Quality of civic education materials to promote democracy in context of a market-led education system: Conceptual and pedagogical issues, existing materials and gaps

Willy L.M. Komba

Mkwawa University College of Education, A Constituent College of the University of Dar es Salaam

P.O. Box 2512 Iringa, TANZANIA,

Email:wkombahiro@yahoo.com, Mobile: +255 754 463 713

Abstract

This study shares the concerns of professional educators and international education agencies UNESCO, the Commonwealth of Learning (COL), and the Teacher Education in Sub Saharan Africa (TESSA) that in order for the developing world to achieve the Jomtien 1990 and Dakar 2000 declarations about access and quality of education, it is necessary to go beyond conventional methods of delivery. While it acknowledges the inevitability of adopting Open and Distance Learning (ODL) approaches as well as the design, development and sharing of Open Educational Resources (OERs) within and across countries and educational institutions, this article critically examines the impact of market-led education policy on the availability and quality of civics school texts. The author recommends for concerted efforts of local and international professional agencies in building capacity for developing and sharing of OERs for the benefit of teachers and students in Tanzania.

Keywords: Civic education, Instructional Design, Open and Distance Learning, Open Educational Resources, Pre-service teachers, Tanzania.

1.0 Introduction and problem statement

Africa's desire to build a society modeled along democratic principles has a long history. It dates back to the 1950's struggles for political independence and subsequent efforts to establish a nation state based on egalitarian values in the 1960s. Similarly the intense debates in Tanzania during the 1980s and early 1990s leading to the transition from a one-party into a multi-party system should be seen as points in a trajectory of an evolving democracy. It is worthwhile noting, however, that while institutions, structures, agencies and policies play a significant role in facilitating democratic change, the school has always been the single most dependable institution to facilitate that change in an organized way (Komba, 2007). But, the intriguing question is this: how effective has the school been in delivering the kind of civic education necessary for bringing about a democratic culture among young people in schools? This is an empirical question   answer to which needs hard evidence to support it. In an age that cherishes activity and resource based education (Harley & Barasa, 2012), it is important to investigate the role of educational materials in improving teaching and learning in Tanzania.

Recent statistics published by the Ministry of Education and Vocational Training (BEST, 2012), indicate an alarming textbook situation in public secondary schools. For Civics the shortage is 84.7% in Form1, 83.0% in Form 2, 84.7 in Form 3, and 85% in Form 4. While the data provide a quantitative dimension of the problem of school materials, they also raise concern about the quality of school texts that are currently being used in schools and colleges of education in Tanzania since 1995. This problem is connected to market-led education policies adopted after the country chose to embrace neo-liberalism (Inyasi, 2012).

Following the adoption of liberal education policy (URT, 1995), the Tanzania government decided to involve other partners in the provision of education at all levels. Although it retained its responsibility for the preparation of school curricula, the government abdicated its role as the producer and distributer of school texts. Instead, after the new policy individuals and agencies were given freedom to write school texts according to the approved syllabuses. Heads of schools were required to purchase school texts from the open market using the capitation grant. An Educational Materials   Approval Committee (EMAC) was set up under the Ministry of Education and Culture and was mandated to ensure the quality of the school texts produced commercially and sold to schools (MoEC, 1999). However, the new policy and the approval procedures meant for authors and publishers do not seem to have worked well for schools and students both quantity and quality-wise.

Existing research on school textbooks in Tanzania has focused on their availability (Inyasi, 2012; Malyatangasi, 2007; Shomari, 2008), use of the textbooks (Lyimo, 2009; Chipindula, 2008; Salum, 2008), as well as availability and use (Kikuli, 2008). Also, some research has focused on quality of the school textbooks (Mbando, 2009; Amos, 2008; Masalu, 2007) and ideological use of textbooks (Neke, Mafu & Ndoloi, 2004). The textbook

types researched on were mostly subject specific, addressing issues in Biology (Inyasi, 2012), Environmental education (Gabagambi, 2009), English language and Literature (Kikuli, 2008), Kiswahili (Amos, 2008); Mathematics (Masalu, 2007), and Physics (Shomari, 2008). None of the researches has focused on availability, use or quality of school texts for Civics.

This article addresses the knowledge gap on quality of civics text materials. It critically examines the quality of educational materials prepared by the Tanzania Institute of Education, individuals and various agencies to serve as vehicles for the delivery of civic education ideas and concepts and the inculcation of democratic values worthy of a multi-party, liberal system. The review is guided by the following research questions:

(i)   Which written civic education resource materials have been produced since 1995?

(ii) Who were targeted by the resource materials?

(iii) What design structures inform the presentation of the materials and how effective

are those designs?

(iii) What gaps can be identified in the existing materials?

2.0 Methodology

Through library research and documentary review, the study involved identification of published civic education textual materials open to the public and accessible by teachers and students. The texts were subjected to content analysis and categorized according to the intended target group such as the general public, researchers, college tutors and students. A set of criteria was developed and used for the selection and evaluation of the texts. The criteria included: relevance of the materials to pre-service civics teachers and students, coverage of the civics syllabus, quality of the design structure with reference to interactivity as well as accuracy and validity of the content.

A number of civic education texts were identified targeting various types of audience namely, teachers, students, academicians and the general public. Categorized according to the intended target group, the publications fell into the following three broad groups.

2.1 Publications targeting academicians and researchers

Under this category are research and evaluation reports focusing on various problem areas that have relevance for civic education, either requiring a change in the laws of the country or a change in behavior/practice by voters, the government, and agencies, etc. There are also under this category publications that are more academically oriented that present the state of the art condition of democracy in the country or in the East African region. The purpose of such publications is to inform other academicians and researchers. By their very nature, publications generated from research add to existing knowledge for the given society as a whole and for specific individuals. Reference is made to the texts written by REDET (see REDET, 2008a-e; 2007a-b; 2006; 2005a-b; 2004a-b; 2002a-b; 2001a-c); *TEMCO (see TEMCO, 2005,* 2003, 2000, 1997, 1995, 1993).

2.2 Publications targeting a wider spectrum of stakeholders

The second category encompasses publications that are intended for sharing and discussing knowledge, ideas and perspectives among a variety of stakeholders, academicians, politicians, nongovernmental organizations, community based organizations, religious leaders, student leaders, and other conference participants. Good examples of texts include REDET puhlications (2007a-b; 2005, 2004a-b; 2002, 2001).

2.3 Publications targeting specific groups in schools and colleges

In the third category we have publications that are pedagogical and largely school based. The targets here include school teachers, (university) students, or uniformed officers. The purpose is to provide knowledge and information with the hope that after acquiring such knowledge the recipient will become a better and more responsible citizen or civil servant. Examples include Kiwia & Wandi (1997), TIE (2001), Mgaiywa. (1996), Masatu. (1999), Masatu.(2000), Manzi. (2000), REDET (2001), Shivji (2004), MoEC (1997), MoEC (2005), Manzi (2007), and Zombwe (2008).

It should be noted, however, that the above categorization is not watertight as the publications in all the three clusters provide useful and educative information for the responsible citizen.The analysis zeroed in on the last category of texts. It was informed by three competing instructional design paradigms, namely the conditioning, the cognitive, and the constructivist paradigms. The existing civic education materials are described and analyzed in light of those paradigms. The analysis enabled the author to identify gaps and draw conclusions and recommendations for intervention.

3.0 Conceptual framework

Pre-service teachers need to be empowered if they are to be effective in the management and delivery of civic education in classrooms. Empowerment entails creating conditions that will enable the pre-service teacher to develop a certain propensity or competencies. As such, the design of materials intended for pre-service teachers requires an elaborate procedure of formulating learning outcomes or competencies, specification of appropriate content, choice of delivery techniques and measurement of the extent to which the desired learning outcomes or competencies have been attained (Rogers, 1996). When preparing teaching and learning materials the author is influenced, consciously or instinctively by some theoretical framework. Three broad frameworks can help us to appreciate the effort of various writers of civics school materials in delivering their content as well as to assess their relative impact on the learning process.

3.1 The conditioning approach

The first of the theoretical frameworks is behaviorism. Behaviorism is a theory which suggests that learning takes place through certain laws. The three cardinal laws are the law of effect, the law of exercise, or through stimulus response and reinforcement. This theory was derived from scientific research done by educational psychologists such as J.S.Bruner (1966); B.F.Skinner, (1968, 1971); and L.Thorndike, (http://www.nwlink.com/~donclark/hrd/history/thorndike.html,), who emphasized the need for reinforcement of learning through rewards and punishment, through exercise, and through conditioning. In essence it is a theory that is concerned with external and observable aspects of learning such as disciplined behavior and producing the 'correct answer'. Here, there is little concern about what went on in the learner's mind which led to the 'wrong answer'

An author of school materials who is influenced by this theoretical framework is likely to design teaching and learning materials that simply provide knowledge with the expectation that the learner will regurgitate the materials and respond to questions by giving correct answers. One could describe this as *the conditioning approach.*

The second set of theories is cognitive and constructivist models of learning. According to J.S.Atherton (2011) and J.E.Gruse (1992), the founders of cognitive theory are Jean Piaget and Albert Bandura. The founding fathers focused on the learner's internal thinking processes. For example, according to Piaget, the learner's readiness to learn depends on the developmental stage, i.e., the chronological and mental age. Yet other constructivist theoreticians argue that each individual constructs their knowledge in a unique way, building on their previous personal experience. The implication here is that our knowledge is not fixed, but fluid and expanding depending on various influencing factors.

An author of school materials who is influenced by this theoretical framework is likely to design materials that provide much freedom to the students to learn in their own ways and at their own pace. There will be less learning by rote and more learning of concepts and acquisition of skills through individual and group activities. One could describe this as *the cognitive and constructivist approach.*

The social constructivist theory was developed by L. Vygotsky (1986). Unlike Piaget who believed that a teacher has to wait until the child is ready to learn, Vygotsky believed that appropriate teaching could speed up the child's development. He introduced the concept of 'zone of proximal development' (ZPD). This denotes the child's potential to make sense of the world independent of the instructor. ZPD implies that the instructor's role and society's or school's role should be to provide appropriate support in order to extend the child's understandings (scaffolding).

An author of school materials who is influenced by the social constructivist theoretical framework is likely to design materials that employ participatory learning approaches where a learner interacts with other learners through discussion, reflection, and practical activities. Teaching is seen as a social activity, and the teacher is sensitive to the cultural and social context of the learners. We could describe this as the *participatory learning approach.*

In light of the above conceptual analysis, let us now closely examine the design structures and gauge the assumptions behind the design of the various CE materials targeting schools and colleges of education. This will help us see what gaps there are and determine what can be done to address the gaps so that CE materials are prepared in a more professional way for the benefit of both the instructors and learners.

4.0 Which Design Structure Informs the Development of the CE Texts in Tanzanian schools?

The delivery approaches implied in CE materials can be categorized in several ways

4.1 Behaviorism

In the **first** design structure content is divided into chapters. In each chapter the topic for the chapter is provided, which is followed by an introduction. Content takes the major part. After presentation of the content a few questions are given for discussion in order to test comprehension of the material given. This seems to be the most popular design structure for civics text materials in Tanzania.

This design structure fits the conditioning approach where learning is considered to occur as a result of external stimuli. It is a teacher centered approach where the learner plays a passive role, entirely dependent on the teacher or the materials given. The learner is not assisted to see beyond the written text, or as the saying goes, 'to read between the lines'. In addition, the absence of a clear statement of objectives to guide the learner at critical stages, makes the texts written by Kiwia and Wandi (1997), Mgaywa (1996), B. Masatu (1999, 2000) and Manzi (2000, 2007) the worst examples of civics texts. Detailed comments are provided below.

4.2 Cognitive and constructivist models.

In the **second** design structure content is divided into units and sections. There is a general introduction for the whole text. Each unit has a topic title and below it key terms for the unit are highlighted. This is followed by an introduction and unit objectives. Under each unit, there are several sections, each with a topic, an introduction and content. This structure informs Kenya's *Making Informed Choices. A handbook for Civic Education,* Jointly produced by Civic Education for Marginalized Communities (CEDMAC), Constitution and Reform Education Consortium (CRE-CO), Ecumenical Civic Education Programme (|ECEP) and the Gender Consortium, Nairobi, Kenya, 2001).

This is an improvement of the design structure that we have just presented and discussed above. The presence of objectives, albeit at unit level is a step ahead in the direction of learner centered delivery. However, the publication is still largely dominated by the one-way communication approach, with no mechanism for feedback on student learning. A lot is to be desired from this publication which, by its very nature as an adult education training manual, was supposed to be very participatory in its approach.

In the **third** design structure content is divided into chapters. Each chapter has a topic title and below it a broad statement of objectives, learning outcomes, suggested activities and the order in which the activities will be carried out, resource materials for the chapter, evaluation procedures, and lesson notes. This structure is exemplified by the publication by the Tanzania Institute of Education (TIE, 1997 & 2001).

This design structure fits the *cognitive and constructivist* models. The following activities are suggested which make the approach interactive: brainstorming, group discussion, role play, question and answers, class discussion, debate, teaching with documents, teaching through learning stations, and using a guest speaker. Detailed comments on areas of improvement are provided below.

4.3 Social constructivist model

In the **fourth** design structure content is divided into chapters. Each chapter has a topic title, an overview of the topic, learning outcomes, an introduction which is followed by chunks or small bits of content each interspersed with some reflection or practical activity. At the end of each chapter concluding comments are presented. This structure is exemplified by a publication by Janet Stuart, Kwame Akyeampong, and Alison Croft, [2009] entitled *Key issues in Teacher Education A Sourcebook for Teacher Educators in Developing Countries.* The materials prepared by the Teacher Education in sub Saharan Africa (TESSA) (see http:tessafrica.net/Zambia-science; or http:tessafrica.net/Tanzania-science); and the South African Institute for Distance Education (SAIDE) are modeled along similar lines. This design structure is the most interactive of all the approaches discussed so far. Indeed, it is an ideal to work for in order to produce CE materials that will promote citizen empowerment.

5.0 Relevance and Quality of the Civic Education Materials: A critical

A literature survey of school texts suggests that only two books/manuals have been written as teacher's guides. Other publications are useful as supplementary materials. However, several books have targeted the student population from form 1 to 4. These books attempt to address the requirements of the Civics Syllabus prepared by the Tanzania Institute of Education and approved by the Ministry of Education and Culture in 1997 and revised in 2005. There are also books that are freely written trying to address the needs of the general public. The following section presents an assessment of the quality of the materials with regard to relevance, coverage of the civics syllabus, quality of the design structure with reference to interactivity as well as accuracy and validity of the content.

5.1 The Syllabus issued by the Ministry of Education and Vocational Training

The syllabus covers eight major topics, namely our nation, human rights and responsible citizenship, government for Tanzania, democracy, economic and social development, public legal education, our culture, and international cooperation. The broad objectives of Civics are pertinent and form the basis for the selection of content (knowledge and understandings, skills, attitudes and values) and methods of teaching the subject. However, the syllabus does not provide adequate guidance to the teacher or writers of materials about how to operationalize the broad objectives into learning outcomes for each topic. For example, in the Form 1 syllabus, the topic on 'Our nation' is not adequately analyzed and does not hang together with the subtopic covering the composition of the activities of the Tanzanian society. The latter topic could form part of 'Economic and social development' (Form 3 syllabus). The topic on 'Sovereignty of Tanzania' lacks a historical background. Issues of identity are not addressed at all.

5.2 Civics Manual for Secondary School Teachers and College Tutors

This book contains 40 lesson modules derived from the themes and topics in the Civics Syllabus for secondary schools, Form 1-4, issued by the Ministry of Education and Culture in 1997. Each module is built around a topic, and contains a broad statement of objectives, learning outcomes, suggested activities and the order in which they will be carried out, resource materials, evaluation and lesson notes. The manual represents a very good guide to teachers of civics who, for quite some time, have been facing difficulties in getting professional support in a range of areas such as statement of goals and selection of learning outcomes, choice of strategies and resources necessary to facilitate the achievement of the specific objectives, as well as choice of activities that stimulate the learners' critical faculties.

However, the statement of learning outcomes needs improvement. Most of the specific objectives target the lower cognitive levels at the expense of higher intellectual levels, affective and psychomotor domains. The main words used include: define, mention, explain, list, identify, outline, cite examples, describe, discuss, name, and differentiate. The assessment of learning is influenced by those objectives. None of the objectives require students to apply a principle or concept, to analyze perspectives, evaluate evidence, and make choices. The latter are considered being superior in developing intellectual capacities of the students (Ramsden, 1992).

5.3 Teaching Civics in Secondary Schools

Edited by S.F.N. Kiwia & D. Wandi, the book is a collection of papers presented and discussed at a Social Sciences Workshop held at the Institute of Continuing Education (ICE), Sokoine University, Morogoro, in December 1997. The manual was initiated by the then Faculty of Education (School of Education) in order to address the shortage of relevant materials for civics in secondary schools and teacher education colleges after the adoption of the multi party political system in Tanzania. The manual covers the following nine topics: some concepts of teaching and its historical view, human rights, our culture, democracy and responsible citizenship, the government of Tanzania, constitution, elections and parliamentary affairs, public legal education, science and technology, and international cooperation. This book was meant to guide teachers of civics in handling new topics or those that did not have materials available. The approach was first to provide workshop participants with content material on the topics and then to use the material as a basis for preparing lesson plans and lesson notes for secondary school students. After each chapter there are discussion questions and references. For each presentation, summaries of group activities are included. The content on human rights is appropriate for teachers.

However, the manual suffers from the following shortcomings. First, the topic on 'human rights' is unnecessarily long; if it were to be adapted to form1 students, it would require toning it down and making it shorter. Secondly, the lesson plans do not demonstrate student engagement of the concepts and issues raised in the article – the reproduction syndrome prevails: students are expected to repeat the chapter in various ways e.g. define, list down, state, explain, etc. Thirdly, the lesson plans on the Form 4 topic 'Our Culture' prepared by workshop participants do not show a distinction between the general and specific objectives. Coming from trainer of trainers' workshop, such objectives may mislead other teachers who will be using the manual but did not have the opportunity to attend the workshop. Also, the lesson development suggests teacher-centered approach. Students need to be provided with issues to reflect on and discuss. Case studies, and stories can be useful cues.

Fourthly, the chapter on democracy and responsible citizenship contains a factual error on pages 80-82. On the conditions of democracy the authors mention a homogenous society as one of the conditions. They write:

> '... a homogenous society is one with fundamental unifying influences such as common language, race, religion and nationality. If these fundamental unifying influences are not present in society democracy may be at risk.'

Clearly, such thinking itself can be a risk to democracy. For, is diversity not essential to democracy? Is this not advocating fundamentalism of some kind by forcing people to think and behave in the same manner, and believe in the same religion? Is democracy a condition or a process? The authors seem to look at democracy in absolute terms rather than a process towards a more humane society – an ideal to work for (REDET, n.d.).

Fifth, the chapter on *'Government of Tanzania'* also contains a factual error about the composition of the National Assembly. On page 102 the authors incorrectly write: 'The different groups of people who form complete membership of the National Assembly include Regional commissioners who are a crucial link between the government and the people in the regions.' This was true during the one party system, but it is no longer true under the multiparty system.

5.4 Civics: A Tanzania Reader

This is a publication by REDET (2001b) targeting civics teachers in secondary schools. It is a resource book covering such topics as Separation of powers and checks and balances in modern government; electoral systems in democracies; political parties and party systems; instruments of national security; Role of instruments of law enforcement; and, the mass media in Tanzania. The morals that can be learned from the book include: Separation of powers is important for good governance; in Tanzania there is need to redress the imbalance between the executive and other arms of government; and electoral systems such as proportional representation, first past the post, mixed representation, and independent candidature have advantages and disadvantages.

5.5 The Foundations of Democracy

The monograph authored by REDET covers forms of democracy; some of the foundations of democracy; implementation of representative democracy; people's participation; responsive and accountable government; democracy and the economic condition; democracy and the party system; political reforms and democracy in Tanzania. It is written in simple, straightforward language.

5.6 Katiba na Haki za Raia Tanzania

The topics covered in this publication by REDET include: rights and responsibilities under the constitution; the meaning and importance of equality of man, and constitution and rule of law. This resource book targets 'uraia' teachers in primary schools. The purpose is to inform the teacher about the rights and responsibilities under the constitution, the importance of human equality, the rule of law so that s/he is aware of them and ready to demand them.

5.7 Civics for Secondary Schools Book Three: With Practice Questions

Muttamwega B. Mgaywa's book covers 10 chapters on economic development, modes of production, the colonial and post colonial economies in Tanzania, environmental issues, as well as human migration and refugees. This book is based on the Civics guide prepared by TIE in 1993. As such it is far removed from the current civics syllabus. As such it is overtaken by events. The structure and organization of the material in this book gives little room for interactivity and critical reflection on the material by the reader/learner. The questions at the end of each chapter mostly test reproduction of the material rather than ability to relate the theories to present day concerns and issues. There are no case studies, experiences, or moral dilemmas to reflect on, such as corruption, gender, AIDS etc.

In none of the chapters is the rationale provided, which denies the learner of the opportunity to verify the information on their own, or augment the summarized information provided in the chapters. For all the above reasons, the book seems to be guided by a teacher-centered methodology which is undemocratic. On a positive note, however, the book provides illustrations by way of drawings (Karl Marx), and photographs (J.K.Nyerere, tobacco processing, desertification, charcoal burning, waste dumps).

5.8 Themes in Civics for Secondary Schools Book 2: With Practice Questions

Masatu's (1999) book is 82 pages thick with a Preface and a Table of Contents. It consists of 9 chapters on Local Government, Central Government, Judiciary, Prevention and abuse of powers in public service, democracy, national constitution, democratic elections, Tanzanian Parliament, Union matters and National Defense. This book is based on the 1997 Civics Syllabus prepared by the Tanzania Institute of Education and produced by the Ministry of Education and Culture. As pointed out in the preface` the book does address the topics in the Form 2 syllabus.

The use of illustrations such as organograms and charts adds to the attractiveness of the book. The visual aids are used to explain the organizational structure of urban councils, district councils, the division of powers in the United Republic of Tanzania, government sources of revenue, and how the law is made in Tanzania.

The shortcomings observed in Mgaywa's book (1996) apply here as well. In addition, there are editorial shortcomings related to style and grammar. The transition from one chapter to another chapter is not smooth. On this point, the book is not reader friendly. There are also grammatical errors, incomplete sentences, missing articles, prepositions, spelling mistakes, inconsistency in the use of capital letters such as president, council, mayor, cabinet, lack of or inappropriate use of punctuation marks. Also, there are factual errors like a 'ruining mate' (page 20, bottom), President/Vice President combination, and the statement that all laws of the land are found in the constitution (page 43), (A correct statement would be that all laws of the land are derived from the constitution). In addition, the author's exclusive use of the pronoun 'he' indicates bias in favor of men holding positions in the civil service and in government (pages 23-24).

5.9Themes in Civics for Secondary Schools Book 3: With Practice Questions

Masatu's (2000) is 111 pages long. The topics include: development, unemployment, health, environmental education, environmental degradation, industrialization and urbanization population, public service, the rule of law, colonial economy in Tanzania, and public legal education. At the end of each chapter, some exercises are given. The exercises are supposed to help students to understand the content. This book is based on the 1997 civics syllabus and covers most topics in the Form 3 syllabus.

Generally speaking the whole book does not hang together. There is no theme that runs through the chapters, and no unifying concepts whatsoever. The author suddenly plunges into the first topic; there is no general introduction explaining what this book is about, and why it is important to get knowledge about the topics such as development, unemployment, health, environmental education etc. There is no smooth transition between the chapters, and no contextualization of the material. There are spelling mistakes, grammar errors, and some missing information. For example on page 65 top you read: 'In chapter … we saw how agriculture, deforestation and mining affect the environment'. The chapter number is omitted. No attempt is made in this book to use figures, statistics or drawings to illustrate issues like unemployment in Tanzania.

5.10Themes in Civics for Secondary Schools Book 4: With Practice Questions

Masatu's (2000) publication is 129 pages thick. It covers the following topics: Culture, national culture, differences in culture, the organization of African Unity, international cooperation, foreign policy and the United Nations and its organs. The book is based on the 1997 Civics syllabus and covers most of the topics in the Form 4 syllabus.

The colors of the National Flag on the cover page are misleading. The pink color should be replaced by blue color. The style is not reader friendly; there is no general introduction to synthesize and provide a rationale for the book. The author plunges straight into the topics, although within each chapter there is an introduction. The relationship between topic, subtopic and sections is not observed; - there is no systematic use of italics, bold and capitals. There are no references or illustrations except one. Very few typographical errors were noticed. On the whole, this book is better than the previous books by the author.

There is a very useful definition of culture in then first chapter on page 1, where culture is defined as all that has been created by man. The first chapter is smooth, logical and sequential. Nevertheless, national culture is not clearly defined. What is it that makes culture national (page 17)? Where the author describes national culture as a symbol of national identity one is tempted to equate it with national institutions such as the National Sports Council, Department of Museums, Antiquity, and mass media. The author does not present the idea of national culture as an issue, and the notion of a national culture as an ideology of the dominant culture used to safeguard class interest. There is no open discussion about value conflicts between various cultures, how those conflicts can be resolved so that followers of all cultures can live in harmony, and how the topic on culture can be linked to the development of a democratic political culture. The chapter on Africa's regional and economic groupings should be updated to include the African Union. The inclusion of tolerance as a virtue and reflective questions at the end of each chapter does contribute to the development of an inquiring mind among the learners.

5.11Civics for Secondary Schools. For Form One

Zablon M. Manzi's book (2000) is 113 pages long. It is divided into nine chapters covering the following topics: Our nation; colonial invasion, the struggle for freedom, independence landmarks, activities of the Tanzania people, labor in national development, human rights, rights and responsibilities of special groups, and responsible citizenship in Tanzania. This book covers all the topics suggested in the Form One Civics Syllabus. As such its relevance cannot be doubted.

Generally speaking, the book is well written in a style that is very appropriate to Form One students of Tanzania. It contains illustrations, drawings, photographs, maps, tables, and a glossary. At the end of every chapter, there are reflective questions. The use of illustrations and graphics makes the book interesting to look at and to read.

The language used makes the material easy to understand. There is internal coherence in the content within each chapter..

The book lacks a preface or introduction to contextualize it within the Tanzanian civics curriculum. Each chapter stands on its own, and there is no attempt to link them together.Moreover, the title for Chapter 4: 'Independence Landmarks' is a misnomer. What the author actually means is 'national symbols'!

6.0 Conclusion and recommendations

The study set out to identify civic education resource materials produced since 1995, and the intended target(s). The analysis paid particular attention to effectiveness of the design structures, the associated paradigms, and how the underlying theoretical assumptions affected the quality of the materials. The notion of gaps in the materials is discussed in relation to knowledge attributes, capabilities and values of a successful civic education graduate – namely, a responsible citizen. Publications intended for learners in schools and college of education aim at not only providing useful information and changing their attitudes, but also systematically developing capabilities and competencies. It is obvious that the quality demands in the design of publications of this category are much broader in the sense that they aim at changing the whole person (i.e., the citizen's mind, heart and hand, to use Lynn Erickson's [1995] analogy). It requires an elaborate procedure of formulating learning outcomes or competencies, specification of appropriate content, choice of delivery techniques and measurement of the extent to which the desired learning outcomes or competencies have been attained.

A number of texts have been written on the Civics subject targeting various types of audience namely, academicians/researchers, teachers, students, and the general public. This review has identified only two books/manuals that have been written as teacher's guides. Other publications targeting teachers are useful as supplementary materials. Several books have targeted the student population from form 1 to 4. These books attempt to address the requirements of the approved Civics Syllabus. Institutions, individuals, and NGOs have attempted to address the scarcity of civic education materials in the schools system. There are also books that are freely written trying to address the needs of the general public. Some of the available texts were found to be deficient in their design structure as well as content and delivery approaches, rendering the materials ineffective vehicles for the delivery of civic education ideas and concepts and the inculcation of democratic values worthy of a multi-party liberal political system.

In view of the foregoing deficiencies, the lack of texts targeting the preparation of civic education teachers and the central role that the teacher has in facilitating the acquisition of civic education knowledge, skills and attitudes, the following recommendations are put forward. First, the Ministry of Education and Vocational Training should:

(i) Issue a directive to require authors of civic education materials to revise/update their texts;

(ii) Issue a directive to schools and colleges to stop using the texts found deficient in content messages;

(iii) Enforce the guidelines for the preparation of good school/college text materials and apply such criteria in the approval of texts to be used in schools and colleges;

(iv) Empower subject panels at the Tanzania Institute of Education to write source materials for civic education in schools and colleges.

(v) Work closely with the international professional agencies such as the Teacher Education in Sub Saharan Africa (TESSA) and the South African Institute for Distance Education (SAIDE) for capacity building and sharing of open education resources (OERs) for the benefit of teachers and students.

Secondly, universities and colleges responsible for the preparation of teachers should include or update their pre-service and in-service programmes so as to address issues related to the design, production and sharing of quality school materials for civic education using the available information and communication technologies.

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