

Youth Engagement in Learning and Democratic Processes in Tanzania

The Role of Civic Education in Secondary Schools

August, 2022

hakielimu

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List of Abbreviations

ACHPR	African Charter on Human and Peoples' Rights
ACRWC	African Charter on the Rights and Welfare of the Child
Art.	Article
AU	African Union
Cap	Chapter
CRC	Convention on the Rights of the Child
CSO	Civil Society Organisation
EAC	East African Community
ESDP	Education Sector Development Plan
FGD	Focus Group Discussion
FYDP	Five-Year Development Plan
G.N	Government Notice
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
ICCPR	International Covenant on Civil and Political Rights
ICT	Information and Communications Technology
MoI	Medium of Instructions
NGOs	Non-Governmental Organisations
No	Number
Q&A	Questions & Answers
R.E.	Revised Edition
SADC	Southern Africa Development Community
SDGs	Sustainable Development Goals
RIPA	Research, Innovation and Policy Analysis Department
TDV	Tanzania Development Vision
TIE	Tanzania Institute of Education
ToT	Training of Trainers
UDHR	Universal Declaration for Human Rights
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
URT	United Republic of Tanzania
WEO	Ward Education Officer

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Executive Summary

This study aims at examining the role of 'civic education' in secondary schools in enhancing youths' participation in the democratic process in Tanzanian. Driven by the existing 'youth's civic participation knowledge gap', the study is meant to be used in designing innovative approaches (Action Civics School Toolkit) that will increase the active and meaningful engagement of Tanzanian youths aged 14-19 years in democratic processes.

Generally, the study sought to establish whether the curriculum for secondary education offers knowledge, skills and values for democratic citizenship. It also explored the gaps limiting teachers and students from learning and practising the basic norms of a democratic culture in the current curriculum, laws, policies and guidelines. The study father examined perceptions of teachers and students towards the democratisation of schools and explored key practitioners' thoughts towards the democratisation of secondary schools in Tanzania.

The study employed a convergent parallel mixed-methods design which provided a comprehensive analysis of the research problem by converging quantitative and qualitative data. This mixed methods research design allowed the collection of quantitative and qualitative data concurrently. The two data sets were analysed separately. The study was conducted in six districts of mainland Tanzania. These are, Mkuranga, Tabora, Ukerewe, Kilwa, Sumbawanga and Arusha. A total of twenty-four (24) public and private secondary schools were involved in the study.

Findings indicate that, although there are extensive topics in the civics curriculum encompassing some democratic competencies and culture, there are also serious challenges which hinder the implementation of curriculum for secondary education to offer the required knowledge, skills and values for democratic citizenship. The challenges include inadequate qualified civics teachers, limited time or hours allocated for civics learning in a week (only two hours), and a lack of inclusive legal and policy frameworks that govern youth's participation in the democratic process and learning.

Traditionally, democratic processes in schools are integrated into various governance aspects, including the election of students' leaders, participation in leadership positions, school clubs, participation in the students' councils' decision-making, and school self-reliance projects. Also, there is room for students to supervise themselves in various activities, participate in various clubs and forward their opinions to the school board and committees. However, according to the findings, students are not among the members of school boards despite the fact that the boards are the main governance organs of secondary schools in Tanzania.

The study further shows that, although 98.3% of students were involved in the process of choosing leaders through the election, there was always interference in students' elections by teachers and school management, as well as failure to consistently and systematically allow students to participate in matters affecting their wellbeing. As a result, at least 66.7 % of students think it is still important for students to participate in democratic activities, 27.7% think it is important to engage in democratic activities, 3.5% think it is less important, while 2.1% responded that it is not important for students to engage in democratic activities.

Ultimately, the study has established that secondary school students in Tanzania moderately understand democracy and the essence of youths' engagement in democratic processes. Students have also demonstrated the command of some democratic skills and values as they contest for school leadership positions, ask questions in classrooms, participate in school debates and can respect opposing views.

Some key recommendations of this study include, therefore; a need to enhance school governance structures to accommodate students' representation in organs that make decisions affecting them, such as school board meetings; establish democratic clubs in secondary schools to provide avenues for students to practice democratic activities themselves and under the guidance of the teachers; capacitate and encourage teachers to use teaching techniques which are recommended in the syllabus to enhance the critical thinking capacity of students.

This study also recommends a review of the civics curriculum to include learning by doing aspects such as seminars, workshops, drama, simulations, role plays, radio and television programmes, and information technology. Although some of these aspects are found in the curriculum, they are insufficient for students' acquisition of required competence. They are practically not employed in teaching due to limited resources.

The study also proposes strengthened advocacy programmes, particularly on learning for democracy in secondary schools. Advocacy may be conducted by way of films acted by secondary school students or the creation of radio and television programmes on democracy and youths' participation. Posters of the same content may also be prepared, printed and distributed to secondary schools or shared through online and social media platforms where many youths spend much of their time.

Lastly, the promotion of democratic principles at the family level has to be considered by parents to enable children to appreciate and practice democratic activities from a young age. This will ultimately enable them to acquire and develop democratic culture and values. Through continuous participation in democratic activities, children will develop an interest in democratic affairs, and thus they will be inspired to love democracy and become responsible citizens.

1. Introduction

1.1 Introduction and definition of terms

The term "democracy" is defined as a system of government with the active participation of the people as citizens in politics and civic life.[1] Civic education refers to the provision of information and learning experiences to equip and empower citizens to participate in democratic processes.[2] Democracy cannot be achieved in the absence of citizen participation.[3] Creating active citizenship is instrumental to the flourishing of democracy. Active citizenship, in this sense, is the ability of the people to exercise and defend their democratic rights and responsibilities in society, value diversity and play an active part in democratic life.[4]

For citizens to be active, they must have the necessary knowledge, skills, attitudes, and values. To this end, citizenship education is being provided in many countries to promote participation which will eventually bring and sustain democracy. In Tanzania, civic education and civics are part of the school curriculum. However, there is a lack of adequate research and empirical evidence on the role of civic education, particularly how the content, the quality of teaching and learning materials may potentially empower youth with the knowledge and skills they need to engage in democratic processes and platforms effectively. Young people learn how to contribute to their society through formal and informal learning experiences in schools.[5]

Civic education seeks to educate citizens who will be free to make their judgments and hold their convictions.[6] In this line, civic education curriculum objectives must be of the kind that empowers youth, male and female, from various walks of life and faiths to exercise their critical faculties rather than acquiesce to the whims of the powers.[7] Today, schools are more concerned about producing proficient scores on state-mandated standardised tests than putting democracy into practice.[8] In secondary schools, civics is taught in the English language, creating undemocratic classroom participation since those proficient in the English dominate the discussion.[9]

1 Nwogu, G. Democracy: Its Meaning and Dissenting Opinions of the Political Class in Nigeria: A Philosophical Approach. *Journal of Education and Practice*; Vol. 6 No. 4, 2015: pp.131-143. Also *see* Commonwealth of Australia (2022). Parliamentary Education Office: Democracy Key Ideas. www.peo.gov.au. Accessed on 19th July, 2022.

2 Bayeh. E. Role of civics and ethical education for the development of democratic governance in Ethiopia: Achievements and challenges, Pacific Science Review B: Humanities and Social Sciences 2 (2016) 31-36, 31.

3 *Ibid.*

4 *Ibid.*

5 Restless Development Youth in Tanzania Today: The Report 2012/13 https://www .hss.de/download/publications/AMEZ_21_Jugend_11.pdf

6 Tolstenko, A., Baltovskij, L., & Radikov, I. (2019). Chance of civic education in Russia. *SAGE Open*, *9*(3). https://doi.org/10.1177/2158244019859684

7 Komba, W (2013). Quality of civic education materials to promote democracy in context of a market-led education system: Conceptual and pedagogical issues, existing materials and gaps. *Journal of Education and Practice,* Vol.4, No.3.

8 Apple, M., & Beane, J. (2007). *Democratic schools' lessons in powerful education* (2nd ed. ed.). Heinemann [5] Brock-Utne, B (2002). Language, Democracy and Education Africa. *Discussion Paper 5*.

9 Baregu, M. (2001). Political competence: Citizens and subjects, parochial and cosmopolitans. In Mushi et al. (eds). (2001). *Tanzania's political culture: A Baseline Survey*. Printed by DUP, Dar es Salaam.

1.2 Background of the problem

Research shows that there are three sources of influence on young people's learning about democracy - the family, through role modelling and discussions;[10] the media, mostly television newspapers & social media; school experience also provide knowledge, skills and values non-partisan educators.[11] Of these sources, it has been widely argued that the school has the best chance of building an informed, balanced sense of democratic worth, political knowledge and democratic values and skills.[12] This is because research has shown that as much as family and media provide influential sources of information for young people, schools are better placed to provide this educative experience. Accordingly, this leaves the school as the most logical source for conducting citizenship education.[13] Therefore, in modern societies, all students need to experience citizenship education in schools so they may become competent citizens in a representative democracy.[14]

Schools can play an important role in enhancing civic knowledge through curricular and extracurricular activities, which build civic competencies that can be demonstrated by understanding and practising civic life, politics, and governance. The school-based curriculum should also provide the basis for understanding the rights and responsibilities of citizens and a framework for competent and responsible participation. The extracurricular activities include the governance of schools, engagement of youths in community democratic activities, and the relationships among teachers, students and parents. Peter Filzmaier[15] distinguishes three dimensions of civic education:

a) Civic education as the imparting of knowledge- It deals not only with the transfer of factual knowledge but also with the understanding of pragmatic coherences;

b) Civic education as freedom of expression and promotion for participation- Should support the development of political attitudes, opinions, and values. Political culture is a basic consensus for the existence and quality of democracy, which includes an interest in social and political issues; and

c) Civic education as social competence- Is only effective with the interaction of theoretical knowledge; it includes the readiness to accept responsibility, develop a judgment and select predefined or developed policy options.

Civic education's goal is to prepare competent and responsible citizens for participation in community, local and national civic life. Such participation requires acquiring knowledge and understanding, developing intellectual and participatory skills, developing certain dispositions or traits of character and a reasoned commitment to the fundamental values and principles of democracy. Civic education has to enable secondary school students to develop democratic knowledge, skills and values to engage in meaningful civic and political processes at the national level, in schools, the communities in which they live and their respective families.

In a constitutional democracy, effective civic education is necessary because of the competence to participate in democratic communities, to think critically and act deliberately in a pluralistic world, and the empathy to allow us to hear and accommodate others. All of these involve skills that must be acquired.[16] Paradoxically, as the demand for education for democratic citizenship grows, youth participation in formal democracy is declining.[17] There is increasing concern about the decline of youth participation in democratic processes,

10 Print, M Citizenship Education and Youth Participation in Democracy British Journal of Educational Studies, Sep., 2007, Vol. 55, No. 3 (Sep., 2007), pp. 325-345, 329.
11 *Ibid.*
12 Torney-purta, J. (2002) The school's role in developing civic engagement: a study of adolescents in twenty-eight countries, Applied Developmental Science, 5 (4), 203-212.
13 Print, M. Citizenship Education and Youth Participation in Democracy British Journal of Educational Studies , Sep., 2007, Vol. 55, No. 3 (Sep., 2007), pp. 325-345, 326.
14 Crick, B. (1998) (Chair) Education for Citizenship and the Teaching of Schools (London, Qualifications and Curriculum
15 Filzmaier, P. *Politische Bildung: Was ist das"* 2007. In: http://science.orf.at/science/filzmaier/73825 (Stand: 5. 2. 2009).
16 Ravitch, D. (1995), National Standards in American Education; A Citizen's Guide, Washington, D.C., The Brookings Institution.
17 *Ibid.*

especially in Tanzania[18].

Based on the above background, HakiElimu conducted this study to analyse the current gaps in the civics education curriculum in learning for democracy and recommend measures to strengthen learning experiences which will subsequently empower Tanzanian youth with the knowledge and skills necessary in their participation in democratic processes. It is envisioned that the findings of this research will bridge the gap between academic learning and civic understanding and improve the community and political engagement of secondary school students.

1.3 Study objectives

1.3.1 Main objective

The main objective of this study is to investigate the role of civic education in learning for democracy in Tanzanian secondary schools. It aims to analyse the current gaps in the civics education curriculum in learning for democracy and make recommendations on measures to strengthen learning experiences which will subsequently equip and empower Tanzanian youth with the knowledge and skills necessary to support them in their participation in democratic processes.

1.3.2 Specific objectives

Thus, the specific objectives of this study are;

a) To explore the knowledge, skills and values for democratic citizenship found in the curriculum for secondary education.

b) To determine gaps in the civics curriculum, policies, laws, guidelines and preparation hinder teachers and students from absorbing and practicing the basic norms of a democratic culture.

c) Assess democratic practices within the governance of Tanzanian secondary schools by analysing the forms of school governance to find out whether they model basic civic values such as civility and respect for human dignity.

d) Examine classroom democratisation by Civics teachers in secondary schools in Tanzania.

e) To identify teachers' and students' ideas on democracy. The intention was to explore civic competencies that can be found among secondary school students. It also assessed the perceptions of students and teachers regarding civic education and the democratisation of school governance and classes.

f) The study sought to understand key practitioners' perceptions of the democratisation of schools. The goal was to probe the recommendations from the respondents on what needs to be improved and how towards democratisation of schools and eventually achieve active citizenship.

18 Komba, W., Citizens' Views on Appropriate Civic Education Curricula under Multi-party Democracy in Mainland Tanzania.*Journal of Education and Practice*: Vol.4, No.3, 2013, pp. 27-37.

2. Methodology

2.1 Research design

This study employed a convergent parallel mixed-methods design to provide a comprehensive analysis of the research problem by simultaneously collecting both quantitative and qualitative data. The two data types were merged and used for analysis to understand the research problem. The basic rationale for this design is that one data collection form supplies strengths to offset the weaknesses of the other form and that a complete understanding of the research problem results from collecting both quantitative and qualitative data.[19] The design also provided the researchers with a wide range of research tools for data collection and analysis as it brings complementarity between quantitative and qualitative data.[20] The main thrust of the design was a combination of an evaluative, descriptive and analytical approach, using both secondary and primary data.

2.2 Study area, sample size and techniques

The study was conducted in 24 secondary schools from six HakiElimu's project districts, targeting female and male youths aged between 14 to 19 years old. These districts have been selected strategically to represent geographical zones with urban and rural experiences and are among HakiElimu's programme districts. The presence of the active community information volunteers in these districts has also influenced their selection. The Districts involved in this study are Mkuranga, Tabora, Ukerewe, Kilwa, Sumbawanga and Arusha. Four (4) public and private secondary schools participated in the study in each district.

The study involved 396 respondents. These include six (6) Ward Education Officers, 24 Heads of secondary schools, t 24 civics teachers in the selected secondary schools, 312 secondary school students and 30 parents from the communities surrounding selected secondary schools. In order to obtain a sample that reflects the diversity of respondents. Purposive sampling was used to identify six (6) administrative districts from Tanzania mainland where field data was collected. The districts were selected based on their geographical locations to ensure that one district represents one geographical zone, namely, the Northern, Southern, Southern Highlands, Eastern Lake and Central Zones.

In each District, two (2) public secondary schools were selected for the study. In addition, two private secondary schools were selected in each District, except in Kilwa, where only one private school was involved in the study. Students who participated in the study were from Form II and Form III classes, a mixture of girls and boys. Students with disabilities were involved in the survey for inclusion purposes.

19 Creswell, J. W. (2015). A concise introduction to mixed methods research. Thousand Oaks, CA: Sage.
20 *Ibid.*

The matrix in Table 1 below summarises sampling procedures and the respondents involved in the study.

Table 1: Matrix of the sampling procedures

S/N	Study Sites (Districts)	Respondents	Data Collection Methods	Private Schools	Public Schools
1	Mkuranga	Students & Civics teachers	FGD, Questionnaire & interview	2	2
2	Kilwa	Students & Heads of schools	FGD, Questionnaire & interview	1	2
3	Arusha	Students, parents & Civics teachers	FGD, Questionnaire & interviews	2	2
4	Tabora	Students & Ward Education Officers	FGD, Questionnaire & interviews	2	2
5	Ukerewe	Students & parents	FGD & Questionnaire	2	2
6	Sumbawanga	Students & parents	FGD & Questionnaire	2	2

2.3 Data sources and collection methods

Both primary and secondary data sources were used to inform the outcome of the study. In this regard, primary data was collected in the field, and secondary data was collected through documentary review. Various web portals such as the United Nations (UN), African Union (AU), Southern African Development Community (SADC) and East African Community (EAC) websites were utilised to obtain data. Therefore, the report comprises both primary and secondary data. Primary data was collected through key informant interviews, focus group discussions (FGD) and questionnaire surveys. As stated, secondary data was collected through documentary review.

2.3.1 Documentary review

In the documentary review, a generational analysis was conducted on the regional and international legal texts to identify international standards on democracy. At the national level, relevant policies, guidelines, education plans and strategies were thoroughly examined to establish how they encompass democratic values. Civics curriculum for ordinary secondary education (Form I – IV) and general studies curriculum for advanced secondary education (Form V – VI) was reviewed together with instructional materials and textbooks used in the curriculum delivery. Further, various reports on democracy, especially those with a specific focus on civic education, were reviewed carefully to inform the researchers about what other studies have found in relation to the role of civic education in learning democracy.

The reviewed documents include the Universal Declaration of Human Rights, 1948, UNESCO Convention Against Discrimination in Education,1960, International Covenant on Civil and Political Rights, 1966, UN Convention on the Rights of the Child, 1989, SDGs, 2030, African Charter on the Rights and Welfare of the Child, 1990, the Constitution of the United Republic of Tanzania, Education and Training Policy, 2014, National Youth Development Policy, 2007, National Education Act, Law of the Child Act, Tanzania Development Vision, 2025, National Five Year Development Plan (FYDP III 2021/2022 – 2025/2026) and

the Education Sector Development Plan (ESDP 2016/2017 -2020/2021). The overall aim of the documentary review was to identify the international standards on democracy and understand the role of civic education in learning for democracy in Tanzania and other jurisdictions. Data collected from the documentary review was supplemented with field data.

2.3.2 In-depth face-to-face interviews

In-depth face-to-face interviews were conducted with ward education officers, Heads of secondary schools and Civics teachers. Given the nature of their duties and positions, these respondents could not be reached by using FGDs or questionnaires without undue delay in responses. The interviews with these respondents aimed to assess how education policies, planning, curriculum and implementation accommodate civic education to build a democratic nation.

2.3.3 Focus group discussions (FGDs)

The focus group discussions (FGDs) were conducted with students to get additional data and more insights on the issues raised in the questionnaire surveys. Two (2) sets of FGDs were conducted, one for secondary school students and the other for parents of children in the selected schools or living around the sampled secondary schools. Each group consisted of six to ten (6- 10) participants. FGDs strived to probe the extent to which democratic aspects have been integrated into the curriculum and practices of secondary schools. FGDs were also useful in investigating the democratic governance of schools, the democratisation of classes and how learning for democracy can occur at the family and community levels.

FGDs served as an important means of verification of information gathered during interviews and questionnaires. The topics for discussion were prepared well in advance and were introduced by the enumerators, one at a time. Once the enumerator introduced the topic, s/he allowed the group to discuss the issues without too much interruption. The enumerators listened attentively, asked probing questions, observed the participants, recorded the consensus, and ensured that no one dominated the discussions. The enumerators then ensured that the list of topics was covered during the discussions.

2.3.4 Questionnaires

Structured questionnaires were administered to all secondary school students involved in this study. This was in addition to participation in FGDs. The purpose was to explore how secondary school curriculum and delivery methods incorporate civic issues to ensure effective learning for democracy. Students were further used to measure the manner and extent to which civic education and democracy may be learned in the families, communities and schools' practices. The same students who filled out questionnaire surveys were involved in FGDs to eliminate bias and ensure their data reliability.

2.4 Data analysis techniques

Qualitative data was collected by using notebooks, then translated into English and coded. Then, the researchers analysed the data by using thematic content analysis methods. Qualitative data were presented in the form of summary narratives, and verbatim illustrative quotes were used to substantiate explored findings. To understand the relevant verbatim in relation to the specific objectives, the researchers first created a primary document family, in which all interviews and FGD notes were categorised into groups. The survey data collected by using the KOBO tool were transferred into excel and then to STATA for coding and cleaning. The STATA syntax file was developed for data cleaning and data analysis. The data analysis produced descriptive statistics on the status of civic education and democratic competencies in secondary schools in Tanzania. The quantitative and qualitative datasets were analysed separately, comparing the results and interpretation to find if they support or contradict each other.

3. Study Findings

3.1 Civics curriculum and learning democracy in Tanzanian secondary schools

This part presents the nature and scope of civic knowledge, skills and values of democratic citizenship as found in the civics curriculum for secondary schools in Tanzania. The part explores democratic citizenship-related topics, the learning outcomes of the taught contents and an assessment of the scope and exhaustiveness of democratic citizenship covered in secondary schools' civics curriculum. An assessment of instructional materials and supplementary textbooks that are used for teaching civics was made to find the extent to which they incorporate democratic competencies. Regarding contents in the syllabus, the findings indicate topics across the curriculum encompassing democratic competencies such as our nation, human rights, responsible citizenship, family life, the Government of Tanzania, and democracy and culture.[21]

These are important topics for democratic citizenship. This importance is informed by their objectives such as identification of national symbols, the inclusion of various aspects of human rights, practice of civic responsibilities, analysis of the rights and responsibilities of each family member, explaining the meaning and structure of the national constitution, analysis of the principles of democracy, participation in democratic activities in the society, the importance of democratic elections, good leadership and the importance of promoting and preserving Tanzanian culture. However, for civics to enhance learning democracy, one would expect the topics about democratic citizenship to be allocated more teaching/learning hours in the curriculum.

This is not the case for Civics since the curriculum allocates only two hours a week for teaching/learning the subject as it is for optional courses such as religious subjects. Furthermore, there are democratic citizenship topics in other secondary school subjects, such as the topics about nationalism in history, which are intended to make students understand the nationalism concept and its importance. Nevertheless, it is submitted here to enhance learning for democracy. The civics curriculum should be rich in 'democratic citizenship topics' and ensure effectiveness in how they are delivered instead of having these topics spread in several other subjects whose overall objective may not be learning democracy.

The topics with the aforementioned objectives are distributed across different class levels, from Form I to Form IV. The different class levels have identified a list of competencies, some of which seem to denote democratic citizenship. For example, in Form I, the relevant competencies include demonstrating respect for human rights and individual dignity and understanding of civic responsibilities and fulfilling them. In Form II, the most relevant democratic competence is demonstrating knowledge of democratic principles and participation in democratic processes. For Form III, the relevant competence is related to demonstrating good leadership, teamwork, positive relationship, self-worth and confidence. In contrast, in Form IV, the relevant competencies include showing national cultural values, knowledge and willingness to promote a positive culture. Apart from the mentioned competencies, the curriculum has some other competencies which are not directly related to democratic citizenship.

With regard to teaching and learning strategies, it is indicated in the curriculum that teachers are strongly advised to use a participatory and learner-centred teaching approach to enhance the learning process. It is important to note that the teaching techniques may be teacher-centred or learner-centred. A teacher-centred approach encourages students to completely focus on their teacher talking, while a learner-centred strategy is a participatory approach that encourages both the teacher and students to share knowledge and experience.[22] Adopting a learner-centred approach that encourages discussion between students and teachers would allow students to ask more questions and put deeper thinking into topics. In teaching civics across class levels, therefore, teachers are encouraged to use techniques such as group- work and discussions, brainstorming, role

21 URT, 2005.

22 Al-Zu'be, F.M. The Difference between the Learner-Centred Approach and the Teacher-Centred Approach in Teaching English as a Foreign Language. *Educational Research International*, Vol. 2, No. 2: October, 2013, p. 1.

play and case studies.

This study argues that learner-centred teaching strategies are relevant in learning democratic citizenship competencies. Still, they need to be hand in hand with appropriate learning materials delivered by well-trained civics teachers. Assessment, as prescribed in the curriculum, is in the form of questions to help teachers check if students can attain the expected learning outcomes. Nonetheless, the curriculum does not indicate different forms of assessment that teachers can employ, such as formative or summative evaluation within the prescribed learning time.

Concerning the instructional materials, a review of the Form I Civics students' book found that civics is defined as studying citizens' rights, duties and responsibilities. The definition in civics books does not, therefore, bring out the 'democratic competencies' concept, hence making the definition inadequate. Learning about the rights and duties of citizens alone is not sufficient for students to learn democracy. However, despite the lack of the term "democratic competence" in the civics textbooks, some themes reflect democratic citizenship, such as self-awareness, creative thinking and critical thinking; categories of human rights such as civil and political rights with contents related to the right to vote and right to be voted for as well as civic responsibilities. Further, other related contents relate to family life education, specifically a sense of trust and respect for each other. In the civics book for Form II, one of the most democratic-related contents is the concept of democracy and its aspects. It is clearly stated in the book that the competencies developed will help learners to apply democratic principles in their daily life (TIE, 2021).

As stated, the curriculum does not specify the mode of assessment to measure the extent to which students have acquired the intended competencies and identify aspects in need of improvement. The review of contents from Form I and Form II Civics books indicated that a problem-based activity follows each topic as an exercise which is essential for critical thinking skills. Still, in the mode of assessment section of the curriculum, it is not indicated that the course is intended to be assessed by both summative and formative methods. The researchers acknowledge that these activities are essential in measuring the acquired learning outcomes of students. However, they still call for more emphasis on the learner-centred delivery approach as prescribed in the curriculum. An example can be made to Activity 4.2 in Chapter Four of the Form II Civics book about democracy, which requires students to observe their school leaders and establish whether they practice direct or indirect democracy in decision making, then make a presentation about their observation in class for further discussions and clarification.

The above-mentioned activity was preceded by an exercise which required learners to define the term "democracy" and explain the differences between direct and indirect democracy as well as the advantages and disadvantages of each. A review of some learning materials for the Form III and Form IV students indicates a continuation of contents related to respect for others, accountability, life skills, democratisation process and citizen participation. The expectation from the curriculum and learning materials is that these different contents enhance learning for democratic citizenship in the form of secondary school students' knowledge, skills and values. After learning civics, students are expected to acquire the ability to demonstrate the understanding of democratic knowledge, skills and values for effective participation in democratic activities at school, at home and in the communities.

3.2 Gaps in the legal framework, civics curriculum and teachers' training

3.2.1 Introduction

This part examines the main policies, national and international laws, national strategies, guidelines and education measures in Tanzania having a bearing on civic education and democracy. It also examines the Civics curriculum and qualifications of teachers who teach Civics in Tanzanian secondary schools.

3.2.2 Civics curriculum and teachers' training

In secondary schools' curricula, there are numerous definitions of the term 'civic education, but in this study, 'civic education is used to provide information and learning experiences to equip and empower citizens to participate in democratic processes.[23] The term is also referred to as citizen education or democracy education. Civic education takes different forms, including classroom-based learning and extra-curriculum training.

The overall goal of civic education is to promote civic engagement and support democratic and participatory governance. Thus, civic education is not limited to participation in politics alone. It also encompasses participation in classrooms, neighbourhoods, groups and organisations so as to promote an informed and engaged public.[24] Civic education can therefore be targeted at children or adults at the local, national or international levels. In secondary schools, students are expected to learn to contribute to public processes and discussions of real issues such as corruption, civic apathy, the rule of law, human rights, domestic violence and drug abuse. This can be achieved by civic education only if it facilitates learning democracy since civic education has a vital role in creating any democratic society.

One of the objectives of secondary education in Tanzania is to enhance the development and appreciation of national unity, identity, ethics, personal integrity, respect for human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations.[25] Learning outcomes have been well stated in the curriculum to achieve this objective through civics. Consequently, after successful completion of a civics course, a secondary school student in Tanzania is expected to have the ability to demonstrate knowledge of and respect for the rights and responsibilities of a citizen in a democratic country.

Students are further expected to be able to demonstrate an understanding and appreciation of democratic values and competently participate in the democratic processes.[26] A thorough analysis of objectives, learning outcomes and course contents of the civics curriculum indicates the presence of various democratic competencies in the form of democratic knowledge, skills and values. However, the study has found that assessment methods are lacking in civics curricula of Tanzania.

Civics curricula for secondary schools in Tanzania do not consist of comprehensive assessment methods that would point to areas of strengths and weaknesses for students and which would make teachers better equipped with effective planning skills to meet students' needs. Assessment methods are vital in the modern teacher's toolkit and take various forms such as summative, formative and alternative assessments.[27] The absence of the proposed mode of assessment in the curricula makes it easy for each teacher to adopt their method of assessment depending on personal preferences, background and circumstances.

To enable teachers to learn more about the subject matter, teaching and learning, they deserve an opportunity for professional development as new knowledge is developed in the subject areas[28]. A teacher who is not trained specifically to teach Civics and who does not participate in teacher professional development programmes cannot be expected to integrate democratic components in their teaching techniques adequately. This explains why teachers in the study areas believe that playing a moderate role, such as permitting students to ask questions or accepting different opinions during the teaching, is a sufficient engagement of students; hence, a democratic classroom. One of the civics teachers explained during the interview:

23 Rietbergen, J., (2008) Education and Deliberation Tool: Civic Education; World Alliance for Citizen Participation; Calabasas, p.1.

24 Stimann, M. (1998) the Role of Civic Education, Centre for Civic Education; California, p. 1.

25 National Strategy for Civic Education, 2011.

26 *Ibid.*

27 Study.com: Types of Assessment and How they Differ. www.study.com. Accessed on 3rd July, 2022.

28 *Ibid.*

"Democracy is practised in all aspects of teaching and learning. Allowing students to decide their affairs with minimum supervision empowers them, and that is how democracy is practised in classrooms. Classroom discussions provide rooms for students to air their views regarding different matters or affairs that have significant effects on their academic and social welfare,"

(Teacher- Mkuranga District).

Effective learning for democracy through civic education needs the democratisation of classrooms that are achieved using learner-centred teaching techniques rather than teacher-centred approaches. Biamba argues that democratic practices in the classroom bring about transformation and social change, which translates into grooming socially responsible and active citizens who can critically reflect on societal issues.[29] It is asserted that the most commonly used traditional method of instruction by civic education teachers is the lecture method which does not encourage active participation or stimulation of creative minds and critical thinking in students.[30] However, a combination of lecture or traditional teaching methods with active learning methods and video teaching, which will foster an open classroom climate (i.e., encouraging students' input), seems most fruitful.[31]

These are the methods that a teacher is expected to employ while teaching Civics. In the Civics curriculum, teachers are strongly advised to use only participatory and learner-centred strategies to enhance teaching and learning. They include Q & A sessions, group discussions, presentations and role-plays. Teachers are further required to use other appropriate strategies apart from those suggested in the syllabus. The study has revealed that in some instances, the teacher's attitude also impacts on the teaching method. If the teacher is too harsh, students do not feel comfortable enough to participate in learning. Students in Mkuranga District stated as follows during FGD:

"Some teachers are too harsh to students. They enter the classroom with sticks, scaring students to even ask questions,"

(Student-Mkuranga District).

Apart from the democratic activities integrated into the teaching techniques, there are other avenues such as the organisation of class-level meetings and selection of class leaders where teachers ensure that it is free and fair. Study findings showed that in other secondary schools, teachers select or appoint (instead of holding election)class leaders on an autocratic basis if they believe that a student about to be selected cannot manage the post. Other reasons cited for side-lining students' choices include academic performance and disciplinary record. About 35% of students who participated in this study confirmed that students' leaders are obtained through appointment, while 29% demonstrated that their leaders come into positions by way of nomination by teachers. During FGDs with students and interviews with teachers, the study found that some teachers preferred to nominate or appoint student leaders instead of undergoing the election process due to teachers' mistrust of the election process in classrooms to ensure students with disciplinary records are not elected.

Despite the vital role of civic education in learning democracy by secondary school students, a review of literature has indicated that in Tanzania, there are gaps in curriculum materials, teaching resources, qualifications of civics teachers and teaching techniques that hinder the effective acquisition of democratic competencies and engagement of secondary school students in democratic processes at different levels of their civic life.[32] For instance, study findings have revealed that civics is assigned only 2 hours per week and is usually allocated to teachers who do not specialise in Civics as a teaching subject. In some schools, Civics is taught twice a week; in others, it is taught three times per week, yet there are schools where it is taught only once a week.

Although civics is allocated 2 hours per week in the curriculum, students who participated in the study could not state the exact time allocated for the subject. Still, they were able to mention the frequencies of Civics teachers' attendance in classes. In a way, this implies that the practice in secondary schools does not focus on teaching hours but rather on covering topics. Although some respondents suggested more teaching hours to

29 Biamba, C., *et al*, (2021). Assessing Democratic Classroom Practices among Secondary School Civic Education Teachers in the Global South: Case Study of South East Nigeria, *Cogent Education,* p. 9.

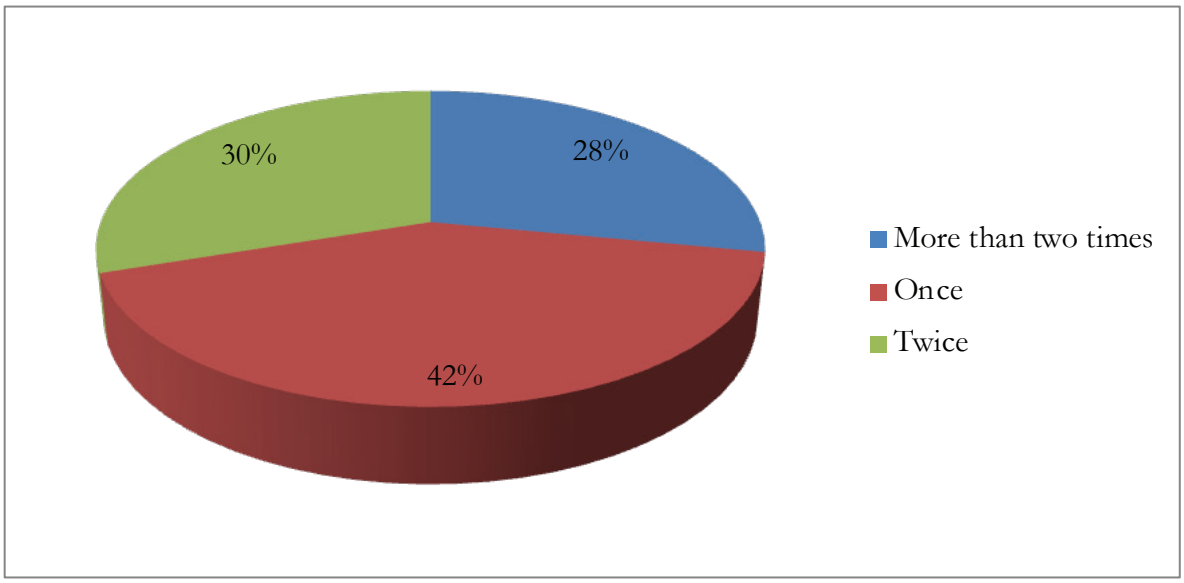
30 *Ibid.*

31 *Ibid.*

32 Komba, W., Citizens' Views on Appropriate Civic Education Curricula under Multi-party Democracy in Mainland Tanzania, Vol.4, No.3, 2013 Journal of Education and Practice.

be allocated for civics-related topics, just like how mathematics or science subjects are allocated, this study did not establish a direct relationship between adding more hours to civics-related topics with improved civics knowledge and participation for students. As it is currently, Science subjects are allocated up to 6 hours per week, while Civics is allocated 2 hours only, the same as optional subjects like Music, Bible Knowledge and Fine Arts.

Figure 1: Students' description of how often Civics is taught per week



Source: Survey data, June, 2022

Besides, the teaching of Civics as portrayed in the curriculum is too theoretical to facilitate democratic learning through practice. It was expected that apart from classroom learning, the curriculum would designate specific hours for practical learning such as study visits to democratic institutions, participation in democratic processes or engaging in debates. The lack of relationship between civic education and democracy may be addressed by coordinating the two subjects in terms of their contents for the role of civic education to be effectively realised.

The relationship between civic education and democracy creates a framework for the best civic competencies for democratic living. It is the expectation from the curriculum and reference materials that the course contents will instil democratic citizenship in students in the form of knowledge, values and skills to enable them to demonstrate democratic competencies. Nonetheless, findings from students have shown that they lack such competencies to engage effectively in democratic activities at school, at home and in the communities. Components that have been assessed include students' civic and democratic knowledge, skills and values, as presented in the subsequent sections of the report.

3.2.3 Democracy in international and regional context

International, regional and national legal texts provide for democracy in its various dimensions. For instance, the International Covenant on Civil and Political Rights stipulates that every person has the right to hold an opinion and that every citizen has the right to participate in public affairs. Tanzania became a member of the United Nations in 1961, thus becoming part of the human rights system established by the Universal Declaration of Human Rights (UDHR) in 1948. Since then, Tanzania has signed and ratified a number of international treaties, including those vesting obligations to the Government to uphold the rights stipulated in such treaties. In this context, secondary school students in Tanzania are also entitled to enjoy the rights stipulated in international treaties to which Tanzania is a party.

While prohibiting any form of discrimination in education matters, the UNESCO Convention requires education to develop human personality fully and to strengthen respect for human rights and fundamental

freedoms.[33] According to the Convention, education should promote understanding, tolerance and friendship among all nations, racial or religious groups and further the United Nations' activities to maintain peace. In Tanzania, school-based civic education for secondary schools can be found in Civics and general studies curricula. Topics such as culture, leadership, self-esteem and confidence building, responsible citizenship, democratic election, gender and globalisation are relevant to students to understand and participate in the democratic processes.

Assessment of civics course content shows that only a few topics directly link with democracy, enabling students to learn democratic competencies. In the general studies syllabus for advanced secondary education, one finds topics such as Philosophy and Religion, Contemporary issues in Tanzania, Science and Technology in Development, Democratic Processes and Practices, Life Skills, and International Affairs. In many cases, we argue that these are more practical and relevant topics, similar to Culture, Leadership, Responsible Leadership, Democratic Election and Gender, that should also be emphasised to students in advanced secondary education as part of their preparation to become competent and responsible citizen.

After successfully completing a general studies course, advanced secondary school students are expected to understand democratic processes and practices, participate effectively in activities that help develop a progressive and just society, think critically, solve problems and become self-reliant. Very few secondary school leavers can demonstrate these competencies as envisioned in the curriculum. These two facts suggest a gap, most likely implementation or delivery gap of Civic -related topics. When asked, a number of respondents implied that general studies or Civic-related subjects in advanced schools, sometimes in ordinary secondary schools, are considered subsidiary and carry less weight, hence attracting less attention from teachers and learners.

Recognising the importance of youth's participation in governance and decision-making, the Convention on the Rights of the Child provides that every child capable of forming their views should be given the right to express those views freely in all matters affecting them. Such views have to be given due weight in accordance with the age and maturity of the child.[34]Thus, the Convention makes it clear that participation is a substantive right of all children and young people. However, democratic participation is not an end in itself; it is a procedural right representing the means youth may take part in and influence processes, decisions and activities to achieve justice, influence outcomes, expose abuses of power and realise their rights. Like the UN Convention on the Rights of the Child, the African Charter on the Rights and Welfare of the Child, 1990 echoes the importance of youth participation under Article 11 and proceeds to specify duties of the child under Article 31.This brings to the fore the importance of a firmly established mechanism for civic education and the meaningful participation of secondary school students in the affairs of the country. The former UN Secretary-General, *Kofi Annan* once remarked:

"No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts itself off from its youth severs its lifeline; it is condemned to bleed to death".[35]

The UN Sustainable Development Goal 4 (SDG4) Target 4.7 directs States to ensure that by 2030 all learners acquire the knowledge and skills needed to promote sustainable development, including education for sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity.[36] To achieve the goal, civic education should embrace three essential elements; civic knowledge, civic skills and civic disposition. Civic knowledge refers to citizens' understanding of the workings of the political system and their own political and civic rights and responsibilities, such as the rights to freedom of expression and to vote and run for public office, and the responsibility to respect the rule

33 Art. 5(1)(a), UNESCO Convention against Discrimination in Education, 1960. Tanzania ratified UNESCO Convention on 3rd January, 1979.

34 Sustainable Development Goals (SDGs), 2030.

35 World Youth Report, 2003: Youth Participation in Decision-Making, p. 271.

36 Sustainable Development Goals (SDGs), 2030.

of law and the rights and interests of others.[37]

3.2.4 National policies, laws and strategies on democracy for youth

At the national level, the Constitution of the United Republic of Tanzania guarantees the right of every citizen to take part in matters pertaining to the governance of the country either directly or through representatives and provides for freedom of everyone to participate fully in the process leading to the decision on matters affecting them, their well-being or the nation. In this regard, the Constitutional provisions relating to the participation of citizens in public affairs and decision-making processes apply to secondary school students as well since, in the context of the Interpretation of Laws Act, the term 'citizen' includes students.[38]

The National Youth Development Policy recognises youths' obligation in society as good citizens of a democratic nation.[39] The Policy acknowledges that youth have to protect their livelihood, the Constitution, respect ethics in all aspects of life and participate freely and fully in the social, economic, cultural and political life of the State.[40] However, the Policy indicates that youth are not represented in various forums and do not participate adequately in decision-making bodies.[41] As a result, most of the decisions which have been made do not concern the youth. Therefore, one may argue that this is among the causes of failure of most youth development projects. The projects do not bring the expected outcomes because youths were not involved in the design hence they will not participate in their implementation, and ultimately, there is no sustainability in those projects as youths feel excluded.

On the other hand, the Education and Training Policy of 2014 is silent about civic education and learning for democracy in secondary schools. The main objective of the Policy is to have knowledgeable Tanzanians who are skilled and proficient to contribute quickly to the national development and withstand competition. Still, the Policy does not recognise the role of civic education and democracy in achieving its goals.[42] As was noted in the Education and Training Policy, there is no direct mention of civic education and learning democracy in the National Education Act. Inadvertently, the Act provides for freedom of conscience and religion by requiring every school to provide in its curriculum the provision of religious instructions to its pupils of the pupil's own free will.[43] Certainly, freedom of conscience and religion are components of democracy, but these components alone cannot enhance learning democracy for effective participation in democratic processes. Moreover, Tanzanian secondary schools have no mandate to develop and use their own curriculum.

Thus, the provision of the Act regarding freedom of conscience and religion becomes redundant unless it is directed to the appropriate authority. In addition, whenever the policy is silent about certain aspects, the law on that subject cannot be expected to address that matter effectively because the policy sets out the goals and planned activities. The law is then enacted to put in place the necessary institutional and legal frameworks to achieve policy goals. As such, the failure of the National Education Act to incorporate substantive democratic issues is obviously due to policy gaps.

The National Elections Act, on its part, restricts any citizen from being registered as a voter unless he has attained the age of 18 years.[44] This is in conformity with the Constitution, which prohibits any citizen who has not attained the age of 18 years from voting in any election held in Tanzania.[45] The position bars secondary school students from political participation at the national and local levels on the grounds of age. During FGD with students in Arusha, they inquired about the validity of Tanzanian laws that bar secondary school students from voting. According to them, it sounds absurd for the law to prohibit a person who has not

37 Rietbergen, J., (2008) Education and Deliberation Tool: Civic Education; World Alliance for Citizen Participation; Calabasas.
38 S. 4, Interpretation of Laws Act [Cap. 1 R.E. 2002].
39 Para. 3.3, National Youth Development Policy, 2007.
40 Ibid.
41 Para. 3.10, National Youth Development Policy, 2007.
42 Par. 2.2.1, Education and Training Policy, 2014.
43 S. 56(3), National Education Act [Cap. 353 R.E. 2002].
44 S. 10(1) National Elections Act [Cap. 343 R.E. 2015].
45 Art. 5(1), the Constitution [Cap. 2 R.E. 2002].

attained 18 years from voting, but at the same time allow a girl of 14 years to be married and assume adults' responsibilities, including giving birth to children, and taking care of the family.

Besides, Tanzania has repressive laws that diminish the avenues for learning democracy out of school. The Cybercrimes Act of 2015 limits the enjoyment of civic rights not only to youth but also to the general public. For instance, it criminalises the publication of information or data presented in forms of pictures, text, symbols or any other form in a computer system, knowing that such information or data is false, deceptive, misleading or inaccurate, and with intent to defame threaten, abuse, insult, or otherwise deceive or mislead the public. It is undisputed that compared with adults, youth are less careful in examining the information they receive or share to satisfy themselves that the information is accurate. Therefore, the Cybercrimes Act has clamped down on youths' active citizenship because youth nowadays rely heavily on online forums, televisions, radio, bloggers and social media to receive and share information.

The criminalisation of the receipt and sharing of inaccurate information curtails students' participation in democratic processes and practices outside of classrooms. For example, in the 2015 Tanzania elections, the Act was used to arrest, detain and interrogate numerous youths alleged to have committed cybercrimes by posts, photographs and videos they shared on social media. Additionally, proving these cases is often very challenging, especially since the accused person knew the information was inaccurate. In the end, the proof turns out to be hear-say evidence which is generally not admissible.

The Tanzania Development Vision (TDV) envisages that by the year 2025, Tanzania should have a learning society which is confident and characterised by moral and cultural uprightness, strong adherence to and respect for the rule of law and absence of corruption and other vices.[46] Likewise, the National Five-Year Development Plan (FYDP III 2021/2022 – 2025/2026) recognises good governance and the rule of law as part of the key pillars in the realisation of the National Development Vision 2025. Under the Plan, one of the key interventions includes the enhancement of democracy and political and social tolerance. Also, one of the objectives of the Education Sector Development Plan (ESDP 2016/2017 -2020/2021) is to have local and global citizenship awareness mainstreamed in the curriculum at all levels of education, including the environment, gender, human rights, peace and social justice, disaster prevention, basic and reproductive health, and HIV /AIDS. The realisation of all these measures entails systematic civic education at all levels of education, including secondary education.

3.3 Students' civic and democratic competencies

3.3.1 Introduction

This section offers and analyses components and indicators of secondary school students' civic and democratic competence. It is submitted that civic education is crucial in allowing students to learn democracy and demonstrate democratic competencies as they engage effectively in various democratic activities. The components and indicators have the potential to promote civic education within the secondary schools of Tanzania. Civic education promotes participation in social life, but it has to be based upon knowledge, certain skills, common values, and the determination to actively and democratically fit within society.

According to Quisumbing (2002), civic competence is formed by *knowledge* about the political and legal system, democracy, important events, tendencies, changes in the state's history, the importance of voluntary work, human rights and duties. He said civic competence is also evidenced by *attitudes* such as tolerance and respect, which is open to change, the ability to adapt, create compromise, a democratic attitude, a sense of responsibility, political beliefs, loyalty to the principles of democracy, the acceptance of law and human rights and protection of the environment. He further contends that civic competence is characterised by *skills* which are the ability to participate in political discussions, the understanding of the occurring political processes, the ability to stand for a certain position, and the ability to interpret and critically assess the information provided

46 Para. 3.2, TDV, 2025.

by the media by using personal knowledge, among others.[47] Therefore, this section's discussion about civic and democratic competence revolves around the respondents' knowledge, skills and values/attitudes towards civic education and democracy (Ibid).

3.3.2 Civic competence

On civic competence, students' knowledge about civic education, their civic skills and values have been explored as per the analysis that follows hereunder. Students' knowledge about civic education was measured in terms of what they considered to be the meaning of civic education. Most of the students who participated in the study understand civic education as the right to vote, instilling values, development of behaviour and issues to deal with citizenship. Responses show that 90.6% of students understand the components of civic education, while 9.1% did not have any idea about civic education (see Table 2) .

Table 2: Students' civic knowledge

Civic Knowledge Indicators	No		Yes	
	Freq.	Per cent	Freq.	Per cent
Civic education means the right to vote	78	41.94	108	58.06
Civic education means instilling values	108	58.06	78	41.94
Civic education means the development of behaviour	92	49.46	94	50.54
Civic education means citizenship	47	25.27	139	74.73
I do not know	169	90.86	17	9.14

Source: Survey data, June, 2022.

When asked about the meaning of civic education during FGDs, students mainly associated it with the study of human rights and the responsibilities of citizens. These definitions also denote the topics articulated in the curriculum and students' textbooks. After the completion of the Civics course, students were expected to understand the relationship between civic education and learning for democracy. This was not the case, however, since, among all the students who participated in the study, none of them was able to link civic education with the study of democracy. Although these students have not yet completed learning civics, those who were in Form III, for instance, were expected to be able to link civic education and democracy because they had already covered a large part of the course. This evidences a gap between knowledge expected in the curriculum objective and what happens in practice within learners' cognitive ability. Students have indicated the sources from which they learn civic education both in and out of classrooms. From focus group discussions in Mkuranga District, one of the students stated as follows:

"We learn civic education at school in the Civics subject, through local and international news on TV, at home, especially from parents who are politicians, at the community through challenges we face, through Radio and social media when the fans argue about democracy, state name and school or district."

47 Quisumbing, L. (2002). Citizenship Education for Better World Societies: A Holistic Approach. Paper presented at the 8th UNESCO – Asia Pacific Network for International Educationand Values, International Conference. Bangkok, p. 4. Retrieved from: http://www.humiliationstudies.org/documents/QuisumbingCitizenship.pdf.

Table 3 below shows students' sources of civic knowledge as obtained from the field research. The responses imply that there are quite sufficient sources of democratic knowledge, but the impact of such sources on students' learning for democracy is still negligible, perhaps because such sources are underutilised by the students for various reasons.

Table 3: Students' Source of Civic Knowledge

Source of knowledge	No		Yes	
	Freq.	Per cent	Freq.	Per cent
At home	109	51.66	102	48.34
Community	118	55.92	93	44.08
School	9	4.27	202	95.73
Radio	138	65.40	73	34.60
Newspapers	157	74.41	54	25.59
TV	126	59.72	85	40.28
Social media	187	88.63	24	11.37
Books	136	64.45	75	35.55
Other	207	98.10	4	1.90

Source: Survey data, June, 2022

3.3.2.1 Students' civic skills at school

This part discusses the results of the study on democratic practices of secondary schools in Tanzania. It examines the forms of school governance to determine whether they model basic civic competencies in knowledge, skills and values. The purpose is to assess how and to what extent there are democratic practices within secondary schools, for example, the involvement of students in decision making, students' leadership styles and the available avenues for learning democracy outside classrooms. The findings presented and discussed in this part are in relation to the study objectives concerning knowledge variables, civic engagement of students at schools, as well as preferred values and how secondary schools of Tanzania embrace democratic practices.

At the school level, the study has revealed that 86.5% of the students have never been engaged in the preparation of the school budget, 68.9% of them have never contested for leadership positions, 74.4% are engaged in school debates and 77.9% of the students have never been engaged in any students' clubs. Students were asked whether there are ways in which they usually question their welfare at school, and some of their responses were as follows:

"We present our complaints to our leaders, who forward them to the school administration. There was a time when we had no mattresses, and our dormitory leaders reported the matter to the school administration. The problem was solved. Moreover, we once questioned the legitimacy of being canned on the buttocks. We were informed that each student has the freedom to choose where to be canned (part of the body)", (*Student- Arusha District*).

Although such responses connote the practicality of democracy through representation, it also evidences individual students' inability to demonstrate critical thinking. At the community level, 80.9% of students have never participated in election campaigns, 67.8% of students have never attended community meetings, 45.7% happened to engage as volunteers in community activities and 67.5% have never engaged in any community activities. In this regard, most students have been found to lack civic skills to make them appreciate the importance of engaging in democratic processes. While responding to the question on how students are engaged in planning for schools affairs, students from one private school had this to say:

"We are engaged through the Students' Council, where we get an opportunity to share our challenges. For example, we had a challenge with electricity, and we were provided with a generator after explaining the problem to the school administration. In another instance, we had no books. After presenting the concern to the Student's Council at school, eventually, books were purchased. Also, we had a teacher who was unable to teach properly. After revealing the challenge during the Students' Council, the teacher was replaced," (Student- Arusha District).

3.3.2.2 Student's civic skills at the community level

These findings infer that apart from the fact that students seem to acquire civic knowledge, it is not translated into their actions. Translating civic knowledge and skills into actions demonstrates that students have acquired democratic competence after obtaining civic education. At the community level, students who have acquired civic education are expected to participate in different democratic activities such as attending community meetings and elections campaigns to know the extent to which development plans and electoral manifestos consider youths' needs and interests. They are also expected to engage effectively in community activities as responsible citizens for them to be able to participate effectively in development programmes, especially those concerning youths.

As demonstrated by study findings, secondary school students' participation in community meetings and election campaigns is less than 50%. The level of participation in democratic activities by Tanzanians is generally low, regardless of age. For instance, according to the National Electoral Commission records, about 40 million Tanzanians were eligible to vote in 2020, about 30 million registered to vote, and only 15 million Tanzanians had voted. Over time, an improvement in civic education will increase not only students' participation but also adults' participation as these students become adults or can influence older generations by setting an example.

Table 4: Students' civic skills at the community level

	No		Yes	
Students' participation in:	**Freq.**	**Per cent**	**Freq.**	**Per cent**
Local election campaign	234	80.97	55	19.03
Community meetings	196	67.82	93	32.18
Volunteering to community activities	132	45.67	157	54.33
Others	25	100.00	0	0
Do not participate in any event	195	67.47	94	32.53

Source: Survey data, June, 2022

3.3.2.3 Students' civic values

Students ought to have self-conviction to take part in democratic processes actively. This can be achieved after aquiring values that students are expected to have after receiving civic education. According to Mainde & Katongo, D (2020), civic values entail two traits: traits of private character, which include moral responsibility, self-discipline, and respect for the worth and human dignity of every individual; and traits of a public nature, such as public spiritedness, civility, respect for the rule of law, critical mindedness, and willingness to listen and negotiate.[48] Critical thinking is created in the second set of traits.

A student who has learnt a comprehensive civic education thinks critically, and the interrogative behaviour of

48 Mainde, D. & Katongo, D. The Teaching of Civic Education in Zambian Secondary Schools as a Strategy for Effective Political Participation, *International Journal of Research and Innovation in Social Science*, Volume IV, Issue XII, December, 2020: pp. 2093-301.

the student evidences critical thinking. The findings of this study show that 84.4% of the students have never asked questions about the school budget, 36.3% of students have never reported any problems relating to teaching/learning challenges, and 78.5% of students have never asked any questions about the relevance of the curriculum. These are sensitive issues which, if questioned by the students, would imply the manifestation of their critical thinking as a result of having studied civics.

Table 5: Students' civic values

	No		Yes	
Ability to:	**Freq.**	**Per cent**	**Freq.**	**Per cent**
Ask questions about the school budget	244	84.43	45	15.57
Report problems in teaching/learning	105	36.33	184	63.67
Question about the relevance of curriculum	227	78.55	62	21.45
Debate with your teacher(s)	146	50.52	143	49.48
Demand evidence of wrongdoing	58	74.36	20	25.64

Source: Survey data, June, 2022

3.3.3 Democratic competence

Literature suggests that the ultimate goal of civic education is to encourage the ability and willingness of citizens participation by providing information and the basis to make conscientious judgments.[49] Civic education, as a prerequisite of rational and humane action, must contribute to the democratisation of society and the emancipation of an individual.[50] According to Bercerik, O. (2015); knowledge of politics, political consciousness and political participation can be viewed as the main objectives of civic education in modern democracies and, civic education has to meet the goal of political maturity and independence of the citizen in a democratic system. He argues that a learning democracy approach is a close relationship between democracy and civic education.[51] Civic education is a future requirement of democracy and can only be effective in a democratic system. In short, the concept of learning democracy means understanding the function, value and content of democracy. Therefore, students can experience democracy through their own experiences, actions and understanding and, as a result, develop some abilities when it comes to their knowledge and understanding of democracy. It is, therefore, imperative to assess the democratic competence of students to be able to appreciate the role played by civic education in learning democracy.

Thus, learning democracy focuses on the support and participation of active and responsible citizens in a democratic society.

3.3.3.1 Students' democratic knowledge

Regarding democratic knowledge, results in Table 6 indicate that 51.8% of the students who participated in the study understand the attributes of democracy, 44.4% have no idea about what constitutes democracy, and 3.8% do not know anything about democracy. They understand the meaning of democracy as including the right to vote, rights and duties of citizens, contesting for leadership positions, and respect for the rule of law and human rights. According to document review, democracy is taught as a concept within the civics curriculum for ordinary secondary education and the general studies curriculum for advanced secondary

49 Becerik, Ö., Civic Education and Learning Democracy: their Importance for Political Participation of Young People. *Procedia - Social and Behavioral Sciences*. 174 (2015) 544 – 549, at p. 546.

50 *Ibid.*

51 *Ibid*, p. 547.

education.

However, the effective delivery of the course contents remains questionable as most of the teachers who are assigned civics subjects have no specific background in civics because there is no specialisation in Civics in Tanzanian teachers' training curriculums in colleges. This implies that they teach Civics subject by using experience and knowledge from other subjects such as Political Science, Geography and History.

Table 6: Students' democratic knowledge

Indicators for democratic knowledge	No		Yes	
	Freq.	Per cent	Freq	Per cent
Right to vote	102	35.29	187	64.71
Rights and duties of citizens	111	38.41	178	61.59
Civic engagement	133	46.02	156	53.98
Contesting for leadership	130	44.98	159	55.02
Respect to the rule of law	115	39.79	174	60.21
Respect for human rights	103	35.64	186	64.36
I do not know	281	97.23	8	2.77
Other	278	96.19	11	3.81

Source: Survey data, June, 2022

3.3.3.2 Obtaining students leaders as part of the democratic process in schools

This study also looked into the way in which students' leadership is obtained in schools and related it to students' involvement in the entire process. Table 7 below indicates that at least 53% of interviewed students said students' leaders were obtained through a democratic election process, while 19% pointed out that leaders were obtained through appointment by teachers and 16% said they were obtained through nomination either by fellow students or teachers. In other schools, student leaders were obtained through volunteerism (11%). According to student respondents in this study, these are the ways they think democratic practices may be manifested in schools.

Table 7: Forms in which leadership positions are obtained in schools

Leadership Positions Obtained by:	Yes	
	Freq.	Per cent
Appointment	101	19
Nomination	84	16
Election	284	53
Volunteering	58	11
Other methods	5	1.0

Source: Survey data, June, 2022

3.3.3.3 Students' democratic skills

Concerning democratic skills, students have indicated strongly that they can cooperate with others and have the ability to tolerate others' opinions, cultures, political views and religious beliefs. They have also indicated that they have the ability to lead others, to defend their opinion with arguments, the ability to respect human rights, the rule of law and gender equality. Students have expressed numerous civic values, such as their tendency to obey the laws, defend human rights, and be responsible citizens who love their country and help others.

However, students have rated themselves poorly on their ability to solve problems. This is a clear indication of a lack of belief in their democratic competence that is evident in the democratic participation of the students. The problem can be addressed by improving civic education through policies, laws, curricula and extracurricular activities.

Table 8: Students' democratic skills

	Excellent		Very good		Good		Poor		Very poor	
	Freq.	%	Freq.	%	Freq	%	Freq.	%	Freq.	%
Ability to cooperate with others	142	52.40	106	39.11	22	8.12	1	0.37	-	-
Ability to lead others	115	39.79	106	36.68	57	19.72	9	3.11	2	0.69
Ability to defend opinion with an argument	108	37.37	105	36.33	61	21.11	10	3.46	5	1.73
Ability to tolerate others' opinions	94	32.53	109	37.72	71	24.57	11	3.81	4	1.38
Ability to tolerate others' beliefs	81	28.03	98	33.91	75	25.95	18	6.23	17	5.88
Ability to tolerate different cultures	83	28.72	102	35.29	78	26.99	14	4.84	12	4.15
Ability to tolerate different political views	50	17.30	95	32.87	98	33.91	32	11.07	14	4.84
Ability to tolerate different religious beliefs	122	42.21	95	32.87	52	17.99	11	3.81	9	3.11
Respect for human rights	178	61.59	98	33.91	12	4.15	1	0.35	0	0
Respecting others	174	60.21	105	36.33	10	3.46	0	0	0	0

Source: Survey data, June, 2022

In Table 8 above, students indicated that they can lead others (39.8%), can defend their opinion with arguments (37.4%), and have the ability to respect human rights, the rule of law and gender equality (61.6%). From the findings, students have rated themselves poorly on their problem-solving capability. These findings support the students' narratives during FGDs, which exposed the fact that the secondary schools involved in this study do not have adequate programmes that facilitate learning democracy outside the classrooms.

3.3.3.4 Students' democratic values

It was stated earlier that democratic values are also referred to as democratic attitudes. These ideas, beliefs and norms make society fair by living up to the interpreted democratic principles and avoiding racial, ethnic or any other form of discrimination.[52] It is said that people like democracy, but their commitment to it is often not very strong.[53] Civic education is expected to equip students with democratic values such as obedience to the laws, problem-solving rather than complaining attitudes, patriotism, defence of human rights, helping others and becoming responsible citizens. Obeying the laws and love of one's country are relatively passive democratic attributes, while problem-solving, defending human rights, helping others and responsible citizenship are more active democratic values.

52 Wike, R. (2021): Global Public Opinion in an Era of Democratic Anxiety, International Political Values Review. www.pewresearch.org. Accessed on 10th July, 2022.

53 *Ibid.*

As indicated in Table 9 and the preceding analysis, secondary school students in Tanzania value obeying the law and loving their country more than other democratic values. The causes for this situation may be diverse and debatable. Students may be obeying the laws not due to the respect they have towards democratic principles but due to fear of the consequences of disobeying them. Further, it may be easy for them to state that they love their country given their young age, but one may need to measure their actions when they are in a position to demonstrate that love to the country.

Table 9: Students' democratic values

Indicators of democratic values	No		Yes	
	Freq.	Per cent	Freq	Per cent
Obeys the laws	88	30.45	201	69.55
Problem solver	171	59.17	118	40.83
Defends human rights	115	39.79	174	60.21
Loves my Country	99	34.26	190	65.74
Responsible citizen	100	34.60	189	65.40
Helps others	127	43.94	162	56.06
Other	284	98.27	5	1.73

Source: Survey data, June, 2022

3.4 Democratic practices within the governance of Tanzanian secondary schools

3.4.1 Students' democratic engagement at schools

This section presents democratic practices in secondary school governance. The section also presents findings on extracurricular activities performed by students in the schools. Table 10 presents findings on the school governance, integrated democratic processes in various aspects, including the selection of students' leaders, participation in leadership positions, participation in decision-making school platforms, participation in school self-reliance projects, room for students to supervise themselves in various activities, participation in various clubs as well as forwarding their opinions to the school board and committees. With regard to the engagement in various clubs, findings indicate that students are moderately engaged in gender issues (40.14%) and Religious Clubs (47.40%) respectively. In comparison to the two mentioned clubs, students seem to be least engaged in anti-Corruption (22.15%) and Human Rights Clubs (23.18%).

Table 10: Students' democratic engagement at schools

Indicator	No		Yes	
	Freq.	Per cent	Freq.	Per cent
Engaged at school/preparation of the sSchool budget	250	86.51	39	13.49
Engaged in school leadership by voting/being voted as head prefect	199	68.86	90	31.14
Engaged in school leadership by being nominated	145	50.17	144	49.83
Engaged in school leadership by being elected as class monitor/mistress	134	46.37	155	53.63
Engaged in school debate(s)	74	25.61	215	74.39
Engaged in class discussions	57	19.72	232	80.28
Engaged in Gender and P-VAC Clubs	173	59.86	116	40.14
Engaged in anti-Corruption Clubs	225	77.85	64	22.15
Engaged in human Rights Clubs	222	76.82	67	23.18
Engaged in Religious Clubs	152	52.60	137	47.40
Engaged in Jogging Clubs	225	77.85	64	22.15
Engaged in other clubs / activities	25	100.00	-	-

Source: Survey data, June, 2022

This engagement of students in school governance was evidenced by the teachers' responses d to the question of how their students participate in leadership positions at school. For example, one of the Civics teachers in Arusha Region stated that students' government leaders are usually elected through votes after having contested for the position. Also, students engage in dialogues on leadership during the Students' Council meetings. The teacher elaborated further that students' leaders represent others in school meetings with the staff. However, further findings have shown that forums for students to participate in national issues are limited. The main reason is a lack of coordination and information. In some areas, such as Arusha, students have been supported by some Non-Governmental Organisations (NGOs), which help students air out their concerns in the national discussions.

Apart from the level of engagement among students in different activities and clubs, findings further revealed that the process of getting leaders is through election (98.3%) and volunteerism came out to be the least (20.1%) as shown elsewhere in this report. However, findings also revealed that teachers and school management sometimes opt for other students to lead, not those elected by their colleagues during democratic elections. The factors attributed to the teachers' decision are concerned with the weaknesses of the elected leaders, not democratic concerns.

3.4.2 Student's democratic practice in classrooms

A democratic classroom is a safe and cooperative environment where students find better opportunities to make choices, speak and feel encouraged to participate in the discussions and contribute.[54] It involves students regularly and in developmentally appropriate ways in shared decision-making, increasing their obligation for helping to make the classroom a good place to be and learn.[55] The democratic classroom provides an ongoing forum where students' thoughts are valued and where any need of the group can be addressed. The study findings have shown that the democratisation of classrooms is exercised through students' participation in learning activities facilitated by the techniques such as group discussions, questions and answers sessions and

54 Biamba, C., *et al*, (2021). Assessing Democratic Classroom Practices among Secondary School Civic Education Teachers in the Global South: Case Study of South East Nigeria, *Cogent Education,* p. 3.

55 *Ibid.*

classroom-based debates. However, in other schools, students have expressed feeling uncomfortable engaging in classroom sessions due to teachers' harshness and intimidation.

The lack of teaching and learning facilities in Tanzanian secondary schools has also been mentioned as hindering the democratisation of classrooms. A real democratic classroom needs investments in terms of skilled human resources and infrastructure. Apart from the Q&A and simple discussions, classroom democratisation can take the form of case studies, discussions around local and international news broadcasted on TV and Radio programmes, drama, role plays, and the use of ICT to access online platforms for classroom discussions. It is expected that through these techniques, some students may come up with controversial issues regarding the planned syllabus and sometimes even the teacher's opinions. Findings have shown that teachers in such circumstances play the moderating role by accepting the given opinion if such reality is relevant. In addition, democratic attributes are mainstreamed during the learning process, including the freedom to talk freely and respect each other's opinions.

3.4.3 Democratic practices at the family level

Most parents who participated in this study responded that there are numerous democratic practices in the families. Students/children participate in decision-making in various contexts and issues such as the decision to choose school/education path/school subject combination, the choice of food to eat in some families, buying of items for holidays and discussion with parents on children's rights and duties. The kind of involvement demonstrated by parents can be evidenced in the responses such as the one below:

"We involve our children in deciding what they want to do, and what they like to eat will depend on what is available. We advise them on the decision they would like to take in the future, although we, parents remain advisors and the power of doing what they want is theirs". (FGD, parent- Kilwa)

Apart from students' involvement in making various decisions, the findings in Table 11 indicated some discussions at the family level. They include discussions on the selling of properties and on the socio-economic status of the family in situations of various demands. Children's involvement in activities that impart democratic skills was also evidenced by students responding to questionnaires. On one side, various democratic skills were found to be acquired at the home or family level, as a result of involvement in decisions to buy personal belongings (74%) followed by family holiday plans (60.5%) and selection of schools (54.3%). On the other hand, findings revealed that children were not well involved in preparing the family budget (39.8%) and in family political discussions concerning national affairs (25.3%).

Table 11: Students' democratic engagement at the family level

Indicators	No		Yes	
	Freq.	Per cent	Freq	Per cent
Engaged in preparation of family budget	174	60.21	115	39.79
Engaged in the decision to buy personal belongings	74	25.61	215	74.39
Engaged decision to choose a school	132	45.67	157	54.33
Engaged in family holiday plans	114	39.45	175	60.55
Engaged in family political discussions	216	74.74	73	25.26
Engaged in other family activities	266	92.04	23	7.96

Source: Survey data, June, 2022

Findings further revealed that some parents are conscious about the full exercise of democratic practices among their children with the worry that children can cross borders of their parents' domination as per the traditions and customs. Thus, some parents were of the view that children's democratic participation has to be permitted with some conditions due to their immaturity, interests and priorities. This implies that there is little trust among parents toward their children's democratic competencies. The following response revealed this observation:

"I concur with my fellow speakers that we sit with our children and discuss what is to be done. Sometimes you have to be very cautious, a child may say he is sick today and not going to school, yet later you find him playing, and then you have to enquire and insist that he goes to school. So, giving children the power to make decisions on matters concerning them should be with precautions. As parents, we should monitor their behavioural patterns and warn them when they do wrong. It is our duty to them",

(parent-Kilwa).

Though this may not seem like a democratic issue, it informs students' democratic perceptions and practices because at the family level, it is where the upbringing of children starts, and it impacts their behaviour, attitude and practices throughout their lives. We are advocating in this study that the democratic inclusion of students in Tanzania has to be confined within the boundaries of the current cultural and societal norms.

3.4.4 Student's democratic practice at the community level

This section analyses students who responded to the question on their participation in democratic activities at the community level. Findings indicated that 80.9% of students have never participated in election campaigns, 67.8% never attended community meetings, only 45.7% of students engage as volunteers in community activities, and 67.5% never engaged in any community activities. The majority of the students were found to lack civic values.

Compared to the classroom and the family level, findings revealed that learning for democracy at the community level encounters a gap because no system is in place to involve or capacitate the youth in democratic activities. Thus, regardless of the fact that the current generation seems very active, they are challenged by an unsupportive system. This was revealed by responses such as:

"Here in Arusha, there are very aggressive students, but there is no room for them to be involved. The current generation is very aggressive, but they are limited by a lack of a supportive system", (FGD- parent, Arusha).

During FGDs, it also emerged that in some communities, youth are limited by traditions and customs that do not allow arguments and discussions, especially among girls, as in the Maasai Communities and the like. However, this is not a democratic issue but an outdated culture that needs to be abolished after awareness creation and advocacy. Traditions and customs affect learning for democracy in the country's secondary schools due to the fact that most societies are patriarchal in nature. Studies show patriarchal institutions are embedded in the socialisation of child practices, whereby boys are taught to be in control and girls to be submissive.[56]

In some cultures, the submission of girls involves training girls not to say anything in front of men/boys.[57] Under such circumstances, girls are negatively impacted in terms of their ability to learn for democracy. Furthermore, it is a tradition in some societies, as the adage goes, that children are to be seen but not heard. This means that children are supposed to follow instructions given by adults but not to air their opinions on different matters. This is how children are raised; hence it becomes a challenge to acquire the skills necessary for participation in democratic processes. Table 12 analyses students' participation in democratic activities at the community level.

56 Mfono, Z. (2004) 'The custom of bride abduction holds its own against time,' *Agenda* (2000) 76, 76; Richter, L., Dawes, A., C Higson-Smith., (eds.) *Sexual Abuse of Young Children in Southern Africa,* 2004, 102-103.

57 *Ibid.*

Table 12: Students' civic skills at the community

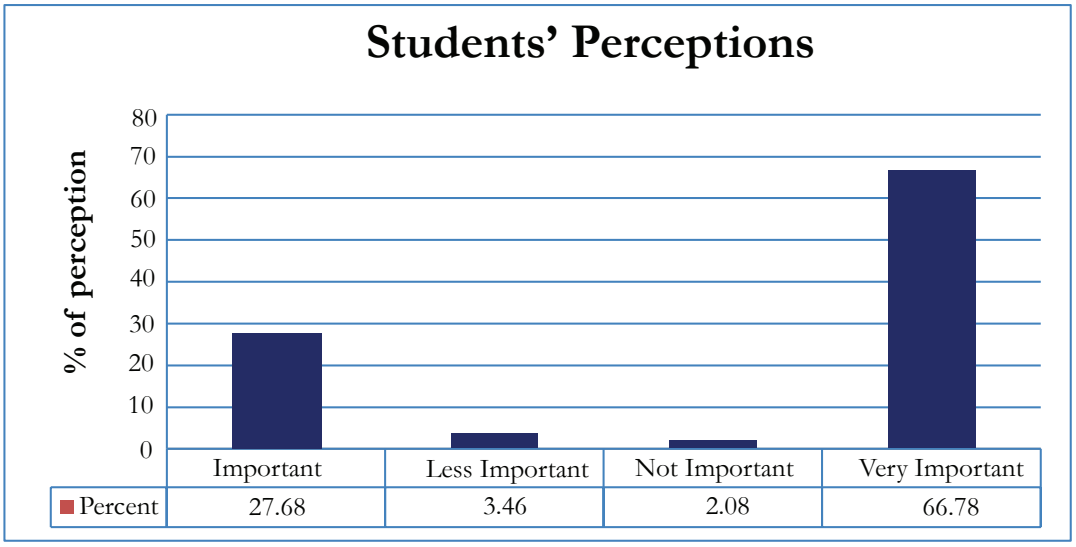
Students' participation in:	No		Yes	
	Freq.	Per cent	Freq.	Per cent
Local election campaign	234	80.97	55	19.03
Community meetings	196	67.82	93	32.18
Volunteering for community activities	132	45.67	157	54.33
Other	25	100.00		
Do not participate in any event	195	67.47	94	32.53

Source: Survey data, June, 2022

3.4.5 Students' perception of democracy

This section presents students' perceptions of their participation in democratic activities. Students were asked to provide their opinions on participation in democratic activities by indicating whether it is important for them to participate in democratic activities. Figure 2 demonstrates that 66.7 % of students perceive it is very important to engage in democratic activities, 27.7% think it is important, 3.5% have the opinion that it is less important, and 2.1% responded it is not important for students to engage in democratic activities. These responses reveal students' positive attitudes towards democratic activities. Despite their positive attitude, youth's involvement in democratic activities has been inadequate. When asked why some students considered politics "dirty business". [58]

Figure 2: Students' perceptions towards participation in democratic activities



Source: Survey data, 2022

3.4.6 Perceptions of teachers toward democracy

As for the teachers, responses from interviews with the heads of schools and Civics teachers show that they strongly recommend students' engagement in democracy. Most of them opined that democracy touches all walks of life; hence it is practically impossible for any person to alienate himself from democracy. They went further, stating that, even if democracy is linked with politics, it is still difficult to disassociate ourselves from democracy and politics as they determine many aspects of our daily life. These views are in consonance with the opinion of one ward education officer who, while admitting that there are few opportunities for secondary school students to participate in national democratic issues, stated that students have to be encouraged to show up when such opportunities are available because they are the prospective leaders of this nation.

58 Becerik, Ö., Civic Education and Learning Democracy: their Importance for Political Participation of Young People. *Procedia - Social and Behavioral Sciences*. 174 (2015) 544 – 549.

3.4.7 Students' perceptions towards participation in democracy in schools

Most of the students agreed that it is important to participate in school activities such as school debates and school leadership. However, students' opinions regarding participation in school decision-making and school budget preparation are relatively low. Table 13 indicates students' perceptions of participation in specific democratic activities.

Table 13: Students' perceptions towards participation in democracy in schools

Importance of participation in:	Freq.	Per cent
Decision making		
Agree	103	35.64
Disagree	11	3.81
Strongly agree	171	59.17
Strongly disagree	3	1.04
Undecided	1	0.35
School budget		
Agree	84	45.16
Disagree	33	17.74
Strongly agree	52	27.96
Strongly disagree	14	7.53
Undecided	3	1.61
School leadership		
Agree	83	28.72
Strongly agree	205	70.93
Undecided	1	0.35
School debates		
Agree	60	20.76
Strongly agree	229	79.24

Source: Survey data, June, 2022

3.5 The role of civic education in learning democracy

As stated earlier, the role of civic education is basically to facilitate learning democracy. This study endeavoured to investigate the role of civic education in learning democracy by Tanzanian secondary school students. The literature review established that democratic citizenship can be taught and practised through educational curricula and systems.[59] It also established that even though the achievement of full democracy is dependent on multifaceted factors, civic education can also play a significant role. Hence, in addition to political, economic, social and institutional reforms, any democratically-minded reformers must consider the role of civic education in learning democracy. Failure to do so can jeopardise the democratic prospects of nations and even open doors for authoritarian leaders.[60] The documentary review further established that civic education can play a significant role in addressing many democratic shortcomings.[61]

Despite the established significance of civic education for learning democracy, this study has revealed factors hindering learning for democracy in secondary schools in Tanzania. The study has shown that the civics curriculum for secondary schools is not adequately tailored to enhance learning democracy and lacks assessment mechanisms. Civics teachers have also been found to lack appropriate qualifications to teach the

59 Carneal, C. and Pozniak *Macedonia: the Path to Civil Society Begins at School*, in Creating Partnerships, Educating Children. Case Studies from Catholic Relief Services. CRS (2004) 23.

60 Fesnic, F.N. Can Civic Education Make a Difference for Democracy? Hungary and Poland Compared, 64 (4) *Political Studies* (2015) 12.

61 Özlem Becerik Yoldaş Civic education and learning democracy: their importance for political participation of young

subject. Although the curriculum provides for a learner-centred teaching approach, the available resources in secondary schools do not always permit the approach to be used since the facilities are inadequate to facilitate the learner-centred teaching approach.

Democratic practices in secondary schools were investigated in terms of students' engagement in decision-making on matters affecting their welfare, students' leadership styles, the democratisation of classrooms and extra curricula activities. Since the curriculum does not enhance effective learning for democracy, the practice has also been found following the course. On leadership style, although the findings indicate that most student leaders are obtained by way of election. It was established that in some cases, teachers nominate leaders in an autocratic style, if they suspect that a to-be elected student has poor academic performance or adverse disciplinary records. In some secondary schools, nominations and appointments were optional because students refrained from running for leadership positions.

School boards the major decision-making organs in Tanzanian secondary schools, do not consist of students' representatives. Civics teachers partly use the learner-centred teaching approach in the classrooms, but as noted, lack of facilities limits their full democratisation of classrooms. Extra curricula activities that would supplement classroom learning for democracy were also found to be inadequate.

Further factors which have been found to limit the role of civic education in learning democracy have been revealed by qualitative findings. They include limited competence in the English language among teachers and students. The medium of instruction (MoI) in secondary schools in Tanzania is English, while in Government-owned primary schools, it is Kiswahili. Therefore, when students from primary schools that use Kiswahili as the MoI join secondary schools, they face language challenges in adopting English as a new MoI. This affects their ability to learn democracy through civics and skills imparted by extracurricular activities such as Debate Clubs. However, the research has shown that this challenge faces mostly new secondary students, who improve gradually as they move to upper secondary school classes.

3.6 Practitioners' ideas toward improving the democratisation of schools

This section presents key practitioners' ideas for improving the democratisation of schools. It presents the respondents' recommendations on how to make civic education have a sustainable impact on secondary school students. Recommendations were also sought on improving democratic practices in schools and enhancing learning democracy for active citizenship. The table below summarises the respondents' recommendations on what needs to be done to improve the role of civic education in learning for democracy.

Table 14: Areas in need of improvement for effective civic education

Aspect to be improved	No		Yes	
Areas which need to be improved in teaching civic subjects	Freq.	Per cent	Freq.	Per cent
Topics taught	197	68.17	92	31.83
Time allocated	134	46.37	155	53.63
Teachers' qualifications	201	69.55	88	30.45
Teaching methods	137	47.40	152	52.60
Methods of assessment	216	74.74	73	25.26
School rules	244	84.43	45	15.57
Attitudes towards democratic culture	211	73.01	78	26.99
Others	235	81.31	54	18.69

Source: Survey data, June, 2022

people Procedia - Social and Behavioural Sciences 174 (2015) 544 – 549.

3.6.1 Ideas relating to civics curricula, teachers' qualifications and teaching approaches

The time allocated for the weekly Civics subject ranked first in the area for improvement (53.6%), followed by the Civics teaching approaches (52.6%), Civics topics (31.8%), and respondents also considered teachers' qualifications (30%) as in need of improvement. In addition, attitudes towards democratic culture were recommended to be changed (27%), methods of assessment were suggested to be included in the curriculum (25.3%), and 15.6% of the respondents found school rules were hindering smooth learning for democracy.

As evidenced by the findings, most of the secondary schools involved in this study lack key teaching aid for civics which would have been useful to support learning for democracy. Examples of key teaching aid which came up during the discussions include the Constitution of the United Republic of Tanzania, the National Flag, posters, organisational charts, photos of famous leaders, maps, radio, television, projector and other material which would have been instrumental in imparting not only knowledge but also skills and a change of attitude. Therefore, teaching is done more theoretically, which is disadvantageous to students.

This study also finds that for some secondary schools in Tanzania, the focus is on academic performance. This has resulted in neglecting extracurricular activities, which would have built the attitude and skills necessary for the active citizenry. Therefore, activities such as debates and dialogues which were common in schools in the past, are scantily being conducted in secondary schools at present.

"I think the entire education system has some challenges. For example, there are currently very few inter-school activities that are important in imparting crucial skills to students. In the past, we used to have activities such as inter-school debate competitions and now schools just focus on academic performance. I think it is important that we bring back some of these activities
(WEO, Sumbawanga).

3.6.2 Practitioners' ideas on the democratisation of schools and families

The findings for this question were mainly obtained through FGDs and interviews, where the respondents stated that the first teacher to a child is a parent. The respondents expressed how parents run households and how their level of knowledge on a specific subject matter influences the knowledge of their children. The role of civic education in learning for democracy is also affected by the nature of governance at local and national levels. This is because if the principles of democracy taught in class are not practised at local and national levels, students fail to see in practice what they learn in class, and they will thus question it. On this aspect related to the nature of governance, some participants stated the following:

"The nature of governance in our communities going against democratic principles raises many questions in class that are not easy to respond to," (*teacher- Ukerewe*).

"The nature of governance, even at the national level, is a challenge to the role played by civic education in learning for democracy and raises a lot of questions in class. For example, we teach our students about equality before the law and that no one is above the law. Still, the students will challenge you by asking if that is the case, why the President has immunity against prosecution for all acts, including those that may be unlawful,"(*teacher- Arusha*).

The findings have further indicated that although civic knowledge is mostly imparted to students through the school curriculum, it is partly obtained through the extra curricula activities in schools, at home and in the community. Civic knowledge acquired in schools alone may not equip students to participate in family democratic activities and national discussion issues. Therefore, democratic practices in homes and communities may be used as an adaptation to inculcate civic values to enhance democratic competence in secondary schools. Students lack civic values as an essential aspect of civic competence resulting in students' inability to better transition from schooling to adulthood and livelihood.

The respondents suggest re-considering secondary schools' governance to include students' representation in school boards to embrace democratic practices and involve students in decision-making on matters affecting them. At home, the respondents suggest that parents cherish democratic principles theoretically

and practically. As evidence suggests, in some societies, especially those in the Northern and Coastal Zones of Tanzania, traditional customs do not give students room to debate and argue with their parents. Further, evidence suggests that fear of asking questions and engaging in arguments is also a predominant aspect among children in the study areas. When asked about the challenges of learning for democracy, one teacher in Arusha responded as follows:

"Most parents have traditional ties, and they do not feel that a child has a chance to contribute ideas for the benefit of the community. Some traditions and customs believe that girls cannot express positive thoughts," (*teacher- Arusha*).

In principle, even if some teachers use discussions, role plays and debates in teaching at schools, the traditional ways of parenting children at home will still constrain the implementation of such innovative ways of teaching and learning civic education in schools. It is recommended that these context barriers which hinder learning for democracy may be addressed through a unified approach to creating awareness about democracy in schools and communities. A unified teaching approach that integrates teachers, students and parents may be adopted to ensure that parents are involved in learning for democracy. When asked what needs to be done to remove the cultural barriers in learning for democracy, one teacher in Ukerewe said:

"Society should first be educated on the importance of engaging students in democratic activities because we can emphasise it at school, but if students do not practice democracy at home due to cultural barriers, it will result in nothing".

4. Conclusion and Recommendations

4.1 Conclusion

The primary focus of this study was to examine the role of civic education in enhancing learning for democracy by secondary school students in Tanzania. The study used a mixed parallel research design, collecting primary and secondary data. The primary data was collected from the Form II and Form III secondary school students in 24 public and private secondary schools in mainland Tanzania. The primary data was collected by using a questionnaire survey, FGDs and in-depth interviews. The secondary data was collected by using a documentary review. In this regard, international legal instruments, national policies, laws and strategies were carefully examined. Civics curricula for Tanzanian secondary schools were also analysed to respond to the objectives of this study. Further, the qualifications of civics teachers were assessed. Findings indicate that teachers who teach Civics are under-qualified as they did not specialise in Civics as a teaching subject. They rarely get in-service training relevant to Civics.

The main findings from the analysis have established that secondary school students in Tanzania possess a moderate understanding of democracy and the essence of their engagement in democratic processes. Students have also demonstrated the command of some democratic skills and values. Therefore, this study concludes that civic education has built a number of democratic competencies among secondary school students in Tanzania to enable them to engage effectively in democratic citizenship. However, the findings have revealed numerous gaps in civic education that have been limiting secondary school student's mastery of the expected democratic competencies. These limitations were identified in civics curricula, schools' governance, students' leadership styles, the democratisation of classrooms and democratic practices at the family and community levels.

The documentary review has indicated that although the policies recognise youths' obligation in society as good citizens of a democratic nation, the national laws, policies and strategies have not yet fully complied with the international and regional legal texts on democracy. While the international and regional legal texts on democracy require States to ensure freedom of speech and sharing of information as part of citizens' enjoyment of democratic life, some national laws were found to be repressively curtailing the enjoyment of freedom of expression by criminalizing sharing of information that one is not sure of its authenticity. Despite the fact that some of these laws have been declared invalid by the courts of law, the Government is still adamant about amending them to conform to international legal instruments to which it has subscribed.

4.2 Recommendations

Based on study objectives and findings, the following recommendations are given to stakeholders at the family, school, community, local and national levels. They are organized and synthesised from the respondents and are expected to improve civic education and learning for democracy among secondary school students in Tanzania.

Generally, the findings have revealed that secondary school students in Tanzania are dissatisfied with the statutory age of voting. Since they cannot vote until they attain 18 years, they argue that the age limit has been a stumbling block for them to participate in the national democratic processes. Therefore, they proposed that the Government considers lowering the age at which one qualifies to vote in Tanzania. Some have suggested the voting age be set at 14 years as they believe students can know their interests and protect their wellbeing by that age.

Teachers and some education officers proposed further that the Education and Training Policy of 2014, together with other education measures and strategies, need to be reviewed to accommodate ways for effective engagement of secondary school students in learning democracy at different levels. As it is presently, the 2014 Education Policy does not clearly state and provide measures for learning democracy in secondary schools.

Moreover, the Government is advised to professionalise the teaching of Civics. Teachers and students indicated the need for Civics to be taught by teachers who specialised in it as a teaching subject. Currently, this is not practicable as in Tanzanian teachers' training programmes; there is no specialization in civics. As a short-term solution, respondents have suggested that the Government ensure continued in-service training of civics teachers, especially on emerging democratic issues, to update their knowledge on the subject. Respondents have also suggested that civics should be given equal weight to other subjects by allocating more weekly teaching hours.

The respondents provided more specific recommendations as presented hereunder.

First, the Government is encouraged to enhance school governance structures to accommodate students' representation in organs that make decisions affecting the students, for example, school Boards.

This will open up slots for students to participate in various decisions at the school level, and it is expected that in the process, they will be democratically empowered.

Second, redesigning and reviewing civics' curricula is highly recommended to embrace learning by making approaches such as seminars, workshops, drama, simulations, role plays, radio and television programmes, as well as information technologies.

The review should be done alongside the availability of civics textbooks, adding weekly teaching hours and specialization of the designated teachers to teach civics and ensuring continuous in-service training of civics teachers on democratic-related issues. In reviewing the curriculum, it is imperative to integrate democratic competencies in the civics curriculum to address the concerns about the lack of critical thinking and demonstration of democratic values by secondary school students. This task can be undertaken by the Ministry of Education, Science and Technology in collaboration with key stakeholders such as experienced teachers and relevant civil society organizations.

Third, secondary schools are encouraged to establish Democratic Clubs to provide avenues for students to practice democratic activities independently and under the teachers' guidance.

The school Democratic Clubs will enhance learning democracy outside the classrooms, and they may cover a range of subjects such as gender, environment, human rights, anti-corruption, roots and shoots, jogging and drama clubs. The clubs will serve as extracurricular activities for students to learn numerous civic competencies and effectively engage in democratic practices. On the part of the teachers, they are requested to adopt teaching techniques that will enhance students' critical thinking. They must ensure effective delivery of civics topics consisting of democratic aspects and have additional fora for learning democracy through extra-curricular activities.

Fourth, parents are advised to promote democratic principles at the family level to enable children to appreciate and practice democratic activities from a young age and build a democratic culture.

Through continuous participation in democratic activities at home and the communities, children will develop an interest in democratic affairs. Thus, they will be inspired to love democracy and become responsible citizens.

Finally, the findings provide a basis for developing an 'Action Civics School Kit'.

This will put more emphasis on knowledge, skills and values which were not found in students, as demonstrated by the findings of this study. The toolkit can be implemented in Tanzanian secondary schools in different ways, such as through radio and television programmes. It can also be printed and distributed in hard and soft copies for easy sharing through social media, where youth spend much of their time. The toolkit can also be used as a guide to teachers, school governing bodies and students during learning.

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An open, just and democratic Tanzania where all people enjoy the right to education that promotes equity, creativity and critical thinking.

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