

National Report

Civic Education in Sri Lanka

National Education Research and Evaluation Centre (NEREC)
Faculty of Education, University of Colombo.

September 2018



© GIZ and
National Education Research and Evaluation Centre (NEREC)
Faculty of Education, University of Colombo, Sri Lanka

First Published **September 2018**

Writer: **Prof. Marie Perera**

Data Analysis: **P.D.H.S. Amarasinghe**
R.D.C. Niroshinie

Data Processing: **Nayanie Gamaethige**
Nadee Gamaethige
M.H.S.F. Mahsanie
Anuradha S. Seneviratne
Devinda Wijethunga
K.P. Ganga Udeshika
Varuni Gurugamage
Sandaru Jayawardhana

Acknowledgements

My sincere gratitude is extended to the following institutions and people who contributed to make the research study “Civic Education 2017” a success. If not for their support this study would not have been a reality.

- Professor Rainer Lehmann, Humboldt University, Berlin for providing guidance and support to the research team in selecting the sample, refining the questionnaires, data analysis and volunteering in writing the technical report.
- Dr. Ruediger Blumoer and the staff of GIZ Sri Lanka for their unstinted support in designing and launching the project. If not for their support this study would not have been a reality.
- Mr. S. Muralitharan, Director, Peace Education and Reconciliation Unit and Tamil Schools Development Branch and Mr. S.U. Wijeratne, former Additional Secretary (Policy, Planning and Performance Review).
- Senior Professor Lakshman Dissanayake, Vice Chancellor, University of Colombo for his cooperation and granting permission to implement the project.
- Professor Manjula Vithanapathirana, the Dean of the Faculty of Education, for her support for the successful completion of the study.
- I am also deeply indebted to all the other members of the research team, namely, Mr. S. Galagamage, Mr. Jude Nonis, Mr. Kapila Bandara, Ms. R.D.C. Niroshinie, Ms. Samadara Amarasinghe, Mr. Chinthaka Chandrakumara, Mr. S. Athirathan, Ms. Chethana Malepathirana and Mr. K.P. Munagama for their valuable contribution to the research study.
- Former Professors, M. Karunanithy and C. Kariyawasam for translating the summary report.
- Academics of the Faculty of Education for assisting in test administration in schools.
- I also thank Mr. Ariyadasa Edirisinghe (former Commissioner of Examinations – Department of Examinations) for his assistance in administering the all island assessments.
- My gratitude also goes to all the examination coordinators, school coordinators all over the country who participated in test administration and all other

professionals at provincial, zonal and school levels who contributed in numerous ways to carry out this study.

- Last but not least, the support extended by Ms. Nayanie Gamaethige (Office Manager - NEREC), Ms. Nadee Gamaethige, Ms. M.H.S. Fathima Mahsanie, Mr. Bandara (Office Aide), Mr. Lokuvithana, and others who helped in data entry.
- The services provided by Research Management Unit of the University of Colombo and other various personnel who contributed to this study in many ways are also very much appreciated.

Research Team

Marie Perera - Coordinator

Questionnaire revising and finalizing

S. Galagamage

L.M.K. Bandara

S. Athirathan

C.P.W. Malepathirana

K.P. Munagama

Sample Selection

P.D.H.S. Amarasinghe

P.K.J.E. Nonis

R.D.C. Niroshinie

C. Chandrakumara

Data Analysis

P.D.H.S. Amarasinghe

R.D.C. Niroshinie

Contents

Acknowledgements	iii
Research Team	v
Contents	vi
List of Tables	xi
List of Figures	xvi
Executive Summary	xix

Chapter 1 – Introduction to the Study

1.0	Background	1
1.1	Main purpose of the study	3
1.1.1	Objectives of the study	3
1.2	Sample	3
1.2.1	Sampling methodology	2
1.3	Data collection instruments	5
1.4	Pre testing of the instruments	7
1.5	Data collection	7
1.6	Data Analysis	7
1.7	Summary	7

Chapter 2 – Students’ Civic Achievement

2.0	Introduction	9
2.1	Domain sub-categories covered by test items	10
2.2	Students’ Civic knowledge	10
2.2.1	Content Knowledge	11
2.2.2	Skills in interpretation	14
2.3	Background information and students’ knowledge and skills	18
2.3.1	Knowledge and skills in relation to medium of instruction	18
2.3.2	Knowledge and skills in relation to ethnicity	19
2.3.3	Knowledge and skills in relation to religion	19
2.3.4	Knowledge and skills in relation to school type	20
2.3.5	Knowledge and skills in relation to gender	20
2.4	Provincial wise performance	21

2.5	Participation in Organizations	21
2.5.1	Membership in organizations	22
2.5.2	Participation in organizations	22
2.6	Home literacy and students' Civic knowledge	23
2.7	Summary	27

Chapter 3 - School and classroom context of civic knowledge

3.0	Introduction	29
3.1	Background of civic related subjects in the schools	29
3.2	Historical overview of Civic education in the National Education system in Sri Lanka	30
3.3	Study on Civic Education in Sri Lanka -2003	31
3.4	National Policy on Social Cohesion and Peace Education (SCPE)	32
3.5	The scope and content of civics education	33
3.6	Teacher's views on Civic content	35
3.7	Teachers', Principals' and students' views on different aspects of civic education	38
3.8	Classroom context of civic education	48
3.9	Climate of the classroom	52
3.9.1	Learning teaching methodologies and activities	54
3.9.2	Inquiry based and student interactive approaches	56
3.10	The climate of the school	58
3.10.1	The function of student assemblies in schools	59
3.10.2	How civic conscious are students as school citizens?	60
3.11	Summary	61

Chapter 4 - Students' concepts of democracy, citizenship and government

4.0	Introduction	65
4.1	Concept of Democracy	66
4.2	Concept of Citizenship	71
4.2.1	Importance of Conventional Citizenship	71
4.2.2	Importance of Social movement-related citizenship	73
4.3	Concept of government	74
4.3.1	Economy-related scale	75
4.3.2	Society-related government responsibility	76
4.4	Summary	77

Chapter 5 - Current and expected activities related to politics

5.0	Introduction	79
5.1	Participation in discussions on national and international politics	79
5.2	Media exposure to current civic issues	82
5.3	Expected participatory political actions	84
5.4	Summary	88

Chapter 6 - Attitudes of students toward the nation and international relations

6.0	Introduction	89
6.1	Trust in government-related institutions	89
6.2	Attitudes toward national identity	91
6.3	Attitudes toward international relations	94
6.4	Summary	95

Chapter 7 - Social cohesion and diversity

7.0	Introduction	97
7.1	Items in the country specific scale on social cohesion	97
7.2	Opportunities for second language learning in the school system	99
7.3	Opportunities for students of different ethnic groups to learn together in the school system	106
7.4	Opportunities in school for students of different ethnic groups to exchange ideas	113
7.5	Responses of students to paired items	120
7.6	Student perceptions on gender rights and equality	120
7.7	Student perceptions on rights of ethnic groups	124
7.8	Student perceptions on rights of internally displaced persons	125
7.9	Student perceptions on rights of members of anti-democratic groups	127
7.10	Summary	128

Chapter 8 - Comparison of pilot and non- pilot school civic knowledge

8.0	Introduction	131
8.1	Comparison of pilot and non- pilot school civic knowledge	132

8.2	Concept of Democracy	135
8.3	Co-curricular activities	137
	8.3.1 Membership in organizations	137
8.4	Social cohesion and diversity	138
8.5	Summary	141

Chapter 9 - Findings and recommendations

9.0	Introduction	143
9.1	The findings of the Civic Education Study 2017	143
	9.1.1 Findings on Civic Knowledge of students 2017 and 2003	143
	9.1.2 School based and non-school based factors that affect the development of democratic and Civic competencies of students	146
	9.1.3 Findings on Students' concepts of Democracy Citizenship and Government	150
	9.1.4 Students' views on opportunities for Civic engagement in school and interest in future political activities	151
	9.1.5 Students' attitudes toward social cohesion and diversity	152
	9.1.6 Comparison of pilot and non- pilot schools	153
9.2	Recommendations of the CESL Study	155
	9.2.1 Recommendations for improving students' Civic knowledge	155
	9.2.2 Recommendations for improving Civic knowledge through school based and non-school based factors	155
	9.2.3 Strengthening students' concepts of democracy, citizenship, and government	158
	9.2.4 Strengthening students' current and expected participation in political action	158
	9.2.5 Comparison of pilot and non- pilot school performance	159
	9.2.6 Promoting social cohesion through the school system	160

References	163
Annexure 1 - Coverage of topics in Civics/Social Studies in secondary curriculum	165
Annexure 2 – Student Questionnaire	171
Annexure 3 – Teacher Questionnaire	195
Annexure 4 – Principal Questionnaire	209

List of Tables

Chapter 2

Table 2.1:	Sub categories and the corresponding test items	10
Table 2.2:	Students' performance in Civic knowledge, content and skills	10
Table 2.3:	Defining characteristics of democracy	12
Table 2.4:	Application of concept of democracy	12
Table 2.5:	Democracy and role of organizations	13
Table 2.6:	Democracy and functions of political parties	13
Table 2.7:	National identity and international relations	15
Table 2.8:	Institutions and practices in democracy	16
Table 2.9:	Performance according to categories and subcategories	16
Table 2.10:	Knowledge and skills in relation to medium of instruction	18
Table 2.11:	Knowledge and skills in relation to ethnicity	19
Table 2.12:	Knowledge and skills in relation to religion	19
Table 2.13:	Knowledge and skills in relation to school type	20
Table 2.14:	Knowledge and skills in relation to gender	20
Table 2.15:	Civic Knowledge Provincial wise	21
Table 2.16:	Students' membership in organizations	22
Table 2.17:	Students' mean achievement scores, by frequency of participation in organizations	22
Table 2.18:	Availability of books and newspapers - 2003	23
Table 2.19:	Availability of books and newspapers - 2017	23
Table 2.20:	Students' civic mean scores by home literacy - 2003	24
Table 2.21:	Students' civic mean scores by home literacy - 2017	25
Table 2.22:	Students' civic mean scores by family and home environment characteristics	25
Table 2.23:	Students' civic mean scores by frequency of time spent in various out of school activities	26
Table 2.24:	Students' civic mean scores by expected years of further education	27

Chapter 3

Table 3.1:	Percentage ratings by teachers for topics, in combined response categories 2003 & 2017	35
Table 3.2:	Percentage responses of teachers indicating how important it is to him/her as teacher, that students achieve these learning goals	43
Table 3.3:	Percentage responses of teachers on what students should learn to be good adult citizens, relative to the comparable responses of students	45
Table 3.4:	Percentage responses of students, teachers and principals on what students learn in school	47
Table 3.5:	Percentage responses of teachers indicating from what sources they draw in planning for civic education	49
Table 3.6:	Percentage responses of Principals on effects of shortages/inadequacies on civic education – Year 2003	51
Table 3.7:	Percentage responses of Principals on effects of shortages/inadequacies on civic education – Year 2017	51
Table 3.8:	Percentage responses of teachers on use of different methods of assessments	57
Table 3.9:	Perceptions of students on their own participation in school life	58

Chapter 4

Table 4.1:	Percentage ratings by students for topics, in combined response categories in 2017	66
Table 4.2:	Factors in being a good citizen	72
Table 4.3:	Participation in social-movement related activities is important or unimportant for good citizenship – 2003 & 2017	74
Table 4.4:	Responsibility of government and various economy related actions	75
Table 4.5:	Various socially related actions and the responsibility of the government – 2003 & 2017	76

Chapter 5

Table 5.1:	Percentage of SL students reporting how often they have discussions about national or international politics in 2017	80
Table 5.2:	Percentage of SL students reporting how often they have discussions about national or international politics in 2003	81
Table 5.3:	Percentage responses of SL students reporting frequency of media use, on what is happening in national and international politics in 2017	82
Table 5.4:	Percentage responses of SL students reporting frequency of media use, on what is happening in national and international politics in 2003	83
Table 5.5:	Percentage of students reporting expected participation in various political activities as adults in 2017	84

Table 5.6:	Percentage of students reporting expected participation in various political activities as adults in 2003	85
Table 5.7:	Percentage responses indicating expected participation in social movement related activities in 2017	86
Table 5.8:	Percentage responses indicating expected participation in social movement related activities in 2003	86
Table 5.9:	Percentage responses indicating expected participation in unconventional illegal actions – 2017	87
Table 5.10:	Percentage responses indicating expected participation in unconventional illegal actions – 2003	87

Chapter 6

Table 6.1:	Percentage responses of SL and INT students indicating trust in Institutions - 2017	90
Table 6.2:	Percentage responses of SL and INT students indicating trust in Institutions – 2003 & 2017	91
Table 6.3:	Percentage responses of SL and INT students indicating attitudes toward country - 2003	92
Table 6.4:	Percentage responses of SL students indicating attitudes toward country - 2017	93
Table 6.5:	Percentage responses of CESL students indicating attitudes toward international relations - 2003	94
Table 6.6:	Percentage responses of students in 2017 indicating attitudes toward international relations	95

Chapter 7

Table 7.1:	Students' family social relationships	98
Table 7.2:	Opportunities to study second language by medium of instruction- 2003	100
Table 7.3:	Opportunities to study second language by medium of instruction - 2017	100
Table 7.4:	Opportunities to study second language by ethnicity – 2003	102
Table 7.5:	Opportunities to study second language by ethnicity – 2017	103
Table 7.6:	Opportunities to study the Second National Language by Province - 2003	104
Table 7.7:	Opportunities to study the Second National Language by Province - 2017	105
Table 7.8:	Opportunities to learn together by medium of instruction -2003	107
Table 7.9:	Opportunities to learn together by medium of instruction -2017	108

Table 7.10:	Opportunities to study learning together by ethnicity – 2003	109
Table 7.11:	Opportunities to study learning together by ethnicity – 2017	110
Table 7.12:	Opportunities to learn together by Province - 2003	111
Table 7.13:	Opportunities to learn together by Province - 2017	112
Table 7.14:	Opportunities to exchange ideas with other ethnic groups by medium of instruction - 2003	114
Table 7.15:	Opportunities to exchange ideas with other ethnic groups by medium of instruction – 2017	115
Table 7.16:	Opportunities to exchange ideas with other ethnic groups by ethnicity – 2003	116
Table 7.17:	Opportunities to exchange ideas with other ethnic groups by ethnicity – 2017	117
Table 7.18:	Opportunities to exchange ideas with other ethnic groups by province - 2003	118
Table 7.19:	Opportunities to exchange ideas with other ethnic groups by province - 2017	119
Table 7.20:	Opportunities to engage in leisure time activities, participate in cultural activities and associate as pen friends/online friends with other ethnic groups – 2003 & 2017	120
Table 7.21:	Table 7.21: Percentage responses of students to items related to gender rights – 2003 & 2017	121
Table 7.22:	Responses of students to Q.No. G5 & G4 by ethnicity - (2003 & 2017)	124
Table 7.23:	Percentage responses of students indicating their perceptions on rights of ethnic groups	125
Table 7.24:	Students’ perceptions on the rights of internally displaced persons - 2003 & 2017	126
Table 7.25:	Percentage responses indicating students’ perceptions on rights of members of anti-democratic groups 2003 and 2017	128
 Chapter 8		
Table 8.1:	Students’ performance in Civic knowledge, content and skills	132
Table 8.2:	Students’ performance in Civic Knowledge and skills in relation to school type	132
Table 8.3:	Knowledge and skills in relation to gender	133
Table 8.4:	Civic Knowledge Provincial wise	133
Table 8.5:	Performance according to categories and subcategories	134
Table 8.6:	Students’ concept of democracy in the pilot and non -pilot samples	136
Table 8.7:	Students’ membership in organizations	137

Table 8.8:	Opportunities for peer and family's social relationship with other ethnic groups	139
Table 8.9:	Opportunities to study Sinhala/Tamil as second national language	139
Table 8.10:	Opportunities to learn together	139
Table 8.11:	Opportunities to discuss openly/exchange ideas	140
Table 8.12:	Opportunities to engage in fun activities/go on trips	140
Table 8.13:	Opportunities to participate in festivals, cultural shows, Competitions	140
Table 8.14:	Opportunities to associate as pen-friends/ online friends	141

List of Figures

Chapter 2

Fig. 2.1:	Students' performance in Civic knowledge, content and skills	11
Fig. 2.2:	Picture presented for Q.No. 15 of student questionnaire	14

Chapter 3

Fig. 3.1:	Percentage responses of teachers and principals indicating how civic education should be taught – 2003 & 2017	38
Fig. 3.2:	Percentage responses of teachers indicating how much civic education matters	41
Fig. 3.3:	Percentage responses of teachers indicating what is worth learning in civic education	41
Fig. 3.4:	Teachers' responses on what needs to be improved about civic education in their schools (2003 & 2017)	50
Fig. 3.5:	Teachers' responses on what needs to be improved about civic education in their schools – Year 2017	50
Fig. 3.6:	Classroom climate in the perception of students and teachers – 2003	53
Fig. 3.7:	Classroom climate in the perception of students and teachers – 2017	53
Fig. 3.8:	Activities used in civic education classrooms as reported by students and teachers – 2003	55
Fig. 3.9:	Activities used in civic education classrooms as reported by students and teachers - 2017	55
Fig. 3.10:	Inquiry based and student interactive approaches used in classrooms as reported by teachers	56
Fig. 3.11:	Function of student assemblies in schools	59
Fig. 3.12:	Percentage responses of principals indicating the frequency of student negative behaviours in school	60

Chapter 4

Fig. 4.1:	Response percentages of Sri Lankan (SL) students on rights of citizens - 2017	68
Fig. 4.2:	Response percentages of Sri Lankan (SL) students on rights of citizens	68

	- 2003	
Fig. 4.3:	Response percentages of Sri Lankan (SL) students on negative influences - 2017	70
Fig. 4.4:	Response percentages of Sri Lankan (SL) students on negative influences - 2003	70
Fig. 4.5:	Factors in being a good citizen	72
Fig. 4.6:	Response percentages of SL and INT students indicating whether various behaviors are somewhat important/very important, to be good citizens – (2003)	73
Fig. 4.7:	Various economic-related actions and the responsibility of the government - (2003 & 2017)	75
Fig. 4.8:	Various socially-related actions and the responsibility of the government - (2003 & 2017)	77
Chapter 5		
Fig. 5.1:	Percentage of students reporting that they sometimes/often have discussions about national or international politics (2003 & 2017)	81
Fig. 5.2:	Comparison of student responses regarding media use - 2003 & 2017	83
Chapter 6		
Fig. 6.1:	Percentage responses of students indicating attitudes towards country	93
Chapter 7		
Fig. 7.1:	Opportunities to study second language by medium of instruction - 2003	99
Fig. 7.2:	Opportunities to study second language by medium of instruction - 2017	101
Fig. 7.3:	Opportunities to study second language by ethnicity - 2003	102
Fig. 7.4:	Opportunities to study second language by ethnicity – 2017	103
Fig. 7.5:	Opportunities to study second language by province - 2003	104
Fig. 7.6:	Opportunities to study second language by province - 2017	106

Fig. 7.7:	Opportunities to learn together by medium of instruction -2003	107
Fig. 7.8:	Opportunities to learn together by medium of instruction -2017	108
Fig. 7.9:	Opportunities to learn together by ethnicity -2003	109
Fig. 7.10:	Opportunities to learn together by ethnicity -2017	110
Fig. 7.11:	Opportunities to learn together by province - 2003	111
Fig. 7.12:	Opportunities to learn together by province – 2017	112
Fig. 7.13:	Opportunities to exchange ideas with other ethnic groups by medium of instruction (2003)	114
Fig. 7.14:	Opportunities to exchange ideas with other ethnic groups by medium of instruction (2017)	115
Fig. 7.15:	Opportunities to exchange ideas with other ethnic groups by ethnicity (2003)	116
Fig. 7.16:	Opportunities to exchange ideas with other ethnic groups by ethnicity (2017)	117
Fig. 7.17:	Opportunities to exchange ideas with other ethnic groups by province (2003)	118
Fig. 7.18:	Opportunities to exchange ideas with other ethnic groups by province (2017)	119
Fig. 7.19:	Responses of students to Q.No. G5: ‘When jobs are scarce men should have more rights to a job than women’ by gender - (2003 & 2017)	123
Fig. 7.20:	Responses of students to Q.No. G4: ‘Men are better qualified to be political leaders than women’ by gender - (2003 & 2017)	123
Fig. 7.21:	Percentage responses indicating students’ perceptions on rights of ethnic groups	124
Fig. 7.22:	Percentage responses indicating students’ perceptions on the rights of internally displaced persons - 2003	126

EXECUTIVE SUMMARY

In the context of an ongoing civil war and negotiation through a peace process in 2003 an assessment of the status of democratic and civic competencies of a sample of 14 year old (Grade 9) secondary school students in Sri Lanka and an analysis of the school-based and non-school based factors that affect the development of these competencies was therefore considered particularly timely. The analysis it was hoped would provide a credible base of evidence to inform the development of future strategies and activities to promote democratic and pluralistic values through school education. Further, the belief was that the impact of future interventions can be measured against the baseline provided by the research study on Civic education.

Thus the National Research Study on Civic Education in Sri Lanka was conducted in 2003. It was basically a replication of the Civic Education Study (CIVED) conducted in 28 countries in 1998 by the International Association for the Evaluation of Educational Achievement (IEA), using three instruments developed for students, teachers and the school - for the Principal. The items were developed over the period from 1996 through 1998 by the International Steering Committee and the National Research Coordinators of the IEA Civic Education Study, and validated using appropriate statistical procedures.

As expected the findings of this study were able to inform the development of a long term plan to promote democratic and pluralistic values through the school system. National Policy and a Comprehensive Framework of Actions on Education for Social Cohesion and Peace 2007 was developed. In addition in place of the subject social studies which was a combination of History, Geography and Civics new subjects were introduced as Life competencies and Civic Education (grades 6-9) and Citizenship Education and Governance (grades 10 -11) 2007. Unfortunately majority of the actions recommended through the Framework were not put into action. For example, the suggestion that the impact of the new curriculum should be monitored through research (2008, p.70).

At present the war has ended and reconciliation process has commenced. A review of the national policy on Education for Social Cohesion and Peace has taken place in 2016. One of the recommendations of the report (2016) is the 'rerun of the NEREC 2004 Civic

Education Study in order to assess changes in leaning and therefore inform curriculum revision. Peace Education and Reconciliation Unit (PERU) has been established in the Ministry of Education with the support of the Office for National Unity and Reconciliation (ONUR). This unit has developed a road map. Activity 2.1.3.a of this Road Map is to rerun the NEREC 2004 Civic Education Study.

Further in five provinces in Sri Lanka in 200 pilot schools targeted activities have been conducted with GIZ support to improve social cohesion. Therefore, there was 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.

Therefore, there was a need to replicate the NEREC 2003 Civic Education study and compare its findings with the previous findings. Further, a comparison between the pilot and non- pilot schools was also a necessity.

The Civic Education Study 2017 was thus a replication of the NEREC 2003 study with the main aim of assessing the changes in civic and democratic competencies in school children in Sri Lanka since 2003 and to inform the development of a comprehensive long-term program to promote democratic and pluralistic values through the school education system.

Desired target population for the study was all students (except those in the international schools) who were studying in Grade 9 in year 2017 in Sri Lanka.

The Ministry of Education school census database 2016 was used to calculate the average cluster size. Accordingly two student samples were selected.

The main sample was a probability sample which comprised of 5492 students representing all provinces, ethnic groups, boys and girls, school types and locations, private schools and few pilot schools. Principals of these schools and the teacher teaching Civics were also part of the sample.

The subsample comprised of 1774 students from Pilot schools and a comparable sample of 1065 students from the Tamil medium schools from the main sample.

The rationale for selecting Tamil medium schools is that majority of the Pilot schools are Tamil medium schools.

Principals and the teachers teaching Civics were also part of this sub sample.

The technical aspects of selecting the sample is given in the Technical Report.

The main instruments of data collection were three questionnaires administered to students, teachers and Principals respectively. For the 2003 study they were adapted and translated to Sinhala and Tamil, from the instruments used in the CivEd Study. The data is presented and analyzed using appropriate quantitative and qualitative methods. The same questionnaires were used for the 2017 study as well.

Questionnaires were administered on 4th December 2017. It was done in collaboration with Provincial Directors of Education. For supervision of questionnaire administration, assistance of academics of the Faculty of Education, M.Phil, M.Ed and PGDE students of the Faculty of Education were obtained. Training workshops prior to the questionnaire administration were held at NEREC (for Western, Central, North Western and Sabaragamuwa Provinces) and at twelve provincial centers (for Northern, North Central, Eastern, Uva and Southern provinces) for the supervisors.

Descriptive statistics were used to analyze the questionnaire data. Furthermore, frequency polygons and bar graphs were also used. A detailed statistical analysis of 2017 information with that of 2003 and the pilot and non - pilot school data is provided by Prof. Lehmann in the Technical Report.

Major findings of the study was that in comparison with the 2003 study, students civic content knowledge has increased. However, their knowledge in interpretive skills has declined as a result students' over all civic knowledge has increased only very slightly. Same pattern was observed in the Pilot schools and there was no significant increase in overall civic knowledge in pilot schools in comparison with non-pilot schools. According to the teacher responses there are certain topics which are very important to civic education which they lack competence to teach. Further, there are no sufficient space in the curriculum to teach some of the topics. Among the negative behaviours witnessed in schools majority of the Principals claim the use of drugs has increased.

It is recommended that the curriculum should be revised to include some of the important topics which are not catered to in the present curriculum. Further more activities to improve students' interpretive skills should be included and professional development programmes for teachers should include how to teach the areas which they are not confident to teach. Further, how to develop students' interpretive skills. A concentrated effort must be made with the collaboration of schools, parents and community to eradicate the use of drugs by school children.