



CIVICS AND GENERAL STUDIES



- Voter Education
- Proper Behavior and Responsible Decision Making.
- Responsible Citizenship
- Mzee wa Uraia
- CETA's activities for shaping the Youths to become Responsible Citizens

Volume 7

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Table of Contents

Acknowledgements	v
Preface	vii
Part One: Voter Education	1
Part Two: Proper Behavior and Responsible Decision Making	18
Part Three: Responsible Citizenship	28
Part Four: Mzee wa Uraia	35
Part Five: CETA’s activities for shaping the Youths to become Responsible Citizens	45

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CETA EXECUTIVE COMMITTEE
January 2010

PREFACE

Civics and General Studies Journal was introduced by Civic Education Teachers' Association (CETA) with support from Konrad - Adenauer- Stiftung (KAS) as part of supporting the government efforts to create a nation of people who are self-confident, analytical and critical thinkers, without forgetting their national patriotism. CETA regards Civic Education as an important tool to achieve this goal.

Civic education entails political interventions, awareness raising and capacity building efforts that seek to enhance the citizens' participation in governance. Though there are many definitions of the concept, CETA prefers to utilize the above one. Civic education enhances democracy, improves quality of leadership, prepares future leaders, encourages collective exercise of power, enhances the appreciation of citizens' basic rights and freedoms, and lastly strengthens the economic development of a society.

This CETA Journal volume seven is a reflection of CETA's attempts to shape the character of youths to become responsible citizens. It consists of five chapters. Chapter one is about voter education. Tanzania is preparing for general election in year 2010, so voter education has been given priority in this journal.

Chapter two discusses proper behavior and responsible decision making. A nation of well disciplined and responsible citizens will definitely achieve socio economic and political development, because even corruption and other social evils could be contained.

Chapter three insists on responsible citizenship. It tries to answer questions such as: who is a citizen, types of citizenship, rights and responsibilities.

Chapter four is a students' chapter or "Mzee wa Uraia". This chapter provides a forum for students to give their views on various socio-economic and political issues that are affecting or likely to affect the society. Students or youths are not "tabula rasa" they have a lot of things to contribute provided they are given a chance.

The last chapter traces CETA's efforts to shape the character of youths and citizens at large so as to become responsible citizens. CETA has been organizing symposia and debates on various national issues that involved students, teachers and other academicians. Issuing of publications has also contributed to dissemination of civic education.

CETA Publicity Committee.

Registration helps to determine who can vote in election (s) and prevents people who are not legally entitled to vote. Also helps NEC to reduce petitions during election.

VOTER EDUCATION

1. Meaning of voters education.
2. Interrelationship between voter and civic education.
3. The scope of voter education.
4. The organ which has the mandate to provide voters education.
5. Election
6. Electoral system in Tanzania
7. The qualifications of candidates to contest for various posts.

Meaning of voters education.

Education in support of the electoral process has become known as “voter education” where the primary target is the voter. There are a number of other areas of education required if an election is to be successful, but these may variously be conducted by political parties and election administration officials. Voter education, on the other hand, is considered to be a separate and discreet function. It is usually identified as a function of the Electoral Authority and is occasionally subcontracted by them to private companies and civil society organisations. It is also fostered by public interest organizations independent of any mandate by the election authority.

Therefore, voter education is an enterprise designed to ensure that voters are ready, willing, and able to participate in electoral politics. It has been assumed that this entails election literacy and confidence that the electoral process is appropriate and efficacious in selecting governments and promoting policies that will benefit the individual voter.

Interrelationship between Voter and Civic Education

As stated above, voter education is essential to ensuring that voters can effectively exercise their voting rights and express their political will through the electoral process. If voters are not prepared or motivated to participate in the electoral process, then questions may begin to arise about the legitimacy, representativeness, and responsiveness of elected leaders and institutions. At the same time, voter education is a very focused undertaking. It is targeted at eligible voters and addresses specific electoral events as well as the general electoral process. While voter education is a necessary component of the democratic electoral process, it is not sufficient for democracy.

Voter education needs to be supplemented by on-going civic education efforts in order to achieve the democratic participation and culture that flows from and is, in fact, the rationale for periodic elections. Civic education employs a broader perspective than voter education. It is concerned with citizens, rather than voters, and emphasizes the relationship between active citizenship and democratic society. It is understood that citizens must engage the political process routinely, not just at the time of elections.

Certainly, participation in elections and the status of “voter” have a special weight in transitional countries holding founding elections and where the right to vote has been obtained through social struggle. As the democratic world moves toward a universal

franchise, however, voting is viewed as one of the many ways in which citizens participate in and support democracy.

The Scope of Voter Education

The scope of voter education efforts required in any given country will depend upon a variety of factors. Does the country have a long history of democratic elections, or is this a founding or transitional election? Is voter registration mandatory or voluntary? Who is responsible for voter registration? Has the franchise been extended to include new groups of voters? Have there been changes to the system of representation or the voting process? Do the electoral process and political institutions enjoy the confidence of the electorate? Is the election campaign open and competitive? Have voter education efforts been undertaken in the past? Is there any ongoing civic education effort? The answers to all of these questions and much more will impact the nature and reach of the voter education programme.

The organ which has the mandate to provide voter education

While voter information is certainly the responsibility of the election authority, voter education can easily be viewed as the responsibility of both the election authority and civil society. A variety of other government agencies may also have some role in informing and educating citizens. The mandate of the election authority or other government agencies may be determined through law, while civil society organizations may have, as part of their mission, a commitment to voter education and political participation.

In Tanzania the organ which has mandate to give voters education related to general election is NEC (National Election Commission) the case of mainland and ZEC for Zanzibar. But they can delegate power to other organs such as NGOs depending on the resources

available for voters education. This is supposed to be a continues process.

Voters education generally address four key issues:

1. Elections and democracy. It is difficult to explain democracy in the modern world without an established system of choice through voting procedures. These elections are defined as events of modern democracies. People should have the freedom to make choice; they have to have freedom to discuss on policy options. Therefore, democratic rights should prevail during elections.

The role, responsibility and rights of the voters.

Election

Is a collective act of political decision making where people translate their ideas into seats. Election is an important event in the political system as it decides who will be in or out in the posts. But for the election to be meaningfull, it has to be free and fair. Election does not only put people in power, but it guarantees representation and accountability of the leaders. Electoral systems have to make sure elected leaders are held responsible to the electorate.

In Tanzania we have two types of electors:

- (i) General elections that are held after every five years where voters vote for presidential, members of parliament and councilors positions. In the case of Islands they vote for the President of Zanzibar, members of the House of Representatives, President of the United Republic of Tanzania, the Members of Parliament for the Union Parliament, and the Councilors.

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- (ii) The local government elections where people vote for the chairman of the village government and the members of the village council. This election is supervised by the Ministry of Local Government and Regional Administration which is under the Prime Ministers Office. This election also takes place after every five years (one year before the general election).

Both elections in a democratic country like Tanzania have the following importance. (a) Elections legitimize the governments as they are chosen democratically by the people. Different branches of the government like executive branch and legislative branch derive their legitimacy from election. In free and fair elections, that are always competitive, give chance for citizens to choose the best candidates to fill various posts. Furthermore, candidates are given equal chances to win the election through an equal playing ground.

- (iii) Elections ensure good governance by making incumbents accountable to the electorate as they are aware that they will be voted out in the next election if they under perform.
- (iv) Elections also play a big role in promoting a viable multiparty system in different ways. This is demonstrated during elections where most of the parties are active and appeal to the people so that they can be voted in accordance to the United Republic of Tanzania Constitution, Article 39.

Electoral system in Tanzania

In a democratic political system, representatives have to maintain close contacts with the electorates. This means that the electoral system must ensure that those representing voters are responsive to the needs of the electorate. Electoral system is the system of translating votes into party seats in the parliament. It is a set of

rules for conducting election. Electoral system determines who supervises election and as well as votes in an election. There are different electoral systems in the world, such as proportional representation (PR) which ensures that seats are allocated according to the percentage of popular votes obtained in the election. In PR system, seats are allocated to political parties proportional to the number of votes won in the election. This system is common in Eastern Europe. PR system has a number of sub systems such as Single Transferable System (s+v).

This type of electoral system is based on preferential voting in multi- member constancies. The candidate is declared elected if the sum of the first preferences in his / her favor exceeds a quota of total valid polls in the constituency. This system is used in Australia, Tanzania, North Ireland, etc.

Single non- transferable vote system.

This system allows voters to vote for the party and not the candidates. Political parties prepare a list which is non transferable. This system is used in Israel, Gavan, Namibia, Mozambique, South Africa, the Netherlands, etc.

PR party list in multimember constituencies. In this system the country is divided into multimember constituencies, the seats are distributed among party lists at the constituency level, and voters are allowed to show their preferences for particular candidates within the party list. Voters are allowed to vote for more than one candidate by way of ranking them. This system is used in Denmark, Sweden, Poland Greece etc.

- The PR system claims to minimize the possibility of dictatorship of the big political parties by ensuring minority representation.

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- PR system also allows creative and constructive debates. PR system reflects political and social elevates that exist in a particular country.
 - PR system is said to minimize costs of elections. Under PR system there is no need for by – elections, since when a vacancy exists a party will submit the next name in line from the party list used in last election.

Despite the advantages of PR system, it has some weak areas, for example:

- (a) It works on the assumption that political parties have well articulated party policies, visions and ideologies that differ from one another. Therefore the voters will be confronted with policy choices and they will choose a policy that will reflect their needs. For instance, in Tanzania during elections, people are guided by personalities rather than party policies. Therefore the effectiveness of the PR system is closely related to the strength of the political parties in a given community.

PR system needs check and balance in the nomination of candidates within the party because people who are powerful in the party may ruin the whole process and put / nominate a person who is likely to fool them and has no real interest in peoples development.

PR system leads into power sharing in the communities that are not well organized (political parties are personalized), this can create political divisions. Also power sharing may cause political instability and uncertainty as the existing political parties may have the power which they cannot exercise to form a coalition government. This is when they fail to attain a clean / absolute majority.

In the PR system the mps are more responsible to the party leaders than to people whom they are representing as they are aware that the party leaders are the ones who have a say on their posts, and not the voters. This means the influence of voters over the representatives is very much reduced in PR system.

Another type of electoral system is first- past post (FPP) or simple majority representation. This is the simplest and the most common type of electoral system. In this system a candidate who secures the simple majority becomes the winner. There are two types of FPP, these are:

- (i) Absolute majority, where it requires the winner to have 50% of votes in order for him / her to win a seat.
- (ii) Plurality, where the one with more votes is the winner.

FPP is common in UK, USA and most of the former British Colonies, Tanzania included. In Tanzania we use plurality where who gets more votes becomes a winner. The major characteristic of the system is that the winner takes the whole constituency, even if he / she did not win majority of all votes casted in the election.

The other type of electoral system is a mixed representative system. This system combines attributes of single member constituencies with the principle of PR. In this system seats are won through constituency election as well as proportional representation seats.

These PR seats can be allocated to political parties as the basis for seats secured under majority / plurality system. Countries that practice this system include Germany, Hungary, Japan, Mexico, Russia and Lithuania.

Who is eligible to vote?

Any Tanzania citizen who has attained maturity age [18 years]and he / she is mentally fit, registered in a permanent voting book, she / he has not committed any crime which will deny him/her the right to vote, and has the voters card given by NEC.

A voter has to report at a new voting area once he/she shifts from another area and the information concerning him/her has to be submitted to the voting station before the voting day.

A person may lose his / her right to vote if he / she breaks any of the election rules / laws, eg commits crime which leads to be sentenced for more than six months before the voting day.

He/she is involved in corruption practices, lose his / her voting card without reporting or shift from one voting area to another voting area (constituency) and not updating his / her voters card.

In Tanzania the nationals who are living outside the county do not vote, though they have right to vote. The reason is that there is no established system to facilitate distant voting.

Why registration:

Registration helps to determine who can vote in election (s) and prevents people who are not legally entitled to vote. Also helps NEC to reduce petitions during and after election.

Rights of eligible voters:

An eligible voter has the right to check the information given in the registration book whether it is correctly recorded.

Also he / she has the right to check if the voters who have been registered in the permanent registration book have the qualifications required.

Any voter has the right to object any person who has been registered in the permanent voters registration, but he / she lacks some qualifications. For example: he / she is under age, he / she is not a resident of the place where he / she is been registered, and the particulars concerning him/her are not authentic.

What eligible voters have to do?

After registration, voters have to attend the electoral campaigns of all political parties so as to hear the electoral manifestations of the parties and hear from the candidates. This will help the voter to assess the best manifestation which appeals to him or her, and the best candidate. Failure to attend campaigns will impede the voter from choosing a better candidate and party as he / she will not be well informed about them.

A voter has to be aware of the voting day and the voting station. He / she should go to the voting station to check whether the information displayed is correctly recorded. This has to be done a few days and before Election Day.

If a voter finds that the information is not correct, he/she should inform the NEC official to rectify it. Some of the mistakes may be misspelling of the names etc. The voter must keep the voting ID as this will introduce him/her to the officers at the voting station. It is illegal and a criminal offence to discard or sell the voters Identity Card.

Qualifications of candidates contesting for various posts

A candidate is any person who is qualified for the post he / she is contesting and she / he has been appointed by the political party to contest for that post.

The appointment of candidates for various posts is done by the political parties, the NEC is not responsible for the appointment of candidates. But the candidates after been appointed have to abide by NEC's rules and regulations.

For the presidential post, a candidate has to fill the necessary forms available at the NEC Headquarters

For the Member of Parliament post, a candidate has to fill the forms given by the election suspensor at the constituency level.

And for councilor post, the forms are available at the Assistant Election Office in the respective ward.

A candidate for the councilor post should have the following qualifications:

- (i) He / she has to be a Tanzanian citizen
- (ii) He / she has reached the age of 21 years and above.
- (iii) He / she has to master reading and writing Kiswahili or English languages.
- (iv) He /she has to be a member of a registered political party and be appointed by the party to be a councilor candidate.
- (v) He /she has to have a credible source of income which will enable her / him to live a decent life.
- (vi) He /she has to be a resident of the ward or town where he / she is contesting for councillorship.
- (vii) He/she has to have not less than ten sponsors who have been registered in the ward where he / she is contesting.

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- (viii) He/she must not be convicted for tax evasion for a period of 5 years before election.
 - (ix) He/she has to have a bond of 50,000 cash money and submit it to the election supervisor.
 - (x) He / she must take oath using a special form in front of a magistrate to testify that he / she has the qualifications to be a councilor, and has accepted to be a candidate.

For the parliamentary post a candidate has to have following qualifications:

- (i) He/she has to be a Tanzania citizen.
- (ii) He / she should have reached the age of 21 years and above, and be mentally fit.
- (iii) He / she has to master writing and reading skills in English or Kiswahili language.
- (iv) He / she must not be convicted for tax evasion for a period of five years before election.
- (v) He/she has to have at least 25 sponsors who are eligible voters in his / her constituency which he / she is contesting.
- (vi) He / she must be a member of a registered political party and be appointed by the party to contest for the parliamentary post in the respective constituency.
- (vii) He / she should take the oath by using special forms in front of a magistrate to justify that he / she has the qualifications for the parliamentary post.
- (viii) He / she has to have a bond of 500,000 cash money to be submitted to the election supervisor from NEC

Presidential Post:

The qualifications of presidential candidate of the United Republic of Tanzania, are:

- (i) He /she have to be a citizen of the United Republic of Tanzania by birth.
- (ii) He /she have to have reached the age of 40years and above.
- (iii) He /she must have the qualifications that will enable him / her to be a member of parliamentary.
- (iv) He /she has to be a member of a registered political party and should be appointed by the party to contest for the presidential post
- (v) He / she should not have any record of tax evasion within a period of 5 years before election.
- (vi) He / she has to take the oath in front of a Judge of referral court to testify that he / she has accepted to be a presidential candidate.
- (vii) He /she has to have 200 sponsors who have been registered as eligible voters from all regions of Tanzania.

The sponsors should sponsor only one candidate for the presidential post in one election.

Objections for candidates:

The objections for any post can be paused, this is applied when a candidate lacks one of the above mentioned qualifications. For the presidential post, objection can be paused by any contesting candidate. Late comers will not be allowed to vote under any excuse.

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- Voters / candidates are not allowed to carry any sign or wear T-shirts which indicate support for any political party or a candidate.
 - Voters are advised to leave the polling station soon after they have casted their votes.

People who allowed to be at the polling station are presiding officers, polling assistants, returning officers, polling agents of the candidates, security officers, election observers, news reporters, candidates and voters who have not casted their votes.

As soon as polling activity stops, the polling stations change to counting stations. This is according to the Election Act of 1985, section 70, article 1. But ROA has the mandate to change any counting station and for security reasons.

The ROA after receiving the result forms of the election and polling boxes from the polling station he / she adds all the results and reads loudly the results of each polling station for a ward constituency by showing the votes of each candidate, the casted votes, and the spoilt votes.

The result is filled in a special form where the winner is announced and receives the artifact of election in case of members of parliament.

Announcing polling results.

The results for parliamentary posts are announced at the adding station after the addition of votes from all counting stations in the constituency is completed.

After the results have been announced, all the candidates have to sign and accept the results in special forms.

Then the election director of the polling station will write in the empty space the election results for presidential post, parliamentary post and councilor post.

Role of various groups in the election process.

Election is a very important element in a democratic process, as the government will be respected when it has been formed by popular mandate.

Election does not only mean to put in and out leaders in offices, but also to ensure representation and accountability of elected leaders to the citizens. These various groups in the society have an important role to play in the election.

Political parties and their leaders.

Political parties nominate the names of candidates who will contest for the existing vacancies.

In Tanzania, independent candidates are not allowed to contest for any political post. All candidates for any post must be the members of the bona fide political parties.

Political parties have to provide civic education to their members and the public at large, as well as encourage people to participate in political activities. eg: registration and voting..

Political parties have to prepare their party manifestations that disclose what will happen in case a party takes over the executive office.

Electoral Commission:

This is the key organization which oversees the entire election process.

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- It is the key instrument in providing Voters Education?
 - It ensures fair play in elections.
 - Ensures the candidates meet the qualifications required for the posts they are contesting for.
 - Prepares voters registration books and updating, ensures that every person who qualifies to be registered as a voter, is given a chance to vote.
 - Prepares the constituency lariats for voting
 - Sets the dates of election.
 - Oversees voting activities in the whole country.

The Government:

It has to provide the financial, material and security support for the election process.

Non Governmental Organizations:

Provide voters education to the citizens by using different means and approaches. The deliverables should complement those given by the NEC / ZEC. The education imparted must not divide people by any means. NGOs are not supposed to take the role of political parties.

Mass media

It has the role to educate people on the importance of participating in the election process. An important mass mobilizer.

Should make sure that citizens are aware of political manifestations of every party, and try to be as impartial as possible.

The mass media should make people aware of election results as are given by the Electoral Commission.

The Citizens

This is the target group. Citizens have a big role to play in election by:

- Registering in the voters registration book.
- Participating in the campaigns and listen to the political agendas / manifestations of different political parties and deciding which to vote for the most appealing.
- Casting their votes on the voting day.
- Receiving, accepting or rejecting the results.
- Inform the official if they think there was maltpractice in the electoral process e.g. corruption and intimidation.

The election will be free and fair only when all the groups take part in the whole process. The failure of any group to be part of the process is likely to jeopardise the whole exercise.

PART **2**

Someone who behaves properly is loved by society members and he/she is given the necessary co-operation, even at times of difficulties.

PROPER BEHAVIOR AND RESPONSIBLE DECISION MAKING

- a) Meaning and types of behavior
- b) Elements of proper behavior
- c) Responsible decision

a) Meaning and types of behavior

1) Meaning

Behavior is defined as a way in which a person, group or organization responds to a specific set of conditions, or;

Behavior is a result of a person's character or a way of doing things, which is used to expose that person to the outside society.

In general, behavior is an individual way of living or performing activities.

2) Types of behavior

Since behavior is the result of a person's character or his/her ways of doing things, these ways can be divided into two main types:

- i) Proper behavior
- ii) Improper behavior

i) Proper behavior

This is a kind of behavior which is considered to be good and acceptable to the society and which makes a member of a given community or society to be termed as a good and respectful person. Proper behavior can be reflected in many ways, which include:

- Traditions, culture and norms of conduct of a community or a society, and if all these make somebody to behave in a proper and assertive manner.
- When a person respects other people and him/herself. For example if school children respect their teachers and other elders inside and outside the school. It is also identified when an individual co-operates with others for a good course.
- By respecting the authority and obeying the rules of the country, religion, or regulations and principles that are set for any good purpose.

Proper behavior is the source and cause of good life and well-being. A person who behaves properly does not have problems associated with misbehaving, for example using abusive language, stealing, engaging in drug abuse and rebelling against the state.

Importance of properly behavior

Proper behavior is very important because when one behaves properly, he/she can have the following advantages:

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- i) One can get a good and well paying job
 - ii) One can be sure of getting a good and wise husband or wife, and thereafter a family with positive and reliable trend
 - iii) When one behaves properly he/she can be positively rewarded in his/her work or at school. This brings extra confidence and accountability to oneself.
 - iv) Someone who behaves properly is loved by society and he/she is given the necessary co-operation, even at times of difficulties.
 - v) A well behaving person is taken as a modal in the community, and therefore gains respect and honor

ii) Improper behavior

This is the opposite of proper behavior. Improper behavior of a person is observed when he/she is undisciplined and misbehaves. These are things that are not accepted by members of the society.

Causes of improper behavior

Bad or improper behavior can be a result of several reasons, such as:

- a) Heredity from parents. A person can have an improper behavior just because his/her parents have elements of improper behavior. Examples of such behavior, that could be inherited from parents,, are greediness, stubbornness, quarrelsomes, theft and drunkardness.

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- b) Bad company influence. A person may happen to copy and imitate improper behaviors from his/her close friends he/she is associates with, whether at home or at school. There are people who become drug addicts, sex maniac, drunkards and thieves just because they stay with their fellows who do such things.
 - c) Poor family background. This is a result of poor family care, failure to pay attention to proper ways of bringing up children. Some children are left alone and grow up as street children, and therefore they have to teach and counsel themselves.
 - d) Poor attention to the religious teachings. All religions, that are accepted by the society, preach good manners, obedience, truth, faithfulness and respect. Some members of the society do not adhere to the religions teachings that prohibit people from doing bad things.
 - e) New influences introduced by globalization, as a result of development of science and technology. Some people attempt to imitate the way they see people living on TV and video shows. They are influenced by other people's ways of life. Life full of risks e.g. prostitution, drug abuse, homosexuality and brutality.

Common improper behaviors

The most common improper behaviors, that are experienced by many people, are:

- 1) Theft

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- 2) Armed robbery
 - 3) Prostitution
 - 4) Drug addiction
 - 5) Drunkness
 - 6) Rapes
 - 7) Women oppression
 - 8) Laziness
 - 9) Harassment of students in public transport
 - 10) Juvenile delinquencies

Consequences of Improper behaviors to society

In general, improper behaviors can endanger one's life and result into absence of peace and harmony in a society. They can also lead to;

- i) Pre-martial pregnancies
- ii) Abuse of power by civil and public servants
- iii) Sexually transmitted diseases e.g. HIV/AIDS, gonorrhea and syphilis
- iv) Poor academic performance and school drop outs
- v) Lack of justice in a society
- vi) Fear and insecurity among the people
- vii) Underdevelopment and lack of civilization

Consequences of Improper behavior to individuals

Apart from the general consequences of improper behavior to any society, this can also have negative effects to individuals, for instance:

- i) A person can be unliked and therefore become isolated from his/her community.

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- ii) A person may not get employment in working places because his/her bad character
 - iii) A person can be convicted (jailed) or punished for wrong doing.
 - iv) A person can live fearfully and uncomfortably
 - v) It can result to death of an individual, for example in case of drug addiction, prostitution and burglary.

Improper behavior among students:

Many students and pupils can have queer manners or habits, that may sound improper in any society, eg

- a) Late coming to school or sneaking out before the school closes.
- b) Use of abusive language among themselves or even to their teachers and elders.
- c) Bullying, quarreling and fighting
- d) Playing truancy e.g. being absent from school
- e) Participating in love affairs at an early age.

Ways to control improper behavior

Improper behaviors can be controlled through various ways depending on the community where the victims live. It includes methods like:

- 1) Working hand in hand with the government and its responsible institutions to control bad behaviors. The co-operation may be done through informing the police on wrong doings such as robbery, murder and drug abuse

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- 2) Exercising severe punishment to the people who are found guilty
 - 3) Public education on good conduct offered through mass media, like radio, television and newspapers.
 - 4) Parents and guardians should strictly involve themselves in guiding and disciplining their children.
 - 5) Reporting crimes should be the responsibility of every citizen
 - 6) People with proper and good behavior should be encouraged and praised openly

b) Elements of proper behavior

Proper behavior can be demonstrated by an individual and can be observed in the following features:

- i) An appearance of a person from his or her outlook. Wearing smartly i.e. clean and smart clothes can indicate that one behaves properly.
- ii) Self-respect. This means being kind, honest and discipline. A person who respects him/herself will also respect others and this is an important aspect of proper behavior.
- iii) The language used by an individual person can also express one's behavior. The use of harsh and abusive language implies improper behavior. Definitely although not always, a good and polite language can mean proper behavior.

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- iv) Punctuality and hospitality can indicate the proper or good behavior of a person. This includes practices like being at the required places on time, greeting people properly and performing assignments accurately and timely.
 - v) The level of education one has attained can sometimes indicate proper behavior, because when one has good discipline he/she can perform well in his/her studies, and therefore attain excellency academically.

Relationship of behavior with society

A good society accepts and appreciates proper behavior of its members. Improper behaviors are not accepted and never entertained. Proper behavior and improper behavior can be identified by referring to age, sex, level of education and position in a working place.

c) Responsible Decision Making

Decision-making is an act of attending to a problem and choosing among the alternatives the best way to solve it. Responsible decision-making means a decision is made by a person or the authority, which is responsible and competent to make such a decision.

Importance of Responsible decision-making

- It is a better way of taking responsibility
- It binds the decision maker to be systematic and careful so as to avoid poor or wrong decisions
- It is a perfect way of doing things by people holding high positions.

-
- Decision makers become committed to the issue they decided on
 - It creates efficiency in administration because the responsible authority makes the decision

Skills needed in making healthy decisions

Healthy decisions are the constructive and positive decisions made on issues. It needs these skills:

- 2) It needs a maker to get settled and composed.
- 3) It needs the maker to study a problem carefully before making the decision
- 4) It needs the maker to apply wisdom at the best of his knowledge

Consequences of making irresponsible decisions:

- a) Irresponsible decisions may cause poor implementation.
- b) Sub-ordinates may not accept irresponsible decisions and this may result into chaos.
- c) Irresponsible decisions making may lead to misunderstanding among sub-ordinates and lower the rate of accountability

Important stages in decision-making:

In order to make healthy decisions, the following stages are essential:

- 1) One should identify and clearly understand a problem which needs to be decided on

-
- 2) To create or find solutions in terms of alternatives to that problem
 - 3) To choose the best alternative in solving the problem
 - 4) To implement the solution which was chosen and evaluate its effectiveness.

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PART **3**

*Schools
teach civic
responsibilities
to students with
the goal to
produce
responsible
citizens and
active
participants
in their
community and
government.*

RESPONSIBLE CITIZENSHIP

Meaning of Citizen and Citizenship

The term 'Citizen' has an urban origin, derived from the Anglo Norman word 'citizein' and French 'Citoyen'. This is based on the Latin word 'Civitas', meaning people united in a city or a community.

A Citizen is a person owing loyalty to and entitled by birth or naturalization to the protection of a state or union.

In addition to this, the role of a citizen entails a status, a sense of loyalty, the discharge of duties and the enjoyment of rights not primarily in relation to another human being, but in relation to an abstract concept, the state.

Citizenship, it is claimed, is as old as settled human community with groups and tribes in specific territories developing rudimentary social contracts for mutual benefits. The expansion and development of citizenship has been closely linked to the growth of cities and the emergency of nations or states.

Citizenship means 'a productive, responsible, caring and contributing member of society.' It is the quality of an individual's response to membership in a community.

TYPES OF CITIZENSHIP

There are various types of citizenship, such as:

- a) **Citizen by birth:**
This means natural citizenship one being born in a country where both his or her parents reside.
- b) **Citizenship by descent:**
This means gaining citizenship in a country because one's father is a natural citizen of that country.
- c) **Citizenship by registration or by naturalization:**
This is open to applicants from Commonwealth countries. In Tanzania, citizenship by registration may be granted to any female applicant who is married to a Tanzanian even if she does not come from a Commonwealth country.

IMPORTANCE OF CITIZENSHIP

Importance of Citizenship gives students the knowledge, skills and understand to play an effective role in a society at local, national and international level. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes the spiritual, moral, social and cultural development, making them self confident and responsible in and beyond the classroom. It encourages students to be helpful during their stay in schools, neighborhoods, communities and the wider world.

It also teaches them about our economy, democratic institutions and values; encourages respect for different national, religious and ethnic identities and develops student's ability to reflect on issues and take part in discussion .

CIVIC RESPONSIBILITIES

Meaning of ‘Civic’ and Responsibility’

Civic means “Of relating to, or belonging to a city, a citizen or citizenship, municipal or civil society”. The term responsibility implies the quality or state of being responsible [answerable, accountable] as a moral, legal, or mental accountability, reliability, trustworthiness. It also refers to holding specific office, duty or trust, or obligation.

Historic Roots

Civic Responsibilities dates to ancient Roman Society. Civic responsibility may have started with Lucius Quinctius Cincinnatus in 519 BC. To date, one may contend that Civic Responsibility is the ‘responsibility of a citizen’. It is comprised of actions and altitudes associated with democratic governance and social participation.

Civic Responsibility can include the participation in government, church, volunteering, and membership in voluntary associations. Actions of civic responsibility can be displayed in advocacy for various causes, such as political, economic, civil, environmental or quality of life.

Civic Responsibility including social participation. Action is a core element to a democratic society.

IMPORTANCE OF CIVIC RESPONSIBILITY

The importance of civic responsibility is paramount to the success of democracy. By engaging in civic responsibility, citizens ensure and uphold certain democratic values written in the Constitution and the Bill of Rights. These values and duties include justice, freedom, equality, participation, patriotism, tolerance, rule of law, etc.

Schools teach civic responsibilities to students with the goal to produce responsible citizens and active participants in their community and government.

Volunteering is a form of civic responsibility which involves the giving of time or labour without the expectation of monetary compensation. Volunteering gives citizens the opportunity to share their skills while helping those in need of assistance.

Teaching civic education is a method used to teach civic responsibility. It is a way to promote and enlighten responsible citizenry committed to democratic principles. Civic education is a means to actively engage people in the practice of democracy in Tanzania.

SOME IMPORTANT CIVIC RESPONSIBILITIES

a) Responsibilities towards the state, such as:-

- **Loyalty:** Good citizens must be loyal to the government which protects and serves them.
- **Military Service:** Citizens must take part in protecting their country.
- **Obedience:** Good citizens must obey country laws.
- **Pay taxes** to the state in order to empower it to promote the welfare for all its citizens.

b) Responsibilities towards the country:

- Using natural resources efficiently for the benefit of the present and coming generations

-
- Keeping the land, air and water bodies free from pollution and degradation in order to make the country a clean and a safe place to live in.
 - Preserve public utilities for the benefit of all people.
 - Be ready and willing to defend and serve the nation at any time if required.

c) Responsibility towards other citizens:

- Respecting the rights of others
- Being tolerant towards fellow citizens
- Cooperating with others for a good course
- Avoid using offensive/abusive language
- Avoid discrimination against others
- Follow traffic and public utilities rules
- Place the common good above personal and selfish interests
- Show respect and love to the disadvantaged groups.

SPECIAL GROUPS

Meaning of Special Groups

The term special groups can be defined as people facing or experiencing difficulties in interacting with others or their environment. The reasons for this can be physical disabilities, old age or displacement.

“Needs” implies, ‘of necessity’ therefore **special needs** refer to the individual requirements of a person with a disadvantaged background or a mental, emotional, or physical disability or living in a high risk environment.

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- Disabled groups such as the mentally retarded, physically disabled, the dumb, the blind, and albinos.
 - Refugees groups
 - Old-aged people
 - Street children
 - Women

RESPONSIBILITIES TO SPECIAL GROUPS

- Establishment of special education for the disabled such as communication directed to people with physical disorder eg the dumb, the deaf, the crippled.
- Establishment of elderly/old folks care centres
- Provide free social services, like education and health care
- Avoid discrimination of any kind and in any form.

NEEDS FOR SPECIAL GROUPS

The following are some of the major needs of special groups:

- a) They need acceptance and the right to be heard by others
- b) They need social services like other members of the society, such as education and health care
- c) They need special attention because of their disabilities. For instance, people with physical disability need aid devices to enable them to interact with others
- d) They need sympathy. They should not be blamed or mocked for their disabilities
- e) They need friendship and the right to get married and to be loved.

-
- f) They need their rights, such as freedom of association, voting and being voted for.
 - g) Old people need both family and community care
 - h) Street children need guaranteed security for their lives
 - i) Women need empowerment and encouragement to attain decent livelihood.

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PART **4**

Karume negotiated a merger of Zanzibar with Tanganyika, forming the new nation of Tanzania; an act judged by contemporary media to be an attempt to prevent communist subversion of Zanzibar.

COME ACROSS “MZEE WA URAIA” IN STUDENTS’ CHAPTER

Mzee wa Uraia is an advisor for Civics and General Studies in secondary schools and colleges. He attends to students’ chapter in the Civics and General Studies Journal owned by the Civic Education Teachers’ Association (CETA). This chapter is an arena where students can give comments, critique and ask questions on any issues that have direct impacts on national development.



Mzee wa Uraia

Dear students,

May I take this opportunity to express my sincere thanks to you all and other colleagues for the maximum cooperation you extended to me to make this chapter more appealing to many students or youths from different corners of our country.

I also wish you a happy New Year 2010 with a great expectation that you will extend maximum cooperation and proper utilization of this chapter to widen your knowledge.

Back to my comment I made last time in this Journal, volume six, I said that the Government through the Ministry of Education and Vocational Training had issued a new syllabus for General Studies. So what CETA and KAS did was to organize a workshop that brought together CETA members, General Studies Teachers and the retired officer from T.I.E to discuss about the new topics and appropriate teaching methodologies that would make the subject more appealing to students. The participants came from Tanga, Dar-es-Salaam, Mtwara and Kilimanjaro. For further information read part five of this journal.

"Mzee wa Uraia"

Questions and Answers



My name is **Ussi K. Ussi**. I am a student in form five at Uweleni S.S Pemba. First of all, I want to take this opportunity to congratulate CETA for introducing a student's chapter which enables students to express their views. Now Mzee, today I do not have a question to ask, but I have a comment to make on the political situation in Zanzibar.

My understanding of multipartism is to have different political parties with different ideas for the development of the country. People choose a party with policies appealing to them and still remain united. But here in Zanzibar the situation is different, multiparty politics have divided the Zanzibaris to the extent that they don't greet one another or attend burial ceremony of their colleagues if it happens is a member of a different political party.

My dear student Ussi. It is really paining, but positive indicators have already started manifesting themselves because the top leaders of CCM and CUF in Zanzibar have agreed to work together and solve existing political misunderstandings. All the same, civic education is still an important approach to solve this problem, especially on the importance of political tolerance for the well-being of the present and future generations.



Mzee wa Uraia, my name is **Mariam M. Khatib**, I am a form six student at Tumbe S.S, Wete Pemba; First of all I want to express my sincere thanks to you for visiting students in Pemba and organizing a symposium on “**46 Years of Zanzibar Revolution: Revolution and Development of Democracy in Zanzibar**” The discussion was so nice because as students we need to know

what happened in our country and for what reasons. My question is to know more about Zanzibar revolution of 1964. I would also like to know why multipartism was introduced in Zanzibar.

Dear Mariam. In a nutshell, Zanzibar Revolution of 1964 was a mass rebellion against exploitation and oppression carried out by the ruling class (minority) in Zanzibar. The ruling class ignored the interests of the ordinary Zanzibaris. You should know that in the election of 1963 ASP won, but was denied to form the government. Instead, the British asked the Sultan to form the government. This move annoyed the ASP and its followers to the extent of staging a revolution. The Zanzibar Revolution of 1964.

About multiparty politics in Zanzibar. The fact is that Zanzibar is not isolated from the rest of the world, all major events that are taking place around the world, also affect Zanzibar. So there were external as well as internal factors that contributed to the introduction of multipartism in Zanzibar. External factors include disintegration of U.S.S.R, pressure from donor countries, and the role played by the U.S.A. Internal factors include economic crisis of 1980's, a report of Nyalali Commission, pressure groups, time factor, etc. So Zanzibar as part of the United Republic of Tanzania was also involved in this change, a change to multipartism.

Mzee wa Uraia, my name is **Mariam Juma Haji**, a form five student at Fidel Castrol secondary school – Wete. It is my great pleasure to take this opportunity to put a question to you Mzee wa Uraia. It is a pleasure because it is very rare to have such an opportunity to ask some screwing questions and get their answers . Mzee, today I have one question to ask you. I want to know why ZEC has representatives from the ruling and the opposition party, but NEC in the mainland doesn't have a similar representation?



Ooh my dear student Mariam, it is true that ZEC has representatives from both political parties [ruling and opposition] but NEC does not have representatives from any opposition party. This is due to the fact that the formation of NEC is guided by the Constitution of the United Republic of Tanzania which says that NEC must be formed by people with qualifications as stated in the Constitution . The NEC Chairman should be a Judge of the High Court (retired) and other members should be lawyers or should have long experience in the election process. NEC officials are appointed by the President in power and should work neutrally. As said early, the appointment is not based on political loyalty, but on the qualifications. The Constitution does not give room for political representation. But NEC is supposed to work fairly to all political parties. All in all, all political parties have equal chance to dialogue with NEC if there is an issue which needs to be discussed.



Mzee wa Uraia, my name is **Abdallah Suleiman** a form four student from Connecting Continent secondary school - Magogoni.

I would like to congratulate you *Mzee wa Uraia* for visiting our area and giving us an opportunity to express our ideas / views. Today I have one question to ask “There were a lot of killings during the Zanzibar Revolution” why did this happen?

My dear student Abdallah. Thank you very much for your question. When you talk about revolution, you actually mean the process of overthrowing one socio-economic formation or government by another through means of force. This process needs some kind of sacrifice, and that is why many Zanzibaris sacrificed their lives to liberate themselves from the exploitative and oppressive system. This is what happened in Zanzibar in 1964. In that process, loss of human life was inevitable.



Mzee wa Uraia, my name is **Mariam Hashim**, I am a form six student at Fidel Castrol Secondary School Wete, Pemba. I am very much impressed to hear that CETA leadership in Pemba has now been inaugurated and students from Pemba can take part in the programmes organized by CETA to improve

Civics and General Studies performance among the students and all Tanzanians. For this, I thank CETA and our Civics and General Studies teachers for forming this organization. Now *Mzee wa*

Uraia, I have one comment and one question. My comment is about our leaders. For some years I have observed that when our leaders come to the people to ask for votes, they are very polite, but when they are chosen they become very arrogant. So, I would like to advice them to respect those who elect them and try to support and solve peoples' problems quickly. My question is to know the difference between independence and revolution? Secondly, what does Zanzibar Revolution mean?.

Dear student. Thank you very much for your comment; I am sure the message will reach the relevant leaders and the public at large. This is also the year of election 2010, when politicians come to ask for our votes we need to ask them what they did in terms of developing their people. If they did nothing, then people will decide to replace them with more serious leaders who are ready to work together with those who elect them. Coming back to your question about the different between independence and revolution. According to *Wikipedia Encyclopedia*, the term independence is defined as self-government of a nation, country, or state by its residents and population, or some portion thereof, generally exercising sovereignty.

The term independence is used in contrast to *subjugation*, which refers to a region as a “territory” —subject to the political or military control of an external government. The word is sometimes used in a weaker sense to contrast with hegemony, the indirect control of one nation by another, a more powerful nation.

Independence can be the initial status of an *emerging nation* (often filling a political void), but is often an *emancipation* from some dominating power. It can be argued that independence has a negative definition: A state which is not controlled by another power through colonialism, expansionism or imperialism. Independence may be obtained by decolonization, or by separation or dissolution.

Although the last three events can often coincide, they are not to be confused with revolution, which typically refers to the violent overthrow of a ruling authority. This sometimes only aims to redistribute power—with or without an element of emancipation, such as in democratization—*within* a state, which as such may remain unaltered. The Russian October Revolution, for example, was not intended to seek national independence; however, the United States Revolutionary War was.

Autonomy (in slight contrast) refers to a kind of independence which has been granted by an overseeing authority that itself still retains ultimate authority over that territory . A protectorate refers to an autonomous region that depends upon a larger government for its protection as an autonomous region. The dates of established independence (or, to a lesser degree, the commencement of a revolution), are typically celebrated as a national holiday known as an independence day.

Sometimes, a state wishing to achieve independence from a dominating power will issue a declaration of independence, the earliest surviving example being Scotland's Declaration of Arbroath, and the most recent example being Abkhazia's Act of State Independence. Another example is the U.S. Declaration of Independence issued in 1776.

Causes for a country or province to seek for independence are many. Disillusionment arising from the establishment is a cause widely used in separatist movements, but it is usually the severity of economic difficulties that trigger these groups into action. The means can extend from peaceful demonstrations, like in the case of the Indian Independence movement, to a violent civil war.

As far as revolution is concerned *Wikipedia Encyclopedia* points out that “a revolution (from the Latin *revolutio*, “a turn around”) is a fundamental change in power or organizational structures that

takes place in a relatively short period of time.” Aristotle described two types of political revolution:

1. Complete change from one constitution to another
2. Modification of an existing constitution.

Revolutions have occurred throughout the human history and vary widely in terms of methods, duration, and motivating ideology. Their results include major changes in culture, economy, and socio-political institutions.

Scholarly debates about what does and does not constitute a revolution center around several issues. Early studies of revolutions primarily analyzed events in European history from a psychological perspective, but more modern examinations include global events and incorporate perspectives from several social sciences, including sociology and political science. Several generations of scholarly thought on revolutions have generated many competing theories and contributed much to the current understanding of this complex phenomenon.

The **Zanzibar Revolution** of 1964 involved the overthrow of the Sultan of Zanzibar and his mainly Arab government by local African revolutionaries. An ethnically diverse state consisting of a number of islands off the east coast of Tanganyika, Zanzibar had been granted independence by Britain in 1963. However, a series of parliamentary elections resulted in the Arab minority retaining the hold on power it had inherited from Zanzibar’s former existence as an overseas territory of Oman.

Frustrated by under-representation in Parliament despite winning 54% of the vote in the July 1963 election, the mainly African Afro-Shirazi Party (ASP) allied itself with the left-wing Umma Party, and early on the morning of 12 January 1964 ASP militants mobilized around 600–800 revolutionaries on the main island of

Unguja. Having overrun the country's police force and appropriated their weaponry, the insurgents proceeded to Zanzibar Town where they overthrew the Sultan and his government. Reprisals against Arab and South Asian civilians on the island followed; the resulting death toll is disputed, with estimates ranging from several hundreds to 20,000. A moderate ASP leader, Sheikh Abeid Karume became the country's new president and head of state, and positions of power were granted to Umma party members.

The new government's apparent communist ties disturbed the West, and as Zanzibar lay within the British sphere of influence, the British government drew up a number of intervention plans. However, the much feared communist takeover never materialized, and British and US citizens were successfully evacuated, so these plans were not put into effect. Meanwhile, the communist bloc powers of China, East German and the USSR established friendly relations with the new government by recognizing the country and sending advisors. Karume negotiated a merger of Zanzibar with Tanganyika, forming the new nation of Tanzania; an act judged by contemporary media to be an attempt to prevent communist subversion of Zanzibar. The revolution ended 200 years of Arab dominance in Zanzibar, and is commemorated on the island every year with all sorts of celebrations and a public holiday.

PART **5**

Sometimes, campaigners focus on candidates' personalities and popularity and therefore allow their campaigns to be dominated by criticisms directed to their opponents, rather than dwelling on pertinent issues.

CETA'S ACTIVITIES FOR SHAPING THE YOUTHS TO BECOME RESPONSIBLE CITIZENS

CETA in collaboration with KAS has been organizing various activities directed to teachers, students and society in general on cross – cutting issues that affect or are likely to affect our society. Among these activities are workshops for teachers, symposia, Public Expenditure Tracking Systems (PETS), students debates, etc.

WORKSHOPS:

Many workshops have been organized, including the most current one held at Karimjee Hall where teachers discussed the new syllabus of General Studies. Teachers were able to discuss applicability of the new syllabus and see how it can shape the characters of the youths and eventually become future responsible citizens. Another issue discussed was how to inform the new members about CETA.

CETA Director said that, Civic Education Teachers Associations (CETA) was established in June 2003 and registered as an NGO on 30th January 2004 under the Societies Rules,1954 Rules 5 with a registration No. SO 12228. Its headquarters are in Dar es Salaam, Tanzania. It was inaugurated on 13th march 2004 by the former Speaker of the Parliament, Hon. Pius Msekwa. About 700 CETA members are civic

education teachers in secondary schools and colleges. Its aim is to reform the current way of delivering civic education by adopting a more participatory approach, promoting democratic principles and institutions, as well as good governance, demanding transparency and accountability of governmental authorities towards the citizens.

Currently, CETA operates in nine regions in Tanzania, including Tanga, Iringa, Kilimanjaro, Dar es Salaam, Mbeya, Dodoma, Tabora and Zanzibar. CETA is well known and recognized by the government and the parliament. With support from international partners like Konrad –Adenauer-Stiftung (KAS) and DED, CETA has been able to organize schools' debates with other stakeholders in order to involve students in the democratic processes. It has issued a general studies text book for Advanced level and college students, promoted independent and responsible thinking, as well as enhanced ethical behavior to the general public.

CETA'S FOCUS AND THE BENEFICIARIES

CETA is a professional membership based organization contributing to the rising of civic consciousness among Tanzanians. CETA is an NGO that is spearheaded by the teachers to achieve its focus of providing Civic Education of high quality. The hub of CETA initiative is training and capacity building for teachers, especially of civics and general studies. The hub is to be complemented and implemented by other strategic programs, such as networking, advocacy and lobbying, research, information and publication. Teachers, particularly those conversant with civics and general studies are the primary target / beneficiaries of CETA. Students especially those in secondary schools and collages are the secondary beneficiaries. The Association has other tertiary beneficiaries / target groups such as the citizens and other stakeholders of Civic Education.

CETA regards Civic Education in a wider perspective, including some political and socio – economic aspects. It seeks also to address social issues such as HIV / AIDS and the environment.

CETA’S vision is to see an informed, democratic, just, responsible, accountable and developed society, where teachers are providing quality Civic Education.

CETA’s mission is commitment in promoting Civic Education through teaching, capacity building, awareness raising, advocacy and networking programs that are students centered, local communities’ awareness, and gender sensitivity and environmental protection.

The main objectives of CETA among others are:

- i. To accelerate the political and socio – economic empowerment of Civic Education.
- ii. To improve teaching of Civic Education through research, publication and capacity building, particularly nurturing of teachers talents and capabilities.
- iii. To widen membership, improve the co–ordination and organizational capacity of CETA, in order to build a resource base for Civic Education.
- iv. To promote responsible citizenry, good governance, responsible and accountable public leadership.
- v. To network with other like minded local and international organizations and individuals for the purpose of enhancing Civic Education.

Regarding admission of new members, the Director pointed out that:

Any person may become a member of CETA upon being endorsed by the existing members and agreeing to obide by CETA constitution. Except honorary members, other members must be teachers by profession, involved in teaching civics or general studies in schools.

Currently, entry fee for individuals is Tshs 15,000/= plus annual subscription of Tshs 1,000/=. The amount of fees shall be reviewed from time to time by the Secretariat.

Since its establishment, CETA has been operating mainly with support from Konrad-Adenauer Stiftung (KAS) and DED. Through this partnership, CETA has recorded a number of achievements, such as:

Publishing a Civics and General Studies journal. Four volumes are produced annually.

Publishing a General Studies book for A- Level and College students.

Commemorating national holidays and events such as Revolution, Uhuru, and Nyerere Day.

Conducted Civics and Voters Education with Agenda participation 2000 (AP 2000) and DED / KAS in Dar-es-Salaam and Moshi, respectively.

CETA regional structures have also been able to implement similar activities in their respective areas.

Conducted Public Expenditure Tracking Systems with the support of Deutscher Entwicklungsdienst (DED) in Kilimanjaro and Tanga regions.

SOURCES OF INCOME:

The income of CETA derives from:

- i) Voluntary contributions from members of the Association.
- ii) Aid and grants from donors, partners and well wishers.
- iii) Loans from different individuals and institutions.
- iv) Income generating activities.
- v) Admission fees.

All contributions from any person, organization or institution are unconditionally donated for the development of the Association.

The New Syllabus

Ms Immaculata Moshia, a retired officer from TIE had an opportunity to explain to the participants about the new syllabus. Here, are some comments made by the presenter. She started her presentation by defining the General Studies. This is a multi-disciplinary course for advanced level students in Tanzania. It is offered as a subsidiary subject. The subject places emphasis on nurturing important skills, e.g. communication skills, critical thinking skills, problem solving skills and participation skills that can be translated into practices by the individuals for the betterment of oneself and the society. It promotes the understanding of philosophy and religion in relation to human life, cross-cutting issues in Tanzania and the place of science and technology in development. It also promotes knowledge on democratic processes and practices, international affairs and life skills.

Why the Review of 1997 to 2009 syllabus :

- Time factor. Many years have passed, so there is a need to make changes.

-
- Even other disciplines in the syllabus have been reviewed.
 - TIE has the intention of making this subject more activity oriented/interactive and learner centred .
 - Life skills have been introduced as a new topic in the light of their importance in the contemporary world and the lives of the students .This topic forms a linkage between the topics at O level and the topics at tertiary institutions
 - One topic has been removed because it is well covered at O level.
 - The topic on communication skills has been removed from the syllabus, instead it has been used as a method of teaching and learning as proposed to be used in all subjects.
 - The topic of International Affairs and Globalization has been added as a new sub topic, since it is a prevailing issue in the current world.

NOTE

It is important to read the syllabus in the preliminary pages so as to know the instructions before you start learning and teaching the lessons. The syllabus provides assessment measures to be used.

GENERAL OBJECTIVES

The teaching of general studies is intended to enable students to:

- Broaden their communication skills necessary for conveying and receiving information/instructions.
- Promote creativity, critical thinking /ethical behavior and rational decision making skills.
- Promote awareness of contemporary issues affecting or likely to affect our society, such as globalization.

-
- HIV/AIDS / environmental issues, corruption, terrorism, gender and technological changes.
 - Inculcate patriotism and moral values.
 - Develop skills of independent learning and research for new and relevant knowledge.
 - Realize students roles and responsibilities in the society.

In the learning process, participation of students is paramount in order to give them chance to express themselves.

The participants made some observations on certain areas in the new syllabus. During group discussion some members managed to identify some weaknesses found in the syllabus. Some of these weaknesses were due to grammatical mistakes, printing errors, etc. The following are examples.

Use of ICTs (compulsory) How about those living in remote areas where there is no electricity?

Side effects of media ---print and electronic

Concept and reference materials should be balanced

What is media – print, audio- visual and multimedia –IT and IC Ts.

Missuse of these media could lead to moral decay (propaganda).

Some individual scientists are neglected

Transfer of technology, foreign products, informal trips abroad by leaders and media problems weaken our local technology and kill local industries. Privatization has also led to similar problems.

Generator for IPTL, -- Richmond /Dowans /Politicisation of the National Identity Cards (IDs)

In the topic of Democratic Process and Practices ,problems that might arise from this topic are inadequate teaching materials and inaccessibility of information due to the fact that most of our schools

are located in remote areas .In teaching and learning strategies - to invite external teachers is not easy, because of financial constraints in our learning institutions

- Limited relevance in delivering the knowledge about different issues, like free and fair election –multipartism, as well as lack of confidence
- Lack of resource books/ materials about human rights, this is a serious problem in Tanzania.
- Contradictions between the constitution and the concept of human rights.

The Syllabus:

- Context – Its practicability is more difficult in the rural areas.
- Sometimes students participation becomes very difficult if their number per class is too big.
- As far as the topic of Life Skills is concerned, the participants observed that teaching and learning resources-for schools located in remote areas were very scarce.
- In most of the government schools there are no Internet facilities for teachers and students. Most of students lack the computer knowledge, so it is difficult for them to access the information about the moral values, plus other relevant subjects.. So the main weaknesses participants observed in Colum 3 Teaching / learning strategies in Roman (i) are written using a case study with moral teacher to guide students.

Specific objective - Roman (i) Using leaning stations and written documents – What are these learning stations?

In the sub topic of Self Reliance and Entrepreneurship, the estimated time of 3 periods (120minutes) is not enough to make the youth reliant and a competent entrepreneur.

Objective (i) Roman (ii) Vipp cards is not clear.

OBSERVATIONS:

The Topic is teachable, except the points raised above. The syllabus has a lot of typing errors and poor editing. This is a serious mistake.

In this workshop, participants were able to give their views on how to make CETA strong, how CETA should become a resource centre for civic education materials, generate and lobby for more fund to facilitate popularization of the Civics and General Studies.

In regard to capacity building, participants contemplated on the vision and mission of CETA;

Vision: To see an informed, democratic, just, responsible, accountable and a developed society, where teachers are able to provide providing quality civic education

Mission: To promote Civic Education, capacity building, awareness raising, advocacy and networking programs, that are student centered, local communities awareness, gender sensitivity and environmentally protection.

Comments:

- Members should be agents of CETA in their respective areas
- To influence other teachers to join the organization;
- To start civic education clubs in schools

-
- To conduct debates on sensitive issues, such as corruption, and white color criminality etc.
 - To organize symposia in their schools
 - Participate in community activities, such as conservation of environment and preserving water sources.
 - To bring CETA to the public notice
 - To respond to critiques and on current issues
 - To inform the society on the issues that face the society
 - The members agreed that both English and Kiswahili should be used in CETA publications.
 - CETA should also contact or seek other donors for financial support, such as *JICA*, *USAID*, *UNDP*, etc
 - CETA should increase advertisements in order to make it known countrywide. Utilize *Radio*, *TV* and Newspapers.
 - Also it was decided that CETA should increase networking with other organizations
 - CETA should open branches / offices in all regions of Tanzania.

For CETA to become a source of civic education materials for schools and colleges, participants made the following recommendations:

- CETA should publish more civic education materials - e.g.: Books, Journals, and Pamphlets.
- Assembling teachers – to discuss contentions topics or identify areas experiencing problems.

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- Incorporate experts – from various sources, including Universities and political pundits.
 - Conducting seminars and dialogues
 - Providing CD, cassetts and websites
 - Establishing libraries
 - Select a permanent publication committee
 - Co-operate with other institutions that can provide extra knowledge and materials on civic education
 - Establish a community radio
 - Start and utilize resource centres
 - Conduct research on current issues
 - Create a capacity building strategy for teachers

In order to make General Studies and Civics more appealing to students, participants recommended application of participatory teaching methods e.g.: role play, jig saw, simulation, project work, field study/trip and debates.

Use of real life situations – e.g.: visiting National Parks, National Museum, Parliamentary sessions, witnessing road safety in practice, and drug abuse.

The teachers must be conversant with all the teaching resources as required before going to the class, including a good lesson plan.

The teachers should be creative and activate the students to be interested in this lesson.

The teachers should have appropriate teaching aids –e.g. pictures, pictograms ICT, overhead projector, etc;

The teachers should portray a friendly atmosphere while teaching.

Students should be told the importance of Civic and General Studies

The teachers should dress well – e.g.: not over dressing which can distract students from paying attention to them.

The teachers should reward students who perform well, also should be in the fore front to uplift weak students

Where necessary, a teacher should invite guest speakers to have sessions with the students about specific topics –e.g.: HIV / AIDS, gender issue, drug abuse.

There should be a continuous evaluation of the subject. CETA should provide sufficient teaching materials for teachers so as to make the lessons more interesting to the students.

Participants suggested how to get extra funds for CETA:

- Civics and General Studies teachers all over the country must be motivated to be CETA members
- CETA members should pay their monthly contributions as required by the constitution.
- Publication of journals, newspapers and magazines to be sold to schools at a concessional price
- Partners should assist CETA by providing printing machines and other materials

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- CETA should conduct frequent seminars and ask the heads of schools to give support to their teachers.
 - CETA should print T-shirts, and caps carrying a special message and sell them at a reasonable price.
 - CETA should retain current partners while trying to search for other collaborators and well wishers.
 - CETA should write project proposals and submit them to potential donors

At the end of the workshop, participants agreed to make their position clear about the 2010 general election.

- Condemn misuse of funds during general elections.
- Condemn excessive use of force by Police during general elections.
- Call for equal access to mass media during elections
- There should be peaceful co – existence among political parties.
- That rigging of elections by any party should be condemned
- That the NEC should be impartial in its operations.

DECLARATION:

Declaration of Civic Education Teachers Association (CETA) to Tanzanians through mass media.

Dear journalists, first of all, we give our heartfelt congratulations for your good work of educating and unveiling a lot of folded things, insisting on tax payment, identifying corrupt practices in all national elections etc..

At a two days workshop 10th -11th December 2009,where CETA discussed and analyzed the new syllabus of General Studies for form five and six, the participants realized the importance of discussing various issues that are occurring in our nation.

CETA which is an organization for political education and other social issues, used that opportunity to discuss other cross cutting issues that affect the citizens in general.

CETA members decided to make a declaration on the coming General Election as follows:

- CETA is not happy with the misuse of money during elections as it was witnessed in the 2005 general election.
- CETA condemns misuse of teachers in every election in the country, .especially the habit of paying them less allowance compared to other government officials.
- CETA is not happy with the excessive use of force by police which cause people to be injured as it was the case in the by-election in the Biharamulo constituency, Kagera region.
- CETA is insisting on the rights of all Tanzanians to get civic education and communication skills which will enable them to vote for the right leaders.
- CETA is insisting that there should be a general agreement and respect among leaders and members of different political parties in the country. There should never be any kind of discrimination or intimidation.
- CETA is against any kind of dubious deals and the use of bribery during election.

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- CETA insists that during election campaigns, election committees and supervisors must perform their duties without bias.
 - CETA is urging all the Tanzanians to accept positive contributions coming from any well wishers. Because such contributions increase our understanding, and enrich the election process.
 - All in all, we wish all Tanzanians a Happy New Year, and a free and fair election.

The Civic Education Teachers' Association (CETA) is the first NGO to be founded by Civic Education Teachers in Tanzania. It was formed on 24th June, 2003.

ORIGIN

The idea of forming CETA originated from Civics and General Studies Teachers. That was after realizing the prevailing economic and political changes in our country and the desire for a new focus on Civic Education. Circumstances which contributed to development of the idea included:



- Lack of Civic education knowledge - observations have indicated that many Tanzanians have never even seen the National Constitution and Government Gazette.
- Shortage of Civic education material - many teachers and students complain about this problem.
- Globalization process - Tanzanians must be well informed about globalization as it has a great impact on their economic, political, social and cultural life
- Ideological vacuum - before liberalism, Tanzanians were guided by a clear ideology which guided the Tanzanian society
- Lack of political self-confidence among the youth/students

Tanzanians need a well interpreted civic education that will entice them to develop a spirit of love and patriotism towards their nation. This will enable Tanzanians forget their political differences in matters of national interests. Some individuals tend to interpret civic education to suit their personal interests at the expense of national ones.

Therefore, CETA aims at bringing together civic education teachers and offer them a platform to demonstrate/develop their potential –

- In issues of national development
- In improving their professional skills
- To write well researched books, journals and articles on civic education