

PW-ACL-255

Zambia Basic Education Course

Civics

8

Teacher's Guide



Ministry of Education

Produced with the
assistance of USAID

Zambia Basic Education Course

Civics

8

Teacher's Guide

**Chilumba Nalwamba
Lillian Ntalasha
Stermon Chilala
Geoffrey Simfukwe
Mukelabai Songiso
Eliah Ntanyi Sichali**

 **LONGMAN**


Ministry of Education

B

Longman Zambia Ltd
P O Box 50496, Ridgeway, Lusaka

*Associated companies, branches and representatives
throughout the world*

© Curriculum Development Centre, 1997

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the copyright owner.

First published 1997

ISBN 9982 19 106 3

Text set in 12/14 Helvetica, by Penny Print

Printed by Creda Press, Cape Town

*The publisher's policy is to use paper manufactured
from sustainable forests.*

Table of contents

	<i>page</i>
Preface	ii
Acknowledgements	iii
Teaching Civics	iv
Teaching and learning materials	ix
Guidelines to the Teacher's Book	xiii
Unit 1.0 Political development in Zambia	1
1.1 Political development in Zambia 1890-1964.....	1
1.2 Symbols of national identity	4
Unit 2.0 Democracy and dictatorship	7
2.1 Forms of democracy and dictatorship	7
2.2 The constitution.....	12
2.3 Citizenship	16
2.4 Political parties.....	19
2.5 Pressure groups.....	23
2.6 Elections	27
Unit 3.0 Human rights	31
3.1 Fundamental human rights and obligations.....	31
Unit 4.0 Gender and development	36
4.1 Sex roles and gender roles.....	36
Unit 5.0 Government	40
5.1 Central government	40
5.2 The legislature	42
5.3 The executive.....	45
5.4 The judiciary.....	48
5.5 Local government	52
Unit 6.0 Economic development	57
6.1 Indicators of development.....	57
6.2 The budget.....	62
6.3 Factors of production	64
6.4 Work culture	68
Unit 7.0 Environment and population	72
7.1 Population growth and environment.	72
Bibliography	76

Preface

This book has been written as a result of the recommendations from the National Symposium on Civics Education in Zambia convened at the Mulungushi Conference Centre from 1st to 2nd November, 1995.

The book extensively covers the revised syllabus which will be implemented in 1997. Each unit has been written according to the guidelines adopted by the Africa Social and Environmental Studies Programme (ASESP) in Eastern and Southern Africa (ESA).

The authors have gone beyond the coverage of factual information. The methodology applied in this book ranges from debate, brain storming, field trips, project method, role-playing or dramatisation, discussion, lecture method, question and answer, written records and the inquiry approach.

The book also emphasises the teaching of social and study skills necessary for the survival of a democratic society. The teaching of positive attitudes such as respect for oneself or others, respect for the rule of law, respect for public property, honesty, tolerance, loyalty, co-operation, peace, understanding, self-reliance and hard work have been emphasised.

The information in this book stimulates further reading about current social, political and economic world issues.

Emily F. Chingo

Director

Curriculum Development Centre

MINISTRY OF EDUCATION

Acknowledgements

The preparation of these books owes much to those who kindly took the time and effort to contribute constructive comments about ways in which Civics could be improved in Zambia. Specifically we would like to thank all those who attended the National Civics Symposium held on 1st to 2nd November, 1995. It was at this symposium that themes and concepts were proposed as major issues to be included in Civics.

We would also like to thank the 1996 Grades 8 and 9 pupils of Central and Lusaka provinces for providing constructive comments during the trialling of the materials. We are also grateful to the Civics teachers in Zambia for offering relevant comments for the improvement of the books during the provincial workshops.

We are particularly grateful to Dr Georgia Bowser, Chief of Party, Democratic Governance Project, Southern University for the moral and professional advice to the writing team. The whole exercise would not have been possible without funding from the United States Agency for International Development (USAID). Shortcomings in this book are the responsibility of the authors only. The members of the writing team for this book are:

Lillian Ntalasha Principal Curriculum Specialist and Head of Social Science Faculty at the Curriculum Development Centre, Consultant Civic Education Association in Zambia, formerly Examinations Administrator, Examinations Council of Zambia, formerly Secondary School Teacher, Namwala, Kamwala and Libala Secondary Schools.

Chilumba Nalwamba Writing Team Co-ordinator, Senior Curriculum Specialist and Head of Department, Social Studies, Curriculum Development Centre, Project Staff-Population Education Project, Examiner Civic Education: Education Management Training for Head Teachers, formerly Head of Department, Geography, St Mary's Secondary School, Lusaka.

Geoffrey Simfukwe Senior Lecturer, Nkrumah Teacher Training College, formerly Secondary School Teacher, Mumbwa Secondary School.

Stermon Chilala Secondary School Teacher, St Edmunds Secondary School.

Teaching Civics

What is Civics?

Civics is a dynamic and living subject. It relates to human beings and their natural or physical and social or cultural environments.

The physical component comprises light or heat energy from the sun, air, water, soils, hills, rocks, minerals, plants and animals. The social environment deals with human activities such as settlements, urbanisation, farming systems, transport and communications, science and technology.

The teaching of Civics creates awareness about people's social, cultural, political and economic development. Children should know that the world is a multi-cultural and multi-racial environment with diverse religious beliefs, values and practices that govern different political systems and ideologies.

The status of Civics in the curriculum

Civics can be taught across all subjects in the school curriculum. It draws its content from Political Science, Economics, History, Geography, Sociology, Environmental Science, Spiritual and Moral Education and so on. Therefore, Civics is not fragmented.

Core values, attitudes and study skills are not often emphasised in Civics. Civics is taught to promote good behavioural patterns in children. This means that they should be taught in such a way as to grow up respecting other people's cultural values, beliefs, attitudes and customs. Civics should encourage the learners to understand and respect their cultural heritage.

Civics and the community

The community should be considered as an integral part in the teaching of Civics. It is within the community that the child is born and reared. Teaching of Civics should start at family level. Children need love, security, protection, food, shelter, safe and clean water, clothing, education and good health services.

Within the community, children interact and teach each other about the facts of life. At school children meet other children from different backgrounds. They also meet teachers and other people working and living within the school community.

The teacher of Civics

The teacher of Civics should be imaginative. He or she should have full

knowledge of the environment. The Civics teacher should be resourceful in order to give the pupils up-to-date information. He or she should motivate the pupils.

All examples given during the lesson should be concrete and not abstract. The teacher should be well versed in all social, cultural, political and economic issues in the community, nation and the world at large. He or she should liaise and interact with other community members in order to acquire knowledge in a whole range of topics or themes affecting individuals and the society in totality.

The Civics teacher should view him or herself as a socialising agent with a specific role of facilitator. A good teacher therefore aims at offering pupil-centred methodology. Children's attention should always be captured by keeping them busy. They should be encouraged to apply thinking and problem-solving skills, procedures and techniques.

Methods and strategies of teaching Civics

As has been indicated above, the current practices and theories based on the child-centred approach should be emphasised. Modern research has proved that the success of a lesson depends on the type of teaching and learning strategies applied during the learning process. In selecting the methods, the teacher should consider the pupils' varied abilities, interests, and levels of learning. The methods chosen should therefore encourage maximum participation of the learners.

In order for the teacher to be an active motivator, he or she should consider a wide range of teaching techniques. The methods that one chooses should be well organised over a period of time. The organisation of techniques is called strategy. Although teachers are normally trained to apply personal initiative in order to arrive at interesting or stimulating techniques, far too often they fail to do so.

The following are some of the effective methods of teaching Civics:

1 *Debate*

Debate is an argument, or contest or a formal discussion between two persons or two groups of people. It can also be considered as constructive controversy. It is a method which requires pupils to prepare arguments for two opposing views on an issue. The purpose of applying the debate method is to encourage pupils to develop the skill and ability to argue and form an opinion.

2 *Brain storming*

Brain storming can be used at the beginning of a problem-solving

situation. The method arouses thinking skills that lead to a variety of solutions to the problem.

3 ***Inquiry approach***

The inquiry approach allows the learners to gather information through the questioning technique. Through this method, the learners will be able to collect data and make personal conclusions.

This stage involves higher thinking skills like problem-solving. The inquiry approach covers the following aspects:

- (i) identification of the problem.
- (ii) statement of the problem.
- (iii) formulation of a hypothesis.
- (iv) data collection or information gathering.
- (v) data analysis or interpretation.
- (vi) findings and recommendations.

4 ***Field trips***

Field trips are one of the most effective methods of teaching Civics. They expose pupils to real life situations in the environment. It is a scientific strategy which exposes children to doing things with the guidance of the teacher. During a field trip, pupils can observe and record data. They can utilise their sensory organs such as their eyes, hands, ears, mouths and noses. The learners can draw, interpret, compare and contrast, analyse, synthesise and evaluate.

The objectives of the visit should be well spelt out and the pupils should be sensitised about them. Distance or proximity to the school should be considered. The question of the availability of resources should be taken into account. Permission to take children on a field trip should be obtained from the parents as well as the relevant education authorities.

Ideally, the field trip method is more effective if the pupils are classified into groups, each with a specific role. If the visit is to a processing industry, there should be a guide to explain how the factory operates and where the finished goods are marketed.

Back in class, the teacher should ask the pupils to give verbal or written reports on their findings. Summary reports could be pinned on to the class notice board or the finished articles could be bound into a booklet which can be stored in the school library for other pupils to read.

5 ***The project method***

In the project method, all pupils are able to participate. The teacher introduces the topic. The strategy can take the form of group or

individual work. All the tasks given should be related to the main topic or theme. Project work can involve drawing and modelling or information gathering from documents, text books and libraries.

6 *Role-playing and simulation*

Role-playing is sometimes referred to as dramatisation. It can be utilised to introduce a summarised lesson. It is popular with children because it involves almost everyone in the class. It captivates the interest of almost every child.

In simulation, the pupils are presented with a hypothetical situation which represents a real-life situation. In order for the children to solve the problem, they have to adhere to certain rules of the problem at hand. In applying this strategy the children should weigh the pros and cons of the task. The teacher plays the role of a facilitator.

7 *Discussion*

Discussion is the most effective method of teaching social science subjects like Civics. The method involves pupils expressing themselves. The teacher guides the discussion. This method has the advantage of promoting pupils' ability to discuss issues openly as well as to enable pupil-teacher interaction. It is a teacher-directed method of question and answer. Pupils are able to participate by discussing matters openly. This is mostly done through small groups.

8 *Lecture method*

This method is mainly used for teaching large classes. However, it has the limitation of being teacher-centred rather than pupil-centred. Nevertheless, the teacher can use it to teach large numbers of students. It also provides extra information to the pupils where teaching resources are scarce.

9 *Question and answer*

This strategy is applied quite often. However, most of the time the teacher frames low level questions which encourage or relate to rote learning. The trend at the moment is that there is emphasis on the construction of questions that encourage higher learning skills of comprehension, application or interpretation, analysis, synthesis and evaluation. These questions promote critical and problem-solving skills. The teacher should use probing or investigative questions. The teacher should encourage questions which stimulate pupils to give elaborate and reflective answers. Factual and recall type of questions should not be used often.

The teacher who chooses to use the lecture method should have full knowledge of the subject and not just bare facts. The knowledge to be imparted to pupils should be detailed. Teaching should be preceded by adequate research of the issues to be taught.

Written records

The use of written records exposes the teacher and pupils to a wide reserve of knowledge. Written records are preserved in archives and libraries. What is recorded cannot be changed. Written records are very useful for project work.

Attitudes and values

One of the most significant objectives of teaching Civics is to develop positive attitudes and values. Although some authorities suggest that attitudes and values can be taught through peer imitation, the Civics teacher should select, with the aim of consolidating societal norms. This means that pupils have to be taught how to behave. The role of the teacher is to teach specific modes of behaviour by highlighting some of these values. Below are some examples of the social behaviours of a good citizen:

- respect for oneself and others.
- respect for private and public property.
- spirit of team work.
- sharing with others (giving and receiving).
- helpfulness.
- fairness and loyalty.
- integrity.
- responsibility.
- obedience towards authority or those in power.
- patriotism.
- self discipline.
- respect for work and self-reliance.
- charity and generosity.
- patience and tolerance.
- co-operation, peace and understanding.
- interdependence.
- social justice and respect for human rights.
- peaceful resolution of conflict.

Teaching and learning materials

The importance of teaching materials

Teaching and learning materials or resources are important because they motivate the interest of the pupils. For example, a picture or photograph of a rural area can be of great interest to the urban child and vice versa. What is abstract becomes more vivid and concrete. Teaching resources promote the use of sensory organs. For example, taking children to the National Assembly is more meaningful than when the teacher merely lectures about it. Pupils are more able to remember what they see than what they do not see. Here are some of the materials you can use for teaching:

1 ***Maps***

Maps are representations of the physical and social environments drawn according to specific scales. Maps can represent large areas like parts of Lusaka, a district, a province, the whole country and the world. Atlas maps represent parts of the earth drawn to very small scales. Maps can be shown in the form of sketch maps. These are not drawn to scale. They can be drawn by teachers on the chalk board or by pupils in their exercise books or on manilla paper and be displayed on the classroom notice board. It should however be noted that such maps should be clearly labelled. Loading sketch maps with a lot of detail is a waste of time both for the teacher and the pupils, no matter how carefully they may be drawn.

2 ***The local environment***

The local environment can be applied to teach Civics effectively. When the teacher uses the environment, he or she exposes the learners to a direct situation. The use of the environment forms a substitute to visual aids like maps, pictures, photographs, charts, slides and films. The use of the environment can be effected through field trips.

3 ***Photographs and pictures***

Photographs and pictures are said to be a valuable means of teaching although they are not widely used. This may be due to lack of availability. However, a teacher can make them available if he or she requests the school authorities to purchase the required pictures and photographs. The teacher can also take some photographs if a camera is available. Pupils can be requested to collect relevant pictures and

photographs which can be kept safely by their class teacher in a cupboard within the classroom. Pictures can be cut from old newspapers, magazines and brochures. Pictures and photographs used in the classroom should be vivid. These teaching aids promote the development of knowledge, skills and attitudes the teacher wishes the pupils to know.

Where commercial pictures and photographs may not be available, the teacher and the pupils can draw what they require.

4 **Charts**

Charts, in the form of pie charts, histograms or bar graphs should also be extensively used. In the case where the teacher wishes the pupils to have knowledge about the rate of rural and urban population growth in Zambia between 1963 and 1990, he or she can utilise a bar graph to show the rate of growth during the said period. A teacher can, for example, use a pie chart to show trade between Zambia and other countries during a given period. Like maps, charts will be of no use if they are not clear and large enough. They should therefore not be used for the sake of variety in presenting information, but should be able to relay the information they are intended for.

5 **Text books**

Text books are by far the most widely used to extract relevant information. However, there is a tendency for most teachers to use only those that are approved by the Curriculum Development Centre. A good teacher should explore for information far and wide. This means that he or she should make use of supplementary books, professional journals, published papers, resource books and other written documents in order to enrich the subject matter to be taught. A teacher who reads widely will have the confidence to stand in front of his or her class. A teacher who has no thorough knowledge of the subject matter will find him or herself running out of facts. A teacher who allows such a situation will more often find him or herself reporting the same information over and over to pass time. Pupils are usually quick to notice that a teacher has run out of ideas. A lesson becomes more successful if the learners are fed with a wealth of information.

Text books should be well illustrated if teaching has to be meaningful. Another factor that should be noted is that the books in use should be those with up-to-date information. Bright pupils may be well ahead of their teacher in terms of knowledge and hence the teacher should read as widely as possible. In using text books, the teacher should not solely rely on what appears in them but should be creative and resourceful.

6 **Resource persons**

Resource persons are individuals the class teacher invites to speak to the children on different topics. The use of resource persons is vital in teaching Civics. Pupils are exposed to new people; they can gain original knowledge from such individuals. Resource persons promote social development and social skills in the learners.

Resource persons guide and explain issues and queries during field trips. They may also be guides to direct the pupils to obtain relevant information to supplement that which is taught in the classroom.

The choice of resource persons needs careful consideration. The persons to be invited should be given enough notice. Sometimes the teacher can visit the invitees and discuss the topic(s) at hand. The headmaster or mistress should be notified about this arrangement. The pupils, too, need to be informed about such visitors. The subject(s) to be tackled should be discussed with the pupils in advance. The learners can be asked to prepare short questions on the subject.

7 **The radio**

The radio is the cheapest electronic medium that can be used in the school. Radios are easy to use and relatively cheap to maintain. The department which conducts radio lessons in Zambia is called the Educational Broadcasting Services (E.B.S.). It is a department within the Ministry of Education.

The success of a radio lesson depends on advance preparations by the teacher. He or she should ascertain that the following requirements are fulfilled:

- details of the programme.
- a plan of the timing.

When the broadcast begins, the teacher and the pupils should listen very carefully and the teacher can take down short notes for a follow-up discussion. During the discussion, pupil-teacher questions should be encouraged in order to highlight points of importance.

8 **The television and video**

Today, television is used in most parts of the country, especially the provincial headquarters. Television is an electronic medium which can transmit information far and wide. The pupils are exposed to current affairs taking place in different parts of the country. Children are able to see events taking place in other countries. Television not only motivates interest but spreads a wide range of information.

Videos can be utilised to stimulate learning. Video tapes on local, national and global issues can be shown to the children. As indicated

above, a follow-up exercise is necessary. A teacher can borrow educational video tapes from a Provincial Resource centre, the British Council, the United Nations Information Centre and the American Information Centre.

Films capture the interest of pupils. They help pupils to travel to places they have never been to. Past events can be viewed in films. Videos depict only what is relevant to the subject or lesson. Unlike pictures, photographs, slides and filmstrips, they have the merit of motion. Their only limitation is that they cannot be used in schools without electricity.

Films can be used to introduce a lesson or unit in order to stimulate the learning process. They can alternatively be used at the end of the lesson or unit to summarise what is learnt.

9 ***Slides***

Slides are transparent pictures that are shown on a screen using a projector. Charts, diagrams and pictures can be projected to motivate the learning situation. Slides can only be used in those areas where there is electricity.

10 ***The chalk board***

The chalk board is by far the most widely used teaching resource. It must however be utilised properly. It is mainly used to illustrate maps, pie charts, bar graphs, sketch maps, important concepts, definitions and notes for pupils. Illustrations should be large enough for all pupils to see. Work written on the board should be done in a clear and sequential manner.

Guidelines to the Teacher's Book

In this book, the authors have used the following format in presenting all the units:

Topic

The topic is the main theme to be taught.

Sub-topic

The sub-topic is a sub-theme.

Suggested duration

Suggested duration guides the teacher as to the amount of time he or she will spend per lesson or unit. While there are no tight rules to this, the teacher can present the lesson within the time allocation of three periods (120 minutes per week).

Pre-requisite

The pre-requisite enables the teacher to find out what the pupils already know in relation to the topic of discussion. It guides the teacher as to where he or she can start from.

Objectives

Objectives are statements that stipulate what the teacher has to present and what the pupils are expected to achieve by the end of the lesson or unit. The objectives are stated in behavioural terms. They are sometimes referred to as specific objectives. In this book, the objectives have been designed to cover the cognitive, affective and psychomotor domains. Emphasis has been on higher learning skills, i.e thinking and problem-solving.

Objectives can be distinguished from general aims in the sense that the latter are statements to be achieved towards the end of the course or book. Objectives are constructed from general aims.

Background information

The background information forms the subject matter or content to be taught in a given lesson or unit. However, this does not mean that the teacher should adhere to what has been presented in the book. The teacher is at liberty to supplement this information by extracting additional materials from reference books. It is important therefore that the teacher

reads extensively in order to be equipped with a lot of information.

Hints to the teacher

The hints to the teacher section guides the teacher as to which areas need emphasis.

Suggested teaching and learning activities

The suggested teaching and learning activities form the basis on which the lesson is conducted. They are techniques intended to involve pupils in thinking and problem-solving skills. These activities should be pupil-centred rather than teacher-centred. Pupils learn better by doing things.

Suggested teaching and learning materials

The suggested teaching and learning materials are the resources the teacher utilises to motivate the learning situation. These can either be bought for the school or they can be made by the teacher and pupils. It is vital to remember that useful resources can be made using materials from the local environment.

Evaluation

Evaluation assists the teacher to assess the pupils' level of performance. The teacher also applies evaluation to judge the effectiveness of his or her teaching. He or she may determine how easy or difficult the topic of study is.

Evaluation enables the teacher to determine how well the pupils are progressing towards the intended objectives and which pupils require remedial work. Evaluation can be conducted through oral and written questions or exercises, dramatisation, drawing, classroom tests and the ability to discuss.

UNIT 1 Political development in Zambia

Sub-topic 1.1: Political development in Zambia 1890-1964

Suggested duration: 80 minutes

Pre-requisite: a) Find out who ruled Zambia before independence.

b) When did Zambia become independent?

Objectives: By the end of the learning experience, pupils should be able to:

- explain events on the time chart.
- draw a time chart of the political history of Zambia from 1890-1964.

Background information

Before the Europeans came to Central Africa, Zambia did not exist as a nation in the way we know it today. Africans lived in small tribal groups. The colonialists divided Central Africa into colonies and ruled them.

Colonial rule in Zambia started in 1895 when the British South Africa Company (B.S.A. Co.) began to rule north western Rhodesia. The start of the company rule was a result of the 1890 treaty which was signed with King Lewanika (The Lochner Concession).

In most cases the colonialists signed treaties or agreements with chiefs to acquire land. Where treaties did not work, force was used, for instance in 1897 the Company conquered the Ngoni and started to rule north eastern Rhodesia.

In 1911 north western Rhodesia and north eastern Rhodesia were joined to form the colony of Northern Rhodesia. Africans in Northern Rhodesia suffered under the Company rule. They had to pay hut and poll tax although the Company did not provide any services to the Africans.

However, the B.S.A. Company as a government did not find it profitable to continue ruling Northern Rhodesia. In 1924, it persuaded the colonial office of the British Government to take over Northern Rhodesia. The Colonial Office was a special part of the British Government which ruled the colonies.

The Colonial office ruled Northern Rhodesia as a Protectorate. A *protectorate* was a colony in which the government was supposed to favour the Africans who had lived there long before colonial rule. In reality Britain

did not favour Africans in Northern Rhodesia. The relationship between Africans and colonialists was not that of equality. The economy of Northern Rhodesia opened to change very quickly during the early years of Colonial Office Rule. Several big mines were started. A lot of Africans were employed on the mines by the middle of the 1930s. The whites were paid higher wages than Africans. Africans were not allowed to live with their families on the mine townships. They left their wives and children in the villages.

In 1929, the British made sure that chiefs in rural areas went on working for the colonial government by making them junior officials and paying them small salaries. This system of ruling through chiefs was called *Indirect Rule*.

Africans were generally unhappy with colonial rule. So, many ordinary people joined various new religious associations which promised to remove the colonial government.

The early nationalists started welfare societies. Welfare societies were meant to help Africans. The first welfare society was started at Mwenzo in Northern Province by Donald Siwale. In later years, some nationalists in towns organised workers to act together against colonial rule. In 1935 African miners on the Copperbelt stopped work. This was the first strike to take place in the colony. The workers protested against the government for making them pay higher taxes. The strike was not successful. Several miners were shot dead. The miners were also not well organised.

Although the 1935 strike was not well-organised, the African miners succeeded in getting their wages increased. In 1940, the African miners went on strike again to demand for improved conditions of service. The wages of African miners were raised for the second time. Africans were now allowed to live with their families on the mine townships. The 1935 and 1940 strikes showed that Africans could change things if they came together.

Some Africans from Northern Rhodesia were made to help Britain in the Second World War. When they came back, they encouraged others to fight oppression and govern themselves. A further step to resist colonialism was made in 1946 when all the welfare societies were joined together as the *Federation of African Societies of Northern Rhodesia* under Dauti Yamba.

In 1948 the Federation of African Societies decided to resist the planned Central African Federation by forming a political party called Northern Rhodesia African Congress (NRAC). The leader of the party was Godwin Mbikusita Lewanika.

In 1949, the Northern Rhodesia African Mine Workers Union (NRAMWU) was formed. The union was led by Lawrence Katilungu. The formation of the African Mine Workers Union was a great achievement because it was used to resist colonialism.

In 1951, the Northern Rhodesia African Congress changed its name to the African National Congress (ANC). Harry Mwaanga Nkumbula was chosen as the new leader of the party and Kenneth David Kaunda as Secretary General. With the change of leadership it was hoped that the ANC would succeed in stopping the Federation of Rhodesia and Nyasaland which was being planned at the time.

The Federation of Rhodesia and Nyasaland started in 1953. The African National Congress failed to stop the Federation, and as a result it lost support among Africans.

In 1958, some young radical nationalists led by Kenneth Kaunda broke away from the ANC and formed a new political party called the Zambia African National Congress (ZANC). The young nationalists aimed at having an independent state as opposed to merely resisting the Federation. ZANC was banned in the same year that it was formed and its leader Kenneth Kaunda was sent to jail.

In 1959, a new political party called the United National Independence Party (UNIP) was formed. Mainza Chona led UNIP until Kenneth Kaunda was released from prison (as in the Pupils' Book).

In 1960, the Monckton Commission came to Zambia to look at the Federation. The Commission was not liked by the Africans. However, the report to the Commission recommended that countries that wished to leave the Federation could do so.

In 1961, the independence struggle had heightened. Even people in rural areas participated in the struggle for independence. For instance, there was the *Cha Cha Cha* campaign in Luapula and the Northern Provinces. This was a civil disobedience in which the villagers cut down trees across the roads, destroyed bridges and burned government property.

Britain now realised that there were only two options: either spend a lot of money on the army to continue ruling the colony or give in to the demands of the Africans. At last, Britain chose to give in as it was going to be too costly to run the colony. As a result it was decided that elections be held at the end of 1962. This time many Africans were allowed to vote. UNIP and ANC formed a *coalition*. A coalition is a government formed by two or more political parties. During this period, Nyasaland was allowed to leave the Federation. The Federation of Rhodesia and Nyasaland came to an end in 1963.

In the 1964 elections, the United National Independence Party (UNIP) won 55 seats and the African National Congress 10. The United National Independence Party (UNIP) formed a government by itself. Kenneth David Kaunda, the leader of UNIP, became the first Republican President of Zambia.

Hints to the teacher

Focus on the key events that led to the struggle for independence. Gather additional information on these events.

Suggested teaching and learning activities

- 1 Discuss the role of the B.S.A. Company in the formation of Northern Rhodesia. Refer to the methods that were used to gain land in Northern Rhodesia.
- 2 Guide pupils to dramatise the 1935 and 1940 strikes on the Copperbelt.
- 3 Discuss with pupils the factors that united Africans to fight colonial rule.
- 4 Ask pupils to complete drawing the time chart in their books.

Suggested teaching and learning materials

Pupils' book, newspapers, magazines, History books, pictures of the colonial period.

Evaluation

Evaluate pupils through oral questioning and written exercises.

Sub-topic 1.2: Symbols of national identity

Suggested duration: 40 minutes

Pre-requisite: Find out from pupils how they are able to identify people who work in institutions such as hospitals.

Objectives: By the end of the learning experience, pupils should be able to:

- identify and interpret the symbols of national identity.

Background information

All countries in the world have a way by which they can be identified. They can be identified by their national symbols. The national symbols make it easier for each state to be easily identified at international forums like the United Nations (U.N.).

Zambia's symbols of national identity are the National Flag, National Anthem, Coat of Arms and Independence day. These symbols are important because they have meanings:

- *Sign of independence:* Independence is self governance. Zambia is an independent state which governs itself.
- *Freedom:* Zambia's independence brought freedom to all its citizens. Freedom means liberty. Liberty is important because it enables people to go about their life freely.
- *Loyalty or patriotism:* This is an attachment the people of Zambia have to their motherland. It is based on feelings of love for their country. Zambian citizens have a moral obligation to their country.
- *Zambia's abundant resources:* Zambia's resources are shown on the National Flag and Coat of Arms. The abundant resources can be used to satisfy the needs of the people of Zambia.
- *Family life:* The importance of family life is shown on the Coat of Arms. The family constitutes the primary unit in society and consequently plays a major role in the socialisation of a human being. Family life is viewed by Zambians as a means of procreation and furtherance of the existence of humankind.
- *Hard work:* The pick and the hoe on the Coat of Arms represent the hard work of Zambians. Zambia's economy is dependent on mining and agriculture. Many people are employed to work on the mines. Others live by farming. Citizens are expected to contribute effectively to the production process of the country.
- *Respect for God:* The Zambian nation is God-fearing. Even before the coming of the colonialists to Central Africa, the people of Zambia had respect for God.

Zambian citizens demonstrate respect for our national symbols in the following ways:

- 1 Singing the National Anthem on official occasions. The National Anthem is sung during school assemblies or during public meetings addressed by our national leaders.
- 2 Saluting the National Flag of Zambia. To salute is to show respect for authority. By saluting we show respect to our National Flag.
- 3 Standing still when singing the National Anthem. We do not walk about when singing the National Anthem. We have to stand upright when singing the National Anthem. This is to demonstrate respect to our nation.
- 4 Our Coat of Arms is shown on the television screen, for example, before our Republican President speaks to the nation. The Coat of Arms is also found on government official paper. There are other occasions when these symbols are used.
- 5 Independence day: 24th October is our Independence day. On this day we commemorate our sovereignty.

Refer to the Pupils' Book for a detailed interpretation of each symbol of national identity.

Hints to the teacher

Emphasise the importance of national symbols. Stress ways in which Zambians demonstrate respect for them.

Suggested teaching and learning activities

- 1 Look at Zambia's national symbols. Examine the details on each symbol.
- 2 Let pupils sing the National Anthem and interpret each verse.
- 3 Let the pupils draw the National Flag and the Coat of Arms.

Suggested teaching and learning materials

Pupils' Book, the National Flag, picture of the Coat of Arms.

Evaluation

Oral questioning and written exercises.

UNIT 2 Democracy and dictatorship

Sub-topic 2.1: Forms of democracy and dictatorship

Suggested duration: 120 minutes

Pre-requisite: Find out from the pupils how class monitors and prefects are chosen.

Objectives: By the end of the learning experience, pupils should be able to:

- define democracy and dictatorship.
- discuss the characteristics of democracy and dictatorship.
- describe the values of democracy and dictatorship.

Background information

Democracy

Democracy is a Greek word meaning rule by the people. In ancient Greek city states the citizens came together from time to time to govern themselves. They made laws and decided on relations with the neighbouring states.

A system in which all the members meet and discuss their problems is called *Direct or Pure democracy*. Examples of direct democracy are a village, club or Parent Teachers' Association general meeting. All the members have the right to be heard and to vote on matters that cannot be decided by discussion.

Direct democracy cannot be used by a large organisation, community or nation. Large numbers of people, such as the population of a country, cannot gather in one place to discuss national affairs. Instead they elect representatives to speak and act on their behalf.

The principle of representative democracy demands that the elected representatives should be servants of the people who have put them in power. The citizens decide who should govern them for a certain period of time. If the elected representatives in government fail to satisfy the people or violate human rights, the citizens can replace them.

In a *Representative democracy*, it is possible for a government that has become unpopular to remain in power by buying votes, controlling the press

and harassing the opposition parties.

In order to ensure that the people's choice is respected at elections and their participation in national affairs is effective at all times, the following characteristics of democracy must be observed:

- Holding free and fair elections at regular intervals.
- The existence of two or more political parties that compete for political office. The people must be given a real choice between alternative candidates, manifestos, programmes or policies.
- The opposition parties should be able to point out the shortcomings of the government without fear of any form of harassment.
- Pressure groups such as trade unions or Women's Lobby groups should be able to influence the decisions of the government on matters that concern them. The government should not restrict their activities.
- The candidate who receives the greatest number of votes in an election should become the representative of the people. If a candidate uses irregular means to win an election, e.g. buying of votes, his or her rival should take the matter to a court of law. The decision of the court must be respected by both parties.
- The party that wins the elections should not be prevented by the government or the army from forming the next government.
- There should be a free press in the country, which should act as a watch dog on the government on behalf of the people. The press should not be used to spread government propaganda only. It should be a source of independent information about national affairs so that the citizens are well informed.
- There should be respect for the rule of law and human rights. The executive, that is the President and his or her ministers, should not interfere with the judgements of the courts.

Values in a democracy

Values are beliefs that guide people's actions or behaviour. Values play a very important role in the political outcomes and choices of people. There are certain political values or beliefs that cannot go with democracy. These are racism, tribalism and sexual discrimination. For democracy to succeed in a country the people must:

- a) share certain common values.
- b) show a strong commitment to these values.

The following are recognised as essential values for democracy to succeed:

- 1 Every citizen should be free to stand for elections regardless of race, colour, class, sex, religion or tribe.

- 2 The people should show a strong commitment and interest in public affairs by:
 - a) forming or joining political parties and pressure groups.
 - b) monitoring the actions of political leaders.
 - d) expressing their views on the government through the press.

Democracy cannot succeed if there is general apathy in the populace towards national affairs. There should be a strong culture of popular political participation in the nation.

- 3 There should be general observance of basic rules and norms that guide political activities in the country. For example, political parties must not resort to violence or other unlawful means in order to gain power.
- 4 There should be tolerance and respect for the opinions of others. Democracy is based on dialogue through persuasion, negotiation and compromise within the framework of the law.

Dictatorship

A dictatorship is a system of government which is not based on the consent of the citizens. A dictatorship can be established by a political party which wins an election and then uses state power to outlaw other political parties. A dictatorship can also be introduced by the army when it seizes power in a coup d'état. A dictatorship can either be authoritarian or totalitarian. An authoritarian dictatorship uses brutal force to maintain itself in power. A totalitarian government uses an ideology such as socialism to justify its rule. The citizens who disagree with the ideology of the government are treated as enemies of the people. They can be deprived of their rights in the name of ideology.

The following are the characteristics of dictatorship:

- 1 Political activities are controlled by one organisation such as the ruling party or the army. Opposition to the government in any form is outlawed. Where elections are held, people are made to vote for one political party. This means that the elections do not reflect the real wishes of the people.
- 2 Political power is concentrated in the hands of one person as the supreme ruler. He or she cannot be challenged in a free and fair election.
- 3 The press is controlled by the government. The main role of the press is to inculcate in the people loyalty to the government. Opposition views cannot be reflected in the press.
- 4 There is little or no respect for human rights. People who oppose the government can be killed, tortured or detained without trial.

- 5 The police spy on citizens and arrest those who are critical of the government.
- 6 The judiciary is not independent of the executive. Political opponents of the government are not given a fair trial. There is little respect for the rule of law.
- 7 Voluntary associations such as trade unions cannot operate freely. They can be banned or forced to join the ruling party.
- 8 Government leaders do not care for the welfare of the people. They use their positions to make themselves rich.

Types of dictatorship

There are different kinds of dictatorship:

- 1 *Military dictatorship*: A military dictatorship is rule by the army. After a coup, the army suspends and bans democratic institutions such as parliament, political parties and pressure groups. The army rules by decree or command. It can disregard the decisions of the courts.
- 2 *A monarchy*: A monarchy is a country ruled by a king or queen. A chiefdom is an area ruled by a chief. Monarchy and chiefdom are regarded as forms of dictatorship because chiefs, kings and queens are hereditary rulers and not elected by citizens. However, a monarchy can be a democracy if the power of the king or queen is limited by the constitution. This is called a limited monarchy as in the United Kingdom. Swaziland and Morocco are absolute monarchies. Here the king or queen has absolute power. In Zambia the chiefs are controlled by the central government which is elected by the people. The chiefs have limited powers.
- 3 *Autocracy*: This is rule by one man who holds supreme power in the country. The legislature and the judiciary are subservient to him or her. There is no separation of powers. Usually an autocratic leader starts as a democrat.
- 4 *Oligarchy*: This is dictatorship by a group. This group may be race, tribe or class. The group excludes other citizens from participating in government. For example, black people in South Africa were not allowed to vote or stand for political office during the apartheid era.

Hints to the teacher

Contrast the characteristics of democracy with those of dictatorship. Emphasise to the pupils that a democratically elected government can use dictatorial measures such as limiting the freedom of the press to cover up its shortcomings from citizens. Emphasise that democracy can only be

promoted if citizens take an active part in monitoring and influencing the actions of the government.

Suggested teaching and learning activities

- 1 Discuss the term democracy with the pupils. Distinguish between indirect and representative democracy.
- 2 Discuss the characteristics of a democracy. Why are these characteristics important for democracy to succeed?
- 3 Introduce the term value to the pupils. Discuss values that are necessary for democracy to work. Let the pupils discuss what would happen if these values were ignored by the government and citizens.
- 4 Introduce the term dictatorship. Discuss with the pupils the characteristics of a dictatorship. Explain to the pupils the different types of dictatorship.
- 5 Refer to the Pupils' Book. Have the pupils complete the table that contrasts the characteristics of democracy and dictatorship.
- 6 Project work: Divide the class into groups. Let each group find out more information about the topics below. They can use the library and the community.
 - Let each group report back to the class on the following:
 - a) Examples of direct democracy in the community.
 - b) The views of the people on members of parliament and councillors.
 - c) How citizens can promote democracy in the community.
 - d) Classify Zambia's neighbours into democracies and dictatorships.Let the pupils give reasons for their answer.

Suggested teaching and learning materials

Pupils' Books, a map of Southern Africa, newspapers, magazines.

Evaluation

Assess the quality of pupils' work through oral questioning, written work and participation in the project work.

Sub-topic 2.2: The constitution

Suggested duration: 40 minutes

Pre-requisite: Find out from the pupils the meaning of the term constitution.

Objectives: By the end of the learning experience, pupils should be able to:

- define constitution.
- explain the importance of the constitution.
- list the main features of the constitution.
- explain how a constitution is made and how it can be changed.
- identify the types of constitution.

Background information

Democracy and the constitution

The constitution is the foundation stone for democracy. It limits the powers of the government in order to protect the rights of citizens. At the same time it ensures that the government looks after the interest of the people. A constitution can therefore be defined as ‘the fundamental law that a society uses to organise its government’.

A constitution promotes the rule of law. The rule of law means that those who govern must obey the laws that they make and government officials must carry out their duties according to established procedures and laws. Any exercise of power outside the constitution is invalid. This means that a law that is contrary to the constitution can be abolished by the courts.

The rule of law is important because those who run the government cannot be perfect. They can use their power to enrich themselves and to threaten the rights of other citizens.

The constitution is supreme because it is an agreement with the people on how they want to be ruled. A constitution becomes an act of the people when they accept and approve it through a referendum or their elected representatives. The people prescribe the type of government, give legitimacy to its power and impose limitations on the use of power. In other words, a government is a creation of the constitution.

The following are the functions of a constitution in the political system:

- It establishes the government structure.
- It distributes power among the three organs of government (which will

- be looked at in Unit 4).
- It imposes limits on the use of these powers.
 - It protects the human rights of citizens.
 - It describes procedures or methods that government officials must follow when making laws or other decisions that may affect the rights of the people.
 - 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, the legislature and the judiciary.
 - It is used by citizens to judge their governments' observance of human rights.

Types of constitution

A constitution can either be written or unwritten. It can be flexible or rigid.

A written constitution is in the form of a book. The Zambian constitution, for example, is a book of about 80 pages. It can be bought from the Government Printers in Lusaka.

There are two stages in the formulation of a written constitution. First, a draft is made based on the views and needs of the country. This draft is then approved or ratified by the people or parliament. Some countries, for example Britain, have no written constitution. They have unwritten constitutions based on conventions, traditions and customs.

Constitutions can also be classified according to the process by which they are amended. Constitutions that can be amended by a majority in the legislature are called *flexible*. Those that cannot be amended by parliament and require a referendum are called *rigid* constitutions.

Zambia has a flexible constitution. It can be amended by a two thirds majority in the National Assembly. However, a change or amendment to the Bill of Rights requires a two thirds majority in the National Assembly and a referendum.

The Zambian constitution

The Zambian constitution states that the country will be independent and it will be ruled on the principles of democracy, the rule of law and justice for all. It also recognises that the power belongs to the people of Zambia. The people will exercise this power through elected representatives.

The authority to run the government is shared among the three branches of government: the executive, the legislature and the judiciary. This is called separation of powers which means that the three organs of government operate independently. The separation of powers leads to

checks and balances so that none of the organs of government dominates the other. For example, the President can dissolve the National Assembly. The National Assembly in turn can remove a President from office for gross misconduct.

The constitution of Zambia outlines the following:

- The name of the country and the principles on which it will be ruled.
- The rights of citizens.
- The qualifications for Zambian citizenship.
- The official language.
- The powers of the executive, the legislature and the judiciary and the relationship among them.

Amendments to the Zambian constitution

When people find that the constitution is no longer satisfactory, they can amend it or create a new one if necessary. There have been a number of amendments to the Zambian constitution since 1964.

- In 1966 the qualifications for Zambian citizenship were changed.
- In 1967 the number of members of parliament was increased from 75 to 105 and 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 without asking the people to vote on the proposed amendments.
- In 1973 opposition parties were outlawed and Zambia became a one party state.
- In 1990 opposition parties were legalised and Zambia became a multi-party democracy.
- In 1996 the constitution was amended (check the Pupils' Book).

The amendment of a constitution is an ongoing process. In 1993 the government appointed the Mwanakatwe Constitutional Review Commission. Its main objective was to produce a constitution that would satisfy the current needs of the people of Zambia. It went to all provinces to hear the views of the people. In 1995 the Commission produced a draft constitution which the government modified as a white paper. The method of adopting the constitution created differences between the government, the opposition parties and non-governmental organisations. The government proposed that the new constitution should be adopted by the National Assembly while the opposition parties and non-governmental organisations wanted a constituent assembly or a referendum to approve the constitution.

Hints to the teacher

Emphasise to the pupils that while a constitution is the foundation of

democracy, it cannot protect citizens if they are not prepared to defend it. A government can violate human rights even if they are guaranteed by the constitution on paper. Every citizen must therefore be aware of his or her constitutional rights and must be prepared to work with other citizens in safeguarding them.

Suggested teaching and learning activities

- 1 Introduce the term constitution. Give examples of constitutions of school clubs.
- 2 Discuss the importance of the constitution in safeguarding democracy. List the function of a constitution in a democracy.
- 3 Discuss the major features of the Zambian constitution with the class.
- 4 Discuss the separation of powers in the Zambian constitution. How does this principle safeguard democracy?
- 5 Invite the area M.P. or a Civic Educator to talk to the class about the constitution of Zambia.
- 6 Divide the class in groups. Let each group make a class constitution. It should include the main features of the constitution.
- 7 Let the pupils carry out a survey to find out how much people know about the Zambian constitution in their community. Have the pupils write reports that can be used for class discussion.

Suggested teaching and learning materials

Pupils' Book, the Republican Constitution, club constitutions, newspapers.

Evaluation

Assess pupils' performance through written work, class discussions and project work.

Sub-topic 2.3: Citizenship

Suggested duration: 40 minutes

Pre-requisite: Find out from the pupils if they know what a citizen is.

Objectives: By the end of the learning experience, pupils should be able to:

- define citizenship.
- discuss the qualifications for Zambian citizenship.
- describe the qualities of a good Zambian citizen.

Background information

Definition and rights of a citizen

A citizen is defined as a person who enjoys certain rights that foreigners and resident aliens do not enjoy. A citizen for example has the right to vote and to stand for any political office of his or her choice. He or she has the right to use the services provided by his or her government.

Qualifications of a citizen

- A person can be a citizen of Zambia either by birth or by naturalisation.
- A person is a citizen by birth if he or she was born in Zambia.
- A person can be a citizen if one of the parents is a Zambian.
- A person is a citizen of Zambia by naturalisation if he or she has lived in Zambia for ten years and has been granted citizenship by the Zambia Citizenship Board (the body that processes applications from foreigners for citizenship).

Qualities and duties of a citizen

Citizenship carries with it certain rights and duties. It also serves very important purposes. It equalises the status of citizens. It is the bond that unites nationals who share a sense of togetherness. Citizenship is based on a feeling of belonging. It is a means of identifying members of one nation from others.

The status of citizenship, therefore, has the following implications:

- Social and welfare rights.

- National identity.
- Civic responsibility.

To meet the above requirements, a good citizen must show the following qualities:

- *Loyalty or patriotism:* This is an emotional attachment to a group or nation. It is based on feelings of love for one's country and not on the law of the land.
- *Sense of responsibility:* A good citizen understands and accepts his or her duties such as paying taxes or offering military service out of love for his or her country. He or she portrays the moral obligations. For example, the government provides social services and security while citizens contribute to their welfare by producing goods and services.

The following have been recognised as the duties of a good citizen:

- Participating in public affairs. Zambia is a young democracy. This means that Zambian citizens are still in the process of developing a democratic system. If democracy is to succeed, Zambians must participate in public affairs.

The right to take part in the government of one's country is a precious gift that people have fought and died for throughout the world. Give examples of Zambia's independence struggle, the liberation wars in Southern Africa and the work of famous freedom fighters such as Nelson Mandela of South Africa, Martin Luther King Junior of U.S.A. and Mahatma Gandhi of India. Citizens who do not exercise their right to take part in government betray the efforts of millions of men and women throughout the world who have fought for this right.

Governments cannot be trusted to carry out the wishes of the people. It is therefore necessary for citizens to monitor the actions of the government and persuade it to do what the people want or expect.

Governments can also use their great powers to limit the freedom of citizens. Citizens must therefore be aware of possible violations of their rights and take measures to correct the situation.

Citizens who take part in public affairs become responsible individuals. They come to learn about the problems of their communities and the possible solutions to these problems.

Citizens can take part in public affairs by:

- voting.
- lobbying members of parliament, civil servants, councillors and other political leaders.
- joining political parties and pressure groups.
- demonstrating against unpopular government policies.
- expressing their views in the press.

The other duties of a citizen are:

- working for economic development.
- helping to defend the country.
- helping the police in the fight against crime.
- paying taxes.
- keeping the environment clean and safe.
- respecting public property.
- obeying the law.
- promoting and respecting human rights.

Hints to the teacher

Contrast the status of a citizen with that of a subject in a traditional African society. A subject was not equal to a chief who was a master but in modern Zambia all people are equal citizens regardless of their positions in society. The rights of a subject were limited by the chief but the rights of a citizen are now guaranteed by the constitution and other laws of the country. A subject carries out his or her duties for the master or ruler while a citizen carries out his or her duties because of love for the country.

Emphasise to the pupils the fact that collective effort is necessary for a country to improve the lives of its citizens. There is interdependence of people in the community. When a citizen fails to carry out his or her duties it will affect other citizens as well.

Suggested teaching and learning activities

- 1 Discuss the definition and status of a citizen. Outline the importance of citizenship in the modern world.
- 2 Explain to the pupils the qualifications for Zambian citizenship.
- 3 Discuss the terms right, duty and responsibility with the pupils.
- 4 Let the pupils list the duties of a citizen. Have the pupils explain why each duty is important.
- 5 Explain to the pupils that democracy does not just happen. Citizens make it happen and work. Let the pupils explain how citizens can take part in public affairs.
- 6 Divide the class into groups. Let each group make a critical survey of the environment in order to identify a communal problem. The problem could be potholes, rubbish dumps, vandalism, crime or run-down public buildings. Ask each group to:
 - identify the problem.
 - find out the cause of the problem.
 - suggest ways in which the citizens can solve the problem. It could be through direct citizen action or persuading the relevant government department to carry out its work more efficiently.

- 7 Show a video, where possible, of citizens taking part in public affairs, e.g. voting, talking to political leaders, demonstrating, etc.
- 8 Library work. Where the school has a library or pupils have access to a library, let them find out more about the lives and work of people like Nelson Mandela, Mahatma Gandhi and Martin Luther King Junior. Emphasise to the pupils that these people are examples of good citizens. They rose to positions of leadership and world fame because of their fight against violations of human rights. Let the pupils write a brief essay on one of them. The best essays can be read to the class and pinned on the class notice board.

Suggested teaching and learning materials

Pupils' Book, relevant pictures, documents, videos, magazines and newspapers.

Evaluation

Assess the understanding of pupils through oral questioning, written exercises, class debate and project work.

Sub-topic 2.4: Political parties

Suggested duration: 80 minutes

Pre-requisite: Ask the class to make a list of political parties in Zambia.

Objectives: By the end of the learning experience, pupils should be able to:

- define a political party.
- explain the functions of a political party.
- describe the structure of a political party.
- state the ideology of a political party.
- explain how a political party is formed.

Background information

Formation and ideology of a political party

A political party can be defined as a voluntary association whose members share common beliefs and wish to form the government of the country.

In a democracy any group of people can form a political party. They can

give it a name and elect its leaders. They can then frame its constitution which will outline its organisational and leadership structure.

Parties believe in different political and economic ideologies. Some parties, like the Movement for Multiparty Democracy (MMD), believe in a free market economy while other parties like the United National Independence Party (UNIP) believe in a mixed economy. Politically a party may believe in a unitary system of government while another may want to establish a federal structure of government. The political and economic ideas of a party are set out in a manifesto.

The functions of political parties

It is the political parties that make the democratic process work by carrying out the following functions:

- providing alternative leadership, policies and programmes.
- carrying out political education in the nation.
- encouraging citizens to participate in national affairs, e.g. by voting, standing for office.
- articulating the needs of the people.
- pointing out the shortcomings of the government.
- making it possible for the executive and legislature to work together, that is if the President and the majority of MPs in the National Assembly belong to the same party.

The party structure

A party must have an organisational structure if it is to be effective. The following are the typical elements of a party structure in Zambia:

1 *The National Committee*

The national committee is the most powerful organ of the party. It is made up of senior members of the party such as the President and Secretary General. In the MMD and other parties it is called the National Executive Committee and in UNIP it is called the Central Committee.

The functions of the national committee are to:

- administer party affairs throughout the nation.
- implement party policies and programmes.
- raise and administer party funds.
- select candidates for elections.
- work out campaign strategies during elections.
- instil discipline in party members.
- liaise with other parties in the nation.
- appoint party workers.

- issue statements on national matters.
- convene meetings of the national conference or convention.

2 *The Provincial Committee*

At the provincial level, there is a party committee that administers the affairs of the party in the province. It is headed by a chairperson and its functions are to:

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

3 *The District Committee*

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

- to organise the party in the district.
- to win support for party candidates during elections.
- to communicate with provincial leaders.
- to organise public meetings or rallies.

4 *Sections and branches*

Districts are divided into sections and branches. These are the lowest organs of the party. The leaders are called Section or Branch Chairpersons. The MMD has constituency committees.

Their functions are to:

- win and maintain support for the party at the grassroot level.
- monitor local opinion and advise the district and provincial leadership.
- sell party membership cards.
- persuade people to vote for party candidates.

National Party conferences or conventions

At stipulated intervals or whenever the need arises, the national committee of the party calls for a national conference or convention. Representatives come from all the provinces of Zambia. The functions of the conference or convention are to:

- discuss party organisation.

- work out party policies and programmes.
- elect national party leaders, e.g. the president, chairperson and secretary general.

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.

Hints to the teacher

Emphasise to the pupils that it is political parties that can make democracy work. Citizens who are interested in public affairs are active members of political parties. When teaching this topic, support for one particular party must be avoided.

Suggested teaching and learning activities

- 1 Discuss with the class the definition and functions of a political party.
- 2 Guide the class to draw an organisational chart of a party showing its organs and their functions.
- 3 Divide the class into four groups. Let each group study a manifesto of one particular party, e.g. the Zambia Democratic Congress (ZADECO), the National Party (NP), UNIP and MMD. Let each group report to the class on the ideas and programmes of each party.

Suggested teaching and learning materials

Pupils' Book, party constitutions and manifestos, pictures of party leaders, newspapers and magazines.

Evaluation

Assess the pupils through oral questioning, written work and project work.

Sub-topic 2.5: Pressure groups

Suggested duration: 80 minutes

Pre-requisite: Find out from the pupils about the work of such organisations as the Young Women's Christian Association (YWCA), Foundation for Democratic Process (FODEP) or the Women's Lobby Group.

Objectives: By the end of the learning experience, pupils should be able to:

- define pressure groups.
- identify pressure groups.
- explain how pressure groups are formed.
- discuss the role of pressure groups.

Background information

A *pressure group* is a voluntary association of people who share certain aims and who wish to influence the decision of the government. A good example of a pressure group is an organisation called the Civil Society. This is a voluntary organisation of Zambians who opposed the MMD government's decision in 1996 to adopt the new constitution through the National Assembly. In order to achieve its aims the Civil Society organised a demonstration in February and a Citizen's Convention or Conference in March, 1996.

Pressure groups are sometimes referred to as interest groups or non-governmental organisations. They play an important role as communication links between the government and the citizens who wish to see that political leaders carry out the demands of the people. It is very difficult for an individual to influence the decisions of a government. But when a group of citizens unite in a common cause, the government may be persuaded to change its decisions.

For pressure groups to work very effectively, certain conditions must prevail in society. These are freedom of speech, assembly and the right to disseminate information.

Pressure groups use a variety of ways to achieve their aims of influencing government's decisions or actions by:

- holding discussions with top political leaders and civil servants.
- carrying out press campaigns.
- holding demonstrations.
- staging strikes and boycotts.

- promoting civil disobedience, e.g. using road blocks and rioting.
- There are important differences between pressure groups and political parties. Political parties aim at gaining and exercising political power. They want their members to hold positions such as President, Minister, MP, Mayor, or Councillor. Pressure groups, on the other hand, do not aim at occupying government positions. Their aim is to influence top political leaders and civil servants to make decisions favourable to their members.

A pressure group such as a trade union may have a constitution and can be a very big organisation. However, many other pressure groups do not have a formal constitution and organisation. A group of citizens may come together as a pressure group to influence the decision of the government on a certain issue, for example, the method of adopting the constitution. Once that has been achieved, they can disband, like the Committee for a Clean Campaign (CCC).

Some organisations act as pressure groups only when the situation demands. For example, the main purpose of the church is to preach the word of God but it acts as a pressure group when it feels that the government is not responding to the needs of the people.

A trade union's main work is to look after the welfare of its members in an industry but it acts as a pressure group when a government implements laws or policies that hurt its members.

There are many pressure groups in Zambia which can be classified according to their area of activity.

Women's groups

Women do not enjoy full human rights in Zambia. Their right to property is not recognised by families and communities. It is very rare for a chief to grant land to a woman. Acquisition of loans and credit by women are limited. In the central government there are very few female Cabinet Ministers, MPs and top civil servants.

The following pressure groups promote women's rights:

- Women's Lobby Group (WLG).
- Young Women's Christian Association (YWCA).
- Women in Law and Development in Africa (WILDAF).
- Women for Change (WC).
- Zambia Association for Research and Development (ZARD).
- Forum for Women Educationists in Zambia (FOWEZA).

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.
- seeking equality of men and women before the law.
- involvement in economic 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.
- Zambia Association of Manufacturers.
- The Zambia Farmer's Union.

These groups use such methods as discussion with government leaders, press statements, advertisements and support for party candidates that are sympathetic to their cause. Trade unions can also resort to strike action in order to put pressure on the government.

Civic organisations

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

- The Foundation for Democratic Process (FODEP).
- The Zambia Independent Monitoring Team (ZIMT).
- Zambia Civic Education Association (ZCEA).
- The Catholic Commission for Justice and Peace (CCJP).
- Civil Society (CS).
- The Law Association of Zambia (LAZ).

These groups carry out education seminars in the communities on the rights and duties of citizens. They organise demonstrations, write petitions, advertisements, and hold discussions with political leaders in their efforts to influence government decisions.

Religious groups

Most Zambians belong to one religious group or another. The churches have therefore used their influential position to comment on social, economic and political matters in order to influence the direction of government policies.

Student groups

Pupils in secondary schools and students in universities and colleges can be regarded as pressure groups. They have sometimes used demonstrations and riots to make the government respond to their demands.

Note that pressure groups are voluntary organisations that play a vital role in promoting democracy by enhancing citizen participation in public affairs. They can be used effectively both at the local and national levels. Once citizens in a community want the government to respond to their needs or make a certain decision, they can form a pressure group to achieve their aim.

Hints to the teacher

When teaching this topic, the social skills and values that are necessary for community interaction and organisation must also be discussed. Refer to the chapters on methodology and citizenship. Emphasise to the pupils that it is only when citizens care about their country or community that they can come together as a pressure group.

Suggested teaching and learning activities

- 1 Discuss the definition of a pressure group. Outline the importance of pressure groups in a democracy.
- 2 Contrast the aims and structures of pressure groups and political parties. Point out to the pupils that pressure groups and political parties co-exist in a democracy.
- 3 Discuss the work of various pressure groups in Zambia such as the Women's Lobby Group, the Catholic Commission for Justice and Peace, etc. Where possible ask a member of a pressure group in the community to come and talk to the class on the work of the group.
- 4 Discuss with the pupils the citizen's qualities that are necessary for people to form or to join pressure groups.

These qualities are:

- the concern for the welfare of the nation or community.
- the willingness to take part in public affairs.
- the willingness to defend the rights of oneself and others.
- the ability to communicate ideas verbally and in writing.
- the ability to organise meetings and educate other citizens on their rights and duties.
- knowledge about the responsibilities of government to its citizens.
- the ability to tolerate the views of others.
- the willingness to work with others on community projects.
- the appreciation of the need for voluntary service in the community.

Point out to the pupils that in many communities these qualities are lacking. Instead there are many negative qualities such as apathy and vandalism that hinder effective community action. It is therefore necessary for some people to play leadership roles in mobilising people for pressure group

activities. This is not an easy task. However, the results are very rewarding for the community and the nation.

Suggested teaching and learning materials

Pupils' Book, pictures and posters of pressure group activities.

Evaluation

Assess the pupils through oral questioning and written work.

Sub-topic 2.6: Elections

Suggested duration: 80 minutes

Pre-requisite: Ask the pupils how a person becomes a president of the republic, an MP or a councillor.

Objectives: By the end of the learning experience, pupils should be able to:

- define elections.
- identify different types of elections.
- describe the electoral procedures.
- dramatise the electoral process.
- discuss the functions of elections.
- explain the importance of free and fair elections.
- identify non-governmental organisations that monitor elections.

Background information

Elections can be defined as the means by which the people choose and exercise some control over their leaders.

In Zambia, electoral democracy is guaranteed by law. The constitution says that the President of Zambia and members of parliament must be elected. Elections should be held every five years.

The *franchise* or the right to vote is granted to citizens who are 18 years of age and above regardless of sex, race, tribe or religion.

In Zambia there are three types of elections. General Elections are held every five years to elect the President and members of parliament. Local Government Elections are held every three years to elect councillors for local councils. For the purposes of elections Zambia is divided into

constituencies and wards. A *constituency* is an area represented by an MP in the National Assembly. Dividing the country into constituencies is called *delimitation*. It is done by the Delimitation Commission, a government body appointed by the President and chaired by a judge. A district is divided into wards and each ward is represented by a councillor.

During the life of the National Assembly or a council, some seats may become vacant. Then it becomes necessary to hold a by-election. A by-election is held when a councillor or MP:

- dies.
- resigns from his or her party.
- is imprisoned for more than six months.

Functions of elections

Elections have the following functions in a democracy. They:

- enable the majority of citizens to take part in public affairs.
- enable citizens to choose who will control the government and the state machinery.
- facilitate political education and communication between political leaders and the citizens.
- legitimise the government in power.
- make government orderly.
- enable citizens to control the policies of the government.

These functions are very important and when they are not fulfilled in a political system, it can not be called a true democracy.

Electoral procedures

Presidential and parliamentary elections are organised by the Electoral Commission. Local Government Elections are organised by the Local Government Electoral Commission. The work of an electoral commission is to see to it that the electoral rules and procedures are fulfilled. The following are the major procedures that have to be observed in the electoral process.

- Registration of voters.
- Nomination of candidates.
- The campaign or electioneering.
- Polling day.
- Counting and announcement of winners and losers.

Explanatory details can be found in the Pupils' Book in Chapter 8.

The following are the most important personnel in the running of elections:

- *The returning officer*. He or she is a person who conducts the elections in the constituency and is usually a senior civil servant in the area. He

or she oversees the work of presiding officers and polling assistants in the constituency. He or she accepts or rejects the nominations of candidates and announces the results of the elections in the constituency or ward.

- *The presiding officer.* This is a civil servant who is in charge of a polling station. He or she facilitates voting by making sure that all the materials required for voting are in place and secure. He or she is assisted by polling assistants.

The importance of free and fair elections

Elections are such an important feature of democracy that they must be free and fair if they are going to perform their intended functions. However, in a democracy there is always a danger of electoral corruption, rigging and cheating. These electoral malpractices manifest themselves in the following ways:

- Opposition parties are not allowed to organise their campaign meetings without police permits.
- Opposition parties are denied access to or are given inadequate time on radio and television. The press is not allowed to cover the views of the opposition parties.
- Political opponents of the ruling party are detained or put in prison on trumped up charges.
- The principle of separation of powers, especially the independence of the judiciary, is not respected by the executive or the legislature.
- The police are used by the governing party to harrass opposition leaders.
- The voters are bribed through gifts of money, food and other materials in order to win votes.
- A party encourages violence against political opponents.
- After an election the counting of votes is not done honestly or false ballot papers may be used to help a candidate gain more votes over his or her rivals.

The following are the effects of electoral malpractices:

- The people's choice is distorted. The party that gains the most votes may not form the government.
- The people lose faith in the democratic process.
- There may be widespread strikes, election boycotts and demonstrations to protest against the false results. The government may resort to force in order to maintain law and order.
- The party that is cheated out of victory may organise an armed rebellion against the government and start a civil war.

In order to prevent electoral malpractices, there are certain organisations that monitor elections. These are the Foundation for Democratic Process (FODEP) and the Zambia Independent Monitoring Team (ZIMT). These organisations perform the following functions:

- Holding seminars to educate citizens on their right to vote.
- Checking on all forms of electoral malpractices.
- Checking that police and other civil servants involved in the voting exercise do not help one particular party.
- Sending observers to all polling and counting stations to see that the election process is conducted according to the laws of the country.
- Making reports to the government, the nation and the international community on whether the elections were free and fair.

The judiciary also enforces electoral laws so that the elections are free and fair. Any form of electoral corruption or rigging can result in a court case. Where the High Court finds that there is evidence of electoral corruption it can cancel the results and order fresh elections.

Hints to the teacher

Emphasise to the pupils that voting is one of the most important duties of a citizen. Point out that those citizens who do not exercise their right to vote are betraying the people who fought for this right. People who do not vote are also letting down their communities and country because they do not care how the country is run.

Suggested teaching and learning activities

- 1 Discuss the meaning of elections and their functions with the class.
- 2 Discuss the electoral procedures. Then conduct a mock election involving all the stages. Let two or three pupils stand as presidential candidates of their parties.
- 3 Discuss the forms and effects of election malpractices. Discuss the work of organisations that monitor elections.
- 4 Ask a member of FODEP or ZIMT to come and talk to the class on the work that their organisations do.

Suggested teaching and learning resources

Pupils' Book, posters and pictures on elections, a video where possible, newspapers and magazines.

Evaluation

Assess pupils through written exercises, oral questioning and discussions.

UNIT 3 Human rights

Sub-topic 3.1: Fundamental human rights and obligations

Suggested duration: 120 minutes

Pre-requisite: Find out from pupils what they know about individual rights.

Objectives: By the end of the learning experience, pupils should be able to:

- define human rights.
- describe fundamental human rights.
- identify vulnerable groups in society.
- discuss forms of human rights violations.

Background information

Human rights

The United Nations General Assembly adopted the Universal Declaration of Human Rights on 10th December, 1948. It called upon all member states and all peoples of the world to promote and observe the rights and freedoms set out in the Declaration. 10th December of each year is observed internationally as Human Rights Day.

Zambia ratified the United Nations Universal Declaration of Human Rights immediately after its admission as a member of the United Nations on 1st December, 1964.

Zambian citizens have many rights. These rights are written in the Zambian Constitution as the 'Bill of Rights', in a special chapter called 'Protection of Fundamental Rights and Freedoms of the Individual'. A right can be defined as a lawful claim or benefit from the society. All rights are important to human beings. There are some rights which people cannot do without. These are called 'The Fundamental Human Rights'. All rights have limits. People cannot violate the rights of others just because they have their own rights.

Fundamental human rights

- ***The right to life***

This is the most important human right. Our Zambian law and indeed

many countries' laws protect human life. A person who kills another person commits a crime. A judge in a court of law can sentence a person to death if found guilty. This is the only exception when someone's life can be lawfully taken away as a form of capital punishment. Some countries have decided to abolish the death sentence or capital punishment for a person convicted of murder by a court. Such people are sent to prison for life.

- ***Protection from torture***

Every person has a right to be protected from torture. Torture means to cause severe pain or suffering on a person. This is always done intentionally for the sake of punishing a person who has committed a crime or is suspected to have committed a crime. Torture can also mean subjecting a person to inhuman conditions such as locking someone in a gas chamber, dark room, crowded prison room or toilet. Any act of torture or other cruel, inhuman or degrading treatment or punishment is an offence to human dignity, and shall be condemned as a violation of human rights. No state should permit or tolerate torture as a form of punishing suspects or offenders.

- ***The right to liberty***

Liberty can be defined as freedom. Every person has a right to his or her own personal freedom. But if any person commits a crime the government is empowered by the constitution to punish such a person. However, a person is regarded as innocent until he or she is proved guilty by the court of law.

- ***The right to a speedy and fair trial***

Any person detained by the police for having committed a crime is entitled to a speedy and fair trial. This means that the police should take the accused person to court for trial within fourteen days of his or her detention. 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 as soon as possible. The judge will decide whether the person has broken the law or not. The judge's decision should be based on concrete evidence, and must not be influenced by a person's political opinions or party affiliation, his or her status in society, race, colour, tribe, religion, etc.

A person detained without trial is free to ask for a lawyer to go to court and ask for 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 the right not to be forced to work (forced labour)***

A slave is a person who is owned by another person as property. He or she can be treated in any way. He or she can be forced to work without pay. A slave does not choose but just obeys the master's orders. Any person asked to work against his or her will is forced labour. The Zambian law does not allow slavery or forced labour.

- ***Freedom of conscience and religion***

Everyone has the right to freedom of thought, conscience and religion. This means a person has the right to believe or not to believe in any religion. A person also has the right to belong or not to belong to any religious organisation. Freedom of conscience also means that a person may hold any opinion about anything.

- ***Freedom of expression and opinion***

An expression is the saying of what one feels about anything, whether right or wrong. When one expresses himself or herself without being forced to do so, he or she is exercising freedom of expression and opinion. One has the right to receive any information without interference from anyone. This also includes freedom of the press (newspapers, magazines, radio and television). However, it is important for one to respect the feelings of others, or accept opposing views. It is bad to spread false information about something just for the sake of exercising one's freedom of expression and opinion.

- ***Freedom of movement***

A citizen has a right to go anywhere in Zambia without a permit. A travel document or a passport must be used when one travels outside Zambia. In this case freedom of movement has certain limitations.

- ***Freedom of assembly and association***

A person is 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. A person has a right to join or not.

- ***The right to nationality***

Nationality means to be a citizen of a country. Many countries have

different constitutions stipulating who qualifies as a citizen of that country. One of the ways of acquiring citizenship is by birth, as long as one of the parents of the person is a citizen of that country. This means that a person born in a country has a right to nationality as long as he or she is not a citizen of any other country.

- ***Protection from discrimination***

Discrimination means to treat someone unfairly because of her or his colour, race, tribe, religion, etc. The Zambian law protects all Zambians against any form of discrimination. During colonial times, racial discrimination was very common. This is no longer the case in independent Zambia.

- ***The right to own property***

Property can be anything owned by a person. A person is free to own property and make use of it. No one has the right to destroy other people's property. Stealing other people's property is against the law. The law protects a person's property.

Violation of human rights

Violation of human rights means not respecting or observing other people's rights. It also means preventing a person from enjoying his or her rights. There are many people whose rights are always violated in society. These are:

- children.
- mentally retarded persons.
- disabled persons.
- old people.
- women.
- prisoners.

Hints to the teacher

Emphasise to the pupils the importance of rights to everyone. Emphasise some groups of people whose rights are violated.

Suggested teaching and learning activities

- 1 Discuss the term human rights with the pupils. Give examples of fundamental human rights.
- 2 Introduce the term violation to the pupils. Discuss the ways in which rights are violated in the community.

- 3 Divide the class into two groups and debate on the topic 'Capital punishment should be abolished in Zambia'. Before the debate, pupils should be given enough time to prepare. Let each pupil gather as much information as possible on the advantages and disadvantages of capital punishment.

Project work

Pupils should find out from their community some of the violations of human rights and write a report. For example, a person killed by a mob on suspicion of being a thief, children not sent to school by parents, etc.

Suggested teaching and learning materials

Pupils' Book, magazines, pictures, newspapers, the Constitution of Zambia, videos and slides, travel documents and passports.

Evaluation

Assess the pupils' work through oral questioning, written class exercises, participation in the debate and project work.

UNIT 4 Gender and development

Sub-topic 7.1: Gender

Suggested duration: 80 minutes

Pre-requisite: Find out from pupils how they perceive the roles of male or female in their community.

Objectives: By the end of the learning experience, pupils should be able to:

- define gender and development.
- distinguish between gender and sex roles.
- identify customs that discriminate against women and the girl-child.
- discuss the importance of equal participation in national development.

Background information

Gender

Gender is a physiological and cultural term which refers to the feeling and status of being a man or woman. This is known as gender identity. The term gender has nothing to do with one's biological make up.

Development

Development has several meanings depending on the type of indicators that may be used in defining the term. For several developing countries, development encompasses the reduction of poverty, increase in employment, equality of distribution of wealth and opportunity as well as an overall category of general rights such as freedom of speech, citizenship, and adequate education. The definition also involves an improvement in the quality of life for all.

Why gender and development?

These terms are now treated together because of the differences between women and men in society. Women are more disadvantaged than men yet 50% of the world population are women. Also 67% of the world's working hours are performed by women and yet they tend to be generally poor.

Statistics also indicate that only one-tenth of the world's wealth is owned by women. If we examine other development indicators, illiteracy is higher among females in most developing countries. Women are least represented in decision making bodies. Such anomalies in our society have prompted women to explore factors that are responsible for such differences. Perhaps a major reason is the lack of differentiation between gender and sex roles.

Gender roles

Gender roles refers to society's classification of behaviour as masculine or feminine, e.g. cooking in a home is a feminine role in most societies, while slashing is a masculine role.

Sex roles: are biologically determined such as only females can bear children in all societies.

Differences between sex and gender roles

It is important to mention that gender roles differ from society to society while sex roles are always the same in all societies because they are biologically determined. However, gender roles change with time and therefore can be performed by either male or female. Gender roles are not influenced by biological factors because they are socially or culturally determined.

In most societies gender roles are treated or regarded as sex roles. As such, this has encouraged the unfair division of labour between women and men and most societies are reluctant to change. There are a number of reasons why this situation is perpetuated.

Among some of the reasons are customs that discriminate against women and the girl-child. It is a belief in most societies that females by virtue of their distinct psychological traits and characteristics should be assigned to certain roles. Among some of the traits and characteristics are that females are:

- weak.
- kind.
- emotional.
- nurturing
- passive.
- beautiful.
- affectionate.

In the same terms males are regarded as strong, dynamic and active.

There are a number of institutions that perpetuate gender discrimination in our society. The following are some of them:

Learning institutions: These are normally schools where there are stereotypes. In these institutions it is a common practice that boys are offered Science subjects and Mathematics while girls are made to study the traditional girls' subjects such as Home Economics and Typing. More often there is also discrimination from teachers where they expect boys to be more intelligent than girls and encourage them while girls are not encouraged to work hard. Sometimes in these schools girls lack self-confidence while boys build self-confidence because of negative attitudes by teachers.

The family: This is also one institution that perpetuates gender practices. It is a belief that boys will propagate lineage and support the family while girls have to get married. This marginalises girls' participation in many activities. Families prefer to educate boys or spend more money on them at the expense of girls when a choice has to be made between the two. It is also a common practice that parents make girls do most of the household chores, leaving them with little or no time to study or relax. In the home women are made to believe from an early age that they have to get married and raise children, thus discouraging them from working hard at school.

Traditional institutions: Initiation ceremonies play a major role in perpetuating gender practices. Girls who have undergone initiation ceremonies become passive in school. Traditional counsellors and elders initiate girls with emphasis on submissiveness to men. Because of such effects women do not take part in decision making at home and this spills over to their work places.

Community: The socialisation process in the community has effects on gender division of labour for boys and girls. Girls are marginalised from participating in education and development. In the community the peer group behaviour and comments affect adversely or positively the attitudes of boys and girls in education.

Church: Church doctrines and leaders' reference to the Bible on the submissive nature of women denies them opportunities to hold positions of leadership and decision making. In some churches decisions made usually discriminate against women.

Major effects of such values and attitudes on education and development

The values and attitudes that society holds for boys and girls have adverse effects on education and development. Lack of gender consideration in

national development has serious implications:

- 1 There is unequal distribution of power, e.g. in terms of political, economic, military and social.
- 2 Sex-role stereotypes are more prominent. These include people having beliefs such as the girl-child is not good at Mathematics and Science and hence promoting positive goals only for the male child.
- 3 Women continue to face violence and aggression as they do not have any such economic power base to support themselves.
- 4 Women continue to be left out in areas of development.
- 5 Girls lack a spirit of competition in class leading to poor performance in school work.
- 6 Boys participate more in class work and do well academically.
- 7 High progression rate for boys.
- 8 High drop-out rate for girls.
- 9 Very few women in managerial and decision making levels.
- 10 Men have access to more challenging jobs than women because of their favourable subject combination at certificate level.

Hints to the teacher

Emphasise the difference between gender and sex-roles. Also emphasise the effects that sex-stereotypes have on national development.

Suggested teaching and learning activities

- 1 Explain the sex and gender roles.
- 2 Classify gender roles in terms of what is performed by males and females.
- 3 Let the pupils give the reasons for the need for equal participation in national development.
- 4 Identify in your community a number of customs, myths and beliefs that encourage treatment of gender roles and sex roles.
- 5 Let the pupils examine some readers (e.g. English readers, Civics text books and discuss whether the books are gender sensitive).

Suggested teaching and learning materials

Pupils' Book, posters from non-governmental and other organisations, pamphlets, newspapers, magazines, resource persons, readers.

Evaluation

Assess the quality of the pupils' work through oral questioning, written work and participation in project work.

UNIT 5 Government

Sub-topic 5.1: Central government

Suggested duration: 80 minutes

Pre-requisite: Find out from the pupils what is meant by the term 'government'.

Objectives: By the end of the learning experience, pupils should be able to:

- define government.
- describe the types of government.
- describe the functions of government.
- identify the three branches of government.

Background information

Government is a terminology which comes from the word govern. To govern is to have power to make decisions that affect the community. At any level of organisation there is a government. For example, there is a government at family, club, local and school level. At whatever levels, there are people who make decisions on behalf of others. A government is important so that a community can continue to exist. This is so because those who make decisions make sure that there is order in the community.

However, the larger the community, the more difficult it is for a single group of people to make effective decisions. Therefore, it is easier to govern if powers are shared and put into several groups each with different roles to play.

Zambia is a large community, therefore its government is a collection of institutions at local and national levels. These institutions make and enforce laws, settle disputes and direct security forces to defend the community.

Governments, however, differ from country to country. There are three systems of government that are commonly practised. Firstly, there is a system of government where rulers of the government and the state can make and unmake official posts. These are referred to as absolute monarchies such as those found in Morocco and Swaziland where the kings have total control of the government and the state.

Secondly, there are governments which are headed by Prime Ministers or Chancellors (Germany) but the head of state is either President or a titular monarch. For example, Britain has a Prime Minister as head of government whereas the Queen is the head of state. The powers of the

head of state are ceremonial. The head of the government is elected by the voters, or the electorate who form a legislative body (members of parliament) commonly referred to as parliament. This type of government is referred to as a parliamentary or cabinet system.

Thirdly, there is a type of government which is referred to as presidential as is the case in Zambia, United States of America or Zimbabwe. In this system of government the President, who is directly elected by the voters, plays the double roles of controlling the government, and the state. That is, the President is both head of state and government.

In any system of government there are three branches of the government. These are the legislature, executive and judiciary. Their major role is to promote and defend the interests of the society. In Zambia, a collection of these organs ensures that the government performs the following functions:

- *Law making:* Laws and regulations are made by the legislature. These are important in order to control the affairs and code of conduct of the society.
- *Allocation of resources:* The government's duty is to ensure even allocation of resources so that development of different areas in the country takes place at the same level.
- *Defending the country:* The survival of a community also depends on adequate defence against internal and external enemies. It is the duty of the government to ensure that its citizens are protected through the provision of the security forces such as the army, police and air force.
- *To formulate and implement policies:* Policies are important to the government in order that it develops the country and improves the standards of living. Therefore, the government should make the right decisions and policies.
- *Enforcing the law:* It is equally important that the laws made by the government are obeyed by the citizens and government. It is the duty of the government to ensure that laws are enforced. This is done through the judiciary which interprets the laws and punishes law breakers.
- *Raising money:* In whatever the government does, it needs money. Provision of services such as education, medical treatment and so on requires huge amounts of money. The duty of the government is to raise money through taxation, loans and investments. Loans can be obtained either locally or internationally.

Government refers to the way a community manages, conducts and controls its affairs. Governments vary from society to society depending on what type of constitution people have chosen. However, it is the responsibility of every government to enact laws that will harmonise the aspirations of the people.

Hints to the teacher

Emphasise to the pupils the need for government as an element that ensures the community's survival.

Suggested teaching and learning activities

- 1 Discuss with the pupils the idea of government starting with simple examples such as the family, school and local community. Point out that in each type of government there are groups of people chosen to make decisions on behalf of the community or others.
- 2 Outline the differences in systems of government that are practised throughout the world. You should make reference to Zambia, India, USA, United Kingdom or Zimbabwe or even Swaziland.
- 3 Discuss the functions performed by the government with particular emphasis on Zambia.
- 4 Discuss with the pupils the organs of government but do not go into detail discussing the concept of the separation of powers as this will be dealt with in later chapters.

Suggested teaching and learning materials

Pupils' Book, diagrams of government structure.

Evaluation

Assess the pupils through oral questioning and written exercise.

Sub-topic 5.2: The legislature

Suggested duration: 80 minutes

Pre-requisite: Discuss with the pupils how school rules are made.

Objectives: By the end of the learning experience, pupils should be able to:

- describe the composition of the legislature.
- discuss the functions of the legislature.
- outline the law making process.
- discuss the qualifications for members of parliament.

Background information

The legislature

In Zambia the legislature is the parliament and it comprises the President of the Republic and the National Assembly. Members of parliament who belong to various political parties constitute the National Assembly. Between 1991-96 the National Assembly had 150 elected members representing constituencies and eight were nominated by the President of the Republic.

The legislature is the only organ which has the power to make laws. It makes laws for peace, order, liberty and good governance of the country.

The laws passed by parliament are printed in books by the Government Printers and any one can buy and read them.

The National Assembly

In the National Assembly, the ministers sit on the front benches while those without ministerial posts sit on the back benches. They are called backbenchers. The backbenchers are not part of the executive because they are not ministers. The Speaker presides over the meetings of the National Assembly. He or she is assisted by the Sergeant at Arms to keep order. The Sergeant at Arms is like a police officer who keeps order at a public meeting. The principal administrative officer is the Clerk of the National Assembly. He or she is responsible for the management of the staff, finances and all other matters relating to the operation of the National Assembly. The National Assembly proceedings are recorded and published in the National Assembly Debates.

Term of parliament

In Zambia the General Assembly lasts five years. After five years the President dissolves parliament and announces the date for general elections. During this period people all over the country go to their polling centres to vote so that they can choose new members of parliament. The members of the parliament become ordinary people with no legislative powers.

Election of members of parliament

Qualifications for election to parliament: Once parliament is dissolved general elections must take place within three months. The candidate must:

- be a Zambian citizen with a Green National Registration Card.

- have attained the age of 21 years.
- be literate and conversant with the official language.
- have no criminal record.
- be of sound mind.

The opening of parliament

Each year the National Assembly meets periodically to debate on various national issues. The meetings are called sessions. Each year or in the first year the new session is opened by the President of the Republic.

The Speaker leads the President into the debating chamber. The President makes his speech in the chamber on the work the executive has achieved in the past and what it intends to do in the future. Thereafter the MPs take several days debating the President's speech.

Functions of the National Assembly

- 1 *Law-making:* Any law made by the parliament is called a statute or an Act of Parliament. Many statutes are made and passed by the Assembly each year. In addition the National Assembly can amend or repeal any law. Before a law is passed it is called a bill.
A bill suggested by a minister is called a public bill, while a bill suggested by an ordinary MP is called a private member's bill. A bill passes through many stages before it is enacted as a law in order to allow enough time for members of parliament to study the bill before business begins. Another point is that members of parliament should consult their constituencies and lobby groups. Refer to the details on the stages of law making in the Pupils' Book on page 54.
- 2 *The budget:* To discuss and pass the budget, the National Assembly has the power to impose taxes and authorise government expenditures. The National Assembly monitors government expenditures through the Public Account Committee.
- 3 *Control over the executive:* The National Assembly can control the executive, e.g. it can impeach the President. The members of parliament can criticise and question any issues.
- 4 *Power of ratification:* Parliament can approve the appointments made by the President, such as those of Chief Justice, Attorney General, Auditor General, Investigator General, the Director of Public Prosecutions.
- 5 *Representing the people:* One important function of MPs is to present the demands of the people from their constituencies to parliament.

Hints to the teacher

Emphasis should be on how the legislature promotes democracy by performing its functions.

Suggested teaching and learning activities

- 1 Discuss the meaning and function of the legislature.
- 2 Discuss with the pupils the role of the following: the Speaker, The Clerk of the National Assembly, the MPs and the Sergeant at Arms.
- 3 Discuss with the pupils the stages followed before a bill becomes a statute.

Suggested teaching and learning materials

Pupils' Book, magazines, constitution, government gazette, newspapers, pictures, resource persons and MPs.

Evaluation

Assess pupils' work by oral questioning and written exercises in the Pupils' Book.

Sub-topic 5.3: The executive

Suggested duration: 80 minutes

Pre-requisite: Find out the role of the head in a school.

Objectives: By the end of the learning experience, pupils should be able to:

- define the term executive.
- describe the composition of the executive.
- discuss the functions of the executive.

Background information

The government spends most of its time and money administering the nation's affairs. The executive is an organ of the government which administers government activities. This body executes decisions. To execute is to carry out.

The executive consists of the following:

- the President.
- the Vice President.

- the ministers.
- civil servants.

Functions of the executive

- It collects taxes.
- It provides various services which people need such as education and medical services.

The President

The only way for one to become a President of the country under the democratic system is to contest or stand for presidential and parliamentary elections and he or she should be elected by a majority vote.

The qualifications for election as President of Zambia

One must be:

- a citizen of Zambia.
- thirty-five years of age and above.
- of good character.
- supported by a party.
- literate and conversant with the official language.
- an indigenous Zambian and third generation.

Constitutionally each President holds office for a period of five years. However, after this period one can seek re-election for a second and last term.

The following are the functions and powers of the President:

- Head of State.
- Head of Government.
- Head of the executive.
- Commander in chief of the army and air force.
- Appoints and dismisses senior government officers, e.g. Permanent Secretaries, Ministers, etc.
- The President may at times exercise the prerogative of mercy.
- Opens the National Assembly.
- Decides whether to assent or veto a bill.
- Gives awards to those who gave exemplary service to the nation.
- Nominates eight members of parliament.
- Dissolves parliament.

The Cabinet

The Cabinet comprises the:

- President of the Republic.

- Vice President.
- Ministers.

Functions of the Cabinet

The Cabinet Minister is responsible for:

- the work of his or her ministry. He or she has to see that his or her ministry policy does not conflict with that of the government or with professed aims and ideals of his or her party.
- reporting to parliament on the work of his or her ministry.
- answering questions and criticism and comments on the policy and aims of the ministry in parliament.

In the Cabinet, the principle of collective responsibility to the National Assembly is emphasised and followed. All things done by or under the authority of the President, the Vice President or any other minister may be regarded as the best joint effort of the government. The members of Cabinet are expected to work together as a team and speak with one voice.

The Attorney General is the government's chief legal adviser on issues concerning law.

Deputy Ministers

There are two types of Deputy Ministers. One group assists the Cabinet Minister while the other heads the province.

Deputy Ministers who are in charge of provinces perform the following functions. They:

- promote development in the area.
- inspect development projects.
- help in problem-solving with the people in the province.
- oversee the administration of the province.

The Civil Service

This is another group which assists and advises the President on various national issues. The Civil Service comprises:

- Government employees.
- Local Authorities employees.

The Civil Service is divided into ministries and departments. Every ministry is responsible for a particular aspect of government activity.

The Permanent Secretary is the administrative head of the ministry. He or she is the chief executive, accounting and authorising officer in a ministry for all operational and administrative functions.

Civil servants are permanent staff of the ministries. They are expected to be politically neutral and serve governments that come into power with equal loyalty. The role of the Civil Service is very important in development. These demand the services of administrative, professional and technical experts.

Hints to the teacher

Emphasise the work of the President, the Cabinet and the Civil Service.

Suggested teaching and learning activities

- 1 Discuss with the pupils the term executive, bringing out its meaning and the composition.
- 2 Discuss with the pupils the functions of the President.
- 3 Discuss with the pupils the role of the Cabinet and civil servants in the executive.
- 4 Discuss with the pupils the areas where this principle can be applied.

Suggested teaching and learning materials

Pupils' Book, newspapers, magazines, pictures.

Evaluation

Assess pupils' work by oral questioning and written exercises in the Pupils' Book.

Sub-topic 5.4: The judiciary

Suggested duration: 120 minutes

Pre-requisite: Find out from pupils the courts found in their area.

Objectives: By the end of the learning experience, pupils should be able to:

- define the term judiciary.
- explain the composition of the judiciary.
- describe civil and criminal cases.
- discuss the functions of the judiciary.
- explain the importance of the independence of the judiciary.

Background information

Composition of the judiciary

The judiciary in Zambia is made up of the following:

- Supreme Court.
- High Court.
- Magistrate courts.
- Local courts.

The Chief Justice is the head of the judiciary.

Roles of the judiciary

The judiciary settles disputes which arise out of laws enacted by the legislature. When such laws are not obeyed, they should be settled by an independent body, the judiciary. The main job of the judiciary is to ensure that laws are obeyed and interpreted to the people so that they know what they are allowed to do and what they are not. With the separation of powers, the judiciary is supposed to act freely and independently. The judiciary plays an important role in:

- protecting and enhancing the democratic process.
- ensuring that laws are obeyed and interpreted to the government and citizens.
- settling disputes when people disobey laws.
- punishing offenders.

Types of laws

Each country has many kinds of laws and every individual has a duty to obey them. The government should also obey the laws.

- *International laws*: These are laws that guide countries on how they should behave towards each other. These laws encourage peace and security among nations.
- *Constitutional laws*: These are laws which organise the government of a country.
- *Civil laws*: These are laws which guide the behaviour of the people towards each other.
- *Criminal laws*: These are laws which protect the interest of society and the state.
- *Customary laws*: These are traditional customs and rules.

Courts in Zambia

In Zambia, all courts can hear both civil and criminal cases. However,

different kinds of courts have different jurisdictions. This, therefore, helps to determine what kind of cases each court can hear. The lower courts can only hear simple cases because they have limited jurisdictions (powers).

Local courts

The local court is the lowest and has limited jurisdiction. The presiding justice is in charge of the local court. He or she works with the local justice and with the help of the local clerk. The clerk of the court takes down notes on the proceedings of each case.

Magistrate courts

These are higher than local courts. They listen to cases that cannot be handled by the local courts. People appeal from the local courts to the magistrate courts if not satisfied with the verdict. Magistrate courts are also called subordinate courts. They hear more criminal cases than civil cases.

Magistrate courts are graded according to their status. For example, class III is the lowest while classes I and II are senior courts and have Senior Resident Magistrates. Magistrate courts are found in every district in Zambia.

High Court

This is the second highest court in Zambia. It hears all appeals from magistrate courts. The High Court supervises the magistrate courts in order to maintain a good reputation of the judiciary. High Court Judges are appointed by the President in consultation with the Judicial Service Commission.

Supreme Court

The Supreme Court is the highest court in Zambia. It hears appeals from the High Court. An odd number of judges sits on every case. It is composed of the Chief Justice, the Deputy Chief Justice and three Supreme Court judges. Supreme Court judges are appointed by the President in consultation with the Judicial Service Commission.

Types of cases

There are two types of court cases namely, civil and criminal cases.

Civil cases: These are disputes between people. You pay damages when you commit a civil offence.

Criminal cases: These are offences against the state and these may include theft, murder, bribery, rape, perjury, careless driving, treason and spying.

You may pay a fine or be imprisoned if you commit a criminal offence. A fine is part of government revenue while damages go to the individual.

The role of the judiciary in a democratic process

The judiciary plays the following functions in promoting democracy:

- protecting human rights.
- ensuring the rule of law.
- nullifying the elections if they are not conducted according to the electoral process.

Hints to the teacher

Emphasise the importance and functions of the judiciary. Also stress the importance of the independence of the judiciary for the success of democracy.

Suggested teaching and learning activities

- 1 Discuss with the pupils the meaning and the composition of the judiciary.
- 2 Arrange a visit to a court. After a visit to a court conduct a mock court session.
- 3 Discuss the functions of the judiciary.
- 4 Discuss the judicial terminologies in the Pupils' Book.
- 5 Where possible invite a judicial officer to give a talk about law and courts.

Suggested teaching and learning materials

Pupils' Book, newspapers, pictures, magazines, resource persons.

Evaluation

Assess pupils' work by oral questioning, written exercises and drama.

Sub-topic 5.5: Local government

Suggested duration: 120 minutes

Pre-requisite: Find out from the pupils how the school is administered as an example of local government.

Objectives: At the end of the learning experience, pupils should be able to:

- define local government.
- explain the local government structure, functions and types.
- explain the qualifications and duties of a councillor.
- describe the sources of revenue for the local government.
- explain the relationship between the central and local government.
- discuss the role of traditional rulers.

Background information

Local governments are local councils under the Ministry of Local Government and Housing. A local government is a body of people who manage or administer public affairs in a given area or locality. A locality can be a Province, District, Ward, Municipality or City Council.

By 1927, the local government administration developed under two separate systems. Rural local governance was administered through the Native Authorities which acted as agents of the central government under the Ministry of Native Affairs. The Native Authorities were run by the chiefs appointed by the central government. Their functions were to assist the central government, and to administer local African affairs. For example, the authorities had the power to collect taxes and issue certain licences. The money raised was used for paying staff and other administrative expenses. Chiefs were also empowered to maintain law, order and good governance.

The second type of local government comprised Urban Local Authorities which were controlled 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 Board, and District Commission of Local Authority.

The difference between Municipal and Municipal Board was that the Municipal Councils had powers to appoint mayors and aldermen whereas Municipal Boards had powers to appoint chairmen.

In 1964, the administration of local authorities changed when the Native Authorities and Urban Local Authorities were brought under one ministry, the Ministry of Local Government and Housing. The following year (1965), the Native Authorities were abolished because most of them were being run on tribal lines, and were unable to stand on their own financially which made them fail to provide basic essential services.

There were four types of councils which the central government established: City, Municipal, Township and Rural Councils. Mayors were elected to be civic leaders of City and Municipal councils while in the Township and Rural Councils chairmen were elected as civic leaders.

The chief administrative officers in City and Municipal councils were Town Clerks. Council Secretaries administered Township and Rural Councils.

In 1980, the Decentralisation Act on Local Government was enacted. It gave powers to the party (UNIP) over council leadership. The post of governor was created to replace the elective posts of mayorship and chairmanship. A governor was appointed by the President and he or she became a personal representative of the President. The governor, therefore, received legal backing with political and administrative powers.

All councils became District Councils. The Chief Administrative Officers were District Executive Secretaries and these were supported by administrative, political, social, security, financial, development, commercial, legal and industrial secretaries.

Each council comprised the governor, two trustees, councillors, members of parliament, one representative from the union, one representative from each of the security forces, one elected chief and a ward chairman.

The decentralisation system existed for ten years and was replaced by the 1991 Local Government Act. This Act introduced a system of local government similar to that of 1965. Three types of local councils were established: City, Municipal and District Councils.

Election of councillors

All councils are made up of elected councillors who meet from time to time to deliberate local affairs. The following are some of the qualifications for a person to stand for election to the council. He or she must:

- be a Zambian aged either 21 years or above.
- be a resident in the area to be represented.

- have either Grade 7 education or better.
- pay an election fee as decided by the Local Government Electoral Commission.
- A person may stand as an independent candidate, though it is usual to be nominated by a party.

For the purposes of adequate representation, each council is demarcated into small areas called wards. These are smaller versions of constituencies. Therefore, a councillor represents a ward.

At the first meeting of elected councillors, elections are held to choose mayors, mayoresses and chairmen or chairpersons who become civic leaders in City, Municipal and District Councils, respectively. These are chosen from amongst the councillors.

The term of office for councillors is three years, at the end of which they can stand for re-election. Civic heads, however, serve their terms of office for twelve months and may seek re-election for a second term. According to Local Government regulations, elected civic heads cannot vie for re-election to serve a third time. Another method for which councillors are selected is by nominating eminent long serving persons within the council. These persons are usually experienced in particular fields of local governance. They must at least have served the council for ten unbroken years. In some countries they are referred to as ex-officio members. In Zambia they are called aldermen.

Powers and functions

Councils can be micro-national assemblies as distinguished from national assemblies. They, therefore, have powers to legislate at the local level. For example, they can make by-laws and ordinances, which have the backing of national Acts of Parliament on Local Government. Violators of by-laws are liable to punitive action in a court of law. Councils, too, have administrative powers. They can employ and dismiss workers. They have standing committees that deal with affairs of the council. In addition they can dissolve and form ad-hoc committees that deal with emergency matters. Councils are also empowered to carry out any service in their localities, e.g. building and maintaining roads, recreational facilities, libraries, parks, swimming pools, refuse collection, etc.

Councils can raise funds by borrowing money from financial institutions such as commercial banks, insurance companies, building societies, etc. Borrowing of funds, however, is limited within the country. That is, no council in Zambia can borrow money directly from a foreign government or any other foreign organisation.

Funds are raised through rents and rates. They collect rents charged on

council houses, markets, business buildings, bars, restaurants, taverns, tea carts, etc. Rates are obtained from people who use pieces of land or plots owned by the council.

In Zambia, it is also common practice for councils to raise money by engaging in business undertakings such as taverns, bottle stores, motels, transport, nursery schools, etc. Councils have the powers to invest by buying shares in companies where they obtain dividends or royalties.

Lastly, money is raised from the collection of a personal levy on all residents working in a council area.

Relationship between local and central government

Since local governments are a creation of the central government, they are controlled by the Ministry of Local Government and Housing. The powers of the central government over the local councils are exercised through parliament by enacting laws on Local Government. Through these Acts, the central government can create City, Municipal or District Councils. It can also dissolve councils.

The central government can also use its administrative powers to control the councils. For instance, councils receive guidelines from government or ministerial officials resident in the council areas, e.g. the Ministry of Health can provide guidelines to councillors on health matters.

In addition, schemes and plans of development are approved by the central government. Where costs may be beyond council ability to hire equipment such as bulldozers or earthmovers, cranes and tractors, the government may be called in to assist. The central government can use its legal powers to compel the councils to carry out certain functions.

The role of chiefs

Traditional rulers play a very big role in local governance. They provide advice on matters such as land allocation, traditional values and development plans in their areas.

Hints to the teacher

Explain clearly the difference between local and central government by citing examples such as home and school administration before moving on to councils. Emphasise the services provided by the councils.

Suggested teaching and learning activities

- Compare the characteristics of a local government and the central government.

- Explain the reasons why decentralisation was very unpopular before and after its introduction in 1981.
- Introduce the idea of local government in a classroom situation.
- Project work: Pupils may carry out research work on the following:
 - garbage collection in their community.
 - finding out more about the functions or duties of councils in their area.
 - water supply in their area.
 - street lighting.
 - how councils raise funds to provide services.
 - sanitation or disposal of human waste.

Suggested teaching and learning materials

Pupils' Book, newspaper cuttings of council projects or services, map of Zambia showing districts and a questionnaire for the pupils to carry out project work.

Evaluation

Assess the pupils through oral questioning, written and project work.

UNIT 6 Economic development

Sub-topic 5.1: Indicators of development

Suggested duration: 80 minutes

Pre-requisite: Find out from the pupils the goods and services they use every day. Ask them what life would be like without these goods and services.

Objectives: By the end of the learning experience, pupils should be able to:

- discuss some obstacles to economic development.
- identify the economic and social indicators of development.
- define the terms 'economy' and 'development'.

Background information

Economics

Economics is the study of the methods used by society to produce goods and services it requires to satisfy its basic needs of food, clothing and shelter.

In order to produce goods and services, resources are needed. These may be human, natural or artificial. It is important for a citizen to be familiar with the basic characteristics or features of a modern economy. These are:

- 1 *The use of money:* All resources, goods and services have value which is expressed in money. This value is called the price or cost of a good or a service. Any place where sellers and buyers meet is called a market.
- 2 *Economic roles:* All people in society have an economic role to play.

Everybody is a consumer. Nobody can survive without using some goods and services such as food, water, clothing, shelter and medical services.

Most people are producers. Whether they are employed or working on their own, most people contribute their labour to the production of goods and services. A person's capacity to produce depends on his or her skills, abilities or interest. The money received from one's work is spent on the

consumption of goods and services.

Some people are distributors. They take goods from points of production such as factories or farms to markets where they can be bought by people who need them.

Scarcity and choice

The basic economic problem in every society is how to use the available resources to meet the needs of the community. While resources are always limited, the people's needs are unlimited and keep on growing. These needs cannot be met and choices have to be made in the use of resources. In these choices decisions about production and consumption have to be made. Consumers have to choose which needs to satisfy. Producers have to decide which resources they are going to use to produce their goods.

The basic economic reality is that all societies find themselves in a situation of scarcity. They cannot have all the things they want because resources are limited.

Opportunity cost

When individuals or societies make choices because of limited resources they have to give up their alternative needs. We cannot have both Y and X but we can have either Y or X. Which one shall we buy? Every person or family has to make such choices many times a day. Pupils will find this the most common of all economic problems.

The problem of opportunity cost stems from the fact that resources have alternative uses. If we want to use certain resources for one thing we cannot use the same resources to produce or obtain something else. Opportunity cost also applies to alternatives that do not cost money and are free. For example, a pupil who wants to do well in his or her studies will spend his or her time reading instead of playing games or watching television.

The government has to decide how much present needs have to be given up in order to save money that can be used to produce more wealth for the people. Such decisions are not easy and popular as they cause great suffering among the people.

The achievement of economic efficiency. As resources are scarce or limited, society and government must choose the best ways of utilising them so as to achieve the maximum level of material satisfaction. This means that when making decisions, consumers, producers, the government and all citizens must strive to get the most effective use of resources. For example, when people and government spend resources on

unproductive activities, they are not using them in an efficient manner. If there is general inefficiency in the use of resources, problems such as unemployment, hunger, disease, ignorance and poverty will be very common in the society. This is because the society will be producing fewer goods and services.

Specialisation

In a modern economy, people usually do one particular job. This is called specialisation. Specialisation enables a person to earn an income with which to buy what he or she wants.

Development

The word development means a change for the better in the lives of the people. When we talk of development, we refer to the total well-being of the individual, society or nation but for teaching purposes it is important to stress the three aspects of development, that is economic, social and political development.

Economic development means the production of more goods and services. Another word for economic development is economic growth. It is generally agreed that economic development is necessary to raise the standard of living of the people. The standard of living means the amount of goods and services a person uses.

Social development means an increase in the number of learning, health, recreational and sporting facilities in the community. The emphasis is on the education, health and culture of the people. Social development must also inculcate positive attitudes in the people such as tolerance to gender equality and the promotion of peace.

Political development refers to the *establishment of democratic* institutions in the country. This must be accompanied by a democratic culture. This means that the people must cultivate attitudes and values that are conducive for democracy to succeed. These are the feelings or obligations to participate in public affairs, to defend and respect human rights.

In general there are two broad goals for economic, social and political development:

- 1 to enable people to meet their basic needs.
- 2 to achieve respect for human rights.

Indicators of development. These are measures used to determine whether a country is developing or not. They are also used to measure the rate of

development. Some of the most common indicators are given below.

- Rise in production.
- Availability of jobs.
- The gross domestic product and the per capita income.
- School enrolment.
- Life expectancy.

The explanatory details are given in the Pupils' Book on page 72.

Obstacles to development

- 1 *Dependence on copper.* The single most important feature of Zambia's economy is that it has been totally dependent on copper exports (90% of Zambia's foreign exchange comes from copper). From 1964 to 1975, copper prices were very high on the world market and Zambia's economy grew very fast. The government built many schools, hospitals, roads and factories. In 1975 the prices of copper started falling and the government and people had very little money to spend on development. There is a great need to diversify the economy, that is to develop agriculture and secondary industries.
- 2 *The debt crisis.* It is usual for developing countries like Zambia to borrow money from rich countries to implement their development programmes. By 1990 Zambia owed the rich countries \$7 billion (U.S.A dollars) and it was supposed to pay back over US \$ 1 billion per year. This is about 75% of the money accrued from its exports. This means that there is little money left for the development of the country.
- 3 *Lack of capital.* Capital includes inputs like machinery, human resources and finances in a production process. The initiative to produce goods and services is taken by business persons or entrepreneurs. They use land, labour and capital to produce what society needs. However, in Zambia there is a shortage of capital. This means that business persons cannot expand their businesses or create new ones.
- 4 *Lack of technical know-how.* In many Zambian communities, things are still done in traditional ways, e.g. the use of ox-carts, reliance on witchdoctors and cultivating with hoes and axes. Machines that are outdated in developed countries are still in use in factories and offices in Zambia. As a result production of goods and services is very low. Zambia does not have scientists and engineers who can produce modern tools like computers, tractors or vehicles. It relies on other countries for these things.
- 5 *The characteristics of the people.* If the majority suffer from poverty, hunger, disease and ignorance, development will not take place.

- 6 *High population growth.* A high rate of population growth which is not matched with increased productivity is an obstacle to development. For example in 1995 Zambia's population grew by 3% while the Gross Domestic Product (GDP) declined by 4%. This means that the people of Zambia became poorer. There is need for people to change their values and attitudes towards large families.

Hints to the teacher

Emphasise to the pupils that the achievement of development is very difficult but it is a necessary condition for democracy to succeed. For example, if there is no economic development in the community people become disgruntled with the government and refuse to support it. There is apathy or general lack of interest in public affairs. People may even refuse to exercise their right to vote.

Emphasise the three aspects of development: economic, social and political.

Stress to the pupils that the problem of opportunity cost is a great one for a poor developing nation like Zambia.

Suggested teaching and learning activities

- 1 Discuss the definition and the features of a modern economy.
- 2 Use the concepts of scarcity choice and opportunity cost to discuss the importance of efficiency in an economy. Let the pupils give examples of efficient and wasteful resources in their community.
- 3 Discuss the concept of development with the pupils. Show that there are three aspects to development, economic, social and political.
- 4 Let the class use the given indicators of development to debate whether Zambia is making progress in the economic, social and political fields.
- 5 Let the pupils list ways in which:
 - development promotes democracy.
 - democracy promotes development.

Suggested teaching and learning materials

Pupils' Book, newspapers, magazines, economic statistics, pictures and posters.

Evaluation

Assess the pupils' ability to discuss basic economic concepts and development through oral and written work.

Sub-topic 6.2: The budget

Suggested duration: 40 minutes

Pre-requisite: Find out from pupils how they spend their pocket money.

Objectives: By the end of the learning experience, pupils should be able to:

- define the term budget.
- explain personal, family and national budgets.
- discuss the elements of the national budget.
- identify the sources of government revenue.

Background information

A budget is a plan of how to raise and spend money. Making a budget involves making estimates about how much money one is likely to raise and spend. There are three types of budget: personal, family and national.

It is important to plan the use of our resources because they are always scarce. It therefore means that individuals, families and nations need to plan for whatever money they get from various sources.

A personal budget

A personal budget is a plan on how an individual spends his or her money. When making a budget income and expenditure must balance. This means expenditure should equal income. For instance, a person who earns sixty thousand kwacha (K60,000) a month should prepare a list of things he or she requires to last him or her for a month. A good budget gives priority to basic needs. A budget helps to save money. Saving money helps to bring development through investment.

A family budget

A family budget is a plan which shows how a family is going to spend its income. In most families usually the parents work out the budget. They plan for the basic needs such as food, housing, clothing and school fees for their

children. They apportion some of the money on things like transport and entertainment. The money that remains is a saving. A saving is important for families because it enables them to buy luxury items such as radios, television sets, bicycles, cars and prepare for emergencies. When making a budget a family has to make choices. A family has to decide which things are needed most and buy these first.

The national budget

It is a national plan which shows how the government is going to raise and spend money on various goods and services. A national budget is made up of revenue and expenditure. Revenue is government income. It is raised through taxes, grants and money from the sale of companies and dividends. Dividends come from shares government holds in companies, for example Zambia National Building Society (ZNBS) and Zambia National Provident Fund (ZMPF). The Zambia Revenue Authority (ZRA) collects taxes on behalf of the government. The government in turn plans how this money can be used for the whole nation.

Experts at the Ministry of Finance help to prepare the national budget. Then the Minister of Finance presents it to the National Assembly for debate by the members of parliament. Once the budget has been passed it becomes a law which has to be obeyed by citizens and government.

The national budget consists of the following elements:

- *Revenue money* that government receives every year from various sources such as taxes.
- *Capital revenue* refers to money allocated to the ministry for new projects, e.g. construction of a road.
- *Recurrent expenditure* refers to money which government spends every year, e.g. on salaries and wages of government workers and maintenance of facilities like buildings and roads.

A national budget can either have a surplus or a deficit. The ideal situation is that the budget must have a surplus.

If government revenue is more than expenditure it is called a *surplus*. The extra money is put into a capital fund which is like a saving. Savings help the economy of the country to grow. Zambia had a strong economy after independence. It had a budget surplus every year. There was a lot of money in reserve. The decline in the economy started in the mid 1970s as a result of poor copper prices on the world market and high oil prices.

A budget deficit means that the expenditure is more than the revenue. This may lead to external borrowing as in the case of Zambia.

In recent years more than 50% of Zambia's budget comes from external

borrowing. This has led to a debt crisis. It is a crisis because the money from the sale of her products is used to service debts instead of development.

Hints to the teacher

Emphasise the elements of a budget. Point out to pupils that the overdependence on donors will not assist Zambia to develop.

Suggested teaching and learning activities

- 1 Discuss the term budget with pupils. Explain personal, family and national budgets.
- 2 Discuss the problems of financial dependence for Zambia.
- 3 Let the pupils make a budget on how they are going to spend their money.

Suggested teaching and learning materials

Pupils' Book, a copy of the national budget if available.

Evaluation

Assess pupils' ability through oral questioning and written work.

Sub-topic 6.3: Factors of production

Suggested duration: 80 minutes

Pre-requisite: Ask pupils to mention any economic activities in their local area and what methods are used to carry out such activities, for example, in farming, mining and fishing.

Objectives: By the end of the learning experience, pupils should be able to:

- define the term resources (human and natural).
- list the factors of production.
- discuss types of industries.

Background information

Production

Production means the provision of goods and services to the community. People pay for the services and the goods they need. Those commodities which satisfy people's need are referred to as consumer goods.

Factors of production

In order for production to take place, the necessary resources must be available. There must be factors of production such as mines, farms, offices, factory buildings, tractors, roads, railways, human skills, etc. We can, therefore, define factors of production as those resources that make production possible. There are three main factors of production, namely: land, labour and capital.

We can divide factors of production into natural and human resources.

- Natural resources are those resources made available by nature and the environment, for example, forests, wild life, oil, natural gas and so on.
- Human resources provide labour for production.

Land as a resource includes the following:

- the agricultural areas of the earth's surface.
- the natural grasslands, woodlands and forests.
- the deserts, plains and mountains.
- the oceans, lakes, seas and rivers.
- the chemicals and minerals within the earth's crust and the atmosphere.

Some natural resources such as copper, coal, iron ore, oil and natural gas, cannot be replaced. They are a wasting or non-renewable assets. Some raw materials found on land, such as cotton or timber can be replaced. These are replenishable or renewable assets. Therefore, there is need to conserve our natural resources. This means that we should use our resources and leave enough for future use.

Labour

Labour can be defined as human effort, both physical and mental, which is directed to the production of goods and services. Without labour no economic activity can take place. Labour itself is not bought, but the services of labour are bought and sold.

Capital

Land including any product of labour is capital. Capital includes inputs like

machinery, human and financial resources in the production process. As a factor of production, capital is the stock of producer goods which is available to entrepreneurs or workers for use in production. Producer goods are goods which are not made to satisfy the needs directly but are made to increase the output of consumption goods by raising productivity.

There are two types of capital. These are:

Working capital

This consists of the stocks of raw materials and partially finished goods. This kind of capital is sometimes called circulating capital because it keeps moving and changing. Materials are changed into finished goods which are then exchanged for money. The money is used to buy more materials.

Fixed capital

This consists of the equipment used in production, such as buildings, machinery and railways. This type of capital does not change its form in the course of production. It is fixed. Society uses capital to produce more goods and services.

Types of industries

An industry is a production unit created to produce goods or services. There are mainly three types of industries. These are:

- Primary or basic.
- Secondary or manufacturing.
- Service or tertiary.

Primary industries

These are known as extractive industries because they extract raw materials to be used in the manufacturing industries. Examples of primary industries are farming, forestry, fishing, mining, etc. The raw materials extracted include cotton, wood, mineral ores, oil, sea shells. To extract means to take something out.

Secondary industries

A secondary industry is an industry which turns raw materials into finished goods. In this stage, almost all the raw materials from the primary industry are processed into finished consumer goods, for example, milk is turned into butter, timber into furniture, iron ore into steel, copper into pipes, etc. Also machine tools are made. Examples of secondary or manufacturing industries are textiles, oil refineries, food processing factories, engineering.

Service industries

These are industries which provide services to the people. Service industries are classified into:

- *Commercial services*, such as wholesale and retail distribution, banking, insurance, transport of goods and people, foreign trade, postal services, tourism, etc.
- *Personal services*, such as teaching, defence, public administration, radio and television, cinema, theatre, sports, etc.

The table below shows the three types of industries:

Primary production of goods	Secondary production	Service production	
The extraction of raw materials from nature.	The production of products which are derived from primary products.	The production of services Commercial services Personal services	
Copper miner, coal miner, farmer, fisherman.	Engineer, builder, carpenter, tailor, refinery technologist.	Wholesaler, retailer, banker, insurance agent.	Doctor, teacher, policeman, nurse, radio announcer.

Benefits of these industries

The three types of industries are necessary for production to take place. They provide raw materials, finished goods and services. They help us generate wealth for the country.

Hints to the teacher

Emphasise to the pupils the importance of the factors of production. Point out that without capital no country can satisfy the needs of its people.

Suggested teaching and learning activities

- 1 Discuss the term production and factors of production.
- 2 Explain the three types of industry.
- 3 Ask the class to list down different types of industries in their area.

Suggested teaching and learning materials

Pupils' Book, magazines, pictures of industries.

Evaluation

Assess the pupils' work through oral questioning, written class exercises, class participation in discussion.

Sub-topic 6.4: Work culture

Suggested duration: 80 minutes

Pre-requisite: Ask the pupils the types of jobs people do in their community.

Objectives: By the end of the learning experience, pupils should be able to:

- define the term work culture.
- discuss the elements of a positive work culture.
- identify human skills necessary for economic development.
- conduct a case study on Zambian work culture.

Background information

The importance of work culture

The term *work culture* can be defined as the attitudes and values people have towards their work. Another name for work culture is work ethics, a word which means values.

Work culture or ethics has come to be recognised as a very important aspect of every society. This is because the much desired development cannot be imported but must start with the people. The government can build roads, schools and hospitals but the production of the goods and services that will raise the standard of living in the country can only be initiated and sustained by the people.

For any society to progress or develop, it must carry out two basic functions:

- 1 Maintain the existing facilities, that is schools, hospitals, factories, offices, roads and many others.

2 Increase the existing number of these facilities.

For these two functions to be accomplished a society must have a positive work culture, that is, it must have people with the right attitudes, values and skills as indicated in the table.

Task	Attitudes and values	Skills
1 Maintaining existing facilities.	Care for private and public property.	Ability and knowledge to repair buildings and equipment.
2 Proper use of resources.	Respect for private and public property. Commitment to the stated organisational, community or national goals. Honesty, reliability, hard-work.	Ability to plan and budget. Proper record keeping. Ability to organise other people efficiently (entrepreneurial and managerial skills).
3 Implementing projects.	Same as in 2.	Same as in 2.

The organisation of work and the development of human resources

The organisation of work and the development of human resources are very important tasks in a modern economy. The major aim is to improve the productivity of the worker. Productivity means the amount of goods and services produced by a worker in a given period of time.

In a modern organisation work is run on the principles of division of labour. This means that the work of the organisation is divided into small parts which are done by individual workers. This is called specialisation. No worker is responsible for the production of the whole item or the provision of a service. Division of labour has led to mass production of goods and services.

However, the division of labour has its advantages and disadvantages.

Advantages

- A worker becomes very good at his or her work as he or she does the same job every time.
- No time is wasted in moving from one part of the job to another. A worker does one part only.
- Workers can be trained quickly and easily as they will do one task only.

Disadvantages

- *Monotony*: Division of labour can lead to monotony and boredom for the worker because he or she does the same work all the time. The worker is not given an opportunity to exercise initiative, judgement or craftsmanship. This may frustrate the worker who may turn to alcoholism and absenteeism.
- *Risk of unemployment*: Specialisation means that a worker is skilled only in one part of a job. If the worker loses his or her job, it then becomes very difficult to find another one because he or she lacks industrial training.
- *Interdependence*: Sometimes a person may depend on the work of others in order to survive. For example, when a group of workers goes on strike, a lot of other people suffer.

In order to improve the productivity of the workers and minimise the disadvantages of the division of labour, the government and employers should provide the following to the workers:

- Education and training.
- Good working conditions.
- Welfare services.
- Adequate equipment or tools.
- Motivation.

These are clearly explained in the Pupils' Book.

The Zambian work culture

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

The formal or official work culture

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

- Qualifications for the job.
- Job description.
- Conditions of service.

Refer to the Pupils' Book for explanatory details.

The informal or unofficial culture

This is the type of work culture where there are no established rules.

The mixture of traditional culture and the modern economy has given rise to the unofficial or informal work culture. The most important elements

of this culture are the following:

- Favouritism in giving jobs.
- Sexual discrimination.
- Weak enforcement of work rules.
- Dependence on others.
- Lack of respect for public property.

Refer to the Pupils' Book for further details.

The effect of the mixture of the formal and informal work culture on the performance of Zambian workers is that their productivity tends to be low. There is a general agreement that the improvement and increase in goods and services depends on Zambian workers adopting and practising a positive work culture. For example, there are rubbish heaps which are health hazards. In communities, schools and hospitals do not have the required materials and many buildings are in a state of disrepair. In addition, instances of vandalism and theft by workers of all ranks are very common.

Hints to the teacher

Emphasise the importance of a positive work culture for society. Give examples from the local community.

Suggested teaching and learning activities

- 1 Discuss the meaning and the importance of work culture with the class.
- 2 Discuss how work is organised in a modern organisation. Mention ways of improving the productivity of workers.
- 3 Discuss Zambia's work culture. Point out the elements of the official and unofficial work culture.
- 4 Using the questions in the Pupils' Book, have pupils carry out a case study of Zambians' work culture in their communities. Let the class then debate the question 'Does Zambia have a negative or positive work culture?'

Suggested teaching and learning materials

Pupils' Book, pictures, newspaper articles, a video on vandalism produced by the Ministry of Education.

Evaluation

Assess the pupils' understanding through oral questioning, written work and class discussion.

UNIT 7 Environment and population

Sub-topic 7.1: Population growth and environment

Pre-requisite: Find out from the pupils how large their families are.

Objectives: By the end of the learning experience, pupils should be able to:

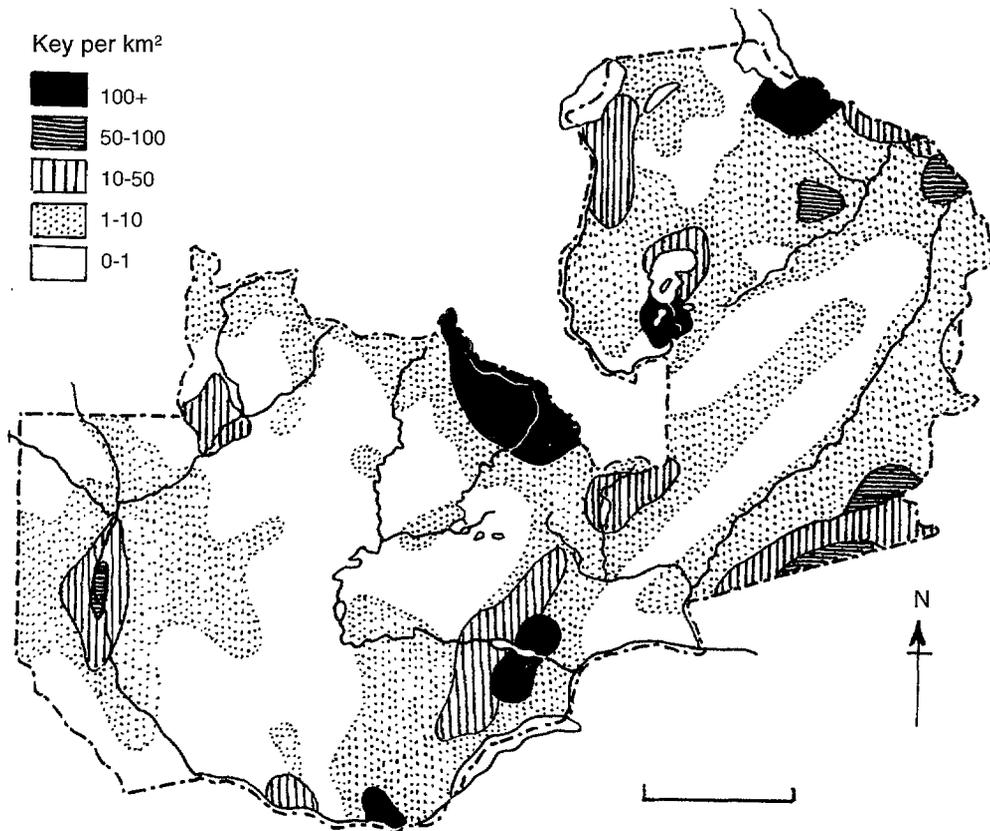
- define population and environment.
- identify population distribution on a map of Zambia.
- describe causes of population change.
- explain the effects of rapid population growth on the environment and the economy.
- discuss possible solutions to population problems.
- suggest ways of protecting the environment.

Background information

Population

Population means the number of people or animals living in a place or in a particular area. A population of a country refers to the number of people living in the country. We can also talk of the population of elephants in a game reserve. We can find out how many people live in a particular area by counting them. This is known as a *census*. Most countries, including Zambia, carry out a census every ten years. Facts and figures about people are collected and recorded. This is known as *statistics*. Accurate information is needed by the government to plan development in the country.

The problem of population growth is not simply a problem of numbers. It is a problem of human welfare and of development. The rapid population growth rate intensifies problems of under development and hence reduces prospects for further development. In addition, real problems of population in the country arise not only from its overall size but also from its spatial distribution and concentration. The following map of Zambia shows the distribution of population province by province.



This was the projected population from the 1990 Census of Population.
 Source: *A Secondary Geography of Zambia, 1993*

Causes of population change

The major factor responsible for the rapid population growth rate is high and constant fertility, coupled with declining mortality. For the 1980 census, the fertility rate in Zambia was estimated at an average of 7.0 children per Zambian woman in her reproductive life cycle. This has been due to improved medical services, more food and materials, and better health for the people. There has been an increase in the average length of life. Other causes include migration of people from within and outside Zambia. Polygamy, which means a man may have more than one wife at a time, has also contributed to more children in families. Some parents allow early marriages for their children. By the time they are old, they will have produced a lot of children. Lack of education in modern birth control methods is another cause of population change. Women get pregnant unknowingly due to ignorance.

The effects of rapid population growth on the environment and the economy

Negative effects

Overpopulation has a direct impact on the environment. Some of the social ideas closely associated with overpopulation are hunger, disease, poverty and ignorance. A country which is overpopulated may not provide employment for all its citizens. Lack of job opportunities in the urban sector often leads to social disorder such as violence, crime, juvenile delinquency, prostitution, drug abuse, child abuse, etc.

One of the most serious environmental problems which is associated with human activities is soil erosion. Erosion does not only result from forces of nature, wind and water, but may also result from human activities such as farming and deforestation. Deforestation has affected the pattern of rainfall distribution in some parts of the world. The cutting of too many trees and the burning of forests, together with chemical fumes emitted from industries, has increased the level of atmospheric carbon dioxide. An increase in atmospheric carbon dioxide causes the greenhouse effect. When carbon dioxide dissolves in rainwater, it causes acid rain which kills plant life.

Overpopulation may also lead to land, water and air pollution. Air pollution causes respiratory diseases such as asthma, bronchitis, tuberculosis and lung cancer.

Possible solutions to population problems

Rapid population growth can be checked by:

- strengthening family planning services.
- increasing enrolment of girls in schools.
- empowering women to participate in all forms of cultural, social, economic and political activities.
- Increasing job opportunities for the female population.
- Introducing laws and regulations that protect the environment from mismanagement.

Hints to the teacher

Stress the need for girl-child education as a way of reducing fertility and ensuring female participation in development. Also emphasise appropriate measures of sustainable use of the environment.

Suggested teaching and learning activities

- 1 Discuss the terms population and environment with the pupils.
- 2 Explain the meaning of birth rate, death rate, over population, rapid population increase, population explosion and birth control.
- 3 Discuss the effects of rapid population growth to the economy and social welfare of the people.
- 4 Explain how population explosion affects the environment.
- 5 Let the pupils draw the map of Zambia showing population distribution.

Project work

Ask the pupils to find out the effect of a large population on the environment. Let them write a report on their findings.

Suggested teaching and learning materials

Pupils' Book, map of Zambia, newspapers, magazines, films and videos, posters.

Evaluation

Evaluate pupils' performance through class exercises, oral questioning, class discussion and participation in the project.

Bibliography

- 1 Ball Alan. (1994). *Modern Politics and Government*. Macmillan Press, London.
- 2 Boserup Ester. (1976). *Environment, Population and Technology in Primitive Societies*, Population and Development Review, 2 NO. 1 pp 21-36.
- 3 Ghali-Boutros Boutros. (1992). *An Agenda for Peace*. Report to Security Council Meeting of 31st January, Department of Public Information, United Nations, New York.
- 4 Gibbons S.R. and Morican P. (1970). *The League of Nations and United Nations Organisation*. Modern Times Services, Longman, London.
- 5 Hunt E. F. and Colander, D. C. (1987). *Social Science, An Introduction to the Study of Society*, Macmillan Publishing Company, New York.
- 6 Kabira W. M. and Muthoni W. (1994). *The Road to Empowerment*. FEMNET, Nairobi.
- 7 Kabira W. M. et al. (1994). *Delusions: Essays and Social Construction of Gender*. Femnet, Nairobi.
- 8 Ministry of Education. (1993). *A Report of Proceedings on Gender Sensitisation and Training Workshop for Personnel from Ministry of Education* (SHAPE Secretariat), New Fairmount Hotel, 10th-16th October, Livingstone.
- 9 Ministry of Foreign Affairs. (1996). *Zambia's Foreign Policy*. Lusaka.
- 10 Munachonga L.M. (1995). *Gender Training Manual*. Ministry of Education in conjunction with Zambia Education Rehabilitation Programme, Lusaka.
- 11 National Correspondence College. (1992). *Civics Lecture Notes Lessons 20, 21 and 22*. Luanshya.
- 12 Nnoli Okwudiba. (1986). *Introduction to Politics*. Longman Group Limited, London.
- 13 Nzouanken Jacques M. (1991). *The African Attitudes to Democracy*. An introduction to Social Science Journal, Basil Blackwell Ltd for UNESCO, Paris.

- 14 Papp Daniel S. (1988). *Contemporary International Relations: Framework for Understanding*, 2nd Edition, Macmillan, London.
- 15 Tordoff William. (1984). *Government and Policies in Africa*. Hongkong, The Macmillan Press Ltd.
- 16 Tordoff William. (1974). *Politics in Zambia*. Manchester University Press.
- 17 Cammark Paul, Pool David, Tordoff William. (1988). *Third World Politics — A Comparative Introduction*. The John Hopkins University Press.
- 18 United Nations Department of Public Information. (1989). *Basic Facts about the United Nations*. New York, United Nations Department of Public Information.
- 19 GRZ. (1991). *The Constitution of Zambia Act 1991*. Lusaka Govt. Printers.
- 20 Samuel M. Bear and Adam B. Ulam. *Patterns of Government*. Random House, New York.
- 21 Pious R. M. (1986). *American Politics and Government*. McGraw-Hill Inc. New York.
- 22 World Commission on Environment and Development. (1987). *Our Common Future, The Brudtland Report*. Oxford University Press, New York.
- 23 Zambia Canada GHRDP Field Office. (1992). *Module for the Training of Trainers in Gender Sensitisation Techniques*. Lusaka.
- 24 Stan Mukina, et al. (1991) *Teaching Lower Primary. Teacher's Book for Standards 1-3*. Longman, Kenya.