

DEMOCRACY AND THE GOVERNED IN ZAMBIA

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ABSTRACT

Civic education is basically defined as the process of educating citizens on civic and political procedures of the state; on the other hand it is a process of cultivating virtues, knowledge and skills necessary for political participation. In this journal will understand why civic is very important to the governed and the government in the present day. This subject was introduced with the aim of only educating citizens and making them understand the laws but now we can discuss more broadly than only educating and creating an understanding of laws.

INTRODUCTION

Civic education is a field of study which focuses on civic and political issues. It is a process of understanding political procedures and the process of governance also the process of understanding the systems of governance .it is historically recorded that civic education originated in Greece, when the Greeks started democracy, they recognized that in order for democracy to be effectively function, they had to make laws. This was accompanied with the primary aim of preventing arbitrariness and abuse of power. This journal will discuss the significances of the subject in democracy and our communities presently.

MAIN BODY

Today civic education programs are not just limited on teaching citizens to read and understand laws but it is now more complex and scientific according to John Jay Patrick he cited four key points which he called the elements of understanding civic education programs. First, programs seek to develop civic knowledge, which itself requires understanding of the principles and practice of democracy. As such representative

democracy, the rule of law, human rights, citizenship, civil society and the market economy are important subject areas. Second, programs focus on building cognitive civic skills to enable participants to synthesize information on political and civic life and public issue. Third, civic education attempts to engender participatory civil skills such as working with others, collaborative deliberation and decision making, and how to peacefully influence debate. Finally, these programs work to instill civic disposition such as support for human rights, equal rights, the importance of active political participation and working to promote the common good (Patrick, 2003).

During the 1990's a lot of countries experimented with democracy, which led to an increase interest on civic education research. And these researchers produced a number of findings and data on the impact of civic education programs. First, there is a general consensus that civic education appears to help citizens understand their interests as individuals and as members of groups.

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Second, program participants have more consistent view across issues and across time. Third, knowledge, particularly related political institutions and processes, allow individuals to better understand political events and integrate new information to their pre-existing social, political, cultural and economic framework they live in. Fourth, general civic knowledge can alter views on specific public issues. Fifth, citizens with greater civic knowledge are less likely to be mistrustful of, or alienated from, public life. Actually, evidence suggests that they actually participate more. Sixth, greater civic knowledge generates greater support for democratic values. Seventh, those with greater civic knowledge are more active participants in the political process of their countries and communities in general (Carpini & Keeter, 1996).

Civic education and its relationship with democracy have basically three trends. The first one relates to civic education focused on its effect on the American youth. Many scholars believe that in order for civic education to actually work, grass roots education must be implemented. Some prominent works were done by John Dewey, who argued in most of his work on civic education that the schools should prepare children for active participation in the life of the community: he believed that education must break down, rather than reinforce, the gap between the experience of schooling and the needs of a truly participatory democracy (Dewey, 1944).

Dewey believes in three core principles. The first was that the business of the school is to train children in co-operative and mutually helpful living – to help them grow into community. The second principle was that the foundation of all educative activity must be in the instinctive, impulsive activities of the child, and not the presentation and application of structured, external material. Finally, the laboratory school should promote the child's individual tendencies and activities.

Civic education can play a political role in resolving conflicts. No region or state can bring solution to the problems related to conflicts until and unless there is good governance and this emanates from civic education. Good governance is the only key for conflict resolution. No government, in the developing world, has the human and economic resources to overcome the poverty and inequality that are their legacies. If democracy and conflict free society is to be lasting, it is of the utmost importance that civic education should remain a strong component of everyday life. Governments need to build up partnerships with the private sector, non-governmental organizations, self-help groups, and other organizations of civil society to define development needs and implement programs.

Civic education is very important in democracy and on the governed. Several findings on the relationship between civic education and democracy have been identified which indicated the strong relationship between the two. It is not democracy if there is no civic education, the subject has shown its relation through conflict resolution, rule of law, checks and balances and human rights. These show how strongly civic education is related to democracy and the governed. It is then important that political scientist should clearly educate the governed on how they can positively contribute to their countries and making them understand the importance of civic education.

CONCLUSION

In conclusion we can say the main motivation behind this journal is to build an understanding on the relationship between civic education and democracy. Now we can conclude that no civic education no democracy meaning civic education is anchor of democracy. All political processes and procedures are understood through civic education and other elements like Human Rights, Checks and Balances, Conflict resolutions,

decision making processes and policy formulations.

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