and universities will inevitably allow them to develop as active citizens who can later create democratic classrooms while in the field as teachers.

In addition, the need for partnership with other bodies responsible for curriculum development for teacher education and training is a necessity. There is need on constant basis for teacher training colleges and universities to collaborate with varied stakeholders in order to get ideas and help from them. These may include the University of Zambia, Ministry of General Education (Colleges of Education department) and Curriculum Development Centre. They should also educate themselves on the mandate and ideals of Civic Education that are more aligned to the needs and aspiration of the people of Zambia. The continuous Civic Education enlightenment of new curriculum developments to lecturers and administrators on the latest issues relative to citizenship responsibility can without doubt enable them to design, develop and implement relevant and functional programmes for Civic Education that address the current needs and aspirations of the Zambian society.

2.7 Chapter Summary

The literature review in this chapter gave the different dimensions upon which Civic Education responds to promoting democratic citizenship ideals. The moulding of democratic citizenship goes beyond having adequate content, syllabus or curriculum. It requires active and practical pedagogical approaches that can make citizenship a practical venture. Without practical pedagogical approaches Civic Education remains an academic exercise, merely for passing examinations. This scenario can limit the students' conceptualisation of citizenship and their contribution to society.

CHAPTER THREE

METHODOLOGY

3.0 Overview

The previous chapter explored the literature related to this research while this chapter explores the methodology of the research. It addresses the research design, Sampling design, sample size and sampling procedures, data collection and analysis, the ethical considerations, and data validation and reliability.

3.1 Research Design: Phenomenological Study

This study was purely qualitative. Qualitative research is naturalistic; it attempts to study everyday life of different groups of people and communities in their natural setting; it is particularly useful to study educational settings and processes (Creswell, 2007). Qualitative research involves an interpretive approach to its subject matter; it attempts to make sense of, or to interpret and describe the phenomena in terms of the meaning people make. Chambliss and Schutt (2013, 178) state that “qualitative research goes straight to where people live and die”. Qualitative methods refer to several distinct research activities; participant observation, intensive interviewing and focus groups (Chambliss and Schutt, 2013).

This study used a qualitative phenomenological approach as a research design. Phenomenology can be defined as the exploration and description of phenomena, where phenomena refer to things, concepts or experiences as human beings experience those (Robert et al, 2003). Any object, event, situation or experience that a person can see, hear, touch, smell, taste, feel, know, understand, or live through is a legitimate topic for phenomenological investigation. This study focused on the phenomenology of learning, the responsiveness of Civic Education teacher training curriculum towards democratic citizenship.

Phenomenological study has four clear set of procedures and techniques; (1) identifying the phenomenon in which the phenomenologist is interested; (2) gathering descriptive accounts from respondents regarding their experience of the phenomenon; (3) carefully studying the respondents accounts with the aim of identifying any underlying commonalities and patterns; and (4) presenting results, (in the form of scholarly presentation) (Robert et al, 2003). Whatever the particular phrasing, the common assumption is that the individual descriptive

accounts, when carefully studied and considered collectively, reveal their own thematic meaning and organization of data.

Creswell (2012) asserts that phenomenological design is a descriptive and interpretive study of how individuals experience and understand a phenomenon. Methodological possibilities include the researcher participating and conducting in-depth interviews with the person or group having the experience, or carefully watching and describing the situation supporting or related to the experience (Creswell, 2012). The study benefits from the design's ability to use different methods of data collection techniques such as interviews, document analysis and observations (Creswell, 2012). The Phenomenological study approach arose out of the desire to comprehend social phenomena in both their complexity and "natural" context.

Phenomenology explores the unique meanings of any human experience or phenomenon. It also offers the opportunity for participants to describe the subject of study in their own words and to do so largely on their own conditions. They may express views, give words to their experiences and describe events and situations (Bassey, 1999). Likewise, with the use of various observation methods, extended descriptions of behaviour, knowledge and artefacts can be obtained. The information gained is not limited to preconceived questions and categories, and as a consequence can provide rich and detailed data that leads to focused descriptions of a given phenomenon in the social world.

The use of phenomenological research approach was helpful in selecting sites and participants with varied backgrounds and experiences on Civic Education curriculum and democratic citizenship and this venture added validity to the study. Additionally, a phenomenological study was seen suitable for this study because of its usefulness in facilitating the understanding of complex social phenomenon such as democratic citizenship. The approach also allowed the researcher to investigate critically to retain the holistic characteristics of the real life events with full utilisation of a variety of evidence (Creswell, 2012). The intention of this study was therefore to use the phenomenological study approach to present an in-depth description and interpretation of the understanding of the concept of democratic citizenship as taught through Civic Education in teacher training colleges and Universities in Zambia.

3.2 Sampling and Sampling procedures

Sampling refers to the process of selecting a portion of the population that conforms to a designated set of specifications to be studied (Creswell, 2012). A sample is a subset of a population selected to participate in the study (Creswell, 2012). When addressing the issue of selection of the research sites, Bogdan & Bikle (2003) mentions that the researcher scouts for possible places and people that might be subjects of sources of data.

3.3 Homogenous purposive sampling

The study used homogeneous sampling because the researcher wanted to select certain sites or people who possessed a similar trait or characteristic. In homogeneous sampling the researcher purposefully samples individuals or sites based on membership in a subgroup that had defining characteristics (Cresswell, 2012). Homogeneous sampling is a purposive sampling technique that aims to achieve a homogeneous sample; that is, a sample whose units (for example, people, cases, and others) share the same (or very similar) characteristics or traits (for example, a group of people that are similar in terms of background, occupation, practice, beliefs and others) (Cresswell, 2012).

A homogeneous sample is often chosen when the research questions used were specific to the characteristics of the particular group of interest. Homogenous sampling was used to handpick university and college of education lecturers who were familiar with Civic Education to help illuminate the purpose of the study. Cresswell (2012) concurs that purposeful sampling is a non-random or non-probability method of sampling where the researcher selects “information-rich” cases for an in-depth study. This means that information-rich lecturers in this case were those from whom one could learn a great deal about issues of central importance for the purpose of this research on democratic citizenship ideals and Civic Education curriculum for teacher training. Two (2) lecturers were handpicked from two colleges of education and Universities namely: Fairview and Paglory colleges of education, University of Zambia and Kwame Nkrumah University with the hope that they were conversant with democratic citizenship ideals and Civic Education teacher training matters in Zambia.

Homogeneous sampling was also used to select student-teachers. The study targeted final year student teachers with Civic Education as the major area of study. The study used Civic education student-teachers who volunteered and were available as participants for the focus group discussion. This was done through open invitation to all students with a major in Civic

Education. Six (6) Fairview College of Education, Paglory College of Education, Kwame Nkrumah University and University of Zambia Civic Education student-teachers participated in focussed group discussions. The study had four (4) focused group discussions with a total of twenty four (24) colleges of education and university student-teachers with Civic Education specialisation.

3.4 Sample size

The study focused on two secondary teacher training colleges, Fairview College of Education and Paglory College of Education and two public universities; Kwame Nkrumah University and the University of Zambia. The two private colleges of education and two public universities were chosen on the basis of having and offering Civic Education as a teaching subject. Twenty-four (24) student-teachers twelve (12) pursuing their Diploma and twelve (12) Degree students in secondary Education with Civic Education as a major and eight (8) lecturers were targeted; four (4) university lecturers and four (4) college lecturers.

3.5 Data collection techniques

The following techniques were used to collect data for the study: One-on-one interviews with college and university lecturers; focused group discussions with university and college of education student teachers and document analysis of college and university Civic Education syllabus.

3.5.1 One-on-one interviews with College and University lecturers

According to Schostok (2010) an interview can be described in terms of individuals directing their attention towards each other with the purpose of opening up the possibility of gaining an insight into the experiences, concerns, interests, beliefs, values and knowledge of the respondents. Hence, it can be said that an interview is a one-on-one directed conversation with an individual using a series of questions designed to elicit extended responses (Schostok, 2010). Because this method allows one to probe for greater depth or explanation, simple yes or no questions or fixed-response questions are typically not ideal. Interviews allowed participants to express their thoughts using their own words and organization and thus were particularly valuable for gaining insight. The study used open-ended questions with a combination of semi-structured and unstructured questions. Specifically, semi-structured questions were used when interviewing college lecturers and university lecturers, and for the student teachers' focused group discussions.

3.5.2 Focused Group Discussion with University and College of Education student teachers

A focused group discussion is a structured group process used to obtain detailed information about a particular topic. A focused group normally includes 6-12 members who are homogenous in terms of their socio-demographic features with a session lasting between 1-1½ hours with two hours being the absolute maximum time (Creswell, 2012). A group facilitator keeps the discussion on track by asking a series of open-ended questions meant to stimulate discussion and also creates a thoughtful, permissive atmosphere, provides ground rules and sets the tone of the discussion (Schostok, 2010). This technique was used on student teachers to obtain their experiences on the teaching of democratic citizenship. Specifically, this technique helped to unveil the perceptions of these teacher trainees on the Civic Education curriculum relative to the transmission of democratic citizenship ideals.

This approach was vital because it allowed the collection of data which reflected the attitudes, values and opinions of the participants and created an open and free atmosphere to allow participants to empty their opinions, experiences and values on Civic Education curriculum. This approach helped the researcher to probe for clarification and solicit greater detail, allowing the collection of more insights on the subject of discussion which was useful in the data analysis stage. The approach also allowed note taking in the likes of head nods, physical excitement, eye contact between participants and other clues that would indicate the level of agreement, interests or otherwise.

3.5.3 Document Analysis of Civic education Teacher Training Curriculum

Document analysis was used as the third major source of data collection particularly to address the issue of adequacy and nature of democratic citizenship as encapsulated in Civic Education teacher training curriculum. Creswell (2012) affirm that documentary analysis covers a wide range of sources, including official statistics, photographs, texts and visual data. These documents, as product of a curriculum development process were deemed most appropriate because of the centrality of curriculum studies to the broader aspects of this study. For purposes of this study, a systematic analysis of the Civic Education syllabi for teacher training Colleges of Education and Universities was conducted to illuminate representation and promotion of democratic citizenship ideals through these documents. Document analysis was preferred basically help in gathering of an insightful understanding of the responsiveness of the Civic Education teacher training College of Education and Universities curriculum towards democratic citizenship in Zambia.

3.6 Qualitative Data Analysis

Data analysis in a qualitative study refers to data reduction, display and conclusions and verifications of information collected in the field (Boyatzis, 1998). After data have been collected, reduced and displayed, analytic conclusions may begin to emerge and define themselves more clearly and definitively.

Being a study that relied much on the stories of events about the experiences of students' and lecturers, the study used narrative analysis in shaping the responsiveness of Civic Education teacher curriculum from interview data. Alan (2004) cited in (Kaumba, 2015) states that narrative analysis is an approach to the analysis of qualitative data that emphasizes the stories that people employ to account for events. This method of analysis can be applied to data that has been collected through semi-structured and unstructured interviews. The data processing operations in this study involved among other things editing thus a process of examining the collected raw data to detect errors and omissions and to correct them wherever possible; classification thus arranging data in themes or classes on the basis of common characteristics in descriptive form.

Qualitative data from semi-structured interviews was collected, transcribed and coded into themes and sub-themes that emerged through narrative analysis. This was done by carefully listening to the recorded conversations in order to interpret, reduce and code key responses into major and sub-themes that emerged for later discussion. This was done in the light of the research questions at hand. Some responses were also isolated to be used as original quotes for verbatim to highlight important findings of the study. Themes and topics were developed in line with the objectives of the study and these themes were used as chapter sub-headings on the findings. Consequently, interpretation of data was done as a way of trying to make sense of the findings in relation to the study. This strategy was applied to both data generated from one-on-one interviews, focused group discussion and document analysis.

3.7 Reliability and Trustworthiness

Reliability and trustworthiness relates to the researcher not misrepresenting the views of the respondents. Reliability and trustworthiness is demonstrated when participants recognise the reported research findings as their own experiences (Maxwell, 2005). To ensure reliability and trustworthiness, the researcher employed the following measures: The interviews were tape-recorded and transcriptions were made of each interview for referral adequacy. The researcher went back to some of the participants, to ascertain whether the transcribed data was a truthful version of their experiences.

3.8 Ethical consideration during the research

According to Maxwell (2005) ethics refers to the quality of research procedures, with regard to their adherence to professional, legal, and social obligations to the research participants. These guidelines deal with voluntary participation, no harm to respondents, anonymity and confidentiality. Firstly, the researcher notified the respondents that participation was completely voluntary. Secondly, the researcher avoided any possible harm to the respondents. This included embarrassment or feeling uncomfortable about questions (Maxwell, 2005). Thirdly, the respondent's identity was protected while the purpose of the research was explained to the respondents. This was accomplished by exercising anonymity and confidentiality. The researcher sought permission from the University of Zambia and the colleges of education and universities where the study was conducted.

3.9 Delimitation

The study concentrated on the responsiveness of Civic Education teacher training curriculum towards democratic citizenship as perceived and understood by university/college Civic Education lecturers and student-teachers. The study restricted itself to two Universities and Colleges of Education.

3.9.1 Chapter Summary

This chapter explored the methodological procedures used in the study. The chapter discussed the qualitative phenomenological research method and gave the procedure to its application. The chapter has given detailed steps taken from the research design through data collection, analysis, sampling and sample size, to the ethical consideration and data validation methods.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Overview

This chapter provides an overview of the findings of the study. The views were collected from student teachers and lecturers at Paglory, Fairview Colleges of Education, Kwame Nkrumah University and The University of Zambia. The views presented, hence, reflect only the opinions of the participants in this study. The purpose of this study was to explore the Responsiveness of Civic Education teacher training curriculum towards democratic citizenship in Zambia. The study explored lecturers and student-teachers' conceptualisation, experiences, ideas and practices in Civic Education programme that aims at transmitting democratic citizenship ideals. The study attempted to explore Civic Education and citizenship understanding at teacher training level since Colleges of Education and Universities are entrusted with the task of training Civic Education teachers for the promotion of democratic citizenship ideals through the school curriculum. It was imperative for this study to examine the understanding of the concept of citizenship and Civic Education by lecturers and student-teachers as it was vital in promoting democratic citizenship ideals.

Using the phenomenological method; the study relied heavily on qualitative analysis of data; such as thematic and narrative analysis. The results are presented using a thematic approach following the research questions. Below were the research questions which guided this study:

1. What is the level of understanding of the concept of citizenship by Civic Education lecturers and student teachers?
2. What pedagogical approaches are used by Civic Education lecturers' to enhance democratic citizenship ideals?
3. What are the challenges faced by Civic Education lecturers and student teachers in teaching and learning democratic citizenship ideals?

4.1 Presentation of findings from Colleges of Education

4.1.1 Participants' understanding of the concept of citizenship

The study has demonstrated that people view the concept of citizenship in varied ways. The concept of citizenship is not easy to define. As a consequence, defining the concept citizenship seemed to have posed a challenge, as many participants viewed the concept

differently. As a result, this study found it very important to gather lecturers and student-teachers views on the concept of citizenship since the way they understand and practice it has far reaching implications for the country.

The Student-teachers who formed the sample of the study viewed citizenship differently.

“For me sir I would define citizenship as the sense of belonging to a particular Country”.

“I would view citizenship as the right of belonging to a particular nation and having the status of citizenship”.

“As for me I would define citizenship as a dynamic relationship that the citizen has with the government, which includes skills, knowledge and attitudes”.
(Focus Group Discussion with student teachers, 2016).

However, the student did not elaborate further on particular skills, knowledge and attitudes that a citizen is expected to have. It was therefore difficult to assume whether the student knew the particular skills, set of knowledge and attitudes expected of citizens as well as the dynamic relationship that exist between a citizen and the state.

College lecturers defined citizenship in terms of belonging to a country. According to them citizenship meant;

“Being a resident of a particular place, it’s the sense of belonging and membership to Zambia as a country”.

“Citizenship is derived from citizen. A citizen is a resident of a particular place, for instance Zambia the populace of Zambia those are citizens. Now citizenship having been derived from citizen is the sense of belonging”.
(Interviews with Civic Education Lecturers, 2016).

While it was expected that lecturers of Civic Education will have differences in their definition, it was surprising that in their definition, they exhibited minimal understanding of the term citizenship. The definition was not only narrow but also one-sided as it focused solely on belonging to a country. It was however not surprising that one student had the same line of thought with the lecturer, and defined citizenship as:

“Citizenship means being a member of a certain group, such as family, social groups, political institutions or membership and belonging to a country”.

Suffice to say, the way someone understand the concept of citizenship influences the way they see themselves as citizens of a country. For this reason participants held different perspectives on what it meant to be a citizen of a country. For instance, student-teachers stated that:

“It means that am not just born in Zambia but I have certain rights that I expect from the government”.

“To me Sir it means to have access, to enjoy the opportunities and privileges that are given by a certain country. Enjoy the freedoms and human rights of that country and you won’t be discriminated or injured in one way or the other”. (Focus Group Discussion with student teachers, 2016)

For the lecturers, being a citizen of Zambia meant having the right to all entitlements’ that came with citizenship. One of the lecturers had the following to say:

“To me being a citizen of Zambia has full rights to own land and property and must benefit from national resources”. (Interview with Civic Education lecturer, 2016)

Generally, most participants on the sample believed that being a citizen of Zambia means one should benefit from the state by claiming their rights. Unfortunately, the participant never mentioned the duties that they are suppose to perform towards their communities and the state. The participants advanced the rights based approach to citizenship, propagated by liberalist in the Civic republicanism perspective. This approach does not emphasize the need for participation and duties that a citizen needs to perform towards their community or state.

4.1.2 Civic Education teacher education curriculum on Democratic Citizenship

This section presents participants perceptions on the adequacy of Civic Education teacher training curriculum towards democratic citizenship. To achieve this task, interviews on participants to get their views on the Civic Education teacher training curriculum and its responsiveness towards democratic citizenship. The findings of the respondents’ views are presented below:

On the question of adequacy of the teacher training curriculum towards democratic citizenship, student-teachers said the following:

“Yes it has, it caters and touches all areas, and it is a crosscutting course. It has concepts such as governance, human rights, and constitutionalism, citizenship, culture, substance abuse, legal system and globalisation sir just to mention but a few, for me the content is adequate”.

“Sir Civic Education curriculum as it stands is adequate, but it’s just too theoretical, we need the practical aspect to engage student teachers with the community”. **(Focus Group Discussion with student teachers, 2016)**

The above student teachers further observed that they did not even have a student’s union where they can practice what they learn.

“The fact that Civic Education students are unable to apply the democratic principles they learn through their involvement in Students Union speaks volumes on its own”.

Indeed if Civic Education students were to be fully empowered to become democratic citizens, it was imperative they practice what they learn through their involvement in Student union activities in their colleges. In a similar manner, another student teachers argued that:

“I think Civic Education has adequate content but, there is need for lecturers to go deep on Civic Education topics as opposed to surface teaching they currently do”.

“I think the Civic education syllabus in my view has enough content sir. The only weakness according to me is the way it is taught. My feeling is that the methods, approaches and strategies used to teach Civic Education topics do not appeal to promoting democratic citizenship as lecturers talk of interactive methods but use the lecture method in all their lessons. This practice defeats the whole purpose of education for citizenship”. **(Focus Group Discussion with student teachers, 2016).**

From the foregoing discussion, it can be deduced that while lecturers emphasised the use of active and interactive methods for Civic Education to produce democratic and active citizenship, they failed to showcase those methods. One student teacher observed that:

“During the ‘methodology course’ we are exposed to diverse child-centred techniques of teaching which are suitable for Civic Education but the lecturers do not teach the very Civic Education topics themselves through those techniques”.

College lecturers unanimously agreed that Civic Education teacher training curriculum has adequate content matter to mould democratic citizenship. For instance two lecturers from the same college indicated that Civic Education curriculum had adequate content. The Lecturers pointed out that:

“Civic education curriculum for teacher training was adequate but only deficient in the practical and pedagogical segment”.

“If the status-quo was to remain the same students will consider Civic education to be a theory than a practical engagement. This would be an unfortunate eventuality”. (Interviews with Civic Education Lecturers, 2016)

The Lecturers felt that the curriculum does not give student-teachers a chance to put to work and test what they learn in class in form of visits to relevant institutions and communities, it lacked practical activities.

Another respondent, the head of the Civic Education department, indicated that the problem with Civic Education in Colleges of Education had to do with the competency of some lecturers the way the content of the curriculum was being delivered.

“The curriculum itself has adequate content, but the curriculum is just like a skeleton, it goes back to who we are as Zambians within the education sector in the Civic Education arena who are we? Do we understand what we should be doing? What are the ethos and standards governing Civic Education? The curriculum yes it has enough content but the problems we are having in colleges is the selectivity of topics in lecturing Civic Education. The curriculum is here, it’s given the syllabus there, but maybe I feel inadequate because of the fact that we have had Civics but Civic Education is a new subject, is just a recent programme in Zambia, maybe it’s because we don’t have people or enough people who are experts so to say in this particular field of Civic Education and so we are beginning to build ourselves slowly and by so doing, you get somebody like myself who has done economics, you get another person

who has done maybe business, a little bit of political science, so you look up to the syllabus and you say this am comfortable this am not, so am going to skip it, the curriculum is excellent but maybe the people who are suppose to implement it are somehow questionable". (Interview with Civic Education lecturer, 2016)

This participant reiterated the fact that Civic Education programme had adequate content but some lecturers teaching Civic Education were not qualified. Thus for Civic Education teacher training curriculum to be responsive towards democratic citizenship, there was need to have qualified people lecturing Civic Education. Surprisingly, of all the four Civic Education lecturers interviewed from the colleges of education none had a qualification in Civic Education. Two from the same college had education bachelors' degrees; with the subject combination of Geography/History and the other Religious Studies/History and pursuing a Master's degree in Religious Studies. While the third and fourth lecturer from another college had Bachelor's degrees in Economics and one of them was the head of Civic Education Department. With such misplaced qualifications one wonders what civic values these lecturers were transmitting to the students and the kind of citizens they were moulding.

4.1.3 Appropriateness of teaching strategies for democratic citizenship in Civic Education

Democracy is a virtue, democrats are made not born. This expression paves way for the presentation of findings on the objective which sought to find out the extent to which colleges of education adequately equip student teachers with diverse teaching strategies to enable them mould democratic citizenship in secondary schools through Civic Education. The objective emanated from the outlook that Civic Education is unique and therefore, requires more active and practical methods of teaching.

When asked to indicate the teaching methods and strategies suitable for the development of good citizenship, one student teacher said:

"Inquiry method sir such as debate, discussion, research project because it supports the values of democratic citizenship and hence can be used to find solutions on the challenges faced by the communities and country at large". (Focus Group Discussion with student teacher, 2016)

Although the above methods were ideal in transmitting Civic Education ideals, the student teacher observed that the methods were rarely utilised during the course of their programme. In the absence of quality and active methods, Civic Education may not achieve the intended goal of producing enlightened and democratic citizens. A number of students' who participated in the study indicated that peer teaching was a suitable teaching technique in training student teachers. They noted that lecturers usually gave them topics in groups to research and present to their colleagues. This strategy was in line with the demands of Civic Education in the sense that trainee teachers were exposed to inquiry on various issues.

Additionally, the discovery method was mentioned by participants. However, no elaboration was given by participants on how the discovery method of teaching resonated with Civic Education. Failure to provide a sound explanation on this method could imply that the participants did not have a full understanding of what constituted discovery method. Furthermore, the above argument revealed that lecturers encouraged elements of cooperation, participation in class activity. At the same time, group work and other participatory elements supported togetherness among students and were elements of Civic Education. This was highly commended.

In the case of Lecturers the best way to prepare student teachers for good citizenship was by engaging them in through practical discussions and research activities. In supporting this argument, one lecturer affirmed that:

“Unlike these other subjects us we are so much into student/ learner centred approaches. We always encourage our students to use group discussions, involve them in presentations. These can help to train students to become public speakers and generate self-esteem; we also encourage them to make pupils to do more than what they learn in the classroom, by giving them assignments so that they can acquire the knowledge, skills and proper attitudes but also engage them in practical aspects of citizenship”. **(Interview with Civic Education lecturer, 2016)**

Drawing from the above observation, the lecturer attested that these methods were capable of training students to be responsible citizens in society because the learners are at the centre of learning and information seeking. Furthermore, he indicated that during lessons he encouraged social participation, social skills and problem solving. Additionally, he felt that educational campaigns for Civic Education should be intensified through various ways,

schools and colleges should have as part of their training package practical assignments to give learners a feel of citizenship responsibilities. This development would probably help student-teachers develop participative habits in the affairs of their nation. Consequently, student-teachers would carry the practice of using active strategies of teaching Civic Education topics while in the field as practising teachers.

When asked whether Lecturers they expose student-teachers to community based practices during training or it's just a classroom based arrangement. One lecturer had the following to say:

“No Sir we are so much caught up in the fact that we are training teachers and a teacher is suppose to be in a class but a teacher goes beyond the classroom. It's really something to think about, in terms of exposing student-teachers to community based practices we haven't started yet”. (Interview with Civic Education lecturer, 2016)

Civic Education according to the above respondent was still theory based; student teachers were not yet exposed to community based practices, this has a negative bearing on participative skills in the students.

4.1.4 Challenges faced in transmitting democratic citizenship through Civic Education

This study sought to explore the challenges faced by colleges of education in their quest to transmit democratic citizenship ideals through Civic Education. The findings of this study showed that the transmission of democratic citizenship ideals in Civic Education has faced numerous challenges, among these were; time constraints, inadequate resources, undemocratic college governance, huge student numbers and limited lecture theatres, unqualified teaching staff, use of passive teaching methodology and superficial coverage of Civic Education topics.

Lecturers were asked to state the challenges that they encountered in the preparation of student teachers in Civic Education that aimed at transmitting democratic citizenship ideals. One lecturer mentioned that making Civic Education practical such as engaging students in community activities was a challenge for them since Civic Education was practical and interesting during teaching but cannot be applied in the immediate:

“The biggest problem with Civic Education sir is trying to find a connection between what is learnt in class and involving learners in practical approaches.

There is lack of hands on approach combining theory and practice; in our education system that link is missing so is it in our Civic Education programme. Most of the students have been schooled and not educated, there must be a difference. Most of them have gone through the schooling system not an education system”. (Interviews with Civic Education lecturer, 2016).

He further added that the fact that Civic Education curriculum or college schedules do not allow hands on activities on Civic Education was a challenge and an impediment to effective transmission of democratic citizenship ideals. Along a different line of thought other lecturers indicated that;

“I think Time was a challenge as well because there was no enough time to take students out to apply what they learnt in the lecture rooms and Lecture theatres here we don’t have, what we have are classrooms, having mass lectures in classroom becomes a challenge. The challenge was on population, the lecturer student ratio posed a huge challenge, especially when marking, well lecturing isn’t a big challenge now marking, and you end up taking long to finish marking because of the huge numbers”.

“I think the biggest challenge was with candidates or students, they thought Civic Education was an easy subject or course thus the influx of numbers, if you want to do well and have good marks go and do Civic Education it’s an easier subject, then when they get here they get the shock of their life. But most of the students they don’t take the subject seriously they just focus on examination passing”.

“I think my wish is that colleges come to a point where they have agreements with some organisations or institutions to engage students on job-placements at certain times. This will allow our students to apply what they learn in the lectures practically. Am thinking of strategically placing our students for job shadowing in institutions that have relevance to what they are learning”.
(Interviews with Civic Education lecturers, 2016).

When asked if they had anything else to add, one lecturer hastened to emphasize the practical element by saying that it was high time Civic Education students were practically involved in societal issues than just being given facts. Most of the lecturers echoed similar concerns and

emphasized huge student – lecturer ratio and the lack of practical pedagogical approaches in Civic education for transmitting democratic citizenship ideals.

“I think the most interesting thing is that our student teachers need to be attached to NGOs that deal with Civic Education, because that can be a very good practical activity”.

The challenge to make Civic Education more practical was strongly raised by lecturers.

“I think the use of passive methods of teaching in Civic Education lessons defeats the whole purpose of education for democratic citizenry”.

The lecturers indicated that Civic Education demands active and practical approaches and these are deficient in Civic Education lectures in most cases. For this reason the lecturers were of the view that colleges and in particular Civic Education Sections/ Departments need to find ways of involving student-teachers in communal issues and activities rather than giving them raw facts. However, one lecturer said that:

“We fail to use practical and active methods because there is no time for practical activities because the lecturers are overloaded and have the course outline to finish”.

Students when asked to state the challenges which they faced as they learn Civic Education that aims to transmit democratic citizenship ideals. They reported the inadequacy of educational material at the college, undemocratic college governance and superficial coverage of Civic Education concepts frustrates the learning of democratic citizenship in Civic Education. The following were the challenges that were mentioned more often by majority of participants.

“The books and reading material of Civic Education are very few in the Library and the internet is very poor. Additionally the internet system is hampered by inadequate computers in both the library and college computer lab to accommodate college population, so accessing materials becomes very expensive”.

“The undemocratic nature of colleges was a major challenge to democratic citizenship, college management were very adamant in allowing the formation of student union. Every institution must have a student body, students will be

able to speak out on their needs, but here we have that challenge we do not have that right to speak for ourselves. At UNZA they are able to choose their own leaders, here we can't, we are detached from reality management has to decide on affairs that affect our wellbeing".

"My concern is that lecturers do not go deeply in their teaching of Civic Education concepts, they just teach us concepts almost as we received them at secondary school level. Probably this is because they too do not have exposure to a lot of educational material relevant for democratic citizenship". (Focus Group Discussion with student teachers, 2016)

4.1.5 Observations from document study

The Civic Education teacher training curriculum both at colleges of education and universities was examined in order to have a clear understanding. This was meant to assess the adequacy and relevance of the Civic Education syllabus content and its responsiveness towards democratic citizenship.

4.1.6 College Civic Education Syllabus

A close look at the content of the Civic Education teacher training syllabus shows that a good number of topics aimed at promoting democratic citizenship were covered in the syllabus. The syllabus further articulated that the of the Civic Education Diploma Programme aimed to prepare Civics teachers who would have; understood the nature and purpose of Civic Education; acquired relevant skills, values, attitudes and beliefs that would prepare pupils for good citizenship; demonstrate understanding of Civic Education, citizenship; acquired appropriate methods, techniques and strategies needed to promote active learning situations; explain how population and environment affect development; demonstrate skills and understanding of Human Rights.

Table 4.1.6 shows Civic Education topics related to democratic citizenship covered at different levels of the syllabus.

Table 4.1.6

Year of study	Course name
1	<ul style="list-style-type: none"> • Introduction to Civic Education • Introduction to Governance

	<ul style="list-style-type: none"> • Civil society, the media and governance • Civic education teaching methods
2	<ul style="list-style-type: none"> • Social and economic development • Global issues, culture, gender and development • Economics • Advanced Civic education methods
3	<ul style="list-style-type: none"> • Public policy and the legal system • Constitution and human rights • International relations, peace and conflict resolution • Civic education research project

Table 4.1.6 above shows that citizenship issues in Civic Education topics were covered at all levels of the course. First year seems to have a greater amount of Civic Education topics that aim to transmit democratic citizenship ideals. Probably this was purposed to give student-teachers good grounding on the subject of Civic Education and citizenship from the onset of the course. First year also has interesting topics such as the introduction to Civic Education, citizenship, civil society governance and media. These topics are in harmony with democratic citizenship by reason that it exposes students to the fundamental principles of the country and develop in them a mind to further the goals of democracy. Under these topics, the curriculum covers among other specific objectives such as: Citizens participation and awareness of national affairs, strengthening of democratic values, the relationship between Civic Education, citizenship and democracy, government structures and function, civil society building and democracy. The above objectives are deemed crucial in Zambia's effort to develop effective Civic Education teachers and develop democratic citizens.

An inspection of second year content shows that topics such as global issues, culture, gender and development akin to Civic Education and developing democratic citizens are covered. Under these topics student-teachers were exposed first and foremost to the concept of culture and the importance of coexisting in the multicultural society. Similarly, the syllabus covers the role of gender and development in addressing socio-economic problems of the nation.

Additionally, the syllabus covers the global issues and regional/international organisation and its role in promoting peace and development. It was through studying various organizations that democratic values such as cooperation, unity, and peace building were instilled in learners for application in the day to day situations they confront.

Third year of the teacher training curriculum also has content related to democratic citizenship propagated in Civic Education. The topic on structure and functions of constitution in Zambia are covered here. The syllabus further allows for discussion on the importance of Zambia's national constitution and rights and responsibilities of citizens in a democratic government. This topic among others exposes students to the concepts about citizenship and characteristics of democracy. In addition public policy and the legal system are also covered. Students also have a chance to assess the democratic nature of Zambia's governance system. Students have a chance to do Civic Education research project to acquire research skills. These are critical Civic Education topics that can develop democratic citizens.

4.2 Presentation of findings from the Universities

4.2.1 Participants' understanding of the concept of citizenship

University student-teachers' had varying views on what citizenship and being a citizen of Zambia mean. When confronted with the question on what citizenship meant, students said:

“For me I think it's a document that shows that you belong to a country, membership to a country. That's being a resident of a particular country”.

“I think sir for me I feel it entails the legality of someone living in a certain area, the legality of one to be a Zambian citizen”.

“I think being a citizen means you should actually have all the privileges and rights in that particular country. Also for me a citizen need to be performing duties and responsibility as rights comes with responsibilities”. (**Focus Group Discussion with student teachers, 2016**)

To this student, citizenship was more than just belonging to a country or group but assigning oneself a role to play in the affairs of the country in one way or the other. This participant believes that a citizen participated in the affairs of his or her country. In other words a citizen should be an active member of the community, participating and contributing towards its wellbeing.

The responses above clearly illustrated that citizenship was viewed differently by different people in different setups. However, it was noticed that there were a lot of similarities in the way college and university student teachers defined or viewed citizenship. Among the similarities that emerged strongly was the issue or status of belonging to a country and enjoyment of human rights. The fact that most student teachers concentrated on their benefits as citizens could be the reason why students do not feel duty bound to take care of their immediate environment even to pick up litter around them. On overall student participants were of the view that citizenship is about belonging to a country. However, a few student teachers believed that a citizen is seen by their attitude towards their country in terms of contributing to the national affairs. One Participant believed that citizenship meant;

“Owning the country and with that ownership is entangled with contribution to communal and national agenda”.

For this reason concepts such as participation, honesty and patriotism were mentioned as feature of citizenship by the student teacher.

University Lecturers showed a maximal understanding of citizenship. They shared the sentiments that citizenship was not just about belongingness but also involved duties, responsibilities, participation and togetherness. One lecturer raised the issue of interaction and influence with and on the community. The lecturers when asked what citizenship meant had the following to say:

“It reminds me of keys words such as responsibility, duties, human rights and also being an active member of society. Citizenship as a word or concept, it has four domains there is what we call, the civil, socio-economic, the political and the cultural or collective domains. It’s actually a complex and multi-dimensional term”.

“I think citizenship is about Patriotism and participation; students have to learn that skill and live with it and sacrifice for the love of mother Zambia. Citizenship is about citizen’s participation”.

“I think being a citizen of Zambia goes beyond having an NRC or being born here. Zambia as a country has got its own criteria of how one becomes a citizen. So being a citizen of Zambia for me entails taking part in the political process, the governance or democratic civic life of Zambia. But beyond that

recognising the fact that although, we have different languages and tribes we share the common sense of nationhood and being useful to the immediate community. For me it goes beyond having an NRC". (Interviews with Civic Education lecturers, 2016)

A good number of university lecturers on the sample associated being a citizen to Zambia to participating in activities and events such as voting, communal involvement and upholding the nationhood status by recognising other tribes. Other respondents argued that patriotism and participation were crucial features of democratic citizenship in national development. While others added that being a citizen of Zambia goes beyond having the National Registration Card, but involves being useful in community and national activities. The expressions given above are all inclusive as they covered the elements of belonging to Zambia, rights and all entitlements bestowed on the citizen by the state and importantly also covered citizen responsibilities and obligations.

4.2.2 University Civic Education teacher education curriculum on democratic citizenship

This section presents participants' views on the adequacy of Civic Education teacher training curriculum towards democratic citizenship. Data was obtained by interviewing both student teachers and lecturers' on their views on how they perceive the curriculum and its responsiveness towards democratic citizenship.

In terms of adequacy of the Civic Education teacher training curriculum towards democratic citizenship, student teachers in a focus group discussion said:

"I think the content is adequate but it lacks the practical aspect. I think what is needed is to engage us students in community and practical aspects from first year, no student will refuse that. The practical aspect has to be included in the Civic Education curriculum".

"I think Sir Mr Sakala there are some courses that need to go a bit deeper, some of the courses while they are okay but some of the courses need to go a bit deeper and allocated more time. A lot of courses are just an introduction to this and that, so at the end of the day you just have an introduction of something but you have not gone deep into the content of the course".

“I think the syllabus of the teacher training curriculum has adequate content. The only missing link was the practical aspect that can link theory and practice. As far as am concerned Sir the curriculum here at Nkrumah is adequate”. (Focus Group Discussion with student teachers, 2016).

In general, most student-teachers in the sample at the two universities argued that the curriculum had adequate content to facilitate qualities of democratic citizenship in student-teachers. However, it was observed that most student teacher expressed concern on the inability of the curriculum to include the practical approaches to learning Civic Education. They argued that Civic Education is all classroom based and too theoretical than practical.

By and large, all university lecturers in the sample had the view that the curriculum was adequate to facilitate qualities of good citizenship in student-teachers. However, they were quick to mention that it lacked practical and active teaching methodologies. They indicated that:

“I think Civic Education curriculum content is just too bookish rather than practical. Countries are now moving to what is called service learning, focuses much on this new dimension of Citizenship and Civic Education. We should move away from content learning to service learning which will engage learners to take active part in community service, remember citizenship has to do with the preparation of individuals to become active participants in the democratic life, so that means learning by doing. Our learners should not just be learning these theories without the practical aspect. The course outline at secondary school is nice even here at UNZA but the challenge comes in on issues of practice, how the students transmit this theory into practice”.

“My main issue is the methods that are being used in teaching Civic Education. The content itself is not bad, the content in colleges and universities that’s what we need for citizenship and the syllabus in schools is adequate enough to change someone’s mindset to have a positive democratic attitude. But the challenge is on how we facilitate the effective teaching of this content so that it can sink in these learners and so that they can apply themselves. The content is enough but probably it’s about how people take it, but it’s adequate. Probably it’s how we practice this knowledge into reality that is where there is a challenge”.

“I think we can have the content but how we teach should be the question to deal with and we lack the mechanism to teach this content and for me I feel we can have a good syllabus, course outline but if the method of transmitting this content is not good, forget about preparing students for democratic citizenship, who are going to be skilful and participative in community life”. Yeah it has adequate content, so it depends on who is into Civic Education. (Interviews with Civic Education lecturers, 2016)

Most of the lecturers had expressed that the contents of the curriculum was adequate. Though there were concerns over the lack of use of active and practical methods of delivering Civic Education. They were all of the view that there seems to be lack of service learning approaches that can link theory and practice. It also came to the fore that most student-teachers talked of the practical and service learning approaches than the academic course content in relation to democratic citizenship as the missing link in Civic Education programme.

4.2.3 Appropriateness of teaching strategies for democratic citizenship in Civic Education

This section examines the teaching methods, techniques and strategies deemed appropriate for the production of democratic citizens in Civic Education. To address this concern, student teachers were asked to indicate the teaching methods and strategies commonly used in their classes that are suitable for the development of good citizenship, student teachers in a focus group discussions said:

“The only methods that are used here are lecture method and tutorials. It becomes difficult always when you propose the issues of field trips. But there is emphasis by lecturers for us to use Learner centred, debate, and group discussion and to use resource persons. Lecturers encourage active teaching methods but fail to demonstrate them. So you find you don’t even know how you will do that method you only have the theory, I think there has been a failure on the usage of the emphasized methods here”.(Focus Group Discussion with student teacher, 2016)

The student further indicated that lecturers usually give them topics in groups to research, discuss and present their findings. Such methods were in line with the demands of Civic

Education since trainee teachers were exposed to inquiry on various issues and in the process learn to work together to achieve a common goal. In this case lecturers encouraged the virtues of cooperation, participation in class activity, group work and these are elements that encourage togetherness among students.

Other Student teachers indicated that:

“I think sir as Civic Education students we need practical approaches in Civic Education and get active involvement in community activities. The best way should be learning by doing. The problem Sir Lecturers don’t even practice the different methods they emphasize we should use out there to build democratic citizens. From first year to fourth year I have come to know that a lecturer only comes to talk then go. In as much as they are lecturers they need to attend to us, because there is no clarification of certain concepts, but they expect us be to active citizens”.

“I think there is need to do it in a practical way to enable learners to exercise what they learn”. (**Focus Group Discussion with student teachers, 2016**)

The student teachers were of the view that the practical approach to Civic Education can enable them to develop competence and be effective participants in society. The issue of mini-projects also emerged as participants felt when given frequent, relevant and practical assignments to investigate issues that affect the community; they can have a feel of the challenges facing the nation. For the student-teachers true citizenship and Civic Education entail hands-on activities in which students take the centre stage in driving learning activities.

Lecturers were asked to indicate the best way to prepare the student teachers for good citizenship.

“I think we usually promote learner centred, which is participatory approach and where you as a teacher or lecturer you are not the source of information but the information should come from the students so that they are able to identify these issues that are coming up in society and how they can be resolved successfully as opposed to the traditional way of lecturing whereby you go and offload the information, but we have to involve the learners, so that they able to appreciate the learning”.

“I think the only good way we can prepare these students is by engaging them in what we would call community service learning, we should design what we call SLP (Service learning programmes), within the broad content or syllabus of Civic education, that they should be an aspect, while someone may argue that we have the Civic education research course, I think that’s a different thing altogether we should assess our learners based on what they do from the community. We should come up with programmes that will lead these students to go out there and carryout maybe a project on tribalism and how it affects society then write a report of how you have interacted with the community members that way we are going to be having enormous feedback”.

“I think there is emphasis now on pedagogical practices that allow reflection and action from the learners. There is also need to use posing methods of delivering Civic education or dialogical methods that involve engagement. The teaching of Civic education you need some form of dialogue that the teacher should dialogue with the learners and when there is dialogue there is engagement, so we look at methods that will promote engagement and not methods that will not promote engagement, so if we want to come up with learners that are responsive to the needs of the community, that will demonstrate change in society we need to look at the methods that will be posing”. (Interviews with Civic Education lecturers, 2016)

The participants emphasised the need to incorporate theory and practice. Because whatsoever, students learn in institutions of higher learning, they should practice in the community hence the practical aspect should start from where they are being trained. According to the lecturers such methods of teaching Civic Education could enable students to be visible in the community, students that would be able to take action and do what was expected of them in the community, because such methods allow engagement, reflection and action.

Lecturers were further asked to comment whether there was any training student-teachers exposure of student teachers to community based practices in the course of training. In response, lecturers said:

“I think we don’t have that and issues of service learning are critical away from abstract knowledge to active learning, learning by doing, we are not

saying that content should not be provided, content should be followed up, there is supposed to be a deliberate plan that once learners are taught should be seen practicing what they have been taught being attached to communities, institutions which have got these problems and trying to establish how useful they can be in these communities”.

“I think Civic education though quiet popular in institutions of higher learning and elsewhere if service learning approaches were not going to be critically looked at and given serious thought for its incorporation I can assure you we will just be training people who will be meaningless and won’t add any value to Zambia’s democracy. So for me we do not expose them to community based practices apart from school teaching practice were they go and show that they are capable of teaching”.

“I think the practical aspect was missing, whatever we are doing is just an academic exercise, I don’t know really what we can do to update our syllabus to make it relevant to our day to day living, because I think that’s where the link is missing between education and the way of life, I don’t know whether we have to get back to the drawing board and change the whole curriculum to change the mind set of our people, because it’s like our mind set is framed that am going to school trained in Civic education get a degree and after getting a degree be employed as a teacher or work with the Civil society organisations”.

(Interviews with Civic Education lecturers, 2016)

The respondents understanding was Civic Education should be beyond the acquisition of certificates, it was supposed to instil citizenship ideals that should be part of an individual throughout their life.

It was discovered that out of four lecturers interviewed, only one had tried to expose student teachers to community based learning approach:

“Yeah we try, personally I have done that personally but how many colleagues are doing that, that’s another challenge that probably would be identified, it’s about the person who is training these students, what is his focus, what is it that he wants out of the students, so there are times that I have taken them out, I did that last academic year and I hope to do that this academic year, so for

me I want to see a paradigm shift in the way we train these students”.

(Interview with Civic Education Lecturer, 2016)

He further added that the focus of Civic Education was now looking at the methods that will engage the learners and not methods that will make learners passive. From the foregoing The study has demonstrated that service learning approaches are not fully included in Civic Education teacher training curriculum.

4.2.4 Challenges of transmitting democratic citizenship through Civic Education

This study also aimed to find out the challenges faced by the universities in their attempt to mould democratic citizenship through Civic Education. The findings have shown that the transmission of Civic Education for moulding democratic citizenship faced numerous challenges. These include among others, time constraints, inadequate educational resources, huge student numbers and limited lecture theatres.

Lecturers were asked to state the challenges they encounter in preparing student-teachers on democratic citizenship in Civic Education and how they overcome them.

“I think the challenges are many I think we still have a challenge on latest books on Civic Education; the other thing is that we have critical shortage of people who have specialised in Civic Education we are still using people from various fields so there is also need an element of capacity building so that are adequately equipped with information that they could share with trainee teachers and we also need a lot of post graduate programmes in the area of Civic Education”.

“I think one challenge has to do with the calibre of the students we get, some of them don't have research, writing skills, and plagiarism is the order of the day, and lack of teaching materials, staffing levels is bad we have 3 full time lecturers”. “There is lack of materials on scholarly works that would put Civic Education in the rightful Zambian context. What we are using is usually foreign or outdated materials. What we have are more or less like traditional and outdated way of understanding Civic Education”.

“We have so many students so training so many numbers with the limited resources, in terms of books and other things becomes a huge challenge. Because you may not do certain things that are required in this subject to

create an environment where those that are exposed to Civic education to be given what is required and also come out as having being baked in Civic education”. (Focus Group Discussion with Civic Education Lecturers, 2016)

The lecturer observed that it was difficult to use certain practical approaches, because of the huge student numbers and limited lecture rooms. In recent years there has been a reduction in the allocation of a number of hours allocated to subjects such as Civic Education, this was due to lack of space.

Student teachers were asked to state the challenges they encounter as they learn Civic Education. One student complained about the competence of some lecturers by arguing that they are not up to the challenge of lecturing Civic Education:

“I would say calibre of certain lecturers who teach us. As a department we have a huge challenge of human resource to teach, so those who are brought in for the sake of filling in the gap really are not up to the challenge. In addition, when you want to practice what we are taught it becomes a threat to the very people who teach us the principles of Civic Education and democracy. There is no clarification of certain concepts sir”.

“Yes material especially books; you know most of the books that you will find about Civic Education will talk about India, UK and America, but Zambian books that will make someone to understand more about Zambia they are very few”.

“I think Lecturers encourage the use of interactive methods but do not use the methods themselves nor do they demonstrate on the use of those methods. In short we are taught theory with no practice and I believe this condition and in fact a norm at this university limits student- teachers’ exposure to diverse methods of teaching”. (Focus Group Discussion with student teachers, 2016)

Some student complained about the competence of some lecturers by arguing that they are not up to the challenge of lecturing Civic Education. They lack of active methods of teaching also took time on the discussion table. Student-teachers argued that lecturers believe so much on interactive methods of teaching but fail to use the methods themselves in their teaching. Other student supported this view by expounding that there is no outdoor teaching where students could visit organisations or places of interest to supplement classroom intersection

and that this practice separates theory from practice. The student argued that Universities need to create opportunities for themselves to explore avenues of making learning of Civic Education topics more practical.

4.2.5 Document study of Public Universities

An examination of the content of the University Civic Education teacher training syllabus showed that a good number of topics in Civic Education related to promoting democratic citizenship.

Table 4.2.5 UNZA Civic Education Bachelors degree courses

Year of study	Course name
1	<ul style="list-style-type: none"> • Introduction to Civic education • Introduction to governance
2	<ul style="list-style-type: none"> • Citizenship, constitution and human rights • Social and economic development
3	<ul style="list-style-type: none"> • Zambian culture and gender studies • Civic education teaching methods • Public legal education studies
4	<ul style="list-style-type: none"> • Themes and core principles in democracy • Advanced Civic education teaching methods • Civic Education project

Table 4.2.6 Kwame Nkrumah Civic education Bachelors degree courses

Year of study	Course name
1	<ul style="list-style-type: none"> • Introduction to Civic Education • Introduction to governance
2	<ul style="list-style-type: none"> • Introduction to economics • Social and economic development

3	<ul style="list-style-type: none"> • Constitutionalism and human rights • Public policy and legal education studies • Civic Education teaching methods I
4	<ul style="list-style-type: none"> • Peace and conflict studies • Civic Education teaching methods II • Civic Education project • Gender and development studies

Table 4.2.5 and 4.2.6 shows that citizenship ideals in Civic Education topics are covered at all levels of the course. First year course outline an introductory course to Civic Education. Probably this is aimed at giving student-teachers good grounding on the subject of Civic Education from onset of the course. This is to enable students to comprehend the relationship that exists between Civic Education and Democracy.

A number of major topics are covered in the first year courses, among which is governance. This topic is in harmony with democratic citizenship as it exposes students to the fundamental principles that underpin the governance process in Zambia, and the relationship between governance and democracy.

An examination of Second Year content shows that topics such as Citizenship, constitution and human rights and social and economic development akin to Civic Education and democratic citizenship are covered. Under these topics student-teachers are exposed first and foremost to the concept of citizenship and their importance to the development of society. Closer to this the syllabuses are issues of social economic development. Syllabuses also equip students with the knowledge of the constitution and human rights in Zambia.

Third year of the teacher training curriculum also has content related to democratic citizenship propagated in Civic Education. The syllabus has an interesting topic on Public legal education studies and public policy and Zambian culture and development. However, Kwame Nkrumah University did not have a standalone course on culture. The course exposes the students on the multiculturalism and the need for coexistence. It creates in students the

attitude of tolerance and appreciation of diversity key in creating democratic citizens. Third year also exposes students to teaching methodology.

At fourth year there are courses such as the core principles and values of democracy Peace and conflict studies. Students have a chance to assess the democratic nature of Zambia's governance system. The syllabus further allows for discussion on issues to do with peace and conflict studies that expose students to resolving conflicts in a peaceful manner. Students have a chance to conduct a research project to acquire research skills. These are seen as important Civic education courses that can develop democratic citizens.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

Chapter 4 presented the findings of the study on the responsiveness of Civic Education teacher training curriculum towards democratic citizenship in two universities and colleges of education. Chapter 5 advances a detailed discussion of the findings. This was done in themes guided by the objectives of the research in order to realise the purpose of the study. Thus, this chapter reported the following:

5.1 Participants understanding of the concept of citizenship

The previous, chapter the concept of citizenship was viewed differently by the participants. While it is human to differ, it was however unusual in some instances to obtain narrow definitions of the concept citizenship. This state of affairs implies that Zambia, particularly the Ministries of General and Higher Education have a huge task towards educating the nation on what citizenship really is, more so to do with participation in the Zambian context.

The majority of participants (college lecturers, college and university student teachers) equated citizenship to belonging to a group or country, hence my conviction that one's conception of citizenship influences the way they consider themselves as citizens of their country. While some participants provided inclusive definitions of the concept citizenship, the response on 'belongingness' or rather defining citizenship as a status stood out as a shocking episode that needs further attention. Scholars such as Heater (2004) argue that such conceptualisation was restrictive in nature in terms of one's outlook and this could inevitably influence their contribution into communal and national agendas. It was worrying to note the overemphasis on "belonging to Zambia, my country" without mentioning of participation by a huge number of participants in the study. The argument advanced by Heater (2004) is that people who live in a community have a status which is conferred on them by the state. This status conferred on the citizen by the state carries with it duties and rights. Thus citizenship without participation is incomplete and that such conception of citizenship was narrow and minimal and should be eliminated if the nation aspires to generate active and democratic citizenry.

Biesta (2011) highlights several shortcomings of conceptualising ‘citizenship-as-status’ or based on belongingness and supports the idea of ‘citizenship as- outcome’ that characterises participation. It is against this background that the study argues for a shift in research, policy and practice from the teaching of citizenship to the many ways in which children and young people learn democracy through their engagement in the practices and processes that make up their everyday lives. This view is informed by the idea of ‘citizenship-as-practice’ and emphasises the crucial role of the actual condition of young people’s citizenship for their formation as democratic citizens. While the teaching of citizenship through Civic Education may have a role to play in young people’s democratic learning, this learning is always mediated by what children and young people experience in their everyday lives about democratic ways of acting and being and about their own position as citizens experiences that are not always necessarily positive.

McLaughlin (1992) cited in McCowan (2009) on ‘minimal’ views of citizenship argues that the identity conferred on an individual by citizenship is seen merely in formal, legal and judicial terms. Citizenship equated to belonging to a country was viewed as narrow and one-sided conception of citizenship. The sample was made up of well-educated lecturers and potential Civic Education teachers who were expected to have deeper knowledge on citizenship than arguing along a narrow line. To the majority of participants citizenship meant national identity. They explained national identity in terms of belonging to Zambia. This is clearly reflected in the following statements:

“For me sir I would define citizenship as a sense of belonging to a particular country”.

“I think it’s the sense of belonging and membership to Zambia as a country”.

Responses such as the ones highlighted above were not expected from college lecturers, final year university and college Civic Education student-teachers. These are Civic Education student teachers who would be in the classroom soon as qualified teachers charged by the nation with the task of transmitting democratic citizenship ideals. One thus wonders where Zambia was going in terms of developing a formidable citizenry if the educators themselves were found wanting in terms of their proper conceptualisation of citizenship. It was worrying to note the overemphasis on belonging to Zambia by College lecturers, college and university student teachers without mentioning participation and responsibilities they need to perform towards their communities and the nation at large. Participation is deemed crucial in

citizenship as it inspires one to serve his or her country and support national agenda at all times. This therefore, means that being a citizen of Zambia carries with it full and active participation in different spheres of the nation ranging from political, social and economic.

The impression that this study makes about the research results on this particular issue is that student teacher and some lecturers of Civic Education are not familiar or well grounded in the key content areas of Civic Education. Such shortfalls have some negative implications when it comes to the actual delivery of Civic Education to the learners in schools. The study noted that student teacher and some lecturers of Civic Education had limited knowledge on the key issues in Civic Education regarding the knowledge, conceptual understanding and application of citizenship. While this study would have expected Civic Education student teacher and lecturers to have a better understanding of the concept citizenship which is cardinal in Civic Education, this, was not the case.

The findings of the study demonstrated that the teaching of Civic Education may act as a barrier on promoting democratic citizenship ideals. The findings of the study offer some important insights which Civic Education student teachers and some lecturers in institutions of higher learning consider. This may be detrimental in promoting democratic citizenship ideals among learners.

This made scholars such as McCowan (2009) argue that citizenship without participation was incomplete and that such narrow and minimal conception should not be allowed if the nation aspires to generate democratic citizenry. McCowan (2009) stated that such conceptualisation was restrictive in nature in terms of one's outlook and this would inevitably affect their contribution into communal and national agendas. This was consistent with Ichilov (1998) on classical definition of citizenship that rested on the assertion that citizenship involved a fusion of the legal status, rights and obligations. McCowan (2009) adds that the definition of citizenship based on legal status and rights needed caution, as observed by McCowan that, there were no rights without responsibilities. Citizenship as a 'status' was comprised of both legal rights and duties. Citizens should know that belonging to Zambia unavoidably carries with it duties and responsibilities for their country and not just the enjoyment of human rights, but participation is cardinal.

Ichilov (1998) refers to citizenship not only as the possession of the official status, but the fulfilling of those expectations associated with membership. So we could speak of 'good' citizens as people who, participate constructively in political life. Furthermore, the civic

republican position (McCowan, 2009), drawing on models of the ancient Greek city states, emphasizes the duties of citizens towards the state, particularly those of active participation in decision-making. This shows that historically, conceptions of citizenship have been strongly weighted in favour of duties and communal participation.

Nevertheless the university lecturers' exhibited a better understanding of citizenship, though they differed in the way they attempted to explain the concept citizenship. They exhibited a maximal understanding of citizenship, their conception was that citizenship was not just about belongingness and having a Green National Registration Card but was also involved duties, responsibilities, participation and togetherness. These views are supported by a number of literature on the maximal understanding of citizenship. For instance McLaughlin (1992) cited in (McCowan, 2009) states that a citizen must have a consciousness of him or herself as a member of a living community with a shared democratic culture involving obligations and responsibilities as well as rights.

Some respondents raised the issue of interaction and influence with and on the community, while other participants argued that patriotism and participation were crucial features of good citizenship in national development.

The university lecturers' views on Citizenship were also in line with T. H. Marshall (1950) who conceptualised citizenship as involving three elements, civil, political and social. The civil element concerns the right to individual freedom. While the political element concerns the right to participate and exercise political power and the social element is based on the individual's obligation to contribute taxation to a state system to redistribute resources to the needy.

By citizenship, Marshall (1950: 70) meant "full membership of a community", where membership entails participation by individuals in the determination of the conditions of their own association. This clearly indicates that citizenship was not merely about formal rights but being an active member of a community with a shared democratic culture, participating and contributing to the integration of the society. The role of Civic Education in this regard was not just to inform people, but to use the information to help themselves to understand and enhance their capacity to participate. It can therefore be argued that the development of the citizen described by Marshall (1950) was still an illusion in Zambia due to the fact that schools, colleges and universities do not have deliberate and robust programmes towards the development of functional citizenry.

The following section discusses the adequacy of the content of the Civic Education teacher education curriculum towards promoting democratic citizenship.

5.2 Adequacy of Civic Education Teacher education Curriculum on democratic citizenship

The findings of the study has revealed that both the College of Education and University Civic Education teacher training curriculum has a good number of topics that appeals to promoting democratic citizenship ideals. Scholars such as Print and Lang (2012) believe that the nature and quality of Civic Education teacher education is an important element for building democratic citizenry and democracy in general. While this is so, the majority of participants indicated that there were a lot of deficiencies on pedagogical approaches. The practical aspect, active and interactive methods of teaching Civic Education in form of service learning approaches were largely lacking. This condition acted as an impediment to the full implementation of Civic Education in line with its mandate of developing democratic citizens.

For instance Muleya (2015) stated that the teaching of Civic Education was greatly lacking on pedagogical approaches that could promote social change and transformation of society. In the context of this study it can be argued that the views of respondents also reflect views of Masaiti and Manchishi (2011) that there was evidence that trainee teachers were exposed to a broad content material which, in some cases, did not take into consideration what was obtaining in the Zambian High Schools. Teacher trainees were weak in the delivery of subject matter (methodology) and that Professional ethics were not part of Teacher Education Programme.

Scholars such as Ornstein et al. (2000) argue that “trainee teachers are also expected to hold the mastery of content in their respective disciplines such as the ability to appreciate the philosophy of their subject. They also ought to demonstrate knowledge of the subject matter and better grounding in appropriate pedagogical approaches. Further the understanding of various concepts and facts, and be able to acquire, assimilate and apply information in everyday teaching should be shown. To the contrary the views of the trainee teachers were that the training was mainly centred on aspects that promote as (Freire ,1970) stated the banking type of education which in real sense fails to motivate would be learners in schools to become critical and think in a creative way and promote democratic citizenship ideals. In

other words, the study has revealed that service learning approaches were missing in the training and learning of Civic Education student teachers in colleges and the universities. Some of the lecturers contended that generally appropriate teaching and learning methodologies were lacking due to time and space in which lesson were conducted.

“We don’t have issues of service learning which are critical away from abstract knowledge to active learning, learning by doing, the major one we use is the traditional lecture method....”.

“No Sir we are so much caught up in the fact that we are training teachers and a teacher is suppose to be in a class but a teacher goes beyond the classroom. It’s really something to think about, in terms of exposing student-teachers to community based practices we haven’t started yet, mostly is the lecture method”. **(Interviews with Civic Education lecturers, 2016)**

Evidently, from the above observation, it can be argued that the training of teachers of Civic Education was not grounded in the major pedagogical approaches that underpin Civic Education and the effective implementation of the school curriculum. Given the above position, Dean (2007) as cited by Muleya (2015: 265) has argued that, “if the quality of Civic Education in both the formal and informal education sector is to be improved, there will be need to look at the quality of teacher education”. This implies that for teachers to deliver quality Civic Education to the learners they will need to have competencies that will help them guide learners to connect knowledge to the democratic needs of their society. In this regard, Bansal (2009) contends that Civic Education teachers are essential to the provision of quality education and the moulding of democratic citizens in the learners and as such they must receive appropriate training in Civic Education.

In the same vain Jotia (2006) also state that Civic Education Teacher training programmes should be designed in such a way that they help teacher trainees to develop knowledge and understanding of the key concepts, learn to use active-participatory pedagogies such as service learning and community service learning projects if the Civic Education teacher training curriculum is to be responsive to the needs of society. It should be appreciated that the curriculum has good content on Civic Education but what is contained in the syllabus does not manifest itself within the school system and beyond. The Civic Education programme has not been fully successful in the production of effective, patriotic,

participatory, progress-oriented and democratic citizenship. This poses a challenge on the integration of theory and practice in the Civic Education programme.

This leads me to the next section to discuss the appropriateness of teaching strategies for democratic citizenship in Civic Education.

5.3 Appropriateness of Teaching Strategies for Democratic Citizenship in Civic Education

The state of Civic Education teacher training climate at university and college level has an unappealing face. Simply put, while the majority of lecturers indicated that they believe in active and practical methods to teach Civic Education concepts their students rejected such claims. Muleya (2015) argues that failure by lecturers to be exemplary in the usage of active, interactive and practical methods of teaching had far reaching consequences. These are teacher-trainees, if they were familiarised with the practice while they were at college or university there was a chance that they would carry the practice over to schools after completion. In this case if student teachers were familiarised to passive methods of teaching during their training that was what they would take home to schools after completion and this had the potential to ruin Zambia's goal of developing good, functional and democratic citizenship.

Part of the findings showed that Colleges of Education and University lecturers encourage student teachers to use pupil centred methods, to expose pupils to diverse teaching methods, techniques and strategies. On the contrary, the other portion of the findings showed the unattractive look of Civic Education lecture rooms. This outlook was dominated by the hegemony of teacher-centred methods. Freire (1970) as cited by Muleya (2015) also makes it clear that lack of student contribution in the teaching process makes the teacher the subject in the learning process while students are melted to the territory of objects that are just receiving deposits. This practice has a potential of limiting and compromising learners' critical thinking and awareness.

In the case of pedagogical issues it appears that very little effort was being made towards the use of active and interactive teaching methods proposed by education policies in Zambia. The 1996 National Policy on Education (1996, MOE) succinctly proposes the use of student-centred methods at all levels, yet Colleges of Education and Universities do not actively and adequately expose student teachers to those methods. Additionally, literature by Muleya

(2015), Ajiboye (2010), and Dikobe (2003), shows that Civic Education goes well with active methods of teaching. These are the methods which are deficient in College of Education and University classrooms. The implication is that true production of effective teachers of Civic Education cannot be realised under this condition. Consequently, the transmission of democratic citizenship ideals to young citizens in schools will be hampered thus resulting into citizens who are not active in the affairs of their country.

Freire (1970) observed that education cannot be effectively transmitted if the teaching styles are undemocratic, reflect too much power and control by educators. Most of the student-teachers interviewed indicated that lecturers mostly use the lecture technique. Freire (1970) further argues that this shows the perpetual existence of the banking model of learning whereby learners are treated as passive recipients of already-made knowledge by teacher educators. This approach is against the constructivists' theory, Wolk (1998) and White (2000) maintains that in teaching-learning process, learners should be allowed to construct their knowledge and interpret learning according to their past experiences and socio-economic and political backgrounds. Constructivism which underpins this study views learning as a reciprocal process that involves interaction between teachers and students on equal footing in their endeavour to construct knowledge in the teaching and learning process.

The findings of this study show that Civic Education marries well with the active methods promoted by constructivism. These findings and the literature point to the fact that child-centred methods and approaches which put students at the centre of the learning process are compatible with Civic Education that promotes democratic citizenship. Without such methods the teaching of Civic Education and the promotion of democratic citizenship becomes an illusion. Citizenship Education Foundations (2012) maintains that in whatever form Civic Education curriculum must have an active element that emphasises learning by doing, must be interactive by utilising discussion and debate and be relevant by focusing on real-life issues facing the society.

There was a noticeable similarity among participating lecturers with the views of Freire (1970) and MOE (1996) on the need to use student-centred pedagogical approaches. Students were encouraged to take responsibility for their personal actions and take part in decision making. During interviews all college and university lecturers strongly supported student-centred methods for Civic Education for promoting democratic citizenship ideals. Among the

teaching techniques identified were debate, discussion, project method, service learning and inquiry as techniques that were appropriate for moulding democratic citizens.

A key finding of this study, however, was that lecturer's do not utilize the above mentioned methods. Adeyemi (2008) in affirmation argues that lecturers do not utilise the student-centred based pedagogies themselves during teaching. Despite the recommendation that teachers should use the learner-centred teaching approaches, Adeyemi (2008) indicates that evidence suggests that the prevailing mode of teaching is the transmission of knowledge through passive methods such as lecture technique at various levels of education.

The inquiry approaches were favoured by the lecturers as the best way to prepare student teachers for democratic citizenship in Civic Education but were not used. These approaches incorporate theory and practice. Moreover whatever, student teachers learn in colleges and universities should be practiced in schools and the practical part was largely missing. There was need to design Service Learning Programmes that should be incorporated in the curriculum and assessment of students should not be limited to just tests, assignments and examinations.

Student-teachers differed with their lecturers on common teaching methods during Civic Education lessons. Students were of the view that the lecture method was the most dominant technique in their classes and that active methods are talked about by lecturers but are never used in Civic Education lessons. One student teacher had the following to say:

“Sir I have come to understand that the lecturers only come to talk and we listen then goes when they are done; it's the lecture method that is used here throughout”.

This position probably was in contradiction with the position of the 1996 education policy document that encouraged teachers in Zambia to use student-centred teaching approaches (MOE, 1996). Thus Jotia (2011) argues unless the democratic habits of thought and actions are part of the fibre of the people, political democracy is insecure. Freire (1970) also makes it clear that the lack of student contribution in the teaching process makes the lecturer the subject in the learning process while students were melted to the territory of objects that were just receiving deposits. This practice had the potential of limiting and compromising learners' critical thinking and awareness.

The next section discusses service learning approaches in Civic Education for moulding democratic citizenship.

5.3.1 Absence of Service Learning Approaches in Civic Education for democratic citizenship

Using active and interactive methods of teaching can improve opportunities for students to become citizens rather than tourists. Tourists simply pass through without involvement, commitment or belonging Jotia (2011). This expression opens the discussion on service learning approaches in Civic Education for moulding democratic citizenship.

The study has revealed that it was clear that universities and colleges of education that formed the sample of the study have a challenge to diversify the teaching methods and above all adopt active methods of teaching for the betterment of teacher training and transmission of democratic citizenship ideals. The overall picture that was coming out from this aspect of the pedagogical practices was that service learning oriented approaches such as linking theory and practice, promoting independent and critical thinking among the learners in the teaching of Civic Education in colleges and Universities was lacking. Muleya (2015) argued that student-teachers when being trained were never exposed to community based practices; it was just a classroom based arrangement. Lecturers talk about the problem solving based teaching methods but fail to use them. It appears that both lecturers and student-teachers are full of theory than practical orientations. Adeyemi (2008) adds that, it was not surprising for lecturers to avoid active methods such as problem solving approaches because they themselves were not taught through those methods during their teacher training days. However, there is need to rethink the training of Civic Education teachers to include service learning approaches, that can link theory and practice.

Civic Education lecturers and student teachers were in agreement that service learning approaches were largely non-existent in colleges and universities. The finding of the study has shown that Civic Education teacher training curriculum was falling short of the need to incorporate theory and practice. The absence of practical activities in Civic education was due to the lecturers' reluctance to use active and interactive methods. Oats (2009) asserts that Education is more of a practical orientation. In the same fashion, like it has been highlighted in Chapter 2, scholars such as Muleya (2015) and Ndwapi (1999) also support practical activity in Civic Education for moulding democratic citizens by asserting that Civic

Education was more of a practical orientation and that if practical activity is effectively used students could be engaged in community activities either through apprentice, service learning or internships in the place of the normal theory-based instruction.

Civic Education can therefore not be effectively transmitted if the teaching styles were undemocratic as reflected by too much power and control of the learning activities by educators (Freire, 1970). Most of the student-teachers interviewed indicated that lecturers mostly use the lecture technique. This shows the perpetual existence of what Freire (1970) called the banking model of learning whereby learners are treated as passive recipients of ready-made knowledge by educators. This eventuality was against the constructivists' theoretical perspective that maintains that in the teaching-learning process, learners should be allowed to construct their knowledge and interpret learning according to their past experiences and socio-economic and political backgrounds. This condition defeats the ideal of constructivism that learning was a give-and-take process. Constructivism which underpins this study views learning as a reciprocal process that involves interaction between teacher educators and students on equal footing in their endeavour to construct knowledge.

Adeyinka, (2005) argues that “the biggest problem with Education was the lack of connection between what is learnt in class and involving learners in practical approaches”. There was lack of hands on approach combining theory and practice; in the Civic Education programme that link was largely missing. Most of the Civic Education student teachers have been schooled and not educated. Most of them have gone through the schooling system not the education system. Like Paulo Freire (1970) states that education should awaken someone from their slumber.

Muleya (2015) argues in favour of service learning based teaching methods. The scholar argues that Civic Education should advocate for the use of the service learning approaches that focuses on inquiry and problem-based learning as opposed to rote-learning which has had the hegemony for a long time in schools. The problem-based method is favoured for moulding democratic citizens because it was prospective of developing young people into agents of democratic exploration. This means that if our student-teachers can be trained deeply through the use of the service learning approach they can without doubt become democratic citizens and investigative-minded teachers. With an investigative mind they can continuously unveil issues affecting their school, communities and the nation at large.

Salia-Bao (1991) in reiteration argues that the most effective teaching occurs when service learning approaches such as problem solving were used as it encouraged critical thinking. Service learning encourages participation among students through active engagement in cooperative adventures that can turn the learning atmosphere into a democratic dispensation. The result is that learners develop skills and values for effective functioning in a democracy.

5.3.2 Training for passing examinations and acquiring certificates

As it stands the emphasis of Civic Education in Colleges of Education and Universities is focused on passing tests, assignments and examinations. These modes of assessing student teachers fall short of the need to transmit democratic citizenship ideals in teachers. The study observed that student-teachers were mainly prepared towards the passing of the final examinations at the end of the year and not necessarily becoming useful members of society outside the colleges and universities. This aspect came out very strongly even during the interviews.

In this regard Muleya (2015: 241) argued “that the teaching of Civic Education towards the passing of examination acted as an impediment to social change and transformation of society because learners’ capacities and abilities were not fully developed to the levels where they could be active in the community and help in addressing or resolving societal issues or needs leading to social change”. As such, this study noted that the teaching of Civic Education in Colleges of Education and Universities under study was not meant to produce effective and competent teachers but merely preparing students for examination purposes. The responsiveness of Civic Education teacher training curriculum towards democratic citizenship depends on the use of right pedagogical approaches in colleges and universities by Civic Education lecturers to train student teachers and not merely students passing examinations.

Civic Education cannot transmit democratic citizenship ideals to students effectively if the teaching styles are not practical; student centred or undemocratic in nature. Most of the student-teachers interviewed indicated that lecturers mostly use the lecture technique.

This section is brought to a closing stage by making an advocacy on the use of active and interactive pedagogical approaches for Civic Education teacher training in order to effectively transmit democratic citizenship ideals. The findings create room for argument that the present state of affairs at selected colleges of education and universities on the sample has

nothing to be admired pertaining the teaching of Civic Education for the promotion of democratic citizenship. Simply put, in relation to pedagogical issues it appears that very little effort has been made towards the use of teaching methods that promote service learning. Service learning approaches succinctly proposes the use of student centred methods at all levels, yet colleges of education and universities do not actively and adequately expose students to those methods.

5.4 Challenges faced in transmitting democratic citizenship through Civic Education

The selected Colleges of Education and Universities on the sample face a number of challenges. The findings of the study have shown that the transmission of Civic Education for moulding democratic citizenship in particular is faced with numerous challenges. Scholars within the discipline of Civic Education such as Muleya (2015:277) affirm that “teachers of Civic Education face numerous challenges in the teaching and learning of Civic Education in schools. Unless something is done to redress such challenges the subject might not be seen to be enhancing social change and transformation of society”. Even outside the discipline of Civic Education Mhlauli (2011) affirms that some challenges attributed to the implementation of Social Studies in Africa include the lack of instructional material, definitional problems and lack of trained and experienced teachers. It is however surprising that some of these problems were picked by earlier research and they still persist.

5.4.1 Inadequate educational resources

The findings of the study has shown, though debatable, that issues of teaching and learning materials in Civic Education are far from being resolved in the College of Education and Universities under study. The findings of the study revealed that teaching and learning materials were not adequate in some cases which posed a challenge in transmitting right knowledge, skill and values needed for moulding democratic citizens. One lecturer mentioned that;

“I think we still have a challenge on latest books on Civic Education”.

Similar views were also expressed by the student teachers who argued that the library lacked Civic Education books. Students when asked to state the challenges which they faced as they learn Civic Education. Students reported the inadequacy of educational material frustrates the learning of good and democratic citizenship in Civic Education.

The participants in the study made an outcry about the lack of instructional material suitable for Civic Education and that the lack of materials does not create a conducive learning environment for transmitting democratic citizenship ideals. The findings of the study are in agreement with the thoughts of Oats (2009:56) who reiterate that “schools have an acute shortage of instructional material suitable for citizenship education and that this condition works against the curriculum goal of effective citizenship education transmission”. Materials were available in miserably limited state in the selected colleges of education and universities in the study and this state of affairs hampers learners’ liberal exploration of issues. Muleya (2015:250) expressed similar views that “the teaching and learning materials in Civic Education in the selected schools were not readily available and this has some implications when it comes to the delivery of the subject to the learners in an effective manner”. Adeyemi, Boikhutso and Moffat (2003) purported that this condition needed to be addressed if Civic Education was to achieve its intended goal of preparing responsible citizens. For this reason teacher training colleges of education and universities needed to have an avalanche of material to support all various content areas in Civic Education.

While it might be true that colleges of education and universities had a shortage of educational material, these teacher training colleges and universities need to be resourceful. These were colleges and universities at which teachers were trained by well educated lecturers on how to be creative and innovation in time of need. Trainee teachers were prepared to fit into any duty station in Zambia and apply themselves fully. Trainee teachers were equipped to find themselves in a place with limited resources and generate resources to facilitate effective learning and teaching. It was therefore, surprising for teacher training colleges and universities to have a shortage of reading resources when lecturers and student-teachers could join hands and generate material suitable for Civic Education.

5.4.2 Huge student numbers and limited lecture theatres

The study revealed that huge student numbers registering for Civic Education both at colleges of education and universities under study had posed a huge challenge. One lecturer lamented about the huge student numbers that:

“We have so many students, so training so many numbers with the limited resources, in terms of books and other things becomes a huge challenge. Because you may not do certain things that are required in this subject to create an environment where those that are exposed to Civic Education are

given what is required and also come out as having being baked in Civic Education”.

The huge student numbers had affected the transmission of democratic citizenship through Civic Education. Lecturers in the study lamented that there were certain things that were not done the way they were supposed to be done, because of the huge student numbers and also limited space and financial resources. Generally over enrolment in recent years had seen a reduction in the allocation of a number of hours that had been given to subjects such as Civic Education and many other subjects in the universities and colleges of education. The huge lecturer- student ratio had posed a serious challenge when marking assignments and tests. The increasing population had also put pressure on the existing infrastructure, lecture theatres could not support the growing population, and this affected the quality of teachers produced.

5.4.3 Competency and Qualification of some lecturers teaching Civic Education

The study had revealed that the teaching and fostering of democratic citizenry ideals through Civic Education faced challenges of human resource both at colleges of education and universities. The Civic Education programme faced critical shortage of people who had specialised in Civic Education in institutions of higher learning. The programme was still using people from various fields not competent to teach Civic Education. There was need to accelerate an element of capacity building especially at postgraduate level so that there could be enough qualified lecturers who could be adequately equipped to teach Civic Education. Biesta (2011) emphasizes that without proper structures such as well qualified teachers and lecturers in Citizenship Education, relevant, practical pedagogical approaches, adequate curriculum and democratic learning environments the quest to solidify democratic citizenship through Civic Education curriculum will not be possible.

It was a surprising episode to note as a researcher that the four Civic Education lecturers interviewed from the colleges of education none had a qualification in Civic Education. Two from the same college had Education Bachelors’ degrees; one had the combination of Geography/History and the other Religious Studies/History and pursuing a master’s degree in Religious Studies. While the other two Civic Education lecturers from another college had Economics bachelor’s degrees and one of the lecturer was the head of the Civic Education Department.

With such qualification one wonders what civic and democratic values lecturers were transmitting to the students and what citizens they were moulding. Thus for Civic Education

teacher training curriculum to be responsive towards democratic citizenship, there was need to have the right personnel lecturing Civic Education. The situation obtaining in colleges of education was unacceptable especially that the University of Zambia had graduated five intakes of Civic Education degree holders since 2011 and Nkrumah about three intakes since 2009.

From the results of the findings, the picture shown was that most of the lecturers of Civic Education in Colleges and universities had inadequate information and knowledge on the many aspects of Civic Education. Another aspect that seems to have come out from the results was that some of the lecturers teaching Civic Education were not trained to teach Civic Education. As such, the assumptions being made, arising from the findings of the results was that some lecturers of Civic Education from the selected colleges of education and universities were not properly oriented towards the fundamental principles that underpinned Civic Education.

This section is brought to a closing stage by making an advocacy for lecturers to be well qualified in Civic Education and deeper teacher training pedagogical knowledge. This argument was based on the fact that lecturers and teachers are curriculum instructional gatekeepers and primary determiners of what gets taught and how it was taught in the classrooms. In the process teachers and teacher educators determine consciously or otherwise, their students access to knowledge and determine their opportunity to learn. As a matter of fact, the imperative for deeper teacher training into diverse teaching strategies needed no overemphasis. Schulman (1986) maintains that teachers needed to master two types of knowledge in their professional development, namely content and knowledge of curriculum development.

5.4.4 Undemocratic college governance frustrates democratic citizenship

The study had revealed a daunting challenge of undemocratic college governance; of all the institutions on the sample only the University of Zambia had a student union. College management in other institutions seemed not to realise that democracy was about strengthening partnerships. Kelly (1996) posits that Zambia's education system is currently struggling to promote democracy in that it is much rooted in the colonial mentality whereby the school is run with little or no inclusion of the students and this setup propagates to the classroom. In this scenario democratic citizenship cannot function because learners will grow as citizens who cannot practice democracy because they never experienced it.

In this case colleges are being challenged to recognise and utilise students as major stakeholders in college life. The college leadership was said to be undemocratic and acted as an impediment to promoting democratic citizenship and the ideals of Civic Education that focused on participation. The study revealed that power was over-centralised on the principal. One challenge frustrating democratic citizenship at college level was the state of college leadership or administration. The college leadership was said to be undemocratic and this was an antithesis to democratic citizenship and Civic Education.

The findings of the study were consistent with the available literature regarding the main challenges in the field of Civic Education to do with participation. McCowan (2009) argues that discussion of education for democratic citizenship cannot be complete without addressing the issue of democracy and participation. The particular rationales underlying student's participation advanced by McCowan was significant because it affect the nature of experiences provided for students, the extent to which the experiences were integrated into the curriculum as a whole, and the ways they were linked to political processes in the wider society. McCowan (2009) further saw student's participation to be important based around three main groups of motivations. Firstly, participation being a fundamental right, and therefore needing no other justification; secondly, participation had instrumental benefits, such as improving students learning or college and university ethos and lastly, participation as an intrinsically valuable activity that fosters some aspects of active and democratic citizenship.

College leadership was being reminded that democracy was a system of government which was based on the version of popular representation on governance (DeLeon, 1997). The suppression of the formation of Student Unions directly linked with the frustration of the transmission of democratic citizenship ideals. Civic education was a lifestyle that starts from the classroom during lessons and permeates to the outside exhibited through day-to-day habits, decisions and actions. In addition, democratic citizenship ideals learnt during Civic Education lessons were directly linked to college and university governance and one cannot separate the two. As a matter of fact, when colleges were not democratic, whatever efforts made by Civic Education lecturers to teach democratic citizenship goes down the drain.

5.4.5 The absence of the use of active and interactive teaching methods

The absence of practical activities due to the lecturers' reluctance to use active and interactive teaching methods came out certain as a huge challenge impeding effective transmission of

Civic Education and the transmission of democratic citizenship ideals. Miller (1993) asserts that Civic Education was more of a practical orientation.

This study argues that in modern learning, absence of active teaching and learning had negative implications on students. The issue was that learning by nature was not a one-sided-dimensional process but rather involved the transfer of knowledge through different mediums of instructions. One such intermediate was through observation as students learn actions seen in the classroom and school environment and what their teachers and lecturers do. In that case student-teachers carry with them good or bad practices from what they see their lecturers display. It must be over emphasised that if student-teachers often witness teacher-centred methods, there was a possibility that they would leave the college or university as passive teachers and consequently fail to apply student-centred approaches as teachers in schools. This had the potential to devastate the effective transmission of Civic Education and the promotion of democratic citizenship. This far I argue that colleges of education and universities clearly had a challenge to diversify the teaching methods and above all adopt active methods of teaching for the betterment of teacher training for the moulding of democratic citizenship. Ornstein et al (2000) argue that if teachers were to be successful in their work, they must wrestle with both issues of pedagogical content and general pedagogy which covers elements of generic teaching principles.

5.5 Chapter Summary

The discussion gave the different dimensions upon which Civic Education responds to and/or impedes the promotion of democratic citizenship. The moulding of democratic citizenship goes beyond having adequate content, syllabus or curriculum. It requires active and practical pedagogical approaches that can make citizenship a practical venture. Without practical pedagogical approaches Civic Education remains an academic exercise, merely for passing examinations. This scenario can limit the students' conceptualisation of citizenship and their contribution to society. Unless something is done to address the above highlighted challenges that hinder the effective transmission of the Civic Education programme in colleges and universities, it might not be seen to be fully enhancing the promotion of democratic citizenship ideals.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter presents the conclusions and recommendations of the study based on the findings of the study. The main purpose of the study was to assess the responsiveness of Civic Education teacher Education Curriculum towards democratic citizenship.

6.1 Conclusions

The purpose of the study was to establish the responsiveness of Civic Education teacher training curriculum towards democratic citizenship. Firstly, it established the understanding of students and lecturers of the study about the concept citizenship. It then explored the appropriateness of teaching strategies lecturers use for moulding democratic citizenship in Civic Education. Further, the study explored the challenges of learning and teaching democratic citizenship through Civic Education in colleges of education and universities in Zambia. The following were the major findings of the research:

The majority of participants of the study (college lecturers, college and university student teachers) had a minimal understanding of the concept citizenship. They equated citizenship to belonging to a group or country without any mention of participation and responsibilities attached to it, hence my conviction that one's conception of citizenship influences the way they consider themselves as citizens of their country.

The study revealed that both the college of education and university Civic Education teacher training curriculum had a good number of topics that appeal to promoting democratic citizenship. While this was so, the majority of participants indicated that there were a lot of deficiencies on the pedagogical approaches, the practical aspect of Civic Education was lacking and this condition acted as an impediment to the full implementation of Civic Education in line with developing democratic citizens.

Civic Education was a popular discipline among students in universities and Colleges of Education in Zambia. Although most lecturers interviewed indicated that they used participatory approaches in the teaching of Civic Education, students rejected this claim. The teaching of Civic education was not modelled on practices that encourage engagement of the learners and as such not lived and experienced by the learners. Service learning approaches

and other related aspects of it were clearly missing in the teaching and learning of Civic Education in colleges and universities. Current approaches in the teaching and learning of Civic Education were not responding in moulding democratic citizens. The teaching of Civic Education in colleges of education and universities were mainly done for examination purposes, to get a qualification and employment and not really to produce democratic citizens. Lecturers of Civic Education mainly used methodological practices that did not invoke critical thinking and reflection among the learners.

The study also revealed that the teaching and moulding of democratic citizenry through Civic Education faced challenges at colleges of education and universities. That ranged from inadequate teaching and learning materials, huge student numbers, limited lecture rooms' undemocratic college governance and unqualified lecturers. Civic Education as a programme faced critical shortage of people who had specialised in Civic Education. The programme was still using people from various fields so there was need to accelerate the element of human resource development especially at postgraduate level. The study concluded that there was work to be done in Zambia to make the Civic Education teacher training curriculum respond towards democratic citizenship, in order to produce informed learners who could be of service to their families, community and the nation at large.

6.2 Recommendations

The following were the major recommendations of the study:

Training of teachers of Civic Education in colleges of education and universities in Zambia should be reoriented towards service learning approaches if these teachers were to be democratic citizens relevant in society.

1. There is need to redefine and broaden the understanding of the concept citizenship in the Civic Education curriculum to include issues of participation than restricting it to “belonging” to a state only.
2. There is need to include theory and practice in the teaching of Civic Education. Pedagogical approaches that involve students' engagement should be encouraged.
3. Universities and Colleges of Education should be staffed by qualified lecturers in Civic Education and the huge student-lecturer ratio in Civic Education programme should be addressed so that quality is not compromised.

6.3 Suggestions for Further Research

The following studies could be conducted:

1. Challenges and prospects in the promotion of democratic citizenship in Colleges of Education in Zambia.
2. The adequacy of the Social Studies syllabus in the promotion of democratic citizenship in secondary Schools in Zambia with special reference to the junior secondary classes.

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LIST OF APPENDICES

RESEACH INSTRUMENTS:

APPENDIX A: UNIVERSITY/COLLEGE LECTURERS – INTERVIEW GUIDE

1. In your view, what does it mean to be a citizen of Zambia?
2. What is your understanding of democratic citizenship?
3. In your view, what are key competencies needed for democratic citizenship?
4. How confident are you that your students learn democratic citizenship ideals? If you are confident what changes have you seen in them?
5. What is the best way to prepare student-teachers for good citizenship?
6. What teaching methods/pedagogical approaches do you commonly use in your classes for Civic education topics?
7. What is the rationale behind using the teaching methods that you have just mentioned?
8. Do you think there is any links between students' classroom and community participation with citizenship knowledge and skills?
9. In your view would you say the Civic Education curriculum has adequate content to enhance democratic citizenship and if not, what is missing?
10. To what extent is the Civic Education teacher training curriculum responding to promoting democratic citizenship in Zambia?
11. What challenges do you encounter in your preparation of trainee teacher on Civic Education in general and how do you overcome them?
12. Do you have anything else that you would like to share or add?

APPENDIX B: FOCUS GROUP DISCUSSION INTERVIEW GUIDE

1. What come in your mind when you hear the word citizenship?
2. What does it mean to you to be a citizen of Zambia?
3. What is your understanding of democratic citizenship?
4. In your view what are the key competences needed for democratic citizenship?
5. Would you say the Civic Education curriculum has adequate content to facilitate democratic citizenship? If no, what is missing?
6. In your view, what is the best way of preparing pupils for good citizenship?
7. How confident are you that you are learning to be democratic citizens through the Civic Education program?
8. Would you consider yourself having adequate training to teach Civic Education topics at Secondary school level? If not what is missing?
9. What teaching methods do lecturers emphasize you should use when teaching pupils?
10. In your view, as you learn about democracy in Civic Education, do you think lecturers practice it as they teach during the course of the programme?
11. In your view, to what extent is the Civic Education curriculum responding to promoting democratic citizenship in Zambia?
12. Are there any challenges you encounter as a student in learning Democratic Citizenship at College/University level? If any elaborate further?
13. Do you have anything else that you like to share or add?