

## IMPACT OF CIVIC EDUCATION ON CITIZEN INVOLVEMENT IN LOCAL GOVERNANCE: A CASE STUDY OF KWAMBWA DISTRICT

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### ABSTRACT

This study attempts to study the impact of Civic Education on Citizen Participation in Local Governance in Kawambwa District.

The study was based on the following objectives:

- Determine the impact of Civic education on parental involvement in local governance in Kawambwa district.
- Identify factors that hinder Citizen Involvement in local governance in Kawambwa district.
- Assess the strategies that can be used to enhance parental involvement in local governance in Kawambwa distinct

The population of the study included all parents, Civic education teachers, Councilors and the Council chairperson in Kawambwa district. These were the people who had the required information for the study. The sample comprised 120 respondents (60 men and 60 women from the community).It had also 10 Civic Education teachers from both junior and senior secondary

schools. In addition, the Council Chairperson and the four (4) Councilors were included in the study. In total the study had **135** respondents.

In order to collect data 120 households were selected randomly, every 5<sup>th</sup> household was included in the study, from the 120-household selected, either the wife or husband was selected for the study to make 120 respondents.10 Civic education teachers will be selected randomly after collecting the list of civic education teachers at Kawambwa DEBS. Furthermore,

Random sampling was used to select four (4) councilors after getting the sample frame of Councilors in Kawambwa District. The council Chairperson was purposively picked for the study.

Triangulation was used as a method of collecting data in this research Interviews and questionnaires were used to collect data. Structured interviews were employed so that respondents would express their opinions in the same manner. This because standardized questions make the process efficient. All respondents answer the same questions so that answers can be easily compared and trends observed. The structured interview can be easily repeated to check the reliability of the data.

The study reviewed that civic education had an impact on citizen involvement in local governance. When citizens have civic knowledge, they are able to know their roles in governance systems. Further, the study reviewed that lack of Civic Education at all levels is a hindrance to citizen involvement in local governance. This was seconded by lack opportunities that can allow citizens to be involved in local governance. Most of the citizens are considered to ignorant.

In addition, during the study it was found that in order to enhance citizen involvement in local governance Civic education should be provided at all levels. Further respondents said that citizens should be given opportunities to be involved in local governance.

## CHAPTER ONE

### 1.0 INTRODUCTION

This chapter presents background information on civic education and the involvement of parents in local governance. It also gives the problem statement, purpose of the study, objectives of the study, research questions, the significance of this study, definition of operational terms, delimitation of the study and the limitations of the study.

### 1.1 BACKGROUND OF THE STUDY

It is obvious that democracy cannot be achieved in the absence of civic education in the country. The promotion of democracy should be accompanied by massive civic education for the citizens of every nation. For example, Democracies in Europe faced the problem in sustaining themselves. As a remedy, all the democracies have been convinced of the importance of having active and informed citizens who will sustain democracy.

The relationship between civic education and citizen involvement in local governance has become recently a key topic of research in many civil society organizations and the government in particular. What is less known is the connection between the two and the local governance in civil society research? The involvement of citizens in local governance and political process is an essential part of democracy. Tactics and strategies for increased citizen participation in local governance can be seen around the globe. For example In the municipality of Nejapa, El Salvador, the municipal government partnered with local NGOs and sought to increase public involvement in local politics, resulting in huge increases in access to potable water, latrines, and electricity for its residents. In India, Mazdoor Kisan Shakti Sangathan (MKSS) has been deeply involved in a collective process which has shaped and influenced the Campaign for the Right to Information in India. MKSS makes the case that without access to civic education there can be no genuine participation of all members of society, particularly the poor, in democracy.

It is also important to state that Civic learning experiences to education is the process of creating awareness and provision of information and equip and empower citizens to participate positively

in the democratic processes of their community, country and the outside world. This shows the tremendous role Civic Education can play in the democratization process of a given country by actively involving citizens in the political affairs at different levels of their country, even beyond. Parental involvement in local governance is seen to be one of the tools of articulating citizens' voices in development, holding local governments accountable and promoting partnership in local development (Verba & Nie 2007).

The concept of involvement has received considerable emphasis in the development discourse, in the context of including peoples' voices in decision- making processes.

As stated above, recent times have seen many states creating greater opportunities for citizens to dialogue and debate in policy making. However, the capacity of the states to respond to greater citizens' participation is debatable. The voices of the poor or the marginalized are also often not those that are heard in the state supported means of participation. Involvement of the marginalized could take on other forms, such as choosing to join a social movement rather than becoming part of a consultative process. For example, In fact in South Africa there has been a culture of public protests resulting from the inability of citizens to participate in decisions that affect their lives (Finkel 2000).

Citizen involvement in local governance can happen through various means such as state forums, legislations, NGOs, social movements or creation of parallel governance structures, non-formal forms of citizen action are significant as they symbolize the transition from representative democracy to participatory democracy

It is evident that new spaces and opportunities have been emerging for citizen engagement in governance at all levels, especially that of local governance. These are being developed and promoted through policy instruments, legal frameworks and support programmes. However, it is also not clear whether such elements have led to parental engagement or help in strengthening local governance in Zambia.

Hence it was hoped that the study would help to determine the impact of civic education on citizen involvement in local governance.

## 1.2 STATEMENT OF THE PROBLEM

The current government of Zambia has introduced and is working towards effective realization of Civic Education to inculcate democratic culture in its citizens. The subject has been offered in Zambia at different levels in the schools with the intention of creating good citizens equipped with virtuous characters who are active participants in the overall affairs of their country.

Societies have long had an interest in the ways in which their young are prepared for citizenship and in how they learn to take part in civic life. Today that interest might better be described as a concern-in fact as a growing concern, particularly in democratic societies. There is evidence aplenty that no country, including our own, has Zambia achieved the level of understanding and acceptance of the rights and responsibilities among the totality of its citizens that is required for the maintenance and improvement of any constitutional democracy.

The implementation of these civic education programmes seems not to improve citizen participation and awareness of civic issues that concern them. This has been seen through the reduction in voters turn out and the failure by citizens to have interest in political affairs at national and local levels. While national and local government policies and legal frameworks provide for broad-based participation in national processes through civic education (UNDP, 2012), only limited Parental involvement has been observed. Some of the important factors that limit public engagement in national processes include poor access to information, weak civil society and general public apathy due to limited civic education (UNDP, 2012). As a unitary state and constitutional democracy, Zambia also acknowledges the supremacy of the constitution in its governance. The constitution has undergone several amendments since the country attained its independence in 1964, including in 1973, when the country was established as a single-party state; in 1991, when multi-party politics were re-introduced, but even with these major efforts and reforms, citizen participation is still lacking.

For example, in the 1983 election, when civic education was not fully allowed, more than 60% of those registered participated and gave President Kaunda a 93% "yes" vote.

This is evident from numerous protests and demonstrations by people over public governance issues and constitution making processes. For example, Students in higher learning institutions seem not to be satisfied with the political conditions prevailing in the nation. This is evident from the many protests students have held over the years although these students are given civic

education in their institutions of learning. The most recent one is on the removal of subsidies at Zambia National Broadcasting Cooperation grounds (ZNBC) someone can easily say that demonstrations show that people were not involved in the decision that was made. However, even with the introduction of civic education in all learning institutions and the promotion of civil society organization the impact seems to be less. Lack of participation of citizens in the decision-making processes leads to bad governance system, which is characterized by unjust policies and oppressive systems of management, protests, violation of human rights, corruption, lack of citizens' control in decision making, loss of trust and confidence in the management of public affairs. If such studies on participation are not done, bad governance might be perpetuated.

Furthermore, Civic education is provided by the ECZ which for example rolled out voter education as provided for in their mandate. This was done to ensure that the electorate was well informed about the 2016 elections. While efforts were intensified during the campaign period, indications are that more time should have been spent on voter education about the current elections and the national referendum and these resulted in poor participation of citizens in 2016 elections.

There has been no comprehensive study conducted on the impact of Civic Education on parental involvement in local governance. The studies conducted are insufficient in addressing the roles and constraints of the subject. Thus, to supplement these limited studies, the researcher has undertaken this study whose objective is to examine the impact of Civic Education on parental involvement in local governance in Kawambwa district.

### **1.3 THE PURPOSE OF THE STUDY**

The purpose of this study was to determine the impact of civic education on parental involvement in local governance in Kawambwa district.

### **1.4 RESEARCH OBJECTIVES**

The objectives of the study were to:

- Determine the impact of Civic education on parental involvement in local governance in Kawambwa district.

- Identify factors that hinder Citizen Involvement in local governance in Kawambwa district.
- Assess the strategies that can be used to enhance parental involvement in local governance in Kawambwa district.

## 1.5 RESEARCH QUESTIONS

- What are the impacts of civic education on Citizen Involvement in local governance in Kawambwa district?
- What are the factors that hinder Citizen Involvement in local governance in Kawambwa district?
- What strategies can be used to enhance Citizen Involvement in local governance in Kawambwa district?

## 1.6 SIGNIFICANCE OF THE STUDY

It was hoped that the study would help policy makers to be aware of the impacts of civic education on parental involvement in local governance and the challenges that hinder citizens from taking part in governance. Furthermore, it was hoped that the study would give readers an insight on the approaches that can be used to improve parental involvement in local governance. In addition parents would be able to acknowledge the need for them to be involved in local governance.

## 1.7 DEFINITIONS OF OPERATIONAL TERMS

- **Community**- people living in a particular area.
- **Citizen**- a person who was born or has stayed in Zambia for more than 10 years
- **Provider**-institutions /organization offering civic education to the citizen
- **Participation**-taking part in the affairs of the nation and communities
- **Challenges**- difficulties that hinder the provision of civic education to the public
- **Empower** - giving people knowledge to make rational decisions
- **Local governance**- a form of administration of resources at community, town or city level
- **Parental**- male or female adults

## **1.8 DELIMITATION**

The study was conducted in rural and urban areas of Kawambwa district this is because most of the decisions made by those in local governance affect people in these areas. In addition civic education has been provided in these areas by different institutions.

## **1.9 LIMITATION OF THE STUDY**

According to Kothari (2004), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The major limitations of the study will be:

Some respondents were unwilling to divulge the information and thus curtail a clear data collection. Some respondents were reluctant to respond and caused a delay for the researcher to finish in time. The attitudes and perceptions of respondents were not be controlled by the researcher but however reliable data for analysis was obtained. The researcher encouraged the respondents to be honest and promise anonymity to them.



## CHAPTER TWO

### 2.0 LITERATURE REVIEW

#### 2.1 Introduction

This chapter presents the literature that relates to this study. The literature is explored under three themes. These are: impact of civic education on parental involvement in local governance, factors that hinder parental involvement in local governance and strategies to enhance parental involvement in local governance.

##### 2.2.1 Impact of civic education on parental involvement in local governance

From the study conducted by Kaumba (2015) on the student's perceptions of public participation in national governance in Lusaka district, the study established that public participation in national governance in Zambia is in a bad state. This is hampered by corruption, poverty and a lack of education of citizens' rights, implying that bad governance is to a larger extent taking centre stage in Zambia. Furthermore, he stated that it was also clear from the study that public media and access to information was heavily controlled by government and this compromises the quality of transparency and accountability that is desired in a democratic state like Zambia. From this we can see that the study findings were not supporting that there is involvement of citizens in the governance process at all levels.

The evaluation from the study cannot be supported in because in the first place, it is not the true reflection of the society. From its sample the study sampled 220 students from University of Zambia, and 2 students' UNZASU leaders and 6 Students Association Presidents (UNZABECA, UNZAAGRIC, UNZASEDA (Kaumba 2015) the researcher in his study only used students from the University of Zambia as his support for the study and the views from these students were generalized to the entire citizenry in Zambia. Students did not represent people who are in employment, employees are working in different fields who may have access to civic education in their working and living environments. The sample size was small to be generalized to the total population of Zambia.

Furthermore, the study did not consider citizens who have enough experiences to evaluate the operation of the government at local levels of governance.

Students were young people who could have been influenced by the condition that surrounded them during the time of research. Some students are could not state the reality because some of them were affected by the high tuition fees hence they could not speak well on governance of the state.

Furthermore, the research did not actually state the impact of introductions of civic education on participation in local governance. It would have even tried to compare the introduction of civic education at UNZA for example and the impact it has on students' participation in national or local governance.

Mapuva (2010) also conducted the study in Zimbabwe on Citizen Participation and Local governance. In his study he concentrated on only Harare Residents who mainly have at least average level of education since Harare is a capital city of Zimbabwe. The findings were that through devolution and decentralization, central government has been able to hand down executive powers to local authorities, thereby bringing decision-making processes to the door step of the grassroots people. This has enabled citizens to participate in the administration of local authorities through contributions and presentations through the formation of residents associations.

In the first place the devolution and decentralization cannot make people participate in local governance if civic education is not provided to them, therefore his arguments were not the considering the impact of civic education on citizen participation in local governance. Even when the powers have been given to the people, when they are not aware of such powers they cannot use them if they are not provided with knowledge. Therefore, there is need to find out the impact of civic knowledge in this regard.

O'Toole et al. (2003) conducted a study in 15 European countries on citizen involvement in elections. In his study it was found that Electoral turnout and voting, which are the cornerstone of the democratic political process, have been reported to be on the decrease over the last decades in almost all European countries. Also a study by the Institute for Democracy and Electoral Assistance (IDEA 1999) on voter turnout by age in 15 European democracies concludes that a decline in youth voter turnout was a serious and widespread problem for contemporary democracies.

it further discovered that, in 2001, just 59.1% of the electorate in the Republic of South Africa voted and not only did this represented a drop of over 12% of the turnout in 1997, it was also the

lowest level of voter participation since 1918. De Brito (2010) adds that in recent years in Southern Africa, there were several elections in the region marked by extremely low voter turnout (less than 50%). These included the Mozambique elections of 2004 and 2009, the Lesotho election of 2007 and the Zambian presidential election of 2008.

From the studies above, we can see that the researcher only concentrated on finding out if citizens were able to take part in elections in the countries that were under the study. The most important objective for the above studies was just to find out if people were taking part in voting. Therefore, the question that remains unanswered is whether civic education has any impact on parental involvement in local governance which is not only taking part in elections.

In addition, there is need to determine if the introduction civic education in these countries mentioned above which includes Zambia has any positive or negative impact on parental involvement in local governance which includes voting. The studies cited low voters' turnover in these countries although civic education is promoted highly in these countries.

Niworo et-al (2016) conducted a study in Ghana. This study explored the impact of civic education on political participation in the Sissala East District of the Upper West Region of Ghana. The study suggests that beneficiaries of civic education in the study area had high level of political participation, including the readiness to vote, join political party, contest elections, participate in community service and demanding accountability from duty bearers. The study, which is an Mphil thesis, benefitted from both secondary and primary data, as well as the quantitative and qualitative research strategies for data collection and analysis. The study suggests that beneficiaries of civic education in the study area had high level of political participation, including the readiness to vote, join political party, contest elections, participate in community service and demanding accountability from duty bearers.

Although the researcher used both primary and secondary data the findings from this study cannot be relied upon this is because in the same country others conducted the studies on the same topic and gave a different picture.

For instance, Electoral Commission of Ghana (2014) reported that, in the first District Level Elections or Local Government Elections in 1988, voter turnout at the national level was 59.3%, which declined in the second elections in 1994 to 29.3%. While there was an increase in the third elections in 1998 to 41.6%, there was a decline again in the fourth elections in 2002 to 31.1%.

Of course, the figure rose again in the fifth elections in 2006 to 39.3% (NCCE, 2010). This trend was also evident in the Sissala East District in the 2008 and 2012 Presidential Elections as voter turnouts were 89.4% and 72% respectively (Electoral Commission, 2014). It was also noted in the District Assembly election of 2002 in the district that voter turnout was 63% while in 2010, the figure declined to 54.8%.

We can see that Niworo and others' study was not realistic and valid, hence it would be important to determine the validity of this study in Zambia.

## 2.2.2 Factors that hinder parental involvement in local governance

YEZI Consulting & Associates (2013) conducted a study on Political governance in Zambia, this study which was commissioned by Diakonia Zambia. The researchers had an opportunity to visit two districts and also carry out a number of interactions in Lusaka. A total of 56 Zambians with diverse backgrounds participated in the focus group discussions in Sesheke, Milenge and Lusaka. This interaction was the basis for capturing the qualitative views from the community on the issues addressed in the study.

The study showed that community based action (communing) and face to face interactions with political representatives (contacting) is what Zambians regard to be more important about democracy as compared to voting. The analysis further shows that there are mainly three determinants of political participation: socio-economic, attitudinal and institutional. According to the above study, socio-economic factors include age, gender, and residential location and education factors influence citizens' active participation in democracy. In addition, it indicated that political attitudes shape citizen's interest in politics and a citizen's assessment of the performance of the local government councilor influences the ability and willingness to participate in processes that have an impact on governance.

Furthermore, the research indicated that Poverty does indeed appear to reduce political participation in Zambia.

Evidence from district level data as well as from individual-level survey data lends support to the notion that poverty undermines participation according to either of the means suggested above. In addition, one of the many factors, with a cyclic effect on people's participation in development and political life has been the circumstances that citizens find themselves due to

lack of development prevailing in most parts of the country, and in particular the high levels of economic stress that are felt at individual and household levels.

YEZI Consulting & Associates (2013:67) said:

*“Over 8 million of the 14million population of the country are cited to live below the income poverty line while an additional 6 million which is nearly two thirds of the population, live in extreme poverty, unable to meet their basic food needs. The majority of citizens live in rural communities, despite high concentration of people being in the urban areas of Lusaka and stretching out to the Copperbelt.”*

Many respondents observed that there is a very limited opportunity for citizens’ participation through the government structures, and this is both influenced by existing structural and systems arrangements based on the manner in which the bureaucracy operates. More often than not there are no clear channels on how the citizens are supposed to participate. If they are there, they are not known to the people. Another reason cited for this limited and ineffective participation by citizens in political governance is because of the limited knowledge that citizens have of their civic duties, obligations and responsibilities caused by limited access to information.

There is a high prevalence of levels of illiteracy amongst many rural dwellers. High levels of ignorance are also manifested by citizens, who despite having gone to school, have not had a good orientation base to engage with national or local development issues. The majority of the citizens in the rural areas does not understand their civic roles as citizens and tend to think that their role ends after elections and leave everything to the leaders. Most of the citizens do not know what the leaders are supposed to do for them and as a result they are not able to hold them accountable.

From the study, most respondents in the focus groups indicated that the majority of people in the districts did not know that they have the right to participate in the development and governance processes both at national and local levels.

Other respondents expressed frustration with the lack of citizen input into local government decisions.

They attributed their frustration to the lack of a clear channel to government, officials’ failure to consult their constituents, and a fear among citizens of the repercussions for speaking truthfully. Duty bearers, especially government officials in the districts are not easily accessible and do not

share information with citizens. The absence of clear channels of communication between citizens and duty bearers has also not assisted and in many instances disadvantages local citizens to provide effective accountability actions on public servants. Respondents also believe that it is absolutely critical for the duty bearers to visit citizens where they live on a regular basis or develop clear channels of communication between the elected and the electorate. Parliamentary practices and schedules and in instances where an MP is appointed to a ministerial position means they are absent from their constituencies for longer periods.

Majority of the respondents also observed that there is lack of platforms to facilitate citizens' participation especially in the rural areas although levels of participation in urban areas are high because of the many platforms that exist, primarily provided by civil society organizations and the media. Radio talk show, writing to the print media especially through letters to the editors has provided an opportunity for citizens to exercise their right to be heard and participate in the development processes. In contrast, there is minimal participation through government structures because of the centralized nature of government structures at different levels, which makes it difficult to access governance structures. The challenge is even higher when one moves away from Lusaka as most of the structures at the district are located in one place (PDDCCs, DDCC, Resident Development Committees (ADCs and Councils).

The study had some gaps that need to be looked at in this research on the impact of civic education on parental involvement. From the findings we can say that the study carried using a small number of respondents which may have affected the generalization of the findings of the study. It would have used respondents from different perspectives so that a wider understanding is given. The study also concentrated much on citizen participation in political activities rather than of the governance of different local organs of the communities.

In addition, the hindrances found in the districts in which the study was conducted may be different from what people in Kawambwa have hence the need for the research to conduct this research in Kawambwa district.

The study which was conducted by the above-mentioned organization did not also look at the impact that civic education has brought on citizen participation either in politics or governance. It only gave out the challenges that people face in participating in politics.

Falade (2014) also conducted a study on Political Participation in Nigerian Democracy which was a Study of Some Selected Local Government Areas in Ondo State, The study adopted both qualitative and quantitative means of data collection. A questionnaire was the quantitative instrument used for the study. A Focus Group Guide on Political Participation (FGGPP) was used to obtain qualitative data. The study also showed that Nigerians did not have trust and confidence in their political leaders. Most political leaders were found to be selfish and not responsive to the needs of the citizens. Political leaders made promises that were never fulfilled after gaining political power. Democratic and responsible governance have not been entrenched into the Nigerian political system, and this has made citizens to fail to participate in public affairs in Nigeria. The research objective of this research was based on the understanding that citizens were not participating in political activities. The study's findings have demonstrated that political leaders were not truthful the citizens and in return they failed to participate in the affairs of the country. This finding cannot be generalized to all African Countries because even within Nigeria there were so politicians who were truthful to the citizens but these citizens did not fully participate in governance. Failure to fulfill political promises may not be one of the hindrances to parental involvement in local governances hence the need to carry out this research.

### **2.2.3 Strategies to enhance parental involvement in local governance**

In the study conducted by John and Camilo (2009) on participation, citizenship and local governance in Tanzania they discovered that each of the concepts of participation carries with them differing methods for strengthening or enhancing parental participation.

Traditionally, in the field of political participation, methods have included voter education, enhancing the awareness of rights and responsibilities of citizens, lobbying and advocacy, often aimed towards developing a more informed citizenry who could hold elected representatives more accountable.

The strategies that the study provided may not be the effective methods for every community and every country at large. If these methods were used in Tanzania it would better also to find out the strategies that we can use in Zambia to enhance parental involvement in local governance. It would also be necessary to determine how these strategies can be used to reach every citizen apart from just identifying them.

Furthermore, the study used secondary data as a source of information to arrive at the methods that should be used to enhance parental involvement in local governance. John & Camilo (2009) said that their paper very briefly explore literature related to the dynamics and methods of strengthening community-based participation in the context of programmes for democratic decentralization. Therefore, it would be paramount for this study to get the views from the respondents on the best strategies that can be used to enhance parental participation in local governance.

Mngoma (2010) conducted a study in Johannesburg on public participation in law amendment. In 2002, informal traders aired their grievances in the newspapers arguing that city authorities had adopted a closed-door policy in formulating by-laws and ignored their needs by enforcing these by-laws that tended to subject informal traders to inhuman treatment (Sowetan, 26 September, 2002). According to the informal traders' organizations, the CoJ was adopting these punitive measures as part of preparations for the 2010 World Cup tournament to be held in South Africa. In the same vein Ballard et al (2007) pointed out that the government's neglect of proper participatory democracy is aimed at avoiding the masses' concerns, and to protect the interests of multi-national companies.

A study conducted by Mapetla (2007:) revealed that 80% of the informal traders operating in the Metro Mall Market (in Bree Street) believe that their economic situation has declined dramatically since they were moved from their trading areas to the Market.

One of the claims as highlighted by Mapetla is that the Inner-City Regeneration programmes did not accommodate the poor and their interests.

In collecting the necessary information for this research, the researcher conducted face to face interviews with the informal traders. The researcher used a prepared questionnaire to interview informal traders. The responses to the questions were recorded next to corresponding questions during the interviews. The study indicated that, one of the strategies to use in enhancing parental participation in governance is through the Constitution, Public participation in decision-making is encouraged in the 1996 Constitution in south Africa which stipulated that, "peoples' needs must be responded to and the public must be encouraged to participate in policy making local government is to encourage the involvement of communities and community organizations in local government.



The study which Mngoma conducted used only the informal traders to arrive at this conclusion other citizens in other social classes were not included to come up with a wider view of the strategies that must be used to enhance participation in local governance especially in local areas. In addition, the study was conducted in the capital city, the researcher was also supposed to get information from rural areas where people are not familiar with the constitution. Some people do not have interest in the constitution very few may have interest to read through the constitution. Conducting a research that will include rural responded therefore is important in this regard. The use of interviews as the method of collecting data cannot be reliable because looking at the nature of the respondents who are trades, they, their answers may be influenced by the interviewer. There was need also to use questionnaires to give them time to answer when they were free.

Furthermore, Mapuva (2013) conducted a study on Enhancing citizen participation through civic action in Zimbabwe.

This paper used methodological triangulation involving qualitative and quantitative research designs. Random, purposive and snowball sampling procedures were employed to gather data for this research and a cumulative total of 300 participants were used in this paper to establish the role of the cited CSOs in enlightening citizens. A total of 104 interviews were conducted and 196 questionnaires administered in this regard.

The paper revealed a number of determinants such level of education, regularity of citizen engagement with civic education, access to media coverage, as well as residential location.

He said these provide a precursor for increased awareness in public affairs. The different social structures also have contributed to the creation of an informed citizenry that is able to make informed political, economic and social decisions.

The study noted that Civil Society Organizations are an effective tool for disseminating information and thus enlightening the public and when they are enlightened, they will be able to engage themselves in governance. It also confirmed that exchange and sharing of information within CSOs and among activists forms the core of their interactional activities (O'Neill, 2008, Diamond and Platter, 2003).The correlation between increased protest action and an upsurge in civil society activity could be attributed to a raised awareness among citizens, who realize the need for a confrontational approach in engagement with the state (Gaventa, 2006).From his study

he concluded that the success of protest action could be attributed to its facilitation by civil society structures, and their efficient mobilization .

The study established that there was an increase in civil society membership and a corresponding increase in the number of registered voters and those who actually participated in elections. Additionally, there was a corresponding decrease in voter apathy.

In addition, he said CSOs have come to represent mobilization agent responsiveness. The majority of respondents concurred that CSOs provide a training ground for activists and for educating citizens in mobilizing for democracy. Responding to the question: ‘What are some of the key drivers of participation?’ most participants cited level of education and age, as well as residential location.

One respondent expressed the view that: ‘Enlightening and educating citizens are the most viable prerequisites for participation because it is mostly from informed and confident citizens knowledgeable about events on the ground that one would expect a meaningful contribution to the democratic discourse.

The study that was conducted by Mapuva can be of use to establish the strategies that must be used to enhance parental involvement in local governance. This study however, did not look much on other strategies that can enhance involvement apart from engaging civil society organization.

He very much concentrated on the impact of civil society organization in enhancing citizen participation. There could be other strategies that can be used as one of the respondents suggested. Reduction in voter apathy may not be as a result of the role of civil society organization sometimes it may be due to peoples’ need of government especially the situation in which Zimbabwe was that time.

The other factor which is lacking in this study is to establish the impact of civic education on parental involvement. The study looked at participation only in public affairs at national level but it is important to determine if citizens participate in local area governance. In addition, even if a nation has civic society organizations if the political environment cannot allow them to operate, they can have no impact therefore, there is need to find out more strategies that can be used. Furthermore, if civic society organizations have enhanced parental involvement in Zimbabwe it would be wise to establish if it can work even in Zambia.

## CHAPTER THREE

### 3.0 METHODOLOGY

#### 3.1 INTRODUCTION

In the previous chapter we explored the literature related to this research and now this chapter presents the methodology of the research. It addresses the research paradigm, research design, and population of the study, Sample size, Sampling Procedures, Data collection Data analysis and ethical considerations.

#### 3.2 RESEARCH DESIGNS

This study employed descriptive survey design. Borg and Gall (1989), explains that descriptive study determines and reports the way things are and commonly involves assessing attitude, opinions towards individuals, organizations and procedures. This study required examining and assessing different opinions that respondents have on the impact of civic education of parental involvement in local governance.

#### 3.3 POPULATION

The population of the study included all parents, Civic education teachers, Counselors and the Council chairperson in Kawambwa district. These were the people who had the required information for the study.

#### 3.4 SAMPLE SIZE

The sample comprised of 100 respondents from community. It had also 20 civic education teachers from both junior and senior secondary schools. In addition, the Council Chairperson and the four (4) Councilors were included in the study. In total the study had **125** respondents.

#### 3.5 SAMPLING PROCEDURE

100 households were selected randomly, every 5<sup>th</sup> household was included in the study, from the 100-household selected, either the wife or husband was selected for the study to make 100 respondents. 20 Civic education teachers were selected randomly after collecting the list of civic education teachers at Kawambwa DEBS.

Random sampling was also used to select four (4) councilors after getting the sample frame of Councilors in Kawambwa district. The council Chairperson was purposively picked for the study. Therefore, the study had a total sample of 125 respondents.

### **3.6 DATA COLLECTION INSTRUMENTS**

Triangulation was used as a method of collecting data. In this research Interviews and questionnaires were used to collect data. Structured interviews were employed so that respondents would express their opinions in the same manner. This is because standardized questions make the process efficient. All respondents answered the same questions so that answers could easily be compared and trends observed. The structured interview could easily be repeated to check the reliability of the data.

Questionnaires contained both open-ended and close-ended questions. Questionnaires were used because they were familiar to most people in the area. Nearly everyone had some experience completing questionnaires and they generally did not make people apprehensive, and questionnaires reduced bias. There was uniform question presentation and no middle-man bias. The researcher's own opinions did not influence the respondent to answer questions in a certain manner. There was no verbal or visual clue to influence the respondent.

Respondents from the community and the councilors were interviewed whilst civic education teachers and the council chairperson were given questionnaire to answer because they could find their free time to answer them.

### **3.7 DATA COLLECTION PROCEDURE**

The study started with conducting interview to respondents from the community and the councilors in from four (4) wards. The next was the distribution of questionnaires to civic education teachers and the council chairperson. The researcher collected the questionnaires from the respondents after they had answered them.

## **3.8 DATA ANALYSIS**

This study used narrative analysis in shaping the nature of the perceptions and opinions encountered from interviews data. Alan (2004) states that Narrative analysis then is an approach to the analysis of qualitative data that emphasizes the stories that people employ to account for events. Qualitative data from interviews was transcribed and coded into themes and sub-themes that emerged through narrative analysis.

## **3.9 ETHICAL CONSIDERATION**

With regard to ethical consideration, permission was sought before the interviews and before giving questionnaires as one of the ethical demands of any research in order to avoid coerciveness. All the respondents were advised to be free and open during the study, they were also told that the researcher would keep their responses in confidence. Anonymity and confidentiality of participation were considered and assurance was given to all the respondents for any information given, as it would be used for nothing else other than academic purposes.

## CHAPTER FOUR

### 4.0 Findings of the study

This chapter presents the findings of the study which was aimed at finding out the impact of civic education on citizen involvement in local governance in Kawambwa district. The study included 20 Civic Education teachers, 100 Community members, 4 Councilors and the Council Chairperson in Kawambwa District.

#### 4.1 Impact of Civic Education on citizen involvement in local governance

The study received different opinions on the impact of civic education of citizen involvement in local government. To begin with from the questionnaires that were distributed to civic education teachers when they were asked to state whether the provision of civic education had an impact on citizen participation in local governance, 90% of the teachers said that civic education had an impact on citizen involvement in local governance. They said that the provision of civic education at all levels can enhance citizen involvement in local governance. Furthermore, during the interviews for the community members 75% of the interviewees said that the provision of civic education had an impact on citizen participation in local governance, and only 21% said that civic education could not promote citizen participation in local governance. One of the community members pointed out that the impact of civic education as was seen in areas where it provision is effective.

During the study councilors were also asked to state whether civic education had an impact on citizen participation in local governance, all the four (4) councilors agreed. One of them said that the reason why he was involved in politics it was because of civic education that he received during his schooling period. The council chairperson also said that there was an impact of civic education on citizen involvement in local governance. During the study the council chairperson said that the providers of civic education had enabled citizens to be able to involve themselves in local governance.

From the total number of respondents, it was found that 78.4% ( $75+18+4+1=98$ ,  $98/125*100$ ) we can therefore say that respondents strongly agreed that when civic education is given to citizens, they will be able to be involved in local governance.

The question on the impact of civic education on citizen participation in local governance further led the researcher to ask the participants to state how civic education has contributed to citizen participation in local governance. Teachers who participated in the study gave the following:

	<b>The impact of civic education</b>	<b>frequency</b>
1	people are given civic information	5
2	people are enlightened on governance	8
3	people understand their roles in development	4
4	enables citizens to become responsible people	2
5	promotes citizen enrolment in politics	1

Fig:1

From the figure above, we can see that the provision of civic education according to the teachers makes citizen become enlightened on governance issues, they said that citizen can know how the government is run and the operations of the three organs of the government. When this information is given citizens will be able to take part in governance. The other way in which civic education impact on the citizen is by enabling the citizen understands their in development. This development can be at local or national levels. This means that when people know

their roles in development they will be able to take a key part in making sure that development is attained in their areas. This in return will promote citizen participation in local governance. Furthermore, the teachers said that the other impact of civic education on citizens is that it gives citizen civic information which can make them participates in local governance. Citizens also feel free to participate in decision making at local level because they have adequate information which also makes them know their rights.

Community members were also asked to state how civic education had impacted on citizen participation in local governance. The following were the answers that were given during the interviews.

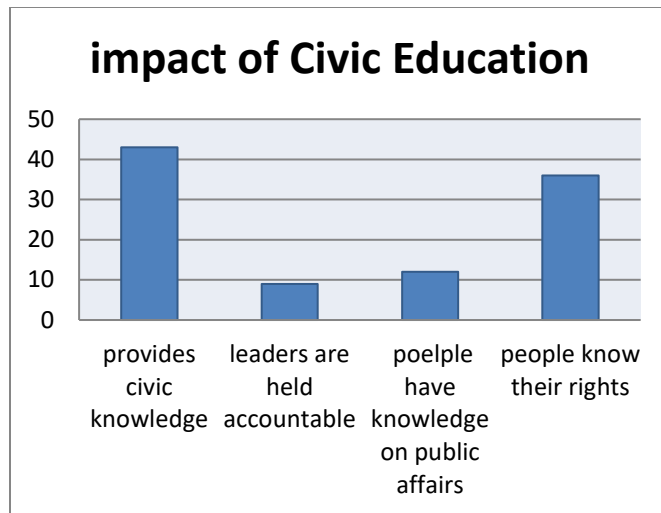


Fig. 2

From the figure above we can see that Civic Education provides civic knowledge to the citizens. The members said that this knowledge is the one that makes people participate in local governance. They said that civic knowledge promotes the understanding on the number of issues like issues of violence after post elections and on various functions and roles of Civil Society like strengthening the foundations and democracy. Furthermore, it was discovered from the interviews that Civic Education also makes people know their rights. Through civic education citizens are able to know and understand their rights.

The other impact according to community members was that people who go through civic education are able to know more about public affairs. Civic Education will make people up dated with the affairs that affect them. One of the community members said that civic education explains what is involved in governance and this makes people have knowledge and develop interest in following how the public affairs are addressed by the leaders who have been elected to represent them. The last impact which was given by the community members was that leaders are held accountable t for their actions, this means that when citizens are given Civic Education they will know what their leaders in positions are supposed to do and if they fail to meet the expectations of the people, citizens will put the leaders to task and in some instances they are not voted for.



To have more insight on how civic education has impacted citizens, councilors were asked also to state how civic education has impacted citizens. The four (4) councilors during the interviews said that the major impact was that it gives people knowledge on how public affairs are run and it also enables citizen to participate in the affairs of the country. One of the councilors for Ntumbacushi ward said that there has been a change in the way citizens are now taking part in the affairs of the nation, they are able to even report to us when this are not going on well in the area. He further said that unlike old days when citizens were easily influenced to vote for someone, this time it takes time for them to be convinced to vote for a particular candidate. They are able to consider different aspects, for example is this candidate able to bring development and to represent the community effectively. Previously they were influenced by receiving salt or even Chitenge materials.

In addition, the council chairperson said that civic education which is provided by both schools and civil society organizations has contributed to the provision of knowledge to citizens who are now able to participate in the affairs of the nation. Previously it was difficult to find even someone who could stand as councilor because people had little knowledge about civic issues. Furthermore, the chairperson said even voting pattern has change because of voter education that is provided in communities which is part of civic education. Many people have realized the importance of voting through this education.

## **4.2 Factors that hinder Citizen Involvement in Local governance**

The study also was carried out to find out factors that hinder citizen involvement in local governance. This was carried out on all the participants who were included in the study. To start with we can look at the factors that were identified by civic education teachers who were part of the study.

From the study teachers the following were the responses received on the factors that hinder citizens from participating in local governance.

Response	Frequency	Percentage
Lack of civic education	9	45%
No opportunity to participate	5	25%
Lack information	4	20%
Political interference	2	10%
TOTAL $\Sigma$	20	100%

Fig. 3

From the figure above, we can see that the most common response given but the teachers was lack of civic education in communities. Most of the respondents said that people do not any what their roles are in bringing about development in their area. And some people do not even know the structure of the local councils. When civic education has been provided to the citizens they will be enlightened as a result they will be able to even take part in governance.

Furthermore, it was found that citizens are not given opportunity to participate in local governance. They said that decisions are made by people in authority; citizens are not allowed to contribute to the governance process of their areas. One teacher said that even some projects that are carried out in local areas citizen do not decide on them they just bring them in the areas without consulting local people. In addition to the above reason the teachers also said that citizen participation in local governance is hindered by lack of information. Citizens are not aware of the means that they can use in order for them to be involved in local governance process.

Due to lack of information people fear even to attend meetings and they don't even air out their views. This response was give mostly by teachers who were serving in rural areas.

Lastly some teachers said that citizen involvement in local governance is hinders by political interference, this meant that the politicians had taken everything in their hands. They come up with their own decisions so that they can be liked by the people. People are not considered to be of great importance in governance issues.

The councilors and the chairperson can sit and make decisions on governance without even involve citizens, because of this citizen fail to participate in governance process.

The study on the factors that hinder citizen involvement in local governance included the citizens themselves so that they could give out their views on this issue. The following figure shows the responses that were received from the citizens:

<b>Responses</b>	<b>Frequency</b>	<b>Percentage %</b>
<b>People don't know their rights</b>	<b>9</b>	<b>9</b>
<b>Lack of Civic Education</b>	<b>43</b>	<b>43</b>
<b>peoples' views are not considered</b>	<b>15</b>	<b>15</b>
<b>Politicians are liars</b>	<b>21</b>	<b>21</b>
<b>Corruption by leaders</b>	<b>12</b>	<b>12</b>
<b>Σ</b>	<b>100</b>	<b>100</b>

Fig.4

The table indicates that most citizens fail to be involved in local governance because of lack of civic education at all levels (43%). Most of the citizens that were interviewed said that they didn't know more about government structures and governance systems which are part of civic education. They said that communities are not given

enough information on the civic duties hence they fail to participate. Furthermore, second factor was that most politicians were liars (21%) they were giving people promises that they could not fulfill. During elections the promise people but upon voted in power they forget about the citizens hence, it has made citizens to be frustrated and fail to be involved in governance at local levels.

One respondent said that even when they become part of the decision making, what they agree to implement are not followed if the politicians have no interest in them, hence it was not necessary for them to be involved in governance.

As indicated in the table above the other factors that hinder citizen involvement in local governance in included the following, peoples' views are not considered (15%) leaders in authority do not get ideas from the community they were considered to be ignorant about governance. Corruptions by leaders (12%) because of the issues of corruption citizens have negative attitudes towards involving themselves in governance. They have labeled leaders to be

corrupt hence they could not participate in governance. Lastly the findings showed that one of the factors that hinder citizen involvement is that People don't know their rights( 9%) the only think that the people who are supposed to be involved in governance are those that are educated or those that have big names in society.

The four councilors that were included in the study also said that factors that hinder citizen involvement in local governance included lack of Civic education which gives the citizens information to know their roles in local governance. They also said that political leaders do not explain or sensitize the citizens on the importance of them being involved in local governance.

Lastly, the council chairperson was also asked to state the factors that hinder citizens' involvement in local governance. The chairperson said that one of the factors is the lack of sensitization. Community members are not given adequate information that can make them fully participate in the governance process.

### **4.3 Strategies that can be used to enhance Citizen Involvement in Local governance**

The study went further to find out the strategies that can be used to enhance citizen involvement in local governance in Kawambwa district. Civic education teachers were asked to give out these strategies. The figure below gives the responses that were received from the teachers.

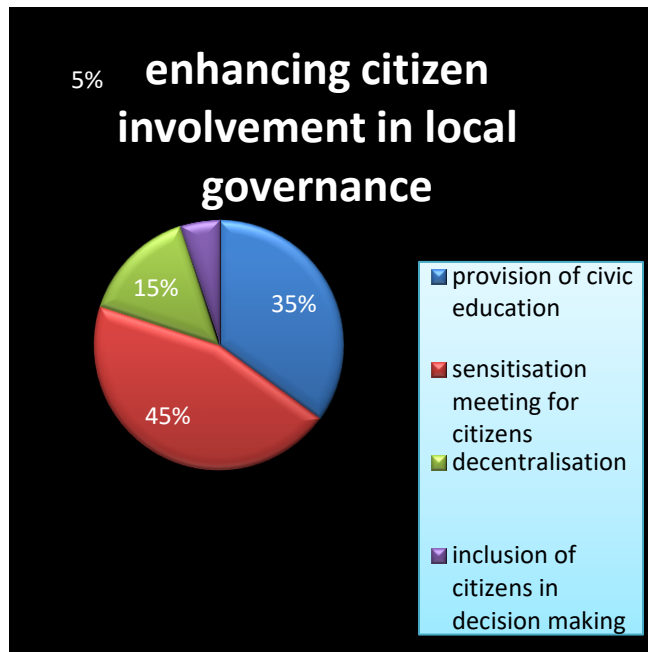


Fig.5

The figure above shows that in order for citizens to fully participate in local governance there is need for sensitization meetings for citizens who are in communities which is showing 45% of the total teachers involved in the study. Furthermore the provision of civic education at all levels also was suggested to be one of the strategies that can be used to enhance citizen involvement in local governance. This according to teachers should be in both schools and communities through civic society organizations. Decentralization is also another method that can enhance citizen involvement in local governance, this was represented by 15% of the respondents.

In addition to the above identified strategies, community members were asked to suggest the strategies that can be used to enhance citizen involvement in local governance.

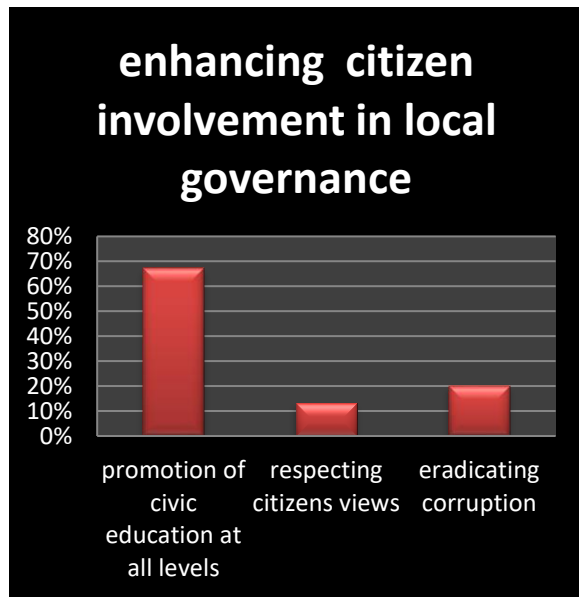


Fig.6

The figure indicates that provision of Civic Education can help in enhancing citizen involvement in local governance, this was represented by 67% of the respondents who were interviewed during the study. They said that if civic education is provided in schools and communities people will know their duties in governance. Further, they said that if corruption is reduced people will be able to participate in the affairs of the nation. And the last strategy is to respect the view as of the people so that they can feel they are part of the governance process.

The councilors also said that the most workable strategies included sensitizing community members of the importance of them being part and parcel of the governance process .one council said that the provision of Civic Education especially in schools can lay the foundation for well informed citizens in civic issues. The provision of civic Education should also be extended to community members in communities where pupils come from. Another strategy that the 4 councilors suggested was to support civil society organizations that deal civic issues so that they can reach everyone in communities.

## CHAPTER FIVE

### 5.0 DISCUSSIONS OF THE FINDINGS

#### 5.1 Introduction

This chapter discusses the findings of the study which sought to investigate the impact of Civic Education on Citizen Involvement in Local governance in Kawambwa District. The themes from the findings under each objective are brought out.

#### 5.2 Impact of Civic Education on Citizen Involvement in Local governance

The findings of the study from all the participants reviewed that the provision of civic education had an impact on Citizen Involvement in local governance. We can therefore say that respondents strongly agreed that when civic education is given to citizens they will be able to be involved in local governance. That is why Civic education is an important component of education that cultivates citizens to participate in public life of a democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and skills.

This was in line with the study which was conducted by Niworo et-al (2016) in Ghana. This study explored the impact of Civic education on political participation in the Sissala East District of the Upper West Region of Ghana. The study suggests that beneficiaries of civic education in the study area had high level of political participation, including the readiness to vote, join political party, contest elections, participate in community service and demanding accountability from duty bearers. Effective citizenship needs all citizens and communities to have 'knowledge, skills and a sense of empowerment for them to be involved in local governance. The provision of civic education according to the teachers makes citizen become enlightened on governance issues. This is the most important part which makes people to take part in the affairs of the nation. If citizens are given knowledge through Civic education, Local people will be sure who is responsible for what, as public services are fragmented and tied to particular departments and institutions.

To support the finding, the study, by Peterson (2011) which benefitted from both secondary and primary data, as well as the quantitative and qualitative research strategies for data collection and analysis. The study suggests that beneficiaries of civic education in the study area had high level of political participation, including the readiness to vote, join political party, contest elections, participate in community service and demanding accountability from duty bearers.

We can say that provision of Civic education in schools and in communities helps the young to develop a reasoned commitment to values and principles necessary for the preservation of democracy. Mweene (2005) narrates that it promotes the values of positive attitudes, rights and obligations, responsibilities like paying tax and voting as well as freedoms.

We can say therefore that, in order to enhance citizen involvement in local governance, Civic Education Campaign should be intensified to create awareness both in formal and informal education settings. This will in turn increase awareness of citizens' rights and duties and thus create an engaging citizenship. Citizen involvement does not happen in a vacuum. There are institutions and processes that make it possible. In this regard, civic education should be an engine for citizen involvement in local governance, in understanding the relationship that exists between citizen involvement and governance. Civic education as an instrument of the state with institutions and structures should steer citizen involvement in national affairs.

The concept of citizen involvement in governance has received considerable emphasis in the development nations, context of including peoples' voices in decision- making processes. Recent times have seen many states creating greater opportunities for citizens to dialogue and debate in policy making. However, the capacity of the states to respond to greater citizens' involvement is debatable if Civic education is not promoted at all levels.

Citizen involvement could take on other forms, such as choosing to join a social movement rather than becoming part of a consultative process. In fact in South Africa there has been a culture of public protests resulting from the inability of citizens to participate in decisions that affect their lives.

While citizen involvement can happen through various means such as state forums, legislations, NGOs, social movements or creation of parallel governance structures, non-formal forms of citizen involvement are significant as they symbolize "the transition from representative democracy to participatory democracy". (Abdour Wahab Dieng, SDC, Mali). But the challenge in non-formal means is that they may accentuate inequalities and differentiation in terms of involvement of local communities in local development.

### **5.3 Factors that hinder Citizen Involvement in Local governance.**



While the government is trying to promote citizen involvement in local governance through the provision of Civic Education at all levels, there are also other challenges that are pulling down the efforts of the government and other stakeholders in this regard.

As already mentioned in the previous chapter, the major challenge in Citizen Involvement in local governance from all the participants was lack of civic education. This has been as serious factor in this regard. Most of the citizens do not have adequate civic information that can make or motivate them to have interest in governance issues. Civic education helps citizens make informed judgments about the nature of civic life, politics, and government, and why politics and government are necessary.

This was the same findings which Esoi-poku (2013) came up with in his study in Ghana on the bad effects of absence of civic education in Ghana. He said that Civic Education avails to all information about the responsibilities and duties we owe the State in relationship with the rights to be enjoyed as a citizen he further said that larger proportion of the Ghanaian mass did not take part in the state activities due to lack of Civic education because they could not grasp no meaning into them. The government must educate the people, this is the only way we can build on mass-participation in our system of government that is the government by the people, for the people and by the people. This would help citizens of Ghana to tap into the beautiful treasure of transparency in all state affairs.

From the discussion above we can say that even in Zambia, as the results of this study showed lack of Civic education has hindered citizen participation in governance process. We can build a nation together as a whole not selectively, the government must give the masses education especially Civic Education as a tool to participate in all state activities in relation to nation building. The course of rescuing the Zambian heritage must be fairly together otherwise the left-out proportion will draw the country back all the time as we are witnessing today. This is because most of the Zambian citizens have little or no civic educations that can allow them participate in local governance. We can build the nation together not selectively or the uneducated citizens of the country after the completion of the nation they will pull the whole nation down because they lack how to live well in the castle that is given by education.

The second essential component of civic education in a democratic society is civic skills. If citizens are to exercise their rights and discharge their responsibilities as members of self-governing communities, they not only need to acquire a body of knowledge such as that embodied in mathematics and sciences, they also need to acquire relevant intellectual and participatory skills that are in Civic Education.

When we talk about participatory skills, it is essential that the development of participatory skills begins in the earliest grades and that it continues throughout the course of schooling. The youngest pupils can learn to interact in small groups or committees, to pool information, exchange opinions or formulate plans of action commensurate with their maturity. They can learn to listen attentively, to question effectively, and to manage conflicts through mediation, compromise, or consensus-building. Older students can and should be expected to develop the skills of monitoring and influencing public policy. They should learn to research public issues using electronic resources, libraries, the telephone, personal contacts, and the media. Attendance at public meetings ranging from student councils to school boards, city councils, zoning commissions, and legislative hearings ought to be a required part of every high school student's experience. Observation of the courts and exposure to the workings of the judicial system also ought to be a required part of their civic education. Observation in and of itself is not sufficient, however. Students not only need to be prepared for such experiences, they need well planned, structured opportunities to reflect on their experiences under the guidance of knowledgeable and skillful teachers

In addition to the above factor the other one which was found was lack of faithfulness by leaders or that most of the leaders were corrupt as a result citizens. This was seen even in the study by fadel who carried out a study in Nigeria. The study also showed that Nigerians did not have trust and confidence in their political leaders. Most political leaders were found to be selfish and not responsive to the needs of the citizens. Political leaders made promises that were never fulfilled after gaining political power. Democratic and responsible governance have not been entrenched into the Nigerian political system, and this has made citizens to fail to participate in public affairs in Nigeria. Most of the leaders are not trustworthy as a result people fail to be involved in the governance process. Even when citizens are involved in governance their decisions are rarely given attention, what leaders are interested in are only those things that can make the rich.

## **5.4 Strategies that can be used to enhance Citizen Involvement in Local governance.**

The study clearly came up with some of the strategies that can be used to promote Citizen Involvement in local governance. Among the factors was provision of civic education at all levels. As already stated above the provision of civic education can play a vital role in enhancing citizen involvement in local governance, this is because civic education assumes the personal, political, and economic responsibilities of a citizen. These responsibilities include taking care of one's self, supporting one's family and caring for, nurturing, and educating one's children. They also include being informed about public issues, voting, paying taxes, serving on juries, performing public service, and serving in leadership positions commensurate with one's talents.

In promoting civic education it is important to use formal and informal ways so that citizens are sensitized effectively, Formal instruction in civics and governance should provide a basic and realistic understanding of civic life, politics, and government. It should familiarize students with the constitutions of Zambia and the state in which they live, because these and other core documents are criteria which can be used to judge the means and ends of government. It should also emphasize the rights and responsibilities of citizens in a constitutional democracy. This should also include Civic responsibilities such as obeying the law, being informed and attentive to public issues, assuming leadership when appropriate, paying taxes, voting, serving as a juror or in the armed forces, monitoring the adherence of political leaders and governmental agencies to constitutional principles and taking appropriate action if that adherence is lacking, and performing public service.

John and Camilo (2009) in the study on participation, citizenship and local governance in Tanzania supported that this education should also include voter education, enhancing the awareness of rights and responsibilities of citizens, lobbying and advocacy, often aimed towards developing a more informed citizenry who could hold elected representatives more accountable

## CHAPTER SIX

### 6.0 CONCLUSION AND RECOMMENDATION

#### 6.1 INTRODUCTION

This chapter concludes the study and also makes some recommendations based on the findings of the study.

#### 6.2 CONCLUSION

Arising from the interpretations from the tables and figures as well as descriptive data, it can be concluded that, civic education plays an important role in promoting citizen involvement in local governance. Citizens who are equipped with civic knowledge will be able to participate effectively in the affairs of the nation. This is because civic education is a social science, which deals with all aspects of human life and environment, therefore, it helps the citizens to make choices. Civic education must therefore, be realistic to address the central facts about political as well as governance processes. It is also a tool in the promotion of democracy in developing nations. Without civic education, it will be difficult to implement the traits of democracy. Zambia as a developing country which has adopted democracy must promote civic education at all levels for people to have the required knowledge for them to appreciate democracy.

Furthermore the challenges that are faced in promoting citizen involvement in local governance which have been mentioned above reduced if we increase the understanding of the importance and relevance of Civic education in local governance and of civil society. We should also promote the development of civic character by fostering recognition of public and private responsibilities and encouraging adherence to the values and principles of the Zambian constitutional democracy.

#### 6.3 Recommendations

The following are actions that should be taken on the basis of the findings of this study:

- The ministry of general education should make sure that Sustained and systematic attention is given to civic education in the Zambian curriculum

- Pupils' participation in the governance of their classrooms and schools should be an integral part of in schools because beginning in the earliest grades and extending throughout the span of their formal schooling will help them participate in local governance.
- Civic society organization should be active in the promotion of Civic education in communities. Civic education should not be limited to the school system. Both formal and informal approaches should be adopted to orientate the citizens on the need for active participation in governance systems. There is the need for mass civic enlightenment through the media, adult education programme and civil associations. The citizens should be conscious of the danger of their apathy in the affairs of the nation.

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