

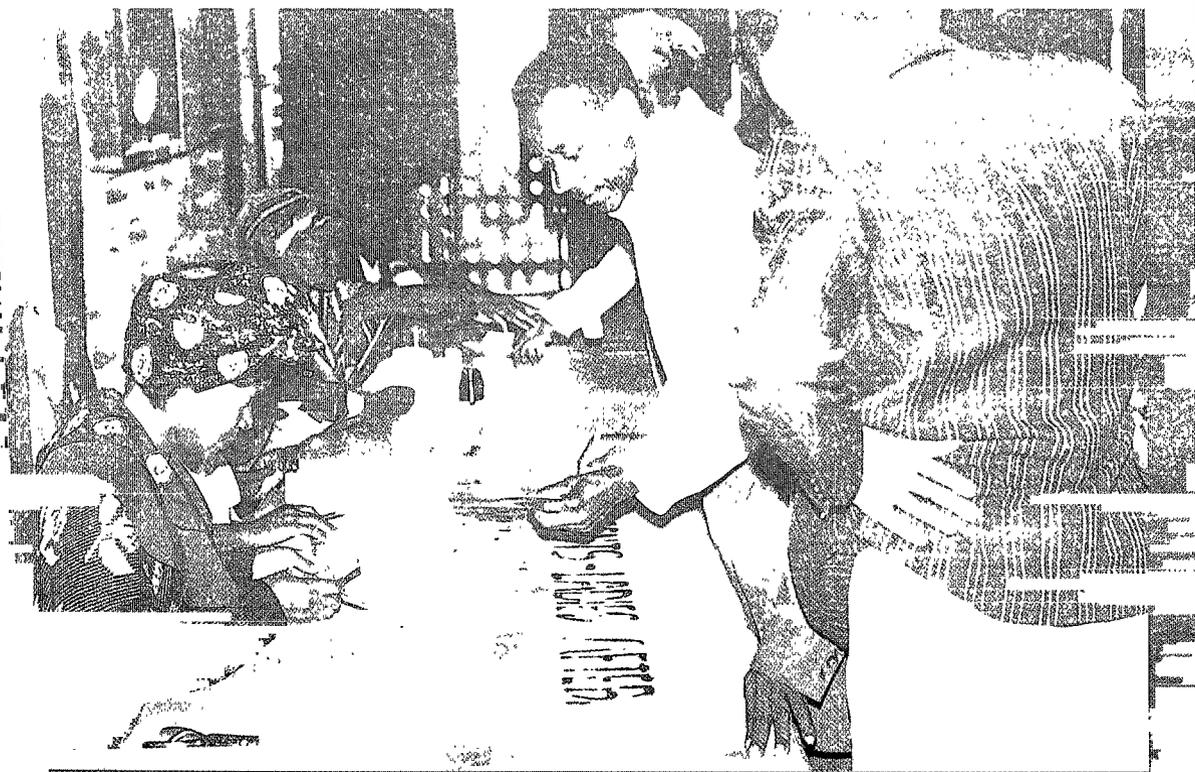
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# Zambia Basic Education Course

## Civics

# 8

## Pupils' Book



Ministry of Education

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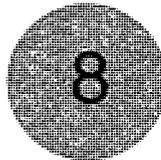
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# Zambia Basic Education Course

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Civics



Pupils' Book

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 **LONGMAN**

  
**Ministry of Education**

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# Preface

This is the first of the two textbooks for Junior Secondary Schools in Zambia. The Curriculum Development Centre has developed these for you on the recommendations from the National Symposium on Civics Education in Zambia held at the Mulungushi International Conference Centre between the 1st and 2nd November, 1995.

The course covers a wide range of current social, political and economic issues. Among them are gender and development, population and the environment, human rights, democratic governance, pressure groups and conflict and conflict resolution.

Read this book carefully and remember to consult your teacher about any topics you may find difficult to understand.

There are some exercises at the end of each chapter. These have been especially designed to help you understand the topic. Your teacher will guide you. The book has not been written merely for passing examinations. It is intended to mould you into a good and responsible citizen of this country.

Emily F. Chingo

**Director**

**Curriculum Development Centre**

**Ministry of Education**

# CHAPTER 1 Political development in Zambia 1890 - 1964

It is important that as a Zambian citizen, you should begin the study of Civics by looking at your country's political history. This will help you to understand how Zambians fought for independence, democracy, human rights and economic development. However, the struggle for these goals still continues. It is, therefore, important to know how much has been achieved and how much still remains to be done. You must also know and honour those Zambians who have done much to build democracy, promote social and economic development and respect for human rights. They must be regarded as good citizens whose examples should be followed.

Zambian borders were drawn by the British between 1890 and 1911. Before that time the country was divided into areas ruled by independent chiefs.

The British, through the British South Africa Company (BSA Co.) created Northern Rhodesia through agreements with chiefs. Those chiefs who did not want to co-operate with the BSA Co. were fought and defeated by its soldiers.

By 1911, Northern Rhodesia was a colony ruled by the BSA Co. A colony is a country ruled by people from another country. The British wanted to rule Northern Rhodesia because they needed raw materials, such as copper to use in their factories in Britain. The Africans were made to supply cheap labour in order to achieve this aim.

The following were the features of colonial rule in Northern Rhodesia:

- The chiefs lost their independence and became agents of the colonial government. This system of ruling through chiefs was called *indirect rule*.
- Africans were not allowed to take part in the government. They had no vote and were not allowed to stand as candidates in elections.
- Africans were forced to pay government tax but the colonial government did not use the money for the benefit of Africans.
- Africans were not allowed to move from one part of the country to another without the permission of the colonial government. An African was required to have a pass (*a chitupa*) in order to be allowed to live in town.
- Africans were only employed to do low jobs such as clerical work, mining or farm labour.
- African children went to separate schools from those of white children. Schools for African children were very poor.
- Africans who were employed on the mines were not allowed to live with their wives and children. For instance, miners on the Copperbelt could not live with their families.

- Africans were not allowed to enter some shops. They bought goods through windows. This was called the *hatch system*.
- Africans lived in separate residential areas from whites. Whites lived in good areas while Africans were in poor areas.
- Africans were not allowed to own big businesses. The only form of business Africans were allowed to run were tea-carts.

The few educated Africans realised the inequalities that existed between Africans and whites. This made them resist and fight colonialism. Those people who fought colonialism were called *nationalists*. They were called nationalists because they realised the existence of Northern Rhodesia as a nation, a country in which people sharing common values and beliefs belonged.

The formation of welfare societies was one way in which people began to resist colonialism. The first welfare society was formed in 1912 at Mwenzo in Northern Province and was led by Donald Siwale. In 1946, all the welfare societies were joined together by Dauti Yamba as a leader. This was done to strengthen the work of welfare associations. They became the *Federation of Welfare Societies (FWS)*.

The 1935 and 1940 strikes by African miners also helped in the struggle for independence. As a result of the two strikes, African miners were allowed to live with their families in the mine townships.

Nationalism grew as a result of the formation of the welfare societies. Nationalism is a belief that a group of people sharing the same values and beliefs should form their own state. The early nationalists believed that they could form their own government if they defeated colonialists. One way in which the colonialists could be defeated was by forming trade unions and political parties.

In 1948 the Northern Rhodesia African Congress (NRAC) was formed under Godwin Mbikusita Lewanika. The formation of a political party helped to resist the Federation of Rhodesia and Nyasaland which was being planned by colonialists. The party could also directly fight for self rule for Africans.

In 1949, the Northern Rhodesia African Mine Workers Union (NRAMWU), led by Lawrence Katilungu was formed. The Northern Rhodesia African Congress together with the mine workers union helped to resist colonialism. In order to strengthen the party, Harry Mwanga Nkumbula was appointed leader of the Northern Rhodesia African Congress in 1951.

The name of the party was changed to African National Congress (ANC). The change of leadership was hoped to strengthen the party in order to resist the Federation of Rhodesia and Nyasaland which was being planned by colonialists at the time.

The federation was the rule of the three states under one government whose headquarters was Salisbury (Harare). The three countries that were

---



Lawrence Katilungu



Donald Siwale

*These unionists fought for freedom.*

under the Central African Federation were Northern Rhodesia (Zambia), Southern Rhodesia (Zimbabwe) and Nyasaland (Malawi).

The failure by the ANC to stop the federation in 1953 caused a split within the party. Kenneth Kaunda and other young nationalists broke away from the ANC. They formed a new political party called the Zambia African National Congress (ZANC) in 1958. Their aim was to achieve independence as opposed to merely resisting the federation. The federal government viewed ZANC as a threat. The party was, therefore, banned in the same year and Kenneth Kaunda, the leader, was sent to jail.



Harry M. Kumbula



Simon M. Kapwepwe



Kenneth D. Kaunda

*These are some of the political leaders who fought for Zambia's independence.*

In 1959, the United National Independence Party (UNIP) was formed. It was led by Mainza Chona until Kenneth Kaunda was released from prison.

In 1960, the Monckton Commission was sent to Central Africa to assess the performance of the federation. The commission recommended that the federation comes to an end.

In 1961, the struggle for independence in Northern Rhodesia reached its peak. Even the people in the rural areas participated in the struggle for independence. In Northern and Luapula Provinces, there was the Cha Cha Cha campaign. This was a civil disobedience in which people blocked roads, destroyed bridges and burnt government property.

The colonial government now had no option but to allow elections in 1962 in which many Africans were allowed to vote. After the 1962 elections, UNIP and ANC formed a *coalition government*. A coalition government is formed when two or more political parties come together. During this period Nyasaland was allowed to leave the federation. As a result the other countries also left the Federation which ended in 1963.

In 1964 there were fresh elections in which UNIP formed a government after winning 55 seats in a 65 member parliament. ANC continued to exist as an opposition party. Kenneth Kaunda became President of the Republic of Zambia. Here is a summary of some of the important events which led to independence in 1964:

| Dates | Events                                                                                                  |
|-------|---------------------------------------------------------------------------------------------------------|
| 1890  | Signing of the Lochner Concession.                                                                      |
| 1895  | British South Africa Company (BSA Co.) starts to rule North Western Rhodesia.                           |
| 1897  | The British South Africa Company (BSA Co.) defeats the Ngoni and starts to rule North Eastern Rhodesia. |
| 1911  | North Western Rhodesia and North Eastern Rhodesia form Northern Rhodesia.                               |
| 1912  | Formation of welfare societies by Donald Siwale.                                                        |
| 1924  | Northern Rhodesia becomes a British Protectorate.                                                       |
| 1935  | The first strike by African miners at Nkana, Mufulira and Roan Antelope Mines.                          |
| 1940  | The second strike by African miners at Nkana and Mufulira.                                              |
| 1946  | The Northern Rhodesia African National Congress is formed under Godwin Mbikusita Lewanika.              |
| 1948  | The Northern Rhodesia African Mine Workers Union (NRAMWU) is formed under Lawrence Katilungu.           |

|      |                                                                                                                                   |
|------|-----------------------------------------------------------------------------------------------------------------------------------|
| 1949 | The Northern Rhodesia African National Congress changes to African National Congress under Harry Nkumbula.                        |
| 1951 | The start of the Federation of Rhodesia and Nyasaland.                                                                            |
| 1953 | Kenneth Kaunda breaks away from the African National Congress and forms a new party, the Zambia African National Congress (ZANC). |
| 1958 | ZANC is banned and its leaders are arrested.                                                                                      |
| 1959 | The United National Independence Party (UNIP) is formed.                                                                          |
| 1960 | The Monckton Commission comes to Northern Rhodesia to look at the federation.                                                     |
| 1961 | The Cha Cha Cha campaign in Luapula and Northern Provinces.                                                                       |
| 1962 | The United National Independence Party (UNIP) and the African National Congress (ANC) form a coalition government.                |
| 1963 | The Federation of Rhodesia and Nyasaland ends.                                                                                    |
| 1964 | Zambia becomes Independent. Kenneth Kaunda becomes President.                                                                     |

### Exercise 1

- 1 Explain the following terms:  
a) federation                      b) colonialism                      c) nationalism  
d) civil disobedience      e) indirect rule
- 2 Find out why African miners on the Copperbelt went on strike in 1935 and 1940. Write a report on your findings.
- 3 Find out why Kenneth David Kaunda broke away from the African National Congress.

## CHAPTER 2     Symbols of national identity

Every community has symbols by which it can be identified. For instance, you can easily identify a Red Cross institution by the Red Cross flag. The Red Cross members can be identified by the badge they wear.

Nations also have symbols of national identity. Zambia's symbols of national identity are the national flag, the National Anthem, Coat of Arms and independence day. Our symbols of national identity give us a feeling of belonging to a nation with common values. Values are beliefs that guide people's actions, choices and behaviour. Our common values in Zambia are:

- *Democratic governance.* We all agree and believe that democratic governance is the best form of government. In a democracy, people respect the rule of law. Regular, free and fair elections must be held. Election results must be respected by all the political parties that have taken part in an election.
- *Human rights.* We believe in the upholding of human rights. Human rights are God given. A right is a benefit which a citizen gets from the community. No person should take away other people's legal rights. The government should not violate rights of individuals. Any person who feels his rights have been violated can go to a court of law.
- *Equal opportunities for all.* In Zambia we believe that men and women should be given equal opportunities in education and employment.
- *National sovereignty and unity.* We believe that Zambia should exist as an independent and united nation.

### **The importance of the symbols of national identity**

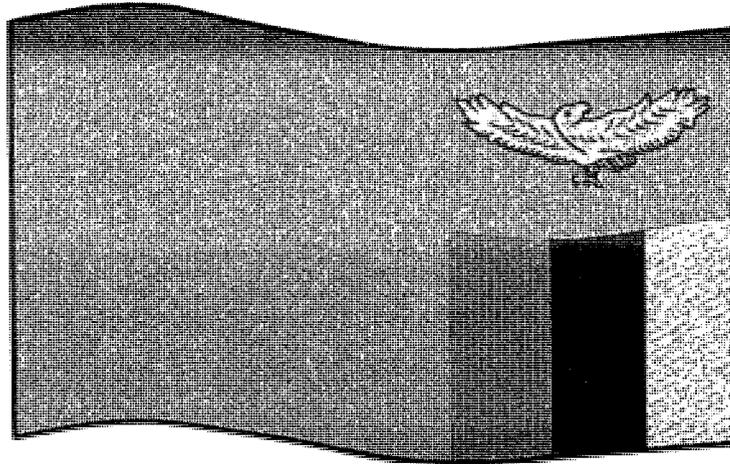
The symbols of national identity are a sign of independence. This means that we can make our own decisions. Before we became independent in 1964, the British government made decisions for Zambia. Today no foreign government can do this. There is no foreign law that can be imposed on the citizens of Zambia. Our parliament makes laws that we must obey. The Zambian government controls all the affairs of the country.

The economic activities in Zambia are also reflected on the symbols of national identity. Mining and farming is clearly demonstrated on the Coat of Arms. We demonstrate respect for symbols of national identity by:

- singing the National Anthem on official occasions.
  - saluting the flag of Zambia.
  - standing still when singing the National Anthem.
  - showing the Coat of Arms on the television screen before the Republican President speaks to the nation.
-

## The National Flag

The *black* colour on our *National Flag* stands for the people of Zambia. Red represents the struggle for freedom. *Orange* stands for our mineral wealth. The *green* represents the land and the natural resources. The *Eagle* symbolises the freedom that we have in Zambia and our ability to solve our own problems.



*This is the National Flag.*

## The National Anthem

The National Anthem is a song which is sung on official occasions, such as public meetings. It is sung at school assemblies and sports gatherings.

The tune of our National Anthem comes from a song called *Nkosi Sikelele Africa* which means God bless Africa. This song was written in 1897 by a South African called Enoch Sontonga. The song was a hymn and prayer of the black people of South Africa. This song was a symbol of Africa's long struggle for freedom. Here are the verses of our National Anthem:

*Stand and sing of Zambia, proud and free,  
Land of work and joy in unity,  
Victors in the struggle for the right,  
We've won freedom's fight,  
All one, strong and free.*

*Africa is our own motherland,  
Fashioned with and blessed by God's good hand,  
Let us all our people join as one,*

*Brothers under the sun,  
All one, strong and free.*

*One land and one nation is our cry,  
Dignity and peace neath Zambia's sky,  
Like our noble eagle in its flight,  
Zambia — praise to thee,  
All one, strong and free.*

*Praise be to God.....,  
Praise be, praise be,  
Freemen we stand.....  
Under the flag of our land  
Zambia — praise to thee,  
All one, strong and free.*

The National Anthem emphasises freedom, unity and hard work of the people of Zambia and the respect we have for God.

### **The Coat of Arms**

The Coat of Arms is another important symbol of national identity. It is used on government official paper.

The *Man and Woman* on the Coat of Arms symbolise the importance of family life in Zambia. It is also an indication of equality between men and women. The black and white wavy lines stand for the Victoria Falls on the



*This is the Coat of Arms.*

---

Zambezi River. The hoe and the pick stand for the hard work of the Zambian people in mining and agriculture.

The *eagle* on the Coat of Arms stands for the freedom that we have in Zambia and the ability to solve our problems. The *Maize Cob, the Mine Shaft Head* and the *Zebra* represent Zambia's resources such as the fertile land, minerals and wildlife.

The *National Motto* on the scroll 'One Zambia One Nation' stands for unity in the nation.

*Independence day* is 24th October. On this day Zambians throughout the world celebrate our freedom.

## Exercise 2

- 1 List the symbols of national identity in Zambia.
- 2 What is the importance of symbols of national identity?
- 3 Give four ways in which we demonstrate respect for symbols of national identity.
- 4 Mention some of the occasions when you sing the National Anthem.
- 5 Draw the National Flag and the Coat of Arms.
- 6 Recite the words of the National Anthem.

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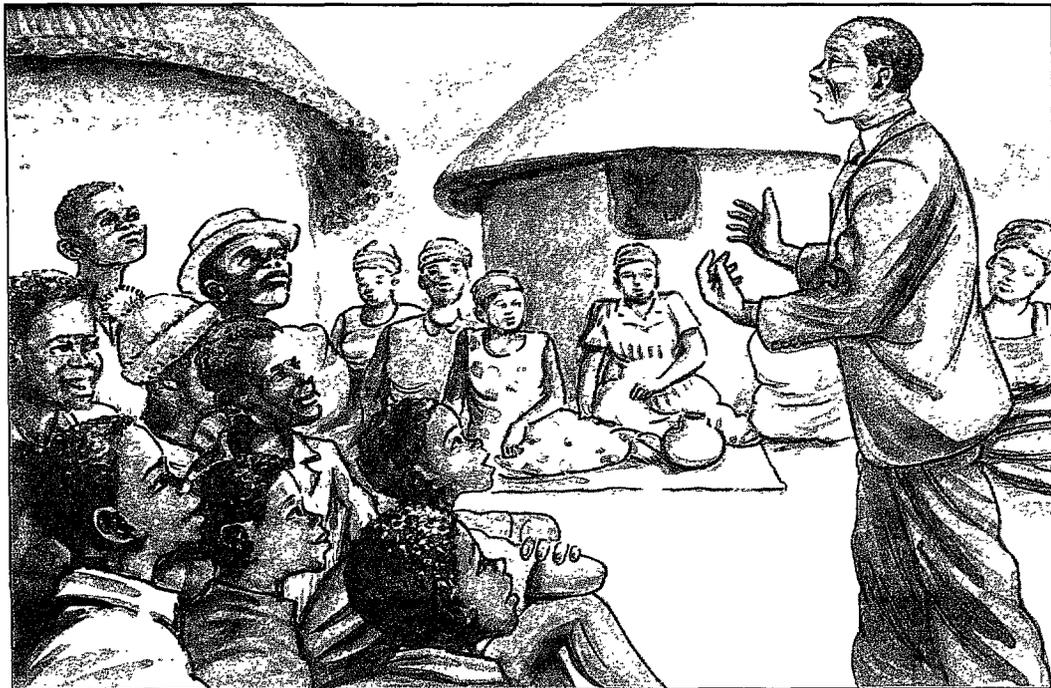
## CHAPTER 3    Forms of democracy and dictatorship

### Democracy

The word democracy was first used by the Greeks hundreds of years ago in Europe. It is made up of two parts: *demo* which means people and *cracy* which means rule. The word democracy means rule by the people of a country.

There are two types of democracy: *direct democracy* and *representative democracy*.

In a *direct democracy* all the members of the community, club or organisation come together in a meeting to discuss their problems. Any member can suggest a solution to a problem. Examples of direct democracy at work are meetings in a village concerning a specific problem. Every member is invited to the meeting and they are expected or allowed to speak on the matter that is being discussed. When members disagree on a matter, they decide what is to be done by voting through a show of hands or writing their choice on a piece of paper.



*These villagers are discussing water problems in their village. This is an example of direct democracy.*

## Representative democracy

However, direct democracy cannot be used by a large community or a nation. In Zambia there are about nine million people living in different parts of the country. All these people cannot go to the National Assembly in Lusaka to discuss national problems. Instead they choose people through elections. These people who are elected are called *representatives*. This is called representative democracy. Another word for representative democracy is *indirect democracy*. To represent means to act or speak for someone else.

In Zambia we have a *representative democracy*. The people of Zambia elect representatives at the national level called members of parliament. At local level people elect councillors.

In a democracy it is the people who rule through their elected representatives. In order to achieve this important goal, democracy must have the following characteristics:

- there must be free and fair elections that should be held at regular intervals, for example, general elections are held every five years. Local Government elections are held every three years. By-elections are conducted when a member of parliament dies or resigns from parliament.
- there must be two or more political parties that compete for political office.
- the opposition parties and pressure groups such as trade unions must be free to criticise the government.
- the government should not make people vote for one political party.
- the person who receives the greatest number of votes in an election becomes the representative of the people.
- the party that wins elections must not be prevented by the government or the army from forming a government.
- the newspapers, radio and television must be free to inform the citizens or criticise the government on any matter.
- there must be respect for the rule of law and human rights by the people and the government.

## Values in a democracy

In Chapter 2 you learnt that values are beliefs that guide people's actions, choices and behaviour. Everything that a person does is guided by his or her values. Many parents spend a lot of money on education because they believe it is necessary for the future well being of their children. Many people also go to church because of their belief in God. For democracy to succeed the people must share the following common values:

- Every citizen should be free to stand for elections regardless of his or her race, colour, religion or tribe.
- The people must be willing to take part in elections. People must also be members of political parties and pressure groups. They should also

be willing to monitor the actions of the government. People should be able to express their views on the government through the newspapers, radio and television.

- People must agree on and obey basic rules that guide political activity in the country. The ruling party must surrender its authority and responsibilities if it loses an election to the winning party peacefully.
- There should be tolerance and respect for the opinions of others. When there is disagreement, the groups involved in a dispute must be willing to *compromise*. This means that all groups should be willing to drop some of their demands in order to reach a peaceful agreement with the others. If groups such as political parties and pressure groups are not willing to compromise, this will lead to the break down of law and order and even civil war. In such a situation democracy cannot survive.

## **Dictatorship**

A dictatorship is a system of government in which the people have little or no say in national affairs. The people are afraid to disagree with the government. The police and the courts are used to arrest and imprison those citizens who disagree with the government. The newspapers, radio and television are not free to say or write anything against the government. The following are the characteristics of a dictatorship:

- during elections, people are made to vote for one party.
  - opposition parties cannot be formed.
  - elections are not free and fair.
  - political power is in the hands of one man or woman.
  - newspapers, radio and television are controlled by the government.
  - people who oppose the government can be killed, tortured or put in prison without trial.
  - the police spy on the people and arrest those who criticise the government.
  - the courts judge cases according to the instructions or wishes of the government.
  - voluntary associations such as trade unions are forced to be members of the ruling party. They can also be banned by the government.
  - the government uses force to remain in power.
  - the people become servants instead of masters of the government. The government claims that it knows what is good for the people.
  - the people's rights are not respected.
  - government leaders use their positions to make themselves and their families rich. They do not look after the needs of the people.
-

## Types of dictatorship

There are different kinds of dictatorship.

- 1 *Military dictatorship.* Some countries are ruled by armies. The army forms the government by over-throwing the elected representatives. The sudden take over of power by the army is called a *coup d'état*. The army rules by decrees or orders. *Decree* means command. Political parties are banned and pressure groups are unable to influence government decisions.



*This is an example of a dictator in Africa.*

- 2 *Autocracy.* This is rule by one person. He or she may come to power by being elected but later does not allow other citizens to challenge him or her in an election.
- 3 *Monarchy.* A monarchy is a country ruled by a King or Queen. A traditional ruler of a small community is called a chief. The area under his or her control is a chiefdom. A monarchy or chiefdom is regarded as a dictatorship because the king, queen or chief is not elected by the people. He or she inherits power from the family. Kings, queens and chiefs do not treat people that they rule as their equals. They regard them as subjects who should respect their rule. There are two types of monarchies: An *absolute monarchy* is a dictatorship ruled by a king or

queen who has unlimited powers as in Swaziland and Morocco. However, a *limited monarchy* is a democracy if it is ruled by a king or queen who has limited powers like Britain, Holland and Lesotho.

- 4 *Oligarchy*. This is a dictatorship by a group. The group can be a race or tribe. For example in South Africa during Apartheid only white people were allowed to take part in government. The black people were not allowed to vote or form political parties.

### Exercise 3

- 1 The table below summarises the characteristics of democracy and dictatorship. Copy the table in your exercise book and fill in the empty spaces.

| Democracy                                        | Dictatorship                                                       |
|--------------------------------------------------|--------------------------------------------------------------------|
| Free and fair elections.                         | No elections or elections are controlled to suit the ruling party. |
| Formation of opposition parties.                 |                                                                    |
|                                                  | Controlled press.                                                  |
|                                                  | No respect for human rights.                                       |
| Courts are free to decide on cases.              |                                                                    |
| People are free to form voluntary organisations. |                                                                    |

- 2 From 1972 to 1991, Zambia was a one-party state under the rule of the United National Independence Party (UNIP). It was called *one party participatory democracy*. Use the characteristics of democracy and dictatorship to discuss whether Zambia was a democracy or dictatorship under UNIP.

## CHAPTER 4 The constitution

### The importance of a constitution

In Chapter 1 you learnt that before colonial rule, Zambia was divided into areas ruled by chiefs. These chiefs had great power. They could order their armies to burn villages, kill people and make others slaves. When there was a bad chief, people lived in fear. They did not know what would happen to them the following day.

However, the people needed their chiefs. These rulers protected their people from enemies who wanted to attack them. They gave land to the people. When people quarrelled, they took the matter to their chief who solved the problem.

This example of the chiefs has given us the two faces of every government. A government can protect its citizens and provide social services like education but the same government can use its power to command and harm its citizens. It can arrest, detain, torture and kill people without trial.

In order to make sure that governments look after the welfare of the people and do not use their powers to harm them, citizens agree on a constitution. A *constitution* is the law which a society uses to organise its government, defining and limiting its power.

### Features found in a constitution

- It establishes the government structure.
- It gives the government institutions their powers. It also gives limits on the use of these powers.
- It describes who is a citizen of that country.
- It describes procedures or methods that government officials must use to make laws and other decisions that affect the rights of citizens. If government officials do not follow these procedures, then the citizens have the right to disobey their decisions.
- It states which positions in the government are to be filled through elections and which ones are to be filled through appointments.
- It describes the relationships among the three organs of government, that is the executive, legislature and judiciary.

The constitution is the most important law in the land. All other laws must be in line with the constitution.

The constitution is important because it is an agreement by people on how they would like to be ruled. The people can show their acceptance of a constitution by approving it through a referendum, their members of parliament or a constituent assembly.

## Types of constitution

In many countries the constitution is in the form of a book with several pages. In Zambia the book can be bought from government printers in Lusaka. This is an example of a written constitution. In Britain the constitution is not written. The government and people depend on traditions and customs to guide them in national matters. This is called an *unwritten constitution*.

Constitutions also differ in the way they can be changed or amended. A constitution that can be changed by two thirds of the members of parliament is a *flexible constitution*. There are some constitutions that require a referendum before they can be amended. These are *rigid constitutions* because they are difficult to change.

Zambia has a flexible constitution. It can be adapted and amended by a two-thirds majority in the National Assembly. However, the section that deals with the rights of citizens cannot be changed without a referendum.

## The constitution of Zambia

*The constitution says that Zambia shall be a republic:* This means that the head of government cannot be a king, queen or chief but is elected by the people. The government must rule according to the values of democracy. There should be rule of law and justice for all. The rule of law means that those who govern must obey the laws that they make like every other citizen in the country. It also means that government must act according to established procedures and laws. It must treat all sections of the population equally.

*The constitution also states that all power belongs to the people of Zambia:* The people exercise this power through their elected representatives. The power to run the government is divided among the three organs of government. These are the executive, legislature and judiciary. The three organs check and balance each other. For example, a law made by parliament can be abolished by the courts if it is not in line with the constitution. Some appointments made by the President must be approved by the National Assembly and the President can be removed from office by the National Assembly if he or she commits a very serious offence.

The checks and balances prevent one person from becoming too powerful and they ensure that those in the government do not use their offices to violate the rights of citizens. The constitution of Zambia has the following parts or sections:

- *The introduction.* The introduction gives the name of the country and the values on which it will be governed.
- *Fundamental human rights and freedoms:* These are the rights which every Zambian should have and people's rights must be protected by the constitution.
- *Citizenship.* The constitution gives the qualifications for Zambian citizenship.
- *The executive.* It specifies the composition of the executive.

- *The legislature.* The constitution gives powers to the legislature to make, amend or repeal (abolish) laws. It also states how laws are to be made.
- *The judiciary.* This is the organ of the government which enforces and interprets the laws of the country. Both the legislature and executive must not interfere with the work of the judiciary.

There have been a number of changes or amendments to the Zambian constitution since 1964. The following are the most important ones:

- In 1966 the qualifications for Zambian citizenship were changed.
- In 1967 the number of elected members of parliament was increased from 75 to 105.
- In 1967 the voting age was lowered from 21 years to 18 years.
- In 1969 a referendum was held so that the government could amend the constitution through parliament.
- In 1973 the constitution was amended so that Zambia could become a *one party state*.
- In 1973 the number of MPs was increased from 105 to 125.
- In 1990 the constitution was amended so that many parties could take part in politics.
- In 1991 the number of MPs increased from 125 to 150.
- In 1996 the constitution was amended to:
  - 1 declare Zambia a Christian nation.
  - 2 change the citizenship qualifications.
  - 3 change the qualifications of a presidential candidate.

## Democracy and the constitution

The constitution is the foundation of democracy because it limits the powers of the government. This is the major function of a constitution. However, many countries have governments that violate human rights, although the constitution is supposed to protect the same rights. The constitution can only protect the people if they are prepared to obey, defend and if necessary fight to save it. Citizens should use the constitution to monitor and judge the actions of the government.

### Exercise 4

- 1 What is a constitution?
- 2 List the functions of a constitution.
- 3 Discuss ways in which citizens can make sure that their government follows the constitution.
- 4 List the sections that are found in the Zambian constitution.
- 5 Name two ways in which the Zambian constitution can be amended.

## CHAPTER 5      **Citizenship**

Every person is a member of a community. A *community* is a group of people who live in the same area and depend on each other for the things that they need. Usually a person belongs to different communities. You are a member of your school community but you are also a member of a village community if you live in a rural area or a township community, or if you live in an urban area. From each community, you receive certain forms of help or benefits. These benefits are called *rights*. As a member of the school community, you have the right to be taught and use the school library. As a member of the village or compound community you have the right to shelter (a house), clean water and many other things.

Apart from the village or town community, every person in the world today is a member of a national community. A member of a national community is called a *citizen*. Citizens of a country have a collective name, for example, citizens of Zambia are called Zambians, those of Zimbabwe are called Zimbabweans. Similarly we have Indians, Americans, Germans, Brazilians, Chinese and many others.

### **The importance of citizenship**

*Citizens of a country enjoy certain rights or benefits* that can not be enjoyed by people from other countries even if they have lived in the country for a long time. So a *citizen* can be said to be a person who possesses certain rights which the law denies to visitors and residents from other countries. As a Zambian citizen you have rights that you are going to learn about in Chapter 9.

*Citizens also share a feeling of belonging together.* Citizenship unites people who belong to different races, tribes or religions. They work together in peace and harmony to improve their lives. They learn to solve their problems without fighting along racial, tribal or religious lines.

*Citizens show love and pride in their country.* This feeling of love among citizens is called *patriotism*. Certain national events and symbols such as Independence day, the National Anthem and the National Flag are respected by all citizens. The feeling of love that unites citizens means that a citizen shows concern for the sufferings of fellow citizens and happiness for their achievements or victories. There are many examples of shared feelings. For example, all Zambians mourned when we lost the national football team in a plane crash off the coast of Gabon in 1993. Similarly, all Zambians rejoice when the team wins an international soccer match.

## Qualifications of a Zambian citizen

The constitution, the most important law in the land, says who is a Zambian citizen. The following people qualify to be citizens of Zambia:

- A person who was born in Zambia.
- A person whose mother or father was born in Zambia.
- A person who has lived in Zambia for ten years and whose application for citizenship has been accepted by the Zambian Citizenship Board. The Zambian Citizenship Board is the body that gives citizenship to foreigners who want to become Zambians.

Every Zambian citizen should get a green National Registration Card at the age of 16 years. The small plastic card is a symbol of Zambian citizenship. It is given out by the Department of Registration in the Ministry of Home Affairs. The card has a photograph and a signature on one side. On the other side there is a number, name, sex, date and place of birth, chief and district. The card is used in business and official matters for identification.

However, citizenship may be withdrawn:

- if that person acquires the citizenship of another country by a voluntary act, other than marriage, ceases to be a Zambian citizen.
- if the person indicates the intention to adopt another citizenship.
- if that person becomes a citizen of Zambia by registration and immediately after that, also becomes a citizen of some other country.

## Rights and duties of a citizen

We have seen that a citizen is a member of the national community on which he or she depends for all the things that he or she needs. In addition a citizen has certain rights which people from other countries do not have.

As a Zambian citizen you have the right to benefit from the social services such as education and health that the government provides. Foreigners who use these services pay higher fees than citizens.

The government also maintains security forces to protect its citizens from inside and outside attacks. It is the right of citizens to be protected by their government.

The government also asks employers to give jobs to Zambians. Foreigners who work in Zambia must be given work permits by the government.

A good citizen is aware that the benefits that he or she receives from the government and the community come from the work of his or her fellow citizens. For example, many pupils are in school today because of the work of Parent Teachers' Associations. If there is peace and security in the community, it is because fellow citizens obey the law. If there is enough food, water and other services in the community, it is because fellow citizens are hard-working.

Every citizen therefore has both rights and duties. A right is a benefit which

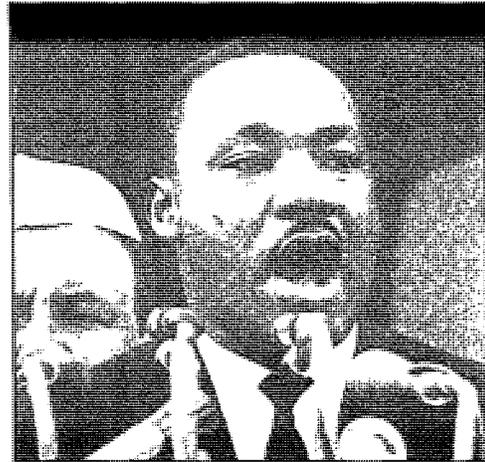
a citizen gets from his community while a duty is something which a citizen does for his community or country. Citizens cannot enjoy their rights if they do not carry out their duties. A good citizen is a person who knows his or her rights and does his or her duties. The following are the duties of a Zambian citizen:

1 *To help make democracy work.* We have seen that democracy is rule by the people. Democracy therefore cannot work if the citizens are not interested and do not take part in national affairs. There are four reasons why a citizen should participate in public affairs. These are:

- The right to have a say in the government is a valuable or precious gift that many people throughout the world have fought for. People like Nelson Mandela of South Africa and Martin Luther King Junior of the United States of America gave their lives so that their people could take part in the government.



Nelson Mandela



Martin Luther

*These are some of the people who gave their lives for freedom.*

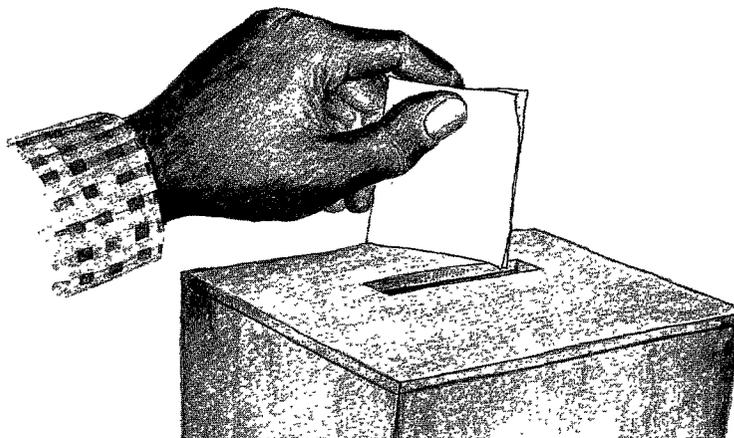
Many ordinary Zambian men and women took part in the struggle for independence so that Zambian citizens could have a say in their government.

- The other reason why it is important for citizens to take part in public affairs is that governments cannot be trusted to do what the people want. For example, the government may spend money buying expensive weapons for the army instead of building schools, clinics, and roads which benefit the people. It is important therefore that the citizens tell civil servants, ministers, councillors and members of parliament what they would like their government to do.
- Government has a lot of power which it can use to limit the freedom of the people. Citizens must therefore make sure that their government works according to the law.

- A citizen who takes part in public affairs becomes a better and more responsible person as they come to know the problems of their community. They give time and effort to improve the lives of their fellow citizens. For a person to participate effectively in national affairs, they must know the organs of the government and their work. They must also know what is happening in the country.

*A citizen can help to make democracy work by:*

- voting.
- lobbying, that is, talking to civil servants, members of parliament, ministers and councillors.
- joining voluntary organisations such as political parties and pressure groups.
- demonstrating, that is, joining other citizens in a march or a meeting protesting against a government action or plan.
- expressing views in newspapers, radio and television.

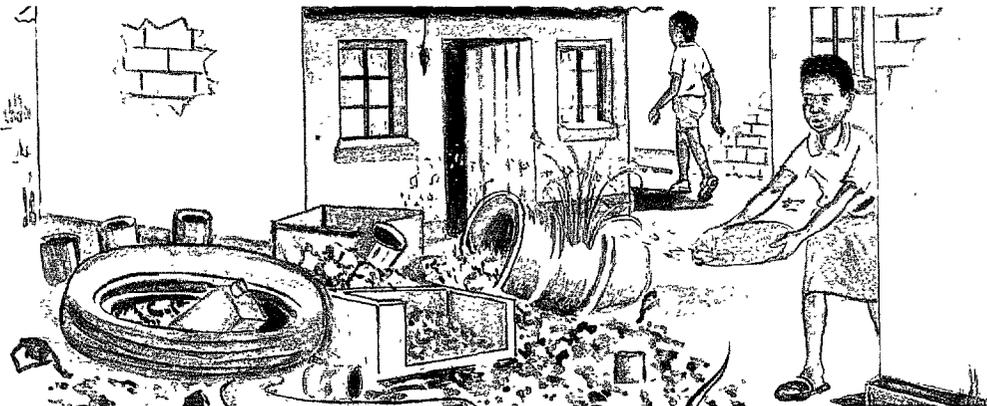


*How a citizen helps to make democracy work.*

- 2 *To work for economic development.* Zambia is a very poor country. Many people do not have enough food, shelter and clothes. The water they drink is not clean and safe. Many do not go to hospitals when they are sick and many children cannot get into schools. The government may build schools, hospitals and clinics but it is the hard work of the citizens that will produce the goods such as food, clothes, blankets and tools that will improve the lives of the people. It is therefore the duty of every citizen to work hard to achieve economic development.
- 3 *To obey the law.* It is the duty of every citizen to obey the law. Laws are for the benefit of everyone in the community. Without laws there would be no peace, safety and security for everybody.  
*To help the police.* A citizen must not only obey the law but must help the police to control crime in the community. In many parts of Zambia,

citizens have formed *neighbourhood watch committees* to help the police. Citizens have the right to arrest but not to punish those who break the law. When a person is arrested by members of the community he or she must be handed over to the police who will send the person to court for a fair trial.

- 4 *To help defend the country.* One important duty of every citizen is to help defend Zambia if it is attacked by another country. If Zambia is ruled by another country, its citizens will lose their rights. For example, when Britain ruled Northern Rhodesia, Africans were not allowed to take part in government.
- 5 *To be helpful to fellow citizens.* In Zambia there are many people who need help. These are the poor, the blind, the old, the disabled, the sick and other vulnerable groups such as street kids. There may also be victims of war, famine, accidents and drought. A good citizen will join voluntary organisations such as the Red Cross, the Lions Club, the Rotary Club and many others that help the needy.
- 6 *To pay tax.* We have seen that the government provides security and social services to its citizens. This means that it has to maintain an army, a police force and build schools, clinics, hospitals and roads. All these things require money to build and maintain. It is therefore the duty of every citizen to pay all lawful taxes. *Tax* is money paid to the government by citizens so that it can carry out its work.
- 7 *To keep the environment clean and safe.* By environment we mean our surroundings. Citizens can either make their surroundings clean or dirty. A clean environment is necessary for good health. A dirty environment is a danger to the health of the community.



*This is a common sight in most Zambian townships.*

This is a common sight in many Zambian communities. As a result there are frequent epidemics of cholera and dysentery. It is the duty of citizens and their councils to keep their environment clean.

- 9 *To care for public property.* Every community in Zambia shares certain

facilities such as schools, clinics, telephones, roads and post offices. These facilities are important for the well being of the community. However, it is common for some people to destroy these facilities. This is called *vandalism*. Vandalism is bad because it does not help promote development and the well being of the community. Money that is supposed to provide more facilities is used to repair the destroyed ones.

- 10 *To promote and respect the human rights of fellow citizens. A good citizen must be tolerant.* To be tolerant is to be willing to allow other people to hold and express different opinions and to take action which one may not like. For example, some citizens may support the abolition of the death sentence. They may organise meetings and demonstrations to express their views. Those who disagree with them should not stop them.
- 11 *A good citizen must be fair and just if he or she is to promote and respect human rights.* This means that he or she must not practise or believe in nepotism, tribalism and sexual discrimination. Nepotism is the practice by certain officials of giving jobs to their relatives. *Tribalism* is the belief that people who belong to one tribe are better and more superior than other people. Tribalism has led to wars in some African countries like Rwanda, Burundi and Nigeria.
- 12 *A good citizen must also be honest.* This means that they must not practise corruption. Corruption happens when a person uses his or her position to get rich. Corrupt people ask those who need help to pay them. This is not good because it makes those who can not pay suffer even if they have a right to be helped. A good citizen knows that nepotism, tribalism and corruption can harm the peace, development and democracy in the country. A good citizen should join other citizens in political parties and pressure groups to fight against these evils.

In this chapter we have seen that every person in the world today is a citizen of one country or another. In every country citizens have rights and duties. We have also learnt that qualities of a good citizen are hard work, love for one's country, tolerance, self discipline and respect for the law.

### Exercise 5

- 1 What is a citizen?
- 2 What are the qualifications for Zambian citizenship?
- 3 Democracy does not just happen. Citizens make it work. Explain how citizens can promote democracy.
- 4 List the duties of a citizen.
- 5 Carry out a survey of your community. Look at the state of the following services: water supply, rubbish disposal, school maintenance, road repair and any other services of interest to your community. What must the citizens do to improve the services?

## CHAPTER 6 Political parties

A political party is a voluntary association of people who share common beliefs and wish to form the government of the country.

In a democracy, any group of people can form a party. They can give their party a name and elect its leaders. They can tell the nation what the party's beliefs are and how they will put them into practice. For example, a party may believe in the equality of men and women. It will then promise that if it wins elections and forms the government, cabinet posts will be shared equally between men and women. The beliefs, ideas, programmes and plans of a party are written down in a document called a party manifesto. A party must be registered with the Registrar of Societies before it can be allowed to operate.

### **The functions of political parties**

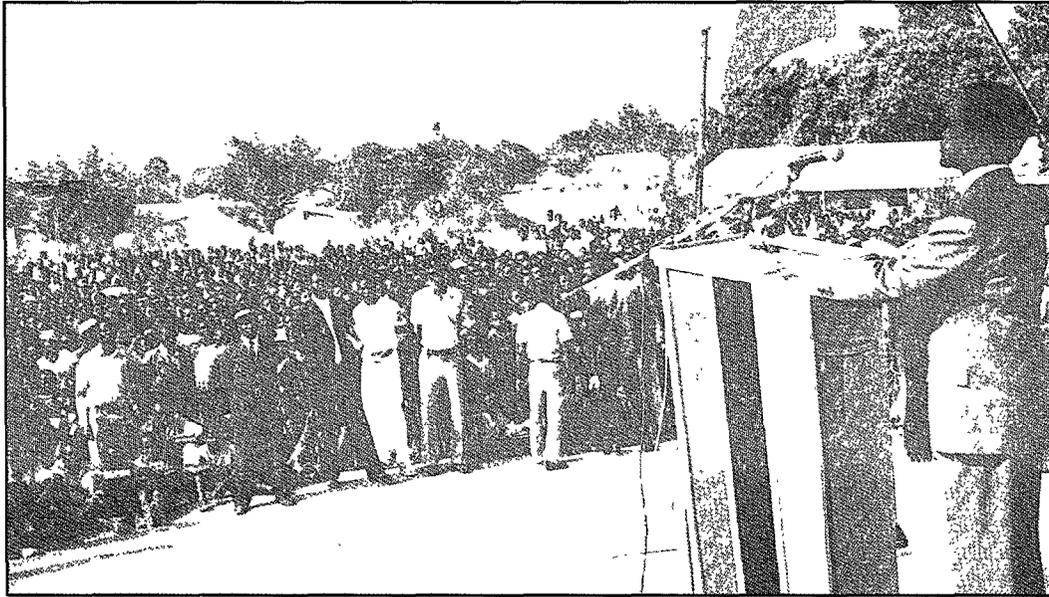
Political parties make democracy real for the people. In Zambia people lend power to a political party for five years. It then forms the government and becomes the ruling party. If at the end of five years, the party fails to keep its promises to the people, they can vote for another party. Without political parties, there can be no democracy. When the army takes over the government and bans political parties, the country becomes a military dictatorship.

In a democracy, political parties carry out several functions. Here are some of the functions:

- *They make the change of government orderly and lawful.* In a multiparty system there is a ruling party and an opposition party or parties. If the ruling party loses an election, its leaders must leave their government posts without causing trouble. In the 1991 general elections the Movement for Multiparty Democracy (MMD) became the ruling party. It won 125 seats against UNIP's 25 seats. The MMD formed the government and UNIP became one of the opposition parties.
  - *Government leaders come from political parties.* In Zambia, the President, Cabinet Ministers, most Members of Parliament and Councillors belong to political parties. It is very difficult for a person who does not belong to a party to win an election. This is because nearly all political activities are organised by parties. In an election parties persuade the people to vote for their candidates.
  - *Opposition parties provide an alternative government.* The ruling party may fail as a government to satisfy the people's needs for jobs and social services. It may also fail to respect human rights and freedoms.
-

In such a situation the people can exercise their democratic right to vote for an opposition party or parties to form a government.

- *Parties educate citizens about national affairs.* In their efforts to win an election, parties use newspapers, radio and television to give information to the people. They also hold public meetings or rallies where they talk directly to the people. They point out the problems the nation faces and how they could be solved. Opposition parties point out the failures of the ruling party. The ruling party also points out the shortcomings of the opposition parties. In this way citizens can choose which party has the best solutions to their problems. Political parties educate people about national problems through meetings, newspapers, radio and television.



*This is an example of a political rally.*

- *Political parties encourage citizens to take part in national affairs.* We have seen that democracy cannot work if people do not take part in national affairs. Parties make it possible for citizens to participate in public affairs. When a person joins a political party he or she discusses national affairs with others so that the party can win elections. Parties also encourage people to discuss their problems so that they can pass them to the government. At election time parties persuade citizens to use their democratic right to vote. Parties therefore promote citizens' participation in national affairs.
- *Political parties make it possible for the executive and the legislature to work together.* The constitution of Zambia divides the power to rule the country among the executive, the legislature and the judiciary. If the

majority of MPs do not belong to the same party as the President then the executive may find it difficult to carry out its work. For example, the National Assembly may not pass the budget which is necessary for the executive to raise money for its work. However, there are no problems if the President and the majority of MPs in the National Assembly belong to the same party.

## **Party organisation**

A party must have an organisation to carry out the functions outlined above. The way a party is organised is outlined in its constitution. The following is a typical structure of a party organisation in Zambia.

### **The national committee**

This is the most powerful organ of the party and it is based at the party headquarters. Senior members of the party make the committee and its meetings are usually chaired by the party president. In the MMD and other parties the national committee is the National Executive Committee (NEC) while in UNIP it is called the Central Committee. The functions of the national committee are to:

- look after the affairs of the party throughout the nation.
- carry out the decisions of the party.
- raise funds for the party.
- choose candidates for elections.
- work out methods of winning elections.
- discipline party members.
- appoint party workers.
- discuss national issues with other parties.

### **The provincial committee**

At the provincial level there is a party committee that looks after the affairs of the party in the province. It is headed by a provincial chairperson. The functions of the provincial committee are to:

- win support for the party in the province.
  - organise the party in the province.
  - publicise party programmes in the province.
  - act as a channel of communication between the national leadership and the province.
  - select delegates to the national conference or convention.
  - persuade voters to vote for the party candidates.
  - raise and administer party funds.
- 
-

### **The district committee**

This committee is headed by a District Chairperson and it has the following functions:

- organise the party.
- raise funds for the party candidates.
- win support for party candidates.
- communicate with provincial leaders.
- organise public meetings or rallies.

In some parties like the MMD there are constituency committees who carry out similar functions.

### **Sections and branches**

Districts are divided into sections and branches. They are the lowest organs of the party. Their leaders are called branch or section chairpersons. The work of the branch or section committee is to:

- maintain support for the party at local level.
- monitor local opinion and advise the district and provincial leadership.
- sell party membership cards.
- win support for party candidates during elections.

### **Party conferences or conventions**

From time to time representatives of the party meet to discuss party and national matters. These meetings are called national provincial or district conferences or conventions depending on where they are held. The functions of these meetings are to:

- discuss party organisation.
- work out party policies or plans of action.
- elect party leaders.

The national convention or conference elects the leaders of the party such as the president, the chairperson, treasurer, the secretary-general and the publicity secretary.

The president is the leader of the party. In a general election he or she is the presidential candidate of the party.

- The chairperson chairs important meetings of the party such as the national conference or convention.
- The treasurer raises and looks after the funds of the party.
- The secretary general or national secretary looks after the day to day affairs of the party.
- The publicity secretary informs the nation about the aims and activities of the party.

Some parties have structures that deal with women and youth affairs at the

national, provincial and district levels. These are usually called Women's or Youth Leagues or Wings.

In this chapter you have learnt that political parties have important functions to play in a democracy. There can be no democracy without political parties.

### **Exercise 6**

- 1 What is a political party?
- 2 What is the difference between the ruling party and an opposition party?
- 3 Explain the functions of a political party in a democracy.
- 4 Describe the typical structure of a party in Zambia. Explain why this structure is necessary for a party to win elections.
- 5 Make a table like the one below showing the name of the party, their leader and headquarters.

| <b>Name</b> | <b>Leader</b> | <b>Headquarters</b> |
|-------------|---------------|---------------------|
| 1           |               |                     |
| 2           |               |                     |
| 3           |               |                     |
| 4           |               |                     |
| 5           |               |                     |

## CHAPTER 7 Pressure groups

A *pressure group* is a voluntary association of people who share certain aims and who wish to influence the decisions of the government.

When the MMD government came to power in 1991 one of the important jobs it wanted to do was to produce a new constitution for Zambia. We have seen that the constitution is the most important law in the country. It shows the way citizens of the country want to be ruled.

In 1996 the government produced a draft constitution. However, some Zambians did not like certain rules in the new constitution. One of these rules was that a person who wanted to be a president of Zambia must have Zambian parents. They argued that the MMD government must allow the Zambian people to say whether they wanted a constitution with such rules. This was to be done through a referendum or the constituent assembly. In a referendum the government asks the people to vote *yes* or *no* on a certain issue. A *constituent assembly* is a national meeting that is called upon to discuss important issues that are contained in the constitution.

A constituent assembly has representatives from all sections of the population such as political parties, trade unions, churches, women's groups, student organisations, human rights associations and youth groups. However, the MMD government said that the new constitution could not be adopted by a referendum or a constituent assembly. It argued that only the National Assembly had powers to pass the constitution.

Some pressure groups formed a voluntary organisation called Civil Society. *Civil Society* is an example of a pressure group. Its aim was to make the government change its decision so that the constitution could be adopted through a constituent assembly. It argued that this would be a more democratic method because the National Assembly was dominated by the MMD.

In its efforts to change the stand of the government Civil Society held a demonstration in front of the National Assembly in February 1996. The following month it held a citizens' convention or meeting at Mulungushi International Conference Centre in Lusaka.

Another name for a pressure group is interest group. The word interest refers to the things that people value and would like to have such as money, education or freedom. Another type of pressure group is non governmental organisations (NGOs).

Pressure groups act as a link between the citizens and the government. It is very difficult for a single person to change the decisions of a government. But when people write and speak with one voice, the government may be persuaded to do what they want. For pressure groups to work well, the

government must respect the rights of citizens such as the freedom of speech, association and the freedom to give and receive information.

Pressure groups use a number of methods to achieve their aims. These are:

- |                                                               |                                          |
|---------------------------------------------------------------|------------------------------------------|
| <input type="checkbox"/> discussions with government leaders. | <input type="checkbox"/> strikes.        |
| <input type="checkbox"/> press campaigns.                     | <input type="checkbox"/> demonstrations. |
| <input type="checkbox"/> road blocks.                         | <input type="checkbox"/> boycotts.       |



*Pressure groups use a number of methods including demonstrations to achieve their aims.*

In the last chapter you learnt about political parties. There are important differences between a political party and a pressure group.

Parties aim at gaining power through winning elections at the national and local levels. They want their members to be presidents, ministers, mayors, members of parliament or councillors so that they can exercise political power.

Pressure groups do not want to occupy government positions, their aim is to influence those who occupy these positions.

A political party relies on an organisational structure to achieve its aims of winning political office. A pressure group may or may not have a structure. A group of citizens can come together to influence the government on a certain issue. Once that has been achieved, they can disband.

The main aim of a pressure group may not be to influence the government. It may exist in order to do other things in the community. For example the main aim of the Church is to preach the word of God. However, the Church acts as a pressure group at times when it feels that the government is not following democratic procedures or is threatening the rights of the people.

There are many pressure groups in Zambia and these fall into different categories:

### **Womens' groups**

Women do not enjoy full human rights in Zambia. For example, their property rights are not recognised by their families and communities. Women occupy very few posts in the cabinet, national assembly and civil service. The following pressure groups aim at promoting and protecting the rights of women:

- Women's Lobby Group (WLG).
- Young Women's Christian Association (YWCA).
- Women for Change (WC).
- Women in Law and Development in Africa (WILDAF).

These organisations want to achieve their aims through:

- educating women on their rights.
- urging the police and the courts to enforce laws that protect women's rights.
- encouraging the education of girls.
- encouraging women to stand for political office.
- changing the attitudes and values of communities towards women.
- seeking equality of men and women through the law.

### **Industrial organisations**

The following are the most important economic organisations that act as pressure groups on the government.

- Trade Unions.
- Zambia Chamber of Commerce and Industry (ZACCI).
- Zambia Association of Manufacturers (ZAM).
- The Zambia National Farmers Union (ZFU).

These groups use methods such as discussions, press statements, advertisements and support for some party candidates in order to influence the government. Trade Unions can also withdraw the service of their members. This is called a *strike*.

### **Civic organisations**

These organisations monitor the actions of the government to ensure that it follows democratic procedures and they educate the citizens on their rights and duties. These are:

- The Foundation for Democratic Process (FODEP).
- The Zambia Independent Monitoring Team (ZIMT).
- Zambia Civic Education Association (ZCEA).
- The Catholic Commission for Peace and Justice (CCPJ).

- Civil Society (CS).
- The Law Association of Zambia (LAZ).

These groups carry out civic education campaigns in the communities on the rights and duties of citizens. They organise demonstrations, write petitions and advertisements in their efforts to change the decisions of the government.

### **Religious groups**

Churches are very active pressure groups. They have used their position in society to point out the effects of government decisions on the people, such as hunger and unemployment. Some of these organisations are:

- The Christian Council of Zambia.
- The Catholic Commission for Peace and Justice.
- The Muslim Association of Zambia.
- The Zambia Episcopal Conference.
- The Zambia Evangelical Fellowship.

### **Student groups**

Pupils in secondary schools and students in colleges and universities have at times acted as pressure groups. They usually use methods such as demonstrations and riots. The laws of Zambia allow citizens to demonstrate but riots are always unlawful. Riots may cause death, injury or loss of property. People who riot or cause disorder can be arrested by the police and punished by the courts.

In this chapter we have learnt that pressure groups are very important. In a democracy they enable citizens to participate in public affairs.

### **Exercise 7**

- 1 What is a pressure group?
- 2 Explain why pressure groups are important.
- 3 What is the difference between a pressure group and a political party?
- 4 Describe the methods used by pressure groups to influence the decisions of the government.
- 5 Name some pressure groups in Zambia and describe their work.

## CHAPTER 8 Elections

When we discussed democracy in Chapter 3 we learnt that it meant rule by the people. The question that follows is this. How do the people rule? The answer is that they rule through the people they elect. Do you remember the word used for the people who are elected? To elect is to choose a person or a group of people to carry out certain functions for a community or nation usually for a fixed period of time. For example, your class may elect or choose a pupil to be a monitor for one year. Their job would be to see to it that the class is kept clean, pupils behave well especially when there is no teacher and pass on the needs and complaints of the class to the teachers and the head of the school. If the monitor does a good job, the class can elect him or her the following year.

The constitution of Zambia says that the President of the republic who is the head of government and the members of parliament must be elected every five years. Elections therefore can be said to be the democratic method used by citizens of a country to choose their leaders.

The constitution also says that there must be universal franchise in the country. In Zambia this means that every citizen who is 18 years of age and over has the right to vote. No Zambian can be stopped from voting because of sex, religion, race or tribe.

There are three types of elections in Zambia:

- 1 *General elections* (Parliamentary and Presidential) which are held every 5 years to elect the President of Zambia and members of parliament.
- 2 Local government elections are held every 3 years to elect councillors for local councils.
- 3 *By-elections* are held in a particular ward or constituency. This happens when a councillor or member of parliament:
  - dies.
  - resigns from the party.
  - is imprisoned for more than six months.
  - is expelled from the party.

### Functions of elections

Elections play a very important part in a democracy. They promote the following:

- Taking part in public affairs.* Elections enable many more citizens to take part in public affairs. Members of political parties and pressure groups who wish to influence what the government does are few. But

we have seen that every Zambian who is over 18 years of age has the right to vote.

- *Choosing the men and women who will rule the country.* An election is the democratic way of choosing a country's leaders. If a person gains power in any other way for example through a military coup, that person has destroyed democracy and introduced dictatorship.
- *Responsibility for government decision.* Elections give citizens the responsibility to influence government decisions. They read the manifesto of competing political parties and listen to the speeches of candidates. From this information, citizens can decide which party has better plans and programmes which can be used to make government decisions that will benefit the country. They can then vote for this party. It is therefore the right and duty of every citizen to vote. When citizens refuse to vote, they are saying that they do not care who rules the country and what happens in the community and country. This is not the quality of a good citizen.
- *Control over the government.* Elections give citizens control over the government. They can remove from power a ruling party that fails to satisfy the needs of the people. They can put another party in its place. In this way government leaders are forced to listen to the people and do what they want.
- *Feeling of belonging.* Elections create in the people a sense of belonging to the community and the nation. They feel the government that is ruling them is of their choice. The party that wins elections also feels that it has been given authority to rule the country. This is called the people's mandate to rule the country. Legitimacy is another word that is used to say that the people have accepted the leaders and government has the right to rule the country. Legitimacy is very important for the government and the country. The government will have the support of the people to accept its rule.
- *Political communication and civic education.* During election campaigns political parties educate citizens on important national matters. Citizens also inform the parties what their needs or problems are. Elections therefore promote political communication and education to the lowest level of the party such as branch or section.

### **Organisation of an election**

Conducting an election, such as general elections is a very big job. There are millions of people involved and materials have to be distributed all over the country. There is need for an organisation to make sure that elections are conducted according to the laws of Zambia.

The body that runs elections is called the *electoral commission*. The

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electoral commission carries out the following functions before an election is held:

- **Delimitation.** To delimit is to divide the country into constituencies, areas represented by MPs in the National Assembly. In some years delimitation is done before a general election. The delimitation exercise is carried out by the *delimitation commission*. It is a group of people appointed by the President and headed by a judge.

Delimitation is always done after a *census* or the counting of the people in the country. A census and the delimitation are done every ten years.

- **Registration of voters.** Sometime before the election is held an announcement is made throughout the nation that people who are 18 years and over must go to certain places within their communities to register as voters. These places are usually schools. A civil servant then writes their names in a book called the *electoral register*. They are then given a voter's card. Without this card a person cannot vote. Another rule is that a person must register his or her name where he or she lives. This is to make sure that no person votes more than once.

**REPUBLIC OF  
ZAMBIA**



**VOTER'S  
CARD**

|   |   |                                               |                                |                      |    |   |
|---|---|-----------------------------------------------|--------------------------------|----------------------|----|---|
| 1 | P | VOTER NUMBER<br>504217/0410                   | NAT REG. NUMBER<br>176726/16/1 | L                    | 1  |   |
| 2 | N | NAME<br>NALWAMBA<br>CHI LUMBA                 |                                |                      | G  | 2 |
| 3 | A | RESIDENTIAL ADDRESS<br>GOVT FLAT 23<br>LUSAKA |                                |                      | E  | 3 |
| 1 | B | POLLING DISTRICT NAME<br>MAINA SOKO B         |                                | BY                   | 1  |   |
| 2 | Y | 050092                                        |                                |                      |    |   |
| 3 | E |                                               |                                |                      | E  | 2 |
| 1 | L | BOX / BATCH<br>0778/19                        | DATE OF BIRTH<br>15/02/61      | ISSUED ON<br>JUNE 96 | BY | 3 |
| 2 | E |                                               |                                |                      | E  | 3 |
| 3 | C |                                               |                                |                      | NO | 3 |

*This is an example of a voter's card used in 1996 Presidential and Parliamentary elections.*

- **Nomination day.** After the registration of voters, a day is given by the *electoral commission* for people who wish to stand as candidates in an election to lodge their nominations with the returning officers. To lodge a nomination is to give your name to the returning officer that you wish to stand for elections.

The returning officer will not accept the nomination of a presidential candidate unless he or she is supported by 200 people who are registered voters. A parliamentary candidate needs nine registered

voters from a constituency in which he or she wishes to stand. You will learn about the other qualifications that are needed to stand as a presidential or parliamentary candidate later in Chapters 11 and 12.

*The returning officer* is a civil servant appointed by the electoral commission to organise the election in a constituency. In presidential elections the returning officer is the Chief Justice. The returning officer is assisted by a presiding officer, who is in charge of a polling station. The polling assistants help the presiding officer at polling stations.

Most candidates in general and local government elections are nominated by political parties. However, it is possible for a person to stand for election as an MP or councillor without support from any party. Such candidates are called *independents*. In the 1996 General elections some candidates stood as independents.

- *The campaign.* After the *nomination day*, the campaign period follows. This lasts for a few weeks. It is the most exciting time during an election year. Parties hold huge meetings where they make speeches to win support from the people. There are debates among candidates on the radio and television. During the campaign period, it is important that all parties must be free to persuade voters to support them. No party should allow its supporters to beat or assault the supporters of other parties.
- *The polling day.* This is another name for election day. It is also announced by the electoral commission. On polling day voting starts early in the morning at 6.00 hours and usually ends at 18.00 hours on the same day. The place where people go to vote is called a polling station. In order to vote a person needs the voter's card and the green national registration card.

When a person votes, he or she is given a ballot paper by the presiding officer, who is the civil servant in charge of the polling station. The presiding officer then crosses the name of the voter who has been given a ballot paper from the electoral register. The ballot paper is a piece of paper where the names of candidates are written. Against each name is a symbol of the party or candidate. The voter takes the ballot paper to a booth or an enclosed part of the room. He or she makes a cross against the name of the candidate he or she wishes to vote for.

The voter goes to the *booth* because a person's vote is secret. No one else should know which candidate a person voted for. This is called a secret ballot. After voting, the voter's thumb is dipped in red ink so that they do not vote again.

When the voting is over, the ballot boxes are taken to a central place usually the district headquarters so that the votes can be counted. When counting has been done the returning officer announces the winner and the results are sent to Lusaka. The results are then announced on the radio and television and written in newspapers. In a general election, the presidential candidate who gets more than 50 percent of the votes becomes the President

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**ISOKA WEST CONSTITUENCY**

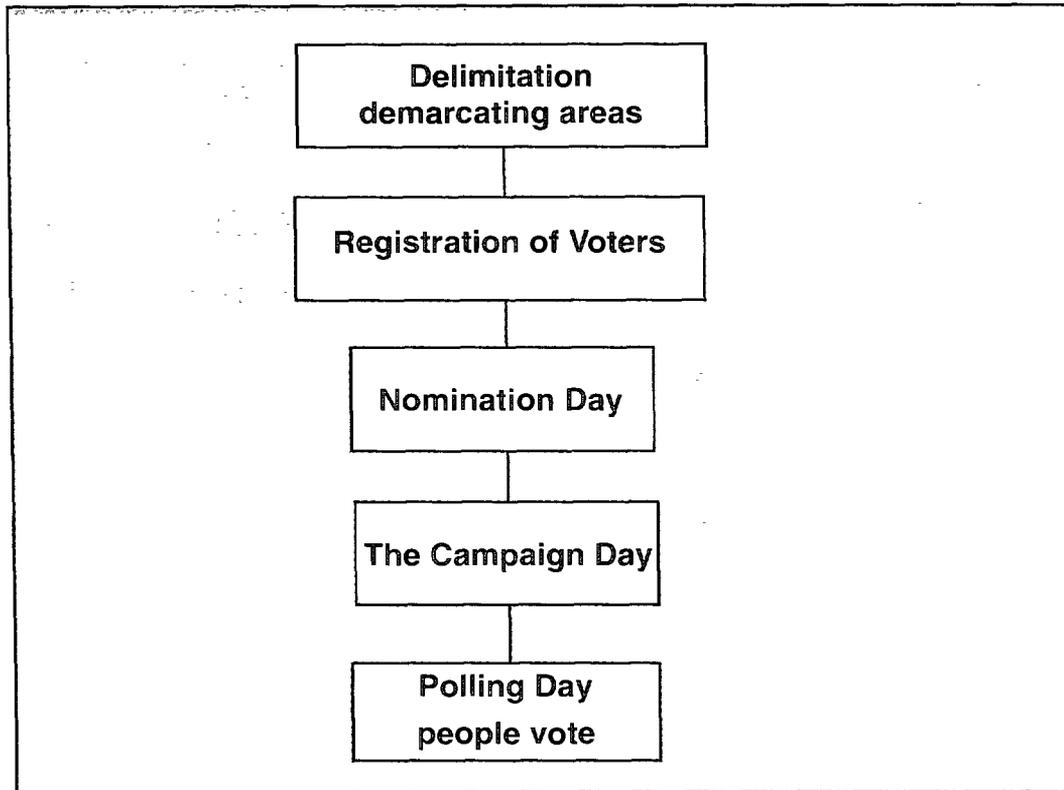
**INSTRUCTIONS:** Vote for **ONE** candidate **ONLY** by marking **ONE** cross in the blank box opposite the name and symbol of the candidate of your choice. **DO NOT** make any other mark. Do not make any other mark by which you can be identified such as a signature.

| Name of Candidate                      | Symbol                                                                              | Mark with <b>X</b> in Box next to Symbol of Candidate of your choice | Name of Candidate | Symbol | Mark with <b>X</b> in Box next to Symbol of Candidate of your choice |
|----------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------|--------|----------------------------------------------------------------------|
| <b>NG'ANDU,</b><br>Stephen Jim         |    |                                                                      |                   |        |                                                                      |
| <b>SIAME,</b><br>Maxwell Kapachila     |    |                                                                      |                   |        |                                                                      |
| <b>SICHILONGO,</b><br>Weston Gabriel   |    |                                                                      |                   |        |                                                                      |
| <b>SIKANYIKA,</b><br>Blackson Siyalika |    |                                                                      |                   |        |                                                                      |
| <b>SIMPOSYA,</b><br>Shem Highson       |    |                                                                      |                   |        |                                                                      |
| <b>SIMUKONDA,</b><br>Justin Jim        |    |                                                                      |                   |        |                                                                      |
| <b>SIMWANZA,</b><br>Patrick George     |    |                                                                      |                   |        |                                                                      |
| <b>SINGOYI,</b><br>Lennard Kanyalu     |   |                                                                      |                   |        |                                                                      |
| <b>SIWILA,</b><br>Dearson              |  |                                                                      |                   |        |                                                                      |
|                                        |                                                                                     |                                                                      |                   |        |                                                                      |

*This is a ballot paper with names and symbol of the candidates.*

of Zambia. If members of his party win the majority of seats in the National Assembly, he or she can form the government of the country. If no party gets more than 50 percent of the seats in parliament there may be a *coalition government*. This is government made up of two or more political parties.

In local government elections the party that wins most wards controls the council. The councillors elect the mayor or chairperson from amongst themselves. A mayor or chairperson is the civic leader in the district. He or she chairs council meetings. Local government elections are run by the *Local Government Electoral Commission*. Following is a summary of activities that take place before elections:

**The Electoral Procedure****The importance of free and fair elections**

We have learnt the importance of free and fair elections in a democracy. They enable the people to choose their leaders. An elected government is said to have legitimacy and enjoys the support of the people.

However, a party or a candidate may win an election through election rigging or cheating. This can happen when:

- opposition parties are not allowed to organise meetings freely.
- opposition parties are not given enough time on radio and television to express their views and plans.
- members of opposition parties are detained or put in prison in order to silence them.
- the press, that is the newspapers, the radio and television are not free to express views or give information that is critical of the ruling party.
- a party allows its members to physically assault supporters of other political parties.
- The counting of votes is sometimes not done honestly. False ballot papers may be used to make one candidate win the election.

**Election rigging can cause great harm to the nation because**

- people may lose faith in democracy.
- the government may lose the support of the people.
- strikes and demonstrations may be organised to protest against the false results.
- the party that has won the election if prevented from forming a government may use weapons to fight against the government. This is called a *civil war*.

**Monitoring of elections**

In Zambia there are certain organisations that monitor elections to make sure that they are held in an atmosphere that will enable citizens to exercise their right to vote. These are the Foundation for Democratic Process (FODEP) and the Zambia Independent Monitoring Team (ZIMT). These organisations do the following:

- educate citizens to exercise their right to vote wisely.
- check that the ruling party or opposition parties do not use bribes of goods or money to make people vote for them.
- check that the police are not favouring one political party.
- check that the election laws of the country are followed by all people involved in the election.
- send observers to polling stations and counting rooms to make sure that there is no cheating.
- make reports to the government, the nation and the international community on whether the elections were free and fair.

The courts also help in achieving free and fair elections. If a candidate loses an election because of rigging, he or she can take the matter to the High Court. The court will examine the case and if there is evidence of cheating, it will nullify the results and order fresh elections to be held. A candidate who is found guilty of cheating is not allowed to stand for elections again.

**Exercise 8**

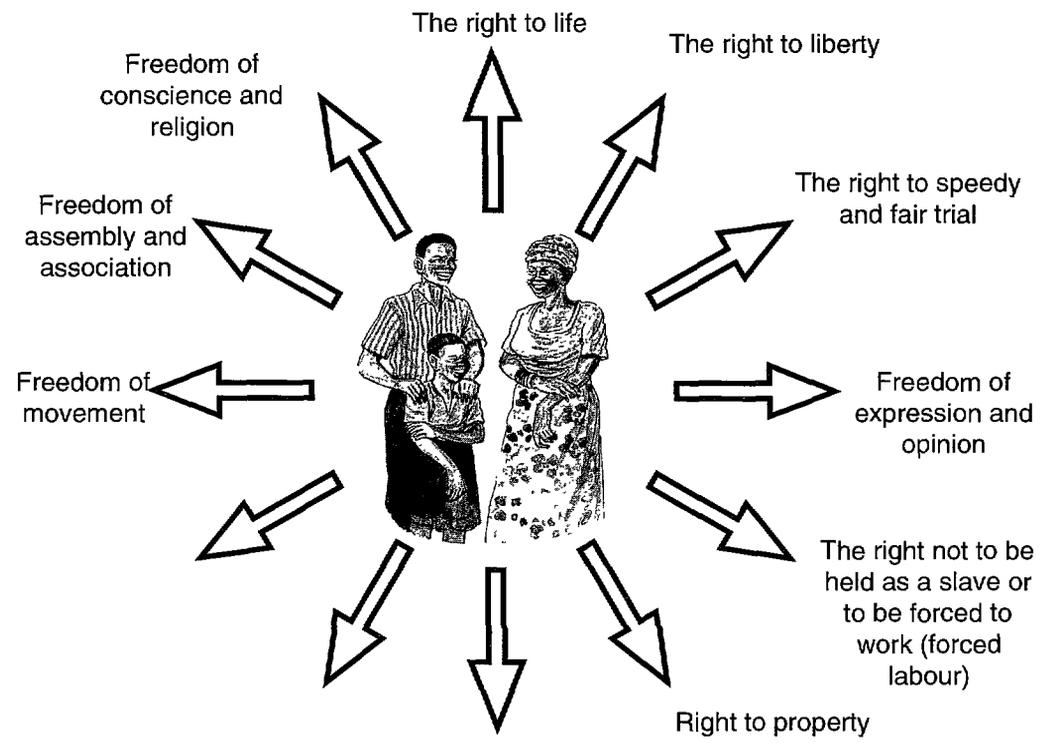
- 1 What is an election? How many types of elections do we have in Zambia?
- 2 List the functions of elections in a democracy.
- 3 What is a secret ballot? Why is it important?
- 4 Describe the steps in a general election.
- 5 Name the organisations that monitor elections in Zambia. Give reasons why their work is important.

# CHAPTER 9 Fundamental human rights and obligations

## What is a right?

A right is a lawful claim or benefit you expect from the community. As a human being you have rights. Such rights are called human rights. The constitution of Zambia has a special chapter called *protection of fundamental rights and freedoms of the individual*. All rights are important to you as a human being. These are called *fundamental human rights*. You should also understand that there are limits to each of these rights. For example, you have the right to freedom, but you cannot enter someone's home without permission.

As a pupil you have many rights at school. For example, you have the right to education, to join any school club of your choice, to be elected as a class monitor and so on. In the community where you live you have the following rights:



*These are some of the rights.*

The constitution of Zambia provides for the following rights:

- *The right to life.* The right to life is the most important human right. No one should kill another person. A person who kills another person commits a crime. Our Zambian law protects human life.
- *Protection from torture.* Any person has a right for protection from torture. Torture is to cause severe pain or suffering on a person. This is done intentionally for the sake of punishing a person who has done something wrong or is suspected to have done something wrong.
- *The right to liberty.* Liberty is freedom. You have the right to your own freedom. No one has the right to take it away from you. But if you commit a crime, the government can arrest you. You will be sent to prison. People who break the law must be punished. But remember that any person is innocent until he or she is proved guilty by a court.
- *The right to a quick and fair trial.* When one commits a crime, he or she should be taken to court for trial as quickly as possible. The judges in the courts will decide whether a person has broken the law or not. This is called a *trial*.

The right to a quick and fair trial means that any person arrested by the police for having committed a crime, should have his or her case heard by a judge within two weeks. The judge will decide whether a person has committed a crime or not. The decision should be based on valid evidence.

A person detained without trial is free to ask for a lawyer to go to court and ask for a trial. This is known as a *writ of habeas corpus*. The judge will ask the police to bring a suspect to court for trial. If a person is found innocent he or she will be set free. Every person has the right to a writ of habeas corpus which makes it impossible for the police to keep someone in prison secretly without trial.

- *The right not to be held as a slave or to be forced to work (forced labour).* To be a slave is to be owned by another person. A slave owner is one who buys or sells other human beings as slaves. He or she can treat them in any way. Forced labour is when a person is forced to do a certain kind of work against his or her will. Zambian law does not allow slavery or forced labour.
- *Freedom of conscience and religion.* Every one has the right to freedom of thought, conscience and religion. This means, you have the right to change your religion or belief. You have the right to belong to any religious organisation and practise religion or worship God. Freedom of conscience means a person may hold any opinion about anything.
- *Freedom of expression and opinion.* To express means to say what you feel is right or wrong. For example, you can say, wearing school uniforms is bad, or wearing school uniforms is good. You are expressing yourself about school uniforms. When you express yourself without

being forced to do so you are exercising your freedom of expression. Every citizen has the right to freedom of expression and opinion. You have the right to receive ideas or information without interference from anyone. This also includes freedom of the press (newspaper, radio and television).

- *Freedom of movement.* The right to freedom of movement means you are free to go anywhere in Zambia. This also includes the right to go outside Zambia. But when going outside the country, you must have a travel document or passport. This is a piece of paper or booklet written to permit you to travel outside the country.
- *Freedom of assembly and association.* To assemble is to get together to form a group for discussion or information exchange. For example, a public meeting is an assembly. You are free to attend any open public meeting. An *association* is a group of people having one or many common objectives. It is an organisation of people with similar views or opinions about something. You have a right to join or not to join any association.
- *Protection from discrimination.* Discrimination means to treat someone unfairly because of his or her colour, race, tribe or religion. You have the right to be treated fairly like anybody else.
- *The right to property.* Property is anything that a person has or owns. You are free to own any property and use it in any way. But you have no right to get another person's property without his or her permission. You also have no right to destroy someone's property.
- *The right to a nationality.* Nationality means to be a citizen of a country. If you were born in Zambia, you have the right to become a Zambian citizen. This is a right to a nationality or Zambian citizenship. The Zambian government gives green national registration cards to all Zambians as a proof that they are Zambian citizens.

## **Violation of human rights**

There are many people in our society whose rights are violated. The following are examples of violations of human rights:

### **Violation of children's rights**

- *Child labour.* A child is asked to carry heavy goods which she or he cannot manage to carry.
  - *Corporal punishment.* A child who is beaten with a stick for committing an offence, e.g. breaking a school rule.
  - *Lack of education.* A child fails to get into Grade One due to lack of school places, or due to lack of school fees.
-

- *Separation of the child from his or her parents.* A child is separated from his or her parents without his or her will. This can be due to war or conflict in a family.
- *Cruel treatment.* A child is badly treated by his or her parents or any other person. He or she has no way of defending himself or herself.

### **Violation of rights of mentally retarded persons**

- Many people who are mentally retarded are not given the right to education.
- A person who is mentally retarded is laughed at by other people.
- Jobs are not given to mentally retarded persons even if they are trained to do the work.

### **Violation of rights of disabled persons**

- Job discrimination against disabled persons.
- Buildings are not constructed properly to allow disabled persons to move freely. For example, a person using a wheel chair cannot climb stairs where lifts are not provided.
- Lack of training facilities for the disabled persons. For example, a partially deaf child is not given hearing devices.

### **Violation of rights of old people or the aged**

- No proper care is given to old people. They are left to fend for themselves, or to take care of themselves.
- No employment opportunities are created for the old people. For example, an old person can make a mat or water some flowers.
- No proper social security is given to old people when they stop working.

### **Violation of rights of women**

- Sex discrimination when giving jobs. Men are given first priority.
- Fewer women are promoted to higher posts, even if they are well qualified to do the jobs.
- Some financial institutions do not give loans to women.
- Women are forced to work for long hours without rest.
- Most women are not allowed to own property.
- Some women are not allowed to keep their children when they divorce their husbands.
- Some women are forced to marry people they do not love.

### **Violation of prisoners' rights**

- Suspects are kept in prison for a long time without trial.

- Prisoners are tortured.
- Prisoners are not given adequate food.
- Prisoners are given poor clothing.
- Some prisoners sleep in filthy (dirty or unhealthy) conditions.
- Prisoners are made to work for very long hours without resting.

### Exercise 9

- 1 In the following actions, which rights are being violated?
  - a) A thief kills a person.
  - b) A suspect is detained at the police station without trial.
  - c) A boy who tries to steal potatoes at the market is beaten by the marketeers.
  - d) You are asked not to say any bad thing against your school authorities.
  - e) A person is forced to work.
- 2 Explain how a *writ of habeas corpus* protects people who are detained by the police.
- 3 Which of the following sentences are true or false?
  - a) You are free to go to any country without a travel document or passport.
  - b) The police have a right to kill thieves.
  - c) Mob justice is not just.
  - d) You are not allowed to change your religion.
  - e) Any person is free to attend a public meeting.
  - f) There are no limits to human rights.
- 4 Explain how the rights of the following groups are being violated in Zambia:
  - a) children.
  - b) mentally retarded persons.
  - c) disabled people.
  - d) old people.
  - e) women.
  - f) prisoners.

## CHAPTER 10 Sex roles and gender roles

In every society there are roles or duties that are assigned to boys and girls. Some of these duties can be done by both girls and boys while others can only be done by a particular sex. For example, breast feeding can only be done by women because they are the only ones who can provide that special milk. Men have also special roles. They are the only ones who can make a woman pregnant. The above roles are what are referred to as *sex roles*. Therefore a short definition for sex roles could be roles that people perform because of being male or female.

Roles that can be performed by both boys and girls are referred to as *gender roles*. For instance cooking can be done by both male and female. In many societies people confuse the sex roles with gender roles. People have viewed a number of roles on the basis of either being male or female. Some of the characteristics and beliefs that they include in describing females and males are that:

- women are weak while men are strong and dynamic.
- women are emotional, men are not.
- women are caring while men are not.
- women are kind while men are not.
- women are beautiful.
- women are sympathetic while men are not.

Because of the above beliefs society has normally tended to treat gender roles as sex roles. Most societies are reluctant to change. This has resulted in unfair distribution of labour. Women are regarded as suitable only for some jobs such as hair dressing, nursing and secretarial work. Similarly men are also discriminated against in such jobs because they are believed to be women's jobs. Here are some differences between gender and sex roles:

- Sex roles do not change and they are the same from one society to another, for instance women give birth in all societies.
- Gender roles change with time and can be performed by either male or female. For example nursing and secretarial work were performed by males before independence in Zambia. After independence, these roles have become dominated by females.
- Gender roles are not influenced by biological factors but are socially or culturally determined.

There are social institutions that encourage the practice of some of these gender roles as sex roles. The following institutions promote such practices.

- The home*: the girl child is always given a place in the kitchen in the belief that housework can only be done by girls. Parents also sometimes prevent boys from performing some of these roles.

- *The school:* discrimination is seen in the subjects given to the pupils. It is a common belief in schools that girls are not good at Mathematics and Science but only good at Home Economics, English and Religious Education, History and Zambian Languages. This is also reflected in the type of games that girls play. Soccer is reserved for boys and netball for girls.
- *The church:* is also one strong institution that encourages the practice of gender discrimination. In several churches women are taught to humble themselves and are not allowed to preach the word of God. In marriage counselling women are taught to be subjective to their husbands.

### **Effects of gender discrimination on women**

Since some gender roles are viewed as sex roles, this has prevented women from participating in many areas of development. For instance, the table below shows how many women were engaged in different sectors of employment in Zambia in 1991:

#### **Employed persons by occupation by 1991, by gender**

| Job category                          | Women   |          | Men     |          |
|---------------------------------------|---------|----------|---------|----------|
|                                       | Number  | Per cent | Number  | Per cent |
| Sales workers                         | 148 400 | 65       | 79 100  | 35       |
| Subsistence farmers                   | 728 700 | 56       | 580 400 | 44       |
| Professional                          | 27 700  | 32       | 59 200  | 68       |
| Clerical and related workers          | 20 400  | 31       | 45 600  | 69       |
| Service workers                       | 23 700  | 22       | 82 300  | 78       |
| Agricultural, Fishermen and Hunters   | 11 000  | 7        | 146 200 | 93       |
| Production and related workers        | 10 100  | 4        | 239 600 | 96       |
| Unclassified labourers                | 1 980   | 15       | 6 900   | 75       |
| Administrative and Managerial workers | 500     | 6        | 7 700   | 94       |

*The majority of women are sales workers and subsistence farmers.*

*Source: Labour Force Survey, 1991  
Central Statistical Office (CSO), 1993*

It is evident from the table that the majority of women were sales workers and subsistence farmers. In certain areas of specialisation there is unequal distribution of various types of jobs between men and women. In 1996, there were very few women in decision making positions. For example, only 2 women were Cabinet Ministers. Most women are poor and employed in low paying jobs. It is common that a high number of women are illiterate in most developing countries because either girls are encouraged to marry at an early age while boys are encouraged to go to school.

In this chapter we have looked at the differences between gender and sex roles. Major institutions that encourage these practices have also been identified. These are the home, school and the church.

### **Exercise 10**

- 1 What are gender roles?
- 2 What are sex roles?
- 3 Make a list of gender roles that can be done by both male and female.
- 4 Explain how the community you live in encourages gender discrimination. How can this be discouraged?

## CHAPTER 11 Central government

Every community needs a government. This is because a community's survival and development depends on maintenance of law and order. A community is a group of people living and working together. Government is a term which comes from the word 'govern'. To govern is to decide what is to be done. Government includes institutions and people who make laws, rules and decisions to promote the welfare of the citizens. This means, the people who make decisions have the power to govern and maintain order within the community .

In your family, for example, you are governed by your parents. They decide what you eat and wear. They also make rules for the home. At school, the government is made up of the headteacher, deputy headteacher, members of staff, prefects and monitors.

However, a bigger community like a nation is more difficult to govern. Therefore, it becomes necessary to share and spread authority so that there is smooth running of the nation's affairs. Instead of one group, there are several other groups each with different roles to play. These include the national assembly, ministers, members of parliament and councillors.

### **Systems of government**

Governments are not the same everywhere. They are organised differently according to the wishes and interests of the people. They are also organised according to the type of constitution. Some governments use the parliamentary or cabinet system.

In the type above, the people choose a legislative body commonly called a parliament. The leader of the executive, usually the Prime Minister, is chosen by the members of parliament whose party has the majority votes. Therefore, the Prime Minister is not directly elected by the people. As head of state he or she performs ceremonial functions. The Prime Minister appoints ministers from among the members of parliament.

The other type of government is called a presidential system. In this type the head of the executive branch of the government is the President. The President and members of parliament are directly elected by the people at the same time. The President and the Cabinet are not part of the legislature and cannot be controlled by it. In this system a president may come from one political party while in the legislature another party may have the majority of the votes. An example of this type of government is like the one found in the United States of America.

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The third type is a mixture of parliamentary and presidential systems. In this type, the President and members of parliament are directly elected by the people at the same time. The President appoints ministers from among the members of parliament. In this case, the President is the head of state and government. Unlike in the presidential system, the President is part of parliament and takes part in law-making.

However, in any system of government, the head of state or government does not perform all the functions alone. Groups of people are elected or appointed to assist the President or Prime Minister to manage the country. In Zambia, the government is made up of the legislature, executive and judiciary. This is called the *separation of powers*.

## Functions of the government

Our government has a lot of work to do, to make sure that there is not only law and order in the country, but also progress and development. It is not easy to make decisions on behalf of millions of people in a country like Zambia.

Some of the decisions which the government makes may not please you and a few other people. It is not easy or even possible to please everyone.

What the government looks at is whether decisions have pleased the majority of the people living in the country. This is what democracy is all about. The majority wins. The following are some of the functions of the government:

- 1 *Law making*. Every community needs laws to direct its activities. Laws are rules by which the community is governed. Without laws there can be no peace and order in a community.
- 2 *To provide social services to people in the country*. A service is an act or job that is done to satisfy someone's needs. There are certain needs which you can take care of alone or as a family for example, you and your family can buy food and clothes.  
There are needs that only a government can do for you, your family and the rest of the people in the country. Examples of services which the government provides to the whole country are transport, housing or shelter, electricity, education and health.
- 3 *To plan how the economy will grow*. This is another important function of the government. In its plan to develop the country's economy, the government will say what economic activities will be run by government in the next few years. The plan will also say what the government expects other people to do to improve the country's economy. Such a plan by government is called 'economic policies'.
- 4 *To defend the country*. This is another function of the government. People must feel protected from both internal and external attacks. The government must provide this security or protection through the

security forces. The armed forces are the army, the police and air force. The government can only manage to do this if we co-operate and offer our services for the good of the nation.

- 5 *Enforcing the law.* It is also equally important that laws made by the legislature are obeyed and followed by the citizens and government. If everyone were to do what they liked without respect for the laws of the land, chaos would result. It is, therefore, the duty of the government to enforce laws so that law breakers are dealt with or punished.
- 6 *Raising money.* The government may fail in its responsibility to the citizens if it does not have enough money to enable it to manage the affairs of the society. Money is very important in everything that we do. The government's duty is to raise enough money so that it can provide us with the services we require such as schools, hospitals, transport and so on. It raises money through taxation, investments and loans.

### **Exercise 11**

- 1 What is a government?
- 2 Why is a government necessary? Give three reasons for your answers.
- 3 What is the difference between the parliamentary system of government and the presidential system?
- 4 Find out about the functions performed by the government in your community. Make a written report of your findings.

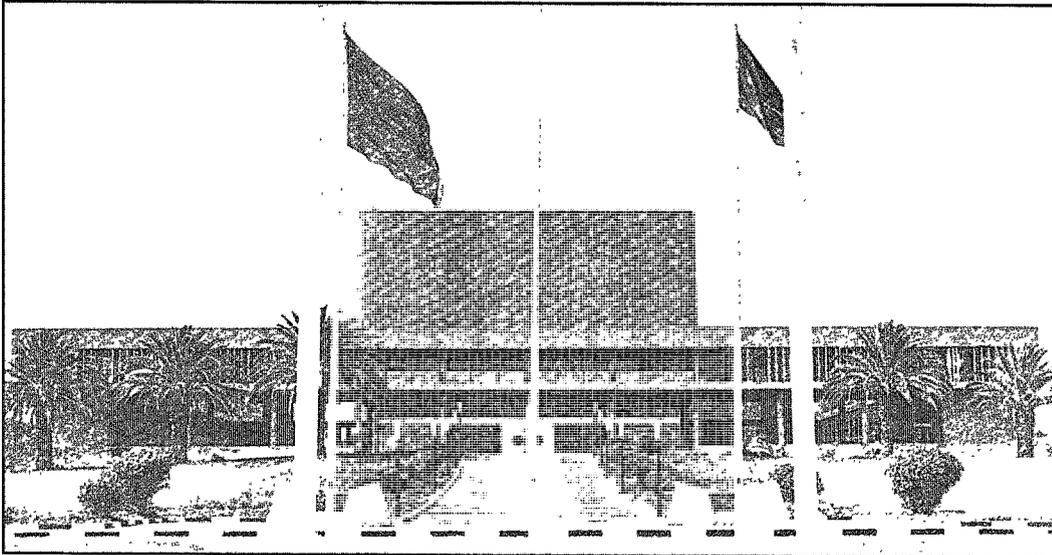
## CHAPTER 12 The Legislature

The word *legislature* comes from the word 'legislate'. It means to make laws. Therefore, the legislature is the arm of government which makes laws. It consists of the Republican President and the National Assembly. The National Assembly consists of:

- one hundred and fifty elected members.
- not more than eight nominated members.
- the Speaker of the National Assembly.

The following are some of the qualifications for a person to stand for election to Parliament. He or she must be:

- a citizen of Zambia.
- twenty-one years old and above.
- able to read and write in the official language of Zambia.
- supported by not less than nine people registered as voters in the constituency in which the candidate wishes to stand for election.
- of sound mind.



*This is the National Assembly.*

The term of office of the National Assembly is five years. However, a member of Parliament may lose a seat if he or she:

- ceases to be a Zambian citizen.
- resigns from the political party on which they were elected to Parliament.
- is detained for a period of more than six months.

- acts contrary to the code of conduct prescribed by an Act of Parliament. A code of conduct is a law which guides the behaviour of MPs and ministers. If an MP dies or loses his or her seat in Parliament, a by-election is held to fill the seat that has been left vacant. According to our constitution, a by-election must be held within ninety days (90) from the time the seat fell vacant.

### **Dissolution of Parliament**

To dissolve Parliament means to end the legal powers of Parliament for making laws. The legal life of our Parliament is five years. However, Parliament could be dissolved before its term of five years if:

- the President dissolves it. This could happen if the majority of MPs do not agree with the President on a lot of national issues.
- Parliament dissolves itself by a two-thirds majority of its members.

### **The Speaker of the National Assembly**

The Speaker is the chairperson of the National Assembly. He or she is elected by the members of the National Assembly from among people who qualify to be elected as members of the National Assembly, but are not members of the National Assembly.

When the Speaker is away from Parliament, the Deputy Speaker chairs the National Assembly. The Deputy Speaker is elected by the members of the National Assembly from among the members of the National Assembly.

### **The Vice President**

The Vice President is a member of the National Assembly. He or she is the leader of the House in the National Assembly.

### **Staff of the National Assembly**

The National Assembly employs staff on a full time basis. Some of them are:

- *The Clerk of the National Assembly.* He or she is the chief administrative officer of the National Assembly. He or she records National Assembly debates. These debates are written in books called the National Assembly debates.
  - *The Sergeant at Arms.* He or she is a security officer of the National Assembly. He or she assists the Speaker to keep order in the house. The Sergeant at Arms can send rude MPs out of the House when ordered by the Speaker.
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## The opening of Parliament

Each year the National Assembly meets several times. Its meetings during the year are called the sessions. A new session each year is opened by the President of the Republic.

In Parliament, the ministers sit on the front benches while ordinary MPs sit on the back benches. They are called back benchers.

There is a public gallery where people (members of the public) can sit in the National Assembly to listen to debates by MPs.

## The National Assembly committees

The National Assembly has several committees. Some of these committees are: Agriculture, Foreign Affairs, Mines, Public Accounts Committee, etc. These committees are not permanent. Some of them may be dissolved while new ones may be formed.

The Public Accounts Committee is the most important committee in the National Assembly. It studies how government ministries spend money.

## Functions of the National Assembly

- 1 *Law making.* A law made by the Parliament is called a *Statute* or an *Act of Parliament*. Before a law is passed it is called a *bill*. A bill is a proposal or a suggestion for a law. A bill suggested by a minister is called a *public bill*. A bill suggested by an ordinary MP is called a *private member's bill*.

Each bill takes several stages before it is passed as a law. Here are the stages:

- *First reading.* The bill is introduced in the National Assembly, but it is not debated upon. The MPs are given time to study the bill.
- *Second reading.* The minister who suggests the bill explains it in detail. The MPs debate and vote for or against it. If the majority of the MPs support the bill, it is adopted and passed to the next stage.
- *Committee stage.* The MPs are divided into small committees to examine the bill and suggest some amendments or changes.
- *Report stage and third reading.* Members of parliament vote for or against each amendment which is finally passed to the President.
- *Bill goes to the President.* The President assents (signs) or vetoes it.

The bill becomes a law if the President assents to it. To assent is to sign a bill. If the bill is vetoed it is sent back to the National Assembly for debate again. During debate the MPs may make some amendments to the bill. After some amendments the bill will be sent to the President

for assent. In normal circumstances the President agrees to bills passed by the National Assembly.

- 2 *Control of the executive.* The Legislature checks on what the Executive does so that its work is in line with the needs of the citizens. It controls it by passing laws which must be obeyed by ministers and civil servants. MPs criticise the ministers and ask questions on the activities of the executive.
- 3 *Passing of the national budget.* The National Assembly discusses and approves the budget which specifies how much money the executive can use each year. The Minister of Finance presents the budget to the National Assembly for approval. There is no expenditure that can be passed before the National Assembly approves the budget.
- 4 *Impeachment of the President.* The National Assembly has powers to remove the President for violating the constitution and for misconduct.
- 5 *Ratification.* The National Assembly has powers to approve some appointments made by the President, for example the offices such as Chief Justice, the Attorney General, the Investigator General, etc.

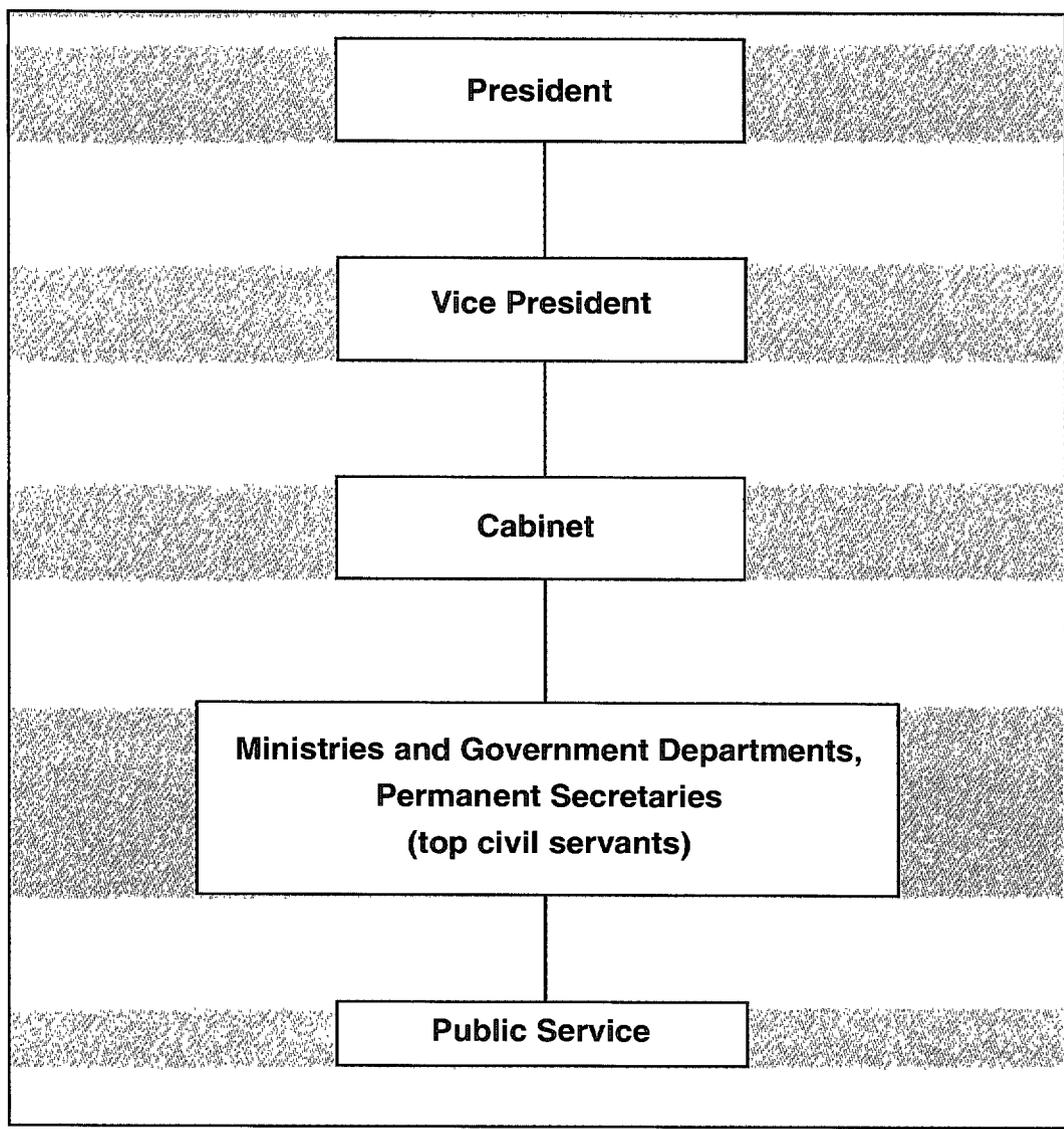
### **Exercise 12**

- 1 What does separation of powers mean?
- 2 Discuss the composition and functions of the legislature.
- 3 List the qualifications for someone to stand as an MP.
- 4 Explain the stages through which a bill passes before it becomes a law.
- 5 Fill in the blanks, using the words below:  
Statute                                      National Assembly                      Legislature  
Parliament                                      Legislating                                      President  
Members of Parliament  
The ... makes laws. The legislature in Zambia is called the .... The Parliament has two parts, the ... and .... The members of the National Assembly are called ... and their work is to make laws, this is called .... A law which the Assembly makes is known as a ....

# CHAPTER 13 The Executive

The Executive is an organ of the government which carries out laws made by the National Assembly. It is made up of the President, the Vice President, the ministers and civil servants.

## The Executive Structure



## **The President**

The President of Zambia is elected every five years.

One can only qualify for election as President of Zambia if he or she:

- is a citizen of Zambia.
- is thirty-five years of age and above.
- is of good character.
- is supported by a political party.
- is literate and conversant with the official language.
- has both parents as Zambians by birth or descent.
- has been domicile in Zambia for at least twenty years.

The President can only hold office for two terms of five years each.

## **The functions of the President**

The functions and powers of the President are that he or she:

- is the *head of state*. This means that he or she represents the country.
- is the head of government. This means that he or she is the head of the Executive organ of the government.
- gives instructions to all ministers and civil servants.
- is the *commander in chief* of the armed forces.
- can appoint the commanders of security forces.
- can nominate up to eight members of Parliament.
- can declare a state of emergency.
- can dissolve Parliament.
- opens the first session of the National Assembly each year.
- gives awards to those who have served the nation well.
- can appoint and dismiss senior government officers such as the Vice President, Cabinet Ministers, Chief Justice, Ambassadors and the Attorney General.
- can sometimes exercise the prerogative of mercy. This means that he or she can pardon criminals or reduce their sentences.

## **The Cabinet**

The work of the Cabinet Ministers is to:

- advise the President on various matters concerning the nation.
- make government policies.
- answer questions from members of Parliament in the National Assembly.

## **Deputy Ministers**

These are not members of the Cabinet. There are two groups of deputy ministers. One group assists the Cabinet Ministers to run ministries while

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the other heads the *provinces*. They are also appointed by the President of the republic. Their work in the provinces is to:

- supervise the administration of the province.
- encourage development projects in provinces.
- help in solving problems in the provinces.

### **The civil service**

Civil servants are employed by the government to carry out its policies, for example, teachers, nurses and doctors. The civil service is divided into ministries and departments. Each ministry is responsible for a particular aspect of government work. The civil servants work for any government which comes into power. The permanent secretary is the administrative head of a ministry.

#### **Exercise 13**

- 1 Describe the composition of the executive.
- 2 Discuss the functions of the executive.
- 3 Who is the administrative head of the ministry?
- 4 What is the role of the civil service?

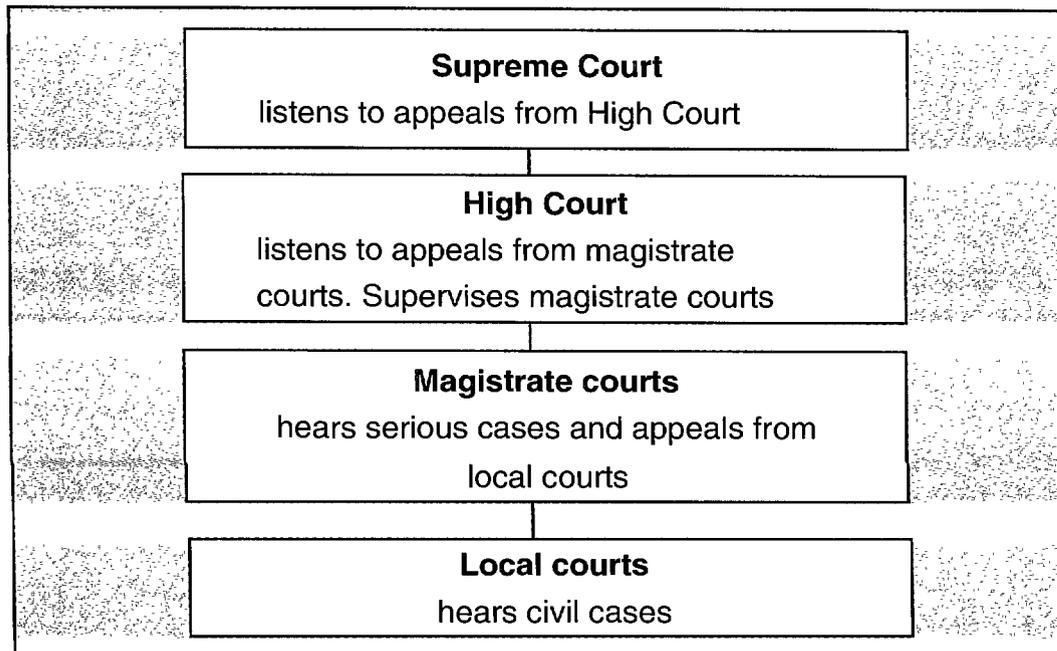
## CHAPTER 14 The Judiciary

In the last two chapters you learnt about the *legislature* and the *executive*. Now you are going to learn about the *judiciary*. The judiciary ensures that laws are obeyed and explained to the citizens. The judiciary is made up of the supreme court, high court, magistrate courts and local courts.

As a result of the *separation of powers*, the judiciary is supposed to be independent of the executive and the legislature. The judiciary plays an important role in protecting the democratic process, individual rights and freedoms. It ensures that justice prevails in the country. Justice means fairness in settling cases. Laws are made to guide and control the behaviour of individuals in society for their own good. Justice is administered in courts of law where civil and criminal cases are heard before a judge or magistrate.

In Zambia, all courts can hear civil and criminal cases. However, different kinds of courts have different *jurisdictions* or powers. This means each court can hear only certain cases. The lower courts can hear cases which are less serious and give simple punishment because they have limited powers. Senior courts can hear any case and give any punishment allowed by the law. Here is a hierarchy of courts in Zambia:

### Courts in Zambia



### **The local courts**

The local court is the lowest and can hear minor offences. The presiding justice and the local court justice try the cases in a local court. They are helped by the local court clerk who organises the work of the court. He or she writes down the proceedings of the trial. If one is not happy with the judgement he or she is free to appeal to a higher court.

### **Magistrate's courts**

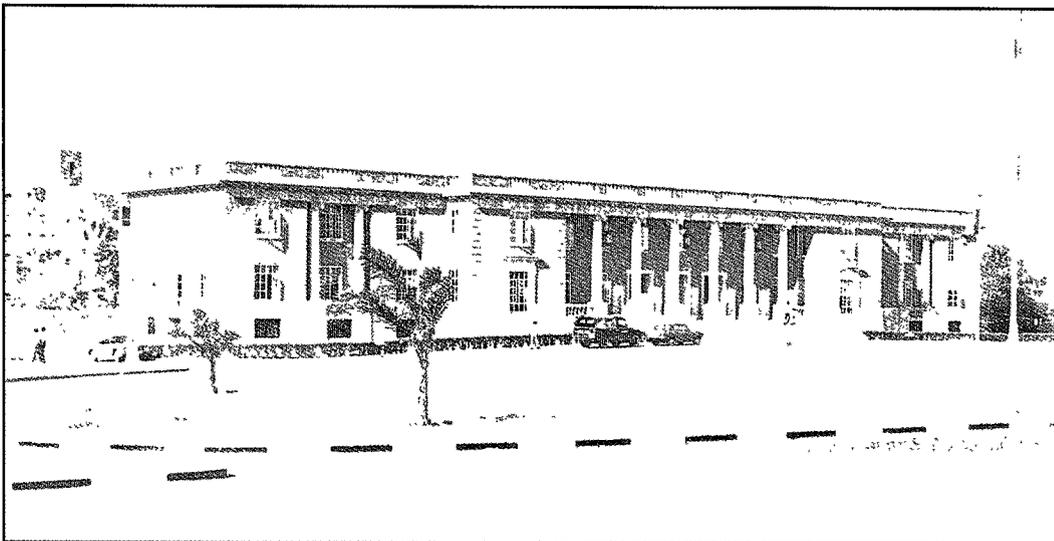
The magistrate's courts are higher than the local courts. They hear serious cases which are beyond the powers of the local court such as murder, and rape. People appeal from a local court to a magistrate's court if they are not happy with the ruling of the local court. A person who hears cases in magistrate's court is called a magistrate.

### **High Court**

It is the second highest court in Zambia. It hears all appeals from magistrate's courts. The High Court supervises magistrate's courts. The High Court is found in all provincial headquarters. High Court judges are appointed by the President on the advice of the Judicial Service Commission.

### **Supreme Court**

The Supreme Court is the highest court in Zambia. It hears appeals from the High Court. It is the final court of appeal. It has an odd number (i.e. 3, 5,7) of judges to hear every case. This ensures that there is no tie when deciding on a case.



*This is the Supreme Court of Zambia.*

The Supreme Court comprises the Chief Justice, Deputy Chief Justice and three Supreme Court judges. The Supreme Court judges are appointed by the President, in consultation with the Judicial Service Commission. The head of the Judiciary is the Chief Justice who is appointed by the President and approved by the National Assembly.

### **The need for laws**

We need laws for:

- *protection*. People are protected by law from any harm by other people. For example, a suspect should not be harmed by members of the public.
- *justice*. A person who has broken a law should be given a fair trial within 14 days in a court.
- *freedom*. The law protects people's rights and fundamental freedoms.
- *guidance*. Laws enable us to know what we should do and what we should not do.

### **Types of laws**

There are different types of laws which must be obeyed by the people. These are:

- *international laws*. These are laws which guide countries on how to behave towards each other.
- *constitutional laws*. These are laws which guide the government of a country.
- *civil laws*. These are laws which guide the behaviour of people towards each other.
- *criminal laws*. These are laws which protect the interests of society and the state.
- *customary laws*. These are traditional customs and rules.

### **Other important officers in the judicial process**

- *The Attorney General*. He or she is the chief legal adviser to the government. He or she is an ex-officio member of the Cabinet. That means even though he or she is not a cabinet minister, he or she attends Cabinet meetings to advise the government. The duties of the Attorney General are to:
    - 1 represent the government in courts.
    - 2 draft and sign all government bills to be presented to parliament.
  - *The Solicitor General*. He or she is a senior government lawyer who performs the functions of the attorney general in the absence of the Attorney General.
  - *The Director of Public Prosecutions*. He or she is an official in charge of all criminal proceedings. In every serious case, he or she carries out
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his or her duties in person. In less serious cases, he or she may instruct other people to act on his or her behalf.

- *The Investigator General.* He or she is an official who chairs the commission of investigations. This commission investigates cases of corruption, nepotism and malpractice. Another name for Investigator General is Ombudsman.

## Types of cases

There are two types of court cases. These are civil and criminal cases.

*Civil cases.* These are disputes between people, e.g. divorce, debt and adultery.

If you are found guilty of having committed a civil case you pay damages.

*Damages* is the money you pay to a person as a form of compensation.

*Criminal cases.* These are offences against the government and the society,

e.g. theft, murder, bribery, rape, perjury, careless driving, treason, spying

and assault. If you commit any of these offences you will be arrested by the

police and put in police custody. While you are waiting for your case to be

heard by the court you can ask for a police bond. A *police bond* is a written

promise an accused person makes to the police that he or she will not run

away. If *you* are refused police bond you can ask for bail when your case is

taken to court. *Bail* is money paid by the accused person to the court so that

he or she is set free until his or her case is tried. If the police fail to take you

to court within 14 days you can ask for the *writ of habeas corpus* which was

discussed in Chapter 9.

During trial you are regarded innocent until you are proved guilty. If the

court finds you guilty, you will be imprisoned or made to pay a fine or both. A

*fine* is money paid to the government for breaking a criminal law. Sometimes

the court may decide to give you a suspended sentence. This means that

you are set free but should not commit any other crime within a given period.

## The role of the judiciary in promoting democracy

Courts in Zambia play a very important role in safeguarding people's lives.

They promote and protect democracy and human rights. The judiciary is

constitutionally empowered to:

- settle disputes arising from the *bill of rights*.
- interpret the law.
- declare the elections free and fair.
- abolish the law which is not in line with the constitution. For example, the *Public Order Act* was declared unconstitutional in January 1996.

## Judicial terminologies

Here are some of the words used in judicial language:

- complainant:* This is a person who takes the case to court.
- defendant :* This is a person who is accused of having done something wrong.
- prosecutor:* This is a person who tells the court what crime the accused has committed and what law they have broken.
- mitigation:* This is when the accused person asks the judge to be lenient in giving punishment after he or she has been found guilty.
- dock:* This is the box in which the accused and witnesses stand in court.
- legal aid:* This is the assistance that an accused person gets from a government lawyer without paying.
- witness:* This is a person who gives evidence in a court of law about what he or she personally saw or heard.

### **Exercise 14**

- 1 Why is law important?
- 2 Name the types of courts in Zambia.
- 3 Who is the head of the judiciary?
- 4 What are the functions of the judiciary?
- 5 What roles does the judiciary play in promoting democracy?
- 6 Complete the sentences below:  
The officials who try cases in:
  - a) Local courts are called ... .
  - b) High courts are called ... .
  - c) Magistrate's courts are called ... .

## CHAPTER 15 Local government

In Chapter 10 you learnt that the role of the central government is to administer the whole country. Although this is the case, the affairs of the district are looked after by local councils on behalf of the central government. A council is a group of elected people who represent the local community. They meet from time to time to discuss and make decisions on matters that affect them. Therefore, local councils are local governments that fall under the Ministry of Local Government and Housing.

### Brief history of local government

In Northern Rhodesia the local government system started in 1927. There were two types of local authorities: the *native* and *urban* authorities. The native authority formed rural local government. These authorities were agents of the central government. They were run by chiefs. Their main functions were to assist the central government in administering local African affairs.

The urban local authority followed the British system of urban local administration. These were run by the Department of Local Government and African Housing, under the Ministry of Lands and Local Government. There were five types of urban local authorities: *city, municipal, municipal board, township management boards and district commission of local authority*. Municipal councils had powers to appoint mayors and aldermen (long-serving members of the council) while municipal boards appointed chairmen.

In June 1964, the administration of local authorities both rural and urban came under the Ministry of Local Government. In 1965, the native authority was abolished, and the central government made efforts to reorganise the Local Government. They moved the local authorities from the Ministry of Housing and Social Development to the Ministry of Local Government and Housing.

Four types of local councils were established: *city, municipal, township and rural councils*. In the city and municipal councils, Mayors were elected to head them. *Town clerks* were appointed *chief administrative officers*. Elected civic heads in township and rural councils were chairmen and *council secretaries* as administrators.

In 1980 a law called the Decentralisation Act was passed. The Act gave powers to the Party (UNIP) to run the councils. The Governor took over the functions of the mayor and chairman. The Chief Executive of the council was the District Executive Secretary. He or she was assisted by the following:

- Administrative secretary.

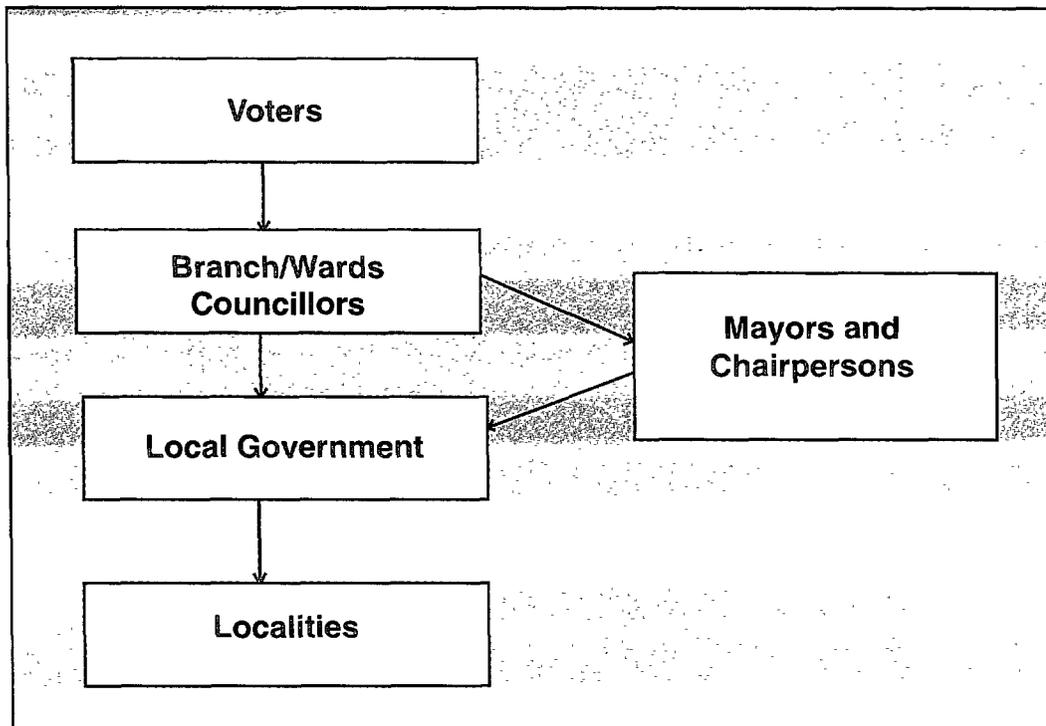
- Political secretary.
- Social secretary.
- Security secretary.
- Financial secretary.
- Development secretary.
- Commercial and industrial secretary.
- Legal secretary.

The councils consisted of the following:

- the governor.
- two trustees.
- ward chairmen.
- Members of parliament (MPs) in the districts.
- one representative from each trade union in the district.
- one representative from each of the security forces.
- one elected chief, district political, youth and women secretaries.

In 1991, another local government act was passed. It abolished the decentralised system of local government. This act introduced a system similar to that of 1965. Three types of local councils were established: *city, municipal* and *district councils*.

### Local Government Structure



*This is the structure of a municipal council according to 1991 Act.*

## Elections of the councillors

Councillors are a group of people who are chosen by the local community to represent them. Individuals are free to stand in council elections. However, in order to stand for election an aspiring candidate must satisfy the following requirements according to the local government electoral commission:

- be a Zambian aged twenty-one years and above.
- be a resident in the area he or she wishes to represent.
- have Grade 7 education qualification and above.
- be nominated by nine registered voters.

In a multi-party system a person may stand as an independent candidate. Each council area is divided into wards which are smaller than constituencies. The election of councillors takes place in wards. Therefore, a councillor represents a ward. At the first meeting of councillors, a Mayor or Chairperson is elected from amongst the councillors. That person becomes the civic head of the council. The term of office for councillors is three years whereas Mayors and Chairpersons stay in office for one year. A Mayor or Chairperson is free to stand for re-election but cannot serve a third term of office. Ordinary councillors are re-elected as many times as they wish.

Another way of electing councillors is by nominating long serving persons within the council or locality. These persons are usually experienced in particular fields of local governance. They are referred to as *ex-officio* members. In Zambia, a councillor who has served for at least ten years is nominated as an *alderman*. Councils have legislative powers at the local level. They can make by-laws. These are laws made by local councils. They must be in line with the acts of parliament. A *by-law* is made to suit a particular community. If anyone breaks the by-law the council has power to sue him or her.

To ensure their smooth running, councils have the power to form committees. The councils can provide many services to the people in the local community. Here are some of them:

- maintenance of roads.
- provision of housing.
- collection and disposal of refuse (rubbish).
- control of epidemics such as cholera, typhoid, and elimination of mosquitoes and rats.
- provision of recreational facilities such as parks, swimming pools, etc.
- provision of public libraries.
- provision of street lighting.
- issuing of motor car and trading licences.
- provision of public health services.
- maintenance of waterworks.
- allocation of sites for residential and industrial development.



*This is one of the services provided by the council.*

### **Sources of revenue**

The provision of services depends on the available resources such as skilled human and financial resources. The councils, therefore, raise revenue or funds by:

- receiving annual grants from the central government.
- borrowing money from financial institutions such as banks, insurance companies, building societies, etc.
- collecting rent and rates on people who own property. Rent is money paid to the council by people who live in council houses. Rates are paid by people who own property in a council area.
- running businesses such as taverns, bottle stores, motels, transport, etc.
- investing in companies where they obtain dividends or royalties.
- collecting personal levy from all working residents.
- charging licence fees.

### **The relationship between local and central government**

The central government can create city, municipal or district councils through local government acts.

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The central government can also use its administrative powers to control the councils. The Ministry of Local Government can dissolve councils which fail to perform their duties. Councils can receive guidelines from the government or ministerial officials resident in council areas. The Ministry of Health may provide instructions to councils on health matters. The Ministry of Education can inspect nursery schools to improve their standards.

Furthermore, certain schemes or plans of development that a council wishes to undertake have to be approved by the central government. Where the council is unable to carry out a project because of the costs, it can ask the central government to assist it. For example, the central government may be called upon to provide bulldozers, earthmovers, cranes, tractors, etc.

### **The role of traditional rulers in local government**

Traditional rulers are also represented in the district councils. Chiefs also act as local government by judging civil cases and apportioning land.

#### **Exercise 15**

- 1 Explain why there is need to have local governments.
  - 2 Describe changes that have taken place in local government since 1964.
  - 3 What is the difference between city and district councils?
  - 4 Why are councillors elected?
  - 5 What are by-laws?
  - 6 Carry out a survey on services provided by the council in your area, and write a report for presentation in class.
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## CHAPTER 16 Indicators of development

### The economy

So far you have learnt that the people of Zambia and their government want to build a democratic nation. However, democracy is not only based on political parties, pressure groups, the constitution and the rule of law. Democracy must also promote the peoples' rights to food, shelter, jobs, education and health. These are called basic needs without which people cannot survive and take part in national affairs.

Another problem that the people of Zambia and their representatives in government have to deal with is that of the *economy*. An economy is a system used by society to produce goods and services. Examples of goods are: pencils, pens, hoes, ox-carts, cars and books. Education, health, hotels, police, transport, banking and insurance are services. When you pay for a service, someone does a job for you. For example, if you pay for transport to school, a bus driver takes you to and from school.

Goods and services have a value which is expressed in terms of money. This value is called the price or *cost* of the good or service. A place where buyers and sellers meet to do business is called a market.

In order to produce goods and services, people need resources. A resource is anything that is used to produce goods and services. Resources include people, land, money, water, wildlife or anything that can be used to satisfy the needs of the people. Every person in society performs an economic function. All people are *consumers*. To consume is to use something. For example, every day you need food, water, shelter and clothes.

However, some people in society are producers. They make and provide the goods and services. Examples of these producers are: farmers, carpenters, doctors, teachers, tailors and factory workers.

### The problems in economics

Economics involves the production and distribution of wealth in a community. However, economists have identified economic problems faced by every society, namely:

- 1 *People have many wants but there are limited resources to satisfy them.*  
The basic economic problem is how to use the resources in a community to satisfy the needs of its members. Resources are limited, but the needs and wants are many. For example, you may want more food, new clothes and many other things in addition to what you have. However, your family may have no money for all the things you would

like to have. Father or mother has to decide on the most important things on which to spend money. Similarly, the government does not have the resources to satisfy all the needs of the people. It has to decide on how to use the limited resources available.

Since the resources available to the people and government are limited, they must make choices. In economics to make a choice is to give up one thing for another because you can not have everything you want due to limited resources. You may want both a pair of shoes and a pair of trousers but the money you have may not be enough to buy both. You have to choose one.

Similarly the government may want to build a road and a school for a community. However, the money available may not be enough for both the road and the school. If the community tells the government that it wants a school, it will have to give up the new road for that period. In economics this is called the problem of *scarcity* and *choice*. Scarcity means not enough, inadequate or hard to get.

## 2 *How to use resources efficiently.*

The fact that resources are limited means that they must be used efficiently. When people and government make choices, they are interested in getting the best results from the use of their resources. For example, when you buy an item, you choose one which will satisfy you in terms of amount (quantity) and will last long. You must be able to use the item for a reasonable period of time. In Zambian communities, there are many examples of wasteful use of resources. A parent may spend money on beer instead of meeting the basic needs of the family. Can you think of other examples? Similarly, a government that uses resources efficiently will try to satisfy the basic needs of its citizens.

## 3 *The dependence on other people's work.*

In a modern economy a person, a family or community cannot produce all that is needed. This is because of specialisation. *Specialisation* means that a person does one particular job. For example, your teachers spend all their days teaching. They depend on farmers to produce food, transporters to bring the food to markets and marketeers or grocers to sell food to them. Another word for this dependence on the work of others is *interdependence*. This means that while you depend on others, they also depend on you. It is always important to remember that in a modern society your work affects the lives of other people.

## **Development**

Development means a change for the better in the lives of the people. The two main goals of development are to enable citizens to meet their basic needs and ensure respect for human rights.

It is common to talk of economic, social and political development. *Economic development* means increasing the amount of goods and services produced in a society. This is very important because the more goods and services you use, the better, healthier and more comfortable your life will be. People who live in good modern houses, with clean and safe water, own cars, refrigerators, television sets, go to good schools and hospitals are said to have a high standard of living.

The majority of Zambians have a low standard of living. They live in very poor houses. They use water that is not clean and safe. They do not have enough food and clothing. They cannot pay hospital and school fees. Economic development is therefore a very important national goal.



*Most Zambians live under poor conditions.*

*Social development* means providing facilities so that every citizen will have an equal chance to improve his or her life. It means education for every citizen especially women and girls. Every citizen needs services like education, health, housing, transport and recreation. Social development should improve the standard of living for all people.

*Political development* means the establishment of democratic organisations and institutions in the country. In short, political development must ensure the rule of law, freedom of expression, right to worship, political participation and personal security.

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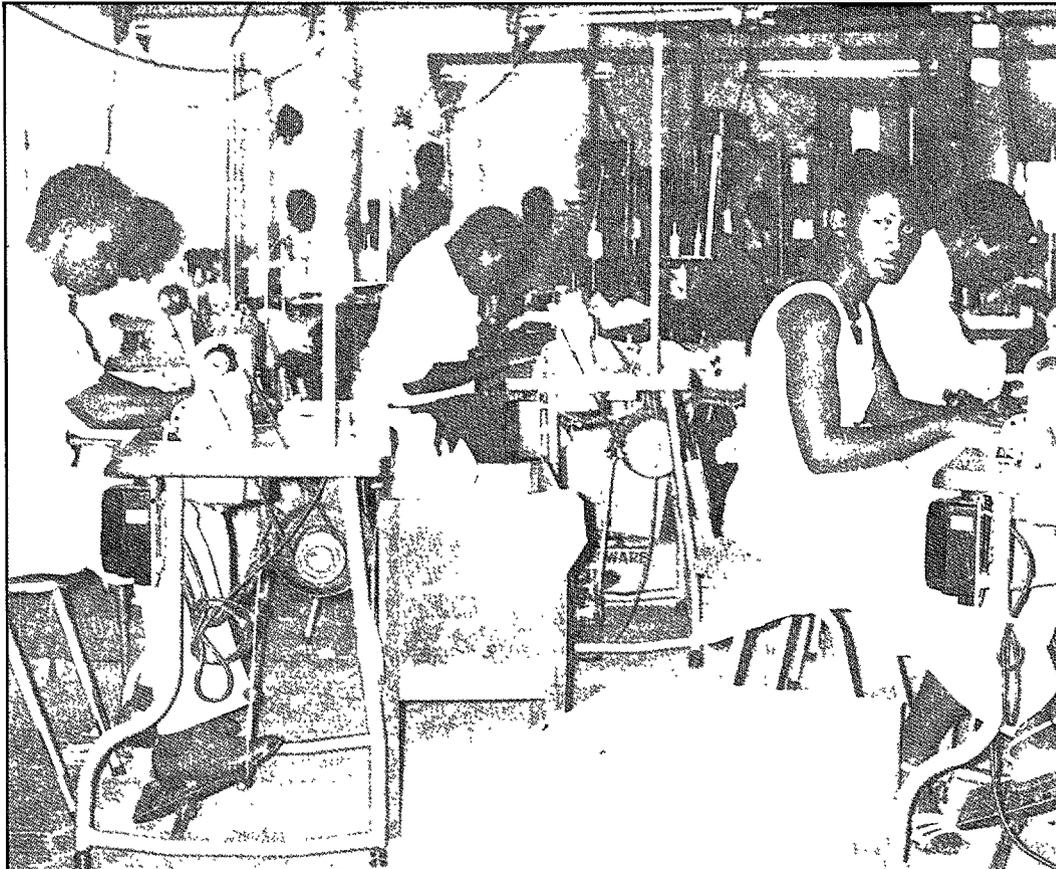
## Indicators of development

When there is development in a country, social, economic and political changes take place. These changes are called indicators of development. Here are some indicators of development:

- *Rise in production.* When there is development, there is a rise or increase in the amount of goods and services produced in the economy. This increase is due to changes in methods of production.

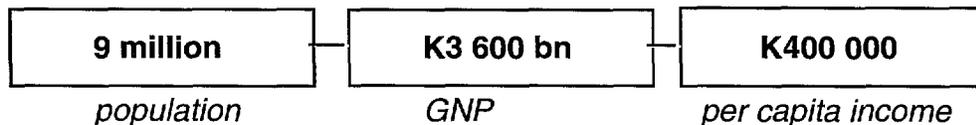
In many Zambian villages people produce goods to meet their needs. They use simple tools like hoes and axes to produce what they need. They work in small family groups. This type of economy is called a traditional or subsistence economy. The production of goods is very low because people use simple tools. As a result the standard of living is very low.

In a modern economy companies are formed to produce goods and services. They employ many people who use machines to produce large quantities of goods. This is called *mass production*.



*Mass production of goods using modern machines.*

- *Availability of jobs.* When development takes place, jobs should be available. Heads of families should have jobs to earn a wage so that they can buy goods to meet their basic needs. Jobs also make people feel useful to their society and families. A person who has no job may lack confidence and feel unhappy. In Zambia, there is a problem of unemployment. In 1996 only 520,000 people were employed out of a population of 9 million. Many young people who leave school cannot find jobs. There is a great need for the government and the people to create jobs.
- *The Gross Domestic Product.* Is it possible to find out the total value of the goods and services produced in Zambia within one year? The answer is yes. This is done by working out the Gross Domestic Product (GDP). The GDP is the figure showing the total value in money of the goods and services produced in one year in a country. The GDP tells us the value of a country's economic activities. It also shows whether the economy is growing or declining.
- *The Gross National Product.* Another useful figure is the Gross National Product (GNP). The GNP is the figure showing the total value in money of goods and services produced from resources owned by citizens within and outside the country. The GNP is very important in that it can be used to work out the average income per year of every citizen. This average income is called *per capita income*. The word income means the amount of money a person has. The method used to work out the per capita income is as follows:



In 1995, Zambia's per capita income was K400,000 per person. This means that the average income of a Zambian was K400,000 per year or K33,333 per month. This low per capita income shows that most Zambians live in great poverty. They cannot meet their basic needs from this amount. There is a great need to increase the GDP in order to improve the lives of the people.

- *School enrolment.* Another important indicator of development is school enrolment. Attending school helps people to learn the skills and knowledge they need to improve their lives. Education, especially for girls and women improves the health of the family and encourages the production of goods and services.

In Zambia there has been a great expansion in education facilities since independence. The government has built more schools, trained

more teachers and supplied more textbooks sometimes with the help of donor agencies. However, there are some problems. Education opportunities are not equal for boys and girls. There are many children who do not attend school while many others drop out. The country needs more money to improve the quality of education.

- *Life expectancy.* Nowadays it is possible to say how long a person is expected to live using the health and nutrition conditions in the community. In developed countries like Japan and the United States of America a person is expected to live up to 80 years while in Zambia very few people reach the age of 50. Life expectancy means the average number of years a new born baby is expected to live if health conditions were to remain the same.

In Zambia many babies die before they are five years old. Many of them are not immunised against childhood killer diseases such as measles and polio. The water and the surroundings in which people live are unhealthy. Waterborne diseases like cholera, diarrhoea and malaria may cause many deaths. There is not enough good food for children, pregnant women and nursing mothers. Many people cannot afford better and efficient health services.

### **Obstacles to development**

Zambians call their nation a developing country to show their desire for development. However, there are obstacles or problems that hinder development. Here are some of them:

- *Dependence on copper.* Zambia's development depends on the amount of money earned from copper sales to other countries. From 1964 to 1975, the price was very high and Zambia had a lot of money to build schools, hospitals, roads, hydro-electric power stations and factories to manufacture goods. When the price of copper fell, the development of the country declined and now Zambia is one of the poorest countries in the world. There is need to develop agriculture and manufacturing industries to earn money for development.
- *Money owed to rich countries.* Another obstacle to development is the large amounts of money Zambia owes the rich countries. Instead of using all the money Zambia earns for development, the government has to pay most of it to rich countries. The government therefore spends more money on paying back debts than it spends on health, education and other social services. This is called the debt crisis.
- *Poverty.* The high degree of poverty in the country is also an obstacle to development. Production of goods and services is done by business people called *entrepreneurs*. Entrepreneurs use land, labour and capital to create goods and services. However, the majority of Zambians are too poor to start a business. Poverty is also accompanied by hunger,

disease and ignorance which are obstacles to development.

- *High population growth.* Another obstacle to development is the high rate of population growth in the country. For example, in 1995 Zambia's population grew by 3% while its GDP declined by 4%. This means that the country had more people to feed, clothe, shelter and educate while less goods and services were produced. This has been the trend in recent years. There is need for people to practise family planning if development is to take place.

In this chapter you have learnt about the economy and development. It is important to realise that the development of the economy and democracy go together. If the economy cannot create jobs and meet the basic needs of the people, democracy will not succeed. The people will feel that the government does not care for their well-being and they will not take part in public affairs. They may not vote or attend political meetings.

### Exercise 16

- 1 Give the meanings of the these words:
  - economy
  - economics
  - standard of living
- 2 What is meant by:
  - economic development?
  - social development?
  - political development?
- 3 Write briefly on any four indicators of development.
- 4 The table below shows Zambia's GDP from 1991 to 1995. Use the figures to find out whether the GDP has been growing or declining.

| 1991     | 1992     | 1993     | 1994     | 1995   |
|----------|----------|----------|----------|--------|
| K2212.7M | K2157.3M | K2286.8M | K2226.0M | K2139M |

Describe what happens when the GDP declines. What are the advantages of an increase in the GDP?

## CHAPTER 17 The budget

A budget is a plan to collect and spend money. There are three types of budget: personal, family and national.

There is need for us to think carefully about how we spend money. Money is one of our resources which is always scarce. Resources are never enough to meet our needs and therefore we have to plan.

Planning the use of resources is not a new idea. People have always realised that nature provided them with a limited number of resources. People in the olden days planned when to clear a new piece of land, when to plant and harvest. After the harvest, the crops were stored to last until the next harvest. If everything was used up before another harvest people would starve.

### A personal budget

A personal budget is a plan on how an individual wants to spend his or her money. An individual carefully chooses what to buy. For example, when you are given pocket money by your parents, you do not simply walk into a shop and start buying goods. If you did that the money may finish before buying what you need most. Therefore, it is important that you should always make a budget before spending. A budget is made up of two parts, income and expenditure. *Income* is the money received while *expenditure* is the money spent. In a good budget income and expenditure must balance. Below is an example of a personal budget of a pupil at a boarding school:

| Income   | Expenditure            |                 |
|----------|------------------------|-----------------|
| K27, 400 | 4 bath soap — tablets  | K 2, 800        |
|          | 2 pkts detergent paste | K 1, 600        |
|          | 10 exercise books      | K 5, 000        |
|          | entertainment          | K 1, 000        |
|          | transport              | K12, 000        |
|          | black shoe polish      | K 1, 000        |
|          | Total                  | <u>K23, 400</u> |
|          | Balance                | <u>K 4, 000</u> |

The budget above is good because not only does the income and expenditure balance but there is some money in reserve. This money is called a *surplus*. The budget has been carefully planned. If you spend more than K27,400 then you have a *deficit* and thus you have to borrow money from a friend.

## A family budget

Every family plans how to spend the money it earns. Usually, the father and mother plan the expenditure for the family. The planned expenditure to a large extent depends on the income of the family. The less money that is available the more difficult it is to draw up a budget within the income. A family that earns a large income finds it easy to draw a budget without exhausting all the money. The money that remains is *savings*. Saving is important for families because it enables them to buy items such as television sets, radios, cars and sewing machines. Saving is also important for national development.

Below is an example of family budget for the Musonda family which gets their income from a farm in Kabwe:

| Income Per Year     |                            | Expenditure Per Year                  |                           |
|---------------------|----------------------------|---------------------------------------|---------------------------|
| Milk                | K300, 000                  | Vaccines and dip chemicals            | K150, 000                 |
| Maize               | K500, 000                  | Maize seed and fertiliser             | K250, 000                 |
| Sunflower           | K100, 000                  | Transport                             | K 50, 000                 |
| Cabbage             | K100, 000                  | Sunflower seed                        | K 50, 000                 |
| Chickens            | K200, 000                  | Stock feed                            | K100, 000                 |
|                     |                            | Food and soap                         | K300, 000                 |
|                     |                            | Entertainment and school requirements | K 50, 000                 |
|                     |                            | Medical fees (Scheme)                 | K 50, 000                 |
|                     |                            | <b>Total expenditure</b>              | <b><u>K1,000, 000</u></b> |
| <b>Total income</b> | <b><u>K1, 200, 000</u></b> |                                       |                           |
| <b>Balance b/f</b>  | <b><u>K200, 000</u></b>    |                                       |                           |

In the example of a family budget above, the budget surplus is two hundred thousand kwacha. This is a good budget because it has a surplus.

When making a budget, a family has to make choices because money is scarce. A good family budget will first cater for the basic needs of the family. A family which makes poor decisions may fail to meet its basic needs.

There are some parents who are not convinced of the importance of buying nutritious food. They instead buy clothes for themselves and spend the rest of the money on beer. Such parents may have children who are undernourished. It is bad for a country to have undernourished citizens because they cannot think and work hard enough to produce wealth. Making a wise budget can help a family to get the most benefit from its income.

## The national budget

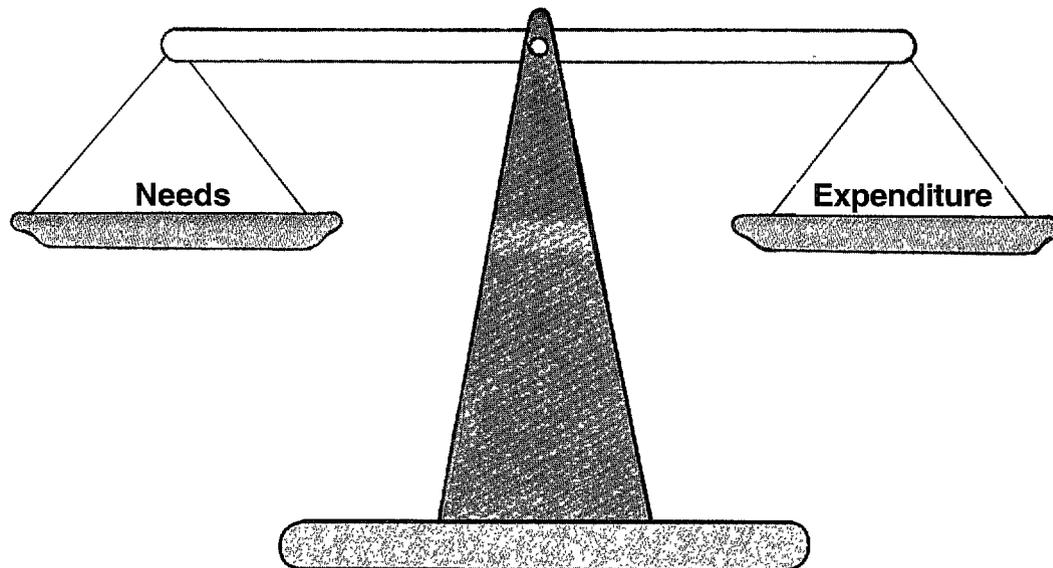
A national budget shows methods used by the government to raise money and a plan for spending it. A national budget is therefore made up of revenue and expenditure. Revenue is government income. It is raised through taxes. The Zambia Revenue Authority (ZRA) is a government department that collects taxes from companies and individuals. Money from taxes alone may not be enough to meet our national budget. Therefore, part of the government revenue comes from loans and grants from other countries.

The national budget is passed by the National Assembly after it has been presented by the Minister of Finance.

The national budget consists of the following parts:

- 1 *Revenue*. It is money that government receives every year from various sources such as taxes.
- 2 *Recurrent expenditure*. It is money which government spends every year on salaries and wages of government workers and maintenance of facilities like buildings.
- 3 *Capital expenditure*. It is money which is spent on new projects such as constructing roads or building schools.

A national budget can either have a surplus or deficit. The ideal situation is that the budget must balance. A national budget is like weighing something on a scale as shown below.



*This an example of a good national budget.  
Revenue = Expenditure*

When the revenue is more than expenditure it is called a surplus. The surplus is put into a reserve fund which is like a savings account. This money is later used on development projects. Zambia's economy was strong after independence in 1964 and every year the country had a budget surplus until 1970. We had money in reserve. This enabled us to build many schools, hospitals and roads.

A budget deficit is where expenditure is more than the revenue. When there is a budget deficit, the country has to borrow from other sources. This could be from financial institutions within and outside the country. Borrowing without investment may lead to a *debt crisis*. A debt crisis is a situation when a nation fails to pay back its debts to other countries. Due to the debt crisis most of Zambia's export earnings go to donor countries to pay back for loans instead of being used for development.



*Minister of Finance preparing to present the 1996 national budget.*

### **Financial support from donors**

- Rich countries lend money to Zambia. Some of these countries are the United States of America (USA), Britain, France, Germany, Japan, Italy, Canada, Sweden, Denmark, Norway and Finland. These countries are members of the Paris Club. This group of countries is also known as the donor community. They are a donor community because they are rich enough to lend money to poor countries like Zambia. They can also give grants. A grant is a gift of money which is not paid back.
- International financial institutions also give loans to countries with budgetary problems. Some of these institutions are the World Bank

and the International Monetary Fund. These loans have to be paid back with interest. In recent years, more than 50 per cent of Zambia's budget has been borrowed from the donor community. This means that Zambia is a country which is highly dependant on other countries.

### **Exercise 17**

- 1 Why is a budget important?
- 2 Explain the following:  
revenue                      capital expenditure                      recurrent expenditure  
grant                              budget deficit                      budget surplus  
debt crisis
- 3 Which Minister presents the budget in the National Assembly?
- 4 Which organ of the government passes the national budget?
- 5 List down names of some countries that lend money to Zambia.
- 6 What is the first thing you consider before making a budget?
- 7 What do you do with the surplus money after you have made a budget?

## CHAPTER 18 Factors of production

Factors of production are resources which help us to produce goods and services. There are three main factors of production. They are land, labour and capital.

Land and capital are *physical resources*. Labour is a *human resource*. Physical resources are features of a country which influence production, for example climate, soils, minerals, animals, rivers, lakes and forests. Money, buildings and factory equipment are also physical resources. Some resources are renewable while others are not. Resources like copper which cannot be replaced once they are used up are called 'wasting' or 'non-renewable' assets. Those that can be replaced are called 'renewable assets'. Water, forests, cotton, maize and soils are examples of renewable resources.

### Land

Land includes the natural resources such as soils, rivers, lakes, wild life, fish and minerals. Zambia's development depends on agriculture. Agriculture, if fully developed, will become a major source of wealth. In 1994 for example, K488,8 million was earned from the sale of agricultural produce. Therefore land should be cared for. The fertility of the soil should be preserved. The *chitemene system* of cultivation where trees are cut and burned and ash is used as manure is a bad method of farming. It destroys the fertility of the soil and also leads to *deforestation* and *desertification*. Desertification is the creation of deserts through human activities.

### Water

Water is a very important natural resource. Without water there can be no life. Zambia has a lot of water sources like rivers and lakes. Water, like other resources can finish if it is not well looked after. We have to conserve water. This means that we have to keep some water for future use. We can construct dams and storage tanks to conserve our water. Water is used for drinking, generating electricity, irrigation, transport and fishing and many others. Water may also be a tourist attraction. For instance, the Victoria Falls attracts a good number of foreigners who bring in foreign exchange to Zambia.

### Forests

Forests provide us with timber, firewood, fruits and medicines. We also need forests to prevent soil erosion. Forests protect rivers from drying up. It is important for us to preserve our forests. We should replace trees that are cut down by planting new ones. Forests are important as they provide a home

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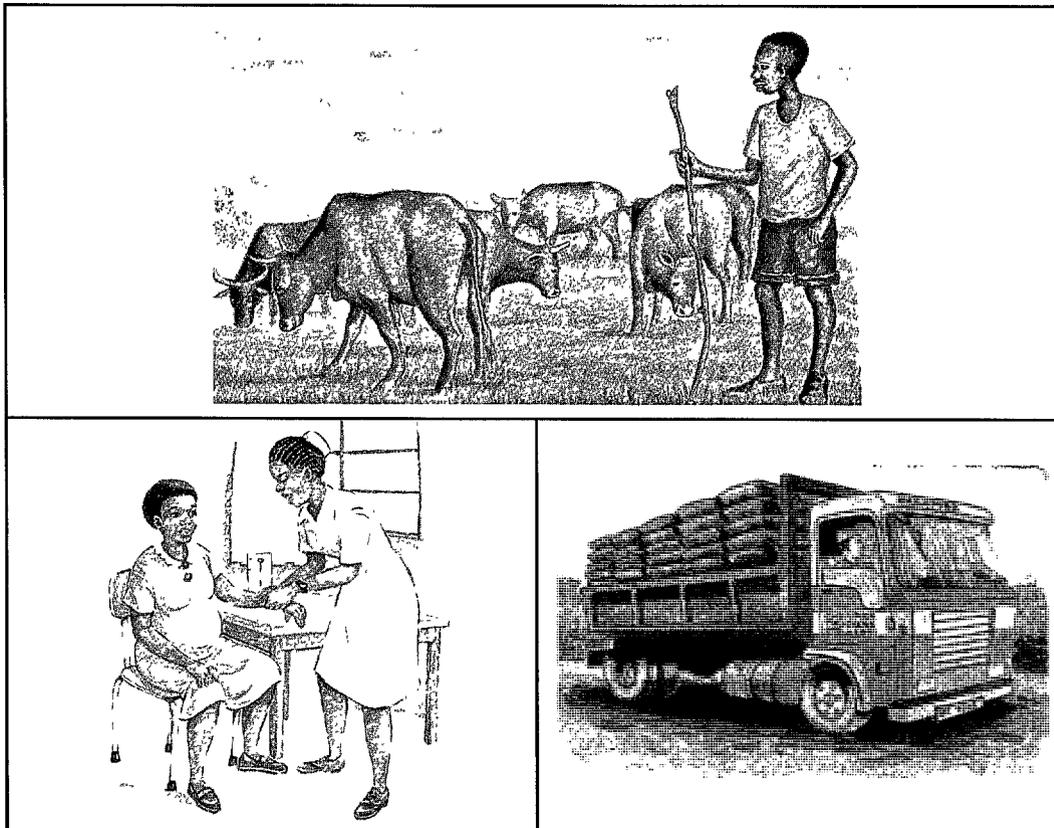
for wildlife. Wildlife is important to Zambia's economy because we earn foreign exchange from tourists.

## Minerals

In Zambia we have a number of minerals that we use in our industries, e.g. copper, limestone, zinc, coal and cobalt. These are raw materials used in industries.

## Labour

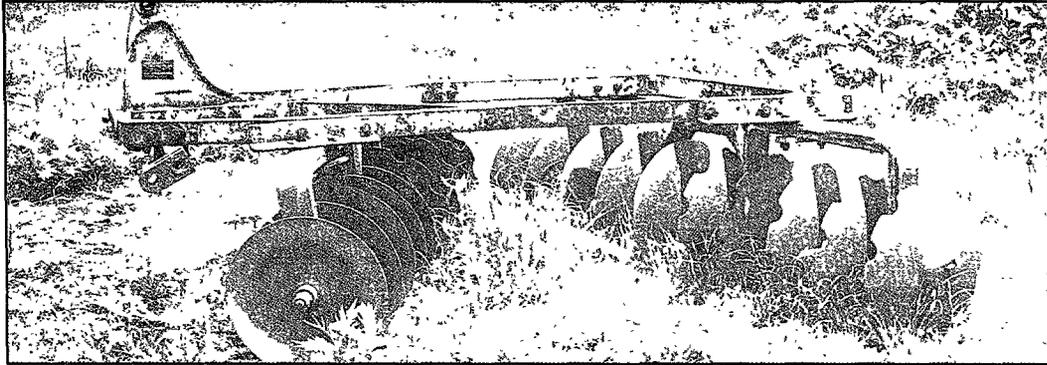
Labour is a human resource. It is the effort made by a human being to produce goods or provide a service. For instance, a farmer digs the soil and grows crops. A teacher teaches pupils in class. This is labour because they provide a service by giving knowledge to the pupils. In modern societies, people specialise in different jobs. You need special skills to do certain jobs. In order to repair cars you need to be trained as a motor mechanic. Education is therefore very important. Without it there can be no trained engineers, doctors, teachers and many others.



*These are all forms of labour.*

## Capital

Capital includes all equipment, machinery and buildings used in the production of goods and services. We need capital to increase our production. Ploughs, lorries, factories, buildings, roads, dams, tractors are examples of capital. Money can also be capital. If a country does not have enough capital it will not be able to produce many essential goods and services.



*This is an example of a capital good.*

## Types of industries

An industry is an activity which produces goods and services. The three types of industries are: primary, secondary, and tertiary (service).

### Primary industry

It is an industry which uses natural resources to produce raw materials. Examples of raw materials are copper, cotton, fish, sugarcane, maize and timber.



*This is an example of a primary industry.*

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### Secondary industry

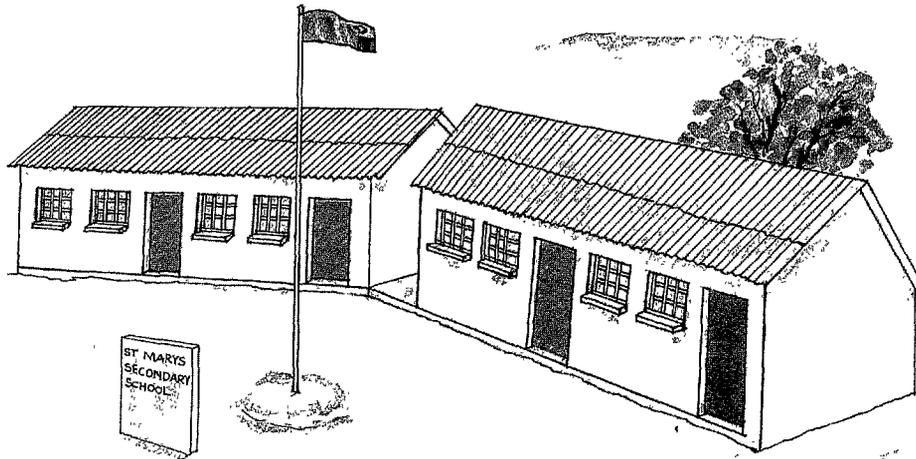
This is an industry which turns raw materials into finished goods. Examples of secondary industries are milling, brewing, baking and car manufacturing. These are also known as manufacturing or processing industries, e.g. Zambia Breweries, Nitrogen Chemicals and Luangwa Industries, Kapiri Glass Factory, Mulungushi Textiles and Kabwe Industrial Fabrics.



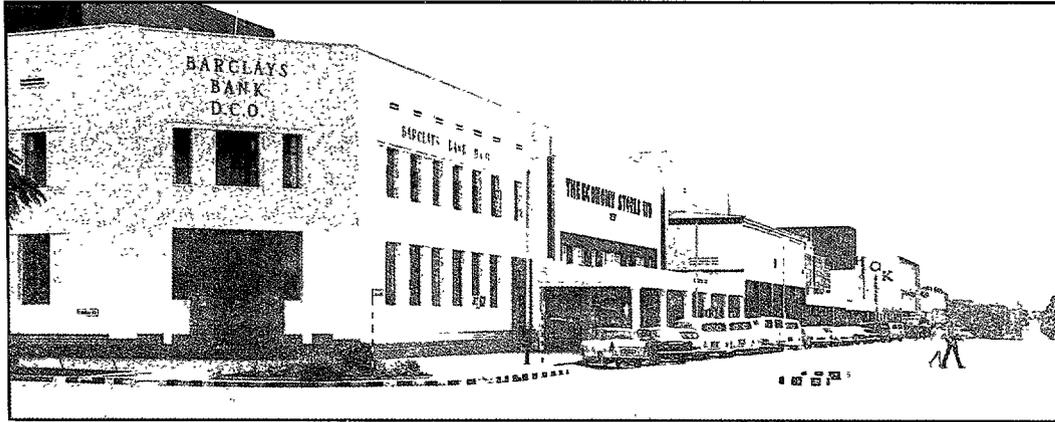
*This is an example of a secondary industry.*

### Service industry

This is an industry which provides services to the people. Examples of service industries are transport, teaching, health, tourism, banking, broadcasting and insurance.



*This is a school. It provides a service industry.*



*This is a bank. It provides a service.*

### **Benefits from industries**

We get many benefits from industries. Here are some of them:

- industries make production of goods easier and greatly increase the quantity of goods and services.
- industries provide jobs to people.
- agriculture as an industry provides raw materials for manufacturing industries.
- industries raise a nation's income and increase the standards of living of the people.
- industries increase the number of goods for export and reduce the need to import foreign goods.
- industries grouped together develop townships and therefore lead to urbanisation and growth of cities.
- industrial towns are centres of government, education, entertainment, shopping, etc.

Sometimes industries can bring about problems such as pollution and the mushrooming of shanty compounds as you will learn in Chapter 20.

### **Exercise 18**

- 1 List down the factors of production.
- 2 Give examples of the following in Zambia:
  - a) primary industry.
  - b) secondary industry.
  - c) service industry.
- 3 Why is conservation of natural resources important?
- 4 Give examples of renewable and non renewable resources not mentioned in the text.

## CHAPTER 19 Work culture

In this chapter, you will learn about Zambia's *work culture*. By work culture we mean the attitudes and values of people towards work. The attitude of people towards work is very important because the survival and development of a society depends on the work of its members.

You must be familiar with the word '*work*'. It is used every day in homes and schools. Parents go to work in offices, schools, factories, gardens, mines and many other places because without work no family can survive. To work is to turn raw materials found in nature into finished goods or to perform a service that will satisfy the needs of the people.

First a need or a want is felt by a person or the community. Then the person or community has to carry out some work to satisfy that need or want. For example, your community may feel that there is need for more school places if there are a lot of young people who cannot attend school. The community may then decide to build more classrooms at your school to satisfy the need for education. Similarly, a business person may discover that the people need certain commodities such as blankets, sugar and soap. They will go to a place where these commodities are found and bring them to satisfy the needs of the people.

When people come together to work in order to satisfy their needs and those of their communities, it is referred to as a *project*, e.g. building more classrooms in a school or starting a business. Every project involves the following:

- identifying the personal or community need that has to be fulfilled.
- finding resources, e.g. money to carry out the project.
- employing people to work on the project.

In a community where there are many private, communal or government projects, there will be a lot of goods and services. A community with no or few projects shows that there is little work being done in that community.

The word '*culture*' means the beliefs, attitudes, customs and practices of a society. Culture is very important because it determines people's needs and wants and the methods they use to satisfy those needs. It also influences people's attitudes towards work and the need to improve their lives. For example, in some cultures, people are satisfied with a very simple life style with few goods and services. They may therefore see no reason to participate in or start projects that will increase the availability of goods and services in their community.

Another reason why culture and attitudes are important is that they determine the *productivity* of workers. Productivity means the amount of goods

and services produced by a worker in a given period of time. In a society with a good work culture, productivity of the workers is high and the amount of goods and services available is satisfactory.

## **The organisation of work**

In a modern society work is organised according to certain rules. These rules are based on specialisation and division of labour. We have learnt that specialisation means that a worker has one particular job to do. He or she plays a role in the production of goods or the provision of services.

A single worker does not produce the whole item. Division of labour therefore means that during the production of goods or the provision of services, work is divided into small parts which are given to individual workers to do. For example, the work of your school is to provide education to the pupils. In order to do this effectively, your teachers have specialised in teaching one or two subjects. Jobs like the repair of the school buildings and equipment, looking after school funds, cleaning the school surroundings, ordering books for the school and enrolling pupils are done by other people. Can you imagine what can happen to your lessons if all these jobs were done by one teacher?

In a factory, some workers receive and store the raw materials and others use the raw materials for actual production. After production another group of workers check and pack the products and finally another group is responsible for sending the goods to customers. This is what is called division of labour.

Division of labour is very important because it increases the productivity of workers. It leads to mass production of goods, for example, a factory can produce thousands of pencils, shirts or blankets within a week.

However, the division of labour cannot lead to mass production of goods and services if the nation has a poor work culture. It is therefore important to know and to put into practice the elements of a good work culture. These are:

- *Setting and adhering to goals.* A person must know the goal that he or she wants to achieve through his or her work. Similarly, if a person is working for an organisation, he or she must know the major aim or goal of that organisation. For example, the main goal of your school is to provide education. If a lot of time is spent on other activities like fundraising or playing football, then a lot of pupils may fail their examinations.

In addition, a person or organisation must adhere or stick to the goals set. If people give up because of a few problems, then they will not achieve anything through their work.

- *Proper use of resources.* When it is decided to carry out a project, resources are allocated or put aside to achieve the intended goal. However, if the same resources are misused, then the goal of the project
-

will not be achieved. For example if the community decides to build more classrooms but the head uses the money meant for the project for other things then the project will fail. Similarly, if a person wants to start a business but uses the money on beer then his or her business will fail.

- *Cooperation with others.* People in a modern society depend on each other for the production and provision of goods and services. If a group of workers does not do its work well, this will affect the performance of others. For example, if police officers do not carry out their duties efficiently, people will lose their property and lives. This will affect the production of goods and services in the community.
- *Following labour laws.* There are laws and rules which guide the behaviour of people in a workplace. For example, employers must pay their workers a reasonable amount of money. The workers also must do a satisfactory amount of work. When there are disputes between employers and employees, they must be settled according to the laws. If workers ignore the laws and strike, that is withdrawing their labour often, this will lower the production of goods and services in the community.

In a society with a good work culture workers are honest, reliable, punctual and hard working. They do work to the satisfaction of the community.

### **Improving the performance of the workers**

If a society wants to develop, it must:

- *Provide education and training.* Workers who have skills are more productive than those who have not received any education or training. For a society to develop it needs people with the knowledge and skills.
- *Encourage entrepreneurs.* These are business people who have the money, knowledge and skills to manage a business. Entrepreneurs are very important because they use land, labour and capital to produce goods and services that the people need.
- *Professionals.* These are doctors, nurses, teachers, accountants, lawyers and managers who provide services to the community.
- *Train technical experts.* These are engineers, scientists and technicians who design and make the goods needed by society. Even with a good work culture, the government and employers must do the following things to improve the productivity of the workers.
- *Improve working conditions.* The working conditions have also an effect on the performance of the workers. Workers who live in good houses and receive good salaries work better than those who live in poor houses and get poor salaries.
- *Improve welfare services.* Health and recreation facilities also improve the productivity of the workers. This means that workers must receive good medical care when they are sick. They must also be provided

with recreation facilities where they can pass their free time. Facilities like parks, playing fields and sports halls must therefore be provided.

- *Provide good tools.* Workers must be given good modern tools if they are to produce more goods and services. For example, a farmer who uses a tractor produces more food than the one who uses an ox-plough. The one who uses an ox-plough produces more food than the one who uses a hoe to cultivate the land.
- *Motivate workers.* To motivate a person is to praise or give a reward to him or her for doing a job well. Workers are motivated when they are promoted, given bonuses or share in the profits of the business.

### **The Zambian work culture**

Zambia's work culture has been shaped by the demands of a modern economy and traditional values. The Zambian work culture can be divided into two parts: the official or formal and the unofficial or informal culture.

#### **The formal or official work culture**

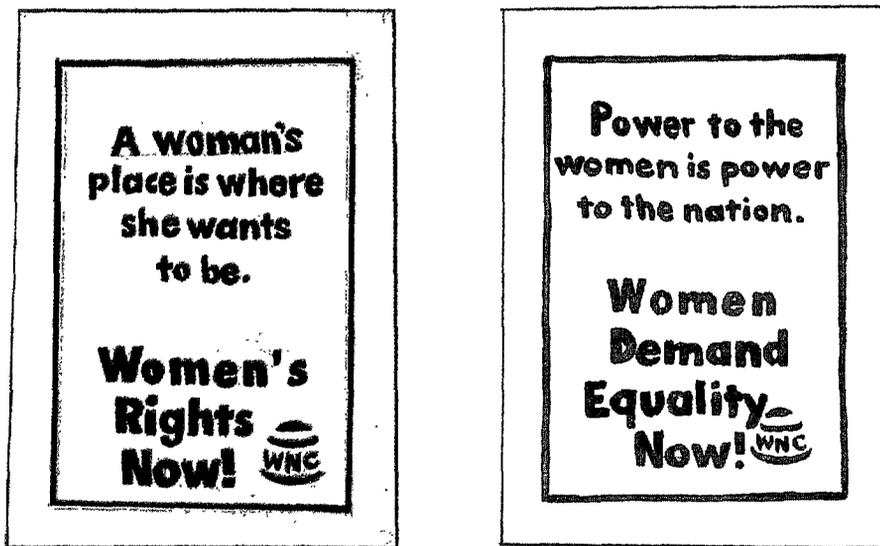
These are rules that are followed when somebody is employed. We have learnt that in a modern economy people must work according to rules and they must be trained for their jobs. There are rules that are followed so that the right person for the job is employed or promoted. These rules are:

- *Job qualifications.* Jobs must be done by people who have been trained to do them. They are trained in a recognised institution such as a college or university which gives them a certificate as proof of their qualifications. Employing unqualified people lowers the efficiency of an organisation and is sometimes dangerous. For example, employing drivers who are untrained can be dangerous to themselves and their passengers. So it is a very strong rule in many organisations that people who they employ must have the right qualifications for the jobs that they do.
  - *Jobs must be given on merit.* To be given something on merit is to be fair or just. When jobs are given on merit, it means that they must go to the people with the right qualifications and experience. Jobs must not be given to people because of their tribe or relationship with the boss or leader. Interviews should be used to select the best people for the job regardless of their sex, tribe, religion or race.
  - *Job description.* To be efficient, a person needs to know what his or her job is in the organisation. A job description lists down the functions that are to be carried out by the workers.
  - *Conditions of service.* A worker must also know his or her rights or duties. These are known as conditions of service. They tell the worker when he or she must report for work, when he or she can go on leave, how much money he or she is going to receive as a salary and the possible offences and their punishments.
-

### The unofficial or informal work culture

The type of work culture where there are no formal or official rules. The mixture of the traditional culture and the modern economy has given rise to the unofficial or informal work culture. The most important elements of this culture are:

- *Favouritism in giving jobs.* A person may be given a job not because of his or her qualifications but on tribal or family grounds. This is known as *tribalism* and *nepotism*, respectively. Interviews may be held to pretend that official rules were followed in employing the person. This can be stopped by informing the Investigator General.
- *Sexual discrimination.* Many organisations prefer to employ men. When women are employed they occupy low positions in the organisation. Many men still believe that the place of a woman is in the home. Sexual harrassment is also common at places of work. There is a need to educate the community on the equality between men and women.



*Sexual discrimination is not allowed.*

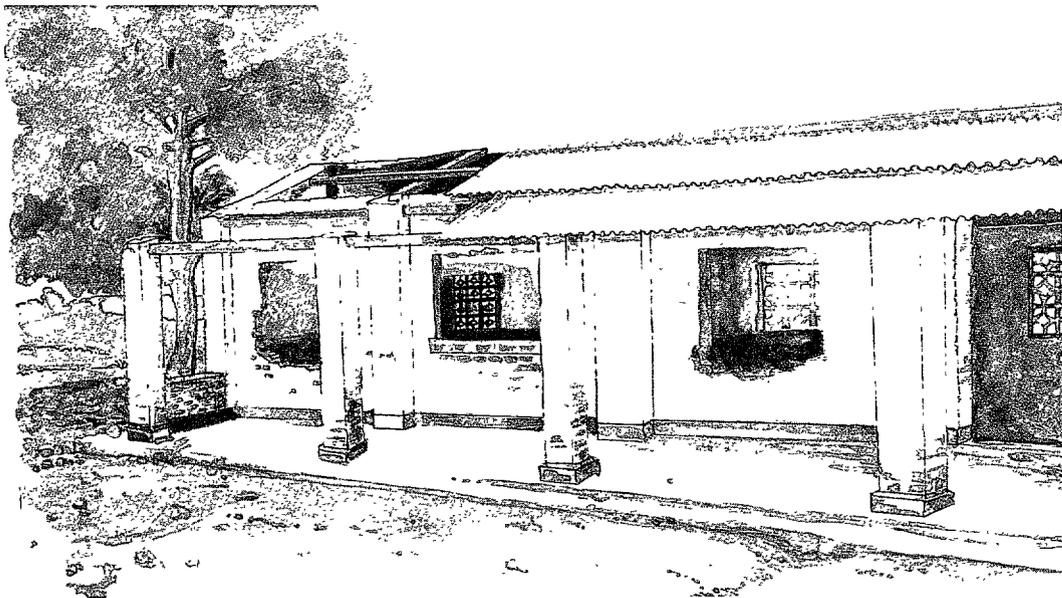
- *Weak enforcement of work rules.* In many organisations including schools, it is common for workers to be absent or to report late for work. Workers may report for work but sit and do nothing the whole day. The supervisors in most cases have the same habits and therefore fail to monitor the activities of their subordinates. As a result, most Zambian institutions such as local councils have failed to perform their functions. Managers and workers need to be educated on good work culture.
- *Dependence on others.* Instead of working to satisfy their needs most Zambians prefer to depend on their relatives especially if they are well



*This is an example of a negative work culture.*

to do. As a country, Zambia depends on donors despite the fact that it has abundant natural resources that can be turned into wealth. There is need to promote self-reliance through which individual and national development can be achieved.

- *Lack of respect for public property.* In many Zambian institutions vandalism is very common. Vandalism is the deliberate destruction of public property. There should be respect for private and public property. Such sights are common in many Zambian communities. People vandalise property that is meant to give them a service. Theft of public property is also common. As a result many institutions have failed to perform their functions properly.



*This is an example of a vandalised school.*

**Exercise 19**

Does Zambia have a good or bad work culture? Look around your community and answer the following questions.

- 1 Are the schools, hospitals and other institutions run efficiently in your community? Do the people complain about services in these institutions?
- 2 Is rubbish collected often by council workers or is it left to rot in the community?
- 3 Do the roads have potholes? Are they repaired often?
- 4 Are there many donor agencies providing basic services such as health and water in your community? Is this necessary?
- 5 Is it easy to find a job in your community?
- 6 Are the schools and other public places well-maintained?
- 7 Are there many poor people in your community who can not meet their basic needs for food, shelter or clothing? How can they help themselves?
- 8 Do the leaders in your community promote a good work culture?
- 9 How many new projects have been started in the last year in your community?
- 10 What is the contribution of the community towards these projects?

## CHAPTER 20 Population growth and the environment

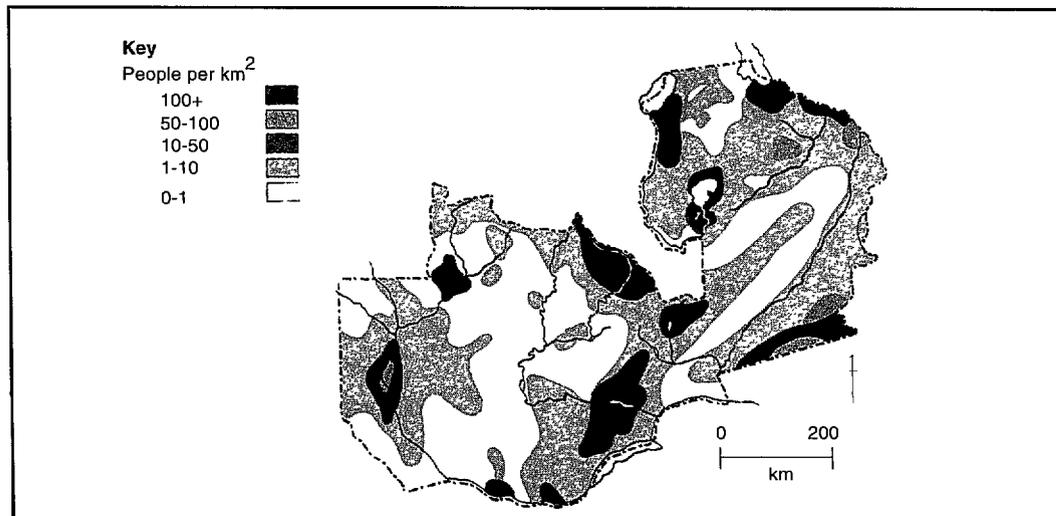
### Population

The population of a country means the total number of people living in it. We can know the number of people living in a particular area through a *census*. A census is the counting of all the people in a country. In Zambia, a census takes place every ten years. The information recorded is very important because it helps the government to plan. For example, when the government knows how many people live in a particular area, it can build a school, a clinic, provide water and many other social facilities. Some information can be used by business persons who want to set up businesses.

There are a lot of people living in various parts of the world. The world population is now estimated at five billion. Africa alone has about seven hundred million people (700,000,000).

### Zambia's population

In 1993, Zambia's population was estimated at eight million. Almost half of the population lives in urban areas. In order to spread development evenly, the government needs to know how many people live in a square kilometre. This is known as population *density*. If you divide the population of Zambia by its area, you will get the number of people living per square kilometre. The map below shows Zambia's population from the 1990 census.



*Zambia's population distribution in 1990.*

Source: Secondary Geography of Zambia, Third Edition 1995.

## Factors that affect the size of population

There are three main factors that affect the size of population in a country. These are births, deaths and migration.

- **Birth rate.** This is the total number of babies born alive per thousand (1 000) population. It is normally calculated per year. If the birth rate is very high the population of the country will also rise. The birth rate can be expressed as a percentage: for example, if there are 30 babies born out of 1 000 people counted, the ratio can be expressed as a percentage that is:  $30/1\ 000 \times 100 = 3$  per cent. In this case the birth rate is 3 per cent for that particular year.
- **Death rate.** This is the total number of deaths per thousand at any given period, usually one year. It can also be expressed as a percentage: for example, if 10 people die per 1 000 people in a year, the death rate is expressed as a percentage it will be  $10/1\ 000 \times 100 = 1$  per cent. If the death rate is lower than the birth rate, the population of the country will increase. Another word related to death rate is *infant mortality rate*. This is the number of babies who die before reaching the age of one.
- **Migration.** This is the movement of people from one area or country to another. The people coming into Zambia, for example, are called *immigrants*. Similarly, there are people who move out of an area or country. These are known as *emigrants*. To immigrate is to go in, while to emigrate is to go out of an area. If the number of immigrants is more than emigrants, then a nation's population will increase.
- **Population explosion.** This is the situation when the population of a country increases at a faster rate than the availability of resources to support it.

## Population growth

Population growth is the change in the size of population in a particular environment due to certain factors. Population growth is determined by birth rate and death rate, prevailing in a particular environment. Massive migration can also lead to population change.

### Advantages of population growth

- If there are many people living in a country, there will be enough people to work on the land and do other jobs.
- The country will have many consumers of goods produced.
- Social services expand to meet the demand of the people, for example, many schools, hospitals and houses may be built for the people.

- Transport and communications may be improved to meet the demands of the people.

### **Disadvantages of population growth**

- A large population may cause famine if food supplies are inadequate.
- The standard of living of the people may fall due to limited resources.
- The government may not cope with the growing demands of the population. It may fail to provide essential services such as water, transport, accommodation and many more.
- There may be a shortage of clean water due to high demand.
- More people will enter the labour market. As a result, there may be high unemployment in the country.
- Poverty and ignorance may increase.
- There may be social disorders in towns and cities, e.g. violence and demonstrations.
- Juvenile delinquency may increase.
- Crime in general may rise.
- Many people may die from diseases which easily spread from one person to another.
- Our natural resources, e.g. land, minerals and water, may be over exploited.
- There may be excessive pollution of the environment resulting from domestic fires, industries, mines, cars, etc.
- Poaching in our game reserves may increase. It may be difficult to control. People may even take over game reserves as settlement areas.
- Too much pressure on the land will lead to the degradation of the soil or soil erosion.
- The demand for firewood and charcoal will increase. This will lead to deforestation.
- There will be a shortage of school places.

### **Possible solutions to rapid population growth**

Here are some of the possible solutions to rapid population growth:

- using birth control methods such as natural family planning, abstaining from sex, using the pill and the condom.
  - establishing family planning clinics throughout the country to educate people, especially mothers and girls on how to avoid unwanted pregnancies.
  - providing more school places to girls to avoid early marriages.
  - improving the economic status of the people, especially women. Economic development provides people with the incentives and motivation to limit families.
  - creating more job opportunities for women. This will reduce child bearing.
-

## Environmental conservation

Environment means all the surrounding conditions which influence growth and development. The natural environment includes air, water and land. The oxygen, carbon dioxide, nitrogen and other gases are essential components of the environment for life in general.

An *environmentalist* is a person who cares for and protects the environment. However, environmental degradation is on the increase because of human activities.

*Pollution* is the action of making air, water and soil unfit for use. A *pollutant* is a substance that pollutes the environment. Pollution is harmful. It affects all the elements on which life depends, for example:

- Land, air and water are polluted by the following pollutants: herbicides, pesticides, industrial wastes, human excreta, and chemical fertilisers.

Here are some of the ways in which our environment can be conserved:

- carrying out education campaigns on environmental conservation; for example, teaching people to use modern methods of farming, e.g. ploughing across the slope.
- showing films and videos to raise environmental awareness.
- discouraging communities and companies from clearing forests.
- preventing people from settling in forest reserves.
- giving incentives to communities and companies to replant trees and protect forests.
- creating forest reserves.
- expanding national parks.
- providing alternative sources of energy to replace fuelwood and charcoal. For example, supplying electricity to people in rural and urban areas.
- taking effective action to conserve water and improve water supplies.
- making effective national policies for all aspects of conservation. For example, controlling air pollution by removing defective cars producing fumes.
- preventing bush fires.
- maintaining flood plains; for example clearing weeds from the Kafue River to allow the smooth flow of water.
- controlling industrial pollution by reducing factory fumes and having proper waste disposal.
- passing laws and regulations to monitor environmental degradation.
- maintaining peace, because wars destroy the environment.
- providing adequate sanitation, especially in crowded places and rural areas.
- using environmental friendly chemicals.
- monitoring the movements of oil tankers to check oil leakages.
- recycling used materials for future use.
- setting waste treatment plants to control pollution.

## **The Environmental Council of Zambia (ECZ)**

It was set up to deal with environmental problems. It falls under the Ministry of Environment and Natural Resources.

In this chapter you have learnt that large populations have advantages and disadvantages. The larger the population, the larger the requirement for consumer goods and services. Population needs to be controlled in order to match the available resources. Many people will die from hunger and diseases if population growth is not matched by increased production of goods and services.

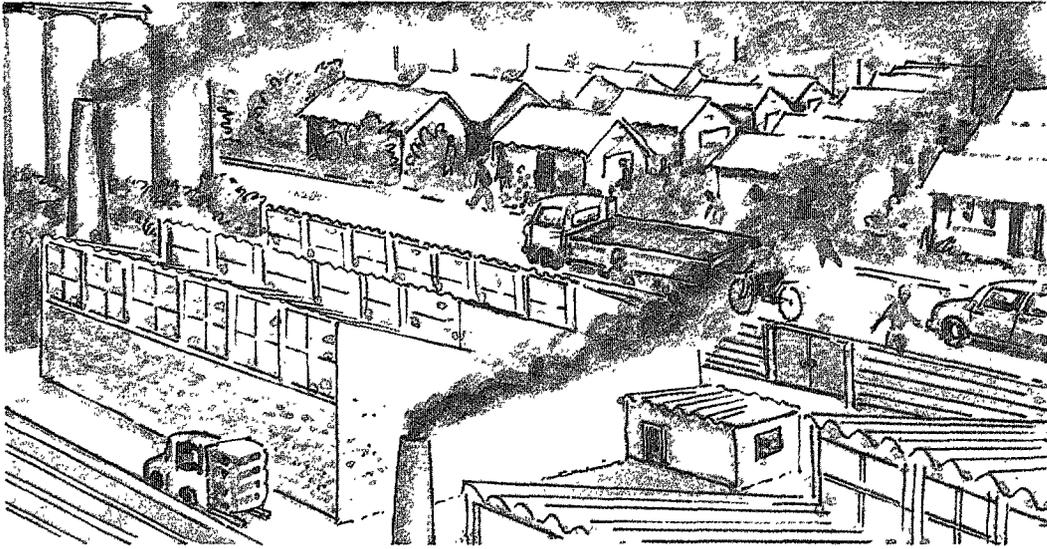


*This is an example of the effects of a large population on the environment.*

Population pressure can damage the environment. Overpopulation results in deforestation, air pollution and land degradation. This means that the natural environment will be destroyed unless positive action is taken to conserve it. Family planning is necessary in order to conserve the environment and achieve a higher standard of living for all.

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*This is an example of the effects of industrial pollution on the environment.*

### Exercise 20

- 1 Give the meaning of the following:
 

|                                            |                                         |
|--------------------------------------------|-----------------------------------------|
| <input type="checkbox"/> population growth | <input type="checkbox"/> birth rate     |
| <input type="checkbox"/> death rate        | <input type="checkbox"/> overpopulation |
| <input type="checkbox"/> immigration       | <input type="checkbox"/> emigration     |
| <input type="checkbox"/> census            | <input type="checkbox"/> pollution      |
| <input type="checkbox"/> conservation      | <input type="checkbox"/> environment    |
- 2 Give the advantages and disadvantages of a large population.
- 3 What measures can be taken to reduce population growth?
- 4 Give some of the ways that can be used to conserve the environment.
- 5 Make a survey of your environment. Identify environmental problems and suggest possible solutions. Write a report for class discussion.

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