Global Citizenship Education Curriculum Development & Integration

Situational Analyses under the 2nd Round Project

SRI LANKA

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Contents

Summary

This preliminary report provides an analysis of the presence of concepts associated with Global Citizenship Education (GCED) in the secondary school curriculum in Sri Lanka. This analysis focuses primarily on five subjects namely Civic Education, English Language, Science, Mathematics and Art representing aesthetic studies at secondary school level. During this phase the syllabi, Teachers' Guides and the pupils' texts of the five subjects from grade six to eleven that are currently in use in the teaching learning process in Sri Lanka were analysed using a researcher-developed study tool.This study tool mainly focused on 10 key characteristics related to GCED concept. These 10 features were decided and finalized after studying the full report of UNESCO of the GCED and the four research reports on GCED conducted by Asia-Pacific Centre of Education for International Understanding(APCEIU) with Cambodia, Colombia, Mongolia and Uganda.

This report also contains some preliminary suggestions for how GCED might be strengthened in the Sri Lankan education system, taking into account the above analysis as well as the general aims and learning goals for its schooling system and national planning documents. It was found that there are many opportunities in the present curriculum for strengthening GCED that might be taken into account in the on-going reform processes.

Introduction

1. Introduction

The main focus of the education system in the 21st Century has been identified as empowering the young learners with the required core competencies for them to actively engage with the world in order to transform their future into a more just and sustainable one. Therefore, it is expected to equip the learners with the skills, values and attitudes needed to contribute to the development of peaceful and just societies. Thus the concept of Global Citizenship Education (GCED) has been proposed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) with the aim of nurturing respect for all, building a sense of belongingness to a common humanity and helping learners become responsible and active global citizens. It also is aiming at empowering learners to assume active roles to face and resolve global challenges in social, political and, economic spheres. The ultimate target of the GCED concept has been identified as producing proactive contributors to a more peaceful, tolerant, and inclusive world.

GCED is based on the three domains of learning - cognitive, socio-emotional and behavioural.
- Cognitive: knowledge and thinking skills necessary to better understand the world and its complexities.
- Socio-emotional: values, attitudes and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully.
- Behavioural: conduct, performance, practical application and engagement.

GCED concepts are also directly linked to Education 2030 Agenda and Framework for Action, notably Target 4.7 of the Sustainable Development Goals (SDG 4 on Education), which calls on countries to "ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development".

In keeping with the guidelines provided by the UNESCO, Sri Lankan education system also has taken a keen interest in conducting a systematic study in order to find out the prevailing situation of the system with regard to the inclusion of identified key characteristics of the GCED concept. This study includes curriculum development, learning materials preparation and awareness raising programmes for key stake holders. The first phase of the study was a situational analysis of the curricular materials and the text books that are currently in use within Sri Lankan education system. In the first phase considered five subjects included in the junior secondary section of the general education system of Sri Lanka namely Civic Education, English language, Science, Mathematics and Art representing Aesthetic education.

2. Rationale for the study

In order to mainstream GCED at national level contextualized and need-based curricular intervention is essential. This can be achieved through the development of curricular guides, curricular and teaching materials. Therefore, an in depth situational analysis is needed

3. Goals

- To identify the systematic and structural gaps between the written curriculum and implemented curriculum.
- To identify the key areas to mainstream GCED in the national/local context.
- To plan tailored mechanisms, processes, institutions and resources.
- To define a road map to strengthen the presence of GCED in the education system.

In order to achieve these goals, three specific objectives were identified.

4. Objectives

- To provide the country's educational context, policies as well as the key mechanism in the curriculum development.
- To provide a national review of the position of GCED within the education system and curriculum.
- To provide evidenced based approach to the discussion of entry points, modalities of delivery, forms of intervention, participation mechanisms, structures and labels of GCED (IBE and APCEIU, 2018)

In order to achieve these specific objectives the following methodology was to be adopted.

5. Methodology

- Context analysis
- Content analysis
  Use a researcher developed grid to analyse the curriculum, textbooks and teacher guides
  Focus group interviews with key stake holders
  Classroom observations

The report begins with the contextual analysis.

6. Contextual Analysis

6.1 Historical overview of Civic Education in Sri Lanka

- Prior to 1972, Civics was taught as a separate subject in the national secondary school curriculum.
- The education reforms of 1972, in keeping with the global trends Civics, History and Geography were integrated as Social Studies.
- However, the expected outcomes as stated in the National Education Commission Report have not been achieved.

"The integration of these content areas in the social studies curriculum, however, never took place and many teachers continued to confine themselves to their own areas of subject specialization, thereby undermining the expected outcomes of subject integration. Criticism grew over the years that there were significant gaps in knowledge in what was perceived to be an amorphous subject" (NEC, 2003, p.170).

- Some changes to the curriculum were introduced due to the integration However, there were dissatisfaction with the integration. As a result some changes were brought about.
- Change of the name of the subject to Social Studies and History in 1998
- Writing the textbook for History separately while continuing with the subject integration
- In civic education, the dissatisfaction has been equally strong, in respect of student learning outcomes.

In a plural society driven by ethnic and religious divisions, education has failed conspicuously to promote nation building by fostering mutual understanding and tolerance for the rich cultural diversity of Sri Lankan society, and in this process has made little contribution to ensuring social cohesion and stability. (NEC, 2003)

6.2 Policy Decisions – NEC (2003)

- The subjects History, Civics and Geography be reinstated, in the secondary school curriculum.
- Civics to be taught as a separate subject starting in Grade 7 in 2005 and subsequently in other grades. Syllabuses were drafted, and textbooks were written.
- The subject was referred to as Life Competences and Citizenship Education for grades 6-9 and it was a compulsory subject for all students.

On the other hand for grades 10 and 11 it was Citizenship Education and Governance and it was a category subject where the students had the choice of selecting one subject from that category and hence it was not compulsory for all students.

In this context it is necessary to examine the only available research on Civic education in Sri Lanka.

6.3 Research on Civic Education
6.3.2 Civic Education Study 2003

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 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.

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 a new subjects were introduced for 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) 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. It was hope that 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.

6.3.2 Civic Education Study 2017

Purpose/Objectives of the study

- Assess the status of democratic and civic competencies of students completing grade 9 in the school system.
- Compare 2017 performance with that of 2003.
- Compare performance in pilot schools with a comparable sample of non- pilot schools.

Sample of the study

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

Data collection instruments

The same three instruments used in the 2003 study was used with slight modifications.
The section on the peace process in the earlier study was replaced with reconciliation and social cohesion and translated into Sinhala and Tamil.

Student questionnaire

This comprises of three sections and a special country specific section.

Section 1 Assess civic knowledge of the students

This section had two types of items
- Type 1 items: assessing knowledge of content.
- Type 2 items: assessing skills in interpretation of material with civic or political content (including short text passages and cartoons).

Types 1 and 2 items formed the test. These items had keyed correct answers

Section 2 Solicit demographic, socio economic and family background data and information on student involvement in various organizations and leisure activities.
Country specific section on the reconciliation process
Section 3 Concepts, attitudes and behavior
This section covered three domains
Domain I: Democracy
Domain II: National Identity, Regional and International Relationships
Domain III: Social Cohesion and Diversity

Teacher questionnaire

Information on teacher education, work experience, views on civic education, instruction on learning goals

Principal's questionnaire

Their education and work experience, views on civic education. Attitudes relating to school climate and information on perceptions and behavior of students, teacher and parents,

Findings

Students' performance in Civic knowledge, content and skills

Comparison of students' performance 2003 and 2017

Total mean scores in percentage	SL 2003	SL 2017
Civic knowledge	54	54.87
Civic content	60	64.82
Civic skills	45	42.09

Comparison of Pilot Tamil students and Non-Pilot Tamil students - 2017

Total mean scores in percentage	Pilot	Non-Pilot
Civic knowledge	39.06	42.70
Civic content	45.89	50.63
Civic skills	30.12	32.15

As assessed by test mean scores, in general, the achievement of Sri Lankan students in civic knowledge, content and skills in 2003 was lower relative to the achievement of international students in the CIVED study. In particular, their performance was poor in items that test interpretive skills.

In 2017 students' content knowledge has increased by five points but their interpretive skills have decreased by three points. As a result the students' Civic knowledge has increased only marginally by one point.

The report also claims that The failure in translating the aims of education to contribute to the development of good citizens and caring individuals with exemplary character and values, the lack of civic and social responsibility, reflects on civic instruction in classrooms and lacunae in the curriculum and in the activities in the 'hidden curriculum' that pervades the social climate of the school.

A contextual basis for the identification of curriculum areas that need to be strengthened, in both coverage and in teacher training is provided by an assessment of coverage of secondary school civic related curriculum, the importance accorded by teachers to topics and, their level of confidence in teaching these topics.

In both 2003 and 2017 citizens' rights, human rights, environmental issues and media have been the highest priority. However, 61 and 42 % teachers in 2003 and 2017 respectively claim that there is very little opportunity for students to learn this topic.

Some of the topics that the teachers claimed as not important are among the topics rated by them as topics they were not at all/ little confident to teach.

In the 2003 study, the model that integrates civic education into other social sciences was the most popular among teachers, in indicating how civic education should be taught. On the other hand, in 2017 the majority of the teachers favoured teaching Civics as a separate subject. However, still a large percentage of teachers also favoured the integration of the subjects.

Teachers strongly affirm that schools are places where civic education ought to be taught and can be taught effectively and that civic education matters a great deal in facilitating students' civic development.

It is noteworthy that 58 per cent (2003) and 65 percent (2017) teachers in Sri Lanka agree with the statement that education authorities pay little attention to civic education, indicating perhaps that more support is needed for the school system to forge ahead with this task of the school. It is significant that this percentage has increased in 2017, perhaps due to the fact that Civics is one of the 'basket' subjects in grades 10 and 11 and all students are not learning Civics after grade 9.

Teachers believe that agreement on what is worth learning in civic education is possible but doubt societal consensus, accept official curriculum as points of orientation and are willing to negotiate with students over what is to be studied.

Teachers also agree that students learn in school to understand people, to cooperate, to solve problems, to protect the environment, to develop concern about the country and to know the importance of voting.

Suggestions for improvement
• Curriculum should focus on more skill transfer.
• An analysis of the Civics textbooks is recommended based on the findings of this stud
• Strengthening students' application of concepts of democracy, citizenship, and government. In order for this to happen an activity based approach as recommended in NEC (2003) should be used.
• Mass media (TV programmes and newspapers) could be used to discuss issues and problem solving.
• Teacher development programmes should include the pedagogy of topics which the teachers are not confident to teach.
• Regarding student negative behaviors, students' active participation as responsible members of the school community, to bring pressure on peers who engage in these deviant behaviors is suggested. Further collaborative programme with school and community participation is suggested.
• There were more opportunities for activities to promote social cohesion in Pilot schools than non pilot schools. However, activities such as school parliament and student exchange programmes should not be mere activities but these activities should be used by teachers to develop the concept as well as interpretive skills. There should be a proper impact evaluation of each activity. Further, stakeholder feedback should feed into the programmes to develop them further.
• Policy decision needs to be further discussed regarding whether Civics should be a basket subject.

There is a need for further research.

In the context of the Civic Education study findings and suggestions, the content analysis was undertaken.

7. Content analysis

7.1 Process of the content analysis
During this phase it was expected to analyze the syllabi, Teachers' Guides and the pupils' texts of the five subjects from grade six to eleven that are currently in use in the teaching learning process in Sri Lanka.

The analysis was conducted with the help of a researcher-developed study tool.

This study tool mainly focuses on 10 key characteristics related to Global Citizenship Education concept.

These 10 features were decided and finalized after studying the full report of UNESCO of the Global Citizenship Education and the three research reports on GCED conducted by Cambodia, Colombia, Mongolia and Uganda.

Table 3

GCED concepts and the sub categories identified in the study

No	Concept	Sub category
1	Democracy and good governance	1. Franchise 2. Power 3. Governance 4. Freedom
2	Multiculturalism	1. Cultures 2. Values, norms, traditions 3. Ethnicity 4. Inclusiveness/Collaboration 5. Bi/multilingualism
3	Human rights and duties	1. Rights/Duties 2. Gender equality/sensitivity 1. Media
4	Law and justice	1. Rules and regulations 2. Domestic law 3. International law 4. Personal and social security 5. Law enforcement
5	International relations	1. Effective communication 2. Interconnectedness 3. Citizenship 4. Intrapersonal and interpersonal relationship 5. Nationality 6. International organization
6	Sustainable development	1. Peace 2. Environment/Climate change 3. Economy 4. Financial literacy
7	World of work	1. Workplace 2. Work ethics 3. Jobs and professions 4. Universal value of labour 5. Entrepreneurship 6. Professionalism
8	Health and well-being	1. Personal health 2. Social health 3. Nutrition
9	Conflict resolution	1. Non violence 2. Social cohesion/reconciliation 3. Mediation
10	Decision making	1. Critical thinking/Reasoning 2. Creative thinking 3. Managing emotions 4. Problem solving

Second Level Analysis

In addition, the cognitive level involved was measured with the two parameters 'deep' and 'surface' and both have been further detailed with the two elements whether it is knowledge focused or skill focused. Certain number of identified sub themes was also included under each GCED characteristic with the aim of revealing the scope of distribution. (**Annex 01- Documentary analysis matrix 01**)

The five subjects were analysed by the subject teams and the completed grids and the reports were submitted to the National Researcher. The summaries of the five reports are incorporated below

The completed grids are annexed.(Annexure 2-6)

Since all subject curricula are to be in line with eight National Goals and seven basic competencies, they are listed below.

National Goals

(i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.

(ii) Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.

(iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.

(iv) Promoting the mental and physical well- being of individuals and a sustainable life style based on respect for human values.

(v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well- integrated and balanced personality.

(vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.

(vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.

(viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

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(Adapted from National Education Commission Report -2003)

Basic Competencies

The following basic competencies developed through education are expected to contribute to achieve the above national goals.

(i) Competencies in communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy : Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy : Use numbers for goods/items, space and time, use of numerals systematically to count & measure.

Graphics : Make sense of line and form, express and record details, instructions and ideas with line, form and colour.

IT proficiency : Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(ii) Competencies relating to personality development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;

- Values such as integrity, tolerance and respect for human dignity;

- Emotional intelligence.

(iii) Competencies relating to the environment

These competencies relate to the social, biological and physical environment.

Social Environment-Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment - Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment - Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human life, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion. Included here are skills in using tools and technologies for learning, working and living.

(iv) Competencies relating to preparation for the World of Work

Employment related skills to maximize their potential and to enhance their capacity.

- To contribute to economic development.

- To discover their vocational interests and aptitudes,

- To choose a job that suits their abilities, and

- To engage in a rewarding and sustainable occupation.

(v) Competencies relating to religion and ethics

Assimilating and internalizing values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday life, selecting that which is most appropriate values.

(vi) Competencies in play and the use of leisure

Pleasure, joy, emotions and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

(vii) Competencies relating to 'learning to learn'

Empowering individuals to learn independently and to be sensitive and successful in responding and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

(Adopted from National Education Commission Report - 2003)

7.2 Subject wise analysis

7.2.1 Civic Education

Introduction

The principal aim of introducing Civic Education to the school system is to achieve **sustainable peace** in Sri Lanka. It is the wish of everyone who values peace to see that all citizens live in harmony as one nation rather than being divided into different ethnic groups- Sinhala, Tamil, Muslim, Burgher and Malay or different religious groups - Buddhists, Hindus, Islam, Catholics or Christians. Under the theme " from self (own) family to universal family", Civic Education is taught from grade six to grade eleven under twelve major objectives and twenty major subject competencies to achieve **sustainable peace**.

Civic Education is a compulsory subject from grade six to grade nine. It is a category one subject in grades ten and eleven. Students have been expected to develop Civic Knowledge, Civic Attitudes, and Civic Skills through different topics since grade six. In order to produce good citizens who would fit into the local and global society, it is emphasized that the competencies, competency levels, subject content and learning outcomes relevant to grade six to eleven are very important.

On the road to achieving sustainable peace through unity, coexistence and reconciliation, the social role Civic Education has to play is crucial.

Objectives of the Subject Civic Education in Grades 6-11

1. Development of the strength necessary to build future goals of life through the identification of one's abilities, skills and potential.

2. Development of competencies necessary to exist in society endowed with a good personality.

3. Development of the strength necessary to work in unity with social organizations and institutions that coordinate with the wellbeing of society.

4. Development of the capacity necessary to face unexpected and confusing situations in a constantly changing world.

5. Production of a citizen endowed with human qualities and social values necessary to exist in unity within a pluralistic society.

6. Building up of a society that acts in conformity with the conventions on human rights and democratic principles.

7. Prevention of disaster situations by actively contributing to disaster management and minimization of damage caused.

8. Provision of understanding of patterns of governance in Sri Lanka and the world based on political concepts and their practical application.

9. Investigation of various theories of economics and numerous principles of economics and their adaptation to social life as appropriate.

10. Building up of a society that mutually values responsibilities and duties.

11. Ensuring sustainable peace for Sri Lanka

12. Contribution to the lasting development of Sri Lanka through building up of a sustainable pattern of life

Content Analysis of Teacher's Guide

The findings based on the content analysis of GCED concepts integrated in the prevailing civic curriculum from grade 6 - 11 reveals that the categories 1-10 stated in the content analysis check list are integrated in the curriculum of some grades from 6-10. However it clearly reveals that all the GCED concepts (category 1 - 10 in the check list) are integrated at the surface level. The findings further indicate that the category 7, 8 and 9 are integrated deeply only in grade 9 curriculum, and the category 10 is integrated only in grade 10. A deep integration of category 5 and 6 in grade 11 curriculum is significant.

In conclusion it is stated that all the GCED concepts are widely spread in the civic curriculum from grade 6-11 both in knowledge and skills at the surface level in teacher's guide of the subject.

Content Analysis related to Textbooks

The findings based on the content analysis of GCED concepts integrated in the prevailing civic curriculum from grade 6-11 indicate as follows.

- Category 1- (Democratic Government) stated in the check list reveals that it is integrated in grade 8 both in surface level and deep levels - but in deep level it is integrated in skills not in knowledge.
- In grade 9 it is only in the surface level in knowledge.
- In grade 10 it is integrated in surface level skills and deep level knowledge.
- In grade 11 it is integrated only in the deep level knowledge and skills.
- Category 2- (Multi-Culturalism) Category of the check list is integrated at 2 levels in all grades except grade 11.
- Category 3- (Human Rights and Duties) is integrated in both levels in all grades.
- Category 4- (Law and Justice) is integrated in both levels in all grades except grade10.
- Category 5 and 6- (International Relations and Sustainable Development) are integrated in both levels only in grade 6, 7 and 11.

- Category 7- (World of Work) is integrated in both levels in grade 8 and 9.
- Category 8- (Health and Well-being) is integrated in both levels in grade 7, 8 and 9.
- Category 9- (Conflict Resolution) is integrated in both levels in grade 8, 9 and 10.
- Category 10- (Decision Making) is integrated in both levels in all grades except grade 11.

In conclusion it is stated that the content analysis of civic education significantly reflects that there is a wide spread of GCED concept in the Civic Education textbooks. Findings further indicate that these GCED concepts are integrated in both surface and deep level knowledge and skills in the content of textbooks (grade 6-11) in the prevailing curriculum of Civic Education.

7.2.2 English

Introduction

English Language is one of the core components in the general education system in Sri Lanka and the formal teaching of English language begins from grade three onwards. However, this study focuses only on the junior secondary section i.e. from grade six to grade eleven.

Objectives of Teaching English

- Creating the need to learn English as a Second Language in a multilingual society
- Creating opportunities for the Sri Lankan child to achieve the competencies in a link language
- Creating facilities to learn a language, that can be used to build ethnic harmony
- Enabling the students to learn an International language which could be made use of in their later life for employment purposes
- Empowering the learner to communicate confidently, fluently and effectively in the English Language.

The syllabi of English Language have been designed according to pre-determined eight competencies related to language learning under five main areas; listening, speaking, reading, writing, Grammar and vocabulary. In order to master the required level of identified language competencies, each competency has been sub divided into smaller units called

competency levels. Thus the English language syllabi from grade 6 to grade 11 are comprised with 72 competency levels that are recycled throughout the language learning process.

Findings of the study

Given below are the findings of the documentary analysis:

Syllabi and Teachers Guides

01. The national goals of education presented in all syllabi and the Teachers guides highlight the importance of Global Citizenship Education directly with eight objectives.

02. The basic competencies presented in the syllabi and the Teachers' Guides also draws a direct link with the focused GCED concepts.

03. The Objectives of the subject English language also represent a strong standpoint towards Global citizenship education.

04. The pre-determined eight key competencies, that all the syllabi of English Language depend on are purely language focussed and, therefore do not display a direct connection with the focused GCED concepts of the study.

05. The overall format of the syllabi has provided hardly any space to incorporate GCED elements into language teaching and learning process other than very surface level suggestions that can be noticed under the label of suggested 'text types'.

06. The content given in the Teachers' Guides also represents very strict language specific viewpoints which are quite justifiable in a subject like English language but this same reason has resulted in producing a document that is free from focused GCED concepts.

The analysis of textbooks

01. All text books from grade six to grade eleven explicitly contain four GCED concepts Multi-culturalism, sustainable development, Health and wellbeing and decision making but the study revealed that these features have not been given the due focus in execution in the teaching learning process.

02. Most of the GCED concepts have been included unsystematically without a proper means of cognitive application.

03. Out of the ten focused GCED concepts of the study, the two characteristics; law and order and conflict resolution have displayed only a nominal presence throughout the junior secondary English language text books.

04. Elements of the GCED concepts, world of work could be identified prominently in grade eleven textbook only.

05. The presence of elements related to the two GCED concepts; Human rights and duties and Democratic government in text books were at an inconsiderable rate.

06. Content related to International relations could be witnessed in grade eight, ten and eleven text books but without the proper attention for the real life application.

Conclusion

Basically the content analysis of the text books supported the view that the representation of GCED concepts within English language subject does not display the required cognitive, affective or psychomotor involvement with the learners in order to achieve the pre-determined objectives of GCED.

7.2.3 Science

Introduction

Science is offered as a common compulsory subject at the Junior Secondary Level (Grades 6-9) and the Senior Secondary – Ordinary Level (Grades 10 – 11) in the general education curriculum of Sri Lanka. In the Primary Level (Grades 1 – 5) basic science concepts have been integrated to the subject called Environment Related Activities, which lays the foundation to follow the secondary level science. Science curriculum is an integration of the contents drawn from the key areas of (chemistry, physics, biology, etc.), which has been design and developed by the National Institute of Education (NIE) to cater all the public-school students of the island. The NIE has made available science syllabi (SY) and teacher's guides (TG) for each grade expanding from Grades 6 – 11. In addition, the Education Publication Department of Sri Lanka has prepared free of charge science textbooks (TB) with the academic contribution of NIE staff for all the students in the public schools. The situational analysis on GCED content in science curriculum was carried out by following the methodology described below.

Inclusion of GCED Concepts in Grade 6 Science Curriculum

In the grade 6 SY, human rights and duties were slightly emphasized. However, TG and TB have not elaborated these concepts. All the sub areas given under 'decision making' were properly addressed in all three documents. But knowledge and skills incorporated into the TB were at the surface level. In addition, rules and regulations coming under one of the key areas 'law and justice' were mentioned only in the SY and TG. Apart from those the other key areas of GECD were not properly addressed in the grade 6 curriculum materials.

Inclusion of GCED Concepts in Grade 7 Science Curriculum

Also, in the grade 7 SY, human rights and duties were slightly emphasized. However, in the TG and TB these concepts had not been taken into account appropriately. Same as in grade 6, all the sub areas given under 'decision making' were properly addressed in all three documents. But less attention has been paid to the sub area 'managing emotions' needs to be further incorporated. Two sub categories namely 'effective communication' and 'interpersonal and intrapersonal relationships' under the key area 'international relationships' were emphasized appropriately while paying no attention to the other sub categories listed under the same key area.

Inclusion of GCED Concepts in Grade 8 Science Curriculum

Same as in grade 6 and 7, 'human rights and duties' were included in grade 8 curriculum at the surface level. Except 'managing emotions' all the other sub areas of 'decision making' were appropriately accommodated in the grade 8 curriculum. "International relations' through the dimensions namely 'effective communication', 'interconnectedness' and 'interpersonal and intrapersonal relationships' were present in the TG and RB of grade 8. One of the key areas 'sustainable development' in terms of 'environment and climate change' was covered appropriately in all three curriculum materials. The key area 'health and wellbeing' was included in the syllabus. However, the TG and TB were insufficiently equipped with the relevant knowledge and skills.

Inclusion of GCED Concepts in Grade 9 Science Curriculum

With regard to the key areas 'human rights and duties', 'decision making', 'international relations' and 'sustainable development' grade 9 curriculum had paid an attention similar to the previous grades. All the other areas were not sufficiently incorporated into the curriculum.

Inclusion of GCED Concepts in Grade 10 and 11 Science Curricula

'Human rights and duties' were lightly included in the SY and TG. But, in the TB those concepts have not been elaborated. Apart from 'managing emotions' all the other sub areas of decision making' were properly accommodated to the all three curriculum materials. "International relations' through the dimensions namely 'effective communication', 'interconnectedness' and 'interpersonal and intrapersonal relationships' were present in the TG and RB of grade 10. Under the sub areas of 'sustainable development' only 'Environment/ Climate Change' has been included in the TG and RB at a satisfactory level. Sub area 'work ethics' under the key area 'world of work' as well as the sub area 'personal health' with regard to the key area 'health and well-being' were addressed in the TG and SY.

Conclusion

In the secondary science curriculum from grade 6-11 out of the 10 key areas of GCED only two areas namely 'decision making' and 'international relations' could be predominantly seen. The other areas were under represented or not represented at all. In addition, the content analysis revealed that some of the sub areas of the represented key areas were also not taken into account. Consistency of the inclusion of GCED key areas in the curriculum materials was also not at a satisfactory level. Because all these observations are solely based on the documentary evidences it cannot be assured that the represented GCED content is really emphasized in the real classroom practices such a way that GCED knowledge and skill inculcate within the secondary school students.

7.2.4 Mathematics

Introduction

Mathematics is one of the core components in the general education system in Sri Lanka and Mathematics begins from grade one onwards. But this study focuses only on the junior secondary section i.e. from grade six to eleven.

The following objectives should be aimed at and achieved to further develop the mathematical concepts, creativity and sense of appreciation in students entering the junior secondary stage, so that their mathematical thinking, understanding and abilities are formally enhanced.

(i) The development of computational skills through the provision of mathematical concepts and principles, as well as knowledge of mathematical operations, and the development of the basic skills of solving mathematical problems with greater understanding.

(ii) The development of correct communication skills by enhancing the competencies of the proper use of oral, written, pictorial, graphical, concrete and algebraic methods.

(iii) The development of connections between important mathematical ideas and concepts, and the use of these in the study and improvement of other subjects. The use of mathematics as a discipline that is relevant to lead an uncomplicated and satisfying life.

(iv) The enhancement of the skills of inductive and deductive reasoning to develop and evaluate mathematical conjectures and conversions.

(v) The development of the ability to use mathematical knowledge and techniques to formulate and solve problems, both familiar and unfamiliar and which are not limited to arithmetic or the symbolic or behavioral, which arise in day to day life.

The syllabi of Mathematics have been designed according to pre-determined 31 competencies related to under six main themes; Numbers, Measurements, Algebra, Geometry, Sets & probability and Statistics. In order to master the required level of identified competencies, each competency has been divided into smaller units called competency levels. Thus the Mathematics syllabi from grade 6 to 11 comprised with 251 competency levels.

Objectives
1. To examine the integration of GCED concepts in the prevailing curriculum of Mathematics from grades 6-11.

2. If GCDE concepts are integrated, examine what they are.

3. To analyze the GCED concepts integrated in the subject in term of knowledge, skills and attitudes.

The integration of identified categories and sub categories in the prevailing Mathematics syllabus from grade 6-11 are marked as 1 and 0. Further it was examined in the teacher guides in the same manner in order to examine the teachers use the sub categories mentioned above in the learning - teaching process even though they are not directly integrated in the subject content. Furthermore the analysis was done to examine the depth in which sub categories integrated in the syllabus only as the superficial level of knowledge or as the deep level of skills and attitudes. Both the teacher and the students use the textbooks of Mathematics other than the teachers' guides that include the subject content and the teaching methods. At the end of the analysis, page numbers of the lessons that the sub categories included in the text books and teachers' guides are noted down.

Findings
Given below are the findings of the analysis of using the sub categories in the syllabi, text books and teacher guides of grade 6-11 Mathematics subject.

1. Grade 6 syllabus includes the sub categories of Franchise, Ethnicity, Inclusiveness, Effective communication, Critical thinking, Creative thinking and Problem solving those sub categories are deeply discussed in the teachers' guide. The text book of grade 6 focuses the use of those sub categories. For examples the lessons such as Selection, Time, Fractions, Estimation & round off, Length, Directions, Mass and Area can be noted.

2. Grade 7 Mathematics syllabus consists of the sub categories of Franchise, Ethnicity, Inclusiveness, Effective communication, financial literacy, Critical thinking, Creative thinking and Problem solving. Additionally, the sub categories of Ethnicity and Gender equality are discussed in the knowledge level in the text book of grade 7. For examples the lessons such as Sets, Time, Algebraic expressions, Length, Mass, liquid measurements, Volume and Percentages can be noted.

3. The sub categories given in grade 7 are included in grade 8 teachers' guide and text book too. As examples the lessons of sets, Fractions, Ratio, Weight, Area, Time, Volume & Capacity, Percentages and Scale drawings can be noted.

4. The content of grade 9 syllabus represents the sub categories Franchise, Inclusiveness, Effective communication, financial literacy, Critical thinking, Creative thinking and Problem solving. While the text book and Teachers' guide deeply discuss those sub categories. The sub category Ethnicity uses in knowledge level in the text book of grade 9. Sets, Percentages, Liquid measurements, Area, Scale drawings and direct proportions are some of the examples. All the lessons of grade 9 Mathematics text book cover the three sub categories of the category Decision Making.

5. The sub categories such as Franchise, Rules and regulations, Inclusiveness, Effective communication, financial literacy, Critical thinking, Creative thinking and Problem solving represent in grade 10 syllabus. Those sub categories are discussed in depth in both text book and Teachers' guide of grade 10. But, the sub category Ethnicity caters only to the knowledge level in the text book of grade 10. Some examples of lessons are Sets, Fractions, Percentages, Ratios, Surface area & volume and scale drawings. The sub categories Critical thinking, Creative thinking and Problem solving are covered in all the lessons included in grade 10.

6. All the sub categories stated in grade 10 are also included in grade 11 syllabus as well. They are discussed in depth in both the text book and teachers' guide of grade 11. But, the sub category Ethnicity caters only to knowledge level in the text book of grade 11 also. Sets, Percentages, Share Market, Surface area & volume can be considered as examples. Further, the three sub categories related to the category Decision Making are revealed by the entire subject topics in grade 11 Mathematics teachers' guide and text book.

Suggestions

1. The syllabus and the text book of Mathematics should be further developed by the identified sub categories which currently available in the Mathematics syllabi and the text books in curriculum revision in year 2023.

2. If some sub categories are not addressing the current Mathematics syllabi and the text books but can be include those, should be include those in to the Mathematics curricular and the text books under the educational reforms in year 2023.

7.2.5 Art

Introduction

In relation to the subject Art, it is essential to provide learning opportunities to integrate GCED concepts to the prevailing curriculum, rather than teaching them in isolation. More opportunities are available in the Art subject curriculum for the integration of GCED concept as its competencies are basically focused on cognitive abilities such as creativity and critical thinking, psychomotor abilities as imagination and novelty, affective abilities as sensitivity, empathy, and appreciation.

The main objective of this analysis is to determine the availability of the GCED concepts in the prevailing Art curriculum and to further development to the integration of the concepts in to the curriculum. Not only that it is expected to gather information from this study and analysis them for reforming the content of Art subject in the curriculum reforms.

Objectives

- To examine the integration of GCED concepts in the prevailing subject curriculum from grade 6-11.
- If there is an integrations of the concepts to identify them
- To examine whether the GCED concepts have been divided in to knowledge skills and attitudes.

Process

The content of Art curriculum from grade 6-11 has been analysed in teacher guides and syllabi of the subject under 10 concepts of 43 sub concepts identified. This analysis was done at the surface level as well as deep level. In addition to that, it was analysed whether those concepts help to develop students' knowledge or to develop their application of skills.

Findings

The GCED concepts given bellow are focused on the prevailing Art curriculum.

- Democratic government.
- Multiculturalism.

- Human rights and duties.
- International relations.
- Sustainable development.
- Conflict Relations.
- Decision making.

Based on the findings of the analysis, it is clearly revealed that the GCED concepts, Law and Justice, World of work and Health and Wellbeing are not intergrade in none of the syllabuses (Gr.6-11) and Teacher Guides in the subject Art, furthermore it is significant that more emphasis is given to the GCED concepts such as Multiculturalism, International Relations and Decision making in grade 6-11 syllabuses. But the concepts such as Democratic Government, Human Rights and Duties, Sustainable Developments and Conflicts Resolution were slightly integrated in the syllabuses. A sufficient number of activities is included in the textbooks related to those GCED concepts. In addition to that there are a few activities included in relation to Democratic Government, Human Rights and Duties, Sustainable Development and Conflicts Resolution in the syllabus. The practical activities of the subject provide opportunities for students to engage in creative task using colours, lines and shapes. There the students are made of taking decisions logically, comparatively and analytically.

The opportunities are made available through the practical activities. There, the students blend their creative thinking abilities with colours, lines and shapes and present it in the space. This kinds of practical activities are listed in grade 6-11syllubas well maintaining its vertical and horizontal relations from simple to complex. In addition to that drawing designs, graphics and sculpture are some of the practical tasks that students can creatively engage in.

The practical activities as still life drawing art composition and graphic designs are based on decision making concept and its sub concepts as critical thinking, reasoning, creative thinking, managing emotions, problem solving. Based on the findings of the analysis it is further revealed that the GCED concept such as international relations is given more emphasis than effective communication, inter connectedness intra personal and intra personal relations in practical activities. The concept, human rights and duties is integrated in the competency in grade 6-11 syllabus.

The sub concepts: as gender equality, sensitively are integrated at the surface level of knowledge, sub concepts: peace, environment and climate change under sustainable development and integrated in practical activities under competencies 1-5 in 6-11. It is significantly identified that the knowledge and skills related to natural and artificial environment is superficially used in composition drawing and still life drawings in grade 6-11. The themes of peace, lets protect peace are deeply discussed in poster designing under graphic designing.

The GCED concept, multiculturalism is widely discussed in the syllabus under the competencies (6-7) of appreciation and cultural background such as cultures, values (norms, traditions) ethnicity inclusiveness, collaboration bi/multilingualism The concept: decision making and its sub categories, critical thinking, reasoning, creative thinking, managing emotions, problem solving are in the syllabus as individual and group activities.

Suggestions
- Integration of identified GCED concepts in syllabi and teachers guides of the subject at deep level under the curriculum reforms.
- Integration of GCED concepts, low and justice world to work, health and wellbeing in the curriculum reforms.

The next phase of the study was to be the focus group interviews.

7.3 Focus group interviews

The participants identified for the first round of focus group interviews for each subject are

- Subject coordinator
- Subject director
- ISA1
- ISA2
- Teacher 1
- Teacher2
- Other

The objectives of the first round of interviews are to find out the level of awareness of the GCED of the participants.

The following open ended questions are posed to the participants

1. Have you ever been made aware of the concept of GCED? If so how?

2. Are GCED concepts included in the current/prevailing curriculum? If yes, what are the concepts included and in what grades are they included?

3. In what level are the GCED concepts included in the prevailing school curriculum? Are they discussed under different levels as knowledge, skills and attitudes?

4. Are GCED concepts discussed in the way of developing the competencies of the students in the teaching learning process? If yes, how?

5. Have you had any training on GCED concepts at the training programmes related to your subject? What is your experience related to teaching GCED concepts?

6. Do you think that you need any special teaching learning aid in developing GCED concepts in the classroom? If yes, do you have those needed teaching learning aids with you or are there issues related to that?

7. If the GCED concepts are not included broadly in the curriculum of your subject area, do you think that these concepts need to be included broadly? If yes in what wat should this be done?

8. What are your constructive suggestions in including GCED concepts to the school curriculum during curriculum revision/reform

Given below is the summary report of the Focus group interview data given by the team leaders of the five subject teams.

Participants of the Focus Group Discussions

Table 4

Subject wise attendance for Focus Group Discussions

Subject	Number
Civic Education	8
Science	8
Mathematics	10
English	8
Arts	8
Total	42

Findings of the Focus Group Discussions

This section, presents the findings of the five focus group discussions conducted with the teachers, ISAs and ADEs invited to represent the five subjects selected for the situation analysis.

1. Awareness on GCED concepts

Based on the data collected from the focus group discussions it was evident that most of the participants, irrespective of their subject, had a very marginal awareness of the GCED concepts. Though a few of them had a considerable awareness gathered through reading and as a result of discussions happened at various training programmes majority of the participants accepted that their awareness on GCED concepts was very poor. Mainly, a

few of the teachers of English who took part in the discussion mentioned that they had heard of the concepts like 21st century skills when they took part in the programmes conducted by the Regional English Support Centers and the British Council.

2. Familiarity with the inclusion of GCED in subject curriculum

The common agreement of the participants was that the GCED concepts are not directly included in the curriculum. However, they agreed that there is an indirect integration of them in almost all the subjects selected for the study. Teachers of English pointed out some of the topics like "Vandalism" included in the Grade 11 textbook which have a close bearing on the GCED concepts. Common agreement of all the participants was that the curriculum has not given the due emphasis on the GCED concepts.

3. Integration of GCED concepts under three domains

All the participants were of the common agreement that there is a lot more to do in curriculum development process to make the GCED concepts a reality in the system. They pointed out that whatever concepts indirectly integrated should be re thought thoroughly and steps should be taken to see that they are represented under all three domains so that the learners will be able to internalize the GCED concepts.

4. Using GCED concepts to create a discussion to develop skills

Though there is a limited discussion in the curricula of the practical subjects like arts all the participants agree that there is no wider discussion created across the curricula in this regard.

5. Exposure to the GCED concepts in training programmes

Almost all the participants mentioned that they had not been exposed to any specific training in this regard except one ADE who revealed the limited exposure he had during one of the overseas training programme he had when he was working as a principal of a school. Other than this there was no evidence for training exposure.

6. Limitations in using GCED concepts in the classroom

One major concern the participants brought forward was the fact that they need freedom to deal with the GCED concepts and therefore, the heavy focus on examinations should be removed. They further mentioned that they often find it difficult to cope up the pressure coming from the school management since the management is not aware of the concepts like this. Another concern they highlighted was the lack of technology and the teachers' poor ICT skills to be global citizens before integrating the GCED concepts.

7. Constructive suggestion on how to integrate GCED concepts into the future curriculum

All the participants were very much positive with the idea of integrating GCED concepts into the curriculum in the future. One very important aspect they highlighted was considering the vertical and horizontal relations when integrating the GCED concepts so that the heavy loading of content can be avoided. Another very important suggestion that came up was to ensure freedom of learning and teaching so that the integration of GCED concepts will be a reality within the society. They further highlighted the importance of making teachers aware of the GCED concepts from the initial teacher development level.

The third stage of the content analysis would be the classroom observations.

8. Conclusions based on the content analysis and the focus group interviews

Conclusions and suggestions for the way forward are given at the end of each subject report. Given below is the over - all summary.

- The national goals of education presented in all syllabi and the Teachers guides highlight the importance of GCED directly with eight objectives.
- The basic competencies presented in the syllabi and the Teachers' Guides also draws a direct link with the focused GCED concepts.
- The Objectives of the subjects as they are aligned with the National Goals have some direction towards Global citizenship education.
- Availability of the concepts in the curriculum differ from subject to subject. Compared to other subjects, there is more scope in the Civic Education syllabus to incorporate GCED concepts. Even when such concepts are introduced, it is at a very superficial level.
- The content given in the Teachers' Guides also represents very strict subject specific viewpoints which has resulted in producing a document that is free from focused GCED concepts.
- All text books from grade six to grade eleven explicitly contain at least some GCED concepts such as multi-culturalism, sustainable development, Health and wellbeing and environment, There is more opportunity in the Civic textbooks to incorporate GCED concepts.
- Most of the GCED concepts have been included unsystematically without a proper means of cognitive application.
- Out of the ten focused GCED concepts of the study, the two characteristics; law and order and conflict resolution have displayed only a nominal presence throughout the junior secondary English language text books.
- Elements of the GCED concepts, world of work could be identified prominently in grade eleven textbook in most subjects.
- The presence of elements related to the two GCED concepts; Human rights and duties and law in text books were at low level. This aspect was also highlighted in the Civic Education study 2017.

In conclusion it could be said that the content analysis of the curriculum revealed that there is to some extent representation of GCED concepts within the five subjects. However, it does not display depth required for cognitive, affective or psychomotor involvement with the learners in order to achieve the pre-determined objectives of GCED.

Yet, there is potential for exploiting the curriculum through the identified areas to introduce GCED concepts at a deeper level. As the Civic Education 2017 study indicated more than 50% of teachers teaching Civics as a subject agreed that civic concepts should be taught as an integrated subject and they firmly believe that school is the best place to inculcate Civic skills in students. These ideas were also echoed by the respondents of the focus group interviews. This is a positive sign. However, in future curriculum reform a strong awareness programme of the GCED concepts, pedagogical training including both teaching as well as assessment strategies are vital.

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Annex 1

Category and sub category

No.	Category	Sub Category
1.	Democracy and good Governance	1. Franchise 2. Power 3. Governance 4. Freedom
2.	Multiculturalism	1. Cultures 2. Values, norms, Traditions 3. Ethnicity 4. Inclusiveness/Collaboration 5. Bi/multilingualism
3.	Human Rights and Duties	1. Rights/Duties 2. Gender equality/sensitivity 3. Media
4.	Law and Justice	1. Rules and regulations 2. Domestic Law 3. International Law 4. Personal and social security 5. Law enforcement
5.	International Relations	1. Effective communication 2. Interconnectedness 3. Citizenship 4. Intrapersonal and interpersonal relationship 5. Nationality 6. International organizations
6.	Sustainable Development	1. Peace 2. Environment/Climate Change 3. Economy 4. Financial literacy
7.	World of Work	1. Workplace 2. Work ethics 3. Jobs and professions 4. Universal value of labour 5. Entrepreneurship 6. Professionalism
8.	Health and Well-being	1. Personal health 2. Social health 3. Nutrition
9.	Conflict Resolution	1. Non violence 2. Social cohesion/reconciliation 3. Mediation
10.	Decision making	1. Critical thinking/Reasoning 2. Creative thinking 3. Managing emotions 4. Problem solving

Annex 2.

Civic grids

Content Analysis: GCED

Subject: Civic Education   Text Book

Grades: 6- 11

No.	Category	Sub category (No.)	G6 Sur K*	G6 Sur S*	G6 Deep K	G6 Deep S	G7 Sur k	G7 Sur S	G7 Deep K	G7 Deep S	G8 Sur K	G8 Sur S	G8 Deep K	G8 Deep S	G9 Sur K	G9 Sur S	G9 Deep K	G9 Deep S	G10 Sur K	G10 Sur S	G10 Deep K	G10 Deep S	G11 Sur K	G11 Sur S	G11 Deep K	G11 Deep S
1	Democratic Government	1.									✓	✓	✓	✓							✓	✓			✓	✓
		2.									✓	✓	✓	✓							✓	✓			✓	✓
		3.									✓	✓	✓	✓							✓	✓			✓	✓
		4.									✓	✓	✓	✓			✓	✓			✓	✓			✓	✓
2	Multi-culturalism	1.							✓	✓	✓	✓									✓	✓				
		2.							✓	✓	✓	✓									✓	✓				
		3.							✓	✓	✓	✓									✓	✓				
		4.							✓	✓											✓	✓				
		5.																	✓	✓						
3	Human Rights and Duties	1.	✓	✓					✓	✓			✓	✓			✓	✓			✓	✓			✓	✓
		2.					✓	✓									✓	✓								
		3.					✓	✓			✓	✓							✓	✓						
4	Law and Justice	1.																							✓	✓
		2.																							✓	✓
		3.			✓	✓			✓	✓							✓	✓							✓	✓
		4.									✓	✓					✓	✓							✓	✓
		5.																								
5	International Relations	1.	✓	✓																	✓	✓				
		2.	✓	✓					✓	✓											✓	✓				
		3.	✓	✓					✓	✓											✓	✓				
		4.							✓	✓									✓	✓						
		5.																			✓	✓				
		6.																			✓	✓				
6	Sustainable Development	1.																			✓	✓				
		2.	✓	✓																	✓	✓				
		3.	✓	✓			✓	✓			✓	✓									✓	✓				
		4.									✓	✓			✓	✓			✓	✓					✓	✓
7	World of Work	1.							✓	✓																
		2.							✓	✓																
		3.							✓	✓																
		4.							✓	✓					✓	✓										
		5.							✓	✓																
		6.							✓	✓																
8	Health and well being	1.					✓	✓			✓	✓														
		2.					✓	✓			✓	✓			✓	✓										
		3.																								
9	Conflict Resolution	1.													✓	✓			✓	✓						
		2.									✓	✓			✓	✓			✓	✓						
		3.													✓	✓			✓	✓						
10	Decision making	1.	✓	✓											✓	✓			✓	✓						
		2.	✓	✓											✓	✓			✓	✓						
		3.							✓	✓					✓	✓			✓	✓						
		4.									✓	✓			✓	✓			✓	✓						

*K = Knowledge   *S = Skill

Annex 3.

English grids

Content Analysis: GCED

Subject: English Language Text Book

Grades: 6- 11

*K = Knowledge *S = Skill

No.	Category	Sub category (No.)	G6 Surf K*	G6 Surf S*	G6 Deep K	G6 Deep S	G7 Surf k	G7 Surf S	G7 Deep K	G7 Deep S	G8 Surf K	G8 Surf S	G8 Deep K	G8 Deep S	G9 Surf K	G9 Surf S	G9 Deep K	G9 Deep S	G10 Surf K	G10 Surf S	G10 Deep K	G10 Deep S	G11 Surf K	G11 Surf S	G11 Deep K	G11 Deep S
1	Democratic Government	1.																					*			
		2.					*	*	*	*									*	*			*		*	
		3.																						*	*	*
		4.					*	*	*	*					*								*			
2	Multi-culturalism	1.	*				*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*			
		2.	*				*	*	*	*	*	*	*	*	*	*			*	*	*	*	*		*	*
		3.	*				*	*			*	*	*	*					*							
		4.	*												*											
		5.	*																							
3	Human Rights and Duties	1.	*								*	*											*	*	*	
		2.	*								*	*	*	*					*	*			*			
		3.																								
4	Law and Justice	1.	*																							
		2.																					*			
		3.																								
		4.							*	*													*		*	*
		5.																								
5	International Relations	1.									*	*							*	*	*	*	*			*
		2.									*	*	*	*					*	*			*		*	
		3.					*				*	*	*	*					*	*						
		4.									*	*	*	*	*				*	*	*	*			*	*
		5.					*				*	*							*	*	*	*	*			
		6.									*	*														
6	Sustainable Development	1.	*																*	*			*			
		2.	*	*			*	*	*	*	*	*	*	*			*	*	*	*	*	*	*		*	*
		3.									*	*			*											
		4.	*								*	*														

No.	Category	Sub category (No.)	G6 Surf K*	G6 Surf S*	G6 Deep K	G6 Deep S	G7 Surf k	G7 Surf S	G7 Deep K	G7 Deep S	G8 Surf K	G8 Surf S	G8 Deep K	G8 Deep S	G9 Surf K	G9 Surf S	G9 Deep K	G9 Deep S	G10 Surf K	G10 Surf S	G10 Deep K	G10 Deep S	G11 Surf K	G11 Surf S	G11 Deep K	G11 Deep S
7	World of Work	1.	*								*	*							*	*			*			*
		2.	*								*	*											*			
		3.									*	*							*	*			*			
		4.	*								*	*														
		5.																	*	*						
		6.									*	*														
8	Health and well being	1.	*				*	*	*	*	*	*	*	*	*	*	*						*		*	*
		2.					*	*							*								*		*	*
		3.	*		*		*	*	*	*	*	*			*				*	*	*	*				
		4.													*	*										
9	Conflict Resolution	1.									*	*														
		2.									*	*														
		3.																								
10	Decision making	1.					*	*	*	*	*	*			*	*	*	*	*	*	*	*	*	*	*	*
		2.	*				*	*	*	*	*	*			*				*	*	*	*	*			
		3.	*												*	*			*				*	*		
		4.							*	*	*	*	*	*	*	*	*	*	*	*	*	*				*

*K = Knowledge *S = Skill

Annex 4.

Science grids

Content Analysis: GCED

Subject: Science

Grade: 6

No.	Category	Sub category	Syllabus 1 (yes)	Syllabus 0 (no)	TG Surface 1 k	TG Surface 1 S	TG Deep 2 K	TG Deep 2 S	Pages	Text book Surface 1 K	Text book Surface 1 S	Text book Deep 2 K	Text book Deep 2 S	Pages
1	Democracy and good Governance	1. Franchise	-	0	0	0	0	0		0	0	0	0	
		2. Power	-	0	0	0	0	0		0	0	0	0	
		3. Governance	-	0	0	0	0	0		0	0	0	0	
		4. Freedom	-	0	0	0	0	0		0	0	0	0	
2	Multi-culturalism	1. Cultures	-	0	0	0	0	0		0	0	0	0	
		2. Values, norms, Traditions	-	0	0	0	0	0		0	0	0	0	
		3. Ethnicity	-		0	0	0	0		0	0	0	0	
		4. Inclusiveness	-		0	0	0	0		0	0	0	0	
		5. Bi/multilingualism	-	0	0	0	0	0		0	0	0	0	
3	Human Rights and Duties	1. Rights/Duties	1	-	0	0	0	0	10, 13,	0	0	0	0	
		2. Gender equality/sensitivity	-	0	0	0	0	0		0	0	0	0	
		3. Media	-	0	0	0	0	0		0	0	0	0	
4	Decision making	1. Critical thinking/Reasoning	1	-	1	1	1	1	12, 17	1	1	0	0	Part I 7, 17, 22, 27, 37, 40, 49, 50, 53, 56, 58, 66, 70, 72-77 Part II 1-3, 7-10, 14-21, 26-41, 47-58
		2. Creative thinking	1	-	1	1	1	1	12, 13,	1	1	0	0	
		3. Managing emotions	-	0	0	0	0	0	17, 18	1	1	0	0	
		4. Problem solving	1	-	1	0	1	0		1	1	0	0	
5	Law and Justice	1. Rules and regulations	1	-	1	1	0	0	30	0	0	0	0	
		2. Domestic Law	-	0	0	0	0	0		0	0	0	0	
		3. International Law	-		0	0	0	0		0	0	0	0	
		4. Personal and social security	-		0	0	0	0		0	0	0	0	
		5. Law enforcement	-		0	0	0	0		0	0	0	0	
6	International Relations	1. Effective communication	1	-	1	1			2, 9, 18, 23	1	1	1	1	Part I 7, 17, 22, 27, 37, 40, 49, 50, 53, 56, 58, 66, 70, 72-77 Part II 1-3, 7-10, 14-21, 26-41, 47-58
		2. Interconnectedness	-	0	0	0				0	0	0	0	
		3. Citizenship	-	0	0	0				0	0	0	0	
		4. Intrapersonal and interpersonal relationship	1	-	1	1			8, 20	1	1	1	1	
		5. Nationality	-	0	0	0				0	0	0	0	
		6. International organizations	-	0	0	0				0	0	0	0	

No.	Category	Sub category	Syllabus 1 (yes)	Syllabus 0 (no)	TG Surface 1 k	TG Surface 1 S	TG Deep 2 K	TG Deep 2 S	Pages	Text book Surface 1 K	Text book Surface 1 S	Text book Deep 2 K	Text book Deep 2 S	Pages
7	Sustainable Development	1. Peace	-	0	0	0	0	0	7, 9, 21, 23,	0	0	0	0	Part I 35-43
		2. Environment/Climate Change	1	-	1	1	0	0		1	1	0	0	Part II 64-87
		3. Economy	-	0	0	0	0	0		0	0	0	0	
		4. Financial literacy	-	0	0	0	0	0		0	0	0	0	
8	World of Work	1. Workplace	-	0	0	0	0	0		0	0	0	0	
		2. Work ethics	1	-	1	0	0	0	26	0	0	0	0	
		3. Jobs and professions	-	0	0	0	0	0		0	0	0	0	
		4. Universal value of labour	-	0	0	0	0	0		0	0	0	0	
		5. Entrepreneurship	-					0					0	
		6. Professionalism	-	0	0	0	0	0		0	0	0	0	
9	Health and Well-being	1. Personal health	1	-	1	0	1	0	21	1	0	1	0	Part I 43-45
		2. Social health	1	-	1	0	1	0		1	0	1	0	
		3. Nutrition	1	-	1	0	1	0		1	0	1	0	
		4. Drug abuse	-	0	0	0	0	0		0	0	0	0	Part II 41
10	Conflict resolution	1. Non violence	-	0	0	0	0	0		0	0	0	0	
		2. Social cohesion/reconciliation	-	0	0	0	0	0		0	0	0	0	
		3. Mediation	-	0	0	0	0	0		0	0	0	0	

Content Analysis: GCED

Subject: Science

Grade: 7

No.	Category	Sub category	Syllabus 1 (yes)	Syllabus 0 (no)	TG Surface 1 k	TG Surface 1 S	TG Deep 2 K	TG Deep 2 S	Pages	Text book Surface 1 K	Text book Surface 1 S	Text book Deep 2 K	Text book Deep 2 S	Pages
1	Democracy and good Governance	1. Franchise	-	0	0	0	0	0		0	0	0	0	
		2. Power	-	0	0	0	0	0		0	0	0	0	
		3. Governance	-	0	0	0	0	0		0	0	0	0	
		4. Freedom	-	0	0	0	0	0		0	0	0	0	
2	Multi-culturalism	1. Cultures	-	0	0	0	0	0		0	0	0	0	
		2. Values, norms, Traditions	-	0	0	0	0	0		0	0	0	0	
		3. Ethnicity	-	0	0	0	0	0		0	0	0	0	
		4. Inclusiveness	-	0	0	0	0	0		0	0	0	0	
		5. Bi/multilingualism	-	0	0	0	0	0		0	0	0	0	
3	Human Rights and Duties	1. Rights/Duties	-	0	1	1	0	0	5, 11, 12, 14, 20, 22	0	0	0	0	
		2. Gender equality/sensitivity	-	0	0	0	0	0		0	0	0	0	
		3. Media	-	0	0	0	0	0		0	0	0	0	
4	Decision making	1. Critical thinking/Reasoning	1	-	1	1	1	1	2, 6, 7, 9, 10, 12, 15, 16, 18, 21, 27	1	1	1	1	Part I 3-10, 19, 22-32, 35-50, 54-55, 58-60, 65-68, 71, 77, 80-81, 84, 58, 87, 91-105, 112, 116, 118-123, 126-138, 141-149 Part II 1-9, 12-26, 30-32, 37-38, 41-58, 61-72, 75-85, 94-100, 102-103, 107-109, 112-113, 117-129
		2. Creative thinking	1	-	1	1	1	1		1	1	1	1	
		3. Managing emotions	-	0	0	0	0	0		0	0	0	0	
		4. Problem solving	1	-	1	1	1	1		1	1	1	1	
5	Law and Justice	1. Rules and regulations	-	0	1	0	0	0	19, 22, 31, 34	0	0	0	0	
		2. Domestic Law	-	0	0	0	0	0		0	0	0	0	
		3. International Law	-	0	0	0	0	0		0	0	0	0	
		4. Personal and social security	-	0	0	0	0	0		0	0	0	0	
		5. Law enforcement	-	0	0	0	0	0		0	0	0	0	

No.	Category	Sub category	Syllabus 1 (yes)	Syllabus 0 (no)	TG Surface 1 k	TG Surface 1 S	TG Deep 2 K	TG Deep 2 S	Pages	Text book Surface 1 0	Text book Surface 1 S	Text book Deep 2 K	Text book Deep 2 S	Pages
6	International Relations	1. Effective communication			1	1	1	1	2, 4, 5, 7, 8, 11, 15, 17, 19, 20, 25, 27, 31, 33	1	1	1	1	Part I 3-10, 19, 22-32, 35-50, 54-55, 58-60, 65-68, 71, 77, 80-81, 84, 58, 87, 91-105, 112, 116, 118-123, 126-138, 141-149 Part II 1-9, 12-26, 30-32, 37-38, 41-58, 61-72, 75-85, 94-100, 102-103, 107-109, 112-113, 117-129
		2. Interconnectedness			1	1	1	1		1	1	1	1	
		3. Citizenship			0	0	0	0		0	0	0	0	
		4. Intrapersonal and interpersonal relationship			1	1	1	1		1	1	1	1	
		5. Nationality			0	0	0	0		0	0	0	0	
		6. International organizations			0	0	0	0		0	0	0	0	
7	Sustainable Development	1. Peace	-	0	0	0	0	0	2-10	0	0	0	0	Part I 1-18, 60, 61, 74-86, 108-113 Part II 61-70, 102-110
		2. Environment/Climate Change	1	-	1	1	1	1		1	1	1	1	
		3. Economy	-	0	1	1	1	1		1	1	1	1	
		4. Financial literacy	-	0	0	0	0	0		0	0	0	0	
8	World of Work	1. Workplace	-	0	0	0	0	0	14, 19, 22	0	0	0	0	
		2. Work ethics	-	0	1	0	0	0		0	0	0	0	
		3. Jobs and professions	-	0	0	0	0	0		0	0	0	0	
		4. Universal value of labour	-	0	0	0	0	0		0	0	0	0	
		5. Entrepreneurship	-	0	0	0	0	0		0	0	0	0	
		6. Professionalism	-	0	0	0	0	0		0	0	0	0	
9	Health and Well-being	1. Personal health			1	0	0	0	8	1	1	1	1	12-20, 88-96
		2. Social health			0	0	0	0		0	0	0	0	
		3. Nutrition			1	0	0	0	9	1	0	0	0	
		4. Drug abuse			0	0	0	0		0	0	0	0	
10	Conflict resolution	1. Non violence	-	0	0	0	0	0		0	0	0	0	
		2. Social cohesion/reconciliation	-	0	0	0	0	0		0	0	0	0	
		3. Mediation	-	0	0	0	0	0		0	0	0	0	

Table 1 (Categories 1–5)

No.	Category	Sub category	Syllabus 1 (yes)	Syllabus 0 (no)	TG Surface 1 k	TG Surface 1 S	TG Deep 2 K	TG Deep 2 S	Pages	Text book Surface 1 K	Text book Surface 1 S	Text book Deep 2 K	Text book Deep 2 S	Pages
1	Democracy and good Governance	1. Franchise	-	0	0	0	0	0		0	0	0	0	
		2. Power	-	0	0	0	0	0		0	0	0	0	
		3. Governance	-	0	0	0	0	0		0	0	0	0	
		4. Freedom	-	0	0	0	0	0		0	0	0	0	
2	Multi-culturalism	1. Cultures	-	0	0	0	0	0		0	0	0	0	
		2. Values, norms, Traditions	-	0	0	0	0	0		0	0	0	0	
		3. Ethnicity	-	0	0	0	0	0		0	0	0	0	
		4. Inclusiveness	-	0	0	0	0	0		0	0	0	0	
		5. Bi/multilingualism	-	0	0	0	0	0		0	0	0	0	
3	Human Rights and Duties	1. Rights/Duties	-	0	1	1	0	0	4, 7, 18, 34, 39	0	0	0	0	
		2. Gender equality/sensitivity	-	0	0	0	0	0		0	0	0	0	
		3. Media	-	0	0	0	0	0		0	0	0	0	
4	Decision making	1. Critical thinking/Reasoning	1	-	1	1	1	1	11, 12, 19, 22 - 26, 28 -34, 36	1	1	1	1	Part I 3-6, 12-13, 17, 21, 24-36, 39-46, 50-57, 62-74, 76-8993-101, 106-122 Part II 2, 3, 10, 11, 18-444, 48-56, 59-676, 81-85, 89-96, 99-104, 110-112, 118-124, 129, 130, 138-140
		2. Creative thinking	1	-	1	1	1	1		1	1	1	1	
		3. Managing emotions	-	0	0	0	0	0		0	0	0	0	
		4. Problem solving	1	-	1	1	1	1		1	1	1	1	
5	Law and Justice	1. Rules and regulations	-	0	1	0	0	0	39	0	0	0	0	
		2. Domestic Law	-	0	0	0	0	0		0	0	0	0	
		3. International Law	-	0	0	0	0	0		0	0	0	0	
		4. Personal and social security	-	0	0	0	0	0		0	0	0	0	
		5. Law enforcement	-	0	0	0	0	0		0	0	0	0	

Table 2 (Categories 6–10)

No.	Category	Sub category	Syllabus 1 (yes)	Syllabus 0 (no)	TG Surface 1 k	TG Surface 1 S	TG Deep 2 K	TG Deep 2 S	Pages	Text book Surface 1 0	Text book Surface 1 S	Text book Deep 2 K	Text book Deep 2 S	Pages
6	International Relations	1. Effective communication			1	1	1	1	2, 4, 6, 8, 10, 12, 18, 20, 22, 23, 24, 28, 34, 36, 37, 38	1	1	1	1	Part I 3, 6, 21, 26, 45, 51, 57, 63, 65, 67-73, 80-81, 106-121 Part II 68-69, 72, 75-76, 90-91, 112, 114, 118, 122, 130
		2. Interconnectedness			1	1	1	1		1	1	1	1	
		3. Citizenship			0	0	0	0		0	0	0	0	
		4. Intrapersonal and interpersonal relationship			1	1	1	1		1	1	1	1	
		5. Nationality			0	0	0	0		0	0	0	0	
		6. International organizations			0	0	0	0		0	0	0	0	
7	Sustainable Development	1. Peace	-	0	0	0	0	0	1-14, 22-24,	0	0	0	0	Part I 1-33, 177-120 Part II 46-72, 97-137
		2. Environment/Climate Change	1	-	1	1	1	1		1	1	1	1	
		3. Economy	1	0	1	1	1	1		1	1	1	1	
		4. Financial literacy	-	0	0	0	0	0		0	0	0	0	
8	World of Work	1. Workplace	-	0	0	0	0	0	4, 7, 24, 26, 28, 39	0	0	0	0	
		2. Work ethics	-	0	1	0	0	0		0	0	0	0	
		3. Jobs and professions	-	0	0	0	0	0		0	0	0	0	
		4. Universal value of labour	-	0	0	0	0	0		0	0	0	0	
		5. Entrepreneurship	-	0	0	0	0	0		0	0	0	0	
		6. Professionalism	-	0	0	0	0	0		0	0	0	0	
9	Health and Well-being	1. Personal health	1	-	1	0	0	0	7-10, 15, 16, 38, 39	1	1	1	1	Part II 6-9 Part II 1-11, 80-92 Part II 19-57, 119-160
		2. Social health	1	-	0	0	0	0		0	0	0	0	
		3. Nutrition	1	-	1	0	0	0		1	0	0	0	
		4. Drug abuse	-	0	0	0	0	0		0	0	0	0	
10	Conflict resolution	1. Non violence	-	0	0	0	0	0		0	0	0	0	
		2. Social cohesion/reconciliation	-	0	0	0	0	0		0	0	0	0	
		3. Mediation	-	0	0	0	0	0		0	0	0	0	

Content Analysis: GCED

Subject: Science

Grade: 9

No.	Category	Sub category	Syllabus 1 (yes)	Syllabus 0 (no)	TG Surface 1 k	TG Surface 1 S	TG Deep 2 K	TG Deep 2 S	Pages	Text book Surface 1 K	Text book Surface 1 S	Text book Deep 2 K	Text book Deep 2 S	Pages
1	Democracy and good Governance	1. Franchise	-	0	0	0	0	0		0	0	0	0	
		2. Power	-	0	0	0	0	0		0	0	0	0	
		3. Governance	-	0	0	0	0	0		0	0	0	0	
		4. Freedom	-	0	0	0	0	0		0	0	0	0	
2	Multi-culturalism	1. Cultures	-	0	0	0	0	0		0	0	0	0	
		2. Values, norms, Traditions	-	0	0	0	0	0		0	0	0	0	
		3. Ethnicity												
		4. Inclusiveness	-	0	0	0	0	0		0	0	0	0	
		5. Bi/multilingualism	-	0	0	0	0	0		0	0	0	0	
3	Human Rights and Duties	1. Rights/Duties	-	0	1	1	0	0	3, 6, 10, 12, 25, 31	0	0	0	0	
		2. Gender equality/sensitivity	-	0	0	0	0	0		0	0	0	0	
		3. Media	-	0	0	0	0	0		0	0	0	0	
4	Decision making	1. Critical thinking/Reasoning	1	-	1	1	1	1	3, 6, 10, 14, 16, 20, 24, 30	1	1	1	1	Part I 1, 8, 10, 13, 16, 19-21, 24, 26, 28, 31, 33-36, 38, 44, 47-51, 53-56, 58-59, 61-65, 68-71, 72-74, 80-82, 83, 86-88, 89-91, 93-94, 96-97, 104-105, 107-109 Part II 1-5, 8-9, 15-18, 20-21, 25, 29, 32, 36-41, 42, 52, 55-57, 58-62, 64-68, 70-72, 75-79, 82-83, 86, 93, 97, 100-102, 111, 117-118, 120, 123, 127-128, 132-133, 135, 137, 141-143, 149-150, 152-154, 156-157, 161-163, 166-167
		2. Creative thinking	1	-	1	1	1	1		1	1	1	1	
		3. Managing emotions	-	0	0	0	0	0		0	0	0	0	
		4. Problem solving	1	-	1	1	1	1		1	1	1	1	
5	Law and Justice	1. Rules and regulations	-	0	1	0	0	0	6	0	0	0	0	
		2. Domestic Law	-	0	0	0	0	0		0	0	0	0	
		3. International Law	-	0	0	0	0	0		0	0	0	0	
		4. Personal and social security	-	0	0	0	0	0		0	0	0	0	
		5. Law enforcement	-	0	0	0	0	0		0	0	0	0	

No.	Category	Sub category	Syllabus 1 (yes)	Syllabus 0 (no)	TG Surface 1 k	TG Surface 1 S	TG Deep 2 K	TG Deep 2 S	Pages	Text book Surface 1 0	Text book Surface 1 S	Text book Deep 2 K	Text book Deep 2 S	Pages
6	International Relations	1. Effective communication			1	1	1	1	3, 6, 8, 10, 14, 21, 28, 31, 33, 35, 42, 45	1	1	1	1	Part I 1, 6, 10, 34, Part II 25, 32, 46, 115, 153, 163
		2. Interconnectedness			1	1	1	1		1	1	1	1	
		3. Citizenship			0	0	0	0		0	0	0	0	
		4. Intrapersonal and interpersonal relationship			1	1	1	1		1	1	1	1	
		5. Nationality			0	0	0	0		0	0	0	0	
		6. International organizations			0	0	0	0		0	0	0	0	
7	Sustainable Development	1. Peace	-	0	0	0	0	0	1-3, 9-14, 34-47	0	0	0	0	Part I 1-15, 83-107
		2. Environment/Climate Change	1	-	1	1	1	1		1	1	1	1	
		3. Economy	1	0	1	1	1	1		1	0	0	0	Part II 19-58, 119-160
		4. Financial literacy	-	0	0	0	0	0		0	0	0	0	
8	World of Work	1. Workplace	-	0	0	0	0	0	10, 12, 18, 21, 33, 47	0	0	0	0	
		2. Work ethics	-	0	1	0	0	0		0	0	0	0	
		3. Jobs and professions	-	0	0	0	0	0		0	0	0	0	
		4. Universal value of labour	-	0	0	0	0	0		0	0	0	0	
		5. Entrepreneurship	-	0	0	0	0	0		0	0	0	0	
		6. Professionalism	-	0	0	0	0	0		0	0	0	0	
9	Health and Well-being	1. Personal health	1	-	1	0	0	0	4-8, 45	1	1	1	1	
		2. Social health	1	-	0	0	0	0		0	0	0	0	
		3. Nutrition	1	-	1	0	0	0		1	0	0	0	
		4. Drug abuse	-	0	0	0	0	0		0	0	0	0	
10	Conflict resolution	1. Non violence	-	0	0	0	0	0		0	0	0	0	
		2. Social cohesion/reconciliation	-	0	0	0	0	0		0	0	0	0	
		3. Mediation	-	0	0	0	0	0		0	0	0	0	

Content Analysis: GCED

Subject: Science

Grade: 10

No.	Category	Sub category	Syllabus 1 (yes)	Syllabus 0 (no)	TG Surface 1 k	TG Surface 1 S	TG Deep 2 K	TG Deep 2 S	Pages	Text book Surface 1 K	Text book Surface 1 S	Text book Deep 2 K	Text book Deep 2 S	Pages
1	Democracy and good Governance	1. Franchise	-	0	0	0	0	0		0	0	0	0	
		2. Power	-	0	0	0	0	0		0	0	0	0	
		3. Governance	-	0	0	0	0	0		0	0	0	0	
		4. Freedom	-	0	0	0	0	0		0	0	0	0	
2	Multi-culturalism	1. Cultures	-	0	0	0	0	0		0	0	0	0	
		2. Values, norms, Traditions	-	0	0	0	0	0		0	0	0	0	
		3. Ethnicity	-	0	0	0	0	0		0	0	0	0	
		4. Inclusiveness	-	0	0	0	0	0		0	0	0	0	
		5. Bi/multilingualism	-	0	0	0	0	0		0	0	0	0	
3	Human Rights and Duties	1. Rights/Duties	-	1	1	1	0	0	2	0	0	0	0	
		2. Gender equality/sensitivity	-	0	0	0	0	0		0	0	0	0	
		3. Media	0		0	0	0	0		0	0	0	0	
4	Decision making	1. Critical thinking/Reasoning	1	-	1	1	1	1	2, 12, 13-28, 29-49	1	1	1	1	Part I 23-51, 52-81, 82-96, 97-107, 115-118, 121-134, 153-163, 164-184, 185-208 Part II 1-27, 65-86, 87-115, 116-125, 126-140, 141-169, 170-194
		2. Creative thinking	1	-	1	1	1	1		1	1	1	1	
		3. Managing emotions	-	0	0	0	0	0		0	0	0	0	
		4. Problem solving	1	-	1	1	1	1		1	1	1	1	
5	Law and Justice	1. Rules and regulations	-	0	1	0	0	0		0	0	0	0	
		2. Domestic Law	-	0	0	0	0	0		0	0	0	0	
		3. International Law	-	0	0	0	0	0		0	0	0	0	
		4. Personal and social security	-	0	0	0	0	0		0	0	0	0	
		5. Law enforcement	-	0	0	0	0	0		0	0	0	0	

No.	Category	Sub category	Syllabus 1 (yes)	Syllabus 0 (no)	TG Surface 1 k	TG Surface 1 S	TG Deep 2 K	TG Deep 2 S	Pages	Text book Surface 1 0	Text book Surface 1 S	Text book Deep 2 K	Text book Deep 2 S	Pages
6	International Relations	1. Effective communication			1	1	1	1	2, 4, 6, 12, 16, 21, 26, 28, 35, 37, 41	1	1	1	1	Part I 13, 14, 16, 109,110, 115, 142, 199, 200, 203, 205 Part II 95-99, 105-107, 109, 118-122, 124, 143, 149-152, 154-156, 179-180
		2. Interconnectedness			1	1	1	1		1	1	1	1	
		3. Citizenship			0	0	0	0		0	0	0	0	
		4. Intrapersonal and interpersonal relationship			1	1	1	1		1	1	1	1	
		5. Nationality			0	0	0	0		0	0	0	0	
		6. International organizations			0	0	0	0		0	0	0	0	
7	Sustainable Development	1. Peace	-	0	0	0	0	0	7-12	0	0	0	0	Part I 140, 147, 148 Part II 1-27, 28-48
		2. Environment/Climate Change	1	-	1	1	1	1		1	1	0	1	
		3. Economy	1	0	0	0	0	0		1	0	0	0	
		4. Financial literacy	-	0	0	0	0	0		0	0	0	0	
8	World of Work	1. Workplace	-	0	1	1	0	0	16, 21, 26, 31, 35, 39, 41, 49	0	0	0	0	Part I 54, 66, 109, 110 Part II 34, 84, 101-103, 157-160
		2. Work ethics	-	0	1	1	0	0		0	0	0	0	
		3. Jobs and professions	-	0	0	0	0	0		0	0	0	0	
		4. Universal value of labour	-	0	0	0	0	0		0	0	0	0	
		5. Entrepreneurship	-	0	0	0	0	0		0	0	0	0	
		6. Professionalism	-	0	0	0	0	0		0	0	0	0	
9	Health and Well-being	1. Personal health	1	-	1	0	0	0	1,2, 9-12	1	1	1	1	Part I 5, 6, 10, 15-17, 19-22, 148, 149 Part II 48-64, 170-195
		2. Social health	1	-	0	0	0	0		0	0	0	0	
		3. Nutrition	1	-	1	0	0	0		1	0	0	0	
		4. Drug abuse	-	0	0	0	0	0		0	0	0	0	
10	Conflict resolution	1. Non violence	-	0	0	0	0	0		0	0	0	0	
		2. Social cohesion/reconciliation	-	0	0	0	0	0		0	0	0	0	
		3. Mediation	-	0	0	0	0	0		0	0	0	0	

Content Analysis: GCED

Subject: Science

Grade: 11

No.	Category	Sub category	Syllabus 1 (yes)	Syllabus 0 (no)	TG Surface 1 k	TG Surface 1 S	TG Deep 2 K	TG Deep 2 S	Pages	Text book Surface 1 K	Text book Surface 1 S	Text book Deep 2 K	Text book Deep 2 S	Pages
1	Democracy and good Governance	1. Franchise	-	0	0	0	0	0		0	0	0	0	
		2. Power	-	0	0	0	0	0		0	0	0	0	
		3. Governance	-	0	0	0	0	0		0	0	0	0	
		4. Freedom	-	0	0	0	0	0		0	0	0	0	
2	Multi-culturalism	1. Cultures	-	0	0	0	0	0		0	0	0	0	
		2. Values, norms, Traditions	-	0	0	0	0	0		0	0	0	0	
		3. Ethnicity												
		4. Inclusiveness	-	0	0	0	0	0		0	0	0	0	
		5. Bi/multilingualism	-	0	0	0	0	0		0	0	0	0	
			-	0	0	0	0	0		0	0	0	0	
3	Human Rights and Duties	1. Rights/Duties	-	1	1	1	0	0	4, 8, 10, 11, 16, 18, 20, 22, 28, 36, 38, 41, 52, 58	1	1	0	0	Part I 19-28, 49, 80, 82, 140-188, 201
		2. Gender equality/sensitivity	-	0	0	0	0	0		0	0	0	0	
		3. Media	0	-	0	0	0	0		0	0	0	0	Part II 26, 31-48, 65, 99-108, 144, 150-166, 167-216
4	Decision making	1. Critical thinking/Reasoning	1	-	1	1	1	1	1, 5, 10, 15,17,20, 23, 39, 40, 43-49	1	1	1	1	Part I 19-28, 29-67, 68-101, 102-139, 192-211
		2. Creative thinking	1	-	1	1	1	1		1	1	1	1	
		3. Managing emotions	-	0	0	0	0	0		0	0	0	0	Part II 1-30, 32-48, 49-76, 78, 113, 114-149,
		4. Problem solving	1	-	1	1	1	1		1	1	1	1	
5	Law and Justice	1. Rules and regulations	-	0	1	0	0	0		0	0	0	0	
		2. Domestic Law	-	0	0	0	0	0		0	0	0	0	
		3. International Law	-	0	0	0	0	0		0	0	0	0	
		4. Personal and social security	-	0	0	0	0	0		0	0	0	0	
		5. Law enforcement	-	0	0	0	0	0		0	0	0	0	

No.	Category	Sub category	Syllabus 1 (yes)	Syllabus 0 (no)	TG Surface 1 k	TG Surface 1 S	TG Deep 2 K	TG Deep 2 S	Pages	Text book Surface 1 0	Text book Surface 1 S	Text book Deep 2 K	Text book Deep 2 S	Pages
6	International Relations	1. Effective communication			1	1	1	1	6, 8, 16, 20, 26, 32, 36, 38, 45, 54, 60	1	1	1	1	Part I 23-26, 29-36, 38, 39, 47, 54, 55, 59, 70, 71, 73, 109, 110, 115, 116, 126, 131, 148, 197, 204-207
		2. Interconnectedness												
		3. Citizenship			1	1	1	1		1	1	1	1	
		4. Intrapersonal and interpersonal relationship			0	0	0	0		0	0	0	0	
					1	1	1	1		1	1	1	1	
		5. Nationality			0	0	0	0		0	0	0	0	Part II 7, 8, 17, 20, 21, 58, 69, 70, 72, 73, 79, 80, 85, 90, 92, 94, 98, 100-102, 104-107, 124, 131-132, 141, 152
		6. International organizations			0	0	0	0		0	0	0	0	
7	Sustainable Development	1. Peace	-	0	0	0	0	0	1-6, 53-63	0	0	0	0	Part I 19-28,
		2. Environment/Climate Change	1	-	1	1	1	1		1	1	1	1	Part II 167-216
		3. Economy	1	0	0	0	0	0		1	1	0	0	
		4. Financial literacy	-	0	0	0	0	0		0	0	0	0	
8	World of Work	1. Workplace	-	0	1	1	0	0	2, 4, 8, 10, 11, 16,18, 20, 22, 28,36, 38, 41, 52	0	0	0	0	Part I 21-26, 29-36, 38-39, 47, 54, 55, 109, 110, 115, 118, 126, 148, 197, 198
		2. Work ethics	-	0	1	1	0	0		0	0	0	0	
		3. Jobs and professions	-	0	0	0	0	0		0	0	0	0	
		4. Universal value of labour	-	0	0	0	0	0		0	0	0	0	Part II 7, 8, 17, 20, 31-48, 64, 65, 69-74, 79, 80, 85, 90, 92, 94, 96-98, 99-113, 120, 121, 124, 131, 132, 141, 144, 182, 184, 186
		5. Entrepreneurship	-	0	0	0	0	0		0	0	0	0	
		6. Professionalism	-	0	0	0	0	0		0	0	0	0	
9	Health and Well-being	1. Personal health	1	-	1	0	0	0	7, 9-14	1	1	1	1	Part I 10-18, 19-28, 79, 80, 92-95, 140-191
		2. Social health	1	-	0	0	0	0		0	0	0	0	
		3. Nutrition	1	-	1	0	0	0		1	0	0	0	
		4. Drug abuse	-	0	0	0	0	0		0	0	0	0	Part II 167-216
10	Conflict resolution	1. Non violence	-	0	0	0	0	0		0	0	0	0	
		2. Social cohesion/reconciliation	-	0	0	0	0	0		0	0	0	0	
		3. Mediation	-	0	0	0	0	0		0	0	0	0	

Annex 5.

Mathematics grids

Content Analysis: GCED

Subject: Mathematics   Text Book / TG

Grades: 6- 11

Table 1 (Grades 6–11, Categories 1–5) — for each grade: Surface (K, S) and Deep (K, S). Grade 6 Surface columns marked K*/S*.

No.	Category	Sub category (No.)	G6 Sf-K*	G6 Sf-S*	G6 Dp-K	G6 Dp-S	G7 Sf-k	G7 Sf-S	G7 Dp-K	G7 Dp-S	G8 Sf-K	G8 Sf-S	G8 Dp-K	G8 Dp-S	G9 Sf-K	G9 Sf-S	G9 Dp-K	G9 Dp-S	G10 Sf-K	G10 Sf-S	G10 Dp-K	G10 Dp-S	G11 Sf-K	G11 Sf-S	G11 Dp-K	G11 Dp-S	Remarks
1	Democratic Government	1.			✓	✓	✓	✓					✓	✓	✓	✓					✓	✓			✓	✓	The topics of the lessons are selection and sets.
		2.																									
		3.																									
		4.																									
2	Multi-culturalism	1.																									Ethnicity has considered in the created problems such as lessons of time, fractions, length, ratios, percentages, sets, share market..etc Inclusiveness has included in the lessons such as selection and sets.
		2.																									
		3.	✓	✓			✓	✓			✓	✓			✓	✓			✓	✓			✓	✓			
		4.			✓	✓	✓	✓					✓	✓	✓	✓					✓	✓			✓	✓	
		5.																									
3	Human Rights and Duties	1.																									Gender equity has considered in the lesson of time at grade7 and the lessons of fractions and ratios in grade 8.
		2.					✓	✓			✓	✓															
		3.																									
4	Law and Justice	1.																	✓	✓							The topic of the lesson is percentages. (Taxes are included)
		2.																									
		3.																									
		4.																									
		5.																									
5	International Relations	1.			✓	✓	✓	✓					✓	✓	✓	✓					✓	✓			✓	✓	Units of measurements in the quantities such as length, area, mass, liquid measurements, volume and scale drawings needed to international communications.
		2.																									
		3.																									
		4.																									
		5.																									
		6.																									

Table 2 (Grades 6–11, Categories 6–10)

No.	Category	Sub category (No.)	G6 Sf-K*	G6 Sf-S*	G6 Dp-K	G6 Dp-S	G7 Sf-k	G7 Sf-S	G7 Dp-K	G7 Dp-S	G8 Sf-K	G8 Sf-S	G8 Dp-K	G8 Dp-S	G9 Sf-K	G9 Sf-S	G9 Dp-K	G9 Dp-S	G10 Sf-K	G10 Sf-S	G10 Dp-K	G10 Dp-S	G11 Sf-K	G11 Sf-S	G11 Dp-K	G11 Dp-S	Remarks
6	Sustainable Development	1.																									Financial literacy is discussing in the topics of percentages and share market
		2.																									
		3.																									
		4.					✓	✓			✓	✓			✓	✓			✓	✓			✓	✓			
7	World of Work	1.																									
		2.																									
		3.																									
		4.																									
		5.																									
		6.																									
8	Health and well being	1.																									
		2.																									
		3.																									
9	Conflict Resolution	1.																									
		2.																									
		3.																									
10	Decision making	1.			✓	✓	✓	✓			✓	✓			✓	✓			✓	✓			✓	✓			This is the main purpose of the mathematics subject. So covers this skill through all the lessons in each grades.
		2.			✓	✓	✓	✓			✓	✓			✓	✓			✓	✓			✓	✓			
		3.																									
		4.			✓	✓	✓	✓			✓	✓			✓	✓			✓	✓			✓	✓			

*K = Knowledge   *S = Skill

Annex 6.

Art grids

Content Analysis: GCED

Subject: Art

Grades: 7

No.	Category	Sub category	Syllabus 1 (yes)	Syllabus 0 (no)	TG Surface 1 k	TG Surface 1 S	TG Deep 2 K	TG Deep 2 S	Pages	TB Surface 1 K	TB Surface 1 S	TB Deep 2 K	TB Deep 2 S	Remarks
1	Democracy and good Governance	1. Franchise 2. Power 3. Governance 4. Freedom												
2	Multi-culturalism	1. Cultures	✓				✓	✓	44-51					Competency 7 - Sri Lankan Cultural festival
		2. Values, norms, Traditions	✓				✓	✓						
		3. Ethnicity	✓				✓	✓						
							✓	✓	4-5					Competency 1 - Religions festival
							✓	✓						
									30-43					Competency 6 - Traditional folk arts
		4. Inclusiveness 5. Bi/multilingualism							58-64					Competency 7 - Sir Lankan Traditional design
3	Human Rights and Duties	1. Rights/Duties 2. Gender equality/sensitivity 3. Media												
4	Law and Justice	1. Rules and regulations 2. Domestic Law 3. International Law 4. Personal and social security 5. Law enforcement												
5	International Relations	1. Effective communication	✓		✓	✓			1-26					Competency 1-5 - Practical activities (painting, design, Graphic, Sculpture)
		2. Interconnectedness	✓		✓	✓								
		3. Citizenship												
		4. Intrapersonal and interpersonal relationship	✓		✓	✓								
		5. Nationality 6. International organizations												

No.	Category	Sub category	Syllabus 1 (yes)	Syllabus 0 (no)	TG Surface 1 k	TG Surface 1 S	TG Deep 2 K	TG Deep 2 S	Pages	TB Surface 1 K	TB Surface 1 S	TB Deep 2 K	TB Deep 2 S	Remarks
6	Sustainable Development	1. Peace 2. Environment	✓						2-3	0 1	0 1	0 0	0 0	Competency -1 (School Garden)
					✓	✓			5	0	0	0	0	Competency -1 (Animals)
					✓	✓								
		3. Climate Change 4. Economy 5. Financial literacy			✓	✓			6-7	0	0	0	0	Competency -2 (Natural Objects)
									10-11					Competency -7 (Traditional Design)
7	World of Work	1. Workplace 2. Work ethics 3. Jobs and professions 4. Universal value of labour 5. Entrepreneurship 6. Professionalism												
8	Health and Well-being	1. Personal health 2. Social health 3. Nutrition 4. Drug abuse												
9	Conflict resolution	1. Non violence 2. Social cohesion/reconciliation 3. Mediation												
10	Decision making	1. Critical thinking/Reasoning	✓				✓	✓	1-26					Competency 1 - 5 - Practical activities (painting, design, Graphic, Sculpture)
		2. Creative thinking	✓				✓	✓						
		3. Managing emotions	✓				✓	✓						
		4. Problem solving	✓				✓	✓						

*K = Knowledge   *S = Skills

Global
Citizenship
Education
Curriculum
Development &
Integration

Situational Analyses
under the 2nd Round Project

SRI LANKA

United Nations
Educational, Scientific and
Cultural Organization

APCEIU

Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO