Zambian Civic Education Textbook For Senior Secondary School

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Maker-Centered Learning - Edward P. Clapp 2016-11-14
The Agency by Design guide to implementing maker-centered teaching and learning Maker-Centered Learning provides both a theoretical framework and practical resources for the educators, curriculum developers, librarians, administrators, and parents navigating this burgeoning field. Written by the expert team from the Agency by Design initiative at Harvard's Project Zero, this book Identifies a set of educational practices and ideas that define maker-centered learning, and introduces the focal concepts of maker empowerment and sensitivity to design. Shares cutting edge research that provides evidence of the benefits of maker-centered learning for students and education as a whole. Presents a clear Project Zero-based framework for maker-centered teaching and learning Includes valuable educator resources that can be applied in a variety of design and maker-centered learning environments Describes unique thinking routines that foster the primary maker capacities of looking closely, exploring complexity, and finding opportunity. A surge of voices from government, industry, and education have argued that, in order to equip the next generation for life and work in the decades ahead, it is vital to support maker-centered learning in various educational environments. Maker-Centered Learning provides insight into what that means, and offers tools and knowledge that can be

applied anywhere that learning takes place.
Civic Education - Richard G. Niemi 2005-05-11
Sound democratic decisions rely on a citizenry with at least a partial mastery of the rules and workings of democratic government. American high schools, where students learn the basics of citizenship, thus ought to play a critical role in the success of democracy. Yet studies examining the impact of high school government and civics courses on political knowledge over the past quarter-century have generally shown that these courses have little or no effect. In this important book, Richard G. Niemi and Jane Junn take a fresh look at what America's high school seniors know about government and politics and how they learn it. The authors argue convincingly that secondary school civics courses do indeed enhance students' civic knowledge. This book is based on the most extensive assessment to date of civic knowledge among American youth--the 1988 National Assessment of Education Progress (NAEP) Civics Assessment. The authors develop and test a theoretical model to explain the cognitive process by which students learn about politics and they conclude by suggesting specific changes in the style and emphasis of civics teaching.
Ensuring All Children Learn - Ishmael I. Munene 2021-08-23
This volume provides a broad-based account of strategies used by

southern nations to overcome the challenges of Education for All. Through local cases in context, the authors delve into the nitty-gritty of classroom dynamics including instructional strategies, teaching resources, age, gender, and the socio-economic context of going to school.

Resources in Education - 1998

Governance, Management, and Accountability in Secondary Education in Sub-Saharan Africa - World Bank 2008-02-14
Increasingly the role of management and governance is recognized as important for providing and delivering effective services at all levels of education. In view of the growing demand for more and better services at secondary education levels, these are crucial issues that must be addressed urgently. Sub-Saharan Africa's secondary education and training systems must become more efficient and more effective. The current (unit) costs of junior and senior secondary education in most African countries prevent massive expansion of post-primary education. This demands a holistic approach to governance and management issues. In parallel, there is a demand from civil society and governments for greater accountability. This study aims to present best practices and identify sustainable development plans for expansion and improved quality and efficiency in the delivery of secondary education in Sub-Saharan Africa through better governance, management, and accountability.

The International status of education about the Holocaust - Carrier, Peter 2015-01-14
How do schools worldwide treat the Holocaust as a subject? In which countries does the Holocaust form part of classroom teaching? Are representations of the Holocaust always accurate, balanced and unprejudiced in curricula and textbooks? This study, carried out by UNESCO and the Georg Eckert Institute for International Textbook Research, compares for the first time representations of the Holocaust in school textbooks and national curricula. Drawing on data which includes countries in which there exists no or little information about representations of the Holocaust, the study shows where the Holocaust is established in official guidelines, and contains a close textbook study, focusing on the comprehensiveness and accuracy of representations and historical narratives. The book highlights evolving practices worldwide and thus provides education stakeholders with comprehensive documentation about current trends in curricula directives and textbook representations of the Holocaust. It further formulates recommendations that will help policy-makers provide the educational means by which pupils may develop Holocaust literacy.

Lowering the Voting Age to 16 - Jan Eichhorn 2019-11-27
This book explores the consequences of lowering the voting age to 16 from a global perspective, bringing together empirical research from countries where at least some 16-year-olds are able to vote. With the aim to show what really happens when younger people can take part in elections, the authors engage with the key debates on earlier enfranchisement and examine the lead-up to and impact of changes to the voting age in countries across the globe. The book provides the most comprehensive synthesis on this topic, including detailed case studies and broad comparative analyses. It summarizes what can be said about youth political participation and attitudes, and highlights where further research is needed. The findings will be of great interest to researchers working in youth political socialization and engagement, as well as to policymakers, youth workers and activists.

Grading Goal Four - Antonia Wulff 2020
"For the third time in three decades world leaders reaffirmed their promise of "Education For All" when adopting Sustainable Development Goal 4 in 2015. It is the most far-reaching commitment to quality and equity in education so far, yet, there is no consensus on what the agenda means in practice. With a decade left until the 2030 deadline, Grading Goal Four calls upon the education community to engage more thoughtfully and critically with SDG 4 and related efforts. As an ever-growing number of actors and initiatives claim to contribute to its achievement, it is becoming clear that the ambitious but broad priorities within the goal are vulnerable to cherry-picking and misrepresentation,

placing it at the heart of tensions between instrumentalist and rights-based approaches to education. This text, a critical analysis of SDG 4, provides a framework for examining trends and developments in education globally. As the first volume that examines early implementation efforts under SDG 4, Grading Goal Four formulates a critique along with strategies for moving forward. By scrutinising the challenges, tensions and power dynamics shaping SDG 4, it advances rights-based perspectives and strategies for effective implementation and builds capacity for strengthened monitoring and analysis of the goal"--

Rethinking Citizenship Education - Tristan McCowan 2011-11-03
Rethinking Citizenship Education presents a fundamental reassessment of the field. Drawing on empirical research, the book argues that attempting to transmit preconceived notions of citizenship through schools is both unviable and undesirable. The notion of 'curricular transposition' is introduced, a framework for understanding the changes undergone in the passage between the ideals of citizenship, the curricular programmes designed to achieve them, their implementation in practice and the effects on students. The 'leaps' between these different stages make the project of forming students in a mould of predefined citizenship highly problematic. Case studies are presented of contrasting initiatives in Brazil, a country with high levels of political marginalisation, but also significant experiences of participatory democracy. These studies indicate that effective citizenship education depends on a harmonisation or 'seamless enactment' of the stages outlined above. In contrast, provision in countries such as the UK and USA is characterised by disjunctures, showing insufficient involvement of teachers in programme design, and a lack of space for the construction of students' own political understandings. Some more promising directions for citizenship education are proposed, therefore, ones which acknowledge the significance of pedagogical relations and school democratisation, and allow students to develop as political agents in their own right.

Schools, Curriculum and Civic Education for Building Democratic Citizens - Murray Print 2012
How can schools and the school curriculum contribute to building democratic citizens? This is a major question posed by governments, educational systems, schools, teachers and researchers around the world. One important way is to identify the competences needed for preparing democratic citizens and incorporate these within both the formal and informal school curriculum. Another question must then be posed- what competences do young citizens need to be considered as active and engaged in modern democracies? In 2011 an invited research symposium of leading civic and political educators, and social scientists from across Europe met in Hannover, Germany to consider this key concern facing Europe today. In examining the above questions the symposium addressed two significant issues: 1. Identify key competencies required for active citizenship of young people in Europe of the future. 2. Translate those competencies to school-based activities in the form of curricular and pedagogical strategies. The publication Civic Education and Competences for Engaging Citizens in Democracies addressed the first issue and this volume addresses the second issue. Through discussion in the invited symposium, previously prepared papers, and participation in a modified Delphi Technique the participants have prepared chapters for this book. The chapters of this book represent the contribution of the participants before, during and after the symposium with opportunities for review and reflection about competences for democratic citizenship and the role of schools and the curriculum. Murray Print and Dirk Lange are professors from the University of Sydney and Leibniz Universitat Hannover, Germany respectively and are national leaders in civics and citizenship education in their respective countries. They have brought together a group of leading European civic and citizenship educators from different academic fields to explore the key issue and to identify the competences for young people to become active and engaged European citizens.

Understanding the Social Outcomes of Learning - OECD 2007-07-04
This report is OECD's first attempt to gather and synthesise developments in measuring the social effects of education. It focuses on

health and civic and social engagement.
Education in Zambia at Fifty Years of Independence and Beyond - Gift Masaiti 2018

To Read Or Not to Read: A Question of National Consequence - Dana Gioia 2008-03
Executive Summary for a report which gathers & collates the best national data available to provide a reliable & comprehensive overview of American reading today. This report relies on large, nat. studies conducted on a regular basis by U.S. fed. agencies, supplemented by academic, foundation, & business surveys. Although there has been measurable progress in recent years in reading ability at the elementary school level, all progress appears to halt as children enter their teenage years. There is a general decline in reading among teenage & adult Americans. Both reading ability & the habit of regular reading have greatly declined among college grad. The declines have demonstrable social, economic, cultural, & civic implications. Charts & tables.
Non-formal Education for Human Rights in Zambia - Alfred W. Chanda 1999

Governing Extractive Industries - Anthony Bebbington 2018
This book synthesizes findings regarding the political drivers of institutional change in extractive industry governance. It analyses resource governance from the late nineteenth century to the present in Bolivia, Ghana, Peru, and Zambia, focusing on the ways in which resource governance and national political settlements interact.
The National Bibliography of Zambia - 2010

Dead Aid - Dambisa Moyo 2009-03-17
Describes the state of postwar development policy in Africa that has channeled billions of dollars in aid but failed to either reduce poverty or increase growth, offering a hopeful vision of how to address the problem.
Leadership Wellness and Mental Health Concerns in Higher Education - Alexander, Cynthia J. 2022-04-29

Wellbeing is foundational to citizens' individual and collective ability to acknowledge, address, and alleviate ongoing struggles, shared risks, and the unprecedented challenges of our time. A holistic focus on wellness across campus communities is timely and important, given that national and global justice movements are calling upon post-secondary institutions to address the ways in which education systems have been reproducing dominant narratives, reinforcing systemic discrimination, and retaliating against education leaders who work to disrupt structural inequalities. Leadership Wellness and Mental Health Concerns in Higher Education offers diverse perspectives about whether and how campus leaders around the world are sustaining and advancing health and wellness in unprecedented times and amplifies diverse voices in the exploration of how to advance individual and collective wellbeing in higher education. Covering a wide range of topics such as stress management and burnout, this reference work is ideal for academicians, scholars, researchers, administrators, practitioners, instructors, and students.
The LRF News - 2005

Citizenship and Moral Education - Mark Halstead 2006-08-21
Moral and citizenship education are again at the forefront of educational attention with the recent governmental announcements about revisions to the National Curriculum frameworks to 2000 and beyond. This book addresses some of the central issues in moral and citizenship education facing teachers today, embedding practical considerations in a theoretical context and reviewing teaching, learning and assessment strategies. It draws extensively on research but is written in a clear, accessible style. Citizenship and Moral Education examines the key concepts and provides an up-to-date overview of policy, particularly addressing: theoretical issues, aims and approaches in relation to moral and citizenship education in a pluralist society the contributions of the curriculum, extra-curricular activities and the school ethos to citizenship and moral education in school teaching strategies, materials, pupil assessment and school evaluation. The book also focuses on key

professional and personal issues for teachers in undertaking moral citizenship education.

Civic Republicanism and Civic Education - Andrew Peterson 2011-05-15
This book critically explores civic republicanism in light of contemporary republican political theory and the influence of republican models of citizenship in recent developments in civic education across a number of Western nations.

Contemporary Issues in Human Rights Education - gratuit 2011

Education for Democratic Intercultural Citizenship - Wiel Veugelers 2019
Education for Democratic Intercultural Citizenship (EDIC) is very relevant in contemporary societies. All citizens, but in particular teachers, curriculum developers, educational policy makers, and educational professionals in civil society (NGOs) have a crucial role in this. Seven European universities are working together in developing a curriculum to prepare their students for this important academic, societal and political task. As part of an Erasmus+ Strategic Partnership they each develop a module in the area of moral, intercultural and citizenship education. All modules are international and inquiry oriented, and make links with society.00In this book the leading scholars write the theoretical background of their module, their curriculum guidelines and goals, the concrete programmes, and the experiences of students. The universities had an annual intensive programme in which students and teachers of all universities came together to have try-outs of parts of the modules. These programmes contributed strongly to the network building of researchers, teachers and students.00The activities have given a strong stimulus to the implementation of Education for Democratic Intercultural Citizenship in the participating universities and in educational organisations worldwide. The experiences show both the necessity and the relevance of this topic and this kind of collaboration.

The Palgrave Handbook of Citizenship and Education - Andrew Peterson 2020-08-29
The Palgrave Handbook of Citizenship and Education will be available in print format in 2020. The living reference will start to publish much sooner on SpringerLink.com with first chapters accessible in early 2018. To find out more about the Palgrave Handbook of Citizenship and Education or suggest a chapter title for consideration please visit: https://meteor.springer.com/citizenshipandeducation The Handbook will be available in print format in 2020. First chapters are already available on the living reference edition at https://link.springer.com/referencework/10.1007/978-3-319-67905-1 This Handbook provides an authoritative and comprehensive overview of the current field of citizenship and education. It draws on insights from a range of disciplines to explore historical, philosophical, theological, sociological and psychological ideas on how the two concepts intersect and is international in scope, authorship and readership. Five sections provide a clear outline of: Foundational thinkers on, and the theories of, citizenship and education; Citizenship and education in national and localised contexts; Citizenship and education in transnational contexts; Youth, advocacy, citizenship and education; Contemporary insights on citizenship and education; It will be essential for scholars interested in how theorizations of citizenship, civic identity and participatory democracy are, and could be, operationalized within educational theories, educational debates, educational curricular, and pedagogic practices.

Philosophy, a School of Freedom - Unesco 2007
Originally published in French as "La Philosophie, une Ecole de la Liberte. Enseignement de la philosophie et apprentissage du philosopher : Etat des lieux et regards pour l'avenir." - This study is dedicated to all those who engaged themselves, with vigour and conviction, in the defence of the teaching of philosophy a fertile guarantor of liberty and autonomy. This publication is also dedicated to the young spirits of today, bound to become the active citizens of tomorrow.

The Economics of Education - Steve Bradley 2020-01-17
The Economics of Education: A Comprehensive Overview, Second Edition, offers a comprehensive and current overview of the field of that

is broadly accessible economists, researchers and students. This new edition revises the original 50 authoritative articles and adds Developed (US and European) and Developing Country perspectives, reflecting the differences in institutional structures that help to shape teacher labor markets and the effect of competition on student outcomes. Provides international perspectives that describe the origins of key subjects, their major issues and proponents, their landmark studies, and opportunities for future research Increases developing county perspectives and comparisons of cross-country institutions Requires no prior knowledge of the economics of education

Nchekelako - 2002

Empowering the Poor? Civic Education and Local Level Participation in Rural Tanzania and Zambia - Satu Riutta 2007
This study examines the effects of civic education (CE) on local level participation among the rural poor. There is little extant knowledge of civic education's effects among this group, although it represents the majority of citizens in many developing countries. It is important to understand what kinds of effects this little researched tool of democracy promotion has so as to know whether investments in it are worthwhile. Does raising awareness about rights increase citizens' democratic participation--whether at village meetings, community groups, or in contacting their local representative? Are effects greater on collective or individualized participation? Who benefits the most? Are effects mediated by civic awareness and/or democratic attitudes (efficacy, political interest, and trust in politicians), or are there (also) direct effects on participation? Having gathered novel data of rural masses' democratic dispositions, the study will be useful for practitioners needing information about the level of civic awareness among this group, and about how civic education may be used to promote this group's inclusion and empowerment as democratic participants in society. Data consist of semi-structured oral interviews of 280 adult citizens in five villages and one rural town in peripheral areas in Tanzania and Zambia during election year. The study corroborates CE's positive effects on knowledge--particularly of "first generation" rights and responsibilities--political interest, and some forms of participation. Most affected are contacts with the local elected representative (Ward Councilor) and involvement in community groups--both important for building a democratic (civil) society. Both cognitive and behavioral effects are greatest among women--a reason for optimism for those desiring to enhance women's public role. Practitioners could thus use civic education to promote communication between citizens and elected representatives and people's involvement in associations. They could utilize the radio--the most relied upon mass medium in these contexts--and target community leaders, the most sought-after individuals in community related problems. Civic educators should also seek ways to strengthen efficacy and interpersonal trust which were found to significantly promote aggregate participation, with the latter also increasing active involvement at community meetings--likely the first venue of participation for most rural citizens

Research in Education - 1971

Citizenship Curriculum in Asia and the Pacific - David L. Grossman 2008-08-31
Based on case studies of 11 societies in the world's most dynamic region, this book signals a new direction of study at the intersection of citizenship education and the curriculum. Following their successful volume, Citizenship Education in Asia and the Pacific: Concepts and Issues (published as No. 14 in this series), the editors, widely regarded as leaders in the field in the Asia-Pacific region, have gone beyond broad citizenship education frameworks to examine the realities, tensions and pressures that influence the formation of the citizenship curriculum. Chapter authors from different societies have addressed two fundamental questions: (1) how is citizenship education featured in the current curriculum reform agenda in terms of both policy contexts and values; and (2) to what extent do the reforms in citizenship education reflect current debates within the society? From comparative analysis of these 11 case studies the editors have found a complex picture of

curriculum reform that indicates deep tensions between global and local agendas. On one hand, there is substantial evidence of an increasingly common policy rhetoric in the debates about citizenship education. On the other, it is evident that this discourse does not necessarily extend to citizenship curriculum, which in most places continues to be constructed according to distinctive social, political and cultural contexts. Whether the focus is on Islamic values in Pakistan, an emerging discourse about Chinese 'democracy', a nostalgic conservatism in Australia, or a continuing nation-building project in Malaysia – the cases show that distinctive social values and ideologies construct national citizenship curricula in Asian contexts even in this increasingly globalized era. This impressive collection of case studies of a diverse group of societies informs and enriches understanding of the complex relationship between citizenship education and the curriculum both regionally and globally.

Democracy and Electoral Politics in Zambia - 2020-06-02
Democracy and Electoral Politics in Zambia aims to comprehend the current dynamics of Zambia's democracy and to understand what was specific about the 2015/2016 election experience from an interdisciplinary perspective.

The Impact of School Infrastructure on Learning - Peter Barrett 2019-02-04
'The Impact of School Infrastructure on Learning: A Synthesis of the Evidence provides an excellent literature review of the resources that explore the areas of focus for improved student learning, particularly the aspiration for "accessible, well-built, child-centered, synergetic and fully realized learning environments.†? Written in a style which is both clear and accessible, it is a practical reference for senior government officials and professionals involved in the planning and design of educational facilities, as well as for educators and school leaders. --Yuri Belfali, Head of Division, Early Childhood and Schools, OECD Directorate for Education and Skills This is an important and welcome addition to the surprisingly small, evidence base on the impacts of school infrastructure given the capital investment involved. It will provide policy makers, practitioners, and those who are about to commission a new build with

an important and comprehensive point of reference. The emphasis on safe and healthy spaces for teaching and learning is particularly welcome. --Harry Daniels, Professor of Education, Department of Education, Oxford University, UK This report offers a useful library of recent research to support the, connection between facility quality and student outcomes. At the same time, it also points to the unmet need for research to provide verifiable and reliable information on this connection. With such evidence, decisionmakers will be better positioned to accurately balance the allocation of limited resources among the multiple competing dimensions of school policy, including the construction and maintenance of the school facility. --David Lever, K-12 Facility Planner, Former Executive Director of the Interagency Committee on School Construction, Maryland Many planners and designers are seeking a succinct body of research defining both the issues surrounding the global planning of facilities as well as the educational outcomes based on the quality of the space provided. The authors have finally brought that body of evidence together in this well-structured report. The case for better educational facilities is clearly defined and resources are succinctly identified to stimulate the dialogue to come. We should all join this conversation to further the process of globally enhancing learning-environment quality! --David Schrader, AIA, Educational Facility Planner and Designer, Former Chairman of the Board of Directors, Association for Learning Environments (A4LE)
Africa Year Book and Who's who - 1977

From Northern Rhodesia to Zambia. Recollections of a DO/DC 1962-73 - Bond, Mick 2014-10-20
The birth of a new nation is an exciting time. Mick Bond spent the years 1962-73 as a District Officer and a District Commissioner, actively participating in the demise of the colonial regime and then as a civil servant in independent Zambia. This detailed account of his life and work includes the daily routine of a colonial officer, his personal experiences of the 1964 Lumpa conflict and his involvement in the elections of 1962, 1964, and 1968.

Civic Education Across Countries - Judith Torney-Purta 1999
Kerry Kennedy and John Hughes
Education in East and Central Africa - Charl Wolhuter 2014-06-26
Education in East and Central Africa is a comprehensive critical
reference guide to education in the region. With chapters written by an
international team of leading regional education experts, the book
explores the education systems of Djibouti, Eritrea, Ethiopia, Kenya,
Somalia, South Sudan, Tanzania, Uganda, Zambia, Angola, Burundi, the
Central African Republic, the Democratic Republic of Congo, Equatorial
Guinea and Sao Tome, Gabon, the Republic of Congo and Rwanda. The
book critically examines the regional development of education provision
in each country as well as recent reforms and global contexts. Including
a comparative introduction to the issues facing education in the region as
a whole and guides to available online datasets, this handbook is an
essential reference for researchers, scholars, international agencies and
policy-makers at all levels.
Teaching and Learning of English in Secondary Schools - Casmir
Chanda 2008
By exploring the ways that teachers and pupils can help to improve
classroom practices, this book shows how education planners and
practitioners can effect improvements in schools even in situations of
very scarce resources. It is suitable for those who are working to improve
English language teaching and learning.
MK Junior Secondary Civic Education - Nsama Gershom Bwembya
2012

Vocationalisation of Secondary Education Revisited - Jon Lauglo
2006-03-30
The book is a cutting-edge contribution to the debate which has occurred
for some time on the pros and cons of secondary education becoming
more closely and explicitly related to preparing young people for the
world of work. The book provides concrete examples of the
vocationalisation of secondary education, with particular reference to the
situation in Africa. The target audience for the book includes policy-

makers, practitioners, administrators, education planners, researchers,
teachers and teacher educators with a concern about the relationship
between secondary education and education for the world of work (with
particular reference to technical and vocational education and training -
TVET.) The book appears in the Springer book series on 'Technical and
Vocational Education and Training: Issues, Concerns and Prospects' and
compliments the 'International Handbook of Technical and Vocational
Education and Training' and other publications in the' International
Library of TVET' all of which are publications of the 'UNESCO-UNEVOC
International Centre for TVET' in Bonn, Germany
Citizenship Education and Social Development in Zambia - Ali A.
Abdi 2010-06-01
Zambia, the butterfly-shaped, central African country has a population of
about 11 million people, and as other Sub-Saharan African countries, has
been trying to democratize since the early 1990s. Clearly, though, the
promise of political reform did not fulfill the expectations of the public,
and with about 60 percent of the population living below the poverty line,
many Zambians are no longer confident that more open political systems
can improve their lives. But the problem may not be inherent in the
political process itself, and could be found more in the apparent
disconnection between people's needs and the way the country's affairs
are run. It is with respect to these and related issues that this book
emphasizes the crucial relationship between education and political
participation, and specifically highlights citizenship education as
essential for Zambia's social development. Social development, which
should comprise, inter alia, the economic, political, and cultural
wellbeing of societies can be enhanced by citizenship education, which
focuses on elevating people's understanding of their rights and
responsibilities vis-à -vis government institutions, structures and
functions. Indeed, it is the centrality of the political component in
people's lives, especially its relationship with public policy and public
programs that should underline the important role of citizenship
education. In describing these issues, the book analyzes the role of the
media, women's groups and youth in enhancing the political,

educational, and by extension, the economic lives of the Zambian people. The book should interest students and scholars of Zambian (as well as African) education, politics, and social development. It should also be useful for policy makers, institutional managers and both public and para-public leaders in Zambia and elsewhere in the continent.