**SUBJECT TITLE: CITIZENSHIP EDUCATION**

**SUBJECT CODE: 562**

1. **INTRODUCTION**

Citizenship Education is designed to incorporate civic and moral education in all candidates who successfully complete the syllabus. In addition, this course will enable candidates gain knowledge, skills and values to become informed citizens who are active,and engaged in their societies. It should make them aware of their rights, duties, responsibilities, and also help them create stronger communities for a better citizen.

1. **AIMS AND ASSESSMENT OBJECTIVES OF THE SYLLABUS**
   1. **AIMS**

The syllabus should enable students to:-

1. Acquire a sound knowledge and understanding of the social and institutional environment of Cameroon.
2. Develop positive attitudes and values within the family and society at large.
3. Integrate and participate actively in the administrative, institutional and economicmachinery of the country i.e. nation building.
4. Imbibe the democratic values of respect for Human Rights and Freedoms, justice,tolerance and love forpeace.
5. Cultivate the spirit of patriotism, civic responsibility, national consciousness and unity indiversity.
6. Apply knowledge, skills, attitudes and values acquired in solving personal and societal problems.

**2.2OBJECTIVES**

**2.2.1 GENERAL OBJECTIVES**

In general, complete coverage of the Syllabus should provide students with the opportunities to:

1. Show knowledge and understanding of important Citizenship concepts, issues and terminology.
2. Demonstrate attitudes and values that show mutual respect, peace, and tolerance.
3. Apply Citizenship knowledge to particular situations like the protection of the environment and the rights and duties of individuals.
4. To prepare citizens to use a citizenship approach to solve problems related to all spheres of life.

**2.2.2ASSESSMENT OBJECTIVES (AO)**

Assessment items based on the objectives will test candidates’ ability:

**AO1**:To Recall, select and communicate facts about Citizenship issues and values **(knowledge).**

**AO2**: To demonstrate an understanding and mastery of Citizenship issues and values

(**Understanding / Comprehension).**

**AO3:** To apply knowledge, skills and understanding of societal norms, morals and values in handling daily life situations (**Application).**

**AO4:** To use the skills and knowledge acquired in the interpretation and exploitation of

texts, cartoons, extract and other source materials **(Analysis).**

1. **STRUCTURE OF EXAMINATION**

**3.1 Weighting of Assessment Objectives**

|  |  |
| --- | --- |
| **Assessment objectives** | **Weighting** |
| AO1: Knowledge | 35% |
| AO2: Understanding /Comprehension | 35% |
| AO2: Application | 25% |
| AO4: Analysis | 5% |

**3.2 Assessment Mode**

The examination shall be comprisedof two Papers:

**Paper One(1hour 30 minutes)**

This paper comprises of 50 compulsory MCQs based on the entire Syllabus and shall carry 40% of the total marks.

**Paper Two (**2 **hours 30 minutes)**

This paper is comprised of 2 Parts.

Part one will haveonecompulsory stimulus questionsfor all candidates to answer while part two will comprise of 9 essay questions from the 3 sections of the syllabus. In all, thereshall be ten questions based on the entire syllabus and candidates shall be expected to answer four(4). The paper shall carry 60%of the total marks.

**3.3 Summary of the Structure of Examination**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Paper** | **Mode of assessment** | **Nº of Questions required** | **Nº of Questions to be answered** | **Duration** | **Weighting (%)** | **Remarks** |
| 1 | Written examination -**MCQ** | 50 | 50 | I ½ hours | 40 | Answer all Questions |
| 2 | Written examination -**ESSAY** | 10 | 04 | 2 ½hours | 60 | Answer question one and 3 others from sections A, B and C |

**Details of Paper 1**

Paper 1 shall comprise **50** MCQ:**15** from Section A, 25 fromSection B and **10**from Section C. Based on the topics in the various sections, the paper shall be broken down as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Nº questions from Section A** | **Nº questions from Section B** | **Nº questions from Section C** | **Total Nº questions** |
| 5,4,3,3 (15) | 4,6,10,5 (25) | 3,3,2,2 (10) | 50 |

1. **JUSTIFICATION OF THE SECTIONS**

**4.1 SECTION A**

This section focuses on the individual citizen and his role with his community at all levels (i.e. home, village, council, nation and the world). It explores how appropriate behaviors can help foster good relations with the wider community. The composition, structure and functioning of the different levels of the community as well as the rights and responsibilities of the citizens within their community are crucial topics for understanding. It will help to promote students’ personal and social development, making them more self-confident, active and responsible at home, in school and in the society at large. This section provides many opportunities to develop students’ understanding of moral, ethical and social issues of contemporary life. Essential life skills for living and interacting with others will be emphasized. In internalizing the knowledge, skills and values of living in groups and community, the students can live as peaceful, useful and acceptable members of the community.

**4.2 SECTION B**

This section introduces the students to political community – the nation. Through this, students are able to understand what authority and power stands for and how they operate for the common good of the society. It trains them to be informed, competent, reflective, concerned, and a participatory citizens in the development of the nation. It also helps the students to acquire desired attitudes in living and contributing to the growth of the nation.

Aspects of the economy will help them to better prepare not only to manage their lives but also to manage both human and material resources (in any life situation). All these would go a long way in ensuring sustainable development by the year 2035 and beyond.

**4.3 SECTION C**

This section also enables students to understand and appreciate the importance of human rights and other universal values and their overall effects on the quality of life. This section will not limit the students tocomprehend and apply the principle of fairness to people around them. Universal values go beyond traditional acceptable norms or generally acceptable standard of social behavior to values that are common and satisfactory to all humanity irrespective of race, colour, religion, and sex.

In addition, students can learn how to live a responsible life, avoiding vices like hooliganism, materialism, gambling, corruption, tribalism, discrimination etc.

Finally, the concepts of peace and conflict management would instill in students with the ideals of social justice.

1. **CROSS CURRICULA DEMANDS OF THE SUBJECT**

Citizenship education involves a wide range of different elements of learning that cut across the social sciences.

1. **THE SYLLABUS CONTENT AND ATTAINMENT TARGETS**

The syllabus shall be divided into 3 Sections A, B and C. Section A is on Citizen, Group and Community Dynamics. Section B is on Political and Economic life in Cameroon. While Section C is on Universal values.

**SECTION A: THE CITIZEN, GROUP AND COMMUNITY DYNAMICS**

| **TOPIC** | **SUB-TOPICS ANDOBJECTIVES/ATTAINMENT TARGETS** |
| --- | --- |
| **1-THE CITIZEN IN**  **HOME**  **ENVIRONMENT** | **Candidates shall be assesses on:**  1.1 The definition/understanding of the following concepts:-   * Citizen, Citizenship. * Rights of a Citizen. * Responsibilities/duties of a citizen.   1. The home :– * components and roles (hygiene and sanitation).   1. The family: – * definition, foundation, types and composition.   1.3.1 Living with family members (interpersonal relationship -  siblings/elderly).  1.3.2- Communicating with others.  1.3.3- State the duties of parents andthe rights and duties of a child.  1.3.4-Describe the extension of the family (clan, tribe and ethnic group).  1.3.5- List the forms of family protection in Cameroon. |
| **2- THE SCHOOL**  **ENVIRONMENT** | **Candidates shall be assesses on their ability to:**  2.1- Define the following concepts:   * Highway Code. * School insurance.   2.2-State road safety measures.  2.3- List the different types of schools in Cameroon.  2.4-State the rights and responsibilities of a child in the school community.  2.5-Describe the school organization and state the roles of stakeholders.  2.6- Describe the interpersonal relationship in the school milieu.  2.7- Caring for the school environment.  2.8- Identify the social ills within the school milieu.  2.9- Describe the relationship between the family and the school. |
| **3- FROM THE VILLAGE**  **TO THE TOWN/CITY** | 3.1- The village  **Candidates shall be assesses on their ability to:**  3.1.1-Define a village and list the different types of Cameroonian villages.  3.1.2-Describe the Socio-Cultural, economic and political organization of a village.  3.1.3- Identify the traditional values of a village.  3.1.4- Describe the inter and intra-village relationships.  3.1.5State reasons and consequences of rural exodus.  3.2- The town/city  3.2.1- State the definition of a town, city and their composition.  3.2.2- List the type of councils in Cameroon and state their functions.  3.2.3-Identify the resources and explain how these resources are used.  3.2.4- Describe the citizens participation in local councils. |
| **4- THE NATURAL**  **ENVIRONMENT OF**  **A COMMUNITY** | **Candidates shall be assesses on their ability to:**  4.1- Define and state the importance of the natural environment of a  community.  4.2- Identify forms and causes of environmental degradation.  4.3- State the effects of environmental degradation.  4.4- Describe the conservation and protection of the environment. |

**SECTION B:POLITICAL AND ECONOMIC LIFE IN CAMEROON**

| **TOPIC** | **OBJECTIVES/ATTAINMENT TARGETS** |
| --- | --- |
| **5- THE**  **ADMINISTRATIVE**  **ORGANIZATION OF**  **CAMEROON** | **Candidates shall be assessed on their ability to:**  5.1- Define and state the functions of the following:   * The Sub-Division. * The Division. * The Region   1. -Describe the administrative organization of the state. |
| **6- THE**  **ADMINISTRATION**  **AND FIGHT**  **AGAINST SOCIAL**  **ILLS IN CAMEROON** | 6.1- Define;Tribalism, sectionalism, bigotry, juvenile delinquency,  drug abuse, prostitution, STDs and AIDS,examination fraud and  corruption,  6.2- State the causes, manifestations and consequences of these ills.  6.3-Identify measures by the state and other stakeholders against these ills. |
| **7- POLITICAL**  **ORGANIZATION OF**  **CAMEROON** | **Candidates shall be assed on their understanding of**  7.1-The definition of Concepts-State, Nation, National Integration, National Unity, Constitution,Democratic Referendum and Plebiscite.  **Candidates shall be assed on their ability to**:  7.2- Identify and explain National Symbols – National Anthem, Motto, Flag and Coat of Arms.  7.3-Trace theevolution of the Cameroon Constitution (1961 to date).  7.4- Outline changesin the constitution from 1961 to 1996.  7.5- Identify the three arms of the state.  7.6- State their composition and functions.  7.7- Describe the relationship between the three.  7.8- Describe democracy and an electoral process.  7.9- List other forms of citizen participation in politics.  7.10- Identify electoral malpractices and state their consequences. |
| **8-ECONOMIC LIFE IN**  **CAMEROON** | **Candidates shall be assed on their ability to**:  8.1Present the definition of basic economic notions/concepts:   * Production, Distribution, Consumption, Exchange (Money andMarkets),Banking(Cheques,Savings,Loans) Enterprise.   8.2- Explain and state the importance of Labour and Social Security.  8.3- State the relationship between economic growth and development.  8.4- Identify sources of government revenue.  8.5-State the consequences of tax evasion. |

**SECTION C:UNIVERSAL VALUES**

| **CONTENT** | **OBJECTIVES/ATTAINMENT TARGETS**  **Candidates shall be assessed on their ability to:** |
| --- | --- |
| **9-HUMANRIGHTS**  **EDUCATION IN**  **CAMEROON** | * 1. -Define Human Rights and state its importance.   2. - Identify the various forms of human rights and violation.   3. -Identify the various regulatory mechanisms for its protection and promotion. |
| **10- THE NOTION OF**  **PEACE AND**  **CONFLICT**  **MANAGEMENT** | 10.1-Define the following terms: peace, war, peace treaty, aggression,  Armistice, international humanitarian law, conflict, and conflict  management.  10.2 -State the importance of the International Humanitarian law.  10.3-Identify Structures in Cameroon and the world which preserve peace e.g. Religious bodies, Constitution, Human Rights Commission, Red Cross, NGOs, Common Wealth,UNO, Civil Society, Francophonie,Traditional Societies and others.  10.4- Explain the notion of governance and state consequences of non compliance.  10.5- Identify types of conflicts e.g homes,schools, local community, nation, and world.  10.6 -State causes and consequences ofconflicts.  10.7- Identify major ways of resolving conflicts. |
| **11-GENDER**  **RELATIONS AND**  **MINORITY RIGHTS** | 11.1- Define gender and minority rights.  11.2-Identify gender issues, gender inequality, stereotypesand discrimination.  11.3- State measures to fight gender inequality (Government and others).  Display an understanding of the:  11.4-Contribution of minority groups to nation building.  11.5- Measures taken by government and other stake holders to protect  minority groups. |
| **12 TOPICAL ISSUES** | 12.1-Define and explain Terrorism, Refugees, ChildLabour, Child Trafficking, and Globalization. |

1. **RECOMMENDED TEXT BOOKS**
2. Apum-Aseh, A. (n.d).*Nation Building and Human rights.*
3. Tata-Ngenge, S. (2010).*Citizenship for Cameroon Schools and colleges*.(2nd ed.) Bamenda:

National Polytechnic Press.

1. Tazifor, J.**(**2009). *Building citizenship*. Buea: Education Book Center.
2. Pedagogic Manual for teachers of human rights in Cameroon. *NCHRF*
3. *Civics and society*.Anucam.
4. Osborne, E. (n.d.).*21st Century citizenship and PSHE*. Folens, Londonet Stephanie Yats.
5. **RECOMMENDED DOCUMENTS**
6. Universal Declaration of Human Rights adopted by UN General Assembly 10/12/1948.
7. African charter on Human and Peoples Rights. ( Adopted by the OAU 27/06/1986)
8. Convention on the Right of the Child Adopted by the UN General Assembly
9. African Charter on the Rights and Welfare of the Child.
10. The 1996 Constitution of the Republic of Cameroon.
11. The Criminal Procedure Code of the Republic of Cameroon.
12. Geneva Conventions, AU and the UN Charters