Toolkit for Promoting Democracy, Patriotism and Accountability to Secondary School Students



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Preamble

Students are being prepared to participate in democratic activities while at school through the Civics subject. Despite having this subject at the primary and secondary education level, the participation of students in democratic issues is not satisfactory. A study conducted by HakiElimu in 2022 with funding from the United Nations Democracy Fund (UNDEF) in six (6) districts of Mainland Tanzania namely Mkuranga, Tabora, Ukerewe, Kilwa, Sumbawanga, and Arusha involving 24 public and private schools has shown that many students, especially those aged 14 to 19, do not fully participate in democratic activities.

The results of the study showed that the Civics subject contains topics aimed at building students' democratic competence. However, there are several limitations in the implementation of the overview of the Civics subject. Those obstacles include democracy being associated more with the election of school leaders, the shortage of skilled teachers, the subject being allocated insufficient time for teaching and learning, as well as the absence of inclusive laws and policies regarding the participation of students in democratic activities outside the school system.

Based on the results of the research, HakiElimu has identified the importance of developing students' democratic skills, patriotism and accountability. This toolkit aims to nurture and promote the meaningful participation of students in the democratic system and democratic life starting from the classroom, outside the classroom and in the community where they live. It also aims to empower students to be responsible patriots in their daily activities. In addition, it provides methods, tactics and strategies to empower teachers and students to be catalysts for democratic accountability and to be good citizens. It also provides an opportunity for parents and the community to be part of the process of bringing about and valuing the beneficial participation of students in all areas of life.

By designing and preparing this toolkit which is based on scientific evidence, HakiElimu is contributing to the efforts of the government and education experts to find a solution to the challenges in education. It is our hope that the results of the implementation of this toolkit in pilot schools will yield results that will enable our nation to prepare students and provide opportunities for them to participate in democratic issues in and out of school.

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Acknowledgments

The development of this Toolkit involved various experts from inside and outside the Organization. HakiElimu extends sincere gratitude to Pius Makomelelo, Naomi Mwakilembe, Irene Kanyankole, Boniventura Godfrey, Dr. Wilberforce Meena, Gaudance Kapinga, Dr. Perpetua Kalimasi and Peter Bandio for developing the Toolkit. It also extends its appreciation to Alinanuswe Kasyele, Elisante Kitulo, and Dr. John Kalage for editing it.

Structure and Use of the Toolkit

This toolkit has been prepared in the form of modules whose content is derived from findings of a research conducted by HakiElimu aimed at determining how the Civics subject prepares students to participate in various democratic processes and to recognize their rights and responsibilities as citizens. This toolkit consists of two main modules that contain six components. The first module is about the development of democracy, patriotism and accountability among students in school. This module aims to make schools an important part of empowering students to develop a broader meaning of democracy beyond politics and elections. The second module is focused on empowering students to transfer the democratic skills and patriotism principles they build at school to their everyday lives in the community.

In general, the modules aim to strengthen the democratic learning and teaching process and build a spirit of patriotism by enabling the student to discuss and participate in planning and decision-making about what goes on in the classroom, school and society in general. In addition, empowerment through these modules places the student as the main target in learning, building leadership skills as a catalyst for change inside and outside the school while realizing their rights and responsibilities to the nation. Each module has a main activity, a specific activity and a reflection.

The main users of this toolkit are Coordinating Teachers who teach Civics from Form One to Form Three in twenty pilot secondary schools. These schools are located in Mkuranga, Kilwa, Sumbawanga, Ukerewe districts and in Arusha and Tabora Municipalities. These Coordinating Teachers will put into practice what they have learned in this unit in their teaching in the classroom and in activities. They will also enable other teachers to understand the content and use it in their work depending on the school schedule. At the community level, the implementation of this toolkit will be facilitated by Community Facilitators in close cooperation with schools. But this toolkit can also be used by other education stakeholders who aim to enable students to fully participate and be responsible in democratic processes and to build a spirit of patriotism.

The implementation of this toolkit will entail the following main steps:

01

To prepare schools and communities to understand and agree to provide more opportunities for students to develop their abilities in matters regarding democracy, patriotism and accountability.

02

The school to prepare teachers and other staff to implement this toolkit by including its content in the school plan.





03

Schools to monitor and evaluate the implementation of the toolkit.

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Module 1:

Areas, Methods and Strategies for Promoting Democracy, Patriotism and Accountability of Students in School

The school is an institution that plays a major role in preparing students to live in a democratic society and to be good and responsible citizens. In order to achieve this goal, the school must provide an opportunity for students to participate effectively in various school activities that will build their knowledge, skills and values that will enable them to be active participants in a society with different traditions, customs and cultures. Democracy, patriotism and responsibility are cross-cutting concepts that emerge in learning and teaching, governance, leadership and extra-curricular activities.

The objectives of this module are:

01 To strengthen the knowledge, skills and orientation of teachers and students about democracy, patriotism and accountability.

02 To enable teachers to teach based on the principles of democracy and to involve theory and practice.

03 To strengthen leadership and democratic governance in schools.

04 To create an enabling environment for democratic learning.



1.1. Learning and Teaching

The student is the main focus of learning and teaching, so in a democratic learning environment they are more responsible in their learning. In many schools in the country, the student has been more of a recipient of knowledge from the teacher. The modern approach considers the teacher as a facilitator whose role is to enable the student to learn using methods, techniques and strategies that make them the center of the teaching and learning process. The emphasis is on enabling the student to develop a habit of learning throughout their life.

Objectives:

- To strengthen teachers' knowledge, skills and orientation regarding the learning and teaching of democracy.
- To strengthen the use of democratic methods and strategies in learning and teaching.

Main Activity:

1.1.1. To strengthen teachers' understanding of learning and teaching democracy

Learning and teaching democracy will be successful if teachers understand it deeply and implement it. To achieve this goal, all teachers should be given the opportunity to develop their competence on the concept of democracy and how to make the learning process democratic. Many schools have focused on completing the syllabus and studying for the examination rather than building students' competence. In this regard, teachers as a whole should be true believers of democracy and to incorporate it in their practices. It is important to note that some students may perform better if democracy is incorporated in the learning and teaching process. The following specific activity will enable teachers to improve their knowledge, skills and values regarding democratic teaching and learning.

Specific Activities

1.1.1.1. The Coordinating Teacher should prepare training for all teachers to discuss and agree on the concept of learning and teaching that incorporates democracy by doing the following:

- Provide training information a week in advance to teachers after communicating with the school leadership.
- Define training objectives and share them with all teachers before the training commences. Those goals are:
    - To discuss teaching methods, techniques and strategies in which the student becomes the center of learning.
    - To discuss democratic relations between the student and the teacher during learning.
    - Teachers to discuss the advantages and challenges of democratic teaching and how to address them.
    - To discuss strategies and resources for implementation based on their context.

Main Activity:

1.1.2. To strengthen students' understanding of learning and teaching democracy

Students are the main target in the learning and teaching process at school. Any process aimed at helping teachers to teach with the principles of democracy in mind will have positive results if teachers and students accept and use it. Some students are not happy with the use of methods, techniques and strategies that make them the main participants in the learning and teaching process. Sometimes students prefer teachers to be the source of knowledge without realizing the importance of them being active participants in the teaching and learning process.

Specific Activities

1.1.2.1. The Coordinating Teacher should organize a session that should not exceed one hour to educate students about democratic learning and teaching by doing the following:

- Provide information about the session to all students in class and on bulletin boards.
- Specify the objectives of the session which should include:
    - Discussing the democratic relationship between a student and a teacher during learning.
    - Discussing democratic relations between students in learning.
    - Discussing democratic teaching methods.
    - Identifying the benefits and challenges in democratic learning and teaching processes and how to address them.
- The Coordinator should work with the students to prepare information on hard paper that identifies the benefits of democratic learning and teaching and then post it on bulletin boards.



Reflection

The Coordinating Teacher will lead a reflection session once every month where students and teachers will express their opinions in writing and then discuss them in meetings. Along with the opinions of the students, the Coordinating Teacher will also collaborate with the subject teacher to get feedback from class leaders on democratic learning and teaching principles. In this regard, the Coordinating Teacher in collaboration with the subject teacher will identify the main points that emerged in the students, class leaders and teacher's notes and plan a date to review them. There will be two sessions; the first session will be for the Coordinating Teacher and fellow teachers and the second session will be for the Coordinating Teacher and students. Other teachers can attend the students' session to broaden the scope of the discussion. The information generated by teachers and students will be stored in the Facilitator's tool bag. The following questions will be used where one or two questions can be answered in one sitting:

- What have we achieved from using democratic teaching and learning methods?
- What are teachers and students views about democratic learning and teaching?
- What democratic competence have students developed?
- What benefits and challenges have we identified when using democratic teaching methods?
- What steps have we taken to address the challenges that came up? What solutions have we provided?





1.2. School Management and Administration

The school management has the responsibility of building a democratic culture in the school, which includes involving students to a larger extent in the decision-making process. However, various studies show that many schools do not provide opportunities for students to fully participate in school leadership. Student leaders have been recipients and implementers of directives from the administration.

Objectives:

- To strengthen the management and administration of the school by involving students in various levels of decision-making.
- To strengthen the ability of students in expressing their opinions.

Main Activity:

1.2.1. To strengthen the readiness of the school leadership to involve students in decision-making

The involvement of students in decision making is basic in strengthening democracy within the school. Experience shows that to a large extent, in some schools leaders have been making decisions that have an impact on students without involving them. It has also been hindering the student's ability to participate in various democratic processes inside and outside the school.

Specific Activities

1.2.1.1. The school principal should hold a school leadership meeting to discuss strategies for involving students at various levels of decision-making:

- The school principal should call a teachers' meeting to develop a strategy for involving students in decisions.
- The school leadership should determine the different levels of decision-making and techniques to involve them.

1.2.1.2. The school management should organize a discussion between leaders and students to gather opinions on the best way to involve them at various decision-making levels:

- The head teacher should announce the day of the discussion to students and teachers and prepare the agenda.
- The school management and students should hold a meeting to develop a mechanism and procedures for involving them at various decision-making levels.
- The school management should post information on decisions and school information on bulletin boards that can be easily accessed by many students.

Main Activity:

1.2.2. Strengthening systems for students voices to express their opinions (speak up)

In order to strengthen the participation of students in democratic processes at school, it is important to build the right systems that will enable students to develop a culture of expressing their opinions without fear, from the basic level (in class). Many schools, in line with the Education Act in 1978, have set up various systems to enable students to express their opinions including in class meetings, student councils and many others. But in reality, many systems do not work thus denying students this opportunity. These systems should enable students to express their opinions and also receive feedback from management. In order to facilitate this, efforts are needed to build teachers' ability to enable students to recognize the existence of such systems and the best way to use them to present their opinions through forums, classroom meetings, and outside the classroom. Also, to provide opportunities for students to use writing to express their opinions through bulletin boards, opinion boxes, or through performing arts such as songs, recited poems, speeches and plays. This will build students' confidence and courage to express their feelings, perceptions and problems without fear.

Specific Activities

1.2.2.1. To build teachers' ability to receive and give feedback to students. The following should be done:

- The school management in collaboration with the Coordinating Teacher should prepare training for teachers on the best way to receive students' opinions and give constructive feedback. The training should touch on the following things: existing opportunities that will motivate students to express their opinions (example: opinion boxes, bulletin boards, performing arts and so on).
- The school management should organize meetings or joint discussions between teachers and students that will enable students' opinions to be heard and also to get feedback.
- The school management in collaboration with the Coordinating Teacher should organize a session for students on the best way to provide feedback. The session should touch on various ways of giving feedback and the best way to give feedback.

1.2.2.2. To develop students' ability to understand the importance of expressing opinions, the benefits of doing so, and how to present their opinions. The Coordinating Teacher should do the following:

- Design training for students to make them understand the importance of expressing their opinions and the benefits of doing so in the process of strengthening democracy.
- Guide students to develop principles and procedures for participation in meetings and set a schedule for meetings and discussions that will be accepted by the school administration.
- Guide students to identify platforms to use to express their opinions and determine the best use of these platforms.

1.2.2.3. Students to discuss the challenges they face through class meetings, school councils and establish a procedure to present their opinions to the school administration. The Coordinating Teacher should do the following:

- Enable students to prepare meeting schedules at class and school level (refer to school guidelines).
- Organize seminars for leaders and students on the best way to facilitate democratic meetings and discussions.
- Remind students on the best way to use opportunities for asking and responding to questions in class as part of the democratic process.

1.2.2.4. Schools to install opinion boxes for students to express their opinions. The Coordinating Teacher should do the following:

- Organize a meeting with students to develop better procedures and ways to coordinate the use of the opinion box.
- Explain the importance of the opinion box as a specific resource for students to express their opinions or raise their voices.
- Communicate with the school management regarding the purchase and installation of an opinion box.
- Place the opinion box in a safe place that will enable every student to use it without fear (students should be given the opportunity to suggest where it should be placed).

1.2.2.5. To establish a committee to handle students' feedback generated in student meetings and from the opinion box, and provide feedback on implementation. The Coordinating Teacher should do the following:

- Organize a meeting with students to establish a committee to handle their opinions.
- Develop terms of reference that will guide the work of this committee, for example who will be responsible for opening the box, how many times a week, or month, etc.
- Agree on how feedback will be processed including keeping record of the feedback and how to provide feedback to students.
- Agree on the type of feedback to be handled on the spot, and the type that needs to be submitted to higher levels of school administration.
- The School management through parent meetings should motivate parents to allow their children to participate in student leadership activities.

Reflection



The Coordinating Teacher will lead a reflection session once every month where students and teachers will express their opinions in writing and then discuss them in meetings. To facilitate this, the Coordinating Teacher in collaboration with other teachers will identify the main points that emerged from the students' and teacher's notes and then organize two meetings. The first meeting will be for the Coordinating Teacher and fellow teachers and the second meeting will be for the Coordinating Teacher and students. Other teachers can attend the student's meeting, to expand the scope of the discussion. The information generated by teachers and students will be stored in the Facilitator's tool bag. The following questions will be used where one or two questions can be answered in one sitting:

- To what extent has the school management identified opportunities to involve students in the running of the school?
- To what extent do students use the opportunities available to express their opinions on the running of the school?
- How is the teachers' response regarding student participation in the running of the school?
- Does the school management have a consistent and effective system for providing feedback to students?
- To what extent are different methods used to provide emergency feedback?
- Do the students/leaders have the confidence to give timely feedback?

1.3. Student Leadership

The student leadership has a big role in the operations and management of the school. The election of student leaders must be democratic to enable all students to participate in electing and being elected, in line with the concept of transparency, freedom and justice. Many students do not take the issue of school leadership seriously and therefore lose their right to elect and be elected as leaders. Sometimes the election of leaders is not done democratically, therefore it is important for the school management to empower students to have a strong leadership that is obtained by involving all students.

Objectives:

- To strengthen the value of democratic student leadership.
- To strengthen the culture of electing student leaders in a democratic manner.
- To strengthen the participation of students at various levels of school leadership.

Main Activity:

1.3.1. To strengthen the readiness of the school management to support democracy in student leadership

In order for the student leadership to be able to do its work well and independently for the benefit of students and the school, it is important that the school management and teachers in general support the student leadership. Thus, there is a need to build their capacity in leadership and democracy. However, many student leaders are given responsibilities without being prepared. To a large extent, schools have not been able to have a good system of involving student leaders in the running of the school.

Specific Activities

1.3.1.1. The school management should discuss the importance of student leadership that is based on democratic principles:

- The school leadership should hold a meeting with teachers to discuss the school's intention to improve democracy, patriotism and accountability in student leadership.
- Teachers and students should develop principles and techniques in which teachers can work with the student leadership effectively.

Main Activity:

1.3.2. To strengthen the participation of students in leadership and patriotism

Students should realize the importance of them being leaders and participating in the attainment of leadership. When teachers participate in school leadership, they develop a habit of appreciating democracy. However, many students do not keenly follow up on the issue of the importance of their guidance, including the process of attaining student leaders. This has led to some leaders being elected without following democratic principles, including being appointed by teachers.

Specific Activities

1.3.2.1. The Coordinating Teacher in collaboration with the school leadership should organize an orientation session aimed at developing students' understanding of good leadership, and the importance of participating in various elections.

- The teacher should provide information on the day of the orientation session and where it will be held.
- Coordinators of the orientation session should be invited guests who have experience in student leadership.

1.3.2.2. The Coordinating Teacher in collaboration with students should create a group of 20 female and male students to perform a role play to educate their peers on the importance of participating in school leadership.

- The teacher should make an announcement to the students so that those who are interested can be members of the role play preparation group.
- The teacher and students should agree on practice time and the day when the performance will be held.

1.3.2.3. The Coordinating Teacher should provide training to build the capacity of student leaders in leadership based on democratic principles and its importance.

- The Coordinating Teacher should plan the training day with leaders.
- The training should be conducted using a participatory approach - the Coordinator can be an invited guest.
- The student leadership should prepare a schedule of meetings to discuss how to improve their performance and give feedback to the school management and students.

Main Activity:

1.3.3. To strengthen the election of student leaders

The process of obtaining student leaders should follow democratic principles. However, in some schools, the process of obtaining leaders is controlled by teachers. This could be an obstacle for students to participate in the election of their leaders. When students participate in obtaining their leaders, it increases accountability and builds a culture of participating in elections.

Specific Activities

1.3.3.1. Preparing the foundation for democratic elections and accountability.

Principles are important for elections to be held successfully:

- The school leadership in collaboration with student representatives should develop procedures for the election of the student leadership, required leadership characteristics, and discuss this in the school council.
- The school management should collaborate with the students to produce written regulations for the election of students and leadership characteristics and paste them on bulletin boards.

1.3.3.2. Conducting the election of student leaders

Democratic elections should be held using the prepared regulations where the following activities will take place:

- The school management in collaboration with the student leadership should make the election principles clear.
- The school leadership and teachers will encourage students to take leadership candidacy forms, fill them and submit them on time.
- The names of approved candidates will be made public.
- The school management will set aside a special day for the campaign and for the candidates to bid for support and ask for votes.
- The Coordinating Teacher in collaboration with the school leadership will conduct orientation training to build the capacity of elected leaders.

Reflection



The Coordinating Teacher will lead a reflection session after the election of student leaders. The students will write an essay about the election and teachers will share their assessment of the election and the performance of student leaders. The Coordinating Teacher in collaboration with other teachers will identify key issues from the students' and teachers' notes and prepare a meeting with teachers and students. The information generated by teachers and students will be stored in the Facilitator's tool bag. The following questions will be used where one or two questions can be answered in one sitting:

- Have we been able to conduct student leadership elections based on democratic principles?
- How have teachers and students received the issue of elections and student elections based on the principles of democracy?
- What changes have we achieved as a result of building students' capacity for good leadership based on the principles of democracy?
- To what extent have student leaders been able to be responsible for their fellow students?
- What challenges emerged and were solved by the student leadership in the school?

1.4. Strengthen extra-curricular activities in promoting democratic competence



The participation of students in extra-curricular activities makes it possible to obtain positive results in enabling students to learn and develop democratic competence. In these activities students are given a great responsibility of choosing what activity to do and how to learn. These activities can be divided into three main groups as follows: talent and creativity, academic clubs, and spiritual activities. Flexibility in extra-curricular activities increases the scope of learning for students.

Objectives:

- To prepare students to appreciate and participate in the world of democracy.
- To strengthen the student's ability to work together and have morals/ ideals.
- To strengthen the ability of students to make their own decisions and be accountable.
- To educate students on the importance of participating in extra-curricular activities.

Main Activity:

1.4.1. To strengthen democratic competence and patriotism in subject clubs

Student clubs are among one of the opportunities that can be used to strengthen democracy patriotism and accountability within the school. Usually, club activities are held during extra-curricular activities where students join various groups with academic-oriented goals or other themes such as gender, human rights, corruption and the environment. Through different clubs, students get a chance to learn, discuss, build an argument, respect other people's opinions, build love among themselves, patriotism and a culture of tolerance. Various studies show the existence of clubs, although in some schools, these clubs are not given sufficient opportunity to enable their members to fully participate in club activities. This ability will be facilitated by the following activities.

Specific Activities

1.4.1.1. Teachers and students should identify various opportunities to improve student participation in clubs:

- The management should organize a one-hour meeting to develop rules of engagement for clubs in the school.
- The school management should organize a meeting of teachers and students to develop procedures for the election of club leaders based on democratic principles.
- The school management should organize a meeting for the election of club leaders in accordance with democratic principles.
- The school management should give equal rights to teachers and students for the contribution of ideas when preparing the procedures.

1.4.1.2. Clubs should be empowered to carry out their activities in accordance with democratic principles, patriotism and accountability.

- The school leadership should organize a one-hour workshop to build the capacity of leaders and members of student clubs on democratic principles, patriotism and accountability.
- The school leadership in collaboration with club leaders should prepare posters encouraging students to join different clubs in the school.
- The school management should set up a procedure to announce club activities during morning parades.
- The school leadership should establish a procedure to consider gender and the representation of special groups in club leadership.

Main Activity:

1.4.2. To strengthen and motivate students' participation in sports based on their needs

Sports and cultural arts are important in promoting democracy in schools. Sports provide opportunities for participation, competition, learning, love and increasing competence in many areas as important parameters in promoting democracy. Sports provide opportunities to learn values that help in strengthening democracy among students. Many schools have been providing limited opportunities for students to participate in sports. In addition, the practice has been to develop games that are common rather than to be creative in starting new games that will increase the opportunity for many children to participate. Teachers should realize the importance of sports, art, and culture in promoting democracy, patriotism and accountability. Sports can be used as a tool to help resolve conflicts, encourage debate, build tolerance and respect for differences in opinion.

Specific Activities

1.4.2.1. The school management should collaborate with students to identify and start games based on the needs of students:

- The school management should organize a joint session with students to determine the type of sports they like and which consider their needs. Students should be guided to identify other types of sports other than football and netball.
- During the session, students should be guided to choose sports that are compatible with the environment and capabilities of the respective school or community. Moreover, the selection should also consider the needs of students with special needs.
- In addition, students should be encouraged to join the choir, poetry, dance, and drama as another form of art and culture that can help improve their participation in learning democracy by building their competitiveness, their ability to elect each other in leadership positions, to listen to each other, build love and so on.

1.4.2.2. The school should put in place a procedure for conducting games at school by involving students:

- The Coordinating Teacher should prepare the training and students should set up the procedure for conducting all games in the school, including the time table.
- The Coordinating Teacher should guide students to choose their sports leaders at the school, class or unit/dormitory.
- The Coordinating Teacher should cooperate with the school management and students in the preparation of playgrounds as well as in buying sports equipment.

1.4.2.3. Inter-school collaboration in sports:

- The Coordinating Teacher should prepare training on the importance of having inter-school competitions as a way to develop students' collaboration skills.
- The Coordinating Teacher through training, should guide students to identify neighbouring schools that they can collaborate with in sports, arts and culture, and debates.
- On behalf of the students, the Coordinating Teacher should ask the school management to approve inter-school collaboration by communicating with the respective identified schools.
- The school should organize sports competitions with neighbouring schools at least twice or three times each term.
- The school should prepare a sports competition schedule with neighbouring schools that will be recognized and followed.

Main Activity:

1.4.3. Strengthening income generating activities

Income generating activities is among one of the important areas that can help build life skills for students. The school management has not been giving students opportunities to choose income generating activities and perhaps they have not been engaged in such activities at all while at school. The student will be able to increase their knowledge and have the opportunity to practice the various skills they learned in the classroom.

Specific Activities

1.4.3.1. The school management in collaboration with the students should start income generating activities:

- The school management should collaborate with students to identify income generating activities.
- Teachers should enable students to contribute ideas and choose activities that they think they will be able to implement in common areas and agree on the use of the products.
- Teachers should guide students to discuss methods of obtaining resources to start production.
- Teachers should enable students to create their own leadership that will oversee income generating activities including keeping records of how the activities are going such as the costs incurred, the benefits obtained and the overall effectiveness.
- The school should ensure that all students learn income generating activities by planning a special schedule that will be followed.

1.4.3.2. The school management in collaboration with the students should start income generating activities:

- The school management should supervise the preparation of the area that will be used for income generating activities.
- Teachers should manage the availability of resources to start projects.
- Teachers should help students to start production and monitor implementation so that they can improve their income generating activities.

1.4.3.3. To create a school project management committee that will involve teachers and students:

- The school should enable students to elect a management committee for income generating projects in the school. Students should be given the freedom to select the teachers they would like to be in the committee.
- The teachers selected to join the committee should build the capacity of students in the committee to understand their responsibilities.
- The committee should ensure that it monitors the implementation of the project they have planned.
- The school should organize a monthly meeting to evaluate and assess the effectiveness the initiated projects initiated in order to improve production.

1.4.3.4. The school project management committee should prepare an income and expenditure report after every three months, post it on the bulletin boards and present it during school meetings:

- The committee should prepare an implementation report after every three months which will be read out to all students so that they know the progress of their activities. This report should include information on expenditure, income, profits or losses experienced during production. This will help to increase transparency and motivation among the students who were involved in production.
- The project management committee should establish a procedure to congratulate those who have done well in production.

Main Activity:

1.4.4. To promote and develop democratic values and a spirit of patriotism

A student cannot have democratic values and a patriotic spirit without learning. Therefore, the school is an important part in empowering students to develop democratic values. The educational curricula emphasizes the development of democratic behaviours such as valuing society, accountability, tolerance, integrity and maintaining peace. In order for students to learn and develop these behaviours, they must be taught in practice when they are at school and in the community. However, schools have put more emphasis on teaching knowledge and skills than on developing behaviours and characters that are acceptable in society. Because of this, the society sees that students are not prepared to live in a changing world that emphasizes the prosperity of democracy.

Specific Activities

1.4.4.1. The Civics subject teacher in collaboration with other teachers is responsible to enable students to learn practical democratic values and behaviours, patriotism and accountability:

- Students should prepare a project related to their studies aimed at developing democratic habits.
- Students should write articles on democratic values and present them to the entire school community through bulletin boards or morning speeches – they should focus on what happens in the school and community.
- Students should participate in community work that demonstrates democratic actions, patriotism and accountability.
- Schools should identify students who are champions in promoting democratic values and patriotism and give them an opportunity to provide education on that.
- Students should conduct debates around democratic values, patriotism and accountability inside and outside the school.
- The school should motivate champions to lead democratic values and patriotism.

Reflection

The Coordinating Teacher in collaboration with other teachers will hold reflection sessions during which students will be given ample opportunity to express their opinions. These sessions will be held after the official timetable for classroom lessons. Each session will focus on a specific area such as participation in clubs, sports, and income generating activities, and democratic values. Students will provide pointers in writing and teachers will analyze them in collaboration with the student leadership to determine the main points that will be discussed in the sessions. The following questions will be used:

- How have students responded to the promotion of club issues at school as they are linked to competence in democracy and patriotism?
- Are the clubs run democratically?
- To what extent are clubs used to promote democratic competence, patriotism and accountability among students?
- To what extent is participation in sports inclusive?
- How is the participation of students in income generating activities?
- Have students been empowered to design and implement projects aimed at promoting democratic behaviour, patriotism and accountability?



Module 2:

Methods and Strategies for Promoting Democracy, Patriotism and Student Accountability in the Community

The family and society are important pillars in raising and building students' competence in democracy, patriotism and accountability. At the family level, parents have the opportunity to give their children the opportunity to participate and contribute to the daily life of the family by contributing ideas and carrying out various responsibilities. At the community level, students are empowered to use available opportunities to contribute to the development of society by putting into practice what they learn at school.

The objectives of this module are:

01 To strengthen opportunities for students to participate in democratic processes in society.

02 To empower students to use their skills in democracy and patriotism in society.

03 To empower students and use various platforms to identify opportunities and challenges and how to solve them.

04 To enable students to express their opinions (raise their voices) on issues concerning their participation in social activities.

05 To enable students to build good collaboration with their community.

Main Activity:

2.1. To Prepare Community Readiness

In order for the education provided at school, specifically, democracy and patriotism for students to have positive results, the school must open the doors of communication between families and other members of community. Students learn better when their parents and family members like to get involved in issues regarding school and education in general. When we involve the family in the child's learning, it increases the scope of relating what they learn in school to everyday life. The cooperation of families, community members and schools is of great importance in building democracy, patriotism and genuine accountability among students. Due to this reality and importance, it is good to educate our society on the importance of enabling students to participate in various social activities.

Specific Activities

2.1.1. The Community Facilitator in collaboration with the leadership of the village/street/religion/ should organize a one-day meeting of not more than two hours for leaders of the street/village about the concept of democracy, patriotism and accountability. The meeting will have the following agenda:

- To discuss the importance of the presence of student democracy in society.
- To discuss the importance of student participation in community activities aimed at promoting democracy, patriotism and accountability.
- To discuss the challenges of student participation in community activities.
- To discuss how to solve challenges related to student participation in community activities.
- To discuss how to involve students in community activities.

2.1.2. The Community Facilitator should organize a meeting in collaboration with the ward leadership of not more than one hour to discuss how to involve students in community issues aimed at promoting democracy, patriotism and accountability. The meeting will have the following agenda:

- To motivate and involve students in various social activities aimed at promoting democracy.

- To identify challenges related to student involvement in community activities
- To discuss how to solve the identified challenges related to the participation of students in community activities.

2.1.3. The Community Facilitator should prepare various leaflets to educate students and the community about the importance of democracy:

- The Community Facilitator should communicate with the Project Facilitator as well as the ward leadership on how to access financial resources for preparing the leaflets.
- The Community Facilitator together with the ward leadership should share the procedure for distributing the leaflets that have been/will be prepared.
- The Community Facilitator should collaborate with the Student's Council and children in providing education to young people.
- The Community Facilitator should use performing arts to provide education on democracy and patriotism.
- The Community Facilitator should organize and conduct conferences to promote students' motivation to participate in democracy.
- The Community Facilitator should organize various conferences to discuss and awaken the spirit for participation in democratic activities and become patriots.



Reflection

The Community Facilitator in collaboration with Coordinating Teacher should organize or use formal community meetings (such as the village general meeting) to analyze how the community carries out its responsibility of building students' democratic competence. The information generated from community members will be stored in the Coordinating Teacher and Community Facilitator's tool bags. The following questions will be used during the reflection:

- What is the reaction of the community members regarding students' participation in community issues?
- Are there guidelines to enable students to participate in community activities?
- Are the roles of students in building a democratic society determined by opportunities available?
- How have young people who are not students received the idea of students participating in community activities?

Main Activity:

2.2. To Strengthen the Participation of Students in Community Activities

In promoting democracy, patriotism and the accountability of students in the community, a major responsibility will be to prepare an enabling environment in which all students will be able to participate and be included in planning and deciding on all issues concerning the respective community. An enabling environment will help parents and community members to support the program for promoting democracy among students in the community. The way things are in our communities, students have not been participating and there are no deliberate and sufficient efforts to involve them in various community activities. It should be remembered that by not creating an enabling environment in the community regarding democracy and patriotism for students, they lack the opportunity, competence and willingness to participate in different community activities. The following activities are important:

Specific Activities

2.2.1. To enable students to participate in social activities and express their opinions:

- The Community Facilitator should prepare and motivate students to participate in village/street/ward meetings and contribute ideas.
- The Community Facilitator should provide detailed information to students about their participation in the respective meetings.
- The Community Facilitator should involve students in making announcements.
- The Community Facilitator should give students a chance to question basic issues and to be given an explanation on various things related to democracy.
- The Community Facilitator should offer students leadership positions in community activities.

2.2.2. Establish student groups that will collaborate with community and other groups to carry out community activities:

- To prepare students (Coordinating Teacher and Community Facilitator) by giving them information about the work they are going to do in collaboration with the community.
- To provide sufficient instructions on how to cooperate with community members in carrying out the respective work.
- To give students the opportunity to question their involvement with the community in various community activities.
- Parents and other stakeholders should be regularly invited to participate in making decisions regarding the development of the school.

2.2.3. In order to establish systems for receiving and listening to students' opinions in order to achieve this, the Coordinating Teacher and Community Facilitator should do the following:

- The Coordinating Teacher and Community Facilitator should communicate with the ward leadership to organize a meeting between the Councilor and students so that students can get information on how they can participate in and present their opinions in ward meetings.
- In the meeting between the Councilor and students, the Councilor should be asked to give students the opportunity to participate in community activities/works
- The Coordinating Teacher and Community Facilitator should organize a meeting with village/street/ward leaders to explain the principle of student participation in democratic issues.
- Opinion boxes should be installed at the ward/village/street level and responses to issues raised should be provided on the village/street/ward bulletin boards.



Reflection

In order to ensure that what is planned around student's participation in the promotion of democracy is implemented, it is important to reflect on how it will be implemented. The Community Facilitator in collaboration with the Coordinating Teacher should organize meetings every month between students and village leaders to reflect on the participation of students in community issues. Reflection information should be kept in the Community Facilitator and Coordinating Teachers' tool bags. Notes on the reflections should also be posted on bulletin boards at the village/street/ward level so that those who were not present at the meeting can get the information. The following questions should be used in the reflection:

- What steps should be taken to solve these challenges?
- How have students received the issue of participating in a community activities?
- What is the relationship between students and the community?
- What have the students learned from their participation in community activities?
- How has the village leadership received the issue of involving students in different community activities?
- What challenges have emerged from the participation of students in activities for promoting democracy?

Appendix: Assessment guide

It is expected that as an important stakeholder in the implementation of this toolkit, you will be responsible for ensuring that the objectives of this toolkit are achieved as planned and the following guide will help you evaluate the implementation of the main activity and specific activity to be done as specified in Table Number 1.

Performance indicators and assessment criteria

To promote democracy, patriotism and accountability of students in school.

Activity	Performance Indicator	Performance Rating			
		Beginning	Average	Good	Very good and Sustainable
1.1.1 Strengthening teachers' understanding of democratic learning and teaching.	The foundations of democracy are reflected in learning and teaching.	Democratic learning and teaching is mentioned but it does not appear anywhere.	The preparation of teachers incorporate the concept of democratic learning and teaching.	Democratic learning and teaching is visible in teacher preparation and is implemented in the classroom.	Democratic learning and teaching is emphasized in the school guidelines and is effectively implemented in the classroom.
1.1.2 Strengthening students' understanding of democratic teaching and learning.	Democratic learning and teaching is well known and respected by students.	Democratic learning and teaching is mentioned by students but they do not consider it in learning.	Students carry the concept of democratic learning and teaching, but they do not pay much attention to it when the teacher uses it.	Students like to learn with democratic methods and enjoy the lesson when the teacher uses them.	Students participate more effectively in learning when the teacher uses democratic methods and they do so even outside the classroom.

1.2.1 To strengthen the readiness of the school management to involve students in decisions.	School management involves students in all decisions related to students and the school.	The participation of students in decisions is mentioned in school but it is not implemented.	The school management has incorporated the concept of student participation in decisions and they participate in some of the decisions.	Students are involved at various levels of decision-making.	Student participation in decision-making is set in guidelines and is implemented in school on a large scale.
1.2.2 Strengthening the system for students to voice their opinions.	The school has systems to enable students to voice their opinions and so so freely.	Systems for voicing opinions exist but are not used as intended.	Systems for voicing opinions exist but very few students use them to voice their opinions or express their views on different matters.	Systems for voicing opinions are in place and the school encourages students to use them to voice their opinions. Many students do that.	Systems exist and the school encourages students to use them to voice their opinions. Many students are doing so and the school management provides feedback.
1.3.1 To strengthen the willingness of the school management to value democracy in student leadership.	Student leadership is heard and facilitated in carrying out their duties.	Student leadership is being heard to some extent and is not given the resources and ability to carry out their duties.	Some of the teachers care and cooperate with the student's leadership. But for the most part only decisions of the school management are implemented.	Student's leadership is provided with leadership training and given sufficient cooperation from many teachers and school management.	Student's leadership is given training in leadership and sufficient cooperation from all teachers and school management. Student leaders are also given resources to do their work.
1.3.2 Strengthen the election of student leaders.	Student leadership is attained democratically.	Student leadership is obtained through appointment and volunteerism.	Some of the student leaders are attained through non-democratic elections.	Some of the procedures for choosing school leaders are written and posted on bulletin boards and all leaders are obtained democratically.	Procedures for choosing school leaders are written and posted on bulletin boards and all leaders are obtained democratically.

1.4.1 To strengthen the competence of democracy and patriotism through academic clubs.	All students in school participate in academic clubs.	Many students do not participate in academic clubs.	A few students participate in academic clubs.	The school has a variety of clubs and all students participate in academic clubs.	The school has different types of clubs and all students participate and there are various types of creativity in the club.
1.4.2 To strengthen and motivate the participation of students in sports according to their wishes.	All students participate in sports according to their wishes.	Many students do not participate in sports and the school has few sports.	A few students get a chance to participate in sports.	Many students participate in their favorite sports, but the school does not have enough equipment.	Many students participate in their favorite sports, including traditional sports. The school has adequate facilities.
1.4.3 Strengthening income generating activities.	Various income generating are conducted in the school and students participate with a great response.	There are no income generating activities in the school.	A few income generating activities are conducted and a few students participate.	Various income generating activities are conducted openly in the school and many students participate.	Various income generating activities are conducted openly in the school and many students participate and show creativity.
1.4.4 To promote and develop democratic values and a patriotic spirit	Students embrace democratic values and patriotic principles.	Students are not aware of democratic and patriotic values.	A few students are aware of democratic values and patriotic actions but they do not practice them.	Students are aware of democratic and patriotic values and they embrace them.	Many students are aware of democratic and patriotic values, and they practice them in the school environment and in the community.

To promote democracy, patriotism and accountability of students in the community.					
2.1 Strengthening community readiness.	Students participate in various democratic opportunities and perform patriotic actions.	The community embraces the concept of democracy, but does not provide opportunities for students to contribute or get involved in issues around democracy and patriotism.	The community provides opportunities to a few students to participate in various democratic and patriotic activities.	The community offers opportunities for many students to participate in various democratic and patriotic activities, but students are not motivated.	The concept of student participation in democratic and patriotism processes has been embraced by the community and strategies to encourage student participation have been defined and are being implemented.
2.2 To strengthen the participation of students in community activities.	Students participate in various community activities.	Students do not participate in community activities.	A few students participate in community activities when they are asked to do so.	Many students participate in community activities by volunteering.	Many students voluntarily participate in community activities and procedures to ensure students' participation are clearly defined.

HakiElimu is a civil society organization that enables citizens to make changes in education and democracy

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