CHAPTER 8

COMPARISON OF PILOT AND NON- PILOT SCHOOL CIVIC KNOWLEDGE

8.0   Introduction

As discussed in chapter 2, in five provinces, in 200 pilot schools targeted activities have been conducted with GIZ support to improve social cohesion. Therefore, there is a need to find out whether there is a difference in civic competencies in students in the pilot schools in comparison to schools where there had not been targeted intervention. If the findings reveal a positive outcome these interventions could be extended to non- piloted schools.

The GIZ Education for Social Cohesion (ESC) programme, commissioned by the Federal Ministry of Economic Cooperation and Development (BMZ), contributes since 2005 to conflict transformation and reconciliation in Sri Lanka through its conflict-sensitive and context-specific educational support. The programme operates in the framework of the education strategy of the Ministry of Education and the National Policy on Education for Social Cohesion and Peace. It operates in three concerted fields of action: (i) education policy and management, (ii) teacher education, and (iii) school development.

In 2013 the programme supported 200 secondary pilot school across its five target provinces (Northern, Eastern, Central, Uva, and Sabaragamuwa Province) to test different innovative school-based activities in the areas of Peace and Value Education, Second National Language and Psycho-Social Care. Within peace and value education student parliaments where introduced in all 200 schools to let students experience and practice democratic norms and principles. National and provincial student exchange programmes for students from 7th to 9th grade were organized to bring students from different backgrounds together in order to challenge (negative) stereotypes and emphasize similarities between the communities. For many students from homogeneous regions this was the first time they directly interacted with students from other ethnic or religious backgrounds. Moreover, several joint religious or cultural festivals have been celebrated in all pilot schools as part of their extra-curricular activities. With regard to improving

Second National Language education, nearly all pilot schools have qualified Second National Language teachers and revised, child-friendly Second National Language textbooks from grade 6 to 10. Moreover, schools organized Second National Language days and language competitions to highlight the importance for learning the respective other language. Nearly all pilot schools have qualified psycho-social care counselors and referral systems in place. The counselors from a peer support network to support and learn from each other. With regard to capacity development several leadership trainings not only for the principals and teachers within the schools but also the education administration in the zonal and provincial education departments have been conducted. All 61 zones in which the ESC programme operates have appointed and trained ESC Coordinators which are responsible for coordinating and supporting schools to integrate ESC into their school environment. As part of the quest to scale-up successful ESC interventions the 200 pilot schools formed school-based networks with other schools in close vicinity to share learning experiences and support non-pilot schools in implementing ESC activities.

8.1   Students' Civic knowledge

In Table 8.1 mean scores for all 16 items in both pilot and non- pilot schools are presented.

Table 8.1: Students' performance in Civic knowledge, content and skills

Total Mean Score	Pilot	Non-Pilot
Knowledge	38	42
Content	45	50
Skill	30	32

Students' performance in all three areas are better in non-pilot schools than in the pilot schools.

Table 8.2: Students' performance in Civic Knowledge and skills in relation to school type

School Type	Knowledge		Content		Skill	
	pilot	Non pilot	pilot	Non pilot	pilot	Non pilot
1AB	39	47	48	55	29	36
1C	38	41	45	49	30	30
Type 2	37	40	42	47	30	32

When comparing the total Civic knowledge of the students in the different school types as in the main sample, performance in Civic knowledge of the students is highest in the 1AB schools in the non – pilot sample. This result is due to 1AB pilot schools performing better in both content and skills over other two types of schools. On the other hand, the skill performance in 1C schools is similar in both pilot and non-pilot schools.

Table 8.3: Knowledge and skills in relation to gender

Gender	Knowledge -Mean		Content - Mean		Skill - Mean	
	Pilot	Non-pilot	Pilot	Non -pilot	Pilot	Non-pilot
Female	39	43	46	51	30	32
Male	38	42	44	49	29	32

In the non- pilot sample students' performance is almost similar in all three areas among females and males. Same similarity is seen in the pilot sample between males and females. However, in pilot school performance in content knowledge is few points less than the non-pilot schools in both genders. As a result, the pilot schools' overall Civic knowledge is few points less than the non-pilot schools overall civic knowledge.

Table 8.4 indicates the students' Civic knowledge in the five provinces supported by the GIZ.

Table 8.4: Civic Knowledge Provincial wise

Province	Knowledge		Content		Skills	
	Pilot	Non-pilot	Pilot	Non -pilot	Pilot	Non -pilot
Central	37	41	43	50	30	30
Eastern	38	45	45	53	28	34
Northern	40	42	47	49	32	31
Sabaragamuwa	42	37	47	41	35	31
Uva	38	36	45	38	28	32

Pilot school students' overall Civic Knowledge in the Central and the Eastern Provinces is almost similar to Civic Knowledge of the sample in the non- pilot schools in Sabaragamuwa

and Uva Provinces. On the other hand, skill wise performance of both pilot and non-pilot schools are almost similar in all five provinces.

A summary of the students' performance in the 16 items that tested students' Civic knowledge with their sub categories are given in Table 8.5.

Table 8.5: Performance according to categories and subcategories

Category	Sub categories	Short titles for items	Que No.	Pilot	Non Pilot	Main Sample (2017)
Democracy and its defining characteristics	Identify defining characteristics of democracy	…who ought to govern in a democracy	6	75	79	68
	Identify limited and unlimited government, undemocratic regimes	…what makes a government non - democratic	8	24	27	26
Institutions and practices in democracy	Identify characteristics and functions of elections and parties	…function of having more than one political party	5	49	55	63
	Identify qualifications of candidates for positions and making up one's mind during elections	…which party issued political leaflet	9	45	52	64
		…what issuers of leaflet think about taxes	10	35	45	61
		…which policy issuers of leaflet are likely to favor	11	56	60	71
	Identify basic character of law	…an accurate statement about laws	1	8	13	72
	Understand basic economic issues and their political implications	…a fact, (not an opinion) about laws	16	21	20	28
Citizenship rights and duties	Identify general rights, qualifications and obligations of citizens in democracies	… a political right	2	61	62	79
	Understand role of mass media in democracy	…result if large publisher buys many newspapers	12	20	25	41
	Identify network of associations and differences of political opinion	…why organizations are important in democracy	4	23	27	48

Category	Sub categories	Short titles for items	Que No.	Pilot	Non Pilot	Main Sample (2017)
National identity	Recognize that every nation has events in its history of which it is not proud	…main message of cartoon about history textbooks	15	34	38	47
International relations	Recognize international economic issues and organizations	…an opinion, (not a fact) about the environment	14	37	39	41
	Recognize major inter-governmental organizations	…major purpose of United Nations	7	65	75	87
Social cohesion and diversity	Recognize groups subject to discrimination	…an example of discrimination in employment	3	49	46	61
		…an example of discrimination in pay equity	13	12	12	13

As Table 8.5 indicates pilot school students' performance is less than that of non-pilot school performance in all categories. Further, non-pilot students' performance is lower than the main sample students' performance. This could be because of both pilot and non-pilot schools comprise mainly of Tamil medium students and as discussed in Chapter 2 their overall performance was lower than Sinhala medium students' performance.

8.2   Concept of Democracy

In chapter 4, students' concept of democracy was analysed in relation to student responses in 2003 and 2017.

Table 8.6 analyses students' concept of democracy in the pilot and non -pilot samples.

Table 8.6: Students' concept of democracy in the pilot and non -pilot samples

Stu.Q: P_IV_	Non-Pilot			Pilot		
	V bad for democracy/ somewhat bad for democracy	Somewhat good / V. good for democracy	Don't know/ does not apply	V bad for democracy / somewhat bad for democracy	Somewhat good / V. good for democracy	don't know/ does not apply
A1	12	75	8	18	66	8
A2	44	31	17	42	32	15
A3	54	27	13	47	31	10
A4	27	55	10	24	53	10
A5	56	18	17	47	23	17
A6	48	28	15	41	34	12
A7	19	63	10	18	59	9
A8	58	22	10	52	22	11
A9	19	63	9	21	59	7
A10	55	26	11	46	27	12
A11	19	61	11	21	56	9
A12	22	56	16	20	55	14
A13	65	20	10	60	20	10
A14	51	30	13	49	30	11
A15	23	62	9	21	60	8
A16	37	45	12	36	42	11
A17	40	42	12	36	42	11
A18	49	35	10	45	37	8
A19	62	18	12	53	22	12
A20	55	25	11	50	26	11
A21	53	29	10	46	28	12
A22	34	48	12	35	44	10
A23	14	67	15	18	61	12

When Table 8.6 is examined in relation to students' responses in the main sample, similar trend in responses can be seen. The majority agree that "when everyone has the right to express their opinions freely it is good for the democracy". This can be seen both among the pilot and non- pilot samples. However, in the pilot sample the percentage that disagree with this statement is more than those who disagree in the non-pilot sample. This is the

pattern in the responses of the pilot sample to all the statements. Further, there is a fair percentage (about 10%) that claim that they do not know the answer. Hence, it appears that the pilot school students are not very certain' of the concept of Democracy.

8.3   Co-curricular activities

Participating in co–curricular activities it was assumed gives the opportunity to practice the knowledge they have gained through Civic content knowledge. GIZ funded activities in the pilot schools in the five provinces were expected to give the students more opportunities to participate in co-curricular activities. Table 8.7 asks about students' membership in organizations.

8.3.1   Membership in organizations

Student parliament and school partnership programmes are two activities sponsored by GIZ in the Pilot schools. This question was analysed mainly to find out students' responses regarding these two activities.

Table 8.7: Students' membership in organizations

Q13_ *Are you member of the following organizations which are inside or outside of the School?*	Yes		No	
	Non-Pilot	Pilot	Non-Pilot	Pilot
1. A youth organization affiliated with a political party or union	5	8	95	92
2. A group which prepares a school newspaper	4	9	96	91
3. An environmental organization	16	21	84	79
4. A U.N or UNESCO club	3	5	97	95
5. A school partnership program	10	13	90	87
6. A human rights organization	6	8	94	92
7. A Social Service Society	11	9	89	91
8. Boy Scout/Cadet or Girl Guide/Cadet	5	11	95	89
9. A cultural association based on ethnicity	3	5	97	95
10. A computer club	8	10	92	90
11. An art, music or drama organization	18	23	82	77
12. A sports organization or team	23	24	77	76
13. An organization sponsored by a religious group (e.g.Buddhist/Hindu/Islamic/ Catholic/ Christian student society)	9	10	91	90
14. Student parliament	23	32	77	68

According to Table 8.7 most of the students are not participating in any of the activities listed above. However. The highest percentage of 'yes' responses in both pilot and non-pilot schools is for question 14 – student parliament. Compared to non-pilot student responses the pilot sample responses are higher. Similarly, school partnership programmes, environmental clubs, Art, music or drama clubs and sports are other activities that the pilot school responses are higher than non-pilot schools.

Although the pilot school students responses are more indicating some impact of the GIZ intervention more than 65% of pilot school students claim that they are not part of such activities.

8.4   Social cohesion and diversity

As discussed in chapter 7, it is assumed that mutual understanding and mutual exchanges facilitative of social cohesion would ensue, if children from the different ethnic groups learned together in classrooms. Items were designed in paired sets to probe whether the respondents had such varied opportunities facilitative of social cohesion and, whether they agree that such opportunities should be made available to students.

The respondents were asked if they had opportunities to learn together with children of other ethnic groups (SQ_Part III – 3.1), to discuss and exchange ideas (item 3.2) for e.g., on issues pertaining to the ethnic conflict in the country. They were also asked whether students should get opportunities to learn together (item 4.2) and for mutual exchange of ideas (item 4.3). Associating with pen friends would provide similar opportunities to children; the set of items 3.5 and 4.6 were therefore designed to obtain student responses, similarly. Further exchanges of a more informal nature and facilitative of social cohesion occur when students participate jointly in leisure time activities such as trips (item 3.3), and cultural events such as ethnic group festivals (item 3.4); items 4.4 and 4.5 correspond to these two items respectively. The existing relationship patterns were probed by querying whether in their own/family's close group of friends there were members of other ethnic groups (items 1.1 and 1.2), and whether they considered opportunities to forge such close relationships desirable (items 4.7 and 4.8, respectively)

These questions were also analysed in relation to the pilot and non- pilot sample.

Table 8.8: Opportunities for peer and family's social relationship with other ethnic groups

	Peer		family	
	majority/only some	only a few/None	majority/only some	only a few/None
Non-Pilot	38	58	29	65
Pilot	40	53	32	57

In both groups there had not been much opportunities for social relationships either with peers or family members of other ethnic groups. However, when considering the two groups the pilot sample seems to have more opportunities. Yet more than 50% of pilot sample students also claim that they did not have such opportunities.

Table 8.9: Opportunities to study Sinhala/Tamil as second national language

	P_III_Q2		P_III_Q4_1	
	yes	no	totally disagree/disagree	agree/totally agree
Non-Pilot	76	14	13	77
Pilot	71	19	14	73

Students were asked whether they had opportunities to study the second national language and whether they agreed that such opportunities should be provided. For this question also the responses of the Non-pilot school students are better than the pilot school students' responses.

Table 8.10: Opportunities to learn together

	P_III_Q3_1		P_III_Q4_2	
	Never/Rarely	Sometimes/Often	Totally disagree/disagree	agree/totally agree
Non-Pilot	38	56	12	80
Pilot	32	58	14	74

There is more than 50% agreement in both groups indicating that the majority has the opportunity to learn together with the other ethnic groups. Pilot school students' responses are little higher indicating the opportunities provided may be due to the GIZ

intervention. However, to the question whether such opportunities should be provided their responses are lower than the non –pilot school students' responses.

Table 8.11: Opportunities to discuss openly/exchange ideas

	P_III_Q3_2		P_III_Q4_3	
	Never/Rarely	Sometimes/Often	Totally disagree/disagree	agree/totally agree
Non-Pilot	55	34	15	74
Pilot	50	34	15	68

Non–pilot school students' responses are higher for both questions indicating they had more opportunities to exchange ideas with the other ethnic groups and also they are more in agreement with the need for such exchanges.

Table 8.12: Opportunities to engage in fun activities/go on trips

	P_III_Q3_3		P_III_Q4_4	
	Never/Rarely	Sometimes/ Often	Totally disagree/ disagree	agree/totally agree
Non-Pilot	47	43	24	65
Pilot	45	41	23	61

Non pilot school students' responses are higher than the pilot school students' responses for both questions.

Table 8.13: Opportunities to participate in festivals, cultural shows, Competitions

	P_III_Q3_4		P_III_Q4_5	
	Never/Rarely	Sometimes/Often	Totally disagree/disagree	agree/totally agree
Non-Pilot	44	45	14	77
Pilot	39	46	14	70

Table 8.14: Opportunities to associate as pen-friends/ online friends

	P_III_Q3_5		P_III_Q4_6	
	Never/Rarely	Sometimes/ Often	Totally disagree/ disagree	agree/totally agree
Non-Pilot	64	26	32	58
Pilot	59	25	32	51

According to Table 8.14 majority of the students in both samples do not have penfriends or online friend. Even though the pilot school students may have participated in exchange programmes they do not seem to continue such friendships.

Students do not seem to have much value in having such associations as well.

8.5   Summary

This chapter compared pilot school students' Civic Knowledge with that of a comparable sample of non -pilot school students.

It was found that there was not much difference in the achievement of the two samples. The interpretive skills of both samples appear to be similar. Overall knowledge is similar in some provinces but lower in the pilot schools in other provinces.

Achievement of social cohesion was also examined by analysing students' opportunities for learning the Second National Language, learning together with other ethnic groups, opportunities to do fun activities and associate as pen or online friends. Unfortunately in most of these activities the positive responses of the non –pilot school students are higher than the pilot school students.

Therefore, there appears to be a mismatch between the opportunities provided to the pilot school students and their use of such opportunities and the transfer of experience to knowledge and skills.