Commentary

Civic Education through the ~~lens~~ Lens of Global Citizenship Education in Zambia

Abstract

Global Citizenship Education as espoused by UNESCO is a mirror that is only reflecting what Civic Education is in the context of Zambia and at the same time through the reflections, helps Zambia see the missing patches in the beauty of offering Civic Education. The two forms of education (GCED or Civic Education) are ~~complimentary~~complementary. However, it is important to acknowledge ~~on~~ at the onset that Global Citizenship Education has well-thought approaches that the practice of Civic Education has in recent past failed to apply especially in the context of Zambia, thus the need to emphasize GCED without abandoning the goals of Civic Education. In this article, we explore the relationship between Global Citizenship Education (GCED) and Civic Education in Zambia. We do not attempt to suggest that GCED should be introduced in the school system as part of the curricula. Doing so would be a repetition of what Civic Education is already addressing. However, we propose that Civic Education in Zambia must adopt the pedagogies that GCED brings on board in addressing the various key issues affecting humanity in today's ~~globalised~~ globalized world. Teaching Civic Education through the lenses of GCED would well help the civic education ~~curricular~~ curriculum meet its desired goals at all levels of the education system through a well ~~thought~~ thought-globalised nature of human interaction.

Keywords: global Citizenship education, civic education, transformative learning, pedagogy

Background

Global citizenship education is gaining center stage in many countries as an alternative education practice to ~~the~~ world problems. Schools are being regarded as vehicles to ensure that global citizenship education is achieved. Central to the debate ~~of~~ on the emergency of global citizenship education is that the world has problems and these problems can only be solved by citizens. Global citizenship education in a globalized world has been re-emphasized as a response to the world's nation-states characterized by diversity (Osler, 2010). Citizens should no longer view themselves and be limited to nation-states but rather view themselves as a part of the global village. Oxley and Morris (2013) note~~s~~ that the promotion of global citizenship has emerged as a goal of schooling in

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many countries, symbolizing a shift away from national towards the more global conception of citizenship. As such the important role of GCED was reaffirmed in the vision of ~~the~~ Education 2030 declared at the World Education Forum 2015, which was co-organized by UNESCO, UNICEF, World Bank, UNDP, UN Women, and the UNHCR in Incheon, the Republic of Korea. The focus of the declaration was towards inclusive and equitable quality education and lifelong learning, emphasized that foundational literacy, numeracy and technological skills are essential, but they are not in and of themselves sufficient (UNESCO, 2018).

Many forms of education strategies have existed prior to GCED. Citizenship education, Political Education, Global Education, Education for democracy, Peace Education, Education for Sustainability and Civic Education. UNESCO (n.d.a) posits that Civic education is the most common landing ground of global citizenship education in many countries. The same logic should apply to peace education, education for sustainable development or education for international understanding as they advocate for the spirit of global citizenship education. The focus should not be on the naming issue, but on the spirit and core values to be promoted, for which delivery modes, structures as well as labels can vary. Abdi, Shazhi and Bwalya (2006) for example argue out that civic education in Zambia seems to have equipped Zambians with knowledge about the basic features of the political system, such as who holds power, structure, and function of democratic institutions, basic political and civil rights and also promoted the core democratic values such as political tolerance. Zambia's civic education curriculum or programs sought to maintain and raise popular acceptance of political diversity. However, there is a need to fortify civic education in Zambia with content predicated on the fundamental values and principles of global citizenship education. It is from this backdrop we argue that civic education in Zambia should adopt pedagogies that entrenched in GCED in order to achieve a more holistic and globalized desired goals.

Conceptual Matters: Global Citizenship Education and Civic Education

As observed by Marshall (2005, 2007), both global citizenship and global citizenship education are used ambiguously and understood differently both within and across contexts. The ambiguity is observed from the context in which firstly citizenship itself is explained. Citizenship viewed firstly as a status and also as a basic set of rights, this conception is narrow as it limits people to being passive. Abdi, Shizha and Bwalya, (2006) argue that citizenship is more than political rights and responsibility granted or mediated by the state. Citizenship should be grounded in practices, experiences and meanings articulated and acted upon by individuals, including those that may be

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selectively marginalized in one context or another. Global Citizen then should be contextualized in relation to desired attributes required for one to leave in the global world as a citizen.

The ABCs of Global Citizenship Education (UNESCO, n.d.a) noted that there is no globally agreed definition of global citizenship. Nonetheless, there is sufficient consensus on the key principles. For example, global citizenship has no obligatory legal status. Rather, it refers to a sense of belonging to the global community, a common sense of humanity and thereby a sense of community towards global well-being. This means that global citizenship responsibilities apply to everyone – young and old; rich and poor; national, permanent and temporary residents. It stresses the political, economic, social, cultural and environmental inter-dependency and inter-connectedness between the local, national and global arenas.

Global citizenship Education is a transformative learning that builds knowledge, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world. a multifaceted learning or approach that employ concepts and methodologies already applied in other areas including human rights education, peace education, education for sustainable development and education for international understandings (UNESCO, 2015). From definition provided by UNESCO, it can be observed that Human rights, peace education, sustainable development and education for international understanding are indispensable to human survival. Global citizenship education is tailored towards creating a culture of peace.

Before we could attempt to define Civic Education, it is important to note that it is sometimes referred to as Citizenship Education or Democratic Education (Muleya, 2019). Broadly coined, Civic Education is the provision of information and leaning experiences to equip and empower citizens to participate in democratic processes. The learning can be classroom based, informal training, experiential learning and mass media campaigns. Civic Education is more concerned with creating a citizenry that is crucial for a health Democracy (Ehrlich, 1999). Muleya(2018) argues that Civic Education as a part of a national curricula is necessary to inculcate social, political, economic, cultural and technological values that enables learners to be integrated with their communities and contribute to development. Civic Education in this view hence takes a multidimensional approach in the role citizens play in public life.Let us briefly give a synopsis to the status of Civic Education in Zambia.

The Historicity of Civic Education in Zambia

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In the period after independence in 1964, Zambia was under multiparty democratic politics and offered in its learning institutions Civic Education, a subject that was relevant to the sustenance of such a governing system (Muleya, 2015). However, the period after 1972 saw a different wind of change in governance system and Zambia went under a one party state system which by 1978 put pressure on education and Civic Education was discontinued on account of being viewed as a politically oriented subject that was a threat to sustaining a one party rule. Chabatama (2004) notes that this period was heavily characterized with fear, human rights violation and other untold ills that the government perpetrated. Coming from such a government system and for over two decades, there was out cry for change of government and indeed by 1990 through to 1991, a massive change happened in which Zambia reverted to multiparty politics as a flag for democracy.

In 1995 through the IRISH AID, a symposium for Civic Education was conducted led by Professor Lungwangwain which Civic Education was recommended for re-introduction in schools. The year 2002 recorded the pilot test of the subject in selected provinces but it is important to note that at this time, there were no trained teachers for Civic Education. Teachers from other social sciences such as history, geography, commerce etc taught the subject in schools. This created a bad starting point for the subject as it was regarded simple and was mainly offered for the purposes of passing exams. Zambia during this period had a school curriculum that was knowledge based. Meaning emphasis throughout the system was on cognitive development. Social and behavioural development were not a core principle of curriculum but mainly attached to extra-curricular. In short, during this period, Civic Education was being offered on rote learning principles and not reflective or transformative pedagogies; this undermines the value of the subject can play in the school system and society. By 2007, the University of Zambia introduced Civic Education for teacher training. This was a progressive move, the first cohort had only 79 students as first year entrants but in subsequent years, there was increase in enrolment levels (Muleya, 2018). Today, there are approximately over 7 universities and 18 colleges offering Civic Education for teacher training in Zambia, Even at this level, it is important to note that the Universities and colleges had not yet taken a transformative approach to the teaching of Civic Education. This leaves the subject as a conduit for Civic knowledge and less on Civic Skills and Dispositions. Civic Education at maximal level must be a subject that bridges theory and practice aimed at change,and transformation not only of the knowledge but the behaviourcitizens and social cohesion of society. The curriculum at all levels, however, has its emphasis on exams that are knowledge (cognitive) oriented and leaves little or no room for soft skills.

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In 2013, Zambia adopted a Competence Based curriculum. Its introduction was a positive movement to introducing soft skills such as collaboration, problem solving, innovation, participation and team work in the school system. Equally, the curriculum made Civic Education ~~as~~ a compulsory subject in the school system (Mulenga and Kabombwe, 2019). These changes are good as no pupil is left out in learning core issues or themes that matter to being a ~~well~~ well-informed and responsible citizen. The curriculum identifies various themes that citizens need to know in becoming participatory citizens as required also by ~~the~~ vision 2030. The national cross-cutting themes include~~:~~ Environmental Education and climate change, special educational needs, guidance and counseling, Life skills, Governance, Gender, Reproductive health and sexuality, and human rights. The civic education syllabus expands to include, peace and conflict, citizenship education, globalization, and international relations. The curriculum equally influenced teacher training in Civic Education as a way to respond to the need for competence. The University of Zambia begun to engage students in service learning programmesin the teaching of Civic Education at 2nd year (in Citizenship Education Course) and 3rd (in Gender and Culture) years beginning 2015 as a robust way to make learning meaningful. Students are assigned different tasks to interact with the communities and other civic organization.

The Civic Education section at the University of Zambia through its staff is currently undertaking various research activities that are aimed at implementing transformative education that will be relevant to respond to Zambia's quality of Life of the teachers.Research is being undertaken to find ways of reshaping and remodeling Civic Education ~~in order~~ to realize the three elements of Civic Knowledge, Civic Skills and Civic Disposition by engaging students more with their immediate communities in resolving problems. Kaumba (2015) noted that there is a need to intensify Civic Education programs to reshape the future of communities through enhanced participation. The pace at which Civic Education is being carried out in Zambia is not enough to realize radical and critical participation that can change many of the ills society faces such as corruption, violent extremism, lack of peace, tribalism, injustice, etc. (Dehham,2020)

Global Citizenship Education (GCED) in Focus

As earlier stated, GCED is not a replacement ~~of~~ for Civic Education in Zambia and cannot be implemented/introduced as a new subject in the curriculum even though it is being presented as GCED at various levels. The focus of Zambia is to re-orient and re-train teachers and Teacher Educators in GCED ~~with a view~~ to re-ignite teacher passion towards reflective, critical, and transformative pedagogy that are going to enhance human values and dignity in a classroom and

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extra-curricular activities. Borrowing from GCED practices, with a focus to meet goal number 4 of the sustainable development goals and its target 4.7, GCED is being taught to teachers and teachers trainers in its raw state as opined by UNESCO and its partner APCEIU but delivered to pupils as civic education in Zambiathrough the proposed pedagogies and practices to realize global citizens who are aware and keen to issues affecting the entire world.

Schools are implementing various initiatives aimed at realizing GCED goals. Currently all schools are participating in the Keep Zambia Clean and Green Campaign. This is an environment initiative to keep schools environmentally friendly, clean and green as a way to respond to climate change. Even though this is happening as a matter of government directive in which schools participate in the last Saturday of every month, some schools have gone a mile further to practice weekly cleaning activities. Fewer efforts are being put to bring communities on board in this initiative. Thus, there is a need to form local initiatives and partnerships between schools and communities to enhance and sustain the keep Zambia Clean and Green Campaign.

More initiatives through the lenses of GCED are required ~~in order~~ to address issues of political intolerance, human rights violation, political and voter education, participation, and life skills required in dealing with challenges of poverty, violence, other undignified forms of treatments men and women face in places of employment and business.

It is important to note that coming from a background where education was purely knowledge laden, the practices of teachers in classrooms ~~has~~ have not progressively transformed since the adoption of ~~competence~~ competence-based curriculum. Efforts were made by the Ministry of Education through the curriculum development ~~centre~~er ~~-~~center to orient teachers towards these competencies, but there hasn't been a clear application and change of practice. Through GCED and with the support of UNESCO and other partners, it is hoped that a series of training workshops for in-service teachers and teacher trainers can be conducted on GCED and its transforming pedagogies for the realization of ~~the~~ Sustainable Development ~~g~~G~~oal~~ Goal Number 4 and its specific target 4.7.

Global Citizenship Education and Civic Education: Point of Convergence and Departure

Global Citizenship Education and Civic Education are inclined towards creating citizens that are aware and sensitive to processes that govern them. While the two may differ in goals and context, they aim at providing an education that can carry a local, national, and international context. GCED emphasis is much on global peace and sustainability on one hand while Civic Education is taking a deliberate approach to democracy and its processes on the other hand. Discussing whether there is a

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direct link between peace and democracy or the two are different and this would be an issue to discuss later. However, we can say that peace and democracy would be two sides of the same coin which must be given attention to make the coin remain in balance when rolled. In Zambia, Global Citizenship education is not a prominent concept used in the curriculum. While this may seem negative ~~with regard to~~concerning its realization, Zambia has over the years made tremendous achievements through Civic Education in addressing the themes that underpin Global Citizenship Education today.

GCED Pedagogical Approaches: Insights for Civic ~~education~~ Education in Zambia

~~The aim of GCED i~~GCED aims to empower learners to take up active roles, both locally and globally, in building more peaceful, tolerant, inclusive, and secure societies (UNESCO, 2015). It is concerned with nurturing respect for all and building a sense of belonging to ~~a~~ common humanity. To achieve this, GCED applies a transformative pedagogical approach, which cultivates an understanding of fundamental shared experience beyond national boundaries, and encourages a commitment to social justice, protecting the earth, and peace (Blackmore, 2016). Global citizenship education pedagogy consists of a global outlook, recognition of power and inequality in the world, belief in social justice and equity, and a commitment to reflection, dialogue, and transformation. This entails moving away from 'softer' approaches that focus— on campaigning to achieve predetermined behaviour change outcomes, towards more 'critical' approaches that emphasize critical thinking, dialogue, and reflection(Blackmore, 2016). ~~Basically, t~~The transformative approach embedded in GCED is guided by the framework presented in ~~figure~~ Figure 1 below.

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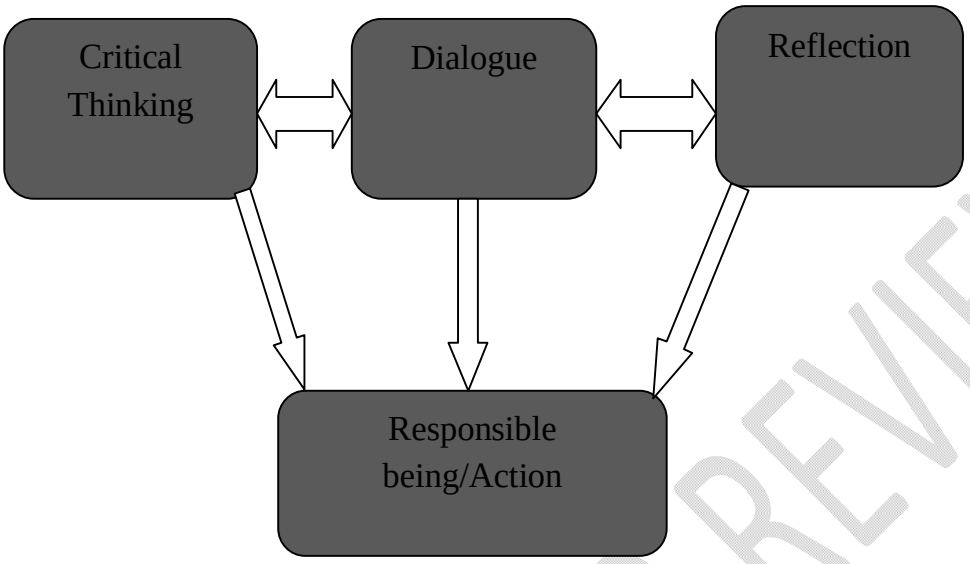

Figure 1: Global Citizenship Education Framework (*Adopted from Blackmore, 2016*)

The approaches employed seek to foster critical thinking, dialogue, and reflection for learners to undertake responsible actions. This ~~is~~ can be made a reality by ensuring that teaching practices are participatory, learner-centered, and inclusive. Some common pedagogy applied in GCED are collaborative work, project-based learning, and experiential learning. These approaches are significant in achieving the objectives of GCED. Civic education in Zambia can draw lessons from these approaches to achieve its goals. The dimensions of the framework above can be a guide in determining different teaching pedagogies to use in civic education. Practitioners in the ambit of civic education should ensure that the four dimensions are realized in the teaching and learning process.

Conclusion

We infer that Civic Education can be seen through the lenses of GCED for the improvement of practice. Muleya (2015) argued that civic education in schools was not taught on pedagogies that can lead to the social transformation of society. From a critical point of view in the context of Zambia, Global Citizenship Education would be a repeat in terms of content if introduced as a subject. However, it can well be implemented if regarded as further professional training for teacher educators and in-service teachers to enhance their capacity to deliver and realize competencies

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necessary for citizens in a ~~globalised~~ globalized world characterized by interdependence and connectedness.UNESCO in partnership with the University of Zambia can therefore play a leading role to conduct required training program~~me~~s for Teacher Professional Development Programmes (CDPs) to build capacities of teachers to navigate through transformative and critical education approaches in addressing, human rights, peace education, environmental education and other relevant themes.

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