

State of Citizenship Education: A Case Study from Pakistan

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Abstract

This study attempts to analyze textbook of social studies with special reference to citizenship education at secondary level. It was a qualitative study and for this study content analyses method was adopted. The textbook was analyzed in two ways: (a) if exercises given in the textbook facilitated learning with regards to citizenship education. (b) a four point framework was used (1) identify rights and, 2) responsibilities, 3) civic sense/public life/ law and 4) cultural and social values. Moreover with in this frame work the emphasis was given to the important set of skills: intellectual, Social and political skills. The analysis indicates gaps in textbook of social studies with respect to good citizenship education. The textbook only emphasized dissemination of information, regarding structured of public organization and limited history of country. Further more the teacher guideline and lesson exercises were rote learning based.

Key Word: Social studies; citizenship, Pakistan

Introduction

Citizenship is defined as, the condition of being vested with the rights, duties, and responsibilities as a member of a state or nation. According to Fogelman, "Citizenship is about who we are, how we live together, and what kind of people we want develop as our future generations. Hence Citizenship Education deals with the issue local, national and even global level". Citizenship refers to the relationship between the individual and the state and among individuals within a state. Citizenship education is the preparation of individual to participate as active and responsible citizens in a society. Citizenship is a wide-ranging subject that can be taught in its own right, or through other curriculum subjects and activities. This book is intended for students training to teach Citizenship as a first or second subject, and will also be immensely helpful to experienced teachers who have opted to take responsibility for this exciting subject (Elms, 2001). Social and moral responsibility: Pupils learning from the very beginning self-confidence and socially and morally responsible behavior, both in and beyond the classroom, towards those in authority and towards each other. (Elms, 2001) indicated that citizenship teaching should aim to:

- Engage pupils in learning the knowledge, skills and understanding to become informed and thoughtful citizens who can be effective in society at local, national and global levels;
- Stimulate pupils' sense of responsibility, as they become aware of their duties and rights; Foster and develop pupils' respect for different national, ethnic and religious identities;

- Encourage pupils to play an effective role in society by ensuring that they can participate in active citizenship, and become helpfully involved in the life of their schools, neighborhood, communities and the wider world.

Objectives of citizenship education as described by Gearon (2003) include

- becoming informed citizens
- developing skills of enquiry and communication
- developing skills of participation and responsible action.

Promoting pupils' spiritual, moral, social and cultural development through citizenship For example, citizenship provides opportunities for:

- *spiritual development*, through fostering pupils' awareness and understanding of meaning and purpose in life and of differing values in human society
- *moral development*, through helping pupils develop a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society
- *social development*, through helping pupils acquire the understanding and skills needed to become responsible and effective members of society
- *cultural development*, through helping pupils understand the nature and role of the different groups to which they belong, and promoting respect for diversity and difference.

Citizenship provides opportunities for pupils to develop the key skills of:

- *communication*, through researching, discussing and sharing information and ideas about a wide variety of social, political and community issues
- *application of number*, through examining statistics to consider the ways they are used and abused in a variety of social and political contexts
- *Information Technology*, through using and applying ICT to analyze issues, events and problems
- *working with others*, through sharing ideas, formulating policies and taking part in responsible action in communities
- *improving own learning and performance*, through reflecting on their own and others' ideas and achievements, and setting targets for future involvement and improvement
- *problem solving*, through becoming involved in political and community issues.

Citizenship provides opportunities to promote:

- *thinking skills*, through helping pupils to engage in social issues that require the use of reasoning, understanding and action through enquiry and evaluation
- *financial capability*, through developing pupils' understanding of the nature and role of money in society and developing skills in its use
- *enterprise and entrepreneurial skills*, through developing pupils' understanding of the importance of these skills for a thriving economy and democracy
- *work-related learning*, through helping pupils to appreciate the link between learning and work for a thriving economy and society
- *education for sustainable development*, through developing pupils' skills in, and commitment to, effective participation in the democratic and other decision-making processes that affect the quality, structure and health of environments and society and exploring values that determine people's actions within society, the economy and the environment.

Member States should promote, at every stage of education, an active civic training which will enable every person to gain knowledge of the method of operation and the work of public institutions, whether local, national or international; and to participate in the cultural life of the community and in public affairs. Wherever possible, this participation should increasingly link education and action to solve problems at the local, national and international levels. Student participation in the organization of studies and of the educational establishment they are attending should itself be considered a factor in civic education and an important element in international education (UNESCO, 1995) Citizenship education is based on three clear components set out, political literacy, social and moral responsibility, and community involvement (Fogelman, 2001). To understand the nature of citizenship, young people need to learn about their position and role in relation to the world in which they live. They also need to develop the skills that will enable them to participate fully in society at a local, national and international (Crick, 1998).

Why Teach Citizenship?

The principal justification for citizenship education derives from the nature of democracy. Democracies need active, informed and responsible citizens – citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process.

These capacities do not develop unaided. They have to be learnt. While a certain amount of citizenship may be picked up through ordinary experience in the home or at work, it can never in itself be sufficient to equip citizens for the sort of active role required of them in today's complex and diverse society (citizenship foundation,2010). Democratic Citizenship education means generating citizens that are always interested to participate in national and community affairs and in recognizing their rights as well as accepting civic responsibilities. Therefore, even in developed countries, most of which have democratic political systems already, people and governments continuously endeavor to make the best of citizenship education. Moreover, in the current era of globalization, enhancing citizen education is one of the most important and task to both the advanced and developing countries (Crick, 1998).

What are Its Essential Elements?

Citizenship education involves a wide range of different elements of learning, including:

- 1. Knowledge and understanding:** About topics such as: laws and rules, the democratic process, the media, human rights, diversity, money and the economy, sustainable development and world as a global community; and about concepts such as democracy, justice, equality, freedom, authority and the rule of law;
- 2. Skills and aptitudes:** Critical thinking, analyzing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution and participating in community action;
- 3. Values and dispositions:** Respect for justice, democracy and the rule of law, openness, tolerance, courage to defend a point of view and willingness to: listen to, work with and stand up for others.

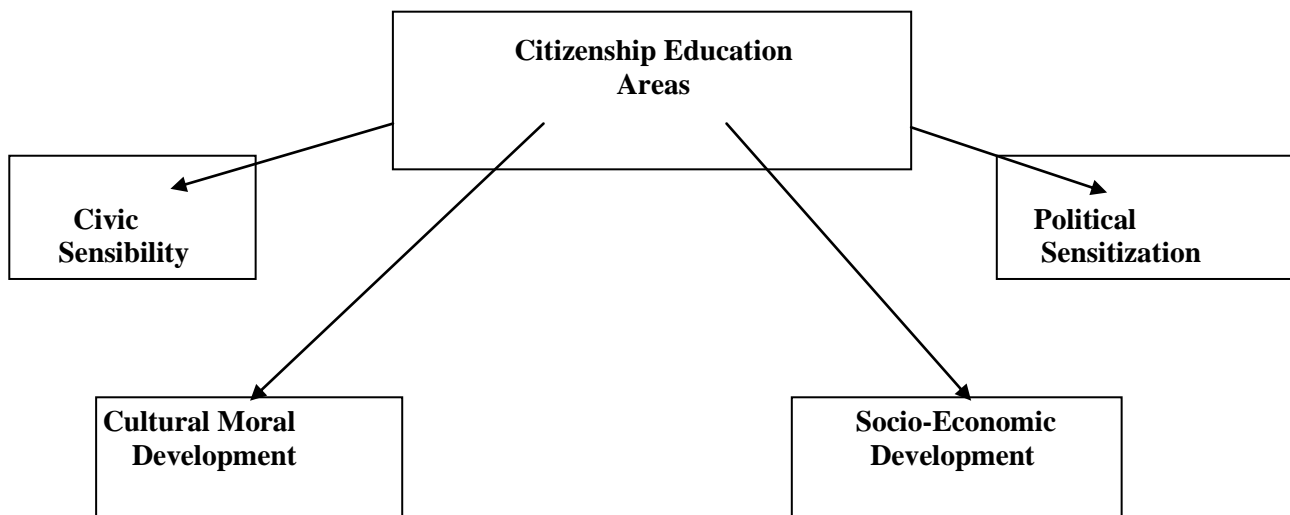
Learning skills, knowledge and values are generally learned simultaneously rather than in isolation. For example, in presenting and explaining the findings of a survey to local council officials, young people will be building up their knowledge of local government and its functions at the same time as honing their skills of presentation (citizenship foundation, 2010).

On the other hand, Fogelman (2001) cited that there are eight essential components of good/ democratic citizenship education.

- 1- The nature of community
- 2- Roles and relationship in a purist society
- 3- The duties, rights and responsibilities to being a citizen
- 4- The family, gender equality
- 5- Democracy in action: process and concept of social justice
- 6- The citizen and the law
- 7- Work, employment and leisure
- 8- Public service

The literature review revealed that there are four components of citizenship education that are very important as reported by Castles & Davidson (2000):

- 1- Civic sensibility (role and relationship in a purist/ democratic society)
- 2- Political sensitization(democracy in action; the citizen and the law; duties rights and responsibilities to being a citizen)
- 3- Cultural moral development (the family, the nature of community)
- 4- Socio- economic development (work, employment, leisure & public services)



Source: Castles & Davidson (2000)

It may be concluded that citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. Citizenship education would be seen as covering all the above-mentioned values focusing on the knowledge and skills. The study contents that students should be aware of the roles, rights and responsibilities of citizens, understand political processes of mediation, consensus building and decision making. Furthermore, students should also know about current events, how media can influence public opinion and how money and corporate sponsorship can influence media (Education Conference, Columbia, 1998). This study goes further to argue that students should know about major historical events and trends and should examine history through multiple perspectives. Students should also view political, social and economic issues through multiple perspectives. This would help them develop the necessary skills for critical thinking, solving and decision making, debating, social and political skills. The main contribution of education is to transmit the democratic, common culture and stands of citizenship education. Therefore, the primary goal of education is to prepare students in each generation to accept the responsibilities of effective citizenship.

Pakistani Scene

The pre-eminent characteristic of Pakistan is its Muslim episteme. When established in 1947 in the name of Islam, it was the most populous Muslim nation in the world. While the secession of Bangladesh in 1971 reduced it to second place after Indonesia, it remains one of the most conspicuously fervent of the fifty-four member states of the Organization of the Islamic Conference (OIC) that declare themselves constitutively Islamic (Braibanti, 1996). The last fifty years of this century have been indelibly stamped by the remarkable resurgence of Islam as an international political force. The activities that have spanned the spectrum of the human condition: mass migration, war and peace, oil blockades, boycotts, political development and political disintegration, famine and plenty, catastrophe and relief, terrorism, ethnic cleansing, hostage-taking, boundary disputes, destruction of mosques, aggression and secession. These events cover the globe: from Palestine to the Philippines, from Kashmir to Kuwait, from Cyprus to Chechnya, from Bangladesh to Bosnia, from the Central Asian Islamic republics to Morocco and the Sahara, from Turkey to Brunei and Yemen. Pakistan has been critically involved in almost all of these episodes (Braibanti, 1996).

An important factor that contributes to the selection of the research theme is that citizenship education is indispensable to all citizens that is, of all ages, such as education for young generation at secondary level is of great importance (UNESCO, 2002). The reason for this is: firstly, young person (14 years) old is at an age when he/she develops a sense of responsibility and duty. Secondly, political concepts at this age lead to the formation of political culture; therefore, they can have significant impact on young minds. It is essential that citizenship education at secondary level must be given special attention. Citizenship education has never had a formal place in the school curriculum and/or education policy in Pakistan. Nevertheless, individuals, components have been emphasized in other contexts, for example, gender sensitivity, patriotism, civic sense, role model such as national heroes, etc (Ministry of Education, 1998). In Pakistani schools, the social study is taught in the name of Pakistan study at secondary level. Ministry of Education (2006) described the following objectives for social studies at secondary level:

- Inculcate a sense of gratitude to Almighty Allah for blessing us with an independent and sovereign state.
- Underscore the importance of national integration, cohesion and patriotism.
- Encourage traits of observation, creativity, analysis and reflection in students.
- Promote an understanding of the ideology of Pakistan, the Muslim struggle for independence and endeavors for establishing a modern Islamic state.
- Acquaint the students with various phases of Pakistan's historical, political and constitutional developments.
- Inculcate awareness about the multicultural heritage of Pakistan so as to enable the students to better appreciate the socio-cultural diversity of Pakistani society and get used to the idea of unity in diversity in our national context.
- Enhance understanding of the physical features and human resources of Pakistan.
- Impart awareness about various aspects of socio-economic activities at national level and the role played by Pakistanis in the development of their society.
- Highlight Pakistan's strategic position in international politics, especially its relations with neighboring and Muslim countries.
- Lay emphasis on the rights and obligations of the citizens of an independent and sovereign state.

This study tried to present a true picture in term of curricula of social studies in the context of citizenship education. In content analysis national and international objectives of citizenship education have been considered. In a similar study of content analysis of elementary school social studies textbook, *Ahmad (2004)* found that first, the selection of material and their thematic sequence in the textbooks present Islam as a belief system. Second the textbooks distort historical facts about the nation's cultural and political heritage. Third, the textbooks offer a biased treatment of non-Muslim citizens in Pakistan. Fourth, the main objective of the social studies textbooks is to indoctrinate children for a romanticized Islamic state as conceptualized by Islamic theocrats. Fifth, little is mentioned about critical thinking, civic participation, or democratic values of freedom of speech, equality, and respect for cultural diversity. Same findings were made by *Nayyar and Salim (2003)* and *Rosser (2004)*. He recommended meaningful reform agenda for the citizenship education curriculum keeping in view the contemporary worldwide trends of reforms in citizenship education curricula.

It is summed up that citizenship education encourages pupils to play a helpful part in the life of their schools, neighborhoods, communities and the wider world. It also teaches them about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities and develops pupil's ability to reflect on issues and take part in discussions. Due to its importance in development of social and democratic attitude, this study was undertaken. Further, as Pakistan is a frontline state against war on terror, it is high time to examine the national curricula and bring appropriate changes. It is worth mentioning that the critical role of Pakistan as a factor in international stability and global politics can only be appreciated when it is placed in the context of a global resurgence of Islamic identity.

Method of the Study

This study is based on qualitative analyses carried out through the technique of content analysis. The textbook of social studies prepared by National book foundation (2008) was used in qualitative analysis. The present study subscribes to civil, political, socio-economic, cultural and collective dimensions these four main attributes of citizenship education. *Marshall (1998)* identified the first three. This research contains that the fourth characteristics has great significance in the context of Pakistan. These four attributes are dynamic and inter connected in a complex interaction within global context. For the purpose of qualitative analysis for the research, the whole textbook of social studies was analyzed and analysis of each chapter was conducted keeping in view national objectives. The book comprises following ten chapters:

1. Ideological basis of Pakistan
2. Creation of Pakistan
3. Islamic republic of Pakistan
4. Pakistan: Soil & Climate
5. Natural & Human Resources of Pakistan
6. Industrial development in Pakistan
7. Population of Pakistan
8. Pakistani Culture
9. Education in Pakistan
10. Pakistan a welfare state

These chapters were analyzes in two ways i.e. structural and non-structural way within four point framework that is: (1) identify rights and, 2) Responsibilities, 3) civic sense/public life/ law and 4) cultural and social values. The structural analysis involved text information, facts and the knowledge process in non structural analysis involved evaluation exercises to see if these were design to develop understanding of concepts given in the textbook. Can those exercises help the students for developing important set of skills: intellectual skills, critical thinking and problem solving skills?

Data Analysis

The data were analyzed under the title of following four themes:

1. Civic Sensibility: Role and Relationships in Democratic Society

Civic sensibility refers to an understanding of democracy, both as macro and micro levels of life. Sense of identity means understanding of history ideology in which related beliefs, ideas and attitudes that reflect the needs and aspirations of people. In the text book the following chapters deals with the above theme:

- Ideological basis of Pakistan (Chapter 1)
- Creation of Pakistan (Chapter 2)

In the chapter 1(Ideological basis of Pakistan): the concept related to ideology of Pakistan discussed in context of Islamic state but the exercises were base on question both objective and subjective with feedback. As ideology is national identity it should be base on facts, factual knowledge, comprehension and high order skill.

In the textbook chapter 2 (Creation of Pakistan) dealt with freedom movement of Pakistan which covers different aspect of movement and their impact to Indian. However, there is need to discuss the role of national leaders like Quaid-e-Azam in freedom movement.

2. Political Rights Socialization: Constitution, Democracy, Law and Responsibilities

The second element of citizenship framework consists of enjoyment of certain rights or entitlements such as law, freedom of speech, right to vote, to run for public office etc. In the textbook the following chapters dealt with this theme.

- Islamic Republic of Pakistan (Chapter 3)
- Pakistan a welfare state (Chapter 10)

In the textbook chapter 3 discussed the Islamic republic of Pakistan and it only deals with history of constitution. This chapter may include topics like democracy, political system and justice system. In the acceptance of basic social values included trust, cooperation, and respect for human rights such societal values are seen as an important ingredient of good citizenship. In the textbook chapter 1 and 9 mentioned some basic societal values. There is a need to inculcate some activities that help in developing good social values. Chapter 10 of the book concerned with Pakistan as a welfare state. The chapter discussed Islamic concept of welfare state. However, this chapter did not mention any example of welfare state in the present world. The chapter pointed out some key elements of a welfare state like dignity of labor, justice, equality, economic opportunities, work employment and public services. In the text it was mentioned that if the citizen of the country were not conscious of their duties, lack of spirit of sacrifice and hard work they could not able to utilize their resources properly and welfare society cannot be established. There is a need to mention some examples of welfare states.

3. Socio- Economic Development: Resources, industries and education

In the book there are five chapters related to the above theme as mentioned below:

- Pakistan: soil & climate (Chapter 4)
- Natural & human resources of Pakistan (Chapter 5)
- Industrial development in Pakistan (unit 6)
- Population of Pakistan (unit 7)
- Education in Pakistan (Unit 9)

It is universally accepted that citizenship also refers to having social and economic opportunities. Chapter 4 of the textbook dealt with the land of Pakistan and its climate. In this chapter there were no activities to enhance the understanding of physical and human aspect of Pakistan geography. However important topics were mentioned such as environment pollutions (air, water, land) the purpose of such topic is not dissemination of information, but to develop sense of practical solution. Knowledge acquired through reading and memorization doesn't fulfill the aim of actual learning as cited by Fisher, 1994. Chapter 5 of the book concerned with the natural resources, food production and agriculture system of Pakistan. In this chapter there seemed to be an effort to understand the importance of resources for national development. However the chapter did not discuss their preservation and proper utilization. The chapter 6 of the book discussed industries, trade and commerce. Chapter 7 concerned with population of Pakistan and chapter 9 of the book related with educational development of the country.

4. Cultural Development: Customs, social relation and languages

- Pakistani culture (Chapter 8)

Chapter 8 discussed the people of Pakistan and their culture. This chapter dealt with culture of Pakistan, the beliefs, customs, arts, institutions, social relations and the languages of Pakistan. These are very important topics at national level at this stage students know about the culture, rights and their moral responsibilities. However there is need to discuss global dimensions as these can give young people a sound foundation on which they may build their values system and encourage them to respect the rights and dignity of others in an interdependent world. It also helps young people see that individual action can make a contribution to making the world a better place.

Conclusions

In the views of research findings it may be concluded that textbook of social studies at secondary level does not fully focus on citizenship education. There seem to be cursory attention given to different components of citizenship education. The contents of the book did not depict national objectives such as i) to highlight Pakistan's strategic position in international politics, especially its relations with neighboring and Muslim countries; ii) Impart awareness about various aspects of socio-economic activities at national level and the role played by Pakistani in the development of their society and iii) Encourage traits of observation, creativity, analysis and reflection in students.

It has also been observed that practical activities needed to be emphasized in order to have a sense of good citizenship among students. Chapter 9 of the book related with education in Pakistan which is not appropriate in the social studies course that needs replacement. Further, Pakistan is a developing country it needs to develop and properly utilize its natural and human resources and for this purpose it is necessary to equip young minds. It will ultimately improve the overall social, political and economic life of the people.

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