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LIST OF ABBREVIATIONS/ACRONAMES

MoESD: Ministry of Education and Skills Development

UNISA: University of South Africa

DCE: Democratic citizenship education

CE: Citizenship education

SS: Social Studies

CDE: Curriculum Development and Evaluation

Chapter 1

Introduction and Background information

1.1 Introduction

This is the introductory chapter and therefore sets the context for the study by providing background information about the problem under investigation. Firstly, it presents brief background information on the concept of democratic citizenship education as experienced by Botswana as a nation. Secondly, it presents the authors' interest and motivation on the issue of citizenship education in relation to Social Studies teacher training curriculum. Lastly, the chapter exposes the purpose of study, aim and objectives, the significance of the study, problem statement and definition of key operational terms. The chapter ends with a succinct outline of what is to be covered in subsequent chapters.

The main purpose of this study is to examine the responsiveness of Social Studies teacher training curriculum towards democratic citizenship education in Botswana primary teacher training colleges. Fundamental to this study is the fact that Botswana is a democratic country that attempts to promote and cultivate democratic citizenry among its young people through the school curriculum. To accomplish this enormous task, subjects such as Social Studies are used to transmit citizenship ideals to young citizens. Therefore in this study, I investigated the quality of Social Studies teacher training curriculum towards democratic citizenship education at two (2) colleges of education (primary) in Botswana. Expressly, the study probed the nature of citizenship education as encapsulated in teacher training curriculum and further examined the level of comprehension of citizenship education ideals by lecturers and student-teachers and whether or not they could articulate how they are enacted. The study also explores challenges faced by colleges of education (primary) in their effort to educate student-teachers on citizenship education.

Teachers play a pivotal role in achieving quality education at any level. For this reason if teachers are not well prepared, then their products are expected to be of low quality in the way they exhibit citizenship knowledge, attitudes and skills in the society. It therefore becomes

imperative for student-teachers in Botswana to gain high quality knowledge, skills and attitudes in Social Studies content, methods of instructional delivery, use of educational technology, and vast awareness of global education during training. Deeper training in democratic citizenship education will enable them to demonstrate relevant and functional democratic skills and knowledge needed to achieve the value statements of Botswana, as enshrined in the various education policy documents and the *Vision2016* while in the field (Noddings, 2005).

It is in view of the above position that this study explores whether or not colleges of education equip student-teachers with relevant strategies to enable them to teach citizenship education ideals effectively at primary school level in Botswana. Studies based on qualitative and quantitative research paradigms have indicated the prevalence of didactic, teacher-centred methods of teaching and learning in Botswana schools (Adeyemi, 1998, Tabulawa, 1996). The 1977 National Commission on Education (NCE), which produced the report, *Education for Kagisano* for instance, expressed concern over the tendency by teachers to overstress the traditional methods of teaching and learning. The commission report observed that the curriculum gives excessive emphasis on abstract learning and memorisation and neglect practical studies, acquisition and application of skills (Botswana Government, 1977:30).

1.2 Background and socio-cultural context of study

1.2.1 Background of the study

At independence in September 1966, Botswana was young, poor and had a fragile democracy. The education system at independence was inherited from the British who had colonised and ruled Botswana from 1885 to 1966 (Jotia, 2006:16). The inherited education system had several features which were not applicable and therefore not beneficial to Botswana. One area in which the educated elites in Africa succumbed to westernisation was in the acceptance of the Western formal education with its emphasis on literacy and academic work as a model of education for Africa (Adeyinka and Major, 2006). This form of education gradually led to an almost wholesale acceptance of the Western culture and ways of life and values. Jotia (2006:15) concurs that the indigenous educational practices that were better known for the construction of a productive Setswana culture and identity have been contaminated. These developments were

responsible for the introduction of concepts such as White-collar jobs, unemployment, out-migration, turn down in enthusiasm for agricultural pursuits and other forms of communal activity (Adeyinka & Major, 2006). The outcome of this conditionality was that the then government had a huge task to revitalise, restructure and design an education system that would be relevant to the nation and bring about a shift in the country's social, economic and political outlook.

The other observation about colonial education is that it was mainly for the few and had interest in producing 'puppets' of the British government as well as labourers who were prepared to work for the white masters (Jotia, 2006:18). On the basis of this assertion, it could be argued that colonial schools in Africa were planned to exchange Africans from barbarians into civilised people for the benefit of the Europeans in the production of goods through the provision of labour for miserable pay. That being the case, in Botswana's condition, it is deemed that it was through vigorous educational campaigns and reform that the country managed to construct a strong democracy to present date in the face of colonial impediments. Hence, the goal of this study was to assess the extent to which Social Studies teacher training curriculum contributes to the production of critically conscious and democratic minded citizenry through colleges of education (primary) in Botswana.

It was because of colonial influence that after independence immediate efforts were undertaken through various education policies (Republic of Botswana, 1994; Republic of Botswana, 1977; Presidential Task Group for a Long-Term Vision for Botswana, 1997) for the building of a politically, socially, economically and educationally strong nation envisaged by the then government. The first document, the *National Policy on Education*, or the *Government Paper No.1*, known as *Education for Kagisano* (education for social harmony) spells out the four national principles of education for the transformation of the country. These principles are seen as a foundation for nation building. They included democracy, development, self-reliance and unity (Botswana Government, 1977:7).

A subsequent review of the policy on education culminated in the production of another document, the *Government Paper No.2* of 1994, known as, the *Revised National Policy on*

Education. This review was propelled by the detection that the country's socio-economic situation had changed significantly, requiring a re-examination of policies and strategies for Botswana's educational development (Novelguide.com, 2010). The 1994 Revised National Policy on Education (RNPE), which is the current policy of state education, regurgitates the goals of education for *Kagisano* and adds the goal of preparing Batswana for a transition from the traditional agro-based economy to the industrial economy which the country aspires to be. Republic of Botswana (1994:5) states in this regard:

Besides the demands of the economy, Government considers access to basic education a fundamental human right. The education system must develop moral and social values, cultural identity and self-esteem, good citizenship and desirable work ethics.

The third document, popularly referred to as *Vision 2016* envisions the effective preparation of students for life, citizenship and the world of work. It is summed up in the local concept of *botho*, which refers to a person with a well-rounded character, well-mannered, considerate and disciplined, who realise his or her full potential both as an individual and as part of the community to which he or she belongs (Republic of Botswana, 1997:3).

The above policies have intense implications for teacher training programmes at colleges of education and universities in the country as they are intimately linked to the values of the nation and in this case, the teaching of Social Studies for democratic citizenship education. The Department of Curriculum Development and Evaluation (1990:4) states that citizenship education in Botswana has gone through three distinct phases. These are citizenship education by traditional Tswana society, citizenship education during the colonial period and Social Studies as citizenship education. During the first phase, citizenship education was transmitted by traditional Tswana society. This giant task was done through the integration of the elements of history, culture, Tswana values, and beliefs. In addition, initiation schools commonly known as *bogwera* (for males) and *bojale* (for females) were used to implant citizenship ideology. At these schools, young people were taught adult responsibilities. To the Tswana society, a common achievement was when a good citizen would fit into and share the benefits of the larger traditional society.

The second phase in citizenship education came with the colonial period. The advent of

European powers accompanied by the introduction of the Western form of education culminated into a change in citizenship education as it was known among Tswana societies. One feature of formal education was its Western point of reference. It was skewed towards Western values. Its values included individualism and Eurocentric interpretation of the world. To realise its goals, Western education turned traditional Botswana history and culture into courses such as Geography and History of Western civilization and religion (Adeyemi, 2000).

The third phase of citizenship education came to the fore after independence. This phase is known as Social Studies as citizenship education in Botswana. With the coming of independence, the Government of Botswana developed a new set of obligations and loyalties. Simply put, citizenship training which emphasised and promoted cultures of other nations was considered irrelevant in the Botswana context. The result was the development of a new citizenship education taught through subjects such as Social Studies. The Department of Curriculum Development and Evaluation (1990:9) indicates that the new formal education in citizenship after independence focused on Botswana and included experiences of traditional Tswana family, ethnic groups, and the nation at large. This means that the new citizenship education aims at engaging students in meaningful discussions that involve assessment of the nation's problems and developments and go beyond national boundaries in their review of issues.

Matebele (2005:39) concurs that Botswana's Social Studies curriculum for citizenship education in its current shape emerged because of the need for its citizens to take more active part in the change and developments which have been occurring since independence. The essence of citizenship education is therefore to transform students into citizens who are dynamic participants in the affairs of their country. It also results into development and empowerment of competent and accountable citizens who are dedicated and committed to the values and principles of democracy. It is believed that Social Studies is the most suitable school subject for this enormous task. Social Studies education purports to promote social responsibility, dedication and commitment to one's work and empathy towards others. Over and above all, it transmits a set of knowledge, skills, values and attitudes necessary for effective citizenship. The body of knowledge, skills, values and attitudes which learners acquire through Social Studies promote their critical thinking, problem solving ability and effective decision making (Homana, Barber,

& Torney-Purta, 2006:8). These enable them to defuse the challenges that they encounter in their personal lives and the society at large.

A superficial gaze at the current Social Studies teacher training curriculum shows that it aims to prepare teachers who would have acquired skills, values, attitudes and beliefs that will prepare pupils for good citizenship, mastered knowledge and understanding of global developmental changes that are taking place and acquired knowledge and skills of appropriate methods, techniques and strategies needed to promote active learning situations. Social Studies lecturers are therefore expected to train student-teachers on these aims to develop them into ideal citizens of Botswana charged with the responsibility of propagating good citizenship ideals later while in the field. Another look at the Social Studies curriculum for upper primary school level shows that it is organized according to five modules which are spiraled across the upper primary syllabus (standards 5, 6 and 7). The modules are:

- Module 1: Society and Culture;
- Module 2: Physical Environment;
- Module 3: Our Past;
- Module 4: Governance and Citizenship; and
- Module 5: Economy.

After completion of study, products of teacher training colleges are expected to teach the above content. It is against this backdrop that this study becomes imperative as it explored the responsiveness of Social Studies teacher training curriculum towards democratic citizenship education and further peep into the relationship between citizenship education content for Social Studies teacher training and that of primary school level. This is pivotal because student-teachers' deeper understanding of the above themes is key in their endeavour to develop functional citizens.

The report of the Botswana Government of 1977 through the National Commission Education provides the basis for the philosophy of the national education system. An extract from the report states the following about the quality of teachers:

One major objective of Botswana's education system is to develop citizens who will understand and honour the national principles and if the education system is seen as a major instrument for strengthening adherence to the national philosophy, then it is quite essential that teachers themselves are imbued with the spirit of this philosophy. Democracy, development, self-reliance and unity must characterize the life of the college itself and the methods of teaching and learning used there (Botswana Government, 1977:13).

It was probably based on the above quotation that the department of the then Primary Education and Teacher Training convened a conference in Serowe during the 1978, the outcome of which was the formulation of the committee which was assigned to formulate the objectives for the submission of the National Commission on Teacher Education. The objectives raised at the conference indicated that graduates of Primary Teacher Training Colleges holding Primary Teachers Certificate will:

- value and impart the national ideals of unity, democracy, self-reliance and development;
- play such a part in community affairs and benefits their education and qualities of leadership;
- comprehend and work towards the objectives of the national education system and know and abide by teaching laws and regulations;
- be aware that curriculum should be reviewed continuously for the purpose of updating and making them more relevant to the present situation and be willing to join with other teachers in the effort to comprehend and improve them;
- understand the process of human development and the existence of profound individual differences and provide for them in all their work with students;
- be able to select the appropriate learning objectives including both knowledge and skills, and attain them by the use of the most suitable teaching methods, learning, audio-visual aids and evaluation procedures; and
- know their teaching subjects well enough to promote correct learning by pupils and continue working to increase knowledge.

It follows that these intended ideals can effectively be discharged by professionally equipped teachers who have been baptised into deeper democratic theories. Vonk (1993) describes the professional development of a teacher as one including a trilogy of personal, knowledge and

environmental dimensions. That is, the personal dimension involves self-concept by the teacher and ideas of good practice. The environmental sphere entails teacher interaction with the working situations while the knowledge dimension involves pedagogical content knowledge, classroom knowledge and managerial skills. An important element that emerges is that teachers are key players in terms of curriculum delivery. They are the ones who enact the curriculum and can thus be called curriculum-instructional gatekeepers (Thornton, 2000). This means that as curriculum-instructional gatekeepers, teachers consciously or otherwise determine their students' access to knowledge and further bound their opportunities to learn. In view of the influence that teachers have over curriculum delivery and what takes place inside the classroom, it is imperative to examine how teacher educators and student-teachers understand citizenship education and Social Studies.

The focus of democratic citizenship education is predominantly on topical issues that concern young people as citizens. These include among others legal rights and responsibilities such as education, health care, welfare benefits, public transport, policing, immigration, international relations and the environment. For this reason, Social Studies was introduced into the school curriculum as citizenship education. Therefore, Social Studies as a subject is expected to engage in the production of democratic citizenry. By the end of the programme students should be aware of both human and social issues at stake within their societies. They should be active and responsible in all their endeavours in a democratic temperament. Bearing in mind this educational goal, this study is deemed essential because it deals with a topic that is critical in contributing to among others, maintaining peace and tranquillity and therefore enhancing nation building. That is to say, the Ministry of Education expects the Social Studies curriculum at all levels to transmit citizenship skills and knowledge to students.

Based on the above expressed role of Social Studies in the production of active citizens for the country, this study aims to investigate the responsiveness of teacher training curriculum towards democratic citizenship education. It is believed that the unveiling of the experiences at teacher training colleges will result in the development of proper techniques, strategies and mechanisms that will be transmitted to schools at a later stage. In the process of effective and quality teacher education on DCE the national goal of producing good citizens will be realised.

1.2.2 The social and cultural nature of citizens of Botswana

Batswana, a word normally used to signify all citizens of Botswana, originally referred to the country's major ethnic groups. These are the ethnic groups which came into the current day Botswana from South Africa in the early 1800 in fright of the Zulu-led wars. According to Wagner (2006), at independence in 1966, the government of Botswana declared that its people will be called "*Batswana*" irrespective of their ethnicity in the outlook of the national unity. This resolution was largely influenced by the history and practices of the then apartheid regime in South Africa which had torn the ethnic groups in that country apart and followed a policy of segregation which divided people on the basis of race (Wagner, 2006). This resolution had profound impact on the school curriculum. In this case, there is a room to argue that students as citizens did not have a choice and a voice in what they learnt but rather acted as sheepish followers of the curriculum that did not take into account their unique social and cultural identities.

Adiyenka and Major (2006) posit that notwithstanding their varying levels of development, most educational systems in traditional Africa were undergirded by three interrelated elements. They include cultural preservation and conservation; adapting children to their physical, social and spiritual environment; and instilling a sense of interdependence between the continuity of inherited laws, customs, values and wellbeing of the children themselves and the community at large. In the case of Botswana, these elements, which cover citizenship education ideals were inculcated through initiation schools at which children were prepared for adult roles in their respective communities.

While devoid of formal education institutions, traditional African education fruitfully transmitted cultural values from one generation to another. The kind of education offered focused on the production of well-rounded and responsible youth who are capable of playing an influential role in their society. Bassey (1999) agrees that traditional education in Africa was more of a cultural action aimed at the creation of attitudes and habits considered necessary for participating in societal activities. For this reason scholars such as Oats (2009:34) and Adeyinka and Major

(2010:23) designate that traditional education was functional because it was applicable in learners immediate environment to address issues affecting the society.

Nyathi-Ramahobo and Chebanne (2004) assert that Botswana is a homogeneous society and assert that she is a multicultural society with more than twenty-six languages spoken in the country. It is therefore evident that Botswana has several ethnic groups embracing of Setswana and Non-Setswana speaking groups. The Setswana speaking groups are *Bangwato*, *Bakwena*, *Bakgatla*, *Batswapong*, *Babirwa*, *Bangwaketse*, *Batawana*, *Batlokwa*, *Bakgalagadi*, *Barolong*, *Bateti*, *Balete* and *Bangologa*. The non-Setswana speaking camp of ethnic groups encompassed the *Basarwa* (Bushmen), *Bakalanga* and *Bayei*, *Bambukushu*, *Basubiya*. Formerly the constitution of Botswana divided populace according to ‘major’ and ‘minor’ ethnic groups. The major ethnic groups were made up of the eight main *Tswana* speaking ethnic groups that were recognized by the colonial administration, namely: *Bangwato*, *Batlokwa*, *Bakwena*, *Bakgatla*, *Batawana*, *Bangwaketse*, *Balete* and *Barolong*.

The division of ethnic groups into major and minor was not based on numerical values but on the language they spoke. That is, the major spoke *Setswana* and were as such considered and classified as major. These (major ethnic groups) were the only ethnic groups having representation in the House of Chiefs, a situation that has contributed to ethnic worry in the country (Nyathi-Ramahobo, 2005). The rest of the other groups were regarded as minor and were lower to the major ethnic groups. This treatment of some ethnic groups as major and others as minor in the Constitution of Botswana basically contradicts the essence of social equity and is equal to discrimination and prejudice, a situation that should be disliked within a democratic nation such as Botswana (Nyathi-Ramahobo, 2000). As such an aggressive educational campaign can be instituted to bring a paradigm shift in the state of affairs before further ethnic chaos in Botswana. Social Studies stands a better position among school subjects to bear the load of harmonizing the situation through a responsive and appropriate subject matter.

The recognition of some ethnic groups as major and the marginalisation of the so-called minor ethnic groups is problematic in that it negatively impacts on their identity as *Batswana*. It makes other citizens in Botswana to be of a lesser citizenship. These minor ethnic groups were later

pressured by the condition to form associations that are meant to deal with promoting and preserving their cultures and languages. Examples of such associations are the Society of the Promotion of *Ikalanga* Language (SPILL) for the *Bakalanga*, *Kamanakao* Association for the *Wayeyi* and First Peoples of the Kalahari for the *Basarwa*. All these associations fall under the umbrella of the Botswana Council of Non-Governmental Organizations (BOCONGO). BOCONGO is the mother body of non-governmental organizations in Botswana. Its role is three fold, which is to assist its members in areas such as policy, research and advocacy; capacity building; and net-working and information dissemination (Nyathi-Ramahobo, 2000). The quest for national unity has resulted in the subsequent suppression of other languages and cultures by purposely adopting assimilations' policies that characterize post-independent Botswana (Nyathi-Ramahobo & Chebanne, 2004, Maruatona, 2005).

The diversity in the ethnic groups, cultures and languages as in Botswana's case, calls for attention and a curriculum that takes into account issues of multicultural education. These condition unquestionably demands that teachers as educators of democratic citizenship education be well cognizant of multiculturalism and hence be able to function in a culturally competent manner in their workplaces and communities as educators and promoters of democratic dispensation. Parker, (2004) argues that, a homogenous view in diversity has implications for school curriculum and classroom practice as it has a potential to instill in children the view of superiority and inferiority complex at an early age. It also has the potential to dismiss and omit some minority cultures and experiences which could be used to promote educational goals. In such a scenario there is bound to have prevalence of inequalities among children and this may later in life manifests itself in the form of ethnic prejudice, discrimination and favouritism.

It is therefore evident that the idea of a mono-cultural society adopted at independence in Botswana can no longer be sustained. As the nation grows, pertinent issues of diversity and equity become inevitable and can be addressed through an educational campaign. It is against this backlog that this study is seen pivotal in promoting democratic citizenship education at teacher training level. The study is founded on the premise that the ideals of good citizenship will later propagate to young citizens at primary school level and harmoniously unite Botswana society.

In view of the above captured socio-cultural setup of citizens of Botswana, the notion of diversity in democratic citizenship education curriculum at teacher training level is an absolute necessity. Teacher training programmes are part of a number of areas that can contribute positively to changing the mind-set and socio-cultural practices of a society. Simply put, an education curriculum and school environment that orient young people towards the social, economic, cultural and political values of their unique societies will promote national principles of democracy, unity, development, self-reliance and *botho* (a well-rounded person) in an endeavour to the building of a democratic, accountable, just and caring nation.

Deeper democratic citizenship education has the potential to change the image of a teacher and lead to improved quality of education. The UNESCO Report (2010:21) indicates that teacher education is a crucial step in improving the education system. This study examined whether or not the education of Social Studies teachers at the two sampled colleges involves both methodological and organisational changes to create a child-centred teaching and learning-friendly environments which are capable of encouraging participation in communal and nation undertakings. The study has also investigated whether or not Social Studies teacher training curriculum in Botswana is integrated and harmonised with the nine-year basic education curriculum to enable student-teachers to competently fit into their work upon completion of training. The study is based on the assumption that pre-service training provides the preparation necessary for teachers to change traditional attitudes towards student diversity and increase their understanding of inclusive practices. For this reason, the study intended to explore the extent to which colleges of education adequately equip student-teachers with diverse teaching strategies to enable them to teach citizenship education topics at primary schools.

1.3 Problem statement

After the attainment of independence and self-rule, Botswana, like any other African state, wanted to reform her inherited structures including reform to education system. It became evident after independence that the education system established by the British was not responsive to the needs and aspirations of *Tswanas*. Adeyinka and Major (2006) indicate that as soon as Christian Missions began to build churches where they preached and made converts. Furthermore, they built schools where they taught these converts the rudiments of Christian life

and Western civilisation. From the onset, instruction was given basically in the four R's of reading, writing, arithmetic and religion. This was in opposition to indigenous education which was based on five major principles of, preparationism, functionalism, perennialism, communalism and holism.

The underlying assumptions of the above principles according to Adeyinka and Major (2006) was to train young people for sex roles, to inculcate a feeling of belongingness and interdependence, to mould morals and character in a socially acceptable manner, and finally to equip them with the skills needed for various occupations in their communities. This was not the case with the Western form of education which promoted Western values. It was therefore in the light of this backdrop that several interventions were undertaken with immediate effect to better the educational outlook of the country.

As a result, the first National Commission on Education (NCE) was appointed in 1976 as a presidential commission of enquiry set up under the Commission of Enquiries Act (Cap. 05:02). It was charged with the responsibility of formulating the country's philosophy of education. The commission was also charged to set goals for the development of education and training and recommending the best strategies to achieve those goals. The first National Policy on Education of 1977 was derived from *Education for Kagisano*. It was a significant milestone in the history of Botswana's education system in that it provided a sound framework for educational planning and provision. It also ended one of the legacies of Botswana's colonial history. That is, restricting access to quality education to only a few privileged individuals.

Consequently, the implementation of the policy, *Education for Kagisano* brought a shift on the stance of the country's educational system. However, after some time, as the country made advancements into manpower related developments, it became apparent that the education system was still far from addressing the needs of the country in terms of developing the kind of the individuals it aspires to have. This state of affairs resulted in yet another Commission on Education being appointed in 1993. The commission produced a document called the Revised National Policy on Education (RNPE) in 1994. Meanwhile, citizenship education was rolled out to colleges of education and schools through subjects such as Social Studies. This study was

interested in the Social Studies curriculum for primary teacher training with particular reference to its responsiveness towards democratic citizenship education.

Despite policy developments this far, Kedikilwe (1998), the then Minister of Presidential Affairs and Public Administration, in his official address to the Biennial Conference on Teacher Education in 1997, wondered whether the education offered in Botswana government schools produced people with critical thinking, problem solving ability, individual initiative, interpersonal skills and readiness for the world of work. This statement denotes that the Botswana government is uncertain about the quality of the graduates from its school system. This makes it significant for studies such as this one to be conducted to ascertain the efficacy of democratic citizenship education transmitted through Social Studies education at primary teacher training colleges in Botswana. This is based on the premise that teachers are ultimate transmitters of citizenship education to students; hence the need for their proper preparation needs no overemphasis.

Teaching Social Studies for citizenship transmission at any level can be an interesting and rewarding activity only if teachers know what content and methodologies they can employ. It can also make learning relevant to the learners in terms of their community background to position them to contribute significantly towards their intellectual development. Jotia (2006) posits that if the school environment and the nature of an education system fail to familiarize young people on issues of their distinctive ethnic cultures and national economic and political values, then national ideals are certainly bound to fail to suffice later in the Botswana's effort to build a strong democratic dispensation. However, it has been observed that many teachers and lecturers in various institutions in Botswana are still very far from making the subject as relevant and meaningful to the learners. It is observed that often educators view Social Studies as boring, uninteresting and irrelevant to their daily experiences in their community contexts. This state of affairs does not go well with the national aspiration of producing responsible, functional and participative youth.

The root causes for the shortcomings mentioned above lie at the level of teacher training. I assume that inappropriate teaching methods and techniques and other impediments at colleges of

education compound the problem. As a matter of fact, this study wanted to inquire into the responsiveness of primary teacher training curriculum towards citizenship education. It thus examined the challenges faced by Social Studies lecturers and student-teachers in learning and teaching democratic citizenship education topics.

Banks (in Parker,1993) maintains that without the quest for democratic projects by schools and larger society, contradiction between our democratic ideals and the racial and social class inequality within a democratic society will intensify thereby creating disillusioned and ineffective citizens. It is also worrying that students or young people are considered the most politically ineffective and this can be traceable to the way Social Studies is taught in Botswana schools both primary, secondary and tertiary level (Independent Electoral Commission, 2002:13). Ake (1996) concurs that although Botswana is seen as a shining example of African democracy, there is high voter apathy among young people.

It is against the above-mentioned backdrop that this study is undertaken to explore the responsiveness of Social Studies teacher training curriculum towards democratic citizenship education. Specifically, the study aims to find out the degree to which Social Studies teacher training can be used as a departure point for teaching democratic citizenry. Democratic citizenry involves all stakeholders and as such it is essential that the education system in Botswana, for this study Social Studies teacher training curriculum reflects democratic structures that create a platform for mass participation. In view of the high level of voter apathy, the study further aims to explore how Social Studies curriculum at teacher training level contributes towards the preparation of teachers in becoming democratically active in Botswana. This study thus intends to establish the relationship between Social Studies college curriculum and democratic citizenship education. There is therefore no doubt whatsoever that this study adds a new and an important dimension that will go a long way in cultivating and nurturing good citizenry in Botswana.

1.4 Aim and objectives of study

The main aim of the study was to cross-examine the responsiveness of primary teacher training college curriculum towards democratic citizenship education with specific reference to Social

Studies. To realise this aim, the study explored the basic concepts and core competences of education for democratic citizenship as criteria to interrogate college curriculum and practices. This aim was achieved through the following research objectives:

- To investigate the nature of citizenship education as encapsulated in Social Studies teacher training curriculum;
- To examine the level of comprehension by lecturers and student-teachers of citizenship education ideals and whether they can articulate how they are enacted through Social Studies.
- To explore the extent to which colleges of education adequately equip student teachers with diverse teaching strategies to enable them to teach citizenship topics at primary schools through Social Studies;
- To determine the challenges of learning and teaching democratic citizenship topics at colleges of education.

1.5 The purpose of study

The study explored the extent to which the existing Social Studies curriculum at teacher training colleges in Botswana is offering citizenship education adequately to produce well informed teachers who would go out on a calculated mission to various schools and engage purposely in the production of democratic and functional citizenry. Secondly, the study proposed to obtain needed insight by examining the level of comprehension by lecturers and student-teachers of citizenship education ideals and whether they can articulate how they are enacted. This insight is envisaged to play a crucial role in influencing future colleges of education Social Studies curriculum review processes. Additionally, the findings generated may also challenge the department of teacher training and development to engage in in-service training for Social Studies teachers to equip them on citizenship education ideals. It is therefore hoped that the study might offer a better framework of key learning outcomes on citizenship education appropriate for current circumstances of Botswana context, challenges, and the changing future.

1.6 Significance of the study

The research has the potential to positively contribute to Botswana as a nation in a number of ways. A study on the responsiveness of Social Studies teacher training curriculum towards

citizenship education is vital in contributing to the body of knowledge on citizenship education in Botswana. A number of studies on citizenship education conducted to date focused on primary and secondary education. This is possibly the first study that focuses on citizenship education at college of education level.

First, the Department of Curriculum Development and Department of Teacher Training (recently renamed Department of Training and Development) will benefit immensely through obtaining data on the realities of the match or mismatch between college and primary school curriculum relative to citizenship education. This study is therefore timely, with the potential to inform appropriate policy formulation and curriculum development during the next curriculum review exercise. Expressly, curriculum developers could get aid on developing appropriate guidelines on how citizenship education should be taught through Social Studies in Botswana schools. Additionally they could be given insight on gaps that exist on subject matter that is appropriate for current Botswana context. This insight will help them decide on the inclusion of more responsive content for citizenship training.

The study might also influence teacher training institutions to incorporate more courses on citizenship education into teacher training curriculum to equip teachers with the necessary knowledge on citizenship education. It might benefit Social Studies teachers and lecturers by unveiling the width, breadth and depth of citizenship education content and further help them with suitable strategies of teaching citizenship education topics in such a way that their clientele might have the capacity to contribute to the healthy functioning and gradual improvement of their respective societies. This means that the documentation of the findings will be pivotal for future policy, curriculum, teaching, and research development in Botswana. Secondly, the study is to be expected to cultivate community awareness and engagement on the subject of citizenship. As different stakeholders such as college lecturers and student-teachers participate in the study and as its findings are reported, community and civil society groups and different Ministry of Education departments and schools will be encouraged to address citizenship education in their own circumstances.

The study has potential to cause a paradigm shift in Social Studies teaching of citizenship concepts by replacing the current academically-oriented teaching themes, knowledge and values that fail to provide the most relevant knowledge, values and skills for life after school in Botswana. This approach is also known as the traditional content approach. Along the same fashion, the study is capable of bringing on the surface a shift and a new direction for curriculum development in Botswana in the area of curriculum pedagogies. It has been found that schools in Botswana from the onset had continued to use the dominant passive learning, teacher-centered methods of teaching. This shift would without fail improve the current passive behaviours found commonly in schools and local community.

1.7 Motivation for the study

The study is motivated by the quest for democratization of the school system in Botswana. Botswana is dubbed a shining example of democracy, yet the active participation of her citizens in national agenda is far to be admired. I believe in the power of education to bring about a shift in the state of affairs. That is, education for democratic citizenry can be used as a measure to create awareness on democratic ideals. The best genesis for this enormous task is with teacher training because teachers play a pivotal role in transforming society through the diffusion of requisite knowledge, skills, behaviours and attitudes. Thus, this argument positions this study to explore the responsiveness of teacher training curriculum at primary teacher training college to democratic citizenship education.

1.8 Limitations of study

This research restricted itself to two colleges of education (primary) in Botswana as main sites of the study. The limitations of this study orbit in the region of two main factors: the study was by distance mode and was qualitative in nature.

The study was by distance mode and challenges were inevitable by reason that distance study has its unique and unavoidable challenges. One major challenge was on communication which was mostly through email. My communication with the research promoter and UNISA officials was marred by misunderstanding and misinterpretation in some instances. Expressly there were instances where I could not understand some comments by the promoter and administrative

officers and this at times delayed my progress. Along the same the fact that there was no face to face contact with the tutors and supervisor hampered progress. One challenge which really hit me hardest was when my last payment for the thesis could not be located. I battled with the matter for 10 months (February to December 2012). During this period I was not officially registered and as such could not perform any official study functions. I had wished and purposed to press myself to complete the study and submit for examination in 2012 but my intension was downgraded to an illusion. This was a challenging and painful period indeed.

As is often a case with qualitative research, some participants were reluctant to take part because of thinking that the study covered a political component. The wording “democratic citizenship education’ somehow made them think the study was politically oriented. This made them sceptical to participate in the study. I had to follow them up and re-explain the onus of the study with an effort to convince them to participate as the study was an academic research.

The other two factors that had limited challenge are, permission granting process and funding. On the matter of permission, obtaining permission from the Ministry of Education & Skills Development (MoESD) to conduct the study took longer than was expected. This as such affected my initial schedule. Equally some research sites took long to allow access to their premises. Funding was a challenge especially during data collection. I was doing this study during a time my wife was also studying for her first degree in Library and Information studies with the University of Botswana and was on half salary. Little funds available were thus divided between my study and other family errands.

1.9 Delimitations

The study focused on the responsiveness of Social Studies teacher training curriculum towards democratic citizenship education as perceived and understood by college, Social Studies lecturers and student-teachers. The study restricted itself to two colleges of education (primary).

1.10 Definition of key concepts

The concepts below are defined in accordance with their usage in this proposal for readers to have a comprehensible outlook of their conceptual meaning in this study.

Citizenship: A sense of belonging that begins with one's ethnicity and extends to the communal, national and global levels. This status of belonging is accompanied by a sense of identity which in the national level would have people's rights, responsibility and accountability. Hence, Osler and Starkey (2005) outline that the concept of citizenship has three essential and complimentary dimensions. These are status, feeling and practice. Citizenship is also considered to mean an informed person, skilled in the processes of free society, who is committed to democratic values and is obliged to participate in the social, political and economic processes.

Democratic citizenship education: The type of education that fosters democratic ideals in the classroom characterized by discussion, deliberation, debate and decision making (Parker, 2001). Along the same line, Wolk (1998) warned, 'we cannot have classroom and curriculum that silence children and their teachers, control and regulate their thinking and learning, rate them and label them, and then expect them to take part in what's supposed to be a democratic, pluralistic and participatory nation'(1998:viii). For Rowe and Newton (1994), Citizenship education provides an essential element in the socialization process by helping young people to understand their society, contributing to it as informed, effective and responsible citizens. Education for democratic citizenship as some term it can also be referred to a set of practices and activities aimed at building both young people and adults into better equipped citizens to participate actively in democratic life by fully assuming and exercising their democratic rights and responsibilities in their nation.

Curriculum: A curriculum is first of all a policy statement about a piece of education, and secondly an indication as to the ways in which that policy is to be realised through a programme of action (Coles, 2003). Based on this view to curriculum, a working definition for the concept curriculum would mean a sum of all the activities, experiences and learning opportunities for which an institution or a teacher takes responsibility either purposely or by default. Curriculum can also be viewed as a document that contains planned activities for implementation of the educational aims. These are activities which are designed to implement a particular educational aim. As a matter of fact, a curriculum is typically a document which outlines the aims, goals and

objectives of the school, present out ways in which teachers and students can work with the a variety of subjects and themes to be enclosed.

Responsiveness: This is the quality of being receptive or the ability to react to something. In terms of curriculum it means the ability of a programme to address the needs of its clientele in diverse ways. In case of current study, Social Studies is one subject considered as a forerunner in the education for good citizenry. As a matter of fact, Social Studies curriculum is expected to have subject matter which appeals to DCE by equipping young people with requisite knowledge, skills, and values for active participation in the affairs of their immediate society and the nation at large. Social Studies curriculum is also considered responsive when transmitted through appropriate methods, techniques and strategies that are capable of developing participative and desirable attitudes in young citizens. The methods of content delivery should also be compatible with the social and cultural environments of different learners: culturally relevant pedagogies.

Colonisation: The act or instance of colonizing or the process of establishing a colony or colonies. Colonialism in this study refers to Western European countries' colonization of lands mainly in Africa. The main European countries that were successful in this Colonial Era were France, Spain, The United Kingdom, Netherlands and Portugal. For instance Botswana was colonized by Britain between the period 1885-1965.

Tswana: A word used loosely to refer to people of Botswana in the traditional sense. Batswana, a word normally used to signify all citizens of Botswana, originally referred to the country's major ethnic groups. These are the ethnic groups which came into present day Botswana from South Africa in the early 1800 in fear of the Zulu-led wars. According to Wagner (2006), at independence in 1966, the government of Botswana declared that its people will be called "*Batswana*" notwithstanding their background in view of national harmony. It is therefore evident that Botswana has several ethnic groups embracing of Setswana and Non-Setswana speaking groups. The Setswana speaking groups are *Bangwato*, *Bakwena*, *Bakgatla*, *Batswapong*, *Babirwa*, *Bangwaketse*, *Batawana*, *Batlokwa*, *Bakgalagadi*, *Barolong*, *Bateti*, *Balete* and *Bangoloka*. The non-Setswana speaking camp of ethnic groups comprise the *Basarwa*

(Bushmen), *Bakalanga and Bayei, Bambukushu, Basubiya*. Formerly the constitution of Botswana divided populace according to ‘major’ and ‘minor’ ethnic groups.

Kagisano: It means social harmony and is the sum of all the national principles of Botswana. It embraces democracy, development, unity, self-reliance and *both*. It also encompasses social justice and, community and mutual responsibility (Botswana Government, 1977:1). The notion of kagisano (social harmony) seeks to unify different ethnic groups in Botswana. Nyathi-Ramahobo & Chebanne (2004) put it clear that Botswana is a homogeneous society and assert that she is a multicultural society with more than twenty-six languages spoken in the country. It is therefore evident that Botswana has several ethnic groups embracing of Setswana and non-Setswana speaking groups. This condition has pushed the government to move towards an education with *kagisano* (unity/harmony as foundation).

Diversity: An understanding and recognition of individual differences within the dimensions of race, ethnicity, gender, sexual orientation, social and economic status, physical abilities, religious beliefs or ideologies. Diversity further means tolerance of others and willingness to embrace and further celebrate the differences that exist among a people in a society (Jotia, 2006:25).

Botho: According to the Presidential Task Group (1997:2) on the vision 2016, *botho* is as the fifth national principle for Botswana is described as one of the tenets of African culture. The document points out that the concept of *botho* refers to a person who has a well-rounded character which is well mannered, courteous and disciplined and realises his or her full potential both as an individual and as a part of the community to which he or she belongs. Furthermore, *botho* defines a process of earning respect by first giving it, and to gain empowerment by empowering others. It encourages people to applaud rather than resent those who succeed. It disapproves of antisocial, disgraceful, inhuman and criminal behaviour, and in the process encourages social justice for all. The concept of *botho* is described as a concept that must stretch to its utmost limits the largeness of spirit of all *Batswana* so that no *Motswana* will rest easy knowing that another is in need.

1.11 Structure of chapters

Chapter one provides the introduction of the study and gives the background of the study which acts as a synopsis of the study. The chapter further gives light on a brief description of the socio-cultural nature of citizens of Botswana. The chapter also covers the statement of the problem, purpose of study, significance of the study, aims and objectives and definition of operational concepts.

Chapter two is on the theories that undergird citizenship education. Theories inform practice. This chapter therefore briefly provides a detailed theoretical framework on citizenship education and curriculum and also explores the concept of citizenship education at length. This is because citizenship education is the major variable in the study. The literature also interrogates various scholarly views on the social imperatives of citizenship education in order to better position and authenticate this study. Efforts are also made to reflect on the viable ways to teach citizenship education and finally on the implications of citizenship education on teacher education and training.

Chapter Three broadly reviews literature related to citizenship education in Botswana. In particular, it outlines discussions on the concept of democratic citizenship education. It also highlights key issues regarding citizenship education in Botswana covering challenges of teaching and learning citizenship education topics, teaching methods appropriate for citizenship education and the nature of its curriculum as integrated in Social Studies college curriculum.

Chapter four discusses the methodologies of the study. The chapter houses the research design which was adopted to guide the collection and analysis of data for this study. Expressly in this chapter I discuss the research approach, methods and techniques of data gathering, sampling procedures. Presentation, analysis and discussions of the research findings are in Chapters Five and Six respectively while Chapter Seven is the domicile for conclusions, recommendations and questions for further research.

Chapter 2

Theoretical underpinnings of citizenship education and curriculum

2.1 Introduction

This chapter considers the move towards the alignment of theories that undergird citizenship education. The researcher believes strongly that aligning citizenship education with relevant theories of learning is a core value of high quality educational programmes for democratic citizenship education at all levels in Botswana. Theories inform practice. This chapter therefore briefly provides a detailed theoretical framework on citizenship education and curriculum and also explores the concept of citizenship education at length. This is because citizenship education is the major variable in the study. The literature also interrogates various scholarly views on the social imperatives of citizenship education in order to better position and authenticate this study. Efforts are also made to reflect on the viable ways to teach citizenship education and finally on the implications of citizenship education on teacher education and training.

2.2 The concept and development of citizenship education

Citizenship education is about civic knowledge, skills, and values. In a school context, according to Homana, Barber and Torney-Purta (2006:1), citizenship education is an opportunity provided by schools to engage learners in meaningful learning experiences such as debates, role play, classroom deliberations, mock trials and other active teaching strategies to assist their growth as politically and socially accountable individuals. The concept of citizenship education emerged in Greece during the Archaic Age (776-479 BC) and has been a persistent human social need. It later flourished in the following classical age during which time it was the subject of some distinguished thinking (Heater, 2004).

In the period of the Greek and the Roman civilisations citizenship was adopted as a legal term and an expression of social standing (Hearter, 1999). During the two-and-half millinia from the emergence of the Greek city state the concept went through a vigorous process of invention and definition, re-invention and redefinition in five distinct contexts (Heater, 1999). This is most probably because different states conceptualised citizenship differently as it applied to their respective contexts. In this era, the Greek city states, the Roman Republic and Empire, the

Medieval and Renaissance City, the nation state and the idea of the cosmopolis each constructed its individual version of the concept. For this reason to present day citizenship and citizenship education are both contextual as different states have different goals concerning the type of citizens they want to produce. It thus means that the ideals cherished, the subject matter and pedagogical issues will always differ from one country to the other.

Heater (1999) expounds that re-invention and change on citizenship perception was propelled by forces such as political needs of participation and loyalty. There were also philosophical, military and economic forces. The philosophical forces were based on the notion of popular sovereignty which assumes that the existence of power by any individual or group of individuals is legitimate only if endorsed by the populace. Resultantly, citizenship emerged as a means of institutionalising this believe. The explanation from the economic point of view for the emergence of citizenship was due to the fact that in the early phases only the economically privileged classes held the status in the society. It was this stratum of society which had full and better access to citizenship privileges. The military explanation on the other hand assumed that citizens were those who bore arms in defense of their city. This was based on the fact that the Greek polis or city state was originally defensive in purpose (Heater, 1999). Citizenship therefore emerged when the economic and military points of view matched with the political abolition and monarchical power.

Based on the above argument that the emergence of citizenship was propelled by the need for participation and loyalty on the side of citizens, citizenship is applicable in today's society in that it can be used to re-enforce the fundamental principles of the nation. Simply put, citizenship can be used as a strategy to emphasize fundamental ideals cherished by a particular country. For instance, Botswana bases all its initiatives on the five principles of democracy, unity, self-reliance, development and *botho* (a well-rounded person). To further these ideals better, school curriculum could house elements on these principles and spread them. Cecchim (2003) agrees that citizenship education equips men and women to play an active part in public life and further to shape their destiny and that of the society. For this reason citizens can be regarded as people with legal rights who should have a say in the affairs of their nation within which their wellbeing is found. The argument advanced is that people who live in a community have a status which is

conferred on them by the state. This status is conferred on the citizen by the state in order for the state to be able to shape the society as it wants.

Based on the above argument that citizenship is a form of one's status in society, the main question at this juncture is, what does it mean to be a good citizen? According to White (2000), citizenship is guided by certain laws that one declared as a good citizen should obey. These laws include the law of (White, 2000):

- self-control which includes temper, tongue, thought and actions;
- good health; cleanliness, sleep, exercise and food;
- kindness in speech, acts and thought;
- sportsmanship which includes fair play and being honourable;
- self-reliance;
- duty which includes commitment to “I will not avoid my work”;
- reliability;
- truth;
- good workmanship;
- good teamwork; and
- Loyalty which covers one's family, school and country.

These laws reveal the virtues that citizens have to portray in their daily activities. These therefore place a huge burden on the Social Studies education programme in Botswana to scrutinize the curriculum and classroom practices with a view to align them to the production of school leavers with conformity to the laws. It is on this premise that the current study is carried out to investigate the responsiveness of the Social Studies teacher training curriculum towards democratic citizenship education in Botswana. The researcher believes that the starting point in the move towards the development and implementation of a well-designed democratic citizenship education programme is effective and relevant teacher training. Additionally, since teachers are key-holder in the education process, their effective and thorough training needs no overemphasis.

The next part is on the social imperatives of citizenship education which aims to further validate the study and the need for citizenship education.

2.3 The social imperatives of citizenship education

The course of development of the concept citizenship education is a clear indication of its value to any nation. Since its inception different nations have adopted the concept, redefined and re-invented it to suit their peculiar conditions. Botswana adopted citizenship education and developed it over time to suit its cherished citizenry. This part of the chapter therefore expounds more on the social imperatives of citizenship education.

Education for citizenship equips people with the knowledge, skills and understanding to play an effective role in public life (Gearon, 2010; Cecchim, 2003). Citizenship education therefore encourages people to take interest in topical and controversial issues and to engage in discussion and debate. This makes citizenship education one of the best mediums that any state could use in order to match children to values and traits that stabilise the society. Simply put, citizenship education is vital as it prepares learners to become informed and skilled in the process of a free society. That is, it prepares persons with democratic values who have an obligation to participate in social, economic and political spheres for the advancement of their country. This suggests that citizenship education can be viewed as a tool to prepare people to face future life challenges related to employment, family, social interactions and communal life.

The reason that there is a lot of research going on across the world on citizenship and citizenship education by authors such as Jotia (2006) on, *The Quest for deep democratic participation: schools as democratic spaces in the post-colonial Botswana*, Fito'O (2009) on, *An exploratory case study of citizenship education in social studies curriculum of the Solomon Islands*, Oats (2009) on, *challenges of teaching citizenship education topics at senior secondary school level in Botswana* and Mhlauli (2010) on, *Social Studies Teachers perceptions and practices of educating citizens in a democracy in upper classes in primary schools in Botswana*, is indicative of the fact that citizenship education is imperative in our day more than ever before.

The other social imperative of citizenship education is that it is a means to produce democratic and active citizenry for communal benefit. Democracy is a system of government which is based on the version of popular representation and governance (DeLeon, 1997). Jotia (2006:24) defines democracy as a governing political system that values participation of the civil society either directly or indirectly. The views by both these authors attest to the inclusion of citizens' voices in all matters of societal affairs. It can be deduced from these views to democracy that democracy is more of a practical undertaking of communal life which propagates extended freedom of participation and presence of effective structures that promote empowerment, accountability, respect for diversity of humanity, open dialogue and debate, tolerance and where all voices matter. This is a system in which members or citizens participate directly and indirectly in decision making which affect them all.

The above view to democratic citizenship implies that in developing citizenship education for democratic and active citizenry, it is important to develop programmes that focus on the transmission of democratic values, knowledge and skills. Mhlauli, (2010) claims that citizenship education for good citizenship is based on the need for citizen participation which is influenced by one's knowledge of what is expected. Teaching and learning for democratic citizenship production therefore seeks to develop citizens to apply the philosophy of democracy in their communities. A lesson from this claim is that content for citizenship education needs to be relevant and adequate in order to transit the required knowledge needed by citizens for effective participation in their country.

Cecchim (2003) also claims that citizenship education prepares people to live in a multicultural society and to deal with them knowledgeably, sensibly, tolerantly and morally. Gearon (2010) supports this idea, that citizenship addresses issues relating to social justice, human rights, community cohesion and global interdependence, and further encourages learners to challenge injustice, inequalities and discrimination. Citizenship covering these themes has potential to help young people to develop their critical skills, consider a wide range of political, social, ethical and moral problems and explore opinions and ideas other than theirs. Provided the programme is implemented in a conducive environment that encourage the voices of the students the curriculum package could accord students an opportunity to evaluate information, make

informed judgments and reflect on the consequences of their actions in the present and in the future.

Another justification for citizenship education is the creation of active citizenship. Active citizenship can be defined as citizens' energetic participation and complete involvement in the activities of their nation. According to the NFER (2000:35), the active dimension in citizenship education is motivated by the legal, political and social spheres which promote human and participation rights at local, national and global levels. This means that active citizenship is premised on the wish to educate learners who play an active and influential part in the activities and affairs of their state. This assertion assumes that learners who learn citizenship education are more likely to become active citizens in tomorrow's democracy. For this reason Botswana as a country has no way out but to re-examine its educational curriculum and ensure that it has elements capable of promoting active and democratic citizenry among its school leavers. Hence there is ground to argue that the decisions made today to teach citizenship education at various levels will have a profound impact on how citizenship is conceptualized and actualized in the future. Gore (1999) argues that if today's education disregards citizenship education subsequently the country's future will be less influenced by its political heritages and values that mould the society.

Citizenship education is further viewed as a vehicle for social solidity or cohesion. Partly the emergence of citizenship education was influenced by factors such as tension for equal recognition by minority tribes or inter-tribal conflicts, breakdown of law and order and social and environmental confusion (Heater, 1999). For this reason, citizenship education was introduced to promote unity among people of diverse ethnic backgrounds. Botswana can by no means be excluded from this eventuality because of the multiplicity of ethnic groups found in the country. These different groupings need more and more cohesion and this giant task can be furthered through an educational effort. In this regard citizenship education stands out as the right medium to proliferate the operation. It must however be made clear that without proper structures such as well qualified teachers and educators on citizenship education, relevant and adequate curriculum and democratic learning environments and classrooms the quest to solidify

the nation of Botswana through citizenship education through Social Studies curriculum will not be possible.

In concurrence with the above mandate of citizenship education, Cecchim (2003) sees citizenship education as the best means any state can resort to in order to promote participation and instill a culture of human rights which will ensure full respect for rights and understanding of responsibilities that flow from them. This perception is based on the premise that any nation needs the loyalty of its citizens and that loyalty is not inborn but nurtured through proper educational programmes. Individuals are obliged to act and behave in a manner that shows tolerance to one another for the good of human-human and human-environment harmony (Lynch, 1992). Such tolerance and loyalty is undoubtedly beneficial for societal sustainability and these are characteristics propagated by citizenship education among young citizens. This assertion creates ground to argue that if Botswana government develops and implements an influential citizenship education programmes for its schools at different levels there is a likelihood of having a calm and orderly society in future. The researcher is however aware that an orderly society would need contributions from different stakeholders like the community, and not only from the education system.

The rationale for citizenship education, Clough and Holden (2002) declare, is the production of individuals who will:

- work cooperatively with others;
- develop social principles to guide their actions;
- think in a critical and systemic way;
- appreciate and learn from cultural differences;
- evaluate problems in the wider community and global context;
- resolve conflicts non-violently;
- change lifestyle to protect the environment;
- recognize and defend human rights; and
- participate in democratic politics.

In view of the above functions, it becomes clear that citizenship education is a deliberate preparation of the citizens of a country to be aware of them, their social, civil and political rights, duties and responsibilities towards the state. Williams and Humphrys (2003) posit that citizenship education is a systematic or orderly method of transmitting knowledge, skills, and positive political, economic, social and administrative cultures to the citizens of a state for national development. Therefore the ultimate outcome of citizenship education is seeing citizens showing appropriate personal values based on sound knowledge, moral and ethical decision making and participation in public efforts and activities that contribute to community and nation building.

Based on the above claim, it can be deduced that citizenship education is a form of literacy that aims to come to grips with what is happening in public life at local, national and global levels. It therefore implies action, empowerment in terms of knowledge acquisition, skills and requisite attitudes. The social imperatives of citizenship education discussed this far paves way for a discussion on the theories undergirding citizenship education.

2.4 Theories undergirding citizenship education and teaching

This section looks at the liberal, republican and communitarian theories of citizenship and further investigates the theories that undergird citizenship education and teaching.

2.4.1 Liberal theory

One of the earliest expositions of systematic liberal theory, John Locke (1690), viewed individuals as gifted with and animated by rationale, characterized as the ‘voice of God’ (Isin & Turner, 2002). The principles of the liberal theory include primacy of individual liberty, a broad protection of freedom of inquiry, speech and worship and presumption in favour of privacy, markets and other forms of private ordering. Mhlauli, (2010) concurs that in case of a democratic dispensation, the rights of an individual include the right to be heard and that of full participation in government affairs, equal protection by the law and the right to basic freedoms. Similarly citizens have certain responsibilities such as responsibility for law and participation in activities of their country such as voting.

The above impression on rights is furthered by Crick (2000) who points out that citizens have three different types of rights. These are the personal, political and economic. Personal rights include freedom of thought and conscience, privacy and autonomy. Political rights involve the freedom of speech, press and assembly. Economic rights on the other hand cover property and as such include the right to acquire, use, transfer and dispose property. A critical analysis of the liberalists point out that the purpose of citizenship is to emphasize on freedom of individual citizens to enable them to fully take part in the affairs of their nation with an attempt to develop their nation and themselves.

The next is the republican theory which is also edifying to this study.

2.4.2 Republican theory

The republican theory gives emphasis to duty and responsibility. This model emanates from the theories of Aristotle. Aristotle (384-322 BC) argues for the need to consider citizens' character in relation to one another. This, Aristotle (384-322 BC) believed, would develop a common bond and intimacy among citizens which is critical in national unification. In such a dispensation, there would be no place for apathy because citizens are expected to be publicly active (Heater, 1999:34). In addition, Heater elucidate that the republican model aims to develop citizens to possess and exhibit goodness or virtue so as to fit with ease in their society socially and politically.

According to McGregor, (1999) this theory stress three main principles of the sense of belonging to a political community, allegiance towards one's home land and the predominance of civic duties over individual welfare. This view of citizenship expects the establishment of a stable and just society through the development of a symbolic relationship between the individual and the state. This development according to Heater (1999) will ensure that individuals enjoy their freedom and this will on the side of the state pave way for its sustainability. It therefore becomes clear that the republican theory denotes that harmony and solidity amongst citizens can only come out through mutual agreement by the citizens and state in working together in social, political and economic endeavours. The last theory to be examined below is the communitarian.

2.4.3 Communitarian theory

The communitarian theory perceives citizenship as a matter of rights and strongly emphasises that being a citizen involves belonging to a historically developed community. It therefore implies that citizens of a particular community identify to their nation and participate fully in the affairs of the nation. Preece and Mosweunyane (2004) agree that this form of citizenship emphasises communal unity, operates at micro level and implies community responsibilities. To the notion of community responsibility and participation is attached the need for citizens to act responsibly and within the communal expectations.

For Christodoulidis (1998), communitarianism is viewed as a way of upholding the ideal of fellowship which includes mutual concern and respect for others. At the core of this fellowship is communitarian morality. This concept enhances personal and social responsibility by exhibiting a preference for cooperation and reconciliation. It also affirms the interdependence of belonging and freedom and values the particularity and diversity of human existence. It can be summarized that this theory values communal or national welfare over selfhood.

Collectively, these three theories emphasize the freedom of a citizen in his or her country, duty and responsibility of citizens. For this reason these theories are deemed relevant for the purpose of this citizen education in this study. This study therefore assumes that participative, responsible and duty obliged and free citizens in a democratic set-up can be fully realised through a purposely designed and responsive educational package and that the starting point for such an initiative is with effective teacher training. For this reason this study is undertaken to investigate the responsiveness of Social Studies teacher training curriculum towards democratic citizenship education. The assumption is that if teachers are well equipped with citizenship education ideals then citizenship education can be better extended.

Having looked at the fundamental theories that inform citizenship, the next part looks at theories of citizenship education deemed pivotal for this study from a teaching-learning perspective.

2.5 Theories of citizenship education in the educational situation

This study is compatible with the constructivist perspective to education and teaching in particular. Constructivism is defined by Darforth and Smith (2005) as a broad set of interrelated theories that suggest that knowledge is human creation. Bentley (2007) adds that the ideas, attitudes and practices referred to as constructivism are about how humans learn by building knowledge cooperatively through social interaction and application of prior knowledge in a continual interpretation of on-going experiences. That is, as people explore events and environments, interact among themselves and confront situations and challenges, they end up constructing their own knowledge and understanding on various issues. Constructivism is thus a complex and an invested activity that has potential to bring together different stakeholders in the education fraternity. In the case of teaching and learning, the constructivist approach can play a pivotal role in bringing together teachers and students, parents, administrators and the community at large and accord them a platform to participate in various ways to reform and reshape education.

In this study which aims to investigate the responsiveness of Social Studies Teacher Training Curriculum towards democratic citizenship education, the constructivist approach is seen vital because it relates closely with the tenets of citizenship education. Citizenship education requires hands-on activities and executions which expose learners to the complexities of societal socio-political life and therefore challenge their views, attitudes and feelings towards having a say and a role in societal matters as citizens (Homana, Barber, & Torney-Purta, 2006:8). The focus of this study therefore is on the training of the primary school teachers and expressly on active methods that they should be equipped with for the teaching of Social Studies for citizenship education.

According to Bentley, Fleury and Garrison (2007), constructivism stands a better position to induce a more critical reflection about various educational institutions and practices and for this study can be used to illuminate the nature of knowledge on citizenship education as perceived by Social Studies teacher trainees and lecturers.

Matebele (2005) outlines that in terms of classroom situation; constructivism means the provision of greater variety in teaching methods with students participating in being actively engaged in learning on frequent basis. Based on this inherent principle of the provision of a variety of teaching methods, suitable teaching techniques in constructivist oriented classrooms for teacher trainees could range from debate and discussion on topical national and international issues, group work, projects, and visits to different strategic institutions and places. Similarly, student-teachers could be exposed to diverse range of assessment techniques such as individual assignments, coursework, oral presentations and projects or research activity in addition to examinations.

In addition to the above, strategies such as scaffolding, modeling, coaching, questioning, guiding can also be used to assist teacher-trainees in their knowledge building. Furthermore, inquiry teaching and problem based learning as inductive and cooperative group practices can be utilised as they tend to be learner-centered and are capable of fostering the construction of meaning. These approaches use authentic problems across the curriculum at all levels and therefore an opportunity will be seized to investigate whether college Social Studies curriculum for democratic citizenship education has the potential to engage learners in authentic problems in their training.

An understanding of the diversity inherent in constructivist classrooms has the potential to enable teachers to choose more active and suitable and direct methods and strategies for citizenship education transmission. Comparatively, the most effective strategies are those that involve the treatment of students as capable persons by capitalising on their knowledge and interest and involving them actively in determining goals, methods, techniques and strategies of learning (Homana, Barber, & Torney-Purta, 2006:8).

Constructivism is also seen suitable for this study because it promotes a democratic atmosphere in the classroom which in essence is what citizenship education is all about. Bentley, Fleury & Garrison (2007) posit that critical constructivism places emphasis on reflection, imagination, social consciousness and democratic citizenship and is recommended as a central theoretical referent for all educational practitioners. For this reason the researcher suggests that

constructivism should lie at the centre of Social Studies teacher training for effective citizenship education transmission. It is argued that without making a deliberate linkage between citizenship education training and constructivism future teachers may overlook critical epistemological considerations and in the process fail to become aware of the political consequences of particular pedagogical decisions.

The constructivist approach emphasize learner-centered approaches in the construction of knowledge. The researcher therefore believes that this is what student-teachers need for future application when at field. Constructivist classrooms are characterized by deep learner engagement in critical thinking which gives birth to informed construction of knowledge. An important implication of this view of learning is that the individual can only know what he or she has constructed and cannot know in any complete sense what someone else has constructed (Duffy & Cunningham, 2010). This view to learning however, has potential to lead to subjectivity and for this reason there is need for student-teachers to be exposed to deeper tenets of constructivism and deeper content of their subject matter to enable them to effectively judge the viability of knowledge constructed by their learners. Plainly put, as learners raise diverse opinions and ideas on a particular issue, the teacher's role is to measure the validity of knowledge raised, understanding shown and explanation provided by testing the extent to which it provides a viable, workable, acceptable action relative to diverse potential alternatives.

This study maintains that it will be too difficult or impossible for teachers to effectively transmit democratic citizenship education unless they use the constructivist, active and critical approaches to teaching and that for this to take place teachers need deeper exposure to active teaching approaches during their training. For this reason this study is seen as vital as it seeks to investigate on the approaches used for Social Studies teacher training for democratic citizenship education transmission.

If Social Studies teacher trainees are exposed to an active learning environment they are likely to learn both the skills of participation and the value of tolerance, respect and equality and consequently apply these virtues while practicing teachers. Based on the tenets of constructivist approach of knowledge construction by the learner, this study aims to challenge some deep-

seated assumptions and practices in Social Studies teacher training which are responsible for the production of Social Studies teachers who claim to be transmitters of democratic citizenship education but are not active and democratic themselves. I believe it is time Social Studies student-teachers are developed into competent citizens who participate actively in social, political and economic processes to enable them to develop commitment to democratic beliefs, and further question existing processes in relation to democratic doctrine of freedom, equality, justice and value for diversity. An important question needs to be addressed at this juncture.

What are the feasible and most appropriate ways of transmitting citizenship education? The next part is on that.

2.6 Viable ways to teach citizenship education in Botswana

The above discussed theories have fundamental implications on how to approach the teaching of citizenship education in Botswana. Ajiboye, Dube, Mhlauli & Silo (2007) carried out a study on the development of an informed civic education programme for Botswana primary schools through the school civic clubs. The researchers argued that the current efforts towards citizenship education in Botswana are not producing the desired results and that the scenario creates need for a new approach. The study reveals that Botswana as a country has a long-term vision (known as Vision 2016) which aims to have effective and functional citizens by 2016. These researchers suggested an informal approach to facilitate citizenship education through the use of civic clubs.

The study by Ajiboye et al. (2007:9) did not however look at the challenges existing in schools in transmitting citizenship education nor does capture teachers' understanding of civic education. This scenario marks the legitimacy of this research which aims to find out the responsiveness of Social Studies teacher training curriculum towards citizenship education. This study argues that to make quality plans and ways to transmit citizenship education ideals without starting with teachers as critical stakeholders in education is starting on a wrong footing. This study is therefore likely to bring an important innovation in the education curriculum which culminates into the production of well informed, responsible and active citizens in the affairs of their country propagated by well-informed Social Studies teaching force.

The 1977 National Commission on Education urged teachers to relate to school pupils as people, not as receptacles or cognitive materials (Republic of Botswana, 1977:19). What the commission was calling for is change in student-teacher associations which in the case of Botswana has been found to be extremely teacher-dominated. It is believed that such change can only take place if a student-centered pedagogy were to be adopted by teachers. The starting point is effective teacher training to prepare teachers on diverse teaching methods, techniques and approaches. Education for Kagisano affirms that learning might sometimes best take place outside the classroom through investigations in the library, observation in the field or the market, and in group discussions or project work (Republic of Botswana, 1977:3). This form of facilitating learning substitutes the usual formal instruction and written exercises. It is however lamentable despite beautiful education commissions such the Education for Kagisano of 1977 and the Revised National Policy on Education of 1994 that teacher-centered approach still reign in Botswana schools. It appears that from time to time adoption and ratification of policies and regulations is a good deed yet implementation is a difficult undertaking.

Additionally, for effective citizenship transmission, this study recommends the inclusion of practical skills into the curriculum in whatever approach used. Practical skills are deemed necessary for integrating citizenship education curriculum so that those who are not able to perform well theoretically can still function productively in society. This set-up has the potential to challenge students to be at their core of their learning process by not sitting back and expecting the government to spoon-feed them but rather work hard to advance their livelihoods and that of their society. Scholars such as Morse (1993) and Miller (1993) assert that citizenship education is more of a practical orientation. In this way, if practical activity is effectively used students could be engaged in community activities either through apprenticeship or internships in place of the normal theory based instruction.

However, practical activity is lacking in Botswana schools which predominantly use classroom instruction approach than practical orientation to learning. This study therefore challenges the learning institutions with citizenship education components to organise community activities through which students could have direct experience since citizenship education is more about doing rather than sitting and listening. This necessitates that citizenship education in Botswana

learning institutions be taught in ways that bring out the ever constant link between knowledge and practice. The interaction between concepts and action gradually produces the ability to think, thus acting with accountability.

For college teacher training, an example of a practical teaching activity deemed essential is research or project approach. As early as from year 1 student-teachers could be exposed to research whereby they could collect both qualitative and quantitative data at different locations ranging from shopping malls, bus ranks, government departments and institutions such as Parliament, Councils, Land boards, and other key organizations and school sites. This could start as a mini assignment and grow in complexity as they advance to become more focused. In such a strategy students could experience situations first-hand, develop different ideas into researchable topics and conduct studies. In this way student-teachers could be developed into active constructors of knowledge from the early stages. This new start would be a massive improvement to the current condition whereby students conduct research projects in their final year. It is argued that research projects conducted in the final year are just meant for examination purposes and not a deliberate means to train student-teachers in the construction of knowledge by way of research from time to time as educators.

Bearing in mind this whole reorientation to teacher training in view of citizenship education, Karsten, Kubew, Matrai and Pitiyanuwat (2000) highlight eight characteristics which make up the traits, skills and specific competences needed by the 21st century citizens:

- The ability to look at and approach problems as a member of a global society.
- Ability to work with others in a cooperative way and to take responsibility for one's roles/duties within society.
- Ability to understand, accept, appreciate and tolerate cultural differences.
- Capacity to think in a critical and systematic way.
- Willingness to change one's lifestyle and consumption habits to protect the environment.
- Ability to be sensitive to and defend human rights (for example, rights of women and ethnic minorities).
- Willingness and ability to participate in politics at local, national and international levels.

These characteristics are geared towards the development of a well-rounded and informative individual and hence they tie neatly with the goal of education in Botswana. That is to say, Botswana Government (1977:1) indicates that the aim of education is individual development. This means that individual development should be realised through the use of child-centered approaches. This leads us to discuss specifically some viable ways of teaching citizenship education. The next part of this section therefore highlights some of the approaches commonly used for citizenship education by different states.

2.7 Approaches for teaching citizenship education

2.7.1 Segregated approach

This approach is the opposite of cross-curricula approach to citizenship education transmission. The approach is seen as vital for effective citizenship education transmission because it has potential to ease the burden for others in subject areas which are expected to teach citizenship education concepts. This means that it becomes easier for those responsible to teach the subject rather than expect multiple people to teach it from different angles (Kerr & Cleaver, 2006). The approach also has an advantage in that citizenship education will be taught by people with better proficiency level in the area. For this reason development of citizenship education as a segregated subject area is seen as a precondition for the effective and more efficient implementation of the subject in schools at all levels (Fito'O, 2009:49).

2.7.2 Cross-curricula approach

The cross-curricula approach to citizenship education is another viable way of conveying the elements of citizenship. While this approach has its own notable strengths, some advocates see the development of the whole-school approach as a difficult undertaking for citizenship education. Regardless of this claims, Fito'O (2009:49) argues citizenship education can only be relayed through some subject areas in the formal school curriculum and this fact necessitates that consideration be given towards the cross-curricula approach when planning curriculum for citizenship education. Kerr and Cleaver (2006) assert that, opposite views should be seen as part of a continuum, rather than as a mutually exclusive position. The authors are understood to argue that citizenship education is contextual and that its success rests on its flexibility. That is, the imperative for citizenship education is perceived differently by different states and this has

implications on the adoption and implementation thereof by particular countries. For instance in the Solomon Islands, education for citizenship means children gaining valuable knowledge through parents and family interactions and peer socialization. As a result, the rights and freedom of the child are largely determined by their family (Fito'O, 2009:48).

2.7.3 Extra-curricular approach

The extra-curricular approach is another strategy used to further citizenship education. This approach advocates the promotion of citizenship education through varied activities such as the signing of the national anthems, holding competitive activities among schools such as in sports, and the raising of the national flag. The extra-curricular approach is thus capable of promoting national consciousness and therefore can act as a unifying device among people of different ethnic background like in the case of Botswana (Fito'O, 2009:49). Through such practical activity, citizenship education could be made more meaningful by encouraging doing on the part of the learners. This approach is located outside of the school academic timetable and hence it allows learners enough time to put hands on activities to demonstrate their patriotism. Citizenship Education Foundations (2012) supports that in whatever form citizenship education curriculum must have the following features:

- active: emphasize learning by doing.
- interactive: utilize discussion and debate.
- relevant: focus on real-life issues facing society.
- critical: encourage young people to think for themselves.
- collaborative: employ group work and co-operative learning.
- participative: give young people a say in their own learning.

Singhal and Howard (2003) suggest in this case, that school affiliated and community groups could provide an opportunity for youth to incorporate civic involvement. In the case of Botswana, numerous organizations ranging from human rights organizations such as Emang Basadi and childline, environmental organizations such as Kalahari Conservation Society and many other community and voluntary associations could be used to give Social Studies teacher-trainees a hands-on feel through short term work placements or attachments. This will enable

trainees to have a chance to play their citizenship roles and in the process develop more interest for participation in the affairs of their nations. The strategy can also ensure and promote community or stakeholder contribution to education and training.

2.7.4 Social Studies approach

The most common approach to the teaching of citizenship education is the Social Studies approach. This explains the length at which it is discussed in this section compared to the previous approaches above. This is in view of the fact that the focus of Social Studies as a school subject is skewed towards human behaviour and therefore has pressure for change from time to time than other subject areas. Social Studies is also considered a viable way through which citizenship education can be taught because the subject is born from the parent disciplines of social sciences, humanities and the natural sciences. It is closely linked with the democratic ideals and is also considered to be part of the general and liberal education that particularly specialises in the education for an effective democratic citizen.

In spite of the above huge exposition for Social Studies as a combination of different disciplines, the researcher's experience as Social Studies teacher and educator holds that the explanation that Social Studies is a combination of various disciplines is too narrow. I argue that the content matter on different disciplines in Social Studies do not deeply expose learners to meaningful contexts and are relatively fragmented facts and generalizations presented to learners as truth which cannot be meaningfully challenged in classroom discussion.

However, despite some of the shortcomings mentioned above, Fito'O (2009:23) argues that citizenship education concepts transmitted through Social Studies can effectively help students construct the knowledge base and aptitude to live as good, effective and active citizens. This is supported by Mutch (2005) that the aim of Social Studies is to help children understand the world they live in and further to take their own place in it and in particular to help them think more clearly about social issues. This view is in line with the Social Studies tradition of reflective inquiry which focuses on preparing learners for citizenship and thereby enabling them to identify problems and issues and make decisions on matters of policy and belief.

While it is true that Social Studies can effectively produce active citizens, it must however be noted that Social Studies can only accomplish its aim of active citizenship production provided it has relevant and adequate content on citizenship education and a conducive classroom environment that allows learners to participate in knowledge construction. Over and above all, to realize its mandate beyond doubt the Social Studies programme for citizenship education needs teachers who are deeply acquainted with the tradition of citizenship education. In order for teachers to carry out the mandate of citizenship production through Social Studies, they are expected to be accustomed to the comprehension of citizenship education ideals and to the learning processes of children.

Social Studies is also favoured as a viable way to transmit citizenship because of its profound citizenship education tradition. That is, one of the fundamental traditions of the Social Studies programme is the citizenship education tradition. This tradition proposes the deliberate transmission of what is considered the most desirable knowledge, values and skills necessary for cultural survival. Akin to the Social Studies tradition of citizenship education, the curriculum planning and development for citizenship education transmission raises questions such as, what kind of citizens does a particular society want? What knowledge does the society recognise as valuable? What needs are fundamental to the society? In what ways can the society select content areas that can best transmit to the next generation? What pedagogical approaches are necessary for transmission of citizenship education?

In Turkey, Social Studies is used to transmit citizenship ideals. Alkis and Gulec (2009) report that the Social Studies programme aims to raise active and productive citizens in Turkey. In Turkey Social Studies is defined as life knowledge programme which creates appropriate aims for the role of the responsibilities of the citizens of Turkish democratic society. The content is made up of a combination of historical, geographical and citizenship knowledge subjects and life-long citizenship skills. In view of these basic themes that make up the Social Studies curriculum, it is observed that the Turkish people have a curriculum that seems capable of giving learners the opportunity to realise themselves, to apply the principles of democracy and to acquire democratic attitudes by creating contexts which will likely improve decision making. It is only believed and wished that along relevant and adequate curriculum for citizenship

education the country has well qualified teachers and democratic schools to foster democratic citizenship transmission effectively.

In the African contexts countries such as Nigeria, Sierra Leone, Namibia, South Africa and Lesotho, to mention but a few, the Social Studies approach to the transmission of citizenship education is considered the most viable approach. Nigeria is one of the early starters of Social Studies Education in Africa. Salia-Bao (2000:34) reports that Social Studies was introduced in 1958 in Nigerian schools and that today the subject is taught right from primary to tertiary level. The subject was introduced upon the realisation of the role that civics can play in explaining citizenship to learners and its importance in encouraging national integration and democratization for a country that has just emerged from the devastating effects of a protracted civil war. At tertiary level, Salia-Bao (2000:47) reports that Social Studies teaching in Nigerian colleges and universities is a recent innovation. The tertiary programme has adopted different approaches in teaching Social Studies as some use subject-centered approaches while others use the interdisciplinary approach. It is also striking that curricular differ from place to place but all having a common topic. Lessons from the Nigerian approach relate to the fact that curricular differs from college to college. This is a great advancement in the development of curriculum aimed towards developing curriculum that is closer to particular people. This is one innovation which could be adopted by the Botswana education system which has relied on the development of the national curriculum as opposed to the regional curriculum. This study believes that a country such as Botswana which has diverse environmental conditions, diverse cultural and social heritages deserves a regional curriculum instead of national curriculum for some subject areas such as Social Studies. However, this is not the focus of this study.

The approaches to citizenship education discussed thus far obviously have far reaching implications for teacher training because teachers are the ones expected to transmit citizenship education concepts to the beneficiaries. For this reason the next part is on implications for teacher training.

2.8 Implications of the above approaches for teacher education

The introduction of any subject into the curriculum has always had some practical implications for teachers and teacher educators. Social Studies is one of the subjects that pose challenges for educators and hence it pushes for new questions and models from time to time and ways of thinking that can match societal changes.

It is important to highlight from the onset that on daily basis teachers are confronted by complex decisions that rely on many different kinds of knowledge and judgments and that can involve high stake outcomes for learners' future. This is common in the type of Social Studies subjects which accommodate changes on continuous basis. For teachers to make good decisions when faced with diverse daily issues in their classrooms, Bansal (2009) advises that they must be aware of numerous ways in which learning can unfold in the contexts of development, learning disparities, language and cultural influences and individual temperament, interests and approaches to learning. This advice is understood to wield a huge challenge for teachers in terms of requiring them to be ever ready for emerging issues and as such it can be argued that teachers with a better foundation on citizenship education stand a better chance to deal with those issues.

Vonk (1993) describes the professional development of a teacher as one including a trilogy of personal, knowledge and environmental dimensions. That is, the personal dimension involves self-concept by the teacher and ideas of good practice. The environmental dimension entails teacher interaction with his or her working situations. The knowledge dimension involves pedagogical content knowledge, classroom knowledge and managerial skills. Trainees are also expected to hold the mastery of content in their respective disciplines such as the ability to appreciate the philosophy of their subject, demonstrate adequate knowledge of the subject substance/content, have understanding of various concepts and facts, and be able to acquire, assimilate and apply information in everyday teaching. In addition, the trainees must be able to translate theory that they acquire into practice and show elements of critical and analytic thinking skills and capability.

Similar to Vonk (1993) on the professional development of a teacher, Schulman (1986:5) introduced what is termed pedagogical content knowledge. The concept maintains that teachers

need to master two types of knowledge in their development namely; content and knowledge of curriculum development. This perspective believes that if teachers are to be successful in their work, they must wrestle with both issues of pedagogical content and general pedagogy which covers elements of generic teaching principles (Ornstein, Thomas and Lasley, 2000). The researcher believes that the theory of pedagogical content knowledge is a balanced approach as it covers both content and methodological issues. For this reason colleges of education in Botswana could adopt the principles of pedagogical content knowledge in their teacher training programmes so as to produce well rounded and knowledgeable teaching force. One other important feature of pedagogical content knowledge is the notion that teachers have special knowledge about their learners. Shulman (1986) puts it that, Pedagogical content knowledge also includes an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons.

It is observed that Social Studies for citizenship education in Botswana at all levels is taught by teachers who have either specialized in the likes of history, geography, environmental science, sociology and development studies. One wonders the competence levels of some of these teachers and educators on citizenship education. This study will provides light on that. The study will therefore examine how colleges of education train teachers in order to equip them to effectively transmit citizenship ideals to learners for the eventual furthering of sustainability of democracy.

Relative to citizenship education, Fiji and Nabobo-Baba (2009) interpret citizenship to mean those who have the record of speaking the truth, are hard workers and attend all customary obligations. This study observes that the quality of a citizen described by the scholar need a specially designed programme. This is the citizen who is well knowledgeable on national and international issues, who possesses certain desirable values and functional skills that can be of profit to his or her livelihood and the community at large.

The question at this juncture is whether the Social Studies primary teacher training curriculum has the capacity to produce the citizen described above in the form of a well-rounded Social

Studies teacher who can upon completion of training join the teaching fraternity and propagate citizenship education ideals effectively. This study argues that without a deliberately designed curriculum for citizenship education for teacher training, the goal of producing active and democratic citizenry through Botswana schools might be an illusion. This argument implies the need for primary teacher training college curriculum to be repackaged to give teacher trainees room to fully participate by allowing their voices to be heard in the construction of knowledge. Student-teachers active participation in knowledge construction will inevitably allow them to develop as active citizens who can later create democratic classrooms while at field.

In addition, the need for partnership with other bodies responsible for curriculum development for teacher education and training is a necessity. There is need on constant basis for teacher training colleges to collaborate with varied stakeholders in order to get ideas and help from them. These include the University of Botswana, Colleges of Education (secondary), Ministry of Education, Primary schools, local community and authorities, and Tertiary education council. They should also educate themselves on the mandate and ideals of citizenship education that are more aligned to the needs and aspiration of the people of Botswana. The continuous education and enlightenment of curriculum developers, lecturers and administrators on the latest issues relative to citizenship responsibility will without doubt enable them to design, develop and implement relevant and functional programmes for citizenship education that address the current needs and aspirations of Botswana society.

In reference to the partnership for citizenship education, Fito'O (2009:25) posits that the main attribute of citizenship education is its ability to purposely promote values, knowledge and skills in the school system and build relationships among people of different ethnicities. This proposition is relevant for Botswana who has over 26 different ethnic groups that need unification through a purposely and not loosely developed curriculum package. Botswana also has various minority groups and people underprivileged and this should put pressure on the Ministry of Education and Skills Development to develop a framework of citizenship education that includes values, knowledge and skills relevant to address the social, economic, and political and development aspirations of the larger society.

A move to develop a purposely made citizenship education package to promote national unity and propel participation by citizens is favoured by this study because it is in line with one of the theories of citizenship that inform this study. That is, the republican theory of citizenship which intends to help integrate diverse populations into a single national culture through its fundamental principles of liberty, equality, fraternity and human rights.

2.9 Conclusion

This chapter has offered a detailed discussion on the theories that underpin citizenship, citizenship education and teaching in general. The constructivist perspective was deemed more relevant for this study because it provides more flexibility in the classroom and greater student engagement in knowledge construction. These elements were seen akin to democratic citizenship education. The chapter also brought to surface deeper elements on the concept citizenship and how it developed over time. The development of citizenship education has also been highlighted to indicate the value of citizenship education to any nation. It emerged from literature that citizenship education is perceived differently by different nations and this has implications on the curriculum, teacher training and methodologies.

A light was cast on the approaches to citizenship education. In the light of this, the chapter contends that for effective transmission of citizenship education tenets, there is need for institutions to use more appropriate ways to the transmission of citizenship education. This stance is espoused by the last section on the implications of the theoretical underpinnings of citizenship education on teachers. It can be gathered from these deliberations that teacher training for citizenship education needs more active approaches that would build up trainees as constructors of knowledge. The next chapter is more specific as it explores citizenship education in Botswana.

Chapter 3

Citizenship education in Botswana

3.1 Introduction

The purpose of this chapter is to discuss Botswana's experience with citizenship education as enshrined within the Social Studies Programme. Social Studies is one of the subjects within the school curriculum charged with the responsibility of citizen preparation in a democracy in order to equip citizens with relevant knowledge, skills and values needed for active participation in the society. Mhlauli (2010) has the same opinion that the affinity between democracy, Social Studies and citizenship education cannot be ignored because the success of any democracy lies on the ability of its citizens to live up to their responsibilities as members of a free society. This is the reason why some scholars equate Social Studies to citizenship education. There is also a position that citizenship education is the major goal of Social Studies (Ross, 2006, Evans, 2006, Hahn, 2001).

In Botswana, citizenship education is not a new phenomenon. Rather, citizenship education is an old concept which dates back to the period before Botswana made contact with colonial masters. The concept citizenship has since gone through change and innovation with a view to produce a citizen that would be more productive for the Botswana nation. This chapter maps out the deliberations on this by first unveiling the cultural nature of the Botswana society within which citizenship education is implemented. Next, it discusses the development of citizenship education in Botswana. Then it shares on the role of the Social Studies programme as a means to propagate citizenship education. The final part of the chapter looks at the nature of Social Studies teacher training and citizenship education.

3.2 The cultural nature and dynamism of Botswana society

Batswana, a word normally used to signify all the citizens of Botswana, originally referred to the country's major ethnic groups which include, *Bangwato*, *Bakwena*, *Bakgatla*, *Bangwaketse*, *Batawana*, *Batlokwa*, *Barolong*, and *Balete*. These ethnic groups came into present day Botswana from South Africa in the early 1800 in fear of the Zulu-led wars. According to Wagner (2006), at independence in 1966, the government of Botswana declared that its people will be

called “*Batswana*” regardless of their ethnicity in outlook of national unison. This resolution was largely influenced by the history and practices of the then apartheid regime in South Africa that had torn the ethnic groups in that country apart and followed a policy of segregation that divided people on the basis of race (Wagner, 2006). This resolution had profound impact on the school curriculum since curriculum developed appeared not to be multicultural in nature. In this case, there is room to argue that students as citizens do not have a choice and a voice in what they learn but rather act as sheepish followers of the curriculum of the day that does not take into account their unique social and cultural identities.

Adiyenka and Major (2006) posit that notwithstanding their varying levels of development, most educational systems in traditional Africa were undergirded by three interrelated elements. These elements include cultural preservation and conservation; adapting children to their physical, social and spiritual environment; and instilling a sense of interdependence between the continuity of inherited laws, customs, values and wellbeing of the children themselves and the community at large. In the case of Botswana, these elements, which cover the ideals of citizenship education, were inculcated through initiation schools at which children were prepared for adult roles in their respective communities. While devoid of formal education institutions, traditional African education fruitfully transmitted cultural values from one generation to the other. The kind of education offered focused on the production of well-rounded and responsible youth who are capable of playing an influential role in their society. Bassey (1999) agrees that traditional education in Africa was more of a cultural action aimed at the creation of attitudes and habits considered necessary for participation in societal activities. To carry on with the discussion, it is important to first relate the ethnical composition of the Botswana society and how it has been conceptualised over time.

Nyati-Ramahobo and Chebanne (2004) puts it clear that Botswana is a homogeneous society and assert that she is a multicultural society with more than twenty-six (26) languages spoken in the country. It is therefore evident that Botswana has several ethnic groups embracing of Setswana and non-Setswana speaking groups. The Setswana speaking groups are *Bangwato*, *Bakwena*, *Bakgatla*, *Batswapong*, *Babirwa*, *Bangwaketse*, *Batawana*, *Batlokwa*, *Bakgalagadi*, *Barolong*, *Bateti*, *Balete* and *Bangologa*. The non-Setswana speaking camp of ethnic groups comprise the

Basarwa (Bushmen), *Bakalanga and Bayei*, *Bambukushu*, *Basubiya*. Formerly the constitution of Botswana divided the populace according to ‘major’ and ‘minor’ ethnic groups. The major ethnic groups were made up of the eight (8) main *Tswana* speaking ethnic groups that were recognised by the colonial administration. These groups were *Bangwato*, *Batlokwa*, *Bakwena*, *Bakgatla*, *Batawana*, *Bangwaketse*, *Balete* and *Barolong*.

The division of ethnic groups into major and minor was not based on numerical value but on language. That is, the major ethnic groups spoke *Setswana* and were as such considered and classified as major. The major ethnic groups were the only ethnic groups having representation in the House of Chiefs, a situation that has contributed to ethnic worry in the country. The rest of the other groups were regarded as minor. The treatment of some ethnic groups as major and others as minor in the Constitution of Botswana basically contradicts the essence of social equity and is equal to discrimination and prejudice, a situation that needs to be disliked and disallowed within a democratic nation such as Botswana (Nyathi-Ramahobo, 2000). This study contends that an aggressive educational campaign can be instituted to bring a paradigm shift in the state of affairs before further ethnic chaos can erupt. It is thus opportune to have subjects such as Social Studies among others with capability to bear the load of harmonising the situation by educating on good citizenry.

The recognition of some ethnic groups as major and the marginalization of the so-called minor ethnic groups is problematic in that it negatively impacts on their identity as *Batswana*. It makes other citizens in Botswana to be of a lesser citizenship. These minor ethnic groups were later pressured by the state of marginalization and non-recognition to form associations that are meant to deal with promoting and preserving their cultures and languages. Examples of such associations are the Society of the Promotion of *Ikalanga* Language (SPILL) for the *Bakalanga* and *Kamanakao* Association for the *Wayeyi* and First Peoples of the Kalahari for the *Basarwa*. All these associations fall under the umbrella of the Botswana Council of non-Governmental Organizations (BOCONGO). BOCONGO is the mother body of non-governmental organizations in Botswana. Its role is threefold, to assist its members in areas such as policy, research and advocacy; capacity building; and net-working and information dissemination (Nyathi-Ramahobo, 2000). The quest for national unity has resulted in the subsequent suppression of

other languages and cultures by deliberately adopting assimilation policies that characterise post-independent Botswana (Nyathi-Ramahobo & Chebanne, 2004; Maruatona, 2005).

The intrinsic diversity in the ethnic groups, cultures and languages as in Botswana's case, calls for attention and the need for a curriculum that takes into account issues of multicultural education. This condition unquestionably demands that teachers as educators of democratic citizenship education must be well cognizant of multiculturalism and hence be able to function in a culturally competent manner in their workplaces and communities as educators and promoters of democratic dispensation and national unification. Parker (2004) argues that a homogenous view in diversity has implications for school curriculum and classroom practice as it has potential to instill in children superiority and inferiority complex at an early age. It also has the potential to dismiss and omit some minority cultures and experiences which could be used to promote educational goals. In such a scenario there is high possibility of the prevalence of inequalities among children which may later in life manifest in ethnic prejudice, discrimination and favouritism.

The above discussed cultural diversity in Botswana needs attention. It is evident that the idea of a mono-cultural society adopted at independence in Botswana can no longer be sustained because as the nation grows, pertinent issues of diversity and equity become inevitable and can better be addressed through an educational campaign. This study can be viewed as pivotal in promoting democratic citizenship education at teacher training level with the hope that these ideals will later propagate to young citizens at primary school level and harmoniously unite Botswana society.

In view of the above captured socio-cultural setup of the citizens of Botswana, the notion of diversity in democratic citizenship education curriculum at teacher training level is an absolute necessity. Teacher training programmes are part of a number of areas that can contribute positively to changing the mind-set and socio-cultural practices of a society. Simply put, an education curriculum and school environment that orient young people towards the social, economic, cultural and political values of their unique societies will promote Botswana's national principles of democracy, unity, development, self-reliance and *botho* (a well-rounded person) in an endeavour to build a democratic, accountable, just and caring nation.

The UNESCO Report (2010) indicates that teacher education is a crucial step in improving the education system. This study purports to examine whether the education and training of Social Studies teachers involves both methodological and organisational changes to create a child-centred-teaching and learning-friendly environments which are capable of encouraging participation in communal and national undertakings. The study will also investigate whether Social Studies teacher training curriculum in Botswana is integrated and harmonised with the nine-year basic education curriculum to enable teacher trainees to competently fit into their work upon completion of their training. The study is based on the assumption that pre-service training provides the preparation necessary for teachers to change traditional attitudes towards student diversity and increase their understanding of inclusive practices. For this reason, this study intends to explore the extent to which primary teacher training colleges of education adequately equip teacher-trainees with diverse teaching strategies to enable them to teach citizenship topics at primary school level. Next is a discussion on Botswana's experience with citizenship education.

3.3 The development of citizenship education

The Department of Curriculum Development and Evaluation (1990) states that citizenship education in Botswana has gone through three distinct phases. These are citizenship education by traditional Tswana society, citizenship education during the colonial period and Social Studies as citizenship education. These phases attest to Botswana's attempts to want to produce a citizen who is aware of their rights and responsibilities, who values diversity of humanity and opinion and who participates actively in the affairs the nation.

During the first phase, citizenship education was transmitted by traditional Tswana society. This giant task was done through the integration of the elements of history, culture, Tswana values, and beliefs. In addition, initiation schools commonly known as *bogwera* (for males) and *bojale* (for females) were used to implant citizenship ideology. At these schools young people were taught adult responsibilities. To the Tswana society a common achievement was when a good citizen would fit into and share the benefits of the larger traditional society. This was a typical form of citizenship education because it promoted participation through ceremonies such as the

harvest season, rituals, cultural demonstrations, initiation schools and weddings. Adeyinka and Major (2006) write that the traditional African education was based on the principle of functionalism which promoted a participatory kind of education in which people learned through imitation, initiation, work, play, and oral literature. In this way it could be concluded that the learner was productive as he or she learned and was smoothly integrated into the community. In addition, the gap which exists today between study or training and the world of work was absent. However, the traditional education system also had weaknesses one of which is that it promoted gender discrimination as it prepared boys and girls for masculine and feminine responsibilities respectively.

The second phase came with the colonial period. The advent of European powers accompanied by the introduction of the Western forms of education culminated into a change in citizenship education as it was known among Tswana societies (Curriculum Development & Evaluation, 1990:9). One feature of formal education was its Western point of reference. It was skewed towards Western values. Its values included individualism and Eurocentric interpretation of the world. Jotia (2009) asserts that Batswana's education for humanity which taught and addressed issues that relate to and reflect social values of Batswana came to a historic end in 1885 when the British Christian missionaries arrived in the country.

It was therefore during this second phase that Botswana's traditional way of inculcating citizenship education was reshaped and influenced by European institutions and colonial powers and this eventuality went on to influence both the social, economic and political life of the people of Botswana. For this reason it can be argued that the European institutions of learning were in essence cultural destroyers because missionary education was meant to produce citizens who would worship the colonial system and undermine their own traditions. Citizenship educations offered at this stage was exploitative intellectually, physically and emotionally as Batswana were coerced to follow European traditions at the expense of theirs.

Discussions now turn to the third phase which came to the fore after independence. This phase is known as Social Studies for citizenship education. With the advent of independence Botswana Government developed a new set of obligations and loyalties. Citizenship training that

emphasised and promoted cultures of other nations was considered irrelevant in the Botswana context. The government realised that education in a school setting using a colonial viewpoint often distorts African imagination. It further limits the learners' vision and prohibits any critical reflection on alternatives that allow human ingenuity to flourish and to find new solutions (Sefa, Asgharzadeh, Rahador & Shahjahan, 2006). Hence there was need for change and the result was the development of a new citizenship education taught through subjects such as Social Studies.

Department of Curriculum Development and Evaluation (1990:8) indicates that the new formal education on citizenship after independence focused on Botswana and included experiences of traditional Tswana family, ethnic groups, and the nation at large. This means that the new citizenship education aims at engaging students in meaningful discussions that involve assessment of the nation's problems and going beyond national boundaries in scrutiny of issues. The focus of the current citizenship education programme is therefore predominantly on topical issues that concern young people as citizens. These include among others legal rights and responsibilities such as education, health care, welfare benefits, public transport, policing, immigration, international relations and environment. For this reason Social Studies was introduced into the school curriculum as citizenship education.

As a newly independent country, Botswana made efforts to embrace the concept of democracy and this was evidenced by the National Commission on Education of 1977 charging Social Studies with the responsibility of teaching active citizenship. It is therefore through Social Studies that children are expected to learn and understand the significance of democracy and decision making as individuals. Therefore, Social Studies is expected to engage in the production of democratic citizenry. By the end of the programme students should be aware of both human and social issues at stake within their societies. They should be active and responsible in all their endeavours in a democratic temperament. Bearing in mind this educational goal, this study is deemed essential because it deals with a topic that is critical in contributing to among others maintaining peace and tranquillity and therefore enhancing nation building. That is to say, the Ministry of Education expects the Social Studies curriculum at all levels to transmit citizenship skills and knowledge to students.

Since Social Studies is a newcomer in the school curriculum in Botswana, it appears that there are challenges such as the lack of enough and well-grounded teachers in the Social Studies tradition. It is in view of this scenario and mandate of Social Studies that this study aims to investigate the responsiveness of teacher training curriculum towards democratic citizenship education. It is presumed that the unveiling of the experiences at teacher training colleges will result in the development of proper techniques, strategies and mechanisms that will be transmitted to schools at a later stage and in the process citizenship education will be more effectual.

3.4 Social Studies curriculum as means to teach citizenship education

On origins of Social Studies, Adeyinka (2000) writes that Social Studies had its origins in the United States and that it was subsequently adopted and popularised in the United Kingdom and only at a later stage infiltrated into Africa. In Africa, Social Studies spread partly as a result of the British influence on the curriculum activities in its colonies and partly as a result of the efforts of the Africans themselves to keep pace with educational developments in the Western world. It must be noted however that Social Studies is also an African ideology. That is, Africans from time immemorial have transmitted Social Studies elements to their children (curriculum Development & Evaluation, 2000:12). These they did through family socialisation and initiation schools.

As a formal school subject Social Studies started in the western world and has been contextualised for Africa to suit African conditions on realisation that the subject can have immense input in instituting democratic citizenry (Mautle, 2000:26). The major influence to the infiltration of the subject was however brought by the Mombasa Social Studies Conference of 1968. The conference emphasised the urgent need for education in Africa to relate specifically to the African culture through the teaching of Social Studies (Adeyinka, 2000). It was therefore after this conference that series of national seminars, symposia and conferences aimed at restructuring the education systems of the various countries with an endeavour to develop curriculum packages that would embody Social Studies as a subject were held. It is a result of these efforts that at present Social Studies is one of the core subjects and in some cases optional in most African countries such as Botswana, Zambia, Namibia, Ghana, Nigeria.

On the rationale behind the introduction of Social Studies, the Department of Curriculum Development and Evaluation (1990:2) points out that Social Studies as a subject was originally conceived soon after the turn of the 20th century on the belief by those who founded the subject that the modern world which emphasised development was putting strain on humankind. Simply put, a century ago the world began to experience numerous changes such as mass movement of people from traditional villages to urban areas and growth in industrialisation and interdependence for better survival. These changes were also accompanied by new developments in terms of problems in culture, societal setups, communities and families (Department of Curriculum Development and Evaluation, 1990:2). With time it also emerged that environmental problems, population problems, health problems and political problems could not be solved unless citizens were properly prepared to participate in their nation's decision making and problem-solving process. For this reason Social Studies emerged to prepare citizens for these challenges.

According to Merrifield and Muyanda-Mutebi (1991), specific goals for the teaching of Social Studies in the African context were agreed upon at the Mombasa Conference and they are stated as follows:

- To enable students to understand people's interaction with their cultures, social and physical environment.
- To help children appreciate their homes and heritages.
- To develop skills and attitudes expected of citizens.
- To teach learners to express their ideas in a variety of ways.

These are the fundamental guiding goals or foot upon which different countries use in their development and implementation of Social Studies. Though different countries have autonomy to contextualise these goals to their specific needs and conditions, they are expected to ensure that they do not deviate from them. Botswana likewise has a challenge on continuous bases to examine and cross-examine its Social Studies curriculum, teaching and learning relative to the above goals. This cross-examination of the Social Studies programme ought to be done at all levels ranging from the primary school to tertiary for easy of linkage.

Social Studies was introduced in Botswana in 1969 at primary school level as part of standard 1 and 2 curriculum. It was only in 1982 that the subject was introduced to the whole primary school curriculum. At junior secondary school it was introduced in 1986 while at senior secondary school it came in 2000. The primary school syllabi focuses on learners' immediate environment and helps them to acquire and use information to think critically, logically and rationally in dealing with various socio-economic, political and environmental issues (Republic of Botswana, 2005:10). The secondary school curriculum on the other hand covers the immediate environment, regional, global and goes further to address contemporary issues.

Mautle (2000:56) indicates that the rationale for introducing Social Studies in Botswana was to focus on issues and problems relevant to the experiences of the learners. This was in view of the fact that some subjects that were in the school curriculum such as history focused on issues that had no obvious relations and relevance to the students. "These separate subjects, though providing great quantities of information did little to help citizens integrate their knowledge" (Department of Curriculum Development and Evaluation, 1990:11). Though these subjects were valuable in the education of learners on academic issues, they were largely inappropriate when it comes to the education of citizens for effective decision making on challenges and problems that confront them and their communities.

The curriculum for the separate subjects was also criticised for lacking contemporary issues and hence could not develop in learners the capacity and skills to handle problems and challenges faced by their communities and themselves. It was hence deemed imperative to introduce a subject relevant to learners' immediate environs (Mautle, 2000:41). The second reason for introducing Social Studies was the fact that it is an integrated discipline which is a combination of various fields such as history, geography and sociology. This corrected the tendency to teach the previous subjects separately. Mautle (1990:78) indicates that the Botswana Social Studies goals are squarely based on the African Social Studies Programme which are listed as follows:

- citizenship education.
- knowledge of one's physical and social environment.
- development of analytical skills.

- development of desired attitudes and behaviours.

The aims of Social Studies curriculum in Botswana at all levels can be summarised as covering the following broad areas:

- Citizenship education.
- Knowledge of the learners' physical and social environment.
- Development of skills, e.g. analytic skills.
- Development of desired attitudes.
- Understanding of development issues relevant to Botswana.
- The most serious social problems facing humanity.

It appears from the above goals that Botswana's Social Studies Curriculum aims to promote citizenship education. It is clear the aims of the curriculum are based on a philosophical view that the subject must play a leading role in developing the individual learner into a functional citizen of Botswana. This means that Social Studies is expected to promote the development of both skills and attitudes capable of enabling young citizens to reach self fulfillment and be able to improve their societies. It is against this backdrop that the Social Studies curriculum starts from the learner's' immediate environment and elongate to cover issues reaching the world at large. In this era of global connectivity it is found imperative for the Social Studies programme and activities to break the boarders and cover wide range of global issues. One needs to hasten to argue at this juncture that in view of the Social Studies curriculum in Botswana it is not yet clear whether this function is well catered for.

Efforts of educating on interdependence through Social Studies need to be appreciated. For instance Adeyemi (2007) states that the concept of interdependence is adequately represented in the junior secondary school Social Studies syllabus. An examination of the aims of the junior certificate Social Studies syllabus in Botswana depicts eight (8) aims and of these aims, one of them fits well with the concept of interdependence which is critical to citizenship education:

To promote an understanding of Botswana's place in Africa, in terms of regional, political, and economic grouping and its bilateral relations with other countries (Ministry of Education, 1987:1).

With reference to this aim, the junior certificate Social Studies syllabus tabulates two units, topics/sub-topics, prescribed number of lessons and comments as can be seen on the table below.

COLUMN A UNIT COLUMN E Notes/Comments	COLUMN B Syllabus Ref. No.	COLUMN C Topic or Subtopic	COLUMN D Time Spent (Weeks/Periods)	COLUMN E Notes/comments
Unit 11	8	BOTSWANA AND WORLD ECONOMY: Foreign Exchange, International Trade, Dependence, Self Reliance, Communications and Interdependence		Main thrust of this unit to be on interdependence in terms of international trade (exports and imports).
11a		Regional trade and tourism	5-6 lessons	Pupils to identify Botswana are major trading partners and trade commodities by value (term & trade).The positive and negative aspects of tourism.
11b		International trade and tourism	7-8 lessons	Same as above
11c		Transport and communication	5-6 lessons	Students should demonstrate an understanding of problems faced by Botswana as a landlocked country – and discuss ways by which these problems could be overcome – e.g. Telecommunications.

UNIT 12	8	BOTSWANA AND WORLD POLITICS: Conflict, cooperation, oppression, ideology, interaction		
12a		Botswana diplomatic missions	3-4 lessons	Students should identify the missions and find out reasons for their establishment.
12b		Botswana and world organisations	7-8 lessons	Students should study, discuss and evaluate the aims and objectives of the world organizations of which Botswana is a member – e.g. OAU, commonwealth, etc.
12c		Botswana as a frontline state	6-7 lessons	Pupils should demonstrate the understanding of the concept of the frontline states and identify its members. The role of Botswana in promoting peace in the region.

A critical inspection of the above table shows how much time is allocated to the teaching of the broad topic of interdependence, the key drive and the subtopics to be covered within specific periods. (**Note:** one lesson period is equivalent to forty (40) minutes). For instance, Botswana and the world economy (Unit 11a) with sub-topics such as foreign exchange, international trade, dependence, self reliance, communications and interdependence, regional trade and tourism should be taught within 5-6 lessons (200-240 minutes). Time allocation seems to be a challenge since one cannot expect meaningful and deeply interactive discussions of these topics in the time allocated. Column E on the table above shows the teaching emphasis which depicts active participation of the students. While it appears that active approaches of teaching are encouraged, it is worth mentioning that the activity utilised in teaching each of the subtopics is the choice of the teacher.

International trade, a sub-topic in unit 11 is illustrated by Botswana's trading potential with other countries and *vice versa*. Botswana is the largest producer of diamonds in Africa. It earns 80% of its revenue by exporting this mineral to such countries as United States of America, United Kingdom and Germany (Adeyemi, 2007). Beef is another important export of Botswana through the Botswana Meat Commission. In return, Botswana imports vehicles, electricity appliances, household utensils and other materials from different countries. Botswana also depends to a greater extent on the import of motor vehicles, building material, fruits and vegetables and other important commodities.

This far it can be argued that it is clear from various Social Studies syllabi that a number of areas taught appeal to DCE. In other words, syllabus pronunciation is rich that citizenship education is a major theme of the Social Studies teacher training curriculum. This goes along with the view that the major goal of Social Studies education in Botswana is citizenship transmission. It is also clear from the inspection of the syllabi that on completion of the study students are expected to have acquired skills, values, attitudes and beliefs that will prepare pupils for good citizenship. However, the syllabus does not specify the skills, values and attitudes and beliefs that are to be covered during instructional time. We can only suppose they include the following (list inexhaustible): respect, compromise in a diverse ethnic society, tolerance, patriotism, compassion, open-mindedness, loyalty, generosity and civility.

The above values need to be included in the Social Studies curriculum in Botswana in specific terms because the country has diverse ethnic groups which need to be harmonised through a robust educational campaign to capacitate different groupings to drive the national agenda as one. Like it has been mentioned over and over in this study, Botswana has many ethnic groups and people from other nations and has thus since become bilingual and bicultural in a number of ways.

Despite the interesting curriculum for citizenship education propagated by Social Studies curriculum in Botswana, studies have revealed that the programme has numerous gaps in terms of citizenship training. Ajiboye (2010:12) conducted a study entitled '*strengthening civic*

education in Botswana primary schools: a challenge to traditional social studies curriculum’.

The study examined the views of some primary school teachers in Botswana on the effectiveness of Social Studies in promoting citizenship training and self reliance among the learners. The study was based on the assumption that the goal of Social Studies is citizenship education and that Social Studies seeks to provide students with knowledge, skills and attitudes which will enable them to participate actively as citizens of a democracy.

Major findings in the study are: teachers’ poor rating of Social Studies as a tool for achieving citizenship training, more emphasis in Social Studies teaching is placed in theory rather than in practice, existence of few materials on Social Studies to assist teachers, and that Social Studies is failing largely to promote self reliance skills in the pupils. While this is a good initiate, the extent to which the subject is achieving this goal is somewhat questionable (Ajiboye, 2010:13). Recent evidence suggests that products of our schools are manifesting some behaviours that are not in tandem with good citizenship (Ajiboye, 2010, Mhlauli, 210). The findings of this study pose a challenge to teacher training institutions and curriculum developers to reorient Social Studies curriculum to make it more practical in an endeavour to produce more critical thinking and active school leavers. This state of affairs has to a greater extent influenced and made necessary the present study which aims to find out the responsiveness of Social Studies teacher training curriculum towards democratic citizenship education. This is based on the premise that any meaningful educational programme needs well qualified teaching force without which the goals of the programme will not be fully realised.

It is observed that Social Studies is the area of formal education that is explicitly dedicated to the process of citizen formation. As a subject of citizen formation there is need to develop Social Studies curriculum in such a way that it will help learners gain proficiency in inquiry, valuing and decision making skills. Inquiry, valuing and decision making consist of a cluster of interrelated skills, hence lessons should be planned to give learners practice in relating each set of skills to the others since the ultimate goal of Social Studies education for citizenship is to help them make good decisions and act reflectively. Banks (2006) concur that the main goal of Social Studies is to help learners develop the ability to make reflective decisions and take successful action to solve personal and public problems. It could be said that Social Studies aims at the

production of well-informed citizens who would be useful to themselves and to their respective local communities and the nation at large. It must be emphasised here that the development of such citizenry demands a well packaged programme with outcome-based elements.

Further on Social Studies content, Tlou and Kabwila (2000) point out that the guiding principle in the organization of content for Social Studies is based on the learning theory called the expanding horizon or expanding environments. This theory contends that as children grow their views of the world or environments expands accordingly and hence is able to handle more complex tasks as they grow older. Adeyinka (2000) concurs that children should start learning with objects and ideas with which they are already familiar before moving on to remote and less familiar ones. For this reason content for Social Studies in different countries covers topics such as family, community, nation, physical environment, social environment, national symbols, settlements patterns, citizenship, culture, and economic activities among others.

The expanding horizon to Social Studies content organisation is also supported by Ross (2001) who indicates that the most generic curriculum standards are those created by the National Council for Social Studies. These standards seek to create a broad framework of themes within which local decisions can be made about specific content. The ten thematic strands include culture, time, continuity and change, global connection, people, place and environment, individual development and identity, individual, groups and institutions, power, ethnicity and governance, production, distribution and society, science, technology and society and civic ideals and practice. Worth mentioning is that these themes are furthered differently in different countries in line with their peculiar conditions, educational policies and goals, needs and aspirations.

Various scholars in the field of Social Studies concert that the chief role of Social Studies is citizen preparation. This means Social Studies is viewed as a vehicle for democratic enlightenment. For Parker (2008) Social Studies needs to impart knowledge that is necessary for the development of citizens in a democracy. For Parker democratic citizens need knowledge of democratic dispensation. Democratic enlightenment refers to knowledge of the ideals of democratic living, the ability to discriminate just and unjust laws and action, the obligation to

fight civic disparity, and the ability and dedication to deliberate public policy (Parker, 2008). The scholar further argues that democratic enlightenment permits active political engagement. Ross (2006, Homana, Barber and Torney-Purta, 2006:8) concurs that young people need to be taught to make democracy work by engaging communally, socially and politically. Beginning through School engagements, Social Studies can serve as a catalyst to extend the understanding and consequently application of citizenship education into the community. This study believes that democratic understanding can be fruitfully allied to practical activity by way of real issues that create opportunities for students to become active and contributory members in their respective communities. This active engagement has potential to lead to increased political and civic engagement.

Social Studies develops intellectual skills in learners to enable them become effective decision makers capable of functional participation in their society (Sears and Hughes 1996). The argument advanced herein is that the concept of learners as recipients of information should be substituted with the view of learners as self-motivated, autonomous problem solvers and decision makers. Intellectual skills include such skills as identification and clarification of problems and issues, drawing analogies from others and places and inferring cause and effect relationship, drawing conclusions, determining between facts and opinions, critical thinking, detecting bias and reasoning dialogically (Parker,2001).

At the same time, Social Studies is also seen to be critical in the development of values, beliefs and attitudes that are essential to democratic citizenship. Parker (2001) contends that the absence of such particular values and attitudes would signify the lack of a democratic government and civic life. Some of the values in Botswana's contexts may include respect, willingness to compromise in a diverse ethnic society, tolerance, compassion, open mindedness, loyalty, generosity and civility. These values need to be included in the Social Studies curriculum in Botswana because the country has diverse ethnic groups which need to be harmonised through a robust educational campaign to capacitate different groupings to drive national agenda as one. This study contents that the most crucial stage in the journey of inculcating values capable of harmonising the nation is teacher training. That is, teachers need to be deeply baptised in

democratic citizenship doctrine to enable them to further the values as practicing teachers in future.

One of the roles of Social Studies is to help learners develop skills capable of allowing them to participate such that they can sustain and fulfil the democratic experiment (Parker and Jarolimek, 1984). The role of skills in learning is to denote that students should be able to do and this 'doing' involves knowing (Parker, 2001). That is, a skilful behaviour is recognised to a great extent because of the knowledge that supports it. This argument makes it clear that there is an inevitable relationship between knowledge and skills. Skills that should be transmitted through Social Studies can be divided into three categories of democratic participation, study and inquiry and intellectual skills (Parker, 2001a). This section was on the Social Studies programme as a means to teach citizenship education and has made way for discussion on the state of primary teacher training curriculum for citizenship education as next.

3.5 State of primary teacher training curriculum for citizenship education

The preparation of quality teachers is a challenging task in both developed and less developed countries (Molosiwa, Moswela & Mkhopadhyay, 2009). Botswana is not an exception and in this instance, particularly with regard to Social Studies teachers for citizenship education. The nature and quality of Social Studies teacher education and training for citizenship education is going to be a key element in enabling the education system to realize a democratic dispensation. To apprehend a democratic dispensation, there is need for existing programmes through which citizenship education is taught to be reviewed to meet emerging demands.

Regarding teacher education, the Republic of Botswana (1977:30) through the National Commission Education (1977) provides the basis for the philosophy of the national education system. An excerpt from the report of the National Commission on Education (1977) states the following about the quality of teachers:

One major objective of Botswana's education system is to develop citizens who will understand and honour the national principles and if the education system is seen as a major instrument for strengthening adherence to the national philosophy, then it is quite essential that teachers themselves are imbued with the spirit of this philosophy. Democracy, development, self-reliance and unity must characterise the life of the college itself and the methods of teaching and learning used there.

It was probably an attempt to attend to the above objective that the department of the then Primary Education and Teacher Training convened a conference in Serowe during the 1978 the outcome of which was the establishment of the committee that was assigned to formulate the objectives for the submission of National Commission on Teacher Education. The objectives raised indicated that the graduates of the primary teacher training colleges holding the primary teaching certificate will:

- value and impart the national ideals of unity, democracy, self-reliance and development;
- play such a part in community affairs and benefit education and qualities of leadership;
- comprehend and work towards the objectives of the national education system and know and abide by teaching laws and regulations;
- be aware that curriculum should be reviewed continuously for the purpose of updating and making them more relevant to the present situation and be willing to join with other teachers in the effort to comprehend and improve them;
- understand the process of human development and the existence of profound individual differences and provide for them in all their work with students;
- be able to select the appropriate learning objectives including both knowledge and skills, and attain them by the use of the most suitable teaching methods, learning, audio-visual aids and evaluation procedures; and
- know their teaching subjects well enough to promote correct learning by pupils and continue working to increase knowledge.

It is evident the above objectives yields huge linkage to citizenship education. The objectives combatively show value for national ideals, knowledge of subject matter and participation to communal and national activities. These are aspirations closer to the goals of any citizenship education curriculum. It is however not yet clear whether the curriculum, pedagogies and college

wide practices relate to the above objectives. This is an important part of this study relative to Social Studies curriculum for citizenship.

There is need to talk about Social Studies teacher training as this is peculiar to this study. The Republic of Botswana (1995:21) indicates that Botswana's education system aims at promoting all-around development of the individual by fostering intellectual growth and creativity, developing moral, ethical and sound values, cultural identity, self-esteem and good citizenship. It also prepares citizens to participate actively in order to advance development of the country's democracy and their own lives in the 21st century. The assertion about the goal of education in Botswana has partly propelled this study to examine how colleges of education train teachers in order to equip them to effectively transmit citizenship ideals to learners for the eventual furthering of sustainability of Botswana's democracy.

Tonota College of Education (1993:6) states that Social Studies is a programme of learning which uses the knowledge of individual and societal development for the function of offering students with the background necessary for solving socially significant problems in a challenging and ever demanding society. This means that Social Studies basis its content on the knowledge and understanding of man's interaction with his social and physical environment. In this endeavour, Social Studies passes on two dimensions of, how man influences and is influenced by his or her physical and social environment. With all this taken on board, the key objective is to prepare thoughtful and active citizens who can function profitably in their immediate communities and the nation at large.

Tonota College of Education (1993:12) further posits that the Social Studies programme in Botswana should be founded upon the notion that a democratic society depends upon responsible citizens capable of making decisions that are consistent with the democratic values, skills and knowledge as reflected in the principles stated in Education for *Kagisano* (1977). In view of this position, the need for teacher preparation to fully equip teacher-trainees with the methods, techniques and strategies that will enable them to fully achieve this subject mandate needs no overemphasis.

Elements of Social Studies programme according to Tonota College of Education (1993:11) are as follows:

- Introduction to Social Studies;
- Physical environment and people;
- Culture and interaction of groups;
- The past and influence on Botswana;
- The use of resources in Botswana;
- Government and power;
- Southern Africa issues;
- African development issues; and
- International issues;

A closer analysis of the above elements of Social Studies reveal that they are capable of instilling knowledge and skills in student-teachers to address challenges and problems that they face in life. The only predicament however is that the content above is administered in a climate where student-teachers are denied a voice and are expected to be recipients of knowledge without been vocal participants. It is also a bit doubtful that citizenship education concepts do not clearly appear unless hidden in other themes. Effective transmission if citizenship education requires teachers who are up to the challenge and have a solid understanding of the basic concepts and ideals of citizenship education. Thus this study is prompted by the belief that teacher trainees need to be exposed to deeper citizenship ideals in order for them to understand concepts and teach them meaningfully. This will however be revealed by the findings of the study.

A number of challenges have been attributed to the implementation of Social Studies in Africa and among the many are the lack of instructional materials, definitional problems and lack of trained and experienced teachers (Mautle, 2000:58; Asimeng-Boahane, 2000). The lack of well-grounded and experienced teachers in the Social Studies tradition is a serious challenge in the implementation of the programme because a crucial factor in achieving quality education at any level is the teacher. If teachers are not fully trained then their products are expected to be of low quality. It therefore becomes imperative for teachers in Botswana to demonstrate high quality knowledge, skills and attitudes in Social Studies content, methods of instructional delivery, use

of educational technology, and vast awareness of global education, among others in order to achieve the value statements of Botswana enshrined in the various education policy documents and *Vision 2016* (Nodding, 2005).

Molosiwa, Moswela and Mkhopadhyay (2009) observed the increasing diversity among children in today's classroom and hence advised that teacher training programmes be revitalised to train teachers who are able to respond competently to the challenges of inclusive classroom.

The above view on the increasing diversity in today's classrooms is relevant for Social Studies for citizenship education classrooms which by nature are expected to accommodate diversity of views in the construction of knowledge and synchronization of students who may be coming from different ethnic backgrounds. The most effective way to respond to such challenges is through effective teacher preparation on the ideals of citizenship education and relevant methods. This therefore calls for change in the primary teacher training college Social Studies programme to accommodate adequate content towards the production of active citizens. Additionally, teachers need to be exposed to greater flexibility during training to enable them to apply student-centered approaches during their content delivery while at field. Similarly, training institutions need to collaborate with critical stakeholders in terms of citizenship production such as state institutions, non-governmental organisations, and the local community to ensure that effective and relevant ideals are inculcated to teacher trainees.

A study was conducted by Dikobe (2003) to investigate the attitudes of teachers on the use of the inquiry approach in teaching Social Studies at primary schools in Botswana. The study was a case study of six primary schools in Maun Village. The results of the investigation revealed that the majority of the participants agreed that teachers' attitudes have a negative impact on the use of inquiry method in teaching Social Studies. The participants of the study admitted that their inefficient application of the approach was largely due to the lack of training with regard to the inquiry approach. Participants also revealed that colleges of education did not provide relevant practical training on curriculum innovation. In addition, it emerged that in-service training of teachers on the use of inquiry approach at district or school-based workshops was insufficient.

The study discussed above was more general and covered all teachers for all subjects regarding their conceptualization of the inquiry approach and as such allows studies such as the current one which is better focused towards Social Studies curriculum for citizenship education. These findings therefore manifestly illustrate that there is need for a study such as this one to investigate the state of teacher training curriculum and for this study, the responsiveness of Social Studies teacher training curriculum towards citizenship education in Botswana. It is believed that without obligatory teacher training on citizenship education teachers will find it nervous to instill citizenship education tenets in their students. Consequently, the intended national agenda for effective citizenship education transmission will be an illusion. This argument is based on the fact that the success of any system of education depends largely on the teachers as agents of curriculum implementation and catalysts of the learning process. Arguably, teachers are central to the education system and are crucial in any strategy aimed at achieving a more effective and responsive education system.

Ndwapi (1999:67) also conducted a similar study on “*The adequacy and appropriateness of Social Studies methods course as taught in Botswana Primary Teachers Training Colleges*”. The study managed to divulge that college lecturers do not employ the use of variety of teaching methods and techniques. For instance, majority of college lecturers seemed to have inability to use the problem solving method and this was attributed to the lack of training in using the method. The other problem highlighted was the lack of resources for teaching and learning which deprive students’ an opportunity to freely explore their potential. The researcher concluded that the teaching of Social Studies in primary teacher training colleges does not meet its objectives of delivery since too much emphasis is placed in the teaching of theory at the expense of practical orientation. The study by Ndwapi is closer to the current study because it focused on Social Studies teacher training methods course. However, the study had nothing to do with citizenship education. Instead it investigated the adequacy and relevance of the methodology component of the Social Studies curriculum, while the current study is on citizenship education specifically.

Oats (2009:84) conducted a study on the challenges of teaching citizenship education topics at senior secondary school level in Botswana. The main findings of the study reveal that majority of

Social Studies teachers have a narrow view of citizenship education. The findings also show that teachers do not fully cater for mixed ability groupings in their teaching of citizenship education topics. Therefore, a conclusion can be reached that teachers of Social Studies are not adequately trained to teach citizenship education topics proficiently. The implication of this eventuality is that one cannot effectively educate on what they do not know themselves. The current study is partly informed by Oats' (2009) study which indicated that teachers have a narrow conceptualisation of citizenship education. However, the study by Oats (2009) focused at senior secondary schools and in that way investigated teachers who were trained at the University of Botswana and not at colleges of education (primary). For this reason the study by Oats cannot be wholly relied on relative to the status of Social Studies curriculum for primary teacher training. This setting has motivated the researcher to undertake this study to inspect the responsiveness of colleges of education's Social Studies teacher training curriculum towards citizenship education.

Yet another study was carried out by Dube and Moffat (2010:1) on the teaching and learning of cultural studies at lower primary school level in Botswana. Findings of the study revealed that teachers showed a lack of content integration and this made it virtually impossible to effectively achieve the envisaged thematic strands of the subjects. The study raised a concern on teacher training specifically in terms of teachers' development on methods, strategies and techniques. This study was based on cultural studies and partly investigated teachers' competence. However, the study did not visit issues of citizenship education at college level and therefore there is a gap to fill in terms of visiting colleges of education to inquire about the way teachers are being trained relative to citizenship education. The study also lamented that the training and orientation of teachers on cultural studies was not taken serious.

Based on the above findings that teacher development is a concern, there is room to argue that the training of Social Studies teachers for citizenship education is equally taken for granted. There is an assumption in Botswana that qualified geography, history, development studies, environmental science or sociology teachers would effectively teach Social Studies, for the purpose of this study citizenship education. This episode is an indication that Botswana's educational system is not doing enough in terms of educating for democratic citizenship. If this was to continue the country is likely to have a generation of people who cannot sustain

democratic participation. The bottom line is that no country can thrive without robust participation of its citizenry.

The study calls on the teacher training department to take teacher training seriously in terms of frequent review and upgrading of programmes to match the current societal requirements. There is also need for primary teacher training institutions to upgrade their programmes to provide a degree level in order to better position their graduates in terms of equipping them with deeper content and active pedagogies suitable for their subject areas. This recommendation is based on the premise that citizenship education is complex and cannot be effectively handled by a teacher who is not well grounded on such issues as critical pedagogy, reflective reasoning and inquiry. These are active learning approaches which have the potential to allow students active engagement in the learning processes and thus can promote participation.

The learner-centred teaching approach is also promoted by Botswana's ten year basic education as the best approach for students and is deemed highly essential for citizenship education. This approach suggests the promotion of skills such as problem-solving, inquiry and experiential learning. Within these methodological approaches, teachers are expected to utilise strategies such as cooperative learning, team work, drama, emulation, class presentation to mention but a few, to enhance acquisition of citizenship skills.

From a different intellectual angle, scholars also argue that students in Botswana operate within the banking pedagogical paradigm (Tabulawa, 1996, Adeyemi, 2005). This is the paradigm which is antithetical to the learner-centered pedagogy proposed in Education for Kagisano of 1977. When students operate within this paradigm they view their roles and responsibilities in the learning process as of receiving the teachers' knowledge in the form of listening to the teacher, reading and asking questions where they do not understand, and doing homework. Maruatona (1997) concurs that, "...the education system in Botswana is teacher-centered and this is reinforced by the authoritarian approach of the school administrators who do not inculcate the culture of democracy in their schools. It is on these ground that this study is seen vital because first and for most it is based at teacher training level to find out the extent to which

colleges of education adequately equip student-teachers with diverse and active teaching methods, techniques and strategies to enable them to teach citizenship topics at primary schools.

The challenge deliberated in the foregoing paragraph is also experienced in other countries. Homana, Barber and Torney-Purta (2006:3) witnessed that empirical evidence indicates that Social Studies teachers more often than not continue to utilise traditional teaching methods. This resolution was reached after a study of 10th grade Social Studies classroom in Chicago. The use of traditional teacher-centered methods is problematic because they do not engage students in high-level thinking nor provide a substantive knowledge base to experience democracy. In addition, traditional methods rarely link content to understanding and over and above all provide limited opportunities to examine and respond to social problems. This global picture is a concern that may prompt a comparative study later on citizenship education.

Several scholars agree that there are generally two methods of teaching, namely problem-solving and transmission method (Curriculum Development & Evaluation 2000, Salia-Bao, 2000). The Problem-solving method is at times called learner-centred because learners take the centre stage in the generation of knowledge. The Revised National Policy on Education of 1994 advocates for the learner-centred approach to teaching. The call is for an active input of learners throughout the lesson as opposed to teacher show. Republic of Botswana (2005:21) indicates that it is for this reason that a number of activities capable of ensuring learner participation are recommended. This among others includes group activity at large, debates, presentations, role plays, observation and inquiry. These are strategies that teachers should be exposed to at their training so that they can adopt them as viable means and hence carry them over to field.

Despite the recommendation that teachers should use the learner-centred teaching approaches, Adeyemi (2008) indicates that in Botswana evidence suggests that the prevailing mode of teaching is the transmission of knowledge through passive methods such as lecture technique at various levels of education. This is a critical challenge that teacher education in Botswana is facing. There is therefore a gap between theory and practice in the teaching approaches adopted by Social Studies teachers. More often than not the teacher assumes the authority in the classroom and uses such strategies as memorization, recitation and regurgitation of facts and

figures. This means that the progressive way of making students learn which is often talked about at seminars, workshops and conferences remain elusive (Adeyemi, 2005). This prospect is not considering the fact that all policies on education and the national plans point to the fact that the teaching and learning process should adopt the progressive approach. For instance, two of the overall objectives of Botswana national education are raising educational standards at all levels and providing life-long education to all sections of the population. Their corresponding specific aims at school level are improving the quality of education and implementing broader and balanced curricula geared towards developing qualities and skills needed for the world of work (Republic of Botswana: 1994:5-6).

Jotia (2009) posits that Botswana's education system is currently struggling to promote democracy in that it is much rooted in the colonial mentality whereby the school is run with little or no inclusion of the students and this setup propagates to the classroom. In this scenario democratic citizenship cannot function because learners will grow as citizens who cannot practice democracy because they never experienced it.

The current study has room to condemn the oppressive nature of Social Studies teacher training for democratic citizenship education by virtue of its obstruction to active and constructivist oriented approaches. It must however be born in mind that developing a process of teaching with more critical understanding of active learning requires teacher trainers themselves to understand and frequently evaluate the philosophical nature of their subject matter. The study calls for more critical understanding of both citizenship education and active theories of teaching and education among Social Studies departments at teacher training colleges in Botswana. A pertinent aim of the Ten-Year Basic Education Programme in Botswana is the development of critical thinking, problem solving ability, individual initiative, interpersonal and inquiry skills (Botswana Government, 1996:23). This being the case, failure to use active teaching approaches may hinder the realisation of an aspect of the long Term Vision for Botswana (vision 2016) as a building of an educated and informed nation (Adeyemi, 2008).

The researcher further contends that the major objective of Social Studies at any level is citizenship education. Hence teachers should use the problem-solving method in their teaching.

The problem-solving method is an approach which actively engages students in the learning activity. They are given a chance to explore their environments in search for solutions to problems and challenges that they encounter. This means that when students are given the opportunity to play a leading role in the learning process, they are without doubt engaged in the process of critical thinking. This is the requirement of citizenship education; that students be given a chance to examine issues of assorted nature and be able to pass judgments based on prudence.

Matebele (2005) conducted a study on *the role of teaching and learning Social Studies in cultivating democratic principles among junior secondary school students in Botswana*. The findings of the research reveal that there is a relationship between learning and student involvement. That is to say, in active learning, students appear to be associated with greater achievement and development of cognitive capacity and these are elements of citizenship education. To realise democratic citizenship children should be respected as a total organism with intellectual, social, physical and emotional needs (Matebele, 2005). This means that schools are expected to reflect democratic teaching and learning by using methods which promote students' active participation in classroom activity. This study observes that for schools to institute recommendations made by researcher, Matebele (2005), they need to have had deeper exposure to the methods themselves during training. For this reason this study is carried out to investigate teacher training college curriculum.

My standpoint is that the way to change in the classroom is not by convincing teacher trainees to adopt a particular approach to teaching but rather by ensuring that during their training they experience deeper and challenging exposure to tenets of diverse learning theories for purposes of active teaching methods and strategies. Active teaching methods and strategies such as constructivism have the potential to influence change on teachers relative to their conceptualisation of curriculum delivery. One of the most subtle but influential changes in pre-service teacher understanding of knowledge has to do with how they come to view the development of ideas about teaching, learning, curriculum and education as a whole Bently, Fleury and Garrison (2007)

Alkis and Gulec (2009) conducted a study on the attitudes of teacher trainees towards life knowledge and Social Studies teaching methods course. The findings of the study revealed that teachers mostly use the lecture, question-and-answer and discussion techniques in their lessons. Additionally, teacher trainees indicated that they would use question-and-answer, observation, resource persons, investigation execution and lecture techniques while teaching. Trainees also felt that the content was insufficient for their full professional growth and indicated that they did not feel fully competent on Social Studies. It is notable from the findings that trainees differed with teachers who were already in the field in terms of teaching methods. It appears that trainees are for active approaches to learning citizenship than passive ones used by teachers in the field. This is noted as a positive move on the part of teacher training.

This far literature has raised the need for teacher training programmes in Botswana to undergo transformation that will enable Social Studies teachers to function effectively within the inclusive education system. The literature reviewed this far strongly indicates that Social Studies teacher training programmes has to a large extent not taken the leap towards citizenship education. In addition, it is taken for granted that any teacher with specialty in any of the social science subjects can teach Social Studies for citizenship education. This is an issue for concern in this study.

3.6 Conclusion

This chapter has made an illustrious discussion on the role of Social Studies curriculum as a means to transmit citizenship education. It has also emerged from the literature that no academic subject is charged with the production of democratic citizenry like Social Studies. That is, the goal of Social Studies in most countries is the production of well-informed citizens who would be useful to themselves and their respective nations. This enormous task is driven through the promotion and developments of intellectual skills in learners to enable them become effective decision makers. This study strongly believes that effective decision makers are capable of functional participation in societal affairs.

The chapter has unveiled that for effective transmission of citizenship education tenets, teachers need to relate to students as people and not as cognitive materials. A challenge arising from the

literature therefore is the need for intensive teacher training with a view to produce teachers who are democratic themselves. The literature has revealed that citizenship education is more effective when applied practically. Notwithstanding, the learning environment in most schools and institutions does not allow this thereby inhibiting the effective transmission of citizenship education. Unless democratic habits of thought and actions are part of the fibre of the people, political democracy is insecure (Jotia, 2011).

Chapter 4

Research design and methods

4.1 Introduction

Chapters 2 and 3 provided the theoretical framework and literature survey respectively in response to the research question as exposed in Chapter 1. This chapter tackles the research problem empirically. It lays the foundation for the research inquiry and consequently outlines the design adopted by the study and procedures that were followed in the selection of the study sample. It also describes how data were collected and analysed. Details on issues of validity and reliability and ethical considerations are also addressed.

4.2 Methodological orientations

An interpretive qualitative research approach was used to drive the object of the study in order to establish the responsiveness of teacher training curriculum towards democratic citizenship education. It was believed an interpretive approach will provide a holistic understanding of the concept of democratic citizenship education pertaining to teacher training. This is based on the premise that qualitative researchers aim to gather an in-depth understanding of human behaviour and the underlying reasons that govern such behaviour (Cua & Theivananthampillai, 2009). In addition, qualitative research investigates the *why* and *how* of its topic through the analysis of unstructured information, that is things like interview transcripts, open-ended survey responses, notes, photos and videos (Ereaut, 2007). Hence, smaller but focused samples are more often needed rather than large ones. However, critical to the qualitative approach is the desire for the research process to be rigorous enough to be believable and trusted so that it can be applied by those who seek to improve practice (Merriam: 1998).

This study was executed to uncover experiences of colleges of education relative to the transmission of democratic citizenship education. In view of this mandate, qualitative research becomes most suited because it presents the best way to gain inside perspectives and the meaning that people attach to events in their lives and working environments. Only a purely qualitative study will allow participants to reflect on their experiences without imposing judgment on their perspectives. Punch (1998) concurs that, qualitative research remains the

single most crucial way to get records about lived experiences, purposes and meaning that people attach to activities that they do in a given context. This approach was thus found appropriate for this study because it allowed the generation of both rich and thick descriptions of the experiences that the participants attach to democratic citizenship education. Gay and Airasian (1997:34) assert that qualitative interpretive research is useful for describing or answering questions about particular, localised occurrences or contexts and the perspectives of a particular group towards events, beliefs and practices.

In addition, qualitative research involves how individuals make meaning and understanding of issues from their perspectives. The approach aims to establish truths from multiple perspectives about the phenomena and it primarily depends on whether the truth rings true to the reader (Rossman & Rallis, 1998). The purpose of the approach here is not to establish objectified truth but to develop an understanding and meaning of the phenomena from the participants' perspectives. These authors further indicate that qualitative approaches have the advantage of allowing for more diversity in responses as well as the capacity to adapt to new developments or issues during the research process itself. The following are some characteristics of qualitative research found to be beneficial to this study (Rossman & Rallis, 1998):

- Data is in natural setting and the researcher is the key instrument of data collection. As the key instrument of data collection, the researcher had an opportunity to be available through the process of data collection and hence ensured that there was increased credibility of findings.
- Qualitative studies are concerned with meaning making from the participants. This was a key advantage of the study in that the approach allowed for the collection and analysis of data as perceived by participants and by the researcher.
- It follows descriptive and interpretive processes. With the descriptive and interpretive feature, the approach helped this study to present the state, experiences and perceptions of participants relative to citizenship education at different colleges in Botswana.
- It requires inductive analysis of data to realize best conclusions. The general inductive approach provides a convenient and efficient way of analysing qualitative data for many research purposes. It was envisaged that the use of an inductive approach would enable

condensation of varied raw data and consequently establish clear links between the research objectives.

4.3 The notion of a paradigm

The choice of a paradigm is guided by what the researcher seeks to realize in his or her study. This eventuality is prompted by the view that paradigms have different demands when it comes to research. For instance, positivists and empiricists aim to predict, control and explain, while interpretivists and constructivists aim to understand and reconstruct (Bhengu (2005) by reserving their impositions. Paradigms are mostly categorized into three, namely, interpretive, positivist and constructive. Of these three paradigms of research, the interpretive paradigm appears to offer more than the other two relative to this study. The interpretive paradigm seems more valuable for the study because it makes the researcher fully engaged as an instrument of data production (Marshall & Rossman, 1995). Bhengu (2005) concurs, 'I was there' element in the portrayal of the picture of the phenomenon being studied is part of the design. This means that the presence of the researcher in the lives of the respondents is fundamental to the paradigm. The researcher hence wanted to utilise the services offered by the interpretive paradigm by coming closer to the respondents to gain deeper views and knowledge about the subject under study.

Covey 1989 (cited in Mungunda, 2003) refers to a paradigm as a frame of reference or 'mental map' through which we see the world. Mungunda (*Ibid*) continues to outline that the researchers work from different beliefs about the nature of reality and how one sees the nature of reality, as influenced by one's frame of reference or 'mental map'. A paradigm can be termed a frame of reference or a mental map through which researchers see the world around them. In the words of Terre Blanche and Durrhein (1999), a paradigm is a system of interrelated practice and thinking that defines the nature of enquiry for researchers along the three dimensions, being ontology, epistemology and methodology. Precisely, ontology specifies the nature of reality that is to be studied and what can be known about it. Epistemology states the nature of the relationship between the researcher and what can be known. On the other hand methodology spells out how the researcher might go about practically studying anything he or she believes can be known. Following is table 4.1 on the three paradigms as summarized by Terre Blanche and Durrhein (1999).

Table 4.1: Research paradigms

Paradigm	Ontology	Epistemology	Methodology
Positivist	- Stable external - reality - Law-like	- Objective - Detached observer	- Experimental - Quantitative - Hypothesis testing
Interpretive	- Internal reality of subjective experience	- Empathetic - Observer - Inter-subjectivity	- International - Interpretive - Qualitative
Constructivist	- Socially - Constructed reality - Discourse	- Suspicious - Political - Observer - Constructing - Versions	- Deconstruction - Textual analysis - Discourse analysis

The next section is dedicated to an exploration of the interpretive paradigm which is found more suitable to this study.

4.4 Nature of the interpretive paradigm

Interpretive studies assume that people create and associate their own subjective and inter-subjective meanings as they interact with the world around them. Interpretive researchers thus attempt to understand the phenomena through accessing the meanings participants assign to them. An interpretive approach purports to provide a deep insight into the complex world of lived experience from the point of view of those who live it (Schwandt, 1994). What can be inferred from this line of thought is that interpretive paradigm assumes that reality is a social construct and that the role of the researcher is to merely unveil this reality. Worth mentioning is the fact that the interpretive approach came to compliment the positivist paradigm. Mungunda (2003) argues that the interpretive researcher came to realize that the social realm is different from that of the natural

sciences and cannot be investigated in the same way. Simply put, the interpretive paradigms concerned with human actions while the scientific tradition emphasizes human behavior. Janse van Rensburg (2001) further indicates that this approach reflects a keen interest in the construction of contextual meaning rather than generalization of ideas. The interpretive paradigm is identified for its subjectivity, qualitative nature and empathetic orientation. The approach thus deals with internal reality which is seen as subjective and multiple and thus seen through the eyes of the respondents within the contexts of their frame of reference (Mungunda, 2003).

It can thus be deduced that an interpretive method of research begins from the position that our knowledge of reality, including the domain of human action, is a social construction by human actors and that this applies equally to researchers. Thus, there is no objective reality which can be discovered by researchers and replicated by others, in contrast to the assumptions of positivist science. This means that to access data the researcher has to get inside the world of the respondents who are generating the data. The advantage of this paradigm approach which is suitable to this study is that it can be used on individuals and small groups in naturalistic settings. This paradigm is hence found most appropriate as it seeks to provide deeper understanding on the nature of teacher training curriculum as encapsulated by college lecturers and students relative to citizenship education. It is also found suitable because this study is interested in unveiling the conceptualization and perceptions of the respondents on the responsiveness of Social Studies curriculum towards citizenship education. Thus, the study will help to unearth the experiences of the respondents regarding Social Studies teacher training.

Though found suitable for this study, the interpretive paradigm has notable limitations. One notable weakness is the element of human bias which does not deserve to be underestimated. Ruddock (cited in Cohen, Manion & Morrison, 2000) argues that qualitative interpretive studies are over impressionistic about opinions gathered from people rather than on facts and details. This author criticises this paradigm for its bias, insignificant ungeneralisability, subjectivity and short-sightedness. To address these concerns, the study used triangulation to improve the validity of the findings.

4.5 Research method: The case study

This study used a case study approach as a strategy for data gathering. A case study is described as an approach that investigates a few cases, often just one, in considerable depth (Mouton, 2001; Gorman, Hammersley & Foster, 2000). A case study can be utilised in different forms, hence for this study multiple case study approach was used. In this approach a number of cases are studied to investigate some general phenomenon. It is for this reason that in this study multiple case study approach was chosen to fit the phenomenon being studied and to gain the information-rich and thick descriptions of data portrayed by Patton (2002) and Rubin and Rubin (2005). In this study the use of multiple case studies helped to select sites and participants with varied backgrounds and experiences on Social Studies curriculum and citizenship education and this venture has added validity to the study.

A multiple case study is seen more compelling and extra vigorous with the ability for allowing direct replication (Yin, 2003). The implication of this claim is that conclusions can be independently made from multiple cases undertaken as different experiences are all valuable. In addition, for this study experiences from two different colleges and the University differed to some extent in some issues. The differential interpretations and perception of some concepts of DCE were seen significant as a case study intends to gather differing viewpoints on issues investigated. It was assumed that differences would be generated by different geographical locations and varying cultural and philosophical orientations of participants.

Additionally, a case study was seen suitable for this study for its usefulness in facilitating the understanding of complex social phenomenon such as democratic citizenship education. Adding, the approach allowed me to investigate critically to retain the holistic characteristics of the real life events with full utilisation of a variety of evidence (Yin, 2003). The strength of the case study for this study is its capability to investigate a situation inside its context. In addition, as this study is interpretive in nature, it was found that the case study would be helpful in allowing the researcher to see the situation through the eyes of his or her participants. It also presents research or evaluation of data in more publicly accessible form than other kinds of research report in a narrative form (Bassey, 1999). In one way or another, case studies subscribe to the interpretive paradigm. They help the researcher see the situation as seen by participants. The intention of this

study was therefore to use the case study approach to present an in-depth description of understanding the concept of democratic citizenship education as taught through Social Studies Education in teacher training colleges in Botswana.

4.6 Population for the study

The study focused on three primary teacher training colleges. Botswana has only three primary teacher training colleges of education. These are Tlokweng College of Education located in Gaborone, Francistown College of Education in Francistown and Serowe College of Education in Serowe. Tlokweng College of Education is located in the capital city of the country (Gaborone) and admits only in-service student-teachers. Gaborone is located in the south east district. Francistown College is located in Francistown city which is the second largest city in the country located in the north east district, while Serowe is one of the largest and most popular villages in the country located in the central district. Francistown College of Education and Serowe College of Education admit both in-service and pre-service student-teachers.

All the colleges were chosen with the hope that they will have unique and interesting stories to gather from pertaining to the subject of democratic citizenship education. The fact that Tlokweng College of Education admits only in-service student-teachers while Francistown College of Education and Serowe College of Education admit both in-service and pre-service student-teachers, and the fact that all colleges are in different parts of the country among unique developmental and cultural localities made the researcher choose them as research sites.

Colleges of Education in Botswana have fewer lecturers per subject area due to low overall student enrolment. Thus, the population of the study consists of all Social Studies lecturers from all the three colleges. These are lecturers who have a minimum of a master's degree as is a basic requirement to teach at college of education in Botswana and are engaged in teaching Social Studies to student-teachers who choose to specialise in Social Studies Education. Social Studies final year students (student-teachers) also formed part of the population. That is, both in-service and pre-service student-teachers at these colleges were used as participants. The pre-service student-teachers hold a Botswana General Certificate in Secondary Education whereas the in-

service student teachers hold a Primary Teachers Certificate (PTC). The student-teachers are pursuing their Diploma in Primary Education with Social Studies as a major.

The third category of the target populace was made of the University of Botswana lecturers from the Faculty of Education. These were utilised so that they can offer their views regarding the ethos that they would perhaps perceive to be fundamental in democratic citizenship education for student-teachers. Further than that, colleges of education in Botswana affiliate to the University of Botswana and therefore the university has a say in the curriculum offered at colleges of education. These are lecturers who are reputable by Botswana standards as they lecture at the highest institution in the country and hence are expected to offer quality input to the study. These are also lecturers who mostly hold a doctor of education degree and have been engaged in teacher training at university level.

4.7 Sampling and sampling procedures

Ary, Jacobs & Razavieli (2002) posit that sampling is an important and integral element in any research study. In any case, a sample has to be sufficient to provide maximum insight and the understanding of the subject of study. A sufficient sample also provides a representative section of the target population and hence permits a legitimate generalization of the data obtained.

When addressing the issue of selection of the research sites, Bogdan & Bikle (2003) mention that the researcher scouts for possible places and people that might be subjects of sources of data. Consequently researchers find the location that they think they want to study and then cast a wide net trying to judge the feasibility of the site or data source for their populace. This study used probability sampling in particular simple random sampling approach to select two colleges to form the sample from the three colleges of education offering primary teacher training in Botswana. These are Serowe and Francistown College of education. Simple random sampling was preferred because it allowed each unit in the sample identified to have an equal chance of being selected. Further, simple random sampling was favoured because it permitted the selection of each unit independent of the selection of every other unit and increases validity in the study.

Simple random sampling was used further to identify three lecturers at each college selected to form participants for the study. To realise this task, names of all lecturers at each college were written on separate pieces of paper and put in a bucket and three names pulled out randomly. It is believed that this sample is representative enough of the whole population of Social Studies lecturers in three primary teacher training colleges in Botswana.

For the University of Botswana lecturers, purposeful sampling was used to make certain that those lecturers handpicked are familiar with citizenship education, curriculum development and evaluation or college of education teacher training matters in Botswana to help illuminate the purpose of the study. Patton (1990) concurs that purposeful sampling is a non-random method of sampling where the researcher selects “information-rich” cases for in-depth study. This means that information-rich lecturers in this case are those from which one can learn a great deal about issues of central importance to the purpose of this research which is democratic citizenship education curriculum for teacher training.

University of Botswana has many lecturers with varied educational levels, experiences in various areas of specialty and for this study three lecturers were handpicked with the hope that they are conversant with the democratic ideals and teacher education matters and can hence advise on content offered on the Social Studies syllabus at colleges of education in Botswana. To select information-rich lecturers from many, I made a special visit prior to data collection and request for personal data of all lecturers in the Faculty of Education from the supervisors at the University of Botswana. The data covered their educational background with areas of specialty, employment records, positions held and number of years in the service. After obtaining these data, lecturers with qualifications and previous employment closer to education and curriculum development especially teaching one of the Social Sciences were specially selected. This approach allowed me to home in lecturers who have good grounds on democratic citizenship education in Botswana.

Convenience sampling was also used for student-teachers (both pre and in-service student-teachers). Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher (Castillo,

2009:41). The three colleges have a total of 106 third year Social Studies students (Serowe College of Education = 89, Francistown College of Education = 48 and Tlokweng College of Education=13).

At Serowe College of Education, the study used student volunteers as participants for the study for the individual interview through open invitation to all students who major in Social Studies. The college had 89 Social Studies student-teachers and twelve (12) were recruited for individual interviews as participants in the study. Francistown College of Education had 48 student-teachers with Social Studies specialty. A similar approach as that of Serowe College was used to determine participants. That is, student volunteers were recruited openly. Twelve (12) participants were thus recruited from in-service student-teachers at the college to participate in a focus group interview. These participants were chosen through convenient sampling and not based on geographical location of their individual schools. This is based on the ground that the focus of the study is on teacher training colleges and not on the teaching of citizenship education at individual schools.

This made a total of 24 student-teachers and the number is seen representative of the entire college Social Studies specialists.

4.8 Data collection techniques

The following techniques were used to collect data for the study:

- One-on-one interviews with college lecturers and pre-service student teachers;
- Focus group interviews with in-service student teachers;
- Document analysis with college Social Studies syllabus
- Qualitative questionnaire for University of Botswana lecturers.

4.8.1 Individual interviews

According to Schostok (2010) an interview can be described in terms of individuals directing their attention towards each other with the purpose of opening up the possibility of gaining an insight into the experiences, concerns, interests, beliefs, values and knowledge of the other. Hence, it can be said that an interview is a one-on-one directed conversation with an individual

using a series of questions designed to elicit extended responses. Because this method allows one to probe for greater depth or explanation, simple yes or no questions or fixed-response questions are typically not ideal. Interviews allow participants to express their thoughts using their own words and organization and thus are particularly valuable for gaining insight. Through close contact between the researcher and research participants during data collection exercise, interviews allow the researcher to get a lot of critical data from the participants which may be hard to gather through other means of data collection. For instance, during the interview, an open environment is created which is likely to allow participants to respond more elaborately and in greater detail (Schostok, 2010). In the process more rich data can be generated as the researcher probes for more clarification and also collect data from participants' gestures and facial expressions.

The study used open-ended questions with a combination of semi-structured and unstructured items. Specifically, semi-structured items were used when interviewing lecturers, in-service student teachers and University of Botswana lecturers, and unstructured items for the pre-service student teachers' focus group interviews. The choice for unstructured items for focus group interview is based on the advantage that as this is an interactive discussion such items would allow participants to pose their differences which are needed to add value to the study (Bacon and Allyn, 2006). On the other hand, semi structured items were chosen for one-on-one interviews because they would allow for probing beyond the answers given by participants to prepared questions (Bacon and Allyn, 2006).

The interview technique was seen beneficial for this study based on the following advantages (Opdenakker, 2006):

It can use non-verbal information. This feature allowed collection and utilization of gestures and facial expressions demonstrated during interviews to add influence to data generated. During the interview I had a sharp eye on any gestures and expressions that may provide added information to data obtained.

An interviewer has the opportunity to clarify questions. Due to the presence of the researcher during the interview, an opportunity to clarify some questions to the participants was created. This avoided instances whereby some questions would not be answered due to lack of clarity.

It helps build rapport with and buy-in from participants. The intention from onset was to build rapport with the participants and undoubtedly this culminated in the establishment of a freer data collection atmosphere. This venture brought to surface the deeper factors about complex situations experienced by the participants on citizenship education.

4.8.2 Focus group interview

A focus group interview is a structured group process used to obtain detailed information about a particular topic. A focus group normally includes 8-12 members who are homogenous in terms of their socio-demographic features with a session lasting about 1-1½ hours with two hours being the absolute maximum time (Chiaro, 2010). A group facilitator keeps the discussion on track by asking a series of open-ended questions meant to stimulate discussion and also creates a thoughtful, permissive atmosphere, provides ground rules and sets the tone of the discussion (Krueger, 1998). This technique was used on in-service student teachers to obtain their experiences on the teaching of citizenship education. In employing the technique, the above ideals of conducting a focus group interview were taken note of and shared with participants prior to the commencement of discussion and hence formed a guiding framework for data collection process.

Focus group interviews were used for obtaining general background information about a topic and as such helped provide general background information on the responsiveness of teacher training curriculum to democratic citizenship education. Specifically, this study helped to unveil the perceptions of these teacher trainees on the Social Studies curriculum relative to the transmission of democratic citizenship education ideals. Focus group interviews are essential in the evaluation process and during a programme to gather perceptions on the outcome of such programme (Patton, 1999). They bear certain advantages that are relevant for purposes of this study. The approach was considered as it is cost-effective and time efficient in terms of gathering primary data (Krueger & Casey, 2000). Thus this approach was relevant and favourable for me

as a self-sponsored and part-time researcher and student. This means that I undertook this study from genesis to end being a full-time employee of the ministry of education, Botswana.

Focus group interviews are vital because they allow the collection of data which reflect the attitudes, values and opinions of the participants. In the same fashion for this study, focus group interviews created an open and liberated atmosphere to allow participants to empty themselves on their opinions, experiences and values on citizenship education curriculum. This indeed added required value to this study. This feature benefited this study because a freer atmosphere is synonymous with better credible responses needed in the study. It will increase the validity of the findings in the study.

Focus group interviews also have the potential to help provide an understanding on the meaning that people give to their experiences more so that using focus groups might increase the number of participants in the study (Krueger & Casey, 2000). More responses may be gathered on the subject of inspection thereby increasing the level of the generalisability of the findings. The researcher can probe for clarification and solicit greater detail, allowing the collection of more insights on the subject of discussion which may be useful in the data analysis stage. The approach also allowed note taking in the likes of head nods, physical excitement, eye contact between participants and other clues that would indicate the level of agreement, interests or otherwise. To materialize this, during the discussions with in-service student teachers, I had an intelligent eye on any gestures and expressions that may provide added information to the points raised.

4.8.3 Document analysis

Document analysis was used as the third major source of data collection particularly to address the objective: to investigate the nature of citizenship education as encapsulated in social studies teacher training. May (2003) affirm that a documentary analysis covers a wide range of sources, including official statistics, photographs, texts and visual data. These documents, as product of a curriculum development process are deemed most appropriate because of the centrality of curriculum studies to the broader aspects of this study. For purposes of this study, a systematic analysis of the Social Studies syllabi for primary teacher training colleges and education policies

was conducted to illuminate representation and promotion of democratic citizenship ideals through these documents. The inspection of the documents was undertaken before other data collection interventions with the belief that it would influence the design of questions that the interviewees may be requested to clarify depending on their degree of understanding of the documents.

Document analysis method was preferred basically to enable gathering of an insightful understanding of the responsiveness of the college curriculum towards democratic citizenship education in Botswana. Document analysis was also used to permit the collection of data that can be used in consolidating data obtained from individual interviews, questionnaire and focus group interviews. The approach also served to provide the basis for the critical analysis and comparison of documents respective to citizenship education and views of the respondents purposely. The findings are therefore likely to provide vital information to the curriculum developers in their next step in the process of curriculum review for the colleges of education and schools.

4.8.4 Qualitative-questionnaire

The study also used the questionnaire method to collect data from respondents. The study was qualitative in nature hence the use of a qualitative questionnaire with open ended questions. It is recognised that a questionnaire is not the most famous method in qualitative studies because they do not act naturally. However, for this study a questionnaire had a special role that could be played by no other technique. Expressly this instrument was used on the University of Botswana lecturers. Postal type of questionnaire was used to save the cost of hand delivering questionnaires where the respondents were 400 km away. The questionnaire approach was considered though on small population of respondents because the information required from them was fairly straightforward and relatively brief.

Lecturers were expected to give supplementary data to what has to be collected from key respondents at colleges of education and thus few items were used on them. In addition, respondents were expected to cross-examine the Social Studies college curriculum towards democratic citizenship education before responding to items. It was therefore believed that no other instrument could perform this task better than a questionnaire. Denscombe (2003) concurs

that questionnaires are suitable when respondents can be expected to be able to read and understand the questions.

Like it has been mentioned above, in order to accord with the features of a qualitative study, open ended questions were used to allow the respondents to decide the wording of the answers, the length of answers and the kind of matters to be raised in the answer. The advantage of open-ended questions for this study is to allow the collection of responses that reflect full riches and complexity of the views held by the respondents on citizenship education and teacher training curriculum at college of education level.

4.9 Data recording

Handling qualitative data is a crucial step. The actual stock in qualitative research starts with data collection. The basic issue pertains to the instruments or devices used to hold data. These can be termed the containers of data. The qualitative researcher can store data in various devices. The most immediate device is the human brain. That is, the human brain is unavoidably a major container of data in qualitative research.

Qualitative researchers usually take field notes to help in stock taking data. The simplest field notes are taken on a daily diary where the researcher scribbles whatever issues he comes across with keen interest to the study. For this study I used an A4 note book to house any issue that comes up relative the mandate of the study. The records collected were read over and over again to ensure that correct records have been made and later be transformed into longer-lasting records. To do this I did not want to make the mistake of leaving field notes for long before transcription. The researcher is aware of the need to retrieve for use data while it is still fresh and therefore makes sense to him.

A tape recorder was used for all interviews with the permission of the participants. Tape recorders provide evidence of what the informant has said and such data is easily communicable to others beside the researcher. Tape recorders were preferred for this study because they wield the advantage of long-lasting. That is, verbal communications change not whether one listens to them instantaneously after recording or a year later. Tape recorders also played a key role in this study by

allowing me to listen to data during transcription and analysis over and over again without losing any data.

4.10 Ethical protocol for data collection

Botswana has a standard procedure that states that before pursuing any research in the country, permission should be sought from the office of the Permanent Secretary of the relevant ministry. As a matter of fact I wrote a letter to the Permanent Secretary, Ministry of Education and Skills Development asking for permission to collect data in the sites identified. After receiving permission, all affected departments were notified in writing. The colleges of education were visited in person to ask for permission to conduct the research. During that contact I also shared the onus of the study and discuss the procedures of data collection. These actions were influenced by the fact that informed consent of the research participants is a pivotal aspect of research ethics (Mills 2003). Somekh et al. (2005) concur that ethical issues are centrally important in social research because knowledge confers power.

In all my steps I was conscious of the fact that in qualitative research consent to participate is sought first since one has not to be coerced to participate in a study. Additionally, in collecting data guidance was by principles of respect for persons and obtaining informed consent. For this reason research goals were made known to all participants before obtaining their consent. Furthermore, respondents were asked to grant permission if they would want their names or pseudonyms used in the study.

Additionally, respondents were made aware that they are free to withdraw their consent or withhold any information or are even free to discontinue their participation in the study at any time. Along the same vein the matter of confidentiality of respondents was emphasised. That is, confidentiality of respondents was respected unless respondents themselves decide that the information be disseminated.

Furthermore, a research approval was sought from UNISA, office on ethics due to the fact that this study deals with human subjects who deserve greater respect. Ethical issues in qualitative research ought to be given greater attention so as to avoid harming those involved in the study.

Jameson and Hiller (2003) opine that researchers should observe to ensure that research is morally justifiable, beneficial and above all carried out well so that it causes no harm to any one or to anything. As a standing UNISA requirement, application to the ethics review committee was made. This exercise was seen as an important step capable of exposing me to the professional ways of handling research.

Chilisa & Preece (2005) caution that research should be carried out on human beings provided they have agreed to take part. Hence, on recruiting focus group interview members, participants were sent a letter inviting them to participate in the focus group. The letter stated the purpose of the focus group session, introduce the researcher and state what the results will be used for. It was also made clear that individual comments made during the focus group are strictly confidential. They can return a postcard indicating if they will or won't participate in the focus group. All postage costs were incurred by me. A telephone call reminding them of the time and place of the meeting was made when the interview date came nearer.

4.11 Validity and reliability

4.11.1 Validity

A central concern in qualitative research is validity (also known as credibility and/or dependability). To secure internal and external validity, techniques such as triangulation, member check and investigator disclosure were used. Triangulation refers to the use of multiple sites, sources of data and methods of data collection in studying the same topics in order to strengthen the trustworthiness of the findings (Cohen, Manion & Morrison, 2007). Triangulation was used by working on data from the interviews, questionnaire, focus group discussions and document analysis separately and consequently comparing the findings to check congruence between the sources to strengthen the trustworthiness of the study. Also, semi-structured interviews with open-ended questions increased congruence because the technique allows for probing thereby allowing me to come close to the thoughts of each participant and get their perceptions on the subject of the study.

Member check technique was also utilised. In this approach, copies of the draft analysis and interpretation of the findings was submitted to the participants for their feedback before writing

the final document. It is believed this move helped to ensure internal validity. External validity, on the other hand refers to the extent to which findings could be applied beyond the sample (Merriam, 2005). To guarantee that the findings are applicable beyond the colleges, rich and thick descriptions were provided to enhance the user generalization of the findings across the settings and contexts.

4.11.2 Reliability

From an interpretivist's perspective, reliability is concerned with demonstrating that the researcher has not misrepresented or invented data or has been careless in data recording (Mason, 2002). To ensure reliability, an audit trail was carried out whereby detailed descriptions of the process of data collection, how categorizations were formed and interpretations made were provided as this represented a means of assuring quality in the study (Akkermah, Admiral, Brekdman & Oost, 2006). To ensure that this exercise is well done, from the onset an A4 note book was kept to record each aspect of data collection process and lessons learned. Details pertaining to the descriptions of the settings and events that could possibly influence the participants were also recorded. Furthermore, issues performed in the process of coding and categorization and formation of themes were also documented.

4.12 Data analysis

Due to their bulkiness as it mostly appears in the form of words and not numbers, qualitative data need to be reduced and transformed in order to make it more readily accessible, understandable and draw out various themes and patterns. Hence, for Berg (2004) data analysis in a qualitative study refers to data reduction, display and conclusions and verifications. After data have been collected, reduced and displayed, analytic conclusions may begin to emerge and define themselves more clearly and definitively.

To analyse the data for this study, thematic analysis suggested by Boyatzis (1998) were utilised to develop categories or themes with reference to the objectives and main phenomenon of the study. A thematic analysis is highly inductive, that is themes emerge from the data and are not imposed upon by the researcher. As a matter of fact, inductive analytical style was employed in this study. This process allowed coding, categorisation of data and laying out of key similarities

and differences (Cohen, Manion & Morrison, 2007). Themes and topics were also consequently developed in line with the objectives of the study and these themes were used as chapter sub-headings on the findings. Consequently, interpretations of data were made as a way of trying to make sense of the findings in relation to the study. This strategy applied to both data generated from individual interviews, questionnaires, focus group interviews and document analysis. Furthermore, comparative analysis was used. This step permitted data from different people (student-teachers, lecturers) and techniques (individual interviews, focus groups, and questionnaire and document analysis) to be compared and contrasted to increase the validity and reliability of the findings. Expressly, the framework below, adopted from AL Maamari (2009) was followed in analysing the interviews.

Table 4.2: Framework for the analysis of data

Stage	Work and reasons
Transcription of data and coding	<ul style="list-style-type: none"> • Assign codes for all interviewees and questionnaire, • Open folders on Microsoft Word for each category of interviewees, e.g. lecturers, officials, students; • Open a file for each respondent; • Transfer data from A4 note book to Microsoft Word files. • Read through generated material twice to ascertain truthfulness.
Topic ordering	<ul style="list-style-type: none"> • Draw out salient issues from data; • Open a special file on Microsoft Word to store salient issues that emerge from data; • Attach codes and names of topics to allow for systematic handling of data.
Constructing categories	<ul style="list-style-type: none"> • Prove-read topics generated with a view to come up with categories or sub-headings from each topic.
Reading for content and inserting quotes	<ul style="list-style-type: none"> • Code content to topic categories; • Write code names next to the text;

Stage	Work and reasons
	<ul style="list-style-type: none"> • Write category number next to the code names; • Assign a piece of text a letter (A-Z) to differentiate it from other pieces of text; • Prove-read and keep a master copy intact.
Analysis and interpretation	<ul style="list-style-type: none"> • Write statements that support the data organised within the categories; • Replace category headings with statements that indicate the differences and similarities.

In handling the data from document analysis, content analysis was used. Documents were examined and themes generated that relate to citizenship education. As the study was interpretive in nature, two types of analysis were utilised to get to grips with the meaning of the context. First, was an analysis to understand the literal meaning of the document and second, was an analysis to discover the deeper meaning implied in the text. All documents were analysed in accordance with the framework illustrated in table 4.2. Documents were read three times each in order to identify the emerging issues, which were emphasised as the main categories. It is believed that this approach served to provide the needed data because it is akin to the interpretive paradigm.

4.13 Conclusion

In this chapter, I discussed the qualitative research approach at length in terms of its strengths and shortcomings. Indication has been made that the approach was chosen because it fully provided in-depth understanding of how respondents interact with the environment around them. I also indicated that I used the interpretive paradigm within the qualitative approach. The chapter has also pointed out that the settings were two college of education in Botswana and involved Social Studies lecturers and students-teacher as main respondents. Additionally, University of Botswana lecturers in the Faculty of Education were roped in. These were preferred in order to provide their expertise on the responsiveness of college curriculum towards DCE. They were chosen because colleges of education affiliate to the University of Botswana as such have a say in curriculum offered at college level. Ethical protocol for data collection has been outlined to

ensure that the study gives due respect to the ethical demands required of any research study. Expressly, permission to conduct research was requested from the Ministry of Education and Skills Development and consequently from targeted institutions and participants. The study used various data collection instruments such as interview, questionnaire and document analysis for the purpose of enhancing validity and trustworthiness of the findings.

Chapter 5

Presentation of findings

5.1 Introduction

The purpose of this study was to explore the responsiveness of Social Studies primary teacher training curriculum towards democratic citizenship education in Botswana. Expressly, the study explored lecturers and student-teachers' conceptualisation, experiences, ideas, stance and practices on democratic citizenship education. The study was an attempt to explore citizenship education understanding at teacher training level since colleges of education are entrusted with the giant task of developing teachers for the proliferation of citizenship ideals through the school curriculum. It was deemed imperative to gather citizenship education understanding by teacher educators and student-teachers since their understanding is pivotal to the quality of citizens produced in this country.

The study adopted an interpretive qualitative research approach and a case study research design. The study was undertaken in two (2) Colleges of Education (primary) in Botswana, and the University of Botswana. Six (6) college lecturers, three (3) University of Botswana lecturers, and twenty-four (24) student-teachers participated in the study. Data were collected through the use of multiple methods including individual or one-on-one interviews, focus group interviews, a qualitative questionnaire and document analysis for the purpose of triangulation. The study assumed a grounded theory to data analysis by using the constant comparative data analysis technique for purposes of theory generation. The study was informed by the following broad objectives:

- To investigate the nature of democratic citizenship education as encapsulated in Social Studies teacher training curriculum;
- To examine the level of comprehension by lecturers and student-teachers of citizenship education ideals and whether they can articulate how these ideals are enacted through Social Studies.
- To explore the extent to which colleges of education adequately equip student teachers with diverse teaching strategies to enable them to teach citizenship at primary schools through Social Studies;

- To determine the challenges of learning and teaching democratic citizenship topics at colleges of education.

Data were analysed and developed into categories, themes and patterns pertinent to the study objectives as drawn from sources of data. This chapter therefore presents the findings on teacher educators and student-teachers views on the responsiveness of Social Studies teacher training curriculum towards democratic citizenship education. The findings are presented according themes derived from the research objectives. This is done case study by case study for purposes of maintaining consistency, logic and flow. Individual participants are represented by codes and descriptions of data from their interviews has been internalised using the simple coding shown in table 1. This is done in order to protect their anonymity and confidentiality.

Table 5.1: Codes representing participants

Interviewee	Code
University Lecturer	UL1,2 & 3
College Lecturer (College 1)	C1L1,2 & 3
College Lecturer (College 2)	C2L1,2&3
College student-teacher (Pre-service)	C1SP 1-12
College student-teacher (In-service)	C2SI 1-12

5.2 Presentation of findings from Case Study 1 (C1)

5.2.1 Participants' comprehension of democratic citizenship education

It has emerged from the findings that people view democratic citizenship education (DCE) in diverse ways. This is similar to Stir's (1996) view on democracy that the initial problem facing any student of democracy is how to define the concept. As a result, defining the concepts citizenship and democratic citizenship education seem to be problematic as many view the concepts differently. In this light, this study found it imperative to gather educators and student-teachers views on these concepts since the way they understand and practice them has implications for this study.

The Student-teachers who formed the sample view citizenship differently. When asked what the concept, citizenship meant, one student, (C1SP2) said:

To me it means being a responsible person, loyal and willing to participate in the development of his or her country, an ideal citizen in short. My belief is that a citizen should be seen by their responsibility to themselves, in their community and the nation at large.

Another student-teacher opined that citizenship refers to ‘*skills, knowledge and attitudes a citizen possess*’ (C1SP7). The student however did not expound further on particular skills, knowledge and attitudes that a citizen is expected to have. It therefore did not appear whether the student knew the particular skills, set of knowledge and attitudes expected of citizens.

College lecturers define citizenship in terms of belonging to a country. According to one lecturer citizenship is “*being a citizen of a particular country, in my case for instance it means my membership to Botswana*” (C1L1). This definition and standpoint was received with great worry especially when uttered by lecturers. The definition sounded too narrow and one-sided as it focused solely on belonging to a country. This form of citizenship perception is minimal as it focuses on identity only. The question in my mind during the interview was whether our educators are doing proper service of educating the student-teachers. It was however not surprising that one student probably taught by the same lecturer used the same line of thought to say that citizenship means being a member of a certain group. These groups according to the student range from family, social groups, political institutions or membership of a country.

Probably one’s conception of citizenship influences the way they considers themselves as a citizen of a country. For this reason participants differed when asked what it meant to them to be citizens of Botswana. For instance, one student-teacher (C1SP5) responded thus: “*Proud citizen looking at the fact that Botswana is a democratic and peaceful country*”, while the other (C1SP3) mentioned:

To me sir it means I should be responsible for my country, to do some activities like tree planting and be involved in those activities that affect my country such as attending meetings called by authorities and taking part in all elections be it of council or parliamentary representatives.

For the other lecturer (C1L3), being a citizen of Botswana means having the right to all entitlements' that come with citizenship. Another lecturer (C1L2) also views citizenship to Botswana in terms of entitlement by positing that a citizen of Botswana has full rights to own land and property and must benefit from national resources.

On overall participants on the sample believe being a citizen of Botswana means one should participate actively in different spheres ranging from political, social and economic. They are also of the view that in all participation geared towards the country's development citizens should be loyal, accountable and uphold the laws of their country.

Participants' comprehension of DCE also differed widely though with similarities here and there. Some indicated that it is the education which builds learners to be responsible and informed citizens of a nation. For Osler, (2005:23) DCE should have the content matter that facilitates involvement with others in ways desired to generate action for the betterment of the community. In other words, for young people to grow as responsible and well-informed citizens they have to be equipped with adequate and appropriate subject matter that is capable of building responsibility and accountability.

An interesting definition of DCE was noted from a student-teacher (C1SP7) who mentioned that DCE is the art of inculcating values, attitudes, beliefs of a particular society to students or young people. Another student teacher (C1SP12), said:

It is an education that helps to instill knowledge that is necessary to help the country develop, raise citizens with good attitudes and skills necessary for development. This is education that teaches someone to be responsible and accountable in everything they do.

When asked to augment her point, the student indicated that education for citizenship equips learners with indispensable knowledge, skills and understanding to enable them play an effective role in development efforts of their country.

Along the same, a Social Studies lecturer at the college (C1L1) defined citizenship education thus:

Being taught about the responsibility of a citizen and how a citizen should be like/ behave like. It is about developing and nurturing desirable attributes of a citizen through a well package education programme. In any case such programme should expose learners to diverse social, political and economic issues of their country and the world at large and challenge them to take part in such activities.

For the lecturer (C1L1) DCE is education that teaches people about their democratic rights as citizens of a country. For this reason the lecturer posited that the best way to prepare children for good citizenship is to clearly articulate to them their rights and expectations at an early age. This view was however received with mixed feelings as it sounded skewed towards the citizen rights and expectations and fails to mention the responsibilities that accompany citizenship.

On overall it was impressive that most participants viewed DCE as education that is geared towards the development of young people to be responsible, accountable and informed people. They also indicated that DCE is an approach and a way of preparing citizens. In the case of multi-ethnic nations like Botswana there is need to create a platform for diversity in the transmission of citizenship education. That is, numerous approaches and strategies could be utilised to train up young people both school going and out of school for active citizenship. For this reason, Ajiboye, Dube, Mhlaudi and Silo (2007) propose the development of a civic education programme for Botswana primary schools which would be executed through the school civic clubs.

It can be argued that if current efforts towards citizenship education in Botswana are not producing the desired results, new approaches and avenues can be explored. Otherwise no value

is seen in pursuing a course that does not produce the desired outcomes. As part of the new approach, improved curriculum taught through subjects such as Social Studies and practical engagement in community activities could be considered. I believe the willingness and ability to participate in local, national and international activities can be stirred in young people by constant placement in various organisations. Participants believed that citizens are not just born into a country but are deliberately prepared through an educational campaign. This perception is based on the premise that any nation needs the loyalty of its citizens and loyalty is not inborn but nurtured.

5.2.2 Citizenship education and Social Studies teacher training curriculum

Botswana Government (2005:12) believes that the nature and quality of Social Studies teacher education and training for citizenship education is a key element in expanding the education system to materialise a democratic dispensation. This section therefore presents participants' perceptions on the adequacy of Social Studies teacher training towards DCE. To achieve this task, I took an initiative to conduct interviews on participants on the sample to posit their views on the curriculum and its responsiveness to DCE. The findings views are eloquently presented below:

On the question of the adequacy of the teacher training curriculum towards DCE, One student-teacher said:

No. I would have loved each concept of democratic citizenship education taught separately, e.g. civic education, governance, human rights, civil rights and responsibilities because the integrated approach does not give enough treatment of the ideals of citizenship education (C1SP8).

Another student-teachers (C1SP6) said that:

Social Studies curriculum does not have enough content that appeals to DCE, the introduction of citizenship education at year 1 of our training is fine but there after citizenship education aspects are infused into other topics and do not come out clearly. Because of this arrangement students fail to get the wider parameters of citizenship education.

When asked what was missing from the Social Studies curriculum relative to DCE, the above participant opined that:

Among others practical activity is missing from our curriculum because citizenship is about knowing and execution of knowledge. I also feel deeper education on democracy and voting processes/issues on elections are also missing from the curriculum and this to me is a serious weakness on the curriculum because you cannot confidently talk of citizenship education when you fail to expose students to deeper issues on democracy.

The student took the matter further by showing that the fact that Social Studies students are not found in Student Representative Council activities speaks volumes on its own. To him if Social Studies students were fully empowered through DCE transmitted through Social Studies they would be on the forefront in Student Representative Council activities in the college. In a similar fashion, another student argued that there is need for lecturers to go deep on DCE topics as oppose to surface teaching they currently do. Furthermore, he raised the need for authorities, in particular curriculum developers to consider expanding the scope of citizenship education in the Social Studies syllabus (C1SP2).

College lecturers also unanimously agreed that Social Studies teacher training curriculum does not have adequate content matter on citizenship education. For instance participants (C1L1,2&3) all indicated that citizenship education curriculum is not adequate. Lecturers pointed out that citizenship education is only offered as an introduction and that it lacks understanding of multicultural aspects and the nature of a citizen Botswana wants to produce as a nation. Lecturers also argued that the Social Studies curriculum for teacher training was not adequate since it is deficient in the practical segment. One Lecturer (C1L1) in particular felt that the curriculum does not give student-teachers a chance to put to work and test what they learn in class in the form of visits to relevant institutions:

Sir there is need for student-teachers to be given time out into the immediate community and exercise what they have learnt in class so as to put theory into practice. This endeavour will allow students to examine the relevance of the curriculum in terms of its responsiveness to day to day experiences in our community. This to me is real Social Studies curriculum for DCE. The lecturer emphasised.

Other than efforts to have practical activity, the lecturer argued that if the status-quo was to remain learners will consider citizenship education to be a theory than a practical engagement. This would be an unfortunate eventuality.

From a different perspective, another student-teacher, said:

The Social Studies syllabus in my view has enough content Mr Oats. The only weakness according is the way it is taught. My feeling is that the methods, approaches and strategies used to teach DCE topics do not appeal to citizenship education as lecturer talk of interactive methods but use the lecturer method in all their lessons. This practice defeats the whole purpose of education for citizenship (CISP2).

The student above argued that lecturers overemphasise active and interactive methods for Social Studies and citizenship education but fail themselves to showcase those methods. Simply put, during the ‘methodology course’ lessons’ students are exposed to diverse child-centred techniques of teaching which are suitable for citizenship education but the lecturers do not teach the very CE topics themselves through those techniques.

5.2.3 Appropriateness of teaching strategies for democratic citizenship education

Unless democratic habits of thought and actions are part of the fibre of the people, political democracy is insecure (Jotia, 2011). This expression paves way for a presentation of findings on the objective which wanted to find out the extent to which colleges of education adequately equip student teachers with diverse teaching strategies to enable them to teach citizenship at

primary schools through Social Studies. The objective emanated from the outlook that DCE is unique and therefore requires more active methods of teaching.

When asked to indicate the teaching methods and strategies commonly used in their classes that are suitable for the development of good citizenship, one student (C1SP3) said: *Inquiry, because it reinforces the values of democratic citizenship and hence can be used to inquire on the challenges faced by the country at large.*

A number of students' interviewees indicated that peer teaching seems suitable. They indicated that lecturers usually give them topics in groups to research and present and this is in line with the demands of citizenship education by reason that trainees are exposed to enquiry on various issues. Additionally, the discovery method was mentioned by participants (C1SP6, 8&9) but participants could not elaborate on how the discovery method of teaching unites well with citizenship education. This episode made me suspect that the participants were not well-grounded on the discovery method. It also appeared from the discussions that lecturers encourage elements of cooperation, participation in class activity, group work and these are elements that support togetherness among students and are elements of citizenship education. This is highly applauded.

Lecturers were asked to indicate the best way to prepare the children of Botswana for good citizenship. One of them had this to say:

Provision of education sir so that they can acquire the knowledge, skills and proper attitudes, but also engage them in practical aspects of citizenship. For this reason I use group work, enquiry, project and debate in my classes to teach citizenship education topics in a way to encourage doing on the part of students (C1L3).

The lecturer went on to report that these methods are capable of training students to be responsible citizens in the society as they put them at the centre of learning and information seeking. Additionally, she indicated that during lessons she encourage social participation, social skills and problem solving. Furthermore, she felt that educational campaigns for citizenship education should be intensified through various ways and which school and colleges should have

as part of their training package practical assignments to give learners a feel of citizenship responsibilities. This development will probably help student-teachers develop participative habits in the affairs of their nation. In the eventual, student-teachers will carry the practice of using active strategies of teaching citizenship education topics while in the field as practising teachers.

5.2.4 Challenges of transmitting democratic citizenship education

This research perceived to find out the challenges faced by colleges of education on the sample in their endeavour to transmit DCE. This section is on those challenges. The findings of this study have shown that the transmission of DCE is faced with numerous challenges, among these the absence of practical orientation, time constraints, inadequate resources, undemocratic college governance, lack of role model Social Studies lecturers, lack of use of active methods of teaching and superficial coverage of citizenship education topics.

Lecturers were asked to state the challenges that they encounter in the preparation of student teachers on DCE and how they overcome them. One lecturer (C1L3) mentioned that making citizenship education practical is a challenge for them since citizenship education sounds practical and interesting during teaching but cannot be applied in the immediate:

In other words the fact that the curriculum or colleges schedules do not allow hands on activities on citizenship education is a challenge and an impediment to effective transmission of DCE. She lamented.

Along the same line she indicated that time is a challenge as well because there is no enough time to take students out to apply what they learn in the classroom. When asked if she has anything else to add, the lecturer hastened to emphasise the practical element by saying that it is high time students are practically involved in societal issues than just being given facts. When asked whether she has anything to add she said:

My wish is that colleges come to a point where they have agreements with some organisation or institutions to engage students on job-placements at certain times. This will allow our students to apply what they learn in the classroom practically. Am thinking of strategically placing our students for job shadowing in institutions such as, the council (municipality), village development committees, National Parks and various Non-Governmental Organisations such as human rights organisations and offcourse also with various government departments (C1L3).

Students reported that inadequacy of educational material at the college frustrates DCE. This challenge was mentioned more often by majority of participants. One student said:

The problem is that our college library is empty in terms of educational material capable of raising well-informed DCE teachers. There are books and other sources in the library but they are far from enough, hence I used the word empty. Additionally the internet system is hampered by inadequate computers in both the library and college computer lap to accommodate college population (C1SP1).

In a similar mode, another student (C1SP10) eloquently said:

My concern is that lecturers do not go deeply in their teaching of DCE concepts, they just teach us concepts almost as we received them at secondary school level. Probably this is because they too do not have exposure to a lot of educational material relevant for DCE.

There is a general concern amongst interviewees about democratic practice at college. One student claimed that, “lack of democracy in the college at large is the main pain to the spread of DCE” (C1SP5). Along the same fashion another student strongly asserted that:

The main factor is that the college itself is not democratic, college leadership is dictatorial, students’ views are never considered, the student representative council is a toothless dog, and so this situation hinders our conceptualisation of citizenship education ideals. We often wonder what democracy really means.

The above participant who was becoming emotional when talking about democracy at her college further complained about the annual practice of ‘lecturer’ and ‘course’ evaluation by students. He lamented that the process is termed democratic and a way of involving students into the running of the college but assortment of weaknesses as it is used against students. He indicated that the administration of the evaluation exercise is preceded by the very lecturers in their classes. In that way lecturers know students’ hand writings and can hence track down those who mark them down. He further lamented thus.

The bad part of this arrangement is that analyses of findings are also done by the very lecturers and this kills the whole effort because you cannot beat your own finger. In other words, there is a chance that lecturers may hide some negative reports about them when presenting final analysis of the evaluation and this defeat the whole purpose of the exercise (C1SP5).

The challenge to made Social Studies/citizenship education more practical was strongly raised by lecturers. One of them (C1L2) argued that the use of passive methods of teaching in citizenship education lessons defeats the whole purpose of education for democratic citizenry. The lecturer indicated that citizenship education demands active and practical approaches and these are deficient in Social Studies classrooms in most cases. For this reason the lecturer raised the need for colleges and in particular Social Studies Departments to find ways of involving student-teachers in communal issues and activities rather than giving them raw facts. However, the same lecturer said that there is no time for practical activities because the syllabus is overloaded.

5.3 Presentation of findings from Case Study 2 (C2)

5.3.1 Participants’ comprehension of democratic citizenship education

In-service student-teachers’ have varying perspectives on what citizenship and being a citizen of Botswana mean. Contributing to the question on what citizenship is, one student said, “*it refers to the rights of a person and their livelihood*” (C2SI5). Another student opined that citizenship means ownership of one’s country and how that ownership is maintained in terms of contributing to the affairs of one’s country (C2SI11). To him citizenship is not about ownership only. This

means that a citizen is someone who feels owning his or her country and should exhibit that in all his or her interactions and behaviours. That is, as he or she interacts with the environment a good citizen is expected to be friendly and therefore use environmental resources with care. Alongside a good citizen is expected to use social recourses with care and be protective of all facilities and recourses of the country.

The above response on ownership was similar to that of participant (C2SI9) who argued that in citizenship people need to ask themselves as individuals, what their contribution in the country is. To this student citizenship is more than just belonging to a country or group but assigning oneself a role to play in the affairs of the country in one way or the other. This participant believes that a citizen is a participator in the affairs of his or her country. In other words a citizen should not be reminded to contribute to the wellbeing of his or her but should always have an outlook for a place or area to contribute to. They should find a gap in the community and unearth a way to address it.

An interesting view was that uttered by one student-teacher (C2SI1) who claimed that citizenship is about rights and benefiting from one's country's development. The student argued that citizenship is not only about someone being expected to perform certain responsibilities but that the country also has huge responsibilities to take care of its citizens. The aspect of benefit was noted with great interest as it implied that people are eager to benefit from the national resources.

The narratives above evidently illustrate that citizenship is viewed differently by different people in different setups. However, it was noticed that there were a lot of similarities in the way participants defined or viewed citizenship. Some of the similarities that emerged include the issue or status of belonging to a country and obligation to participate in the affairs of one's country.

On overall student participants are of the idea that citizenship is not only belonging to a country. They thus believed that a citizen is seen by their attitude to their country in terms of contributing to the national affairs. Participants believe that citizenship means owning the country and with

that ownership is intertwined contribution to communal and national agenda. For this reason concepts such as participation, honesty and patriotism were mentioned as feature of citizenship.

Lecturers also shared the same sentiments that citizenship is not just about belongingness but is more than that as it involves duties, responsibilities and togetherness. One lecturer raised the issue of interaction and influence with and on the community. The lecturer argued thus:

A true citizen should create space and opportunity for himself or herself to interact with the immediate community with an endeavour to influence positive change to communal life. Like I am working in this place, I need to be creative as a citizen and identify needs or gaps and work towards addressing them (C2L2).

Another critical element raised by lecturers is that of loyalty. Participants argued that loyalty is a crucial feature of good citizenship in national development. Participant (C2L1) said:

Any country needs the loyalty of its citizens to effect and sustain development initiatives. Without loyal citizens a country is headed for a mess because no foreign citizen can service a foreign country better (C2L1).

The respondent indicated that true citizens are those with unwavering faithfulness in spirit and body to whatever assignment or position one is in. As such when a country has taken measures to develop loyal citizens it would have an incredible asset.

In a nutshell most participants from all classifications of students and lecturers viewed citizenship as the state of belonging to a country or membership of a certain group. However, most importantly they expanded their view with an element of participation. Thus, they believed that a citizen belongs to a group or country and participates fully in the affairs of the group or country. Along the same some participants believe that citizenship entails the state of possessing values needed by one to fully function in his or her country, particularly they mentioned values such as good manners and responsibility. A critical analysis of the liberalists perceptive points out that the purpose of citizenship is to emphasise on freedom of individual citizens to enable

them to fully take part in the affairs of their nation with an attempt to develop their nation and themselves.

Lecturers demonstrated deeper understanding of the concept citizenship. When asked what it means to be a citizen of Botswana, one lecturer elaborately responded: *To be a citizen of Botswana carries with it not only the entitlement but the contributions towards the socio-economic and political development of the entire citizenry. It is also about recognition of autonomous legal status of all individuals regardless of gender or socio-economic background (C2L2).*

For this participant being a citizen of Botswana means been participative in the affairs of the country. The lecturer argued that there is no citizenship without participation. Along the same line of thought, in a group interview a student said:

As a Motswana and a teacher by profession I have a duty to do my best to produce learners who are well equipped with skills that will improve the standard of my country. A good citizen should always find something to lay their hands on (C2SI7).

A good number of participants equated citizenship to Botswana to participating in activities and events such as tree planting, attending meetings called by authorities. This response though is true raised my eye brows in terms of their deeper conceptualisation of citizenship responsibilities. I found them having low level of thinking in terms of citizenship roles. It was also lamentable to notice that a good number of participants simply said being a citizen of Botswana means belonging to Botswana. This view was uttered even by some college lecturers. To them being a citizen of Botswana simply means belonging to Botswana. I wondered whether trees, animals and every piece of soil found in Botswana can also be termed citizens because they belong to Botswana. Nevertheless other participants viewed belonging to Botswana implying the characteristics of patriotism, loyalty, responsibility, abiding by law and participation.

5.3.2 Citizenship Education and Social Studies teacher training curriculum

Similar to Case Study 1, in this Case Study 2 I wanted to find out the views of lecturers and student-teachers about the adequacy of Social Studies curriculum towards DCE. To achieve this milestone lecturers and students-teachers were interviewed. As a matter of fact, all participants in the sample were asked to posit their views on the curriculum and its responsiveness to DCE.

On the question of the adequacy of curriculum towards DCE, one participant in a group interview said:

Yes it is adequate because we learn different skills that we can use to produce active learners when at field. The only challenge we however have is that of limited time to cover the entire syllabus fully. Because of this factor at times we fail to complete the syllabus and this leads to surface coverage of some topics (C2SI2).

Another student (C2SI11) concurred with the colleague by positing that:

It is adequate Mr Oats because now we are able to use different teaching techniques better than before and this will help us to produce fully functional learners who are able to participate in their community. Before I came to college I was not good in the use of methods such as project, inquiry and so on but now I have gained adequate knowledge to use these methods. I am therefore certain that with the correct use of these methods we can produce effective citizens, hence my argument that the curriculum is adequate.

Students also opined that through the Social Studies curriculum they have gained a lot on research and inquiry skills (C2SI 10, 7, 3&8). They thus indicated that the skills on research and inquiry that they developed through Social Studies will help them to pass DCE concepts more confidently to students' whom they are going to teach while at field as practising teachers of Social Studies. Participants strongly belief that skills developed through Social Studies will develop learners' decision making, criticism and independence in learning.

On overall, all student-teachers in the sample at this college designated that the curriculum is

adequate to facilitate qualities of good citizenship in student-teachers. However, it was observed that as opposed to academic curriculum content, most students talked about teaching methods and research activity. I had expected them to inspect the subject matter and its responsiveness to DCE but could not get to the point even after several attempts of rephrasing the question.

College lecturers differed with their students on the adequacy of college Social Studies curriculum towards DCE. Participants (C2L1&3) argued that citizenship education content offered through Social Studies is not sufficient. The Lecturers indicated that the curriculum lacks content matter on multiculturalism and content on some ethnic groups found in Botswana. One lecturer who was becoming emotional said that:

Sir, Botswana is a multi-ethnic society as such there is need for citizenship education curriculum to expose learners to cultural diversity available in the country. We have a lot ethnic groups in Botswana both Tswana speaking and Non-Tswana speaking and all these groupings need to be catered for by school curriculum if this nation wants to produce a more inclusive and open minded citizenry (C2L1).

The lecturer argued that without a deliberate step to expose learners on diverse cultures of the nation, the nation stands to suffer devastation by ethnicity through ethnic conflicts and such conflicts have far reaching effects. *This would be an unfortunate prospect for a country that has enjoyed peace and stability for decades, a country envied by many and considered a shining example of democracy in Africa*, he lamented.

It was however surprising to realise that majority of in-service students indicated that the curriculum had adequate content for DCE. For instance, in a group interview one student said that the curriculum was enough because she now has acquired skills on research and inquiry which she can use to prepare pupils for social participation. The other student-teacher in the same group interview indicated that it is through Social Studies that she has been taught to critically analyse situations and this shows the effectiveness of Social Studies curriculum towards DCE. It however came to the fore that most in-service student-teachers talked of the ‘method course’ than the academic course in relation to DCE. This was noted as a striking

element. The findings also show disparity in views between lecturers and student-teachers. That is, student-teachers indicated that the curriculum was adequate in its response to DCE while their lecturers viewed the opposite.

5.3.3 Appropriateness of teaching strategies for democratic citizenship education

This section is on the teaching methods, techniques and strategies deemed appropriate for the proliferation of DCE. To address this concern, student participants were asked to indicate the teaching methods and strategies commonly used in their classes that are suitable for the development of good citizenship, one student (C2SI 4) said:

I prefer peer-teaching because it encourage cooperation among student teachers. The approach gives students a chance to share ideas in knowledge generation and these are ideals of democracy and democratic citizenship education.

The student indicated that lecturers usually give them topics in groups to research, discuss and present their findings and that this is in line with the demands of citizenship education by reason that trainees are exposed to enquiry on various issues and in the process learn to work together to achieve a common goal. It also appeared from discussions that lecturers encourage the virtues of cooperation, participation in class activity, group work and these are elements that encourage togetherness among students.

In a group interview, in-service students were asked to indicate the best way of preparing student-teachers for good citizenship. One student (C2SI11) said:

Mr Oats as Social Studies student-teachers we need active engagement in national activities to familiarise ourselves with what is on the ground. For instance students should be given as part of their training a chance to interrogate and cross-examine government programmes. Social studies student-teachers need deeper exposure on government programmes and initiatives hence the need to inspect such programmes and contribute to their sustenance. Along the same I feel colleges should be a bit political by allowing politicians into campus for discussion of various issues through panel discussions and symposiums. This venture will both enlighten us on various issues and challenge us to be active participants.

Another student (C2SI5) mentioned that there is need to do it in a practical way to enable learners to exercise what they learn. The student argued that the practical approach to DCE will enable student-teachers to develop competence and be effective in whatever they do. The issue of mini-projects also emerged as participants felt when given frequent, relevant and practical assignments to investigate issues they can have a feel of the challenges facing the nation. This progress has the potential to encourage the development of skills and strategies of addressing communal and national challenges. For the student-teachers true citizenship education entail hands-on activities in which students take the centre stage in driving learning activities.

Lecturers were asked to indicate the best way to prepare the children of Botswana for good citizenship. One lecturer (C2L 3) said:

Children should be taught education for self-reliance and development together with multiculturalism. In other words, after school children should be able to stand alone, contribute, participate and even appreciate and tolerate the diverse nature of our nation. In addition, in view of Botswana's cultural diversity we need programmes that would take students out on visits to interact with different cultural heritages found in their country. I believe such initiatives will aid in promoting cultural acceptance and tolerance among the different ethnic groups in Botswana.

It is with the endeavour to further the above position that the lecturer indicted that they commonly use mini-researches, presentations, debates and discussions during citizenship education lessons. These strategies are said to have potential to engage student-teachers in independent knowledge gathering, development and documentations and are thus able to instil a sense of self-reliance which is a necessary ingredient for good citizenry. Additionally, the strategies mentioned are considered viable for DCE because they allow learners to search information on their own and learn at their own pace.

Another lecturer mentioned the project method and argued that it has potential to allow students to initiate issues of investigation of their own, carryout investigations and document a report. Along the same, the students favour group discussion technique for DCE. One student said:

A group discussion allows for emergence of multiple ideas, debate and scrutiny of those ideas and consequently the group reaches a consensus. Through this process, democratic virtues such as cooperation, respect, and tolerance are developed and promoted (C2SI3).

On the question, *when do you really become confident that your students have learnt democratic citizenship?* One lecturer (C2L3) indicated that:

I become confident and infact proud when my students take an initiative to critic issues they confront and come up with informed decisions. Again I become confident when my students show assertiveness. I believe in an assertive Social Studies teacher who knows how to recognise issues and challenge practices that are out of way.

For another lecturer (C2L1) it is when students show maturity in their debating of socio-political issues and when they participate in issues that concern their livelihood. In other words, student-teachers should come to a point where they are quick to pick issues that affect their livelihood and defend themselves democratically and diplomatically. In a school setup for instance students should come to a point where they can oppose violation of their rights and any form of maladministration by school managers.

5.3.4 Challenges of transmitting democratic citizenship education

This research also aimed to find out the challenges faced by the two (2) college of education in their endeavour to transmit DCE. The findings of this study have shown that the transmission of DCE at College 2 is faced with numerous challenges. These include among others, time constraints, inadequate educational resources and dictatorial college governance.

Lecturers were asked to state the challenges they encounter in preparing student-teachers on DCE and how they overcome them. One lecturer (C2L2) mentioned that obtaining educational resources appropriate for some citizenship education topics are a challenge. The lecturer made an outcry that the college library does not have adequate books and other learning material on some topics and this condition limits both lecturers and students in their effort to explore DCE widely.

A student-teacher agreed with their lecturers on the issue of lack of relevant books for DCE. Expressly the student-teacher said:

One challenge that I can tell you sir is that our library does not have enough books to cater for our information needs. Imagine we end up relying on secondary school books which we used at lower levels and these do not fully expose us to deep issues on Social Studies and citizenship education (C2SI 7).

Another student complained about limited number of computers in the library and college computer lap to allow more search for information (C2SI3).

For another lecturer (C2L3) time is a serious challenge as well because there is no enough time to take students out to exercise what they learn in the classroom. When asked if she has anything else to add, the lecturer swiftly indicated that the Social Studies syllabus needs to be overhauled to allow for inclusion of more topics to deal with lifestyles of our times. The other challenge highlighted by the lecturer was that Social Studies student-teachers are not eager to go intensely into interrogation of socio-economic and political issues of varying degrees and magnitudes. The lecturer lamented thus:

The Social Studies student-teachers we have here cannot be differentiated from students in others faculties, my belief is that a Social Studies student-teacher should be seen by their 'walk', they should be active participants in college life and should where necessary challenge issues. Our students do not show the expected skills of deeper inquiry and research, and attitudes of assertiveness.

Dictatorial leadership and lack of use of active methods of teaching were also mentioned as challenges of learning DCE at the college. One student whispered, 'dictatorial leadership' and was immediately supported by colleagues in the group interview. One of the participants opined that Social Studies lecturers do not practice democracy equivalent to their talk about it in class.

Sir, lecturers of Social Studies at this college lack democracy. The only thing they are good at and actually this they are excellent at, is talking about democracy. When you listen to them talking about democracy you will like it. They also lack openness and this hinders effective learning of DCE since as we learn we wonder whether democracy is about students only (C2SI10).

This emotional statement was followed by another thus:

My brother, lecturers of Social Studies here do not consult students, rather they just tell or instruct them. We are not consulted even on issues that directly affect academic or welfare of students. For this reason student here often wonder what democracy in Botswana refers to (C2SI1).

The lack of active methods of teaching also took time on the discussion table. Student-teachers argued that lecturers believe so much on interactive methods of teaching but fail to use the methods themselves in their teaching. One participant vibrantly said:

Lecturers encourage the use of interactive methods but do not use the methods themselves nor do they demonstrate on the use of those methods. In short we are taught theory with nor practice and I believe this condition and in fact a norm at this college limits student-teachers' exposure to diverse methods of teaching (C2SI8).

Another student supported this view by expounding that there is no outdoor teaching where students could visit organisations or places of interest to augment classroom intersection and that this practice separates theory from practice (C2SI6). The student argued that colleges need to create opportunities for themselves to explore avenues of making learning of citizenship education topics more practical.

5.4 Presentation of findings from Case Study 3 (University)

5.4.1 Participants comprehension of democratic citizenship education

A lecturer at Case Study 3 perceived citizenship to Botswana thus:

It means anyone who by birth or naturalisation is recognised as a resident/citizen of Botswana. The citizen enjoys all the constitutional, political, economic and social rights accorded to the citizens. The citizen should also be someone who is prepared to sacrifice for the welfare of the country (UL2).

The definition above sounds all inclusive as it covers the element of belonging to Botswana, rights and all entitlements bestowed on the citizen by the state and importantly also covers citizen responsibilities and obligations. Another lecturer however, was a bit brief in his response to the same question. He said: *“To be a citizen of Botswana means that I enjoy the rights that Botswana citizens are entitled to” (UL1).*

Participants were also asked to state their perceptions of DCE. One of them posited:

DCE means education geared towards equipping learners with democratic knowledge and traits. It should instill knowledge on what democracy is and entail the rights, freedoms and responsibilities of citizens in enhancing and nourishing democracy and social justice. It should also promote co-existence, equality and tolerance of diversity. It also involves instilling elements of patriotism and the love of one's country (UL3).

This definition was noted to show the parameters of DCE curriculum that it ought to have elements on values, beliefs and subject matter that would develop in young people's desirable attitudes and behaviours by their society. This means there is need for DCE curriculum to have elements on the culture of the immediate society of the learners. Parker (2001) contends that the absence of such particular values and attitudes would signify the lack of a democratic government and civic life. He further opined that:

Some of the values in Botswana's contexts may include respect, willingness to compromise in a diverse ethnic society, tolerance, compassion, open mindedness, loyalty, generosity and civility.

These values need to be included in the Social Studies curriculum in Botswana because the country has diverse ethnic groups which need to be harmonised through a robust educational campaign to capacitate different groupings to drive national agenda as one.

On overall, most participants at this research site viewed DCE as education that is geared towards the development of young people to be responsible, accountable and informed people. They said DCE produces accountable citizenry by reason that it equips learners with democratic knowledge and traits that enable them to take responsibility of all their actions and behaviours. Participants believed that citizens are not just born into a country but are deliberately prepared through an educational campaign. Lessons from participants are that the dispensation of a country where co-existence, equality and tolerance of diversity reign is not a matter of luck. Simply put good citizens are manufactured by a country through its responsive school curriculum. This perception is based on the premise that any nation needs the loyalty and accountability of its citizens and these attributes are not inborn but nurtured. In other words without a well a packaged and deliberately prepared programme of citizenship training national aspirations will not be easily realised.

5.4.2 Adequacy of college curriculum towards DCE

This section presents participants' views on the adequacy of Social Studies teacher training curriculum towards DCE. To obtain data, participants were asked to state their views on how they perceive the curriculum towards DCE.

Lecturers unanimously indicated that the syllabus does not have sufficient subject matter on DCE. One of them said:*In my view the Social Studies syllabus does not sufficiently delve into core issues/concepts on DCE. There is need to have a content section to unpack the definitions: characteristics and operations of key concepts such as democracy, citizenship, social, justice, citizenship rights and freedom, patriotism/nationalism and duties and responsibilities of a citizen in a country (ULI).*

This participant further indicated that there is also need to make use of the constitution and the extent to which it protects the rights and freedoms of the citizens.

In a similar fashion, participant (UL2) asserted that:

The syllabus does not have adequate content on DCE. It only covers rights and responsibilities of a citizen in Botswana. It must also cover rights and responsibilities of a citizen in a diverse population. The syllabus should cater for the times we are living in.

The lecturers also raised the need for the syllabus to have a comparative study on democracy and citizenship education, for instance of the United States of America or United Kingdom. This move will expose teacher trainees to developed democracies and in the process increase their knowledge on DCE.

When asked whether there is anything he wants to add after all questions, one lecturer said:

The syllabus should emphasis concepts of ethnicity, languages, cultural diversity, tolerance, co-existence, equality and equal opportunity to all citizens irrespective of ethnicity, race, religion, gender. For example in Botswana the use of Setswana as a national language gives a false impression that Botswana is a homogenous nation-state. Those whose languages are not used as medium of instruction and in the media fell excluded from enjoying their God given freedom and rights as citizens. It appears they are lesser compared to the mainstream Tswana speaking ethnic groups (UL2).

5.4.3 Viable teaching strategies for democratic citizenship education

Lecturers on the sample unanimously reported that methods which put the learners in the forefront in the discovery and acquisition of knowledge are favourable for DCE. Lecturers thus belief learners should be producers and not only consumers of knowledge so learner centred, collaborative and inquiry based methods are suitable for DCE. Some of the teaching techniques mentioned include group discussion, research and presentation, debate and panel discussions, field trips and reporting of the findings.

The above-mentioned techniques suitable for DCE did not go without justification. Lecturers (UL1&3) protected the techniques by highlighting that the methods yield operative and well informed and rational decision makers. The implication is that when learners play a central role in the learning process they develop capacity to make decisions for themselves through interaction with content, among themselves or with the environment. It is through such a process of interactive learning that later in life students continue to be active and participative in community and national activities. The methods were additionally favoured for their ability to instil the skill of collaborative learning and as such when effectively used capable of making learners producers as well as consumers of knowledge.

In unison with his colleagues above, participant UL2 posited:

I go for active methods such as debates, discussion, field trips etc because they make the teacher the facilitator of the learning process and during the intermission also learns from the students. We therefore can argue that active and interactive methods and strategies of teaching develop both the teacher and the learner (UL1).

It is clear that all participants at this site advocated for active methods of teaching for DCE. Further they suggested the need for college lecturers to be more creative in their teaching of DCE to make it more interesting and hence effective. They promote the employment of numerous approaches and strategies to develop student-teachers who are rich in pedagogical content knowledge of Social Studies and DCE. This view goes well with, Ajiboye, Dube, Mhlaudi and Silo (2007) who carried out a study on the development of an informed civic education programme for the Botswana primary schools through the school civic clubs. The researchers argued that the current efforts towards citizenship education in Botswana are not producing the desired results and that the scenario creates the need for a new approach. The new approach therefore may range from improved curriculum taught through subjects such as Social Studies, to practical activities of engagement in community activities.

5.5. Observations from document study

In this study I made an effort to inspect the Social Studies teacher training curriculum. The reason was to find out the responsiveness of the syllabus content towards citizenship education and an inspection of the syllabus revealed the rationale thus:

The Botswana Primary Colleges of Education Social Studies programme focuses on preparing responsible teachers who are reflective thinkers, through the study of social, economic, political and physical factors that influence human behaviour. Its major goal is to prepare teachers who can make reflective decisions and participate in the life of their communities, nation and the world. It also aims at helping student teachers to make sound judgments and take appropriate action that will contribute to the sustainable development of the human and physical environment. Furthermore it aims at producing competent and knowledgeable Social Studies specialists who are not only able to teach in a child-centred environment but can also advice and resource teachers in schools and where they are to do so (Botswana Government, 2005:6).

The syllabus further articulates that the aims of the Social Studies Diploma Programme are to prepare Social Studies teachers who would have (Botswana Government, 2005:17):

- understood the nature, aims and purpose of Social Studies;
- acquired skills, values, attitudes and beliefs that will prepare pupils for good citizenship;
- mastered knowledge and understanding of global developmental changes that are taking place; and
- acquired knowledge and skills of appropriate methods, techniques and strategies needed to promote active learning situations.

The aims above seem closer to the aims of the Social Studies curriculum for upper primary schools (Ministry of Education, 2005:12) which can be abridged nearby the themes below:

- Citizenship Education;
- Knowledge of the learners physical and social environment;
- Development of desired skills;
- Development of desired attitudes;

- Understanding of development issues relevant to Botswana; and
- Social problems.

A close gaze at the content shows that a good number of topics related to DCE are there in the syllabus. Table 5.1 shows topics related to DCE covered at different levels of the course.

Table 5.2: Syllabus pronunciations on Citizenship Education

YEAR& LEVEL	TOPICS
1	<ul style="list-style-type: none"> • Botswana's National Principles • Environmental Education • Cultural institutions and their role in conflict resolution • Basic Research skills • Teaching methods, techniques and strategies
2	<ul style="list-style-type: none"> • Influences of the past (Southern Africa) • Structure and Functions of Democracy in Botswana
3	<ul style="list-style-type: none"> • Demographic studies • Conflicts and their impact on the environment • Botswana and her relations with the regional and international organization

Table 5.2 shows that citizenship education topics are covered at all levels of the course. Year 1 seems to have a greater amount of citizenship education topics. Probably the reason is to give student-teachers good grounding on the subject of citizenship education from onset of the course. Year 1 also has interesting topics such as Botswana's National Principles. This topic is in harmony with DCE by reason that it exposes students to the fundamental principles of their country and develops in them a mind and an intention to further the goals of their country. Under this topic, the curriculum covers among others specific objectives such as the following (Botswana Government, 2005:11):

- Discuss the national principles of democracy, self-reliance, development, unity and *botho* in relation to provision of quality life for all Batswana;
- Assess the relationship between national principles and vision 2016;

- Evaluate the implementation of vision 2016 in driving millennium development goals;
- Evaluate the relevance of the national principles, vision 2016 and MDGs in developing the ideal citizen for Botswana.

The above objectives are deemed crucial in Botswana's effort to develop effective citizenship education teachers.

Year 2 of the teacher training curriculum also has content allied to DCE. The syllabus has an interesting topic on structure and functions of democracy in Botswana. This topic among others exposes students to the concepts of democracy and citizenship and characteristics of democracy. Along these both local and central government structures and functions are also covered. Students also have a chance to assess the democratic nature of Botswana's government system. The syllabus further allows for discussion on the importance of Botswana's national constitution and rights and responsibilities of citizens in a democratic government. These are seen as important citizenship education issues.

An inspection of Year 3 content shows that topics such as family life education akin to citizenship education are covered. Under this topic student-teachers are exposed first and foremost to the concept family life education and to socio-economic challenges faced by modern family. Additionally, the syllabus covers the role of family life education in dealing with socio-economic problems of a family. Closer to this the syllabus covers the role of non-governmental organisations in addressing socio-economic problems of a family.

Another important topic in the syllabus is that of, *Botswana and her relations with the regional and international organisations*. This topic not only introduces global connections but further inculcates the objectives, structure, achievements and challenges of various organisations ranging from regional (Southern African Customs Union, Southern African Development Community), continental (African Union) to global (European Union, United Nations, Commonwealth of Nations). It is through studying various organizations that democratic values such as cooperation, unity, and peace building are instilled in learners for them to apply them in the day to day situations they confront.

On overall inspection of the syllabus reveals rich pronunciation of content that appeals to citizenship education. It is clear from the syllabus that at all levels of Year 1, 2 and 3 there is content related to citizenship training. Most importantly, the syllabus shows that it is squarely related to the primary school syllabus. This is deemed an applaudable conditionality because after completing their diploma in primary education, student-teachers are expected to teach the primary Social Studies syllabus to pupils. As a matter fact, preparation of student-teachers on curriculum that relates with the primary curriculum is a good arrangement.

5.6 Conclusion

This chapter was about the presentation of findings of the study on the responsiveness of Social Studies teacher training curriculum towards DCE. Data were collected from lecturers and students-teachers in three sites in Botswana. Multiple strategies ranging from individual interviews, group interviews, qualitative questionnaire and document analysis were used to collect data. The findings show that participants have differential conceptualization of concepts of citizenship, being a citizen of Botswana, citizenship education and DCE. It has also emerged from findings that Social Studies teacher training curriculum has the content that appeals to DCE but that this content is inadequate and lack proper specificity in a number of respects.

Data reflects mixed views from the respondents on whether colleges of education adequately equip student teachers with diverse teaching methods. It appears that colleges do expose student teachers to diverse teaching methods, techniques and strategies but that lecturers fail to use those methods in their lessons. A contradiction between lecturers' believes and practice was therefore noted. Finally, data shows that colleges have numerous challenges that hinder their effectual implementation of DCE. These range from lack democratic on college leadership, Social Studies departments and classrooms to inadequate educational materials which appeal to DCE.

On the question of curriculum adequacy towards citizenship education, again views are mixed. A portion of participants indicated strongly that curriculum does not have adequate subject matter on DCE. This view was also raised by all lecturers from all sites. Another portion however showed that to them the curriculum has adequate pronunciation of DCE. These participants

supported the results of syllabus inspection which revealed that indeed the syllabus has good amount of content that appeals to citizenship education. Syllabus inspection has revealed that at all levels of year 1, 2 and 3 there is content on citizenship training. Outstandingly the teacher training syllabus squarely interrelates with primary school syllabus. This is deemed a positive condition because after completing their diploma in primary education, student-teachers are expected to teach the primary Social Studies syllabus to pupils. As a matter fact, preparation of student-teachers on curriculum that relates with the primary curriculum is a noble plan.

Chapter 6

Discussion of findings

6.1 Introduction

Chapter 5 presented the findings of the study on the responsiveness of Social Studies teacher training curriculum towards DCE. Chapter 6 advances the findings by making a detailed discussion of them. The aim of this chapter therefore is to consolidate the theoretical with the practical by fusing some of the arguments made in initial chapters with the findings from the empirical section. I further merge the findings from the three research sites by showing commonalities and differences on the responsiveness of Social Studies curriculum towards citizenship education. Identification of commonalities and differences is seen as a significant feature of this multiple case study research. Thus, this chapter reports the following:

- The concept of DCE is viewed differently by the participants on the sample. While it is human to differ, it was however unusual in some instances to obtain narrow definitions of the concept. This state of affairs implies that Botswana, particularly the Ministry of Education has a huge task towards educating the nation on what DCE really is, more so in the context of Botswana.
- The majority of participants view citizenship as belonging to a group or a country. In that way they view being a citizen of Botswana as belonging to Botswana and it ends there. While some participants provided inclusive definitions of the concept citizenship, the response on ‘belongingness’ stood out as a shocking episode that needs further attention.
- Social Studies teacher training curriculum has a good amount of subject matter that appeals to DCE. While this is so, the majority of participants indicated that the content has a lot of deficiencies and this condition acts as an impediment to the full implementation of DCE in line with national aspirations.
- The state of teacher training climate for citizenship education at college level has an unattractive face. Simply put, while the majority of lecturers indicated that they use active methods to teach DCE concepts their students repudiate such claim. I hence argue that failure by lecturers to be exemplary in the usage of active and interactive methods of teaching has far reaching consequences. These are teacher-trainees and that if they are

familiarised with the practice there is a chance that they would carry it over to schools after completion. In this case if teachers are familiarised to passive methods during their training that is what they would take home and this would devastate Botswana's goal of DCE.

- A shocking episode is that pre-service and in-service student teachers differ in a number of respects. They differ sharply in their conceptualisation of DCE and on the nature and adequacy of college curriculum towards DCE. This was marked as a striking issue which needs attention by colleges and training authorities.
- The two (2) Colleges on the sample have challenges of resources that hinder the effectual implementation of DCE because the environment does not become conducive. Another daunting challenge facing DCE is undemocratic college leadership. College leadership seems not to realise that democracy is about strengthening partnerships and in this case colleges are challenged to recognise and utilise students as major stakeholders in college life.

6.2 How participants comprehend democratic citizenship education

This section presents a discussion of finding narratives on participants' perceptions of DCE. The concept DCE has a multiplicity of definitions but one clear definition is by Civic Expert (1994:31) that DCE encompasses a whole range of educational processes, formal and informal which encourage and inform participation by citizens in community activities and public affairs. This study sought to find out how student-teachers and lecturers conceptualise DCE. I believe that their understanding of the concept is crucial in their implementation of the ideals of DCE.

The findings display that participants differ in their comprehension of DCE. However, they showed some similarities during arguments. One outstanding view which emerged was that DCE is the form of education which builds learners to be responsible and informed citizens of a nation. For this reason Osler (2005) posits that DCE should have content matter to facilitate involvement with others in ways desired to generate action for the betterment of the community. In other words, for young people to grow as responsible and well informed citizens they have to be equipped with adequate and appropriate subject matter that is capable of building responsibility and accountability in them now and for the future.

DCE was also seen as the art of inculcating values, attitudes and beliefs of a particular society to students or young people. This view assumes that education for democratic citizenry should focus on particular values of the students' society. In the same mode education for good citizenry should be geared towards inculcation of societal beliefs and attitudes considered by the society. Parker (2001) contends that the absence of such particular values and attitudes would signify the lack of a democratic government and civic life. This line of thought, however, does not give regard to diversity and global connections. This is the era of global connections which requires that content matter on citizenship education be inclusive of diverse cultures and global connections. It is for this reason that DCE is deemed a dynamic, inclusive, forward oriented concept (Birzea, Cecchini, Harrison, Krek & Vrkas, 2000).

The participants pointed out that if well documented and implemented, DCE has the potential to raise a positive minded workforce. Through the development of positive attitudes and values in young people, DCE culminates into the development of a well-rounded individual with requisite attitudes towards national service. In the process people would acquire the necessary skills and competencies to help their country develop both socio-economically and politically. This is a plausible eventuality by reason that DCE teaches someone to be responsible and accountable in everything they do, as one participant indicated. When asked to amplify her point, the student showed that education for citizenship equips learners with indispensable knowledge, skills and understanding to enable them to play an effective role in the development efforts of their country.

Williams and Humphrys (2003) support the above argument that DCE is capable of developing young people with positive attitudes to national service. The scholars posit that citizenship education is a systematic or orderly method of transmitting knowledge, skills, and positive political, economic, social and administrative cultures to the citizens of a state for national development. Consequently, the eventual product is a citizen who displays appropriate personal values based on sound knowledge, moral and principled decision making and input in community and national endeavours. Education for citizenship equips people with the knowledge, skills and understanding to play an effective role in public life (Gearon, 2010;

Cecchim, 2003). Citizenship education thus encourages people to take interest in topical and controversial issues and to engage in discussion and debate. This makes citizenship education one of the best mediums that any state could use in order to match children to values and traits that stabilise the society (*this point was discussed in detail in Chapter 3, under social imperatives of citizenship education*).

It was interesting that most participants view DCE as education that is geared towards the development of young people to be responsible, accountable and informed people. They also indicated that DCE is an approach and a way of preparing citizens. It implies the creation of platforms for diversity with an endeavour to be inclusive of various ethnic, social and political groupings. According to the participants, DCE could best be implemented through various approaches and strategies of a varying nature and style. These may be from series of improved curriculum to practical activities to engagements in community activities or placements in strategic institutions and organisations. Practical activity was favoured most by reason that it has potential to stir in young people participatory attitudes and consequently these would translate into competencies.

The participants of this study also reported that citizens are not just born into a country but are deliberately prepared through an educational campaign. As a matter of fact, findings show the need for learners to be prepared for good citizenry by being taught the history of Botswana and its governing structures and importantly how these bodies contribute in safeguarding democracy and citizenship rights and freedoms. They felt field trips to places like parliament, *kgotla* or council are also important initiatives that can award student-teachers an opportunity to have a feel of what is on the ground. A greater demonstration of civic knowledge and skills can be realised when student-teachers are exposed to incorporation of active strategies linked to community-based experiences.

6.3 Citizenship as belonging

The majority of participants equated citizenship to belonging to a group or country, hence my conviction that one's conception of citizenship influences the way they consider themselves as citizens of their country. That citizenship means belonging to a country was viewed as a narrow

and one-sided conception of the concept. The sample was made up of well-educated lecturers and potential Social Studies or citizenship education teachers who are expected to have deeper knowledge on DCE than arguing along the narrow line. To the majority of participants citizenship means national identity. They explained national identity in terms of belonging to their country, Botswana in this case.

The participants slightly differed in the way they attempted to explain the concept. Some indicated that citizenship means belonging to one's country and being a proud member by reason that Botswana is a peaceful county. The element of pride was explained to suggest that Botswana should love their country as it is. That is, Botswana should be proud of the state of their country ranging from national geography, material resources, development state and cultural heritage. I inferred participants to mean that Botswana should not go around copying other cultures but should rather uphold local cultures and conditions as they are.

It was worrying to note the overemphasis on belonging to Botswana (my country without mentioning of participation by a number of participants). I turn to argue that citizenship without participation is incomplete and that such conception of citizenship is narrow and should not be allowed. Citizens should know that belonging to Botswana inevitably carries with it responsibility for their country. It was worrying to note that some students when probed on citizenship indicated their responsibilities involving taking part in national activities such as tree planting, and attending meetings called by authorities.

Responses such as one highlighted above were not expected from final year student-teachers. These are teachers who would be in the classroom starting 2013 as qualified teachers charged by the nation with the transmission of DCE. One thus wonders where Botswana is going in terms of developing a formidable citizenry if the educators themselves are found wanting in terms of the conceptualisation of citizenship. Simply put, none of the respondents from students and college lecturers gave a full definition on the concept of citizenship education as McGregor (1999) gives light. For McGregor (1999), making a case of the republican traditional model of citizenship stresses three main principles that is sense of belonging to one's country, loyalty to the country and upholding one's civic duties.

Some lecturers, however, showed a deeper understanding of the concept citizenship. They displayed the maximal interpretation of citizenship which is broader. When asked what it means to be a citizen of Botswana, one lecturer had this to say:

To be a citizen of Botswana carries with it not only the entitlement but the contributions towards the socio-economic and political development of the entire citizenry (CIL3).

Summaries from other lecturers point to the recognition of autonomous legal status of all individuals regardless of gender or socio-economic background. A further view is that a citizen is someone who should be ready to sacrifice for the welfare of his or her country. This puts it clear that citizenship is not merely about formal rights but being a member of a community with a shared democratic culture, participating and contributing to the integration of the society. The role of citizenship education in this regard is not just to inform people but that they use the information to help them understand and enhance their capacity to participate.

The response above goes in line with Heater's (1999) conceptualisation of citizenship. The author sees citizens as people who are furnished with knowledge of public affairs, instilled with attitudes of civic virtue and equipped with skills to participate in the public arena. This response pushes one to argue that the development of the citizen described by Heater (1999) is still an illusion in Botswana due to the fact that schools and colleges do not have deliberate and robust programmes towards the development of functional citizenry. The citizen described by Heater is a product of a thoroughly designed lifelong programme which encompasses both formal and non-formal institutions and programmes.

Furthermore, it emerged from the findings that citizenship entails elements such as patriotism, loyalty, responsibility and abiding by law. Patriotism entails devotion to one's country excluding differences caused by geography and cultural heritages. This involves passion which inspires one to serve his or her country and support national agenda at all times. They believed being a citizen of Botswana means one should participate actively in different spheres ranging from political, social and economic. The participants were also of the view that in all participation geared

towards the country's development, citizens should be loyal, accountable and uphold the laws of their country.

This leads me to a discussion on the state of teacher training curriculum for citizenship education.

6.4 The state of teacher training curriculum for citizenship education

In citizenship education for democratic citizenry what is important is to develop programmes that focus predominantly on knowledge, values and skills that develop citizens to understand and practice the principles of freedom and equality in their immediate society (Fito'O, 2009). Immediate society in this regard creates an opportunity to show that any curriculum is a selection from immediate culture and values. This is so by reason that the learners' culture is central to their understanding and participating in the learning process. In some way, when learners are exposed to a content that involves and intertwines with their cultures they are likely to own the content and be effective during the learning process.

Literature used in this study has identified several domains that constitute curriculum for citizenship. However, the most used domain is found in the summary by Hebert and Sears (1990), which covers the four main content areas of civil, political, socio-economic and cultural or collective dimensions. It is against these domains that college curriculum was cross-examined and discussed.

Different criteria are available to determine the quality and adequacy of programmes and curriculum packages. One such yardstick according to Birzea et al (2003), is to question whether students and teachers in an institution acquire an understanding of DCE and apply the principle thereof to their everyday practice. This indicator concerns itself with the changes of values, attitudes and behaviours. Additionally, it concerns itself with finding out whether students develop confidence in their own personal qualities and acquire a growing sense of self-esteem and also learn to celebrate differences among their peers.

The findings of this study have shown that a number of areas taught in Social Studies curriculum appeal to DCE (see table 1). In other words, syllabus pronunciation is rich that citizenship education is a major theme of the Social Studies teacher training curriculum. This goes along with the view that the major goal of Social Studies education in Botswana is citizenship transmission. It is also clear from the inspection of the syllabus that on completion of study student-teachers are expected to have acquired skills, values, attitudes and beliefs that will prepare pupils for good citizenship. However, the syllabus does not specify the skills, values and attitudes and beliefs that are to be covered according to the participants. One only infers that they include the following (list inexhaustible):

- respect;
- compromise in a diverse ethnic society;
- tolerance;
- patriotism;
- compassion;
- open-mindedness;
- loyalty;
- generosity; and
- Civility.

The above values need to be included in the Social Studies curriculum in Botswana because the country has diverse ethnic groups which need to be harmonised through a robust educational campaign to capacitate different groupings to drive the national agenda as one. Like has been mentioned over and over in this study, Botswana has many ethnic groups and other nationals and has thus since become bilingual and bicultural in a number of ways.

Based on the above argument, multiculturalism compels Botswana to become all inclusive and embrace the notion of democracy in diversity where the civil and political rights for all are to be respected. A multicultural democracy respects the civil and political rights of all groups and this can be reinforced by a strong teacher education programme. Failure to do so may one day expose Botswana to the ills of genocide, expulsion of others, imposed assimilation which may consequently bring unspeakable resistance which may drive the country into a mess. For this

reason there is need for Botswana to preach the gospel of peaceful multicultural co-existence and protect diversity amongst her people. This function can be best performed through a strong teacher education on citizenship with the hope that the same gospel would permeate to the young citizens in schools. When such a gospel has reached the young citizens at their tender age there is hope that they will grow into responsible and functional citizenry.

Tlou and Kabwila (2000) posit that a nation can only mature if it has citizens with positive values and attitudes. These are positive values towards supporting government and in turn upholding and furthering development initiatives. Positive minded citizens are also crucial in relating with natural resources and in the provision of social services to the society. These are the people who can be trusted and thus be entrusted with national resources. Positive minded citizens are those that are free of corruption, nepotism, favouritism and so on, and as such can be relied on to spearhead national agendas without doubt.

It is however worth mentioning that in the current Social Studies teacher training curriculum there are some values, knowledge and content of citizenship. The teaching of values that appeal to citizenship education include teaching about families and communities, environment, history of Botswana and its political system. However, according to findings of this study, those values do not provide appropriate qualities to enhance good and active citizens. Based on this it can be argued that the current content is not adequate to meet the challenges and social changes found on today's Botswana. It is the absence of appropriate values in the syllabus to which the mismatch between values of good citizenship taught in current Social Studies college curriculum and behaviours and actions demonstrated by Social Studies student-teachers can be attributed to.

The above argument is a challenge to the college curriculum on its responsiveness to the development of teacher educators with positive values. It is not clear whether the curriculum has adequate content capable of inculcating positive values for the ultimate development of a well-rounded teacher who can after completion of training spread DCE ideals to children at school. A challenge thus is for colleges to develop a curriculum package capable of instilling positive values towards the government of Botswana by advocating participatory democracy,

environmental conservation, and also contain elements on social and moral standards aligned to good citizenry.

A comparative study on democracy is also a necessity in the teacher training curriculum according to the participants. Since these are student-teachers, there is a need to take them deeply on democracy by creating avenues to expose them on the state of democracy in other countries. In a nutshell, they could be assigned to investigate democracies of different selected countries such as United Kingdom and United States of America and allow them to compare with democracy as practiced by Botswana. Additionally, there is a need to train student-teachers for effective citizenry in decision making, problem solving and critical thinking (Tlou & Kabwila, 2000).

From the interaction with Social Studies departments of the two colleges, it appeared that there are no deliberate policies that advocate democratic citizenship. This condition was seen as a major hindrance to the democratic dispensation at college level. That is to say, Social Studies departments are expected to spear-head the entire process of DCE at college level and in essence democratization of colleges. It can thus be argued that a condition where the departments are undemocratic, staffed by lecturers who act against democratic principles and have neither deliberate initiatives nor activities that promote democratization is shameful.

It was also observed that global connections are propagated through the syllabus. That is, student-teachers are expected to acquire knowledge and understanding of global developmental changes that are taking place. In recent years, the challenge of developing good citizens has been made more complex by global developments intertwined with internal developments in Botswana. Consequently, citizenship has become increasingly topical. As such, this is a very important area of training for Social Studies teachers since it gives exposure on world issues. As a matter of fact, trainees get to acquaint themselves with what is happening worldwide and consequently develop appreciation for other cultures. It is this exposure that later translates into citizens that can compromise in diversity, accept and tolerate others and work harmoniously with all respect of their nationality, sex, colour or any background.

A challenge observed regarding global connections is that the curriculum concentration of the subject matter is on international organizations. It appears that the subject matter on global connections gives extra concentration on the discussions of various international organizations. Arguably, anything outside these organisations is not covered or not considered vital. I argue for more content addition on globalization. Globalization in this era is a fashionable word as countries are increasingly coming closer to each other on political, economic social and technological fields. This development has resulted to both positive and negative impacts on citizens in different states. To ensure efficient and effective global connectivity, there is need to use education as a vehicle to address the misconceptions and controversies surrounding the interdependences of the countries of the world.

Additionally, an observation is made herein that misconceptions, controversies and systems used by countries in their interdependence efforts have led to the turbulence in some parts of the world. This is partly caused by some countries' exploitation of others. As a matter of fact, there is need to enlighten students on issues such as the relationships between developed and developing states, rich and poor. Along the same the need to tease out the rationale behind the stratification of countries of the world cannot be overemphasised. This enlightenment can best be brought about by bringing an innovation in the school curriculum by making the concept 'globalisation' as a full module in teacher training curriculum.

Inclusion of a module on globalization at teacher training level will act as a stepping stone to the proliferation of the concept to young citizens in schools. Like it has already been argued in the previous chapters, teachers are instructional gatekeeper who could be used to transport the needed information to the younger generation. The transfer of the concept of globalization to pupils in schools in Botswana will give them a detailed understanding of the integrities of interdependence and thereby make them accept and appreciate citizens of other countries. It is this understanding, appreciation and acceptance of nationals from other countries that later translates to global peaceful habitations. When this condition has fully materialized, every place becomes a home to everyone. Robertson and Scholte (2007) posit that a peaceful global village serves as a platform for economic development and resource sustainability. The scholar further

indicates that peace provides a favourable environment for human liberty and growth and acts as a pre-condition for the survival of nation states.

While there may be deficiencies, it can be appreciated that the curriculum has good content on DCE but the catchiest question to pose is, *does what is outlined in the syllabus manifest itself within the school system and beyond?*. The other question is, *has DCE been successful in the production of effective, patriotic, participatory and progress-oriented democratic teaching force?*

Another daunting challenge to the curriculum on DCE package is that it does not fully and explicitly emphasize crucial elements in nation building and democratization such as ethnicity and cultural diversity. Botswana, being a multicultural society, needs a curriculum package that deliberately emphasizes nationwide cultures. This move will culminate into the promotion of tolerance and co-existence. There is also a need, according to the findings, to include elements on languages of different groupings and equality irrespective of any human differences. Failure by the curriculum to emphasize these elements gives a false impression that Botswana is a united nation.

On a related note, creating a case on the call for multicultural education in Botswana, Nyathi-Ramahobo (2005) charges that Botswana's language policy in education is undemocratic and unfair since it oppresses mainly minority learners since their languages are not used in the teaching-learning process. This argument is based on the premise that mother-tongue is a major constituent of multicultural education because language is one of the major cultural elements that students and teachers bring to school, classrooms and all interactive processes. The Ministry of Education and in particular curriculum developers thus have a huge challenge to address in more direct and robust manner the issue of racism, ethnicity, linguistic and cultural diversity, prejudice and tolerance through increased teacher training curriculum to build love and social justice.

It thus appears that the syllabus is superficial in some respects relative to DCE. For instance, the syllabus has a sub-topic on the constitution under the topic governance but fails to exploit that opportunity to examine the extent to which it safeguards the rights and freedoms of the citizens.

In addition, since this is at tertiary level, student-teachers could be accorded an opportunity to assess Botswana's constitution to tease out its strengths and weakness as the supreme law of the land.

In this study I argue that if the syllabus does not make some content matter self-explicit it dictates to teachers and lecturers to follow suit. This argument is true about Social Studies curriculum towards DCE. The curriculum fails to spell out how some of the important values and attitudes needed by citizens such as patriotism, respect, nationalism, co-existence, equality and equity should be covered. Mhlauli (2011) concurs that (speaking about primary Social Studies syllabus), the national syllabus influences teachers' thought and ways of teaching because the school curriculum in Botswana is highly centralised and prescriptive. As such the syllabus influences how teachers perceive citizenship and make it difficult to think outside the syllabus parameters. Simply put, this condition creates a chance for teachers to perceive and apply the syllabus as is given with no need for modifications pertaining content matter and specific objectives outlined. Discussion now turns to the experiences in the college classrooms.

6.5 DCE: Experiences from college classrooms

This study has revealed that there exists a sharp contradiction between what college lecturers believe in terms of appropriate teaching methods for citizenship education and what they actually do during their lessons. This will form the base for arguments under this section.

There is a noticeable similarity among participating lecturers on the need for a student-centred classroom where students are encouraged to take responsibility for their personal actions and take part in decision making. During interviews all college lecturers strongly showed favour for child-centred methods for DCE. A key finding of this study, however, demonstrates that lecturers do not utilise the child-centred pedagogies themselves during teaching. Lecturers mentioned teaching techniques such as debate, discussion, project method and inquiry as techniques that are appropriate for DCE. They thus believe these techniques are suitable for DCE as they prepare the children of Botswana for good citizenship for the reason they encourage doing on the part of students. One lecturer put her argument eloquently thus:

These methods are capable of training students to be responsible citizens in the society as they engage them in the learning process by putting them at the centre of learning and information seeking (CILI).

Additionally, she indicated that during lesson discussions she encouraged the likes of social participation, social skills and problem solving.

The inquiry technique was favoured for its potential to reinforce values of democratic citizenship and that it can be used to allow students to inquire on the challenges faced by the country at large. Through this participatory activity students can develop a feel for their country and culminate to the development of a lifelong habit of participation in national activities. In a similar hint, teachers did not make use of a variety of learning activities such as drama, artwork, video and field trips in order to enrich their lessons as well as to tap into the students' sense of imagination.

Student-teachers differed with their lecturers on common teaching methods during Social Studies lessons. Students were of the view that the lecture method is the most dominant technique in their classes and that active methods are talked about by lecturers but are never used in Social Studies classrooms. This position probably marries well with the research findings that teachers in Botswana limit and or deny students an active role in the learning process. Thus unless the democratic habits of thought and actions are part of the fibre of the people, political democracy is insecure (Jotia, 2011). Freire (1970) also makes it clear that the lack of student contribution in the teaching process makes the teacher the subject in the learning process while students are melted to the territory of objects that are just receiving deposits. This practice has a potential of limiting and compromising learners' critical thinking and awareness.

DCE can therefore not be effectively transmitted if the teaching styles are undemocratic as reflected by too much power and control of the learning activities by educators. Most of the student-teachers interviewed indicated that lecturers mostly use the lecture technique. This shows the perpetual existence of the banking model of learning whereby learners are treated as passive recipients of ready-made knowledge by educators. This eventuality is against the constructivists' perspective which maintains that in teaching-learning process, learners should be allowed to

construct their knowledge and interpret learning according to their past experiences and socio-economic and political backgrounds. This condition defeats the ideal of constructivism that learning is a give-and-take process. Constructivism which underpins this study views learning as a reciprocal process that involves interaction between teachers and students on equal footing in the endeavour to construct knowledge.

The findings create room for argument that the present state of affairs at the two (2) college of education on the sample has nothing to be admired pertaining the teaching of DCE. Simply put, in relation to pedagogical issues it appears that very little effort is made towards the use of teaching methods proposed by education policies in Botswana. The Revised National Policy on Education (RNPE) succinctly proposes the use of child-centered methods at all levels, yet colleges do not actively and adequately expose students to those methods. Additionally, literature reviewed in this study shows that citizenship education goes well with active methods of teaching. These are the methods which are deficient in college classrooms. The implication is that true production of effective teachers for DCE cannot be realised under this condition. Consequently, the transmission of DCE ideals to young citizens at primary school level will be hampered and the final product may be citizens who are not active in the affairs of their country. This condition has a potential to hamper Botswana's development socially, politically and economically because any country needs its own active citizens to effect meaningful advancement.

This study argues that in modern learning absence of active teaching and learning has negative implications on students. The sting is that learning by nature is not a one-dimensional process but rather involves the transfer of knowledge through different mediums of instructions. One such intermediate is through observation as students learn actions seen in the classroom and school environment and what their teachers and lecturers do. In that case student-teachers carry with them good or bad practices from what they see their lecturers display. It must be emphasised that if student-teachers often witness teacher-centred methods, there is a possibility that they will leave the college as passive teachers and consequently fail to apply what they learnt in schools. This has a potential to devastate the political, economic, social and physical environment of Botswana.

The participants also favoured peer-teaching and peer-work as a viable technique for citizenship education. They indicated that lecturers usually give them topics in groups to research and present and this is in line with the demands of citizenship education because student-teachers are exposed to enquiry on various issues. Additionally, the discovery method was mentioned but could not be expanded upon and it sounded like the student was not conversant with the method. It also emerged from the argument stories from the interviews that lecturers encourage elements of cooperation, participation in class activity, group work and these are elements that encourage togetherness among students and are elements of citizenship education.

Based on the above account, the best ways to prepare student-teachers for effective citizenship education transmission is through practical activity. The participants of this study felt that hands-on and practical activities enable learners to exercise what they learn in class. They thus indicated that such approaches enable students to develop competencies and to be effective citizens in whatever they do. An example of practical activity mentioned was the project or research approach. This approach is favoured as it enables students to conduct individual investigations on issues of concern and have a feel of the challenges facing the nation and develop strategies of addressing them. These strategies are said to have potential to engage student-teachers in independent knowledge gathering. Additionally, the strategies promote effective knowledge development and documentation and are thus able to instill a sense of self-reliance which is a necessary ingredient for good citizenry. Furthermore, the strategies mentioned are considered because they allow learners to search information on their own and learn at their own pace. Along the same line participants indicated that education for self-reliance and development coupled with multiculturalism should be emphasised during training. Elements of education for self-reliance have a potential to enable student-teachers to stand alone, contribute, participate and even appreciate and tolerate diverse nature of our nation.

The absence of practical activities due to the lecturers' reluctance to use active and interactive methods is certain. Miller (1993) asserts that citizenship education is more of a practical orientation. In the same fashion, like it has been highlighted in Chapter 2, scholars such as Morse (1993) and Miller (1993) also support practical activity for DCE by asserting that citizenship

education is more of a practical orientation and that if practical activity is effectively used students could be engaged in community activities either through apprentice, service or internships in the place of the normal theory-based instruction. This necessitates the need for practical learning activities during Social Studies lessons if colleges want to produce effective teachers who would, while in the field, propagate the ideals and traditions of good citizenship.

To realise the mission of producing effective teachers of citizenship education, colleges could engage student-teachers in community activities either through apprentice, service or internships in the place of the normal theory-based instruction as stated above. My faith is full to capacity that relevant stakeholders would not deny student-teachers a chance for short-term placements at their institutions for learning purposes. Such job placements could allow students to have a feel of the national issues of concern and through this develop attitudes and skills to try to support their country in addressing such challenges. Similarly, student-teachers could also develop competencies of work and work ethics and thus fit well into the world of work on completion of their studies.

This far I argue that colleges clearly have a challenge to diversify the teaching methods and above all adopt active methods of teaching for the betterment of teacher training for DCE. Ornstein, Thomas and Lasley (2000) concur that if teachers are to be successful in their work, they must wrestle with both issues of pedagogical content and general pedagogy which covers elements of generic teaching principles.

Mhlauli (2011) argues in favour of inquiry-based teaching methods. The scholar argues that Social Studies advocate the use of the inquiry and problem-based learning as opposed to rote-learning which has had the hegemony for a long time in our schools. The problem-based method is favoured for DCE because it is prospective of developing young people into democratic exploration. This means that if our student-teachers can be trained deeply through the use of the inquiry approach they can without doubt become investigative-minded teachers. With an investigative mind they can continuously unveil issues affecting their school, communities and the nation at large. Eventually such initiatives can contribute massively to national development

through providing informed and proven findings capable of bringing about positive development in the country.

Salia-Bao (1991) concurs with the above argument that most effective education occurs when problem solving is used as it encourages critical thinking. Problem-based learning encourages participation among students through active engagement in cooperative adventures that can turn the learning atmosphere into a democratic dispensation. The result is that learners will develop skills and values for effective functioning in a democracy. Dewey (1986) also opines that leaning through interactive experience does not produce merely conscious understanding of connections, instead most learning involves the formation of habits. Dewey defines these formed habits as the ability to use natural conditions as a means to an end.

Educators talk about the problem-based teaching method but fail to use it. It appears that both teacher educators and student-teachers are full of theory than practical orientation. Otherwise, it is not surprising for lecturers to avoid active methods such as problem solving because they themselves were not taught through those methods during their teacher training days. Harber (1997) posits that problem solving and inquiry-based learning are talked about in schools and colleges, but do not translate into teaching as classroom activities are teacher initiated, dominated and driven. Studies by Mautle (2000), Tabulawa (1998), Oats (2009) and Mhlauli (2011) in Botswana also show that Social Studies teachers use teacher-centred methods as opposed to child-centered methods advocated by education policies.

This section is brought to a closing stage by making an advocacy for deeper teacher training on pedagogical knowledge. This argument is based on the fact that teachers are curriculum instructional gatekeepers and primary determiners of what gets taught and how it is taught in the classrooms. In the process teachers determine consciously or otherwise, their students access to knowledge and bound their opportunity to learn. Hence, teachers are the direct context that links the intended with the enacted and finally the experienced curriculum. As a matter of fact, the imperative for deeper teacher training into diverse teaching strategies needs no overemphasis. Schulman (1986) (*as discussed in Chapter 2*) maintains that teachers need to master two types of knowledge in their development, namely content and knowledge of curriculum development.

This perspective argues rightly that if teachers are to succeed in their work they must wrestle with both issues of content and general pedagogy which cover elements of generic teaching principles. Thus, teachers have a responsibility to create a favourable learning environment for DCE.

6.6 Creating a conducive learning environment for DCE

Findings have revealed that the transmission of DCE is hampered by a number of challenges. Among these challenges is the lack of a favourable learning environment for DCE. Mhlauli (2011) affirms that some challenges attributed to the implementation of Social Studies in Africa include the lack of instructional material, definitional problems and lack of trained and experienced teachers. It is however surprising that some of these problems were picked by earlier research and they still persist. For instance, Merryfield (1986) unveiled that the implementation of Social Studies curriculum in a number of African countries is faced with problems such as lack of instructional material.

The participants in my study made an outcry about the lack of instructional material suitable for DCE and that this condition does not create a conducive learning environment for DCE. This is confirmed by Oats (2009:56) who conducted a study on the challenges of teaching citizenship education at senior secondary school level in Botswana. The findings of the study maintained that schools have an acute shortage of instructional material suitable for citizenship education and that this condition works against the curriculum goal of effective citizenship education transmission.

DCE by nature requires learners to have resources at their disposal so that they can interact with them in their process of knowledge generation. This means that lack of resources becomes a hindrance in that learners have no material to interact with before they can make meaningful conclusions on diverse issues before them during instructional time. The study has revealed that colleges have lack of material ranging from conventional materials like audio, audio-visual, textbooks, functional and fast internet facilities. These materials are available in miserably limited state in the two (2) colleges and this state of affairs hampers learners' liberal exploration of issues. Another issue noted by Asimeng-Boahene (2000) is that where instructional materials

are available they are usually limited in scope and are content related as opposed to activity-based to be suitable for DCE.

The problem of shortage of instructional material which is becoming a day-to-day talk in most schools and colleges in Botswana needs an urgent attention. Adeyemi, Boikhutso and Moffat (2003) purport that the condition needs to be addressed if Social Studies is to achieve its goal of preparing effective citizens. Probably, this is because citizenship education draws content matter from diverse disciplines with various issues ranging from political, social and economic, local, familial, communal, regional, continental to global. For that reason teacher training colleges need to have an avalanche of material to support all various content areas.

While it might be true that colleges have a shortage of educational material, this study blames colleges of education for the shortage of instructional material for DCE. I argue that these are teacher training colleges at which trainees are taught about material development for instructional purposes. These are colleges at which teachers are trained by well educated lecturers on how to be creative and innovation in time of need. These are colleges where trainees are prepared to fit into any duty station in Botswana and apply themselves fully. Trainees are equipped to find themselves in a place with limited recourses and generate resources to facilitate effective learning and teaching. It is therefore surprising for teacher training colleges to have a shortage of recourses when lecturers and student-teachers could join hands and generate material suitable for DCE.

There is also need for colleges to create space for themselves in which to offer DCE in a less expensive way. DCE deserves outdoor teaching approaches which colleges could fully adopt and utilise. Botswana has a lot of natural and man-made features which could be taken advantage of. Additionally, there are several social and cultural groupings, government departments, parastatal organisations, non-governmental organisations, which could be visited to provide the needed data in a practical form. At these institutions colleges could also organise short-term placements for their students, however short to gain practical experiences on the ground. This goes in harmony with the principles of Education for *Kagisano* (1977:10) that the implementation of democracy in education has implications for the stakeholders, teachers and the curriculum. The

education policy advocates for the involvement and voice of all stakeholders such as the community, parents, professionals, corporate world and students into education matters for the effectual build-up of well rounded, sound, accountable and responsible citizenry.

Based on the findings of this study it can also be argued that the two colleges on the sample do not fully apply themselves regarding material development to support DCE. I argue that a lot of avenues are available which colleges have not tapped into before conclusions can be made on lack of resources. For instance, colleges could solicit printed material from organizations and institutions that relate with DCE content. This includes material hand-outs from parliament, councils, political parties, non-governmental organizations, and so on. In most cases these organizations will not even sell the material. Additionally, they could explore the possibility of developing a bank of resources. This could be done by downloading from the internet information that they could either directly use or modify for use in their transmission of DCE content. This should not be a problem since both colleges have access to internet where they could retrieve information.

6.7 Pre-serve and in-service student teachers' divergent views

In quite a number of instances, the two student-teacher categories differed to my amazement. They at first differed on the conceptualisation of concepts such as citizenship, being a citizen of Botswana and DCE. Differences in argument were also noted on the question of the adequacy of college teacher training curriculum towards DCE and finally on teaching methods used that are appropriate for DCE. One wonders whether colleges have separate curriculum and lessons for pre-service and in-service student teachers.

I need to hasten, however, to indicate that colleges do not have separate curriculum or lessons for the two groupings. In that case the cause of the differential conceptualisation and thinking from different worlds needs further investigation. In short, colleges have the same curriculum and for that matter in colleges that admit both groups, efforts are made to mix pre-service and in-service students the same class.

The findings show that majority of responses that were considered narrow came from in-service student teachers while the majority of pre-service student-teachers showed a bit of aggression and deeper understanding of the ideals of DCE. For instance, when asked what citizenship means to them majority of in-service students said that it is about belonging to a group or country. This is one of the oldest and the narrowest definition of citizenship. On the other hand, pre-service students would give responses such as “being a responsible person”, “loyal and willing to participate in the development of his or her country”.

Is it because pre-service student teachers join at year 2? During reflection times after the interviews, this question came to mind. I wondered whether the cause of this difference could be the fact that in-service students join the Diploma in Primary Education programme in year 2. This might arguably be a contributory factor looking at the fact that a substantive discussion on citizenship education is done at year 1. This means that maybe in-service student-teachers miss orientation and baptism to citizenship education which is done at year 1.

While the above argument maybe true, an inspection of Social Studies college curriculum shows that there is a good amount of DCE topic at year 2 and 3 also. It is however argued that the topics at year 2 and 3 that are related to the transmission of DCE are taught in isolation and as such those joining the programme may not link them with citizenship education. One participant clearly said:

When we join at year 2 and are taught about let's say, our government and its structures we just see content matter, we do not relate it to any citizenship education because we do not know what that is from onset as such linking what we learn with citizenship education is not possible then.

Another student (C2SI5) added thus: “It is only later during the programme Mr Oats that we hear the over mentioning of citizenship education and that we are not democratic”. This statement suggests that the DCE content matter may be fragmented throughout the syllabus and no effort to harmonise them is shown by lecturers. It is also argued that the fact that Social Studies departments at both colleges do not have deliberate initiatives to train up their students to

be good citizens defeats the whole purpose. What departments do is just to teach the syllabus without any structures and initiatives in place geared towards the inculcation of democratic ideals into student-teachers.

The level of academic education is also pointed to as a factor to explain the difference in the way in-service and pre-service student-teachers view issues. One argument advanced through inquiry by the research was that most in-service student-teachers are junior secondary school learners who consequently did Primary Teachers Certificate and have worked for a long time without furthering their studies. The argument was that due to this condition their level of comprehension of contemporary issues such as DCE, globalisation and so on cannot be compared with pre-service student-teachers who are fresh from senior secondary school.

In another occurrence, in-service students unanimously agreed that the curriculum is adequate while the majority of pre-service students indicated the opposite. This prospect across the two dominant groups needs further examination as it indicates a flaw or weakness on one group surely. It appears that one group has missed deeper exposure to citizenship education ideals at some point in time during their training.

This subsection is concluded by argument that student-teachers and teachers may conceptualise and characterise Social Studies and DCE from different frames of reference influenced by various factors. Some of the influencing factors range from previous background, beliefs, life experience and professional landscape. The challenge that comes with this state is that the enacted curriculum looks more varied than the official intended curriculum. This condition creates need for the Ministry of Education and colleges to see to it that they find means to close the conceptualisation gap between in-service and pre-service teacher trainees. Failure to do so may lead to varying approaches to Social Studies and DCE influenced by teachers' level of understanding of the subject. This scenario will compromise the national efforts of citizenship development in a huge way.

6.8 College leadership thwarts DCE

Having equal respect for all its citizens is a prerequisite for democracy (Jotia, 2010). It is only through education that one can gain acceptance as equal citizens, otherwise excluded from the educated mainstream, it would be impossible to nurture a sense of one's value as an individual and it is this feeling of inferiority that negates possibilities of equal foothold.

I need to hasten to designate that the premise of Botswana's Education for *Kagisano* of 1977 and the Revised National Policy on Education of 1994 are on social justice. Education for *Kagisano* in particular fosters social justice. To realise social justice there is need to pave way by instituting a democratic dispensation, fairness and equity. Education for *kagisano* is about togetherness and sharing of responsibilities through respect despite differences. Hence, it is imperative for colleges of education to build that sense of togetherness or communal spirit to pave way for democracy which is a requirement for DCE.

One challenge facing the infiltration of DCE at college level is the state of college leadership or administration. The college leadership is said to be undemocratic and this is an antithesis to DCE. My study revealed that power is over-centralised on the principal. The Social Studies departments which lead DCE and are believed to have deeper understanding on issues of education for democracy were also labeled to be undemocratic in the way they are run. Does it mean that Social Studies lecturers and departments offer lip service to the concept of democracy?

Student-teachers unanimously indicated that student authorities are left out of the decision-making processes. Colleges which formed research sites have Student Representative Councils, however, students feel power sharing, and consultation and decision-making are a challenge. This practice violates the idea of *kagisano* and efforts made to transmit DCE. Students argued that in most cases they are told what to do with little or no input even by their representatives. They therefore wonder what democracy means to college authorities.

I argue that the situation where college principals and Social Studies Heads of Departments and lecturers under them act as supreme and autocratic beings with absolute authority to make decisions without the voices of the students is undemocratic and should be challenged. These are

the behaviours and actions that stifle democratic dispensation in schools. I argue that it is by heeding, observing and participating with democratic educators and students, parents and community that we forge the sense of DCE. College leadership is reminded that democracy is a system of government which is based on the version of popular representation and governance (DeLeon, 1997). It is a governing political system that values participation of all, either directly or indirectly, and in which all voices matter. Based on this, colleges need to make democracy a practical undertaking by allowing extended freedom of participation by all stakeholders including the student body through effective structures.

This study reveals that the present Student Representative Council system in colleges is toothless and rendered undemocratic since students do not have a voice in decision-making. Jotia (2010) buttresses this point, that the hierarchy of power and privileges as perpetrated by the most powerful voices within Botswana schools has marginalised the students' voices, thus providing an uneven and rough atmosphere for the birth and growth of democracy within the system.

Based on the above position, it can be argued that colleges abuse students emotionally. This argument is propelled by the fact that students are given false promises through the formation and existence of the Student Representative Council under the pretence that the body would be an equal partner in running colleges or at least have a recognised voice while on the ground it is the opposite. This to me is crossed emotional abuse. Students' time is wasted campaigning for office and at times they even waste their financial resources for a course college principal know would not have an impact. What is further lamentable is that the poor students would be carrying huge titles in the college such as Mr. President and Secretary General, but without any power. What is the use of a title which wields no power? This is abuse and must be challenged.

This suppression of Student Representative Councils directly links with the effectual transmission of DCE. Citizenship education is a lifestyle that starts from the classroom during lessons and permeates to the outside exhibited through day-to-day habits, decisions and actions. In addition, DCE learnt during lessons is directly linked to college governance and you cannot separate the two. As a matter of fact, when colleges are not democratic, whatever efforts made by Social Studies lecturers to teach DCE goes down the drain. Students often question what

democracy is in view of the autocratic college and Social Studies departments' governance they are witnessing in the two colleges on the sample. *Is democracy only about the students, does democracy end in the classroom?* A student lamented during an interview.

Based on the above argument, it can be concluded that DCE ideals are not yet understood by college leadership, including Social Studies departments. That deep democracy advocates for the strengthening of human relationships for the betterment of the entire community is not yet clear to the educationists in Botswana (Jotia, 2010). Thus, for the effectual functioning of colleges there is need for college administration and subject departments to strengthen their working relations with the student body through Student Representatives Council. Students as key stakeholders should have an active voice in the affairs of colleges on both academic and welfare related.

Further than that, the curriculum should include teaching about democratic institutions and how they work. This involves incorporating practical experience of democratic institutions through visits to *Kgotla*, council or parliament and instilling democratic values in students (Education for *Kagisano*, 1977).

6.9 Confirmation of theory through findings

This study aimed to investigate the responsiveness of Social Studies teacher training curriculum towards DCE. The study was informed by the constructivist perspective to education and teaching. Constructivism is defined by Darforth and Smith (2005) as a broad set of interrelated theories that suggest that knowledge is human creation. The ideas, attitudes and practices referred to as constructivism are about how humans who learn by building knowledge cooperatively through social interaction and application of prior knowledge in a continual interpretation of on-going experiences. That is, it requires that people explore events and environments, interact among themselves and confront situations and challenges. The constructivist approach was seen appropriate for this study as it is capable of bringing together teachers and students, parents, administrators and the community at large and accord them platform to participate in various ways to reform and reshape education.

The findings confirm the compatibility of the study with DCE. Literature has indicated that DCE is a model of active learning. That is, citizenship education is seen by authors as a model or approach of learning that occurs through active engagement in public affairs and obligations in societies. Pearce and Hallagarters (1988) view active citizenship as active involvement in the affairs of the community. In line with this engagement, citizens are expected to respond promptly to the needs of their society with an endeavour to improve unacceptable conditions in the society. The concept of active citizenship could also be interpreted to refer to those people with the willingness to go an extra mile beyond their normal schedule and interest. These are people with immeasurable commitment to tasks and are mostly impartial and wide in their perception of issues.

The findings of this study show that DCE marries well with the active methods promoted by constructivism. These findings and the literature point to the fact that child-centred methods and approaches which put students at the centre of the learning process are compatible with DCE. Without such methods the teaching of DCE becomes an illusion as they turn to lack evidence and prove. Citizenship Education Foundations (2012) maintains that in whatever form citizenship education curriculum must have an active element that emphasises learning by doing, must be interactive by utilising discussion and debate and be relevant by focusing on real-life issues facing the society.

This study is rooted in the traditional *Tswana* practices of voluntarism and communalism. These concepts form the basis for citizenship education in Botswana. With these practices people were expected as a cultural law to have a say and a role to play in all communal activities. It is however evident that in this era most people are 'pay minded' and this has led to a sharp decline in voluntarism as was known and practiced among the traditional *Tswana* society. In the contemporary version of participation, government expects citizens to participate in the affairs of the local community and national. These affairs range from elections, sports, tree planting, clean-up campaigns, national referendum, and meetings called by authorities. I argue that for people to obtain skills, knowledge, values and develop attitudes to participate in the societal affairs, they must get them from citizenship education in the formal curriculum through subjects such as

Social Studies. Hence, the need to intensify DCE through the employment of active methods of teaching needs no overemphasis.

The findings show that in college Social Studies classrooms are dominated by passive methods of teaching. Passive methods deny learners an active role in knowledge construction. The methods perform this by relegating learners to an unreceptive spot where they are likened to a bank that just receives deposited notes, hence the theory of the banking pedagogy. It is on this finding-based evidence that I confirm the relationship between my study and the constructivist theory. I base my argument on the premise that the constructivist classroom setting encourages an environment where the learning community involves students, teachers, administration staff, parents and community.

The school leadership should purposely create an environment where participants would freely communicate their ideas, thoughts and experiences without any discrimination. Findings do not show colleges as having good relationships with stakeholders such as students in decision-making, hence the need for colleges to shift to active methods of teaching that have an automatic capability of fostering democratization in the learning environment. Democratization of learning will later infiltrate into the entire college and create a democratic dispensation. It is within this dispensation that effective learning of DCE is done with ease.

Citizenship education requires hands-on activities and executions which expose learners to the complexities of societal socio-political life and therefore challenge their views, attitudes and feelings towards having a say and a role in societal matters as citizens. The focus of this study was therefore on the training of the primary school teachers and expressly on active methods that they should be equipped with for the teaching of Social Studies for citizenship education.

The findings also revealed that college Social Studies curriculum is wanting in terms of DCE. The participants indicated that college curriculum is inadequate towards DCE. A lot of deficiencies and non-specificities were highlighted by participants. It emerged for instance, that the teaching of rights, responsibilities and values such as tolerance are not detailed. This scenario creates a vacuum in the curriculum for DCE by reason that the understanding of rights and

responsibilities foster active participation of people in society. As a matter of fact, if these are missing in the curriculum the goals of educating for effective citizenry will not be met. In this condition, it does not come as a surprise as to why Botswana needs an education system that promotes active citizenship.

6.10 Conclusion

This chapter was on the discussion of the findings of the study regarding the responsiveness of Social Studies teacher training curriculum towards DCE. This art was done by inspection of collated responses from the participants and the drawing out of key striking issues from the three research sites of the study. The literature reviewed in Chapters 2 and 3 was used to justify the arguments made. The chapter concluded that DCE is viewed differently by participants. Furthermore, it emerged from the findings that citizenship entails elements such as patriotism, loyalty, responsibility and abiding by law. It follows that a citizen of Botswana is seen as anyone who belongs to Botswana either by birth or naturalisation and is an active participant in the national activities at social, political and economic spheres.

I conclude that there is no favourable learning environment for DCE in the two colleges of education that formed the sample for this study. The main obstacles are the absence of practical activities and undemocratic college governance. It has also emerged that college Social Studies curriculum is wanting in terms of DCE. A portion of deficits and lack of specificity on content towards DCE were highlighted by the participants. For example, the teaching of rights and responsibilities and values such as tolerance are not detailed in the curriculum. This status generates a void in the curriculum and inevitably hampers the effective transmission of those values.

As a result of educators' reluctance to use active and interactive methods Social Studies classroom are dull and as such do not develop student-teachers effectively for robust DCE transmission. This argument is made certain based on the fact that citizenship education is more of a practical orientation than theory. This necessitates the need for practical learning activities during Social Studies lessons if colleges want to produce effective teachers who would, while in the field, propagate citizenship education ideals. Undemocratic college leadership also hampers

the infiltration of DCE at college level. It appears that the leadership fails to recognise students as key stakeholders in decision-making and this does not go well with student-teachers. Thus, this condition inevitably hampers effective learning of DCE because student-teachers keep on comparing school and Social Studies departmental administration with the way democracy is taught. They thus conclude that Social Studies lecturers pay lip service to democracy. In the process student-teachers do not take what is taught seriously.

A key finding of the study is that citizenship education has an important relationship to active participation within the broader community. All participants mentioned in one way or the other that practical activity was more suitable for DCE. Active participation can begin in the learning institution, school or college through student activities such as Student Representative Council and other types of institutional civic participation. DCE concepts developed through Social Studies such as equality, rights, cooperation and justice are elements that link real community issues from local to international level. Thus, there is need for the Social Studies departments to involve practical placements of their student-teachers into strategic institutions. It is through such placements that high-quality service learning can be developed (Homana, Barber & Torney-Purta, 2006:7). This learning approach can help students to identify community process, create solutions to address those problems and reflect on the process through multiple points of view. As a matter of fact, beginning through with institutional engagement, Social Studies can serve as a catalyst to extend the understanding and application of citizenship education into the community.

Chapter 7

Conclusions and Recommendations

7.1 Introduction

Chapter 6 presented a detailed discussion of the findings on the responsiveness of Social Studies teacher training curriculum towards DCE in Botswana. The current chapter provides major conclusions of the study. Firstly, it reports on the major summary drawn from the findings. Secondly, it presents research implications and recommendations. Thirdly, it provides recommendations for further research and this is followed by my final thought on the study.

7.2 Summary of the main findings

This research employed an interpretive paradigm with the case study design. Interviews, focus group discussions, qualitative questionnaire and document analysis were utilised as tools through which data was gathered to allow for triangulation. The study assumed a grounded theory to data analysis by using the constant comparative data analysis technique for purposes of theory generation. Major findings were thus presented according to themes derived from research questions which informed this study. The first question aimed at producing information on the nature of citizenship education as encapsulated in Social Studies teacher training curriculum. The second question elicited the participants' views on their conceptualisation of DCE. The question sought to find out how participants outlook related concepts of, citizenship, citizenship education and DCE. The third question explored the extent to which colleges of education adequately equip student-teachers with diverse teaching strategies to enable them to teach citizenship topics at primary schools through Social Studies. The fourth question focused on the challenges of learning and teaching democratic citizenship topics at colleges of education.

7.2.1 Citizenship Education as encapsulated in Social Studies curriculum

The findings reveal that the teaching of DCE at colleges of education has not been successful as expected by the nation. Education policies of Botswana clearly show Botswana Government's extra commitment to develop good citizenry. A key finding of this study supported by literature, however, shows beyond doubt that Social Studies curriculum for teacher training does not have

adequate content on DCE. Secondly, the values of citizenship which should develop student-teachers to be effective citizenship education teachers are not well included in the syllabus.

Howbeit, it is also evident that syllabus pronunciation is rich as citizenship education is a major theme of the Social Studies teacher training curriculum. This goes along with the view that the major goal of Social Studies education in Botswana is citizenship transmission. In this regard, in terms of content, teacher training curriculum has content that appeals to DCE. However, it is not clear whether what is outlined in the syllabus manifests itself in the school system and beyond. It is also not clear whether colleges have been successful in the production of effective, patriotic, participatory and progress-oriented democratic teaching force. Simply put, whilst there is content that appeals to DCE, there appears to be a lot of deficits in the way some citizenship values are covered in the syllabus and this hampers the effective transmission of such concepts.

It also emerged from findings that where some of these values are mentioned in the syllabus they are not well articulated to be able to make a difference in the actions, perceptions and behaviours of the trainees. This condition requires a re-engineering of the curriculum. Tlou and Kabwila (2000) posit that a nation can only nurture if it has citizens with positive values and attitudes. As a matter of fact, the need for colleges to develop programmes that focus particularly on knowledge, values and skills that develop citizens to understand and practice the principles of freedom and equality in their immediate society is raised

College curriculum fails to emphasise elements of nation building which are crucial to Botswana's multicultural society. In such a cultural setup, there is need for educational programmes on DCE to include all cultural groupings. There is a need for a curriculum package that deliberately emphasises nationwide cultures to promote tolerance and co-existence within diversity. The state of the current college curriculum necessitates a need for Botswana government to adopt a shift in citizenship education. A multicultural education which complements and values diversity in the learning procedure is suitable for current Botswana as the current curriculum is divisive.

I argue that deprived of a full and inclusive package of citizenship education curriculum, the aspirations of the nation in terms of generating well-informed and functional citizenry will be a deception. This study maintains that colleges should develop a curriculum capable of instilling positive values towards Botswana's government by advocating participatory democracy, environmental conservation and also contain elements on social and moral standards aligned to good citizenry.

This section is concluded by making an argument that if the syllabus does not make some content matter self-explicit it dictates to teachers and lecturers to follow suit. This argument is true about Social Studies curriculum towards DCE because the curriculum fails to spell out how some of the important values and attitudes such as patriotism, respect, nationalism, co-existence needed by citizens are to be transmitted. This condition influences teachers' thoughts and ways of teaching because school curriculum in Botswana is highly centralised and prescriptive. As such the syllabus influences how teachers perceive citizenship and make it difficult to think outside the syllabus parameters. This conditionality creates a probability that some of our teachers and for that matter even college lecturers to perceive the syllabus as a *given* with no need for modifications pertaining to content matter and specific objectives outlined.

7.2.2 Understanding of democratic citizenship education

The findings reveal that participants view citizenship education differently. This diversity is even displayed by participants in the same institution. Along the same, the finding descriptions also show an agreement between the results and literature that the concepts citizenship and citizenship education do not have definite definitions. That is, these concepts have multiplicity of definitions. The findings reveal that the interpretation and conceptualisation of concepts and issues is influenced by social, political and economic environments and to some extent by educational standards. According to the findings some of the common definitions of citizenship included, '*belonging to a group or country*' and '*a responsible and active participant in national activities*'. Citizenship education on the other hand is viewed in terms of being taught about the responsibility of a citizen and how a citizen should be like/ behave like and teaching about rights.

The results of the present study show that citizenship is viewed in terms of belonging to a group

or a country. This way of seeing citizenship makes the citizens of Botswana to deem their membership to Botswana in terms of belonging to Botswana and it ends there. Simply put, such conceptualisation is restrictive in nature in terms of one's outlook and this will inevitably influence their contribution into communal and national agendas. It was worrying to note the overemphasis on 'belonging to Botswana, my country' without mention of participation by a huge number of participants of this study. I turn to argue that citizenship without participation is incomplete and that such conception of citizenship is narrow and minimal and should be eliminated if nations aspire to generate active citizenry.

Some participants, however, showed a deeper understanding of the concept citizenship. Responses such as the one below attest to this claim.

To be a citizen of Botswana carries with it not only the entitlement but the contributions towards the socio-economic and political development of the entire citizenry. It should recognise autonomous legal status of all individuals regardless of gender or socio-economic background. In Addition, a citizen is said to be someone who is ready to sacrifice for the welfare of his or her country.

The response above goes in line with Heater's (1999) outlook of citizenship. The author sees citizens as people who are furnished with knowledge of public affairs, instilled with attitudes of civic virtue and equipped with skills to participate in the public arena. This response pushes one to argue that the development of the citizen described by Heater (1999) is still an illusion in Botswana due to the fact that schools and colleges do not have deliberate and robust programmes towards the development of functional citizenry. The citizen as described by Heater is a product of a thoroughly designed lifelong programme which encompasses both formal and non-formal institutions and programmes.

Some of the citizen attributes raised by the participants include patriotism, loyalty, responsibility and abiding by law. Participation is highlighted as a key element which involves dedication to one's country without differences instigated by geography and cultural traditions. Participation is deemed crucial in citizenship as it has thirst which inspires one to serve his or her country and

support national agenda at all times. It therefore means that being a citizen of Botswana carries full and active participation in different spheres ranging from political, social and economic. Along with active participation, citizens should be loyal, accountable and uphold the laws of their country. Literature used in this study shows that without these attributes a citizen is incomplete because his or her participation will not be an accountable one. As a matter of fact, findings show the need for learners to be prepared for good citizenry by being taught the history of Botswana and its governing structures and importantly how these bodies contribute towards safeguarding democracy and citizenship rights and freedoms.

It emerged from findings that DCE is seen as the art of inculcating values, attitudes and beliefs of a particular society to students or young people. This outlook presumes that education for democratic citizenry should centre on meticulous values of the students' society. Similarly, DCE is seen as education geared towards the inculcation of skills capable of building responsible and accountable young people. It also immerses young people into societal beliefs and attitudes considered valuable by their immediate society and nation. A challenge that comes with this conclusion is that it is not clear whether the college Social Studies curriculum has adequate content to develop responsible, accountable and participative young people or not.

7.2.3 Pedagogical issues and Social Studies classrooms

This section closes the findings on the objective which wanted to find out whether colleges of education adequately equip student-teachers with diverse teaching methods to enable them to teach DCE fruitfully. The findings reflect mixed views on the matter. A part of findings show that colleges have a well-equipped methods course in the Social Studies course. This course exposes student teachers to diverse teaching methods, techniques and strategies. On the contrary, the other portion of findings shows the unattractive look of Social Studies classrooms. This outlook is dominated by the hegemony of teacher-centred methods.

Therefore, it can be concluded that, the state of teacher training curriculum for citizenship education at college level has an unattractive outlook. Simply put, while majority of lecturers indicated that they use active methods to teach DCE concepts, their students in the sample denied such a claim. Thus, it can be argued that failure by lecturers to be exemplary in terms of the

usage of active and interactive methods of teaching have far reaching consequences. These are student-teachers and thus if they are familiarised with a practice there is a chance that they would carry it over to schools after completion. In this case, if teachers are familiarised to passive methods during their training that is what they would take home and this would devastate Botswana's goal of DCE.

Effectual teacher training is made obligatory by reason that teachers have the opportunity to leave a permanent thought on their students' lives. Such experiences mould, shape and can influence how children view themselves inside and outside school. These school memories have the probability to last a life span in students' minds and can play a consequential role with present and future decisions. As a matter of fact, effective attitudes and actions employed by teachers can eventually make an optimistic difference in the lives of their students.

Based on the above observation, colleges need to create space to offer DCE in a less expensive but active way. DCE deserves outdoor and therefore active teaching approaches which colleges could fully adopt and utilise. Botswana has a lot of natural and man-made features which could be taken advantage of. Additionally, there are several social and cultural groupings, government departments, parastatal organisations, non-governmental organizations, which could be visited to provide the needed data in a practical form. At these institutions colleges could also arrange for short term placement of their students, however short they may be, to gain practical experiences on the ground. This goes in harmony with the principles of Education for Kagisano (1977), that the implementation of democracy in education has implications for the stakeholders, teachers and the curriculum. The education policy advocates for the involvement and voice of all stakeholders such as the community, parents, professionals, corporate world and students into education matters for the effectual build-up of well rounded, sound, accountable and responsible citizenry.

Additionally, Social Studies lecturers could work towards the establishment of a positive classroom climate. Positive classroom climates have potential to enhance academic performance and cultivate development of knowledge, skills and dispositions necessary in a democratic society. For instance, when Social Studies incorporates active learning strategies linked to

community-based experiences results may show a greater demonstration of civic knowledge, skills, dispositions and engagement. Even within a classroom, activities such as debates, role-play and mock trials can encourage an individual's active construction of knowledge through participation in activities that are meaningful to a democratic society. This argument is based on the fact that instructional methods and approaches that foster civic related knowledge engage students in activities that promote a range of academic competencies. Hence, classroom instruction that explicitly focuses on meaningful civic content is a critical element for student's citizenship and enhanced learning.

Findings show that colleges which formed the research sites do not fully apply themselves regarding material development to support DCE. I argue that a lot of avenues are available which colleges have not tapped into before conclusions are made on the lack of resources. For instance, colleges could solicit printed material from organisations and institutions that relate with DCE content. These include hand-outs from parliament, councils, political parties, non-governmental organisations, etc. In most cases these organisations will not even sell the material as some material are often used for marketing purposes. In addition, they could explore the possibility of developing a bank of resources. This could be done by downloading from internet information that they could either directly use or modify for use in their transmission of DCE content. This should not be a problem since both colleges have access to internet facilities where they could retrieve information.

While it might be true that colleges have shortage of educational material, this study blames colleges of education for the shortages of instructional material for DCE. I argue that these are teacher training colleges at which trainees are taught about material development for instructional purposes. These are colleges at which teachers are trained by well-educated lecturers on how to be creative and innovative in times of need. These are colleges where future teachers are prepared to fit into any duty station in Botswana and apply themselves fully. Student-teachers are equipped to find themselves in a place with limited recourses and generate resources to facilitate effective learning and teaching. It is therefore surprising for teacher training colleges to have a shortage of recourses when lecturers and student-teachers could join hands and generate materials suitable for DCE. A strategy where colleges could be given an

opportunity to generate their own teaching material without depending on the department of curriculum development, material production division could work.

7.2.4 Barriers to effective transmission of DCE at college level

A number of challenges hampering the smooth transmission of DCE have surfaced from the findings of this study. Participants from colleges indicated their passion for democratization of the Social Studies classroom as well as the entire college life. They however lamented that their desires are not been realised because of certain blockages such as undemocratic college leadership. The results show that college leadership does not realise that democracy is about supporting joint venture and as such colleges are challenged to distinguish and exploit students as key stakeholders in college.

Jotia, (2010) claims that having alike respect for all its citizens is a prerequisite for democracy. The claim goes in line with the findings which showed that college leadership including both administrators and Social Studies departments are undemocratic in their relations to students-teachers. This is viewed as a serious barrier opposing the permeation of DCE at college. I argue that any leadership that fails to recognise and value students as key partners in learning is antithesis to DCE. Participants of this study asserted that power seems to be over-centralised on the college principals. Social Studies departments which are expected to have deeper understanding on issues of education for democracy are undemocratic in the way they operate. It can be argued that Social studies lecturers and department offer lip service to the concept of democracy.

It emerged from the findings that the student-authorities in colleges are left out of the decision-making process. Colleges have Student Representative Councils who are elected annually to further various issues affecting students in the college. The results show that while this is a good initiative and is administered on a free and fair platform, evidence on the field speaks the opposite. Among others, power sharing, and consultation and decision-making are a challenge. This practice is against the idea of citizenship education cherished by Botswana government as it stifles democratic dispensation in schools. Student participants in this study posited that in most

cases they receive orders and directives from college authorities and this is not the way to go if the intention is to build teachers to further the democratic assignment.

I conclude that, there is a need to challenge the status-quo where college principals, Social Studies Heads of Departments and lecturers act as supreme autocratic beings with unlimited authority to make decisions without the voices of the students. Colleges are thus reminded that it is by listening, observing and participating with democratic educators and students, parents and community that we forge the meaning of democratic education (Jotia, 2010). This is a necessary move considering that the current condition in which power and privileges are perpetrated by the most powerful voices in Botswana learning institutions marginalise the voices of the students and generate an uneven atmosphere for the growth of democracy in our institutions and the country at large.

College leadership seems not to have an understanding that central to democratic governance are people's appreciation and understanding that they have a right and are given the opportunity to regularly participate in decision-making.

Based on the above argument, it can be concluded that DCE ideals are not yet understood by college leadership including Social Studies departments. The fact that deep democracy advocates the strengthening of human relationships for the betterment of the entire community is not yet clear to educationists in Botswana (Jotia, 2010). I argue in favour of the strengthening of relationships between college authorities and Student Representative Councils. At departmental level closeness between subject lecturers and their faculty students is a necessity. These innovations are capable of instilling the effective functioning of departments and colleges perpetuated by consultation and sharing of ideas in the process of decision-making.

Dobozy (2004) concurs that 'doing' democracy rather than 'hearing' about democracy may be a more effective process for instilling a deep appreciation for DCE values. For this reason the scholar proposes the process approach to the teaching and learning of DCE rather than the traditional content approach. The process approach is favoured for its ability to actively involve

students, ability to use real life experiences and its ability to develop lifelong competencies in students. It is a form of competency based learning strategy.

The findings have also shown that instructional materials suitable for DCE are a challenge in colleges of education. I affirm that colleges have acute shortage of educational material appropriate for DCE. These range from books, magazines, journals and internet facilities to allow deeper searches on various issues. This state of affairs limits student explorative potentials on a wide range of local and global issues. This condition works against the curriculum goal of effective citizenship education transmission (Oats, 2009:56).

Mhlauli (2011) affirms the above argument on the lack of instructional material. The scholar posits that some challenges attributed to the implementation of Social Studies in Africa include the lack of instructional material, definitional problems and lack of trained and experienced teachers. It is however surprising that some of these problems were picked by earlier research, but they still persist. For instance, Merryfield (1986) unveiled that the implementation of Social Studies curriculum in a number of African countries was faced with problems such as lack of instructional material.

7.3 Recommendations

The recommendations made in this section are already implied to a greater extent in the discussion of findings in Chapter 6. The central issue revealed by this study is the support needed by teachers in their effort to transmit DCE to pupils in primary schools. This concern is raised due to the fact that colleges of education (primary) are currently not doing enough in terms of equipping student-teachers to become effective, active and functional educators of citizenship education. Thus, in the light of the pervasive influence of the findings from this study recommendations are made aimed at the Ministry of Education and its allied institutions, namely colleges of education, curriculum developers and evaluators, and trainers and developers of teachers.

7.3.1 Policy makers at Ministry of Education-Head Quarters

Based on the challenges to the transmission of citizenship education at teacher training level, there is a need to remind policy makers that democracy is not inherited but rather has to be learnt, nurtured and drilled for it to be able to prosper. Another reminder is that citizens do not just wind from nowhere as they have to be taught requisite knowledge, values, and skills in order to become effective citizens. The findings of this study show a severe flaw in the way citizenship education is understood, interpreted and enacted in the Social Studies curriculum for teacher training. Resultantly, there is need for policy makers in the form of training officers to update curriculum developers and colleges, in particular lecturers of Social Studies, about what type of Social Studies teacher they should produce.

They should also familiarise themselves with the conditions in colleges and schools to be able to have evidence on the ground that can enable them to influence policy development efforts. It appears that there is a disconnection between policy developers and policy implementers, hence the need for the two camps to create a forum to discuss issues of policy implementation regarding teacher training curriculum and for this study Social Studies curriculum for DCE. There is a need for a more inclusive, transparent and cohesive national conversation on DCE in order to inform policy direction in colleges and schools in Botswana. I suggest that these forums be inclusive of teachers in the field as they are familiar with classroom circumstances. Otherwise the minimalist approach to teacher involvement in curriculum planning and development has a negative impact in the way the curriculum is interpreted and consequently implemented. If curriculum is determined by people who are far from the circumstances of the classroom and schools, there are high chances of experiencing implementation challenges.

The impression that citizenship education is essential in school curriculum is broadly recognised at all research sites of this study. However, sites do not have programmes nor initiatives to verify their recognition of citizenship education as a central component of their institutions. I therefore argue for the need of nurturing good citizens through a well packaged programme and initiatives in the learning institutions. Based on the findings narratives of this study, I recommend not only increased subject matter with prescriptive civics education objectives, but for the inclusion of day-to-day educational practices as they are able to provide ample learning experiences that

build civic knowledge, skills and characters in students. Democratic educational practices are the effective means of achieving educational aims of civic and citizenship education and as such the Ministry of Education should consider adopting this practice. Colleges as tertiary institutions are a bit autonomous in their practices and as such can adopt this idea at once if they like.

7.3.2 Curriculum developers

Findings of this study have clearly shown that colleges are faced with several challenges ranging from conceptualisation of key concepts of democratic education, use of active methods of teaching and lack of educational material. As such findings challenge the legitimacy and existence of curriculum development panels for college curriculum as they turn to develop the curriculum and fail to follow up on whether the curriculum meets its envisioned goals. Curriculum developers are therefore called on to re-consider their approach to teacher training curriculum development process.

There is need to establish standing subject panels for college curriculum with inclusive representation of expertise from various related fields. These panels should not do a one-off function but continuously address problems and issues related to the teaching and assessment of Social Studies in order to ensure continuity and scrutiny during curriculum implementation and review. Failure to establish standing panels and mechanisms for monitoring progress in Social Studies for citizenship education may have contributed to the unattractive outlook of Social Studies classrooms in colleges of education in Botswana. There is therefore need to continuously capacitate teachers in the field with workshops to keep them up to date with emerging trends in Social Studies and citizenship education with an Endeavour to assist them with relevant approaches and skills necessary for implementing DCE as is expected by the nation.

The Department of Curriculum Development and Evaluation should intervene actively into teacher training curriculum development process with a view to aid with their expertise. It is believed such move will help in the development of a more comprehensive Social Studies curriculum that appeals better to DCE.

A comparative study on democracy is also a necessity in the teacher training curriculum. Since these are student-teachers, there is a necessity to take them deeply on democracy by creating avenues to expose them on the state of democracy in other countries. In a nutshell they could be assigned to investigate democracies of different selected countries such as United Kingdom and United States of America and allow them to compare with democracy as practiced by Botswana.

Along with a comparative study on democracy, there is need for curriculum to have a comparative study on ethnic and poverty. Ethnicity needs to be studied as a must if students are to learn about diversity in their country and around the world. Subject matter that emphasises multiplicity alongside underlying similarities is needed in the teacher training curriculum. This content should among other things cover ethnic groups' origins, culture, assimilations, economic status, education, power and ethnic revitalisation. A study on poverty is also crucial as such a study has potential to help students to first perceive poverty in their own countries and others, then to deliberate on policies that promise to reduce it. Such a study would among others cover topics such as property rights and politics of redistribution.

Botswana, being a multicultural society, needs a curriculum package that deliberately emphasises nationwide cultures. This move will culminate into the promotion of tolerance and co-existence. There is also need to include elements on languages of different groupings and equality irrespective of any human differences.

7.3.3 Colleges of education

Colleges should review their study materials to align them with the ideals of DCE. Both academic and 'methods course' material should be reviewed with a view to add more content on citizenship education. In some cases, deficiencies that exist in some topics should be filled. Among other additions needed, the syllabus should specify the skills, values and attitudes and beliefs that are to be covered. Additionally, given that the way citizenship education is taught in schools and colleges has an important impact on the ability of individuals to fully function in society, there is need to re-think about how citizenship education should be introduced for Social Studies teachers at the pre-service and in-service teacher training programmes.

Authoritarian regimes in colleges must be challenged, refuted and be abandoned so as to give birth to democracy in colleges that ultimately could nurture the success of Botswana's democratic political system. Student-teachers could spearhead this transformation. College leadership and Social Studies Departments are advised to make a shift from autocratic leadership styles to democratic and open-door styles. Undemocratic behaviours and actions stifle democratic dispensation in schools. Therefore I advise them to create a platform that recognizes the voices of the students in decision-making pertaining to what happens in the classrooms and college at large.

Colleges should have deliberate policies that advocate democratic citizenship. Colleges could consider practical placements of student-teachers with strategic institutions and bodies to have a feel of participation on national issues. Based on findings narratives of this study, I recommend not only for increased subject matter with prescriptive civics education objectives, but for the inclusion of day-to-day educational practices as they are able to provide ample learning experiences that build civic knowledge, skills and characters in students. Democratic educational practices are the effective means of achieving educational aims of civic and citizenship education and as such the Ministry of Education should consider adopting this practice.

There is need for colleges of education to have a pick course or orientation for in-service teachers on joining Year 2 of the training programme on DCE issues and bring them to par with their counterparts/pre-service student-teachers.

To address the challenges of limited educational materials for DCE, colleges should use their facilities and expertise to develop relevant materials for their student-teachers and lecturers of Social Studies. Colleges are advised to create material development units not only for DCE but to supplement the entire college programmes where gaps are evident. This could be done in a less expensive manner by using the same student-teachers as part of their training. Colleges could also explore the possibility of developing a bank of resources. This could be done by downloading from the internet information that they could either directly use or modify for use in their transmission of DCE content.

7.4 Further research

The findings of this study have shown a number of contradictions, paradoxes and challenges. This inevitably sparks further investigation on DCE in Botswana. This study exclusively focused on colleges of education (primary) and as such left out colleges of education (secondary) which also train teachers. Equally the study left out institutions that are directly affected by colleges of education curriculum. Consequently, further research on Citizenship Education is recommended in the following areas:

- A Comparative study on the relationship between college curriculum and primary school syllabus for Social Studies.
- An explorative survey on the efficacy of the teaching of DCE in Botswana Primary Schools with special reference to the upper primary classes.
- The responsiveness of Social Studies curriculum towards citizenship education at the University of Botswana.
- A national study on monitoring and assessment systems for citizenship education: Do evaluation programmes achieve what they purport to achieve?
- A study on culturally relevant pedagogies for citizenship education in the Botswana context.
- A study on school/college leadership and how it addresses the growth of democratic culture.
- A build-up study on the challenges associated with the implementation of DCE in Botswana.
- The relationship between the Botswana education system and its national principles of democracy.

7.5 Final wrapping up of the study

Chapter 7 brought to close this study and griped the major summary, recommendations and further research areas.

This study ends by arguing that colleges of education are not doing enough in producing well equipped teachers on DCE. This argument is based on the findings which demonstrated that

college Social Studies curriculum does not have adequate content on DCE. The participants unanimously indicated that Social Studies curriculum for college has a lot of deficits in terms of subject matter capable of producing the teacher of Social Studies the Botswana government needs to further the citizenship agenda. The other platform of my argument is that teaching methods used in college classrooms are an antithesis to DCE. I report that lecturers favour active methods suitable for DCE but lamentably fail to use them in their lessons. As a matter of fact, student-teachers do not have a feel of the active methods suitable for citizenship education. These are teaching strategies capable of increasing students' opportunity to engage in such activities as inquiry and higher-order thinking in the classroom. If college leadership and Social Studies departments do not change their management styles with a view to accommodate the voices of the students in college life, transmission of DCE will be an illusion. This is because students hear of democracy and democratic classrooms during lectures but do not practically experience democracy in the day-to-day affairs of their colleges. As a matter of fact, this affects their reception of what they are taught.

The idea that citizenship education is central in the Endeavour to produce an active and responsible citizenry for Botswana is widely accepted at all research sites of this study. It is however not clear how the Ministry of Education through colleges wants to realise this aim. In this thesis I argue that the nurturing of good citizens through a well packaged programme ought to be recognised and received by the Government of Botswana than is currently the case in Botswana's learning institutions. Despite emphasis by education policies and subject syllabi that the goal of education is partly the production of good citizens, it is by no means clear how this aim is to be realised. In the early chapters I argued in favour of the need for improved subject matter for subjects such as Social Studies and increased use of practical activity. Based on the findings I now argue not only for increased subject matter with prescriptive civics education objectives. There is need for inclusion of day-to-day educational practices as they are able to provide ample learning experiences that build civic knowledge, skills and dispositions in students. A conclusion is thus made that democratic educational practices are the effective means of achieving educational aims of civic and citizenship education and that the Ministry of Education should consider adopting this practice.

The study reveals that there is work to be done in Botswana in ascertaining that colleges and schools are spheres for democratic possibilities that produce informed learners who can be of service to their families, community and the nation at large. DCE must be used to cure social imbalances imposed and enforced by the state bureaucracies. To realize this giant task, colleges need to accord a voice to students and give their opinions suitable weight in an Endeavour to develop them as democratic citizens. As I end this thesis, I educate that to recognize the voices and views of students' means to recognize that they have the dimension to reason and conceptualise issues at hand. Colleges are thus challenged to take a paradigmatic shift in understanding the need of listening to students.

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APPENDICES
APPENDIX A: COLLEGE LECTURERS – INTERVIEW

1. Let's talk about your background; who is Ms/Mr.....? You are free to say anything about yourself that you would like me to know.
2. When you hear the concept citizenship, what comes to your mind?

3. To you, what does it mean to be a citizen of Botswana?

4. What does citizenship education mean?

5. In your view, what is the best way to prepare the children of Botswana for good citizenship?

6. What teaching methods do you commonly use in your classes for citizenship education topics?

7. What is the rationale behind using the teaching methods that you have just mentioned?

8. When do you really become confident that your students have learnt democratic citizenship ideals?

9. In your view would you say the Social Studies college curriculum has adequate content on democratic citizenship education and if not, what is missing?

10. What issues related to citizenship education do you encourage your students to discuss?

11. What challenges do you encounter in your preparation of teacher trainees on democratic citizenship education and how do you overcome them?

12. Do you have anything else that you would like to share or add?

APPENDIX B: STUDENT-TEACHERS-INTERVIEW

1. Let's talk about your background; who is Ms/Mr.....? You are free to say anything about yourself that you would like me to know.
2. When you hear the concept citizenship, what comes to your mind?

3. To you, what does it mean to be a citizen of Botswana?

4. What does citizenship education mean?

5. In your view, what is the best way to prepare the children of Botswana for good citizenship?

6. What teaching methods are commonly used in your classes for citizenship education topics?

7. When do you really become confident that your students have learnt democratic citizenship ideals?

8. In your view would you say the Social Studies college curriculum has adequate content on democratic citizenship education and if not, what is missing?

9. What issues related to citizenship education do your lecturers encourage during class discussions?

10. What challenges do you encounter in learning democratic citizenship education at this college?

11 Do you have anything else that you would like to share or add?

APPENDIX C: UB LECTURERS' QUESTIONNAIRE

1. To you, what does it mean to be a citizen of Botswana?

2. What does democratic citizenship education mean to you?

3. In your view, what is the best way to prepare student - teachers to be effective teachers of citizenship education?

4. What teaching methods, techniques and strategies are appropriate for citizenship education topics?

5. What is the rationale behind using the teaching methods that you have just mentioned?

6. In your view would you say the Social Studies college curriculum has adequate content on democratic citizenship education and if not, what is missing? (see attached syllabus)

7. Do you have anything else that you would like to share or add?

APPENDIX D: FOCUS GROUP INTERVIEW GUIDE

1. Let's talk about your background, who is Ms/Mr.....? You are free to say anything about yourself that you would like me to know (apply to two participants).
2. Tell me, when you hear the concept, citizenship, what comes to your mind?
3. To you what does it mean to be a citizen of Botswana? (in terms of values, attitudes, skills & knowledge).
4. Would you say the College of Education Social Studies curriculum has adequate content to facilitate above qualities? If no, what is missing?
5. In your view what is the best way of preparing student-teachers for good citizenship?
6. When do you really become confident that you have learnt democratic citizenship ideals?
7. What issues related to Citizenship Education do your lecturers encourage in your class discussions?
8. Are there any challenges you encounter in learning Democratic Citizenship Education at college level?
9. You would consider yourself having adequate training to teach Citizenship Education topics at primary school level?
10. Do you have anything else that you would like to share or add?

APPENDIX E: PERMISSION REQUISITION LETTER-MoESD

Serowe College of Education
Private Bag 009
Serowe

Permanent Secretary
Ministry of Education and Skills Development
Private Bag 005
Gaborone

Ufs: Principal Serowe College of Education: _____
Dear Madam,

Ref: Permission to conduct Educational Research

This letter serves as a follow up application I filled seeking permission to undertake a part-time study with the University of South Africa. The current letter request for permission to conduct educational research.

I am a citizen of Botswana, a lecturer presently based at Serowe College of Education and currently pursuing a PhD in curriculum studies with UNISA by ODL mode. My research is entitled; *the responsiveness of Social Studies teacher training curriculum towards democratic citizenship education*. In a sense my study seeks to establish how teacher training curriculum for Social Studies could be improved so as to expose teachers to deeper democratic citizenship education ideals. It is believed this endeavour will ultimately help teachers to be effective transmitters of citizenship education resulting to better shaping and sustenance of our democracy. I therefore intend to gather data from Social Studies college of education lecturers and students, University of Botswana lecturers (faculty of education), and education officers (Department of Teacher Training).

I intend resuming data collection from January - April 2012. I would like to assure your office that the data gathered will be used accordingly and in line with the ethical outlines of a research and will solely be for the purpose of completing the thesis. The respondents will remain anonymous. It is my full hope that this study will provide insights which can be used to better or strengthen our education system in line with the expectations and guidelines of our national ideals.

Looking forward to your considerable response.

Thank you in advance for your usual support.

Reginald Oats

APPENDIX F: PERMISSION REQUISITION LETTER-UB

Private Bag 009

Serowe

The Dean

University of Botswana

Faculty of Education

Gaborone

Dear Sir,

Ref: Permission to conduct educational research in your institution

I would like to extend a request to conduct a research study in your institution (University of Botswana) in which I will invite lecturers in the Faculty of Education to participate. I am a citizen of Botswana, presently a lecturer based at Serowe College of Education and currently pursuing a PhD in curriculum studies with UNISA by ODL mode. My research is entitled: The responsiveness of Social Studies teacher training curriculum towards democratic citizenship education.

As per the standard research procedure in Botswana, upon submitting a request to the relevant ministry, I have indicated that your institution is one of the research sites I want to operate in. I intend resuming data collection as soon as consent is granted. I would like to assure your office that the data gathered will be used accordingly and in line with the ethical outlines of a research and will solely be for the purpose of completing the thesis. The respondents will remain anonymous.

Specifically, I would like to invite any three of the following lecturers: Ms G. Ndwapi, Dr. Jeremiah, Dr. M. Mhlauli, Dr. Bukae, Dr. E. Tafa, Prof M. Adeyemi and Dr. A. Jotia. Attached are questionnaires, College Social Studies syllabus and consent forms for those participants who agree to participate.

I am looking forward to your considerable response. Thank you in advance for your support.

Reginald Oats

Unisa ID: 46971637 Contact: 4630448/740029

APPENDIX G: PERMISSION REQUISITION LETTER: COLLEGE 1

Private Bag 009

Serowe

The Principal

Francistown College of Education

Francistown

Dear Sir,

Ref: Permission to conduct educational research in your institution

I would like to extend a request to conduct a research study in your institution (University of Botswana) in which I will invite lecturers in the Faculty of Education to participate.

I am a citizen of Botswana, presently a lecturer based at Serowe College of Education and currently pursuing a PhD in curriculum studies with Unisa by ODL mode. My research is entitled: The responsiveness of Social Studies teacher training curriculum towards democratic citizenship education.

As per the standard research procedure in Botswana, upon submitting a request to the relevant ministry, I have indicated that your institution is one of the research sites I want to operate in. I intend resuming data collection as soon as consent is granted. I would like to assure your office that the data gathered will be used accordingly and in line with the ethical outlines of a research and will solely be for the purpose of completing the thesis. The respondents will remain anonymous.

I am looking forward to your considerable response. Thank you in advance for your usual support.

Reginald Oats

APPENDIX H: PERMISSION REQUISITION LETTER: COLLEGE 2

Private Bag 009

Serowe

The Principal

Serowe College of Education

Serowe

Dear Sir,

Ref: Permission to conduct educational research in your institution

I would like to extend a request to conduct a research study in your institution (University of Botswana) in which I will invite lecturers in the Faculty of Education to participate. I am a citizen of Botswana, presently a lecturer based at Serowe College of Education and currently pursuing a PhD in curriculum studies with UNISA by ODL mode. My research is entitled: The responsiveness of Social Studies teacher training curriculum towards democratic citizenship education.

As per the standard research procedure in Botswana, upon submitting a request to the relevant ministry, I have indicated that your institution is one of the research sites I want to operate in. I intend resuming data collection as soon as consent is granted. I would like to assure your office that the data gathered will be used accordingly and in line with the ethical outlines of a research and will solely be for the purpose of completing the thesis. The respondents will remain anonymous.

Attached are questionnaires, College Social Studies syllabus and consent forms for those participants who agree to participate.

I am looking forward to your considerable response. Thank you in advance for your usual support.

Reginald Oats

Unisa ID: 46971637 Contact: 4630448/7400291

APPENDIX I

CONSENT FORM

Research title: The responsiveness of Social Studies teacher training curriculum towards democratic citizenship education in Botswana.

Researcher: Reginald Oats Contacts: 4630448/74002917

Supervisor: Dr Gumbo, Unisa, Pretoria

Background

You are invited to take part in this study that seeks to investigate the responsiveness of Social Studies teacher training curriculum towards democratic citizenship education. The purpose of this study is to explore whether social studies teacher training curriculum is responsive to democratic citizenship education. This involves understanding teachers' educators', student-teachers' and education officers' views with regard to democratic citizenship education with particular focus on teacher education curriculum. You are invited to share your views and experiences on this topic which I believe is important for attainment of the goal of teaching social studies for the development of functional citizenry.

Procedure

Your participation is voluntary. If you decide to participate, you will be expected to sign this form and will receive a copy of the form. The study uses interviews, questionnaire, focus group discussions and document analysis in order to understand participants' views on democratic citizenship education.

Risks and discomforts

There are no anticipated risks. However, if you have any concerns feel free to inform me. You are also free to terminate your participation at any time and no penalty will be levelled against you. Your decision will not affect your future relationship with me as a researcher nor with Unisa.

Confidentiality

All data collected from you will be kept confidential and will be used solely for the purposes of this study. Anonymity is also assured because you do not have to provide your name or any identifying document.

Benefits

No direct benefits are promised to you, including any compensation. However, the information from this study may help in shaping Botswana's future education.

.....

Documentation of consent

By signing this consent form, I confirm that I have read and understood the information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

_____	_____	_____
Printed name of subject	signature	Date
 Reginald Oats	_____	_____
(Name of researcher)	signature	Date