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SUMMARY

The researchers of this paper all come from Zambia many miles away from Norway. They were born, raised and educated in Zambia.

This research or topic of research is conceived on the basis of two countries' different cultures. Therefore, wish to find out about Civic education as a subject in both Norwegian and Zambian schools. Their research will focus on the following areas;

- Perception of the subject;
- Historical background of the subject both in Norway and Zambia;
- Subject content in Norway and Zambia;
- Methods used to teach the subject in both countries; learning theories that Civic Education is based upon and;
- The challenges teachers of civic Education face as they teach the subject.

The essence of this approach is basically to compare and contrast seeing that these are two countries with different cultures. So the researchers wish to know what the subject is and how it is taught.

To do this, the researchers will use different tools which will include;

- Looking at the existing literature: the essence of existing literature is to see what educationalists have said about the subject itself.
- The other tool is the interview which will offer the opportunity to gather up-to-date information as to what is obtaining on the ground concerning the subject.
- The researchers will also use observation (or field notes) as another tool to gather information for the paper.

This paper shall seek to present data which will be based upon the results of the researchers' literature review, interview and observations that be made. The observations that will be presented about the Zambian situation will be based on the researchers' experiences.

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1. INTRODUCTION

1.1. Topic: Civic Education: A Case Study for Norway and Zambia.

NOTE: Social Sciences, Social Studies, Social and Developmental Studies, Civics, Citizenship Education, Political Education will be presented as Civic Education in this paper.

1.2. Background

Civic Education in Norwegian and Zambian Curriculum

Norway and Zambia to a large extent have shared a vision of offering Civic Education to their citizens as an engine for upholding democracy in which all citizens understand, appreciate, and engage actively in Civic and political life; taking responsibility for building communities, contributing their diverse talents and energies to solve local and national problems, deliberating about public issues, influencing public policies, voting, and pursuing the common good.

Civic Education is a common subject in both Norwegian and Zambian schools. It has been present at all levels in primary and lower or junior secondary schools meaning that it is a core subject. It is also designed to serve as an elective in the social sciences as part of general education in Zambia's senior (high) school curriculum, while in Norway it is compulsory taught at this level. Although with different names in the two countries (social studies, political studies, citizenship education, society studies, civics among others), the content and the purpose of teaching it in schools is one and the same.

Norway

According to Børhaug (2010) it was not until the 19th and the early 20th century that Civic Education eventually was established in the Norwegian education system. It has been consistently present in the Norwegian society and education system. This has enabled it to evolve from initially focusing on the constitutional matters and formal structures of governmental institutions to include among other issues such as critical perspective, democratic ideals and political participation. Børhaug (2010: 66) writes, "During the last 25 years, Norway has reformed its entire compulsory curriculum three times, in 1987, 1996 and 2006." He further says in Norwegian upper secondary education all pupils in year one follow a course in Social Studies where Civic Education is a significant topic.

According to the curriculum of the Ministry of Education and Research (2010) writes that teaching of Social Studies should provide deeper understanding of the relationship between social life and personal and stimulate recognition the diversity in social forms and ways of living, it farther explain the subject should provide pupils with a greater ability to think freely from main perspective in a critical and tolerant way (www.udir.no).

Zambia

Civic Education has been taught at all levels in Zambian schools since the colonial era until later after independence in 1978 when it was abolished at senior secondary level by the then Republican President Dr. Kaunda due to fear that people would be more knowledgeable about the civic issues which would lead to them to rise against him and his party. As the Ministry of Education 1996 puts it, Civic Education in Zambia has been included in the core curriculum recommendation of the 1977 education reform report. The curriculum reformers of 1977 have had emphatically argued for core-content essential subjects civics inclusive that all pupils from elementary level (primary) and junior secondary level should learn it. Later there was a strong feeling that Civic Education should be offered at all levels of the system in Zambia (senior secondary level inclusive).

Zambia Civic Education Association (ZCEA) was formed in September 1993. It was formed to empower the Zambian citizenry in coping with the then new democratic dispensation. The founder members sought to assist the development of democratic process in Zambia as well as promote Justice. This was to be done through increasing and creating awareness amongst citizens about their duties and responsibilities under the Constitution (www.zamcivic.com).

So through the Ministry of Education, ZCEA saw it fit to re-introduce Civic Education at senior secondary level. Schools are seen to be, “related structural factors, which to a large extent regulate students’ exposure to civic content” (Niemi and Junn, 1998: 123). The introduction of Civic Education at senior secondary level was to fill up the gap in the teaching and learning of Civic Education in Zambian schools. As earlier stated Civics was only taught up to grade 9. There was also need to facilitate children’s participation in decision making and develop their capacity in planning, organizing and coordinating.

Apparently it has different names from one level to another that is Social and Developmental Studies at primary level, Civics at junior secondary level and Civic Education at senior secondary level.

1.3. Statement of the Problem

Norwegian and Zambian education policy makers sort to introduce Civic Education in the school curriculum though at different times, that is Norway introduced it earlier than Zambia. But the researchers wish to find out what the subject content is and how the subject in Norwegian and Zambian schools is being taught. It is in this light that these researchers thought it necessary to:

- Find out the content of Civic Education in Norway and Zambia,
- Investigate the methods used in both countries,
- Investigate and discuss the challenges faced by teachers of Civic Education in both countries
- And investigate the benefits of Civic Education among pupils from both countries studying it.

1.3. Purpose of the Study

The aim of the study is to find how Civic Education is taught in Norway and Zambia.

1.4. Research Questions

- i. What perceptions do teachers of Civic Education have about pupils learning the subject in Norwegian and Zambian schools?
- ii. What could be the best ways (methods) of teaching Civic Education in Norwegian and Zambian schools?
- iii. Is the content of Civic Education relevant to pupils, schools and society in Norway and Zambia?
- iv. What challenges do teachers of Civic Education face when the subject in both Norwegian and Zambian schools?

2. LITERATURE REVIEW

2.1. Perceptions about the benefits of teaching Civic Education to Pupils

Definition of Civic Education

Civic Education is defined differently by many authors. Guttman (1987) defines Civic Education as the cultivating of virtue knowledge and skills necessary for political

participation. While Branson and Quigley (1998) say that Civic Education as in a democratic society must very importantly be focussed on promoting understanding of the ideals of democracy and a reasoned commitment to the values and principles of democracy. According to Branson and Charles (1998) identified three main components of Civic Education, namely Civic Knowledge, Civic Skills and Civic Disposition.

Civic Knowledge

Civic knowledge refers to the content or what the pupils must know. It enables pupils understand the nature of civic life, politics and, government and why politics and government are significant. Børhaug, (2005) also affirms that it enables pupils to become educated and familiar with political engagement, interest in participating themselves, be able to understand and survey local government and local organizing processes as well as be familiar with and supportive of democratic ideals and principles.

Civic Skills

Branson and Quigley (1998) the second important component of Civic Education in a democratic society is civic skills. If pupils are to exercise their rights and discharge their responsibilities as members of a school community, they need besides civic knowledge, to acquire civic relevant intellectual and participatory skills. Civic skills are skills which based on how much knowledge pupils have, will use to think critically, analyse and formulate opinions about civic issues in their community. The subject, thus provides pupils with a deeper understanding of the connection between personal life and social life, and stimulates awareness of differences in social make ups and ways of living. "...the subject shall provide pupils with a greater ability to think freely, from many perspectives, in a critical and tolerant way." www.regjeringen.no

Teachers' Curriculum Manual (2001) indicates how relevant Civic Education may be to students. It elaborates that, the subject influences participation on the process of thinking rather than on the mastery of content or an attainment of skill. Banks in Shaver (1991) found out how students studying political and social content in the school did become more open minded, analysed problems and devised problem solving inventory to categorise reactions to series of real life problems.

Civic Disposition

Lastly Civic Education seeks to cultivate Civic dispositions in pupils. Civic dispositions refer to the traits of private and public character key to the maintenance and improvement of democracy and civic life in their communities. Traits of personal life include moral responsibility, self-discipline and respect for the worth and human dignity of every individual is imperative. Traits of public character include such as civility, respect for rule of law, critical mindedness, willingness to listen, negotiate and public spiritedness, (Branson and Charles 1998). Not only does the subject influence pupils' desire to seek knowledge about society, and culture and be critical thinkers but it also promotes the ability to discuss reason and solve social problems.

This fits in with what the National Educational Policy of 1996 affirms, "the ministry of education seek to develop evaluation procedures that can access not narrowly intellectual areas but also attitudinal and, disposition outcomes and such areas are innovativeness, problem solving and capacity for self-initiated and self-sustaining learning." Ministry of Education (1996: 57)

Pupils with Civic Education tend to be more democratic than those who do not have Civic knowledge. Three recent individual-based analyses, suggest that Civic education taught in schools improves citizen participation and engagement in governance in later life; Dee (2004) and Milligan et al (2004) estimate that an additional year of schooling increases voter registration and voting, with impacts typically ranging from 30% to 40%. More generally, Civic Education appears to increase political interest and other forms of political participation, as well as the extent to which individuals are informed about politics.

The rationales for teaching students to discuss controversial political issues in schools are multiple and wide ranging. Unlike many other avenues, schools are particularly suitable sites for discussion of issues. As Guttmann (1999:58) writes, "Schools have much greater capacity than most parents and voluntary associations for teaching children how to reason out loud about disagreements that arise in democratic politics." Schools' greater capacity lies in the fact that they contain more ideological diversity than one would expect to find in family, church, synagogue, mosque or club. This diversity of views makes classrooms powerful places to promote what Guttmann deems the most important components of democratic education: "Rational deliberations of competing conceptions of the good life and the good society" (pp. 58).

Generally many countries including Norway and Zambia use this subject separately to give special attention to issues such as participatory democracy, political education, human rights tendencies, environmental issues to mention but a few. Berge in Chilambo and Hunnies (2007: 3) states, "School is trying to provide students with the knowledge, virtues and skill to practice citizenship in their lives." He further writes if they receive and can exercise rights and responsibilities in lessons they get in schools they will gain valuable practice for the roles and responsibilities they encounter in their adult life.

2.2. Content of Civic Education in Norwegian and Zambian Schools.

2.2.1. Zambian Schools

Primary Schools

The primary schools in Zambia are divided into two sections, lower and upper primary levels. Zambian educational system has incorporated civic Education in a subject called Social and Developmental Studies. The primary sector is from grade 1 to 7 and the principal purpose of teaching this subject according to Ministry of Education (1992) is to enable learners think, investigate, question, reflect, discover, appreciate and acquire knowledge and skills that enhance quality life. The content of the subject is described in the curriculum. The school curriculum consists of the content, structure and processes of learning and teaching which school provides in accordance with the Educational objectives and values. It also involves the concepts, knowledge, skills, attitudes and values which pupils incorporate through the process of learning (Ministry of Education, 1996). The curriculum framework for the lower and middle basic level that is grade 1 to 7 has been developed in a gradual and participatory process.

Social and Developmental Studies has the following content at lower primary level: - Living in a Community, Spiritual and Moral Education, and Social and Psychological Life Skills.

The Ministry of Education requires that schools cover the following cross cutting issues within the given period of time and these are: - Zambian culture, family life, and gender and sex roles issues.

Civic Education at Junior Secondary School Level in Zambia (Grade 8 and 9)

According to the Curriculum Development Centre (1997), grade 8 and 9 Civics content was reviewed in 1996 under the auspices of the Ministry of Education. The content includes core values and ideas aimed at shaping the learners as responsible Zambian Citizens.

The curriculum development centre outlines the grade 8 and 9 civics content as follows;

Political Development, Democracy and Dictatorship, the Constitution, Citizenship, Political Parties, Pressure Groups, Elections, Human Rights, Gender and Development, Governments, Development, the Budget, Trading, and International and Regional Cooperation.

Senior Secondary School Civic Education in Zambia

The Ministry of Education through the Curriculum Development Centre (CDC) introduced Civic Education in senior secondary schools in Zambia in 2003 (Chondoka, et al. 2010). The reason for introducing Civic Education at senior secondary level was that there was a gap between grade 9 and colleges and universities. The gap had an impact on grade 12 school leavers who in most instances had graduated with little or no experience of Civic Education concerning their rights, roles and obligations. The topics and themes covered are based on the set goals of the National Policy on education, 'Educating our Future' 1996. It was hoped that the curriculum would help school leavers gain civic knowledge and skills that would enable them understand the practice of civic values, rights and obligations as responsible citizens. According to the Curriculum Development Centre (2010) the following are the topics covered in senior secondary schools of Zambia:- The Republican Constitution, Governance Systems in Zambia, Human Rights, Cultural Studies, Social Challenges, Zambia's Legal Systems, Gender Equity and Equality, Environmental Education, Global issues and Family life in Zambia.

2.2.2. Norwegian Schools

According to the Ministry of Education and Research in Norway the purpose of social studies subject is to help create understanding and belief in fundamental human rights, democratic values and equality and encourage the ideas of active citizenship and democratic participation (www.udir.no).

Primary and Lower Secondary Schools

The social studies subject is present on all levels in primary schools and lower secondary schools in Norway (grade 1 to 10). The content is comprised of main subject areas of sociology, geography and history. The content is as follows:- Digital and Mass Media, Family Life, Social Challenges, Democracy, Culture, Sami Society, Current conflict and International Cooperation.

Upper Secondary Schools

Upper secondary in Norway is from the eleventh grade to thirteenth grade. According to the Social Studies Subject Curriculum the main objectives of the content of social studies in upper secondary schools in Norway is to deepen learners understanding of the relationship between social and personal life and stimulate recognition of diversity in social forms of ways of living. The learners shall be provided with a greater ability to think freely from many perspectives in a critical and tolerant way (www.udir.no). The Civic Education subject content deals with different areas such as: - Individual and Society, Working and Business, Politics and Democracy, Culture and International Affairs.

2.3. Mostly Used Teaching Methods or Approaches in Civic Education

Teaching methods have been examined by some researchers, as variable or relative effects of different instructional techniques modifying learners' attitudes towards the lesson (Shaver, 1991). Groove (1992), refers, teaching methods as strategies or techniques of presenting the content to pupils in an effective manner so that their needs are met. Therefore, the issues of teaching methods or approaches should be seriously considered by every teacher of Civic Education for pupils to be grasping the concept of the topics and be developed.

There are several approaches to teaching Civic Education. However, this research will focus a few that are mostly used generally such as:

Instructional Techniques for Discussion

This method may also be called question and answer. It is whereby a teacher relies on different types of questions and variety questioning techniques to encourage discussions. Questioning is probably a key technique that can be used in teaching Civic Education because it can be used for so many purposes such as stimulating students' participation and thinking ,interacting and involvement among pupils and also helping to broadening the scope

of a topic (Callahan and Clark 1988). Therefore, if this approach is used in Civic Education, there will be critical thinking among students about social issues, human rights, political issues among other topics, just as Han in Shaver (ed) (1991: 490) puts it, “One important goal about Citizenship Education is critical thinking.” He further states that a critical thinker is a rationale thinker, one who can demonstrate reasoning by supporting and justifying arguments and conclusions.

Interactive Technologies

This method according to Ehman and Glenn in Shaver (ed.) (1991:513) are, “Computer-controlled programmes and associated media such as electronic data base, video discs and compact discs.” In other word they are tools teachers and learners use in teaching and learning respectively and control over the sequence in which the information is accessed and presented, of course application of computers differs from elementary and secondary school. Ross (1998) also perceives computers as having a significant impact on student’s enthusiasm, as providing additional learning opportunities for gifted students and as means for helping handicapped and learning disabled students. He also suggests that using computers leads to personal growth. Technology, especially computers give civic education students access to unlimited information about current issues in the world of politics, global issues among others through internet.

Text Books

These are literature and one of the traditional ways of teaching approaches. They help Civic Education students to have prior knowledge in understanding during reading programmes. Most of the topics in this subject curriculum are arranged around extensive treatment of broad topics which are covered in weeks rather than in few days. “This makes Civic Education text books particularly appropriate objects for considering the role of background on comprehensive and learning.” Beck and Mckeown in Shaver (ed.) (1991: 479)

Cooperative Learning or Group Work

Cruikshank (1995:209) defines this type of method as, “an instructional procedure whereby learners work together in small groups and they are rewarded for their collective accomplishments.” The success of this method, especially in topics found in Civic Education causes pupils to work together for both the individual and the common good of the class.

Additionally, regardless of their social, affiliate backgrounds, pupils tend to get to know and trust each other as they work together, just as the subject's aims demand.

Discussion Method

This method is utilized by a teacher and students when they converse to share information ideas, opinions or resolving a problem. All members of the group or class for example, actively participate in the topic being discussed (Cruickshant, 1995). The success of this method is vindicated in the form of open conversation and interaction as each participant can comment, ask questions and respond to comments made by other participants.

Field or Education Trip

A field or Education Trip is another method Civic Education teacher can utilise to help pupils of different backgrounds gain civic knowledge. This method gives the teacher and pupils opportunity to visit many places of relevance to the topic such as Parliament, Non-Governmental Organisations to mention but a few, where they can see, hear and ask questions concerning the topic of discussion." After the visit pupils report their findings including what they like and what they dislike." Kitshoff, (1991: 39).

2.4. Learning Theories

For some time now many researchers and educational psychologists have given many explanations concerning how learning occurs in living organisms. Nevertheless, these researchers have considered the following with a bias towards Civic Education.

Burns (1995: 99) "conceives of learning as a relatively permanent change in behaviour with behaviour including both observable activity and internal processes such as thinking, attitudes and emotions." It can also be said that learning theories are simply concepts that psychologists and other researchers have come up with to explain how living organisms absorb, process and retain information during learning.

Equity Theory

The equity theory, or merit principle, fairness in social relationships occurs when rewards, punishments, and resources are allocated in proportion to one's input or contributions. The basic problems of this theory are that it employs an undimensional concept of fairness and - that it emphasizes only the fairness of distribution, ignoring the fairness of procedure. In

contrast, the alternative to this theory is based on two justice rules, the distributional and the procedural. Distribution rules follow certain criteria: the individual's contributions, his needs, and the equality theory. These criteria are considered relative to the individual's role within the particular setting or social system. A justice judgement sequence estimates the individual's deservedness based on each rule. Final judgements evolve from a rule-combination equation. Preceding the final distribution of reward, a cognitive map of the allocate process is constructed. Fairness is judged in terms of one of the procedure's consistency, prevention of personal bias, and its' representativeness of important subgroups. Opportunities to apply this concept of fairness exist in field studies of censorship, participatory decision making, equal opportunity, and representativeness of social institutions (Leventhal & Gerald, 1976).

Behaviourism Theory

This is a theory which states that learning is an observable action or behaviour. The psychologists and researchers that study and came up with this theory all focused on producing desired behaviour in living organisms. Behaviourists say that one can only state that learning has taken place by observing the behaviours (www.cs.ucy.ac.cy).

Cognitive Learning Theory

The cognitive learning theory was developed as a reaction to behaviourism which had been a dominant theory for a long time. This theory's emphasis is on the inner mental activities-opening the 'black box' of the human mind is significant and necessary to understanding how people learn. Mental processes such as thinking, memory, knowing and problem-solving have to be analyzed. The theory basically insists that humans are actively involved in all the processes of learning. Hammond, Austin, Oratt and Rasso (2001: 6) state that, "Jaen Piaget (1890- 1980) was the first to state that learning is a developmental cognitive process, that students create knowledge rather than receive. He recognized that students construct knowledge based on their experiences, and that how they do so is related to their biological, physical, and mental stage of development."

Dialogue

According to Freire (2003) in his 'Pedagogy of the Oppressed', dialogue requires an ever present curiosity on object of knowledge and hence dialogue is never an end in itself but an engine or rather a means to develop a better comprehension about the object of knowledge. In his articulations against 'banking concept', further stated that if learners are allowed to

express themselves freely and not regarded as ‘empty accounts’ by their teachers, then such students are likely to participate vigorously in dialogue as a process of learning and knowing; and hence such a dialogical virtue is manifested later in adulthood for a healthy society. One is capable of critically contemplating on issues and looking at the world perspective view in a dialogical encounter with others. Provided with the proper tools for such an encounter, the learner can gradually perceive personal and social reality as well as the contradictions in it, become conscious of his or her own perceptions of reality, and deals with it critically (Freire, 2003).

2.5. Challenges in Teaching Civic Education

2.5.1. Norway

Børhaug (2010: 73) says, “Student activating teaching methods seem to decrease as the students get older and reach lower secondary education.”

Teachers have a challenge to keep motivating pupils and keeping them active all throughout Civic Education lessons. The essence is to get to do something new fit for the pupils' age if the methods used in their previous grades seem boring or childish for the older pupils.

The other thing is that teachers find it challenging to make the subject relevant to the pupils. To show them or to make them realise that what they are learning in class is what is happening in society or is what they will be faced with after they have left school.

2.5.2. Zambia

Civic Education talks about many issues related to society some of which are gender, democracy, human rights and these are things that some people would not want their subjects or followers to know about. Hence, teachers of Civic Education more often are intimidated by politicians who think that they are inciting pupils to rebel against the leaders.

Freire (2008: 73) says, “the capability of banking education is to minimize or annul regards students' creative power and to stimulate their credulity serves the interest of the oppressors, who care about neither to have the world revealed nor to see it transformed.” Further he states, “Thus they react almost instinctively against any experiment in education which stimulates the critical faculties and is not content with partial view of reality but always seeks out the ties which link one point to another and one problem to another.”

Hahn in Shaver (ed.) (1991) states that teachers of Civic Education have for a very long time accepted that studying and discussing issues is significant to democracy.

Tradition is another issue that intimidates teachers of Civic education. When they teach pupils about gender issues they are frowned upon by most traditionalists who also think the teachers are bringing confusion by going against the traditions and customs of the people.

Civic Education books at grades 8 and 9 have not been revised for a long time. This coupled with lack of internet for most schools especially in rural areas of Zambia makes it very challenging for teachers to make the subject relevant to pupils. They present outdated information to pupils.

Funding for government schools is inadequate and erratic. Therefore, most schools have inadequate text books for pupils hence pupils become too over dependant on the teachers for information. Teachers cannot plan activities that would fully involve pupils in the lessons. The other thing is that pupils are restricted to the four walls of their classrooms because the schools cannot afford to send them on field trips.

3. RESEARCH, DESIGN AND METHODOLOGY

3.1. Qualitative Research

The literature review and its critical analysis in chapters above have shown evidence that Civic Education is taught in Norwegian and Zambian Schools. The question is, are there any similarities and differences in the way the subject is taught, that is the perceptions, content, methods used and challenges. These issues will be critically analysed by using an empirical investigation into the case study of Civic Education in Norway and Zambia.

In order to achieve the aim stated in this study, the research method carried out in this study is the qualitative survey. Seen in this light, researchers intend to analyse and interpret the findings from the empirical research which will help them to draw an appropriate conclusion and further more propose how Civic Education can be taught in Norwegian and Zambian Schools. It is therefore, necessary to consider in detail the nature of the research being carried out and the instruments being used in this study.

3.2. Data collection Methods

In order to gather data for this study, a variety of data collection tools are employed, such as in depth interviews, literature review and observation (field notes). The rationale for using a variety of tools, according to Merian, quoted in Simon-uguru (1991:39), is that, the weakness of one tool is the strengths of another. Thus, by combining investigation tools, the researchers will be able to achieve the best of each, while overcoming the unique deficiencies of each. The researchers chose these instruments in order to help achieve the intended aim set for this study. Ghosh (1992:213) asserts that “the relevance of using particular research instruments will depend on the aim of the study being carried out”. for instance, if the aim is to understand how certain phenomenon are done, then the use of interviews and observation (field note) to collect the intended data is necessary. Thus, the researchers using these tools in this study.

3.2.1. In-depth-interviews

An in- depth –interview, sometimes called information conversation interview is a direct verbal technique for obtaining data. It is a commonly used method of data collection in the study of human behaviour of perception (Ghosh, 1992). In a qualitative survey, the main purpose of the interviews is to obtain a specific kind of information which the researcher may wish to find out. Partons (1980:196) explains, “We interview people to find out from them those things we cannot directly observe such as feelings, thoughts and intentions.” Therefore, the purpose of the interview in this study is to allow us to enter into the other person’s perspective.

Further, Merton, Fiske and Kendall in Judd, et al. (1991) states that, for this type of interview (in depth) to occur, firstly, the interviewees must be known to have been involved in the particular situation under investigations. In this study therefore, teachers of Civic Education will be interviewed because they are involved in teaching of Civic Education in Norway and Zambia. Secondly, the interview must be focused on the experiences of persons exposed to the situation in an effort to ascertain their perception of the situation. In the same line, in this study, the interview will probe the experiences of teachers of Civic Education concerning their perceptions, methods used, the content and challenges in both Norwegian and Zambian situations. The researchers also played the role of interviewees because of their experience as teachers of Civic Education. These steps will help the researchers to do a rigorous investigation in order to achieve the objectives for this research.

It is of importance to note that in-depth- interview does not follow a pre planned list of questions. Sometimes the questions may develop spontaneously in the course of the interactions between the interviewer and the interviewee. Therefore, the researchers will enjoy the freedom to ask any questions that will need to be investigated. (See the guided interview Appendix A).

3.2.2. Observation or Field Note

Emerson, et al. (1995:14) explain that, “Field researchers seek to get close to others in order to understand their way of life, to preserve and convey that closeness they must describe situation and events of interest in detail”. He further states that field note “is to observe and record naturally occurring talk and interaction...’the researchers’ deeper concern lies in the actual, situated use of those terms in ordinary interaction (Emerson, et al. 1995:140)

Whenever researchers could be physically present in the schools they teach in Zambia, those they visited and did their practical placement in Norway, they would able to use their eyes, ears and interactions. These can allow returning data in its original form as often as they wish. It will not be easy however, to write down whatever they would observe in a group of people after the interaction especially that there will be no tape recording. Just as (Silverman 2005:175) puts it, “It becomes a little reluctant to use our eyes as well as our ears when doing observation work.”

3.3. Population and Sample

3.3.1. Population

This study focused on the teachers of Civic Education currently doing research from the four schools of Zambia, namely; Kayosha Basic School, Lundazi Day Secondary School, Mungwi Technical High School and Woodlands Basic School and teachers of Civic Education from the three Norwegian Schools and these are, Feios School, Kvåle School and Sogndal Vidaregåande School. These targeted groups were identified according to type of schools in which they teach, their professional training and years of experience, which may influence their difference perception about teaching Civic Education in Norway and Zambia. Although these Civic Education teachers belong to different countries and schools, they all teach the same subject in primary, lower secondary and upper or senior secondary levels. Therefore, they are identified as key respondents who can supply the data required to accomplish this research.

The criteria used in selecting these teachers and schools in this study are the fact that;

- These are the schools where researchers teach in Zambia.
- Other respondents (Norwegian teachers) teach in schools researchers will be doing their practical placements and generally visit.

3.3.2. Sampling Method.

The sampling method used in this study is the purposive one. According to Denzin and

Lincoln (2000: 370), “purposive sampling method seeks out groups setting and individuals where the processes being studied are most likely to occur”. Also (Silverman, 2005) puts it that purposive sampling allows choosing a case because it illustrates some feature or process in which one is interested in. In this study researchers purposively chose Civic Education teachers who are researchers themselves, because they are the ones who can provide necessary data here in Norway for they cannot interview other teachers of Zambia because of the distance between Norway and Zambia. Also, purposively selected teachers teaching the subject this term in the three Norwegian schools. By so doing, this sample will be considered to be representative of Civic Education in the three schools of Norway and Zambia’s four schools. In this case, a total number of nine respondents were interviewed, that is five from Norwegian Schools and four from Zambian Schools.

3.4. Data Analysis Procedures

The researchers tried to collect data during school calendar from January to May 2013. This time all schools were in session in Norway and the chance of finding teachers of Civic Education within school premises was high. Just as with Zambian teachers (researchers) were readily available since they were all working on the study. In the first place pilot project interview was conducted with the visiting Zambian lecturers from the University of Zambia and some lecturers at Høgskulen I Sogn og Fjordane. One of the researchers also interviewed fellow researchers to determine whether the questions set as guidelines would be answered (testable). Secondly the researchers sent a sample of the interview questions to their supervisor for recommendations. Thirdly, the researchers visited Sogndal Vidaregåande School and were able to observe how teachers conduct their lessons in Civic Education lessons.

Later the researchers made an appointment to visit Sogndal Vidaregåande School to observe another lesson in Civic Education.

When researchers went to do their practical placement in Feios and Kvåle Schools they had to observe (and take field notes) and interview teachers of Civic Education of both primary and lower secondary level.

The researchers also interviewed each other on the parts or sections the researchers were concerned about. The data was later collected together ready for reporting.

3.5. Ethical Consideration

- To stick to the stated guidelines such as confidentiality and honesty.
- To write or report as accurate as the original source/ information (empirical data collected).

3.6. Methodical Strengths and Weaknesses

Strengths

Researchers were able to interact well with pupils and teachers in all the schools. The environment was conducive for them to collect the data. There was cooperation among the Zambian researchers they were able to explain what goes on in their respective schools.

Weaknesses

It was a bit difficult to collect data for it took days to get responses because most of the Norwegian respondents complained of not being good speakers of the English Language also the researchers could not speak Norsk.

The study was limited to 3 schools in Norway as well as four schools in Zambia. As such they cannot be generalised to other schools. However, other schools can benefit from the results and may find them of value to the teaching of Civic Education.

4. RESULTS

4.1. Presentation of Empirical Data

Presentation, interpreting and reporting of data are essential elements in an empirical research. Ghosh (199) states that, reporting of data is a critical examination of the collected data. It

involves the verification of the problem for the study. Additionally it involves the representation of the data, which can be done by tabulation, categorisation, coding among other inferences. In this study, the researchers will attempt to report on the three modes of tools or instruments used to collect data. These tools include in-depth- interview, observation and literature review. The above mentioned tools were used to find ways and means of achieving the main aim of the study by realising that they are valid and reliable.

The reporting of the results will be organised as follows;

- Personal details of respondents
- Content of Civic Education of three levels of schooling.
- Methods or Approaches used in Teaching of Civic Education.
- Teachers and scholars' perception on pupils studying Civic Education.
- Challenges faced in teaching of Civic Education.

4.1.1. Findings on Personal Details

All the respondents surveyed from Zambian schools, who are researchers, hold a teacher's Diploma in Education. The majority of teachers from Norwegian schools hold a 4-year teachers college/university and a few of them hold 60 units of study in Social Science.

The study reveals that, the qualification of the respondents have a bearing on their perception of teaching Civic Education in Schools.

One of the respondents has been teaching for less than 5years, three have been in teaching for years between 5 and 10 years while another one has been handling the subject for more than 10 years.

Since the majority of the respondents have been teaching Civic Education for more than 5years, the researchers are confident that their long teaching experience will help to give balanced responses to the issues raised in this study

The types of schools where respondents teach are; two of the Zambian respondents teach at basic schools (1-9), one teaches at a secondary school (8-12) and the other one teaches at a high school (10-12). Four of the respondents in Norwegian schools teach at schools offering both primary and lower secondary education (1-10) and one teaches at a high school (11-13).

This indicates that in all the data given is from appropriate respondents because the study is interested in these levels of education or schooling.

4.1.2. Interview

Findings on the Content of Civic Education

When asked how relevant the content of Civic Education to the pupils, school and society, the majority respondents answered that it broadens pupils minds in that they feel that they are part of the global and that pupils are helped to deal with day to day challenges as what they learn connect them with everyday life experiences. Other respondents said that the content is very good because pupils get to know their rights and responsibilities and in turn they become law abiding citizens. There is also a good teacher- pupil relationship which is created because they work together in finding solutions to challenges that they face and they tend to respect each other's views and they freely interact.

Another question was asked on some of the measures that can be taken in order to improve on the content of social science or civic education, majority respondents from both Norway and Zambia said that some topics should be removed because they are too many topics to be covered within the given period of time. They further stated that the curriculum should undergo thorough scrutiny in order to include only topics that are vitally important. In addition, majority teachers in the two schools that is Feios and Kvåle Schools said the combination of three subjects should be revised and history should be reduced so that much time is spent on subjects that deal with day to day activities and challenges experienced by pupils and the main reason for their answer was that, while they appreciate the importance of history, but, it has less impact on pupils lives today, therefore, less time should be allocated for history.

The teachers from Zambia who are researchers said that some of the topics taught at junior secondary level should either be removed and be considered at senior secondary level or not removed and never to appear at the senior secondary level. They cited examples of topics such as Human rights, the republican constitution, conflict resolution and electoral systems in Zambia. The reason for suggesting that same topics not to be repeated is that it is a share waste of time for there are too many topics which teachers fail to cover within the stipulated period of time, hence disadvantaging pupils who may fail to tackle some of the questions in an examination because they have never learnt about them.

Findings Regarding the Teaching Methods Used In Teaching Civic Education in Norway and Zambia.

Norway

The respondents were asked whether or not; relevant Civic Education teaching methods should be those which transmit Civic Knowledge to pupils.

The majority of respondents perceive that relevant Civic Education methods should transmit Civic knowledge to pupils.

On the question whether, the Civic Education methods should be those that provoke critical thinking, almost all the respondents agreed that Civic Education teaching methods should be able to provoke pupils to think critically.

When respondents were asked to give other elements to be obtained from good teaching methods in Civic Education, the data unanimously show that almost every respondent talked of those which lead pupils to creative thinking and which encourages pupils to engage in discovery learning.

Zambia

Another question was raised which asked, what the respondents had to say on that, appropriate methods in teaching Civic Education are those which induce pupils to politics (lecture method and teacher expository). Only a few of respondents agreed and the rest of them disagreed. Those who agreed, argued that, politicians have to tap from school, its time countries had educated politicians unlike it is currently. But those who disagreed argued that, methods should just encourage pupils to make right decisions and be aware of what is happening in their country specifically and in the world generally when it comes to political topics. Respondents who teach 6, 7 and 8th grades confirmed that such methods make pupils to be passive recipients of the information in the subject because at that age mostly pupils are not interested in politics.

Findings on Perceptions on Benefits on Pupils Studying Civic Education

When subject teachers of Civic Education were interviewed on the relevance (importance) of the subject, the following were actual feed backs:

Majority of the respondents said that the subject connects to everyday life; pupils are able to relate the way things are happening; the subject also enables pupils to be interested about what is happening in other countries, other than only in their own country; the subject enables pupils to become more interested in knowing women's rights. Pupils also develop debate skills as they tend to enjoy discussions.

They also stated that the subject widens up the thinking capacity of pupils; they become so informed about current affairs of their country and world at large; pupils also to know more about their rights and duties. And this is very important for every citizen to know his/her own rights and duties for a meaningful democracy to prevail.

Findings Regarding Challenges in Teaching of Civic Education

The respondents were asked to state the challenges they faced as they taught Civic Education in their classes.

Norwegian Responses

Most respondents stated that they found it challenging to keep up with pupils as they get older, in regards to methods that activate them. They needed at all times to check the methods they used at any particular time so to ensure the pupils were involved in the lesson as much as possible.

Then others said that they had to attend to pupils' lack of attention as they were teaching. They had to constantly check that all pupils were attentive and are participating in the lesson as much as possible.

The other respondent mentioned that what was challenging for was to ensure that the subject was relevant for the pupils. The pupils needed to be made aware that what they learnt in Civic education lessons was what they see and go happens to them every day in their communities and country. The other respondent said that they use pupil's text books that have not been revised for a long time. Majority of the respondents also said that there are too many topics such that they fail to cover all the topics. Most of them also said in that the content of Civic Education is that it is too much political aspects such that teachers spend much time on teaching about politics.

Zambian Respondents

Majority of the respondents from Zambia said that there are too many topics such that they fail to cover all the topics. Researchers who are teachers in Zambia said that since the Zambian civic education content is exam oriented, they find it difficult to cover all the topics in order to prepare the pupils for the national examinations.

On the other challenge they all said the same thing as regards to teaching Civic Education. They said that they struggled with teaching materials especially text books for the pupils at grades 1- 7 and 8- 9 which are either very few or at some schools have only one or two copies. The reason mostly could be funding which is very insufficient or erratic. In some secondary schools where a school is able to raise enough money the problem is that of priorities. Some headteachers do not look at purchasing pupils' text books as something very important so they would rather use funds on other projects.

They also said that they could not take the pupils out on field trips so they are restricted to the classroom experience. Most schools do not have their own transport so they rely on bookings. This is rather not possible for those struggling with finances.

4.1.3. Observations

Content of Civic Education

Norway

The researchers observed that the content of civic education was so appropriate in Norwegian schools. At Kvåle School, the teacher taught on child labour which was so interesting in that children were able to come up with solutions to help stop child labour and they were able to see how children in other parts of the world live. A clip on child labour in Congo DR (Africa) shown to the pupils and this really helped them to see what they learn in civic education a reality. Some pupils even suggested that they should start keeping money to help children that are suffering in other parts of the world especially in Africa.

The researchers observed that the content of civic education is really enabling pupils to feel they are duty bound to play a role in their country in order to come up with solutions to the challenges that Norway face at the moment. For instance, pupils came up with solution to the environmental degradation.

Zambia

Researchers, who are teachers in Zambia, observed that the content of civic education is indeed good because it highlights the important aspects in life and the problems that Zambia is facing presently. They cited problems such as corruption, substance abuse, and voter apathy and gender inequalities. The content of civic education according to researchers has really helped to address some of the issues in Zambia.

Researchers also observed that the topics are too long such that they are not covered within the given period of time. One researcher who has been teaching at junior secondary school in Zambia said that he has not managed to finish the entire topic in the grade 9 curriculum ever since he started teaching the subject. Another teacher said that she has never managed to complete all the topics at senior level ever since she started teaching civic education in 2003.

Findings Regarding the Methods Used in Civic Education

Observations were carried in social science classes at Feios, kvåle and Sogndal Vidaregåande Schools during visits and teaching practice respectively and the experiences of researchers who are teachers in different four schools of Zambia.

Norway

It was observed that Norwegian teachers mostly used discussion, interactive technologies, text books and group work. When researchers were at Sogndal Vidaregåande School they observed some lessons in social science and noticed that, the teacher used corporative learning or group work. The teacher gave pupils an assignment in the previous lesson to go and find out solutions and bring their findings in the following lesson. Pupils seemed to be corporative because all the groups presented their findings in a brilliant manner. Of course there were one or two pupils in the groups that seemed not to be actively participating but the overall observation was that the method worked well to both the teacher and pupils.

Another method observed to have been used frequently in this same class was discussion method. After pupils presented their solution from the earlier given task, the teacher asked questions which led to a discussion as a class. Pupils were seen bringing out their opinion which showed how well the method was working. It was observed that most pupils were encouraged to think critically and participated freely among themselves in groups and later to rest of the class. The teacher was seen to use textbooks and when asked why she like asking

pupils to use textbooks later in every lesson. She said she did that, so that pupils can seek further clarification if there are any and that they can make their own notes.

During the practical replacement at Feios School, the researchers observed that the teacher who handled a multi-graded class (8-10) mostly used discussion method and interactive technologies. The teacher was observed to start with giving pupils some questions based on the lesson and asked them to discuss them among themselves usually according to the sitting arrangement. She could then ask pupils to present their answers to the class and discuss. After pupils' discussions the teacher could explain further (lecture method) and asked pupils to discover further on their own on internet. It appeared the class had enough tablets and notebooks for pupils' use because each pupil could have her or his own. When she was asked how she knows that pupils have done and found what she asks them to do on internet. She said, the answers are for them. What she just wishes is for the pupils to discover information on their own because she feels pupils discover more or understand concepts that they could have missed during teaching time when they use interactive technologies.

As researchers went to Kvåle School to continue their practical, they were instructed to practice in the 8th grade. In this class they observed that the methods mostly used by the teacher were, instructional technique, question and answer discussion method and interactive technologies. She was observed to use instructional technique in order to prompt pupils into discussion. After pupils exhaust all their answers orally then the teacher could play a video clip for them to discover what she was trying to talk about. When the video part was done she could ask pupils more questions based on the topic. She told the researchers that, she uses these methods, instruction technique and interactive technologies especially because they are time saving, for there are less explanations.

Zambia

Researchers as experienced teachers in Zambian government schools have observed methods mostly used when teaching Civic Education. Overall finding through discussion towards the research paper among other methods are, instructional technique for discussion, textbooks, group work, discussion and field or education trips.

A teacher who teaches grade twelve said she observed she has had been using group work and field trips because pupils interact well and cooperate because they know if their group does not do well they will be punished and her pupils are motivated respectively. She further said,

once she uses field trip such as, visiting the parliament, courts or some organisation her pupils tend not to forget what they learn.

Another teacher who has been teaching grade nine pupils shared that, he has been using discussions, group work and field or education trip too. He has used the methods often because he sees that pupils during discussion express their opinion, thought well especially if the discussion is in the form of debate. They will argue to make themselves heard. Field trips are done mostly for pupils to have a picture of what is really taught and what is on the ground. He said the method lead pupils to be creative thinkers especially if they see something not done appropriately and make decisions on their lives and people around them.

The teacher, who has been handling the grade eight classes for more than 5years, had to remember the mostly used methods in almost all the topics in Civic Education as group work and discussion methods. Her explanation is that, she uses these methods usually before goes into details of a lesson because they make pupils engage, actively participate and share ideas and opinions before the lesson unfolds. They also become alert for everyone is supposed to contribute something during group work especially.

Above all, all the respondents agreed having observed themselves to use textbooks and instructional technique for discussion. Text books are used however with a lot of challenges. They are not usually enough to cater for all the population of pupils in a class, if there are some copies they do not last long because they are destroyed probably due to misuse. Text books are the most preferred methods of teaching in Civic Education in Zambia because, teachers feel the pictures and theoretical work does explain more to pupils especially to those pupils still at primary level. Respondents observed that they use this method (instruction technique for discussion) when trying to introduce the lesson and feel it is one way of making pupils to grasp the idea of the lesson especially that, there are no enough books and interactive technology in schools.

Benefits of Civic Education

Norway

The following are among the benefits that were observed through interaction with the students from earlier named schools in Norway. The students from Civic Education classes were able to comprehensively articulate various issues on governance and their roles at both school and the community they belonged to. The researchers recall one hot classroom discussion on how

to alleviate accommodation problem for students in Norway (Sogndal); the proposing and opposing students exhibited so much tolerance and respect for each other's opinion during debate. The Civic education pupils also shown so much interest in keeping the environment clean; no pupil was observed throwing garbage anyhow.

From Norwegian schools, the researchers further observed that the students at secondary level were able to participate in school councils where they presented the problems affecting them; they had formed clubs like human rights and Elevråd (Student Parliament) in which they exercised their potentialities learnt from the Civic Education subject. The pupils were also seen to be actively participating in voting as the way of making a decision on issues that were affecting them.

Zambia

From Zambian schools, the following were observed; most pupils from Civic Education classes were observed to the majority from clubs like human rights and student parliament. They were also seen to be so tolerant to each other during debate times on selected topics by subject teachers; and to larger extent they had shown more respect for each other's opinion during discussion.

Civic education pupils were also observed to be so much instrumental to speak for the voiceless fellow pupils, for example they were seen protecting the young ones who were being bullied. They were also observed to form the majority of leadership among the pupils; for example the positions of Student board representative and that of portfolio prefects were from Civic Education classes. In addition, the pupils from Civic Education classes were observed to be aware of human rights, responsibilities and duties as responsible citizens.

Findings Regarding Challenges

Norwegian Schools

During the observations at one school the researchers visited (had our practical placements) they saw how the teacher experienced difficulties to make the topic relevant because the lesson at hand was something the pupils have not seen or experienced before.

They also observed how some teachers had to break every now and then just to ensure that almost all the pupils were attentive to what they were saying. They saw that some pupils

could not easily get settled on their own unless the teacher showed they needed them to settle down.

Zambian Schools

They have seen and observed that Zambian teachers have too many topics to cover. Most of the teachers from Zambia mentioned that this is one of the challenges they face on the content of Civic Education. Researchers have observed that since the Zambian Civic Education content is examination oriented, they find it difficult to teach all the topics in order to prepare the pupils for the national examinations.

It has been observed that most teachers have to struggle with lack of teaching materials. This is made worse by the fact that almost all schools especially in rural areas do not have access to internet and inability to buy newspapers for teachers thereby making the pupil's book the only resource. This limits the information the teacher presents and is restricted to old traditional methods of teaching. For instance a teacher cannot give pupils much homework or use group work as there are no materials for pupils to use.

The other observation is that much if not all learning of Civic Education takes place inside school as they cannot afford to take pupils out on a tour. The researchers have observed through experience in the schools they teach at in Zambia that it is quite difficult to organise for a field trip though it is helpful.

The observation made concerns how teachers have try to make the content of the books relevant and to fit in today's society as the books used at grades 8 and 9 in Zambia have not been revised for a long time.

The other thing seen that teachers have to deal with is the trying to make the subject relevant to society in the sense that it is not meant to turn pupils into disrespectful, disobedient or controversial citizens but instead they are being taught to be responsible and valuable citizens to their communities and society. So teachers have to deal with intimidation from politicians and traditionalists.

5. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1. Discussion

Similarities in Teaching Civic Education in Norway and Zambia

Civic education in both Norway and Zambia is taught at all levels and the content of the subject has core values and ideas aimed at shaping the learners into responsible citizens. Ministry of Education (Zambia) (1996:36) explains that “the education of a young person in today’s world would not be complete if it did not include preparation for living responsibly within civil society”. Similarly, in Norway, the Ministry of Education and Research (2010) states the objectives of the subject content as being able to help the learners have individual insight on how society in general influences attitudes, knowledge and actions on how the individual can influence society and his or her own life situation. Therefore, in both Norway and Zambia the content of the subject aims at moulding a learner into a responsible citizen.

In both Norway and Zambia, Civic Education is integrated into other subjects at primary level. For instance, in Norway the Ministry of Education and Research (2010) states in the Social Studies Subject Curriculum that at primary and lower secondary level, the subject is integrated in the main subject areas of Sociology, Geography and History (www.udir.no). Similarly, in Zambia Civic Education is currently integrated in the social and Development Studies (Chondoka, et al. 2010).

In both Norway and Zambia, learners are assessed at lower secondary school. In Zambia, learners write their national examinations in their ninth grade which is the last level at lower secondary level. Similarly, in Norway, pupils are given an overall achievement grade at the tenth grade which is the last level at lower secondary (Ministry of Education and Research, 2010).

Both Norway and Zambia have clearly shown that, some methods are effective and others are not in the teaching of Civic Education. The study has revealed that methods suitable for teaching Civic Education are those which, provoke critical thinking, encourage discovering learning, actively and free participation as well as be able to engage in discussions openly among others. These effective methods such as group work, class discussion, text books to mention but a few are sometimes called learner centred because they enable pupils to become independent and form their judgement in order to determine for themselves what they should believe and what they should do in different circumstances of their lives. Ministry of Education (1996) argues, as one of the objective of education policy that Civic Education, must enable pupils to solve their problems, make his or her own decision and be responsible for the action taken. The Norwegian Social Studies Curriculum as a regulation by the Ministry of Education and Research also indicates clearly that, “The Social Studies subject shall

provide pupils with a greater ability to think freely, from many perspectives, in a critical and tolerant way. It further states that, the subject will also promote the ability to discuss, reason and solve social problems” (www.udir.no). All these can be achieved through using some of the methods the study has looked at. Just as Hammond, Austin, Oratt and Rasso (2001) state about cognitive learning theory that, students are thinkers not passive learners. Their mental processes like thinking, memory, knowing and problem solving are used in the learning processes.

According to the findings in this study, field or educational trip has been recommended and observed by respondents (teachers of Civic Education and Social Science from both Norway and Zambia respectively) and literature used, that the approach seeks to involve the pupils in the lesson. For example, in teaching of the environmental education (one of the topics in Civic Education), the teacher requires not to teach within the constraints of the tradition school but to provide instructions in the settings beyond tradition confines of formal classroom. In general outdoor lessons are the best for environmental lessons. Respondents and literature in this study have place emphases on field trip method as a means of observing and experiencing the real atmosphere of the lesson. Pupils are made more aware of what is actually going on around them. The method enables pupils to gain first hand information and become familiar with materials and phenomena in their natural relationship (Ministry of Education, (2001).

As per findings in this study, since the majority of the respondents and relevant literatures prefer teaching methods which are in line with promoting educational approach to Civic Education. The teaching methods should instead help to awaken the individual pupil’s political consciousness so that the pupils become increasingly aware of the existence of social power and its components and of forces working in the school, the local community and the nation at large. Readers et al (2003) elaborates, pupils should be helped to take a degree of responsibility for their own learning. When they perceive this responsibility, they will be ready to learn. In addition, when pupils realize that they are treated like humans and not objects, they participate positively in the teaching-learning process. “Some methods make pupils to be as if they are objects of teaching or objects to be worked on” (Henze, 2003:37). This is not acceptable in democratic societies such as Norway and Zambia. Pupils must be the active agents rather than objects of teaching or recipients of knowledge.

Framing theory stipulates that several developmental frameworks are appropriate to frame the study of young people’s civic engagement. Bronfenbrenner (1988) proposed an Ecological

model in which the individual develops and functions within a set of microsystems (the family, school, and peer group), exosystems (school boards or adults who organise youth activities), and macrosystems (including societal values and overarching institutions). Mesosystems link these systems. This model explicitly discusses societal values and institutions in this case the school that inculcate the civic virtues into the young ones (students or pupils). These virtues can be regarded as benefits of learning Civic Education. The following are among the benefits that were observed through interaction with the students from earlier named schools in Norway. The students from Civic Education class were able to comprehensively articulate various issues on governance and their roles at both at school and community they belonged to. The researcher recalls ‘one hot classroom discussion’ on how to alleviate accommodation problem for students in Norway (Sogndal); the proposing and opposing students exhibited so much tolerance and respect for each other’s opinion during debate. This virtue was also observed to be similar from Zambian schools where the researchers teach the same subject.

From Norwegian and Zambian schools, the researchers further observed that the students at secondary level were able to participate in school councils where they presented the problems affecting them; they had formed clubs like human rights and Student Parliament in which they exercised their civic virtues learnt from the Civic Education subject. Audigier (1999) labels this “moralism,” there by suggesting that civic virtues have been presented in an undisputable and authoritarian fashion. Similarly, in a Norwegian historical curricular analysis, it is argued that civic education is cornerstone in initiating the youths into political participation, most notably voting, which has been defined as a duty to the nation and society as whole. This was seen to be practiced more in Norwegian schools than Zambian schools.

The researchers also found that both Norway at upper secondary and Zambia at junior secondary (Grade 8 and 9) pupil’s text books have not been revised for a long time. The implication is that it limits the scope of the subject especially in Zambia where most schools have no access to internet. For example the grade 8 pupil’s text book states that the term for a councilor is 3 years while in reality this has since changed to 5 years, (Chondoka, et al. 1997)

The researchers also found that it is challenging for Norwegian teachers of Civic Education to make the subject relevant for pupils in that issues such as child labour are not visible in the Norwegian society. While in Zambia this challenge comes in the sense that some of the issues taught in class can be seen in Zambian society but tradition thinks otherwise.

The other similarity is that there are too many topics to be covered by the teachers such that they fail to finish the topics and topics do not give in-depth understanding of the subject matter.

Differences in the Teaching of Civic Education

Norway and Zambia are two different countries in terms of culture, society and economic status, therefore, the approach on the content of Civic Education may be totally different. For instance, in Norway the content of the subject includes acquiring of digital skills by learners, whereas the content of Civic Education in Zambia does not include the acquiring of digital skills. This is in line with Giddens explanation on modernity. In high modernity society, the influence of development of mass communication, particularly electronic communication, the interpretation of self-development, social systems and global systems become ever more pronounced, (Giddens, 1991).

Another difference is that, In Zambia the content of Civic Education include cross cutting issues such as HIV/AIDS and poverty. Learners acquire life skills that help to promote positive social behaviour and for coping with negative social pressures. Learners are also prepared for employment in both formal as well as informal sector so as to fight poverty. This is not the case with Norway such topics such as HIV/AIDS are not included the curriculum. Also poverty is not an issue to emphasis in Norway because of the social assistance ability to reduce poverty in Norway Halvorsen (2008).

The other difference is that, the content of civic education in Zambia is examination oriented at the seventh, ninth and twelfth grade and it is prepared and graded at national level by the Examinations Council of Zambia. The ministry of education in Zambia provides and defines a core curriculum (content) with complete set of revised syllabus. The core curriculum is closely linked to the national examinations and must be adhered to by all government and grant aided school (MOE, 1996).Whereas in Norway, learner are examined at the tenth and thirteenth grade and it is done orally and graded locally. The Ministry of Education and Research (2010) explains that in year 10 and programmes for specialization general studies such as social studies, pupils are selected for an oral examination which is prepared and graded locally. General studies in social studies.

Furthermore, in Zambia the content of Civic Education is offered separately at grade 8 and 9 levels (lower secondary level). This means that it stands as a subject on its own and is not

integrated in any other subject. Whereas in Norway at lower secondary school, Civic Education comprises the main subject areas of Sociology, Geography and History.

The use of interaction technology (computers and internet), were observed to be used by all Civic Education teachers (Social Science teachers) in the schools that the researchers did their practical placement and visited than it is used in Zambian schools. These teaching methods were seen to be working well, through a combination of senses from concrete, semi concrete to abstract by learners. Combination of senses is one of the learning styles which Zambian Civic Education Curriculum recommends to achieve through using some approaches, though most teachers opt to use instructional technique method. If we happen to compare why Zambian teachers opt to use instruction technique rather than interactive technologies, it is affirmative because of large classes. Just as Pritchard (2005) eludes that, this method is mostly used to large classes in terms of number of pupils per class. For instance one class in Zambian schools may have a total number of pupils up to Seventy-Five (75). Meaning if the School has three computers that is if there are any in the school, and every teacher wants to use in the lesson there are not going to be enough. While in Norwegian schools the population of pupils per class cannot be more than twenty-five and yet computers are more than enough. Thus, the use of this method mostly by teachers of Civic Education in Norwegian schools.

We observed that at Feios and Kvåle Schools, teachers rarely used chalk board, as this is the expectant case when teaching in Zambian schools; instead they use projectors, white boards and learning platforms (fronter) on internet by both teachers and learners. This was so amazing and stimulating during teaching and the use of internet rather than restricted to books as only source of knowledge. Internet has been proved and recommended elsewhere on the globe as the source of knowledge without or less limitations on all Civic Education topics. All these facilities which are found in Norway and not in Zambia is because, Zambia is still in the transformation process of modernity. Zambia is still in the traditional or still in the pre-modern society as Giddens (1991: 30) puts it, “There are experts in pre-modern societies but few technical systems, particularly in the smaller societies.” Educated people (experts) are available but the governments’ economical status cannot provide all that maybe needed in teaching processes.

The internet helps learners investigate some challenging tasks too; nevertheless this is not the case with most Zambian schools because most schools in Zambia do not have access to

internet. Therefore, both teachers and learners mostly depend on textbooks, and media especially on current-affairs updates and other information.

The other difference seen is that there is lack of teaching materials such as text books for pupils especially in the rural of Zambia. Kelly (1999) affirms to this when he says that a lot of people hide behind the policy of education reforms but deny the existence of significant differences that are present. The imbalances that he was talking about are the inequality or unfairness distribution of funds which are insufficient mostly for basic schools. Many reforms such as free education though beneficial on one hand have been disadvantaging on the other in that many schools especially in rural Zambia and poor urban areas lack teaching materials. This situation has also denied these schools access to computers, thereby, limiting the scope of the subject to the books.

Another point that is worth discussing is that teaching Civic Education in Zambia takes place only in the classroom. Most schools cannot afford to take pupils for field trips. "...the erosion of educational quality and the question of the very concept of education, that attention now focus more sharply on financing of education in Zambia particularly its basic education components." Kelly (1999: 193), further he states, "the analysis reveals a number of imbalances and distortions in financing of the education system in Zambia."

The other aspect concerns the differences in the two cultures where Norway is of a high modern society where teaching or discussing issues such as gender in classes is not difficulty for teachers because these are things they do. The opposite is the case in Zambia due to its traditional society. Chonzi in Chilambo and Hunnes (2007: 231) says, "...Africa's history offers little precedent for the citizens to embrace democracy in their institutions..." Teachers of Civic Education in Zambia face a lot of resistance from pupils, community as well as themselves because of the culture they have been brought up in.

The Civic Education in schools was also later labelled as source of rebellion to the government, and this resulted into totally banning the teaching of Civic Education in all Zambian senior secondary levels. Training of teachers of Civic education, and the introduction of Civic Education at senior secondary levels in Zambia was recently introduced in year 2000, mainly conducted in piloted identified schools in all provinces in the country. Nevertheless, there is no much total freedom in class by teachers of Civic Education, especially if the school is located in the strong opposition province because there is self-fear that may be quoted as anti-government when teaching on certain sensitive topics from the

Civic Education Curriculum, and hence that was identified to be one of the factors that undermine the production of pure civically educated school graduates.

The other difference seen is that teachers of Civic Education find it challenging to make some topics relevant to pupils. According to Børhaug (2008) says that he observed a class where the teacher introduced a lesson saying elections were approaching and many pupils responded by saying voting and politics were dirty and voting was a waste of time. After some explanations by the teacher still could not bring out the importance of voting. He further says that teachers later confessed that political motivation was a problem for them. This is attributed to the fact that what is taught in classrooms is not what is happening in reality.

Conclusion

Many exciting changes and amendments have been occurring in Zambian Civic Education Curriculum from primary education to secondary level, and the introduction of the new program for Civic Education lies at the heart of many of these changes just like in Norway. A progressive curriculum and pedagogy may indeed point the way to a flowering of civic awareness and participation amongst youth, and a corresponding diminution of social problems. Zambians are looking to the school to help create a new democratic sensibility amongst youth, to form a new democratic citizen 'without adjectives'. Hope is running high in many quarters, and some teachers and administrators point to the program as the main contributor to positive changes they have already seen in their students. This prospective commitment to implement the teaching of Civic Education in schools by the Zambian Government has further attracted well-wishers; donor countries like Norway which is apparently offering scholarships to teachers of Civic Education from Zambia who are assumed to take the teaching and implementation of the subject to another level trying to attain the level of Scandinavian countries to which Norway belongs and on the leading tract in any many civic related areas such as democracy, gender equality among others.

Yet the challenges that remain in Zambia should not be overlooked, the new program must contend with an ageing and ill-prepared teaching corps, undemocratic school governance, a prevailing emphasis on specialization and testing, and an entrenched bureaucratic structure that provides few incentives for teachers to change or improve. The new program must also overcome a pervasive society-wide cynicism about reforms initiated by the Colonial government, as well as disillusionment about resource inequities. Zambia should emulate Norway to the greatest extent on the use of internet as unlimited source of knowledge in the

teaching Civic Education, therefore more investment is required into the Zambian education system to enable the sector buy and use advanced technology in the provision of knowledge to the youth in schools regarded as future leaders of the country and the world at large.

Recommendations

While it is true that history, economics, literature, and other subjects do mould students into responsible citizens; enhancing their understanding of government and politics, they cannot replace sustained, systematic attention to Civic Education. Civic Education should be seen as a central concern from kindergarten through the school final grade, whether it is taught as a part of other curricula or in separate units or courses. This can be so cardinal especially for developing nations like Zambia which has a lot to emulate from Norway in the following ways:

- Zambian teachers need to redefine their roles away from that of transmitters and controllers of instruction to that of facilitators, as postulated by Freire in his ‘Pedagogy of the oppressed’.
- Schools should thoroughly examine the ‘informal curriculum’, or the governance of their school community and the relationships among those within it.
- Students’ participation in the governance of their classrooms and schools should be an integral part of civic education beginning in the earliest grades and extending throughout the span of their formal schooling. Classrooms and schools should be considered laboratories in which students can employ participatory skills. They should learn to interact effectively, as well as learn how to monitor and influence school and public policies. Governance, as used here, means more than seeking or serving in a class or school office. It means having a voice in such matters as school rules and disciplinary procedures.
- In both Norwegian and Zambian schools, Civic Education should be centred to help students develop a reasoned commitment to those fundamental values and principles necessary for the preservation and improvement of the constitutional democracy, in their respective countries. Civic education, however, must continue to distinguish between education and indoctrination. Civic education enables citizens, in this regard pupils to make wise choices in full awareness of alternatives and provides the kind of experiences and understanding that foster the development of a reasoned commitment to those values and principles that enable a free society to exist.

- Students at all grade levels can profit from the study of exemplary citizens, both the famous and not-so-famous, those from the past and from the present. The use of a wide variety of age-appropriate historical narratives, biographies, autobiographies, and current accounts in the media should be encouraged. Students, particularly in an age of anti-heroes, should have many opportunities to learn about people who have defended human rights and political freedoms, fulfilled civic responsibilities, or had the courage to make ethical and moral decisions when they were in the minority.
- Co-curricular activities that support and extend civic education should be encouraged. Activities such as mock elections, mock trials, and simulated legislative hearings promote greater interest and understanding of government and civil society. Clubs like Student Parliament should be enhanced and strengthened in both Norwegian and Zambian schools. And Teachers who devote time to the sponsorship of co-curricular activities allied to civic education should be recognized and appropriately rewarded for their endeavours.
- The opportunity for school and community service should be made available to all young people as a part of their civic education. Students should be prepared for age-appropriate service, adequately supervised during their service, and expected to reflect on their experiences under the guidance of qualified teachers or mentors.
- Community service should bring students into direct contact with government at every level and with sectors of civil society appropriate to their study of Civic Education. Students should go out into the community to observe, to interview, and to contribute their time and talents in the interest of the common good. Members of the community-government officials, civic leaders, and other knowledgeable persons-should be invited into schools to share their insights and expertise with students.
- States and school districts should be more attentive to the professional development needs of beginning and less experienced teachers. Requirements for upgrade of their qualifications for efficiency in espousing in work
- Zambia to emulate Norway by rewarding more, and retain qualified Civic Education teachers so that they are not lost from the nation's classrooms, and by that quality and more responsible citizens will be assured and expected to graduate for a healthy democratic society.
- The teacher-student ratio in classrooms in Zambian schools should be improved so that all student learning needs could be addressed, like the case in Norway.

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APPENDIX

INTERVIEW GUIDE

The questions below may bring in other questions not on the guide depending on the responses of the interviewee.

1. How relevant is the content of Civic Education to pupils?
2. What are some of the measures that can be taken to improve the content of Civic Education?
3. As an experienced teacher, what should relevant methods in teaching of Civic Education do to pupils?
4. What should methods that are used to teach Civic Education apart from the answers you gave earlier should provoke pupils studying Civic Education?
5. Give me some elements that can be obtained from good teaching methods in Civic Education.
6. What can you say on the assumption that, appropriate methods of teaching Civic Education are those which induce or impose pupils to become politicians?
7. I have observed that interactive technology method is used mostly by you, Norwegian teachers. Why do you use it mostly in your lessons?
8. What are some of the benefits of teaching Civic Education to pupils?
9. What challenges do you face as you teach Civic Education to your pupils?