

**MINISTRY OF GENERAL EDUCATION**  
**SOCIAL SCIENCES TEACHERS ASSOCIATION OF ZAMBIA [SOSTAZ]**  
**2019 QUIZ QUESTIONS**  
**SENIOR CIVIC EDUCATION**  
**MUMBWA**

1. What aspect of citizenship deals with acknowledgement of self discipline and self control.....ANS: Moral
2. What is the title of the commission that recommended political pluralism ushering in the third republic.....ANS: Mvunga commission
3. A system that requires the winner of election to obtain 50+1 percent is known as.....ANS: Single member majoritarian system
4. In which year was the charter of Mande proclaimed.....ANS: 1222
5. What is the largest source of law in Zambia.....ANS: Legislation
- 6.....Is a belief that males and females by virtue of their sex perform certain gender roles. ANS: Sex roles stereotype
- 7 Which department under the anti-corruption commission monitors and investigates variables such as money or items coming into the country illegally.....ANS: Anti-money laundering unit
8. The selection pass mark in central province at grade 9,2018 selection was relatively higher than that of boys in order to encourage female participation in school .This policy is known as.....  
ANS: Positive discrimination or Affirmative action.
- 9.....Is a component of culture which is society's perception of what is considered beautiful in art and in persons ,it indicates what is acceptable or appealing in that culture.  
ANS: Aesthetics.
- 10.....is a measure of inequality of difference in any aspects of social-economic status of men. ANS: Gender gap.
11. When was the first time Zambia held a referendum? ANS: 1972

# Past Paper For Civic Education In Zambia

**Joseph F. Stepanek**



## **Past Paper For Civic Education In Zambia:**

**Citizenship Education and Social Development in Zambia** Ali A. Abdi, Edward Shizha, Lee Ellis, 2010-06-01 Zambia the butterfly shaped central African country has a population of about 11 million people and as other Sub Saharan African countries has been trying to democratize since the early 1990s Clearly though the promise of political reform did not fulfill the expectations of the public and with about 60 percent of the population living below the poverty line many Zambians are no longer confident that more open political systems can improve their lives But the problem may not be inherent in the political process itself and could be found more in the apparent disconnection between people's needs and the way the country's affairs are run It is with respect to these and related issues that this book emphasizes the crucial relationship between education and political participation and specifically highlights citizenship education as essential for Zambia's social development Social development which should comprise inter alia the economic political and cultural wellbeing of societies can be enhanced by citizenship education which focuses on elevating people's understanding of their rights and responsibilities vis vis government institutions structures and functions Indeed it is the centrality of the political component in people's lives especially its relationship with public policy and public programs that should underline the important role of citizenship education In describing these issues the book analyzes the role of the media women's groups and youth in enhancing the political educational and by extension the economic lives of the Zambian people The book should interest students and scholars of Zambian as well as African education politics and social development It should also be useful for policy makers institutional managers and both public and para public leaders in Zambia and elsewhere in the continent

*Proceedings of the 4th Annual Civic Education Conference (ACEC 2022)* Dede Iswandi, Dwi Iman Muthaqqin, Baeihaqi, Pitria Sopianingsih, Nida Mujahidah Fatimah, Sri Maesaroh, Akhmad Fauzi, Sarah Fadilah Zein, Diexy Inkha Pradana, 2023-08-26 This is an open access book The development of the industrial revolution era 4.0 and society 5.0 changed the ways of thinking and pedagogical practices in Civic Education toward a critical digital pedagogy In this context pedagogical practices focuses on both community and collaboration It remains open to the development of diverse information ways of communication and collaboration across cultural and political boundaries various perspectives in formulating definitions and solving problems It further requires instructional practices to use some applications beyond traditional educational institutions and contemporary digital technology in learning Therefore it is necessary to reprogram civic education in Indonesia within the framework of Critical Digital Pedagogy practice to shape students becoming good citizens in the digital era The Fourth Annual Civic Education Conference is an interdisciplinary and multidisciplinary platform that aims to bring leading experts educators policymakers researchers lecturers teachers and students to examine and take strategic roles in developing Critical Digital Pedagogy and its implications for civic education Welcome to the 4th International Annual Civic Education Conference ACEC 2022 *Global Migration and Civic Education* James A.

Banks,2023-05-08 Global migration the rise of popular nationalism and the quest by diverse racial ethnic cultural linguistic and religious groups for recognition civic equality and structural inclusion within their nation states have complicated the attainment of citizenship in countries around the world Virulent and pernicious nationalism in some nations including the United States the United Kingdom Hungary Switzerland and Italy has made it difficult for migrant refugee and other marginalized groups to attain citizenship rights and to fully participate in their nation states The enormous increase in the number of migrant and refugees in many nations has also complicated citizenship acquisition for marginalized populations In this book scholars working in civic education from selected nations share perspectives policies research and strategies for constructing and implementing civic education programmes that will help students from diverse racial ethnic cultural linguistic and religious groups attain political efficacy and become structurally integrated and fully participating citizens of their nation states This book was originally published as a special issue of the journal *Intercultural Education* **Resources**

**in Education** ,1999 *Research in Education* ,1971-12 **Postcolonial Legality: Law, Power and Politics in Zambia**

Jeremy Gould,2023-03-24 This book interrogates the ideology and practices of liberal constitutionalism in the Zambian postcolony The analysis focuses on the residual political and governmental effects of an imperial form of power embodied in the person of the republican president termed here prerogativism Through systematic long term ethnographic engagement with Zambian constitutionalist activists lawyers judges and civic leaders the study examines how prerogativism has shaped the postcolonial political landscape and limited the possibilities of constitutional liberalism This is revealed in the ways that repeated efforts to reform the constitution have sidelined popular participation and thus failed to address the deep divide between a small elite stratum from which the constitutional activists are drawn and the marginalized masses of the population Along the way the study documents the intimate interpenetration of political and legal action and examines how prerogativism delimits the political engagements of elite actors Special attention is given to the reluctance of legal activists to engage with popular politics and to the conservative ethos that undermines efforts to pursue a jurisprudence of transformational constitutionalism in the findings of the Constitutional Court The work contributes to the rising interest in applying socio legal analysis to the statutory domain in postcolonial jurisdictions It offers a pioneering attempt to deconstruct the amorphous and ambivalent assemblage of ideas and practices related to constitutionalism through detailed ethnographic interrogation It will appeal to scholars students and practitioners with an interest in theorizing challenges to political liberalism in postcolonial contexts as well as in rethinking the methodological toolbox of socio legal analysis **The Impact**

**of the United Nations Human Rights Treaties on the Domestic Level** Christof H. Heyns,Frans Viljoen,2002-01-30

OVERVIEW OF STUDY RESULT **Zionist Israel and Apartheid South Africa** Amneh Badran,2009-09-10 This book is a comparison of two ethnic national apartheid states South Africa and Israel which have been in conflict and how internal dissent has developed In particular it examines the evolution of effective white protest in South Africa and explores the

reasons why comparably powerful movements have not emerged in Israel The book reveals patterns of behaviour shared by groups in both cases It argues that although the role played by protest groups in peace building may be limited a tipping point or magic point can become as significant as other major factors It highlights the role played by intermediate variables that affect the pathways of protest groups such as changes in the international system the visions and strategies of resistance movements and their degree of success the economic relationship between the dominant and dominated side and the legitimacy of the ideology in power apartheid or Zionism Although the politics and roles of protest groups in both cases share some similarities differences remain Whilst white protest groups moved towards an inclusive peace agenda that adopts the ANC vision of a united non racial democratic South Africa the Jewish Israeli protest groups are still by majority entrenched in their support for an exclusive Jewish state And as such they support separation between the two peoples and a limited division of mandatory Palestine Eretz Israel This timely book sheds light on a controversial and explosive political issue Israel being compared to apartheid South Africa

### **Handbook of Research on Promoting Global Citizenship Education**

Keengwe, Jared, 2022-02-18 A global citizen is an individual who believes in a public responsibility for their local community to grow and interconnect amongst the world's diverse people and things Global citizenship education is a fast moving process that continues to intertwine communities all over the world As we move toward a more global world the improvement in education health poverty rates and standard of living should come with it This global world must be a place where people are aware of what is going on and can have an impact as well The Handbook of Research on Promoting Global Citizenship Education explores various ways to empower educators to design and implement a curriculum that incorporates global citizen education Covering a range of topics such as global issues and academic migration this major reference work is ideal for academicians industry professionals policymakers researchers scholars instructors and students

Parade and Foto-action, 1996 Accessions List of the Library of Congress Office, Nairobi, Kenya Library of Congress. Library of Congress Office, Nairobi, Kenya, 2001

### **Electoral Politics in Africa since 1990** Jaimie Bleck, Nicolas van de Walle, 2019

First comprehensive analysis of electoral politics in Sub Saharan Africa since the democratic transitions of the early 1990s

*Wringing Success from Failure in Late-Developing Countries* Joseph F. Stepanek, 1999-09-30 Development has alleviated poverty in many countries during the 50 years since the end of War World II yet half of mankind remains poor a fifth are very poor Poverty is not a state of nature but as Stepanek shows can be ascribed to manmade institutions that reflect self serving and self indulgent ideologies poorly tested theories and policies weak governments and poverty alleviation programs that are questionably designed and poorly administered Dr Stepanek asserts that poverty cannot be alleviated without challenging all of its root causes and he shows that well designed development strategies and foreign assistance programs can create growth and reduce poverty Western governments international banks and donor agencies must reexamine how they design and administer foreign aid if they are to be successful Stepanek explains foreign aid in general and in specific in history and

theory and in its present and practical forms      **Ethics in Education** ,1982      African Voices ,1992 A newsletter on democracy and governance in Africa      Zambia's Initial Report on the Implementation of the African Charter on Human and People's Rights ,2005      **Education and Empowered Citizenship in Mali** Jaimie Bleck,2015-10-01 Explores the connections between access to education and political engagement in Mali Primary school enrollment has nearly tripled in Mali since 1991 when the country made its first transition to multiparty democracy Jaimie Bleck explores the effect of this expanded access to education by analyzing the relationship between parents and students respective experiences with schooling and their current participation in politics In a nation characterized both by the declining quality of public education and by a growing number of accredited private providers does education contribute substantially to the political knowledge and participation of its citizens Are all educational institutions public and private Islamic and secular equally capable of shaping democratic citizens Education and Empowered Citizenship in Mali is informed by Bleck s original survey of one thousand citizens which she conducted in Mali before the 2012 coup d tat along with exit polls and interviews with parents students and educators Her results demonstrate conclusively that education of any type plays an important role in empowering citizens as democratic agents Simply put students know more about politics than peers who have not attended school Education also appears to bolster participation of parents Bleck finds that parents who send their children to public school are more likely to engage in electoral politics than other Malian citizens Furthermore Bleck demonstrates that increasing levels of education are associated with increases in more engaged forms of political participation including campaigning willingness to run for office and contacting government officials      **Improving Schools Through Teacher Development** S.E. Anderson,2022-03-26 This book presents a story of school improvement activity in East Africa from 1985 to 2000 which focused on sustained teacher development The core of the book consists of six evaluations of school and district wide school improvement projects SIPs supported by the Aga Khan Foundation in Tanzania Kenya and Uganda The case studies present an evolving body of knowledge about the successes and challenges of a comprehensive approach to school improvement grounded in a common set of strategic principles The strategic principles embody the belief that the chances for quality improvement in teaching and learning are greater when change efforts are school based involve whole schools as the unit of change emphasize the ongoing professional development of teachers attend to school management and organizational conditions affecting the capacity of teachers to implement change prepare for the institutionalization of organizational structures and processes that enable continuous school development and evolve through partnerships among relevant education stakeholders The book concludes with commentaries by international experts in school improvement and teacher development on the SIP project designs implementation and outcomes and on lessons that can be drawn from the projects and their evaluations for school improvement policy practice and theory in developing and developed countries around the world      **Controlling Territory, Controlling Voters** Michael Wahman,2023-10-14 Violence in election

campaigns is common across the African continent and beyond. According to some estimations, most African elections contain some degree of violence, and most of this violence happens before elections during the campaign. While campaign violence is a common problem, it affects citizens differently across localities. When violence and intimidation become an integral part of election campaigns in a locality, they become tools of sub-national authoritarianism that may effectively dismantle local democracy. This book focuses on the political geography of election violence in Africa, building on one important observation: elections in many African countries are highly regional, and the support for political parties is rarely nationalized. Wahman argues that in such environments, campaign violence becomes an important tool used by parties to control and regulate access to space. Building on a wealth of data and extensive fieldwork in Zambia and Malawi, the author uses a combination of electoral geography analysis, constituency-level election violence data collected from local election monitors, focus group interviews, archival material, and individual-level survey data to show how campaign violence in both countries is used as a territorial tool, predominantly within party strongholds.

Oxford Studies in African Politics and International Relations is a series for scholars and students working on African politics and International Relations and related disciplines. Volumes concentrate on contemporary developments in African political science, political economy, and International Relations, such as electoral politics, democratization, decentralization, the political impact of natural resources, the dynamics and consequences of conflict, and the nature of the continent's engagement with the East and West. Comparative and mixed methods work is particularly encouraged. Case studies are welcomed but should demonstrate the broader theoretical and empirical implications of the study and its wider relevance to contemporary debates. The series focuses on sub-Saharan Africa, although proposals that explain how the region engages with North Africa and other parts of the world are of interest.

General Editors: Nic Cheeseman, Peace Medie, and Ricardo Soares de Oliveira. [The Oxford Handbook of the Politics of Development](#) Carol Lancaster, Nicolas Van de Walle, 2018. In *The Oxford Handbook of the Politics of Development*, two of America's leading political scientists on the issue, Carol Lancaster and Nicolas van de Walle, assemble an international cast of leading scholars who craft a comprehensive examination of development policy and its effects on the political and economic climates of a country.

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