

School Code

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CIVIC EDUCATION

(This study is conducted under the sponsorship of German Society for International Corporation (GIZ))

TEACHER QUESTIONNAIRE

Name of the school	:
Address	:
Educational Zone	:
District	:
Province	:

**National Educational Research and Evaluation Center
Faculty of Education
University of Colombo
Colombo 03**

2017

CIVIC EDUCATION

An international study about Civic Education conducted in 28 countries in the world under the purview of International Association for the Evaluation of Educational Achievement

Dear Colleague,

Thank you for your cooperation in this international study on civic education. The aim of this study is to compare different concepts, areas of interest, and knowledge in the field of civic education. We know that the interpretation of the results of the student questionnaire depends on the culture of the country, the school and the teachers' intentions. In order to understand the context of student responses, we need information from you as an expert about the conditions of civic education in Grade 9. Please help us to understand the findings from the student questionnaire by completing this teacher questionnaire.

Perhaps you find something in our questions that does not perfectly match the conditions of your school. Please take into account that this questionnaire has been developed for an international study and has been used in very different school systems.

We thank you for your effort and cooperation.

Part I
Work Experience and Education

*We assure you that your answers will be treated CONFIDENTIALLY.
Answers to these questions help in interpreting the answers you give in other parts of this
questionnaire.*

Civic Education subject in this year

1. Are you teaching to grade 9?

Yes

No

2. Are you a Grade 9 class teacher?

Yes

No

3. For how many years, including the present year, have you been teaching altogether?

..... Years

4. For how many years, including the present year, have you been teaching civic education [related subject(s)] ?

Years

5. What is your highest educational qualification?

5.1	Postgraduate degree	<input type="checkbox"/>
5.2	Graduate degree	<input type="checkbox"/>
5.3	G.C.E (A.L)	<input type="checkbox"/>
5.4	G.C.E (O.L)	<input type="checkbox"/>

6. Have you followed a professional qualification in education? / Do you have qualifications related to teacher education?

Yes

No

7. If yes, what is your highest professional qualification?

7.1	Post graduate Diploma in Education	
7.2	Bachelor of Education (University/NIE)	
7.3	National Diploma in Teaching (NCOE)	
7.4	Teacher training certificate	

8. Have you offered a subject/subjects related to civic education for the degree

Yes

No

If yes, name the subject(s) and degree

Subject	Degree

9. Have you participated in in-service training programs in subjects related to civic education (that you teach)?

Yes

No

If yes,

Name of the session	Provider	Duration

10. What is your age category?

10.1	Under 25	
10.2	25-29	
10.3	30-39	
10.4	40-49	
10.5	50-60	
10.6	Above 60	

11. Gender:

Female

Male

12. Ethnicity:

12.1	Sinhalese	
12.2	Sri Lankan Tamil	
12.3	Indian Tamil	
12.4	Muslim	
12.5	Other	

13. Religion:

13.1	Buddhism	
13.2	Hinduism	
13.3	Islam	
13.4	Catholicism	
13.5	Christianity	
13.6	Other	

14. Have you taught in a war affected area?

Yes

No

15. Did you/members of your family have to move to your present residence on account of war/ethnic conflicts?

Yes

No

Part II: Views on Civic Education

With the statements in this section we would like to inquire about your views on civic education through subjects in the curriculum of schools.

**Please rate the statements below on the following scale:
Tick only one box for each column.**

Section A: How should civic education be taught?

Civic education		Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
A1	Should be taught as a specific subject				
A2	Should be taught integrated into subjects related to human and social sciences, like Social Studies, History, Geography, Languages, Religion, Environmental Studies, Development Studies				
A3	Should be integrated into all subjects taught in school				
A4	Should be a co-curricular activity				

Section B: What is worth learning in civic education?

		Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
B1	There is broad consensus in our society on what is worth learning in civic education.				
B2	Teachers should negotiate with students what is to be studied in civic education.				
B3	Teachers should teach according to curriculum standards/ requirements/ competencies in the area of civic education.				
B4	What is important in civic education cannot be taught in school				
B5	Because of conflicts and different opinions in society there cannot be agreement on what should be taught in civic education.				
B6	Changes have been so rapid in recent years that teachers often do not know what to teach in civic education.				

Section C: How much does civic education matter?

		Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
C1	Teaching civic education makes a difference for students' political and civic development.				
C2	Teaching civic education at school matters a great deal for our country.				
C3	Schools are irrelevant for the development of students' attitudes and opinions about citizenship.				
C4	Education authorities pay little attention to civic education.				

Section D: What is emphasized in civic education at your school?

When I look at civic education in my school, I believe <i>most emphasis</i> is placed on should be placed on		Placed on	Should be placed on
D1	Knowledge about society		
D2	Students' independent (critical) thinking		
D3	Student participation in community and political activities		
D4	Development of values		
D5	Social cohesion		
D6	Reconciliation		

Section E: What do students learn in your school?

		Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
E1	To understand people who have different ideas/points of view.				
E2	To cooperate [work together] in groups with other students.				
E3	To contribute to solve problems in society.				
E4	To be patriotic and loyal [committed] citizens of their country.				
E5	How to act to protect the environment.				
E6	To be concerned about what happens in other countries.				
E7	About the importance of voting in national and local elections.				

Section F: What should students learn to become good citizens?

To become a good citizen students should learn to recognize the importance of...		Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	Don't know (5)
F1	Obeying the law					
F2	Voting in every election					
F3	Joining a political party					
F4	Working hard					
F5	Participating in a peaceful protest against a law believed to be unjust					
F6	Knowing about the country's history					
F7	Being willing to serve in the country's military to defend the country					
F8	Reading about [following] political issues in the newspaper, on the radio or on TV					
F9	Participating in activities to help people in society					
F10	Showing respect for government representatives (leaders/officials)					
F11	Taking part in activities promoting human rights					
F12	Engaging in political discussion					
F13	Taking part in activities to protect the environment					
F14	Being patriotic and loyal [devoted] to the country					
F15	Ignoring [disregarding] a law that violated human rights					

Part III

The Teaching of Civic Education, Activities and Lessons

Section G: How do you plan for civic education? When you prepare for civic education related activities, from what sources do you draw?

Please rate the statements below on the following scale according to your idea about the importance of each source

		Not important (1)	Less important (2)	Important (3)	Very important (4)
G1	Official curricula or curricular guidelines or frameworks				
G2	Official requirements (standards) in the area of civic education				
G3	Your own ideas of what is important to know in civic education				
G4	Original sources (such as constitutions, human rights declarations)				
G5	Textbooks				
G6	Other published materials (non-text book)				
G7	Self-produced materials				
G8	Media (newspapers, magazines, television)				

Section H: What topics do you teach?

The following table contains a list of 20 topics. Please rate them by checking the appropriate boxes in the table according to ...

A - How important do you think this topic is for civic education

		Not important	Of little importance	Important	Very important
H1	National Constitution and State/political institutions				
H2	Citizens rights and obligations				
H3	Different conceptions of democracy				
H4	[Different/Comparative] political systems				
H5	Election and electoral systems				
H6	The judicial system				
H7	Human and civil rights				
H8	Important events in the nation's history				
H9	International organizations				
H10	International problems and relations				
H11	Migrations of people				
H12	Economic issues				
H13	Social Welfare				
H14	Trade/Labor Unions				
H15	Equal opportunities for women and men				
H16	Cultural differences and minorities				
H17	Environmental issues				
H18	Civic virtues				
H19	Dangers of propaganda and manipulation				
H20	Media				

B - How confident (well equipped) do you feel to deal with this topic?

		Not at all	Little confident	Confident	Very confident
H1	National Constitution and State/political institutions				
H2	Citizens rights and obligations				
H3	Different conceptions of democracy				
H4	[Different/Comparative] political systems				
H5	Election and electoral systems				
H6	The judicial system				
H7	Human and civil rights				
H8	Important events in the nation's history				
H9	International organizations				
H10	International problems and relations				
H11	Migrations of people				
H12	Economic issues				
H13	Social Welfare				
H14	Trade/Labor Unions				
H15	Equal opportunities for women and men				
H16	Cultural differences and minorities				
H17	Environmental issues				
H18	Civic virtues				
H19	Dangers of propaganda and manipulation				
H20	Media				

C - Do students up to and including grade 9 have to learn this topic?

		Not at all	Rerely	Often	Very Often
H1	National Constitution and State/political institutions				
H2	Citizens rights and obligations				
H3	Different conceptions of democracy				
H4	[Different/Comparative] political systems				
H5	Election and electoral systems				
H6	The judicial system				
H7	Human and civil rights				
H8	Important events in the nation's history				
H9	International organizations				
H10	International problems and relations				
H11	Migrations of people				
H12	Economic issues				
H13	Social Welfare				
H14	Trade/Labor Unions				
H15	Equal opportunities for women and men				
H16	Cultural differences and minorities				
H17	Environmental issues				
H18	Civic virtues				
H19	Dangers of propaganda and manipulation				
H20	Media				

Part IV Instruction

The following list presents activities that can be used in [civic related education]

Section I: How often are the following activities used in your classes?

Please indicate how frequently the following activities are used in your classes

		Never (1)	Someti mes (2)	Often (3)	Very often (4)
I1	The teacher chooses the issues to be discussed in class				
I2	Students work on projects that involve gathering information outside of school				
I3	Students study textbooks				
I4	Students work on worksheets				
I5	Students work in groups on different topics and prepare presentations				
I6	Students participate in role-play and simulations				
I7	The teacher asks questions and students answer				
I8	The teacher lectures and students take notes				
I9	The teacher includes discussion on controversial issues in class				
I10	Students participate in events or activities in the community (society)				

Section J: In your view, what needs to be improved about civic education in your school?

*Select the **three most important items** listed below by checking (✓) the **three** appropriate boxes.*

We (Our School) need...

J1	More materials and textbooks	
J2	Better materials and textbooks	
J3	Additional training in teaching methods	
J4	Additional training in subject matter knowledge	
J5	More cooperation between teachers in different subject areas	
J6	More instructional time allocated to civic education	
J7	More cooperation with external experts	
J8	More opportunities for special projects	
J9	More resources for co-curricular activities	
J10	More autonomy for school decisions	

Section K: How do you assess students?

Please check appropriate box. Tick two boxes only.

When I assess students in civic related education, I primarily rely on...

K1	Written compositions or essays	
K2	Multiple-choice tests	
K3	Oral assessments	
K4	Oral participation	
K5	Other forms of assessment <i>Please specify</i>	
K6	No specific assessment	

PART V

Section L: In the following, we have listed a number of skills, attitudes and goals for civic education that may be controversial.

Please rate how important they are to you.

How important is it for you that students learn...		Not important (1)	Sometimes important (2)	Important (3)	Very important (4)
L1	To recognize the value of our nation				
L2	To criticize nationalism				
L3	To follow the rules/regulations				
L4	To develop honesty				
L5	To develop consciousness about the needs of the whole world				
L6	To be aware of the dangers of technological progress				
L7	To develop industriousness				
L8	To fight against social injustice				
L9	To recognize one's own interests				
L10	To accept conflict and make the best of it				
L11	To develop orderliness				
L12	To understand that civil disobedience is sometimes necessary to achieve better conditions				
L13	To ensure opportunities for minorities to express their own culture				
L14	To stand up for one's opinion				
L15	To strengthen national culture against foreign influence				

Section M: In your school, what is the function of students' assemblies?

According to my opinion, the most emphasis should be;

	Yes	No
M1 To solve school problems	<input type="checkbox"/>	<input type="checkbox"/>
M2 To empower students to decide for themselves	<input type="checkbox"/>	<input type="checkbox"/>
M3 To avoid classes	<input type="checkbox"/>	<input type="checkbox"/>
M4 To participate in the political life of the school	<input type="checkbox"/>	<input type="checkbox"/>
M5 To cooperate with teachers to solve problems of discipline	<input type="checkbox"/>	<input type="checkbox"/>
M6 To resolve conflicts between students and teachers	<input type="checkbox"/>	<input type="checkbox"/>
M7 To organize cultural activities	<input type="checkbox"/>	<input type="checkbox"/>
M8 To organize excursions	<input type="checkbox"/>	<input type="checkbox"/>
M9 To resolve conflicts among students	<input type="checkbox"/>	<input type="checkbox"/>

You have now reached the end of this questionnaire. Many thanks for taking the time to answer these questions.

Your answers will contribute to a better understanding of civic education around the world.

