

المركز الوطني
لتطوير المناهج والتقويم
National Center
for Curriculum Development and Evaluation

Aligning Jordan's School Curriculum with UNESCO & UN SDGs Frameworks on Peace, Human Rights, Global Citizenship, and Sustainable Development: Findings & Policy Recommendations

Prepared by

Professor Tayseer Alnoaimi, Ph.D.

سلسلة الدراسات الوطنيّة لتطوير المناهج والتقويم

دراسات مبنيّة على الأدلّة لتطوير المناهج والتقويم

العدد 3

2026

المركز الوطني لتطوير المناهج والتقويم
وحدة الدراسات والبحوث
+962-5376262/5 | P.O.Box 2088 Amman 11941
info@nccd.gov.jo | www.nccd.gov.jo

This study was conducted with the support of the National Center for Curriculum Development and Evaluation.



Aligning Jordan's School Curriculum with UNESCO & UN SDGs Frameworks on Peace, Human Rights, Global Citizenship, and Sustainable Development: Findings & Policy Recommendations

Prepared by

Professor Tayseer Alnoaimi, Ph.D.

With Contributions from

Mr. Arafat Yaseen (Islamic Education Expert)

Dr. Ghadeer Hatabeh (Arabic Language expert)

Ms. Muna Al Alami (Civic Education &Social Studies Expert)

Ms. Muna Darwish (Civic Education & Social studies Expert)

Executive Summary

Background and International Context

Jordan's curriculum renewal efforts take place within a growing international movement that positions education as a key driver for peace, human rights, global citizenship, and sustainable development

Education is increasingly recognized globally as a transformative tool for fostering peaceful, inclusive, and sustainable societies. International frameworks developed by UNESCO and the United Nations emphasize that education systems should move beyond traditional knowledge transmission toward preparing learners with the knowledge, skills, values, and competencies needed for responsible citizenship, peaceful coexistence, intercultural understanding, sustainability, and democratic participation. These frameworks include the UNESCO Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974/2023), the UNESCO Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1995), and the Sustainable Development Goals (SDGs), particularly SDGs 4.7, 5, 10, 12, 13, and 16 (2015).Within this context, this study on Jordan's curriculum provides an important opportunity to strengthen alignment between national educational priorities and internationally recognized educational frameworks while maintaining Jordan's cultural identity and national vision.

Purpose of the Study

The study was designed to provide evidence-based analysis that supports Jordan's ongoing curriculum renewal and strengthens alignment with UNESCO and SDG frameworks

The primary purpose of this study was to assess the extent to which selected areas of Jordan's school curriculum align with international frameworks related to peace education, human rights, democracy, global citizenship, and sustainable development. The study specifically examined the newly developed General Curriculum Framework, curriculum frameworks, textbooks, teacher guides, and associated learning materials in Islamic Education, Arabic Language, and National, Civic Education & Social Studies across selected grade levels (Grades 4,8,10 and 12). This Report encompasses a review and analysis of 40 curriculum frameworks, textbooks, workbooks, teacher guides and related documents for Islamic Education, Arabic Language, National, Civic and Social Studies published by National Center for Curriculum Development (NCCD) The findings are intended to support evidence-based curriculum renewal in Jordan by identifying strengths, gaps, and opportunities for enhancing curriculum coherence, competency-based learning, pedagogical integration, and assessment practices aligned with UNESCO and SDG frameworks.

Methodology and Analytical Framework

The study utilized a rigorous UNESCO/SDGs-aligned content analysis methodology designed to assess curriculum alignment systematically and comprehensively

The study employed a mix of qualitative and quantitative content analysis approach using a specially developed rubric grounded in UNESCO normative frameworks, SDG principles, and international literature on curriculum evaluation and global citizenship education.

The rubric examined curriculum alignment across four interrelated domains:

- **Concepts**: including human rights, peace and conflict, democracy and participation, diversity and pluralism, global citizenship, sustainability, gender equality, social justice, and representation of the Other.
- **Skills**: including critical thinking, dialogue and communication, conflict resolution, civic engagement, ethical reasoning, perspective-taking, and media literacy.
- **Values**: including tolerance, empathy, justice, responsibility, solidarity, inclusion, environmental responsibility, non-violence, and learning to live together.
- **Pedagogy & Assessment**: including learner-centered pedagogy, experiential learning, reflective learning, democratic classroom practices, multi-perspectivity, competency-based assessment, and whole-school alignment.

The rubric applied a six-point scale ranging from absence of integration (0) to advanced and transformative integration (5). Scores were then categorized thematically to provide meaningful insights on levels of alignment (0 -1 Absent or completely absent, 1-2.5 Weak Integration, 2.51- 3.5 Moderate, 3.5 -4.4 High and well-integration, greater than 4.4 Full-integration). Systematic coding procedures, evidence-based scoring, and reviewer training were used to strengthen reliability and consistency. Inter-rater reliability reached 89%, indicating strong consistency among reviewers.

Overall Findings

Jordan's curriculum demonstrates moderate to high alignment with UNESCO and SDG frameworks

Overall, the findings indicated that Jordan's curriculum reflects substantial alignment with UNESCO/SDGs frameworks. Strongest alignment was observed in the Pedagogy & Assessment, and Skills domains, particularly in promoting critical thinking, responsibility, dialogue & communication, learner-centered pedagogy, civic engagement, justice & fairness, ethical reasoning. The General Curriculum Framework itself demonstrates a strong normative orientation toward citizenship, inclusion, sustainability, responsibility, and quality learning. At the same time, alignment remains uneven across curriculum areas and grade levels. Several dimensions including gender equality, peacebuilding, conflict resolution, representation of the Other, environmental sustainability, multi-perspectivity, and whole-school alignment remain either moderate to weakly embedded or inconsistently operationalized across curriculum documents. The findings also indicate that curriculum frameworks generally demonstrate stronger alignment than enacted curriculum materials such as textbooks and teachers' guides.

Findings on the General Curriculum Framework

The General Curriculum Framework provides a value-rich, skills- oriented curriculum highly aligned with UNESCO and SDG priorities

The General Curriculum Framework demonstrated moderate to high overall alignment, with strongest performance in Values and Skills, followed by Concepts, while Pedagogy & Assessment represented the comparatively weakest domain. The framework demonstrates strong emphasis on tolerance, responsibility, environmental responsibility, inclusion, critical thinking, communication, and civic participation. However, concepts related to gender equality, representation of the Other, conflict resolution, and multi-perspectivity remain comparatively less developed. The findings suggest that the framework is strongest at the level of vision and intended learner qualities, while further strengthening is needed at the level of pedagogical operationalization and implementation guidance.

Findings on the Islamic Education Curriculum

The Islamic Education curriculum demonstrates moderate pedagogical and skills integration while requiring deeper integration of global and sustainability-oriented competencies

The Islamic Education curriculum demonstrated strong alignment in relation to critical thinking, learner-centered pedagogy and assessment of competencies. However, the findings revealed a noticeable gap between the curriculum framework and enacted curriculum materials. Concepts related to global citizenship, sustainable development, diversity and pluralism, environmental responsibility, media literacy, and peacebuilding remained less consistently integrated within textbooks. Grade 8 represented the weakest grade compared to grades 4 & 12 in relation to several UNESCO and SDG dimensions, particularly within concepts and pedagogy domains.

Findings on the Arabic Language Curriculum

The Arabic Language curriculum demonstrates the strongest and most balanced overall alignment with UNESCO and SDG dimensions

The Arabic Language curriculum showed high & well integration across all domains, particularly in pedagogy & assessment domain. Concepts, skills and values such as human rights &dignity, diversity &pluralism, critical thinking, dialogue &communication, perspective taking, empathy responsibility and solidarity are also well-integrated. The Arabic Language curriculum showed no major gap between the Arabic subject-specific framework and textbooks compared to Islamic Education and Social studies. Grades 8 and 12 particularly reflected high & well integration of UNESCO and SDG dimensions. Nevertheless, Grade 4 materials demonstrated comparatively weaker integration of peace education, media literacy, civic dialogue, and non-violence. These findings suggest the need to strengthen foundational-stage integration of citizenship, peace, and sustainability-related competencies within Arabic Language learning.

Findings on National, Civic Education & Social Studies

The National, Civic Education & Social Studies curriculum demonstrates moderate alignment with important opportunities for strengthening peacebuilding and inclusive citizenship dimensions

The curriculum demonstrated relative strength in pedagogy and skills dimensions while both concepts and values are relatively weakly integrated. Critical thinking, dialogue & communication, learner-centered pedagogy, experiential learning, reflective learning and competency-based assessment showed the strongest alignment compared to other dimensions. Main gaps in integration include gender equality, empathy, non-violence, environmental responsibility, and solidarity. Grade 4 represented the weakest level overall, particularly regarding peace and conflict concepts and non-violence values, while Grades 8 & 10 demonstrated relatively stronger integration across several domains compared to grades 4 & 12.

Grade-Level Trends

UNESCO and SDGs competencies become more visible in intermediate and upper grades, while foundational grades require stronger integration and progression

The findings reveal that alignment generally improves in intermediate and upper-secondary grades compared to the foundational grade 4, except for Islamic Education where grade 8 is the weakest in integrating UNESCO/SDGs framework. This indicates that peace education, sustainability, global citizenship, and civic competencies are more explicitly addressed at later educational stages. At the same time, several weak indicators persist across all grade levels, confirming that some curriculum gaps are structural rather than purely developmental.

Main Conclusions

Jordan's curriculum reflects moderate to high integration of UNESCO/SDGs frameworks while requiring continued strengthening of coherence, operationalization, and competency integration

The study concludes that Jordan's curriculum demonstrates moderate to high alignment with UNESCO and SDG frameworks, particularly in relation to learner-centered pedagogy, critical thinking, reflective learning, experiential learning, dialogue and communication, ethical reasoning, responsibility, and assessment of competencies. The General Curriculum Framework provides a strong philosophical and policy foundation supporting tolerance, inclusion, sustainability, responsibility, and quality learning. The curriculum system also demonstrates growing integration of learner-centered and competency-based approaches. At the same time, further curriculum development is needed to strengthen coherence between curriculum frameworks and enacted learning materials, ensure stronger progression across grade levels, and deepen integration of peacebuilding, conflict resolution, gender equality, sustainability, global citizenship, and intercultural dialogue competencies.

Policy Recommendations

Future curriculum renewal efforts should focus on strengthening coherence, competency integration, foundational learning, and operationalization of UNESCO/SDGs Framework across the curriculum system

The key policy recommendations are:

- Strengthen coherence between curriculum frameworks, textbooks, pedagogy, and assessment practices particularly within Islamic Education and Social Studies curriculum areas while building on the strong pedagogical foundations already reflected in the curriculum system.
- Strengthen those UNESCO and SDG competencies appeared at low level by explicitly integrating it within curriculum standards, learning outcomes, pedagogical approaches, and assessment models across all grade levels.
- Prioritize foundational-stage curriculum reform, particularly in Grade 4, to strengthen early integration of peace education, sustainability, global citizenship, media literacy, and human rights competencies.
- Strengthen peacebuilding, global citizenship, tolerance, conflict resolution, nonviolence, civic engagement, gender equality, environmental responsibility, and multi-perspectivity as explicit learning strands across curriculum areas.
- Expand competency-based and performance-oriented assessment approaches capable of assessing civic, ethical, dialogical, and sustainability-related competencies.
- Enhance teacher professional development in peace education, global citizenship, sustainability education, media literacy, intercultural dialogue, and democratic classroom practices.
- Strengthen whole-school alignment approaches connecting curriculum content, school culture, extracurricular activities, and institutional practices with UNESCO and SDG learning priorities.

المستخلص

هدفت الدراسة إلى تقييم مدى مواءمة المناهج الدراسية في الأردن مع أطر عمل اليونسكو والأهداف ذات الصلة من أهداف الأمم المتحدة للتنمية المستدامة، ولا سيما ما يتعلق بالتعليم من أجل السلام، وحقوق الإنسان، والمواطنة العالمية، والتنمية المستدامة. واعتمدت الدراسة منهج البحوث المختلطة، مستندةً بصورة رئيسة إلى تحليل المحتوى النوعي المنظم والمدعوم بمؤشرات كمية لتقدير درجة المواءمة، وذلك باستخدام مقياس تحليلي طُوِّر في ضوء توصيات اليونسكو (2023/1974)، وإعلان وإطار عمل اليونسكو للتعليم من أجل السلام وحقوق الإنسان والديمقراطية (1995)، وأهداف التنمية المستدامة ذات الصلة. وتكونت عينة الدراسة من (40) وثيقة منهجية شملت الإطار العام للمناهج، وأطر المناهج، والكتب المدرسية، وكتب الأنشطة، وأدلة المعلمين لمباحث التربية الإسلامية، واللغة العربية، والتربية الوطنية والمدنية، والدراسات الاجتماعية، عبر الصفوف الرابع والثامن والعاشر والثاني عشر، الصادرة عن المركز الوطني لتطوير المناهج. وتم تحليل الوثائق في ضوء أربعة مجالات رئيسة هي: المفاهيم، والمهارات، والقيم، والممارسات التربوية والتقويمية، مع التحقق من موثوقية التحليل من خلال اتفاق المحكمين الذي بلغ (89%).

أظهرت النتائج أن المناهج الدراسية الأردنية تحقق مستوى متوسطًا إلى مرتفعًا من المواءمة مع أطر عمل اليونسكو وأهداف التنمية المستدامة، حيث برزت أعلى مستويات المواءمة في مجالي القيم والمهارات، تلاهما مجال المفاهيم، في حين جاء مجال الممارسات التربوية والتقويمية في المرتبة الأخيرة. كما بينت النتائج أن منهاج اللغة العربية حقق أعلى مستويات المواءمة بين المجالات الدراسية محل الدراسة، يليه منهاج التربية الإسلامية، ثم منهاج التربية الوطنية والمدنية والدراسات الاجتماعية. وأظهرت الدراسة كذلك وجود تفاوت في درجة المواءمة بين أطر المناهج من جهة ووثائق المناهج المطورة من كتب دراسية ومقررات وأدلة وغيرها من جهة أخرى، مع استمرار بعض الفجوات المتعلقة ببناء السلام، وحل النزاعات، والمواطنة العالمية، والمساواة بين الجنسين، وتمثيل الآخر، والاستدامة البيئية، ولا سيما في الصفوف الأساسية الدنيا.

أوصت الدراسة بتعزيز الاتساق بين أطر المناهج والكتب المدرسية والممارسات التدريسية وأساليب التقويم، والتوسع في دمج كفايات السلام وحقوق الإنسان والمواطنة العالمية والتنمية المستدامة بصورة أكثر صراحة واستمرارية عبر جميع المراحل الدراسية، مع تطوير برامج إعداد المعلمين والتقويم القائم على الكفايات، وتعزيز نهج المدرسة الشاملة بما يسهم في تحقيق مواءمة أكثر تكاملًا مع الأطر الدولية مع الحفاظ على الهوية الوطنية.

Aligning Jordan's School Curriculum with UNESCO & UN SDGs Frameworks on Peace, Human Rights, Global Citizenship, and Sustainable Development: Findings & Policy Recommendations

Chapter 1: Introduction

Education has increasingly been recognized as a central mechanism for fostering peaceful, inclusive, and sustainable societies. In a world marked by geopolitical instability, social polarization, economic inequality, and environmental degradation, education systems are expected to move beyond traditional knowledge transmission and assume a transformative role in shaping learners' values, competencies, and behaviors. Contemporary international frameworks developed by UNESCO and the United Nations articulate a comprehensive vision of education that integrates peace, human rights, democracy, global citizenship, and sustainable development. These frameworks collectively position education as a key driver of social cohesion, justice, and global responsibility, emphasizing its role in preparing individuals to navigate complexity and contribute constructively to diverse societies.

The foundation of this vision can be traced to the UNESCO Recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms. This Recommendation establishes education as a means of promoting respect for human dignity, equality, and the universality of human rights, while fostering international solidarity and cooperation. It underscores that education should cultivate awareness of global interdependence, respect for cultural diversity, and a commitment to peaceful coexistence (UNESCO, 1974/2023)[1][2]. The Recommendation further emphasizes that these objectives cannot be achieved through content alone but require systemic integration across curricula, pedagogy, teacher education, and institutional practices. In this sense, education is conceptualized as shaping not only what learners know but also how they perceive others and engage with the world.

Building on this foundation, the UNESCO Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy expands the scope of education to include democratic participation, pluralism, and active citizenship. The Declaration positions education as a cornerstone of democratic societies, highlighting the importance of dialogue, critical thinking, and participation in decision-making processes. It emphasizes that learners should develop the capacity to engage in respectful dialogue, resolve conflicts peacefully, and

[1] UNESCO. (1974/2023). *Recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms*. https://unesdoc.unesco.org/ark:/48223/pf0000386924

[2] UNESCO. (2023). *Recommendation on education for peace, human rights and sustainable development*. https://www.unesco.org

appreciate diversity as a source of enrichment rather than division (UNESCO, 1995)[3]. The Framework further introduces the concept of a whole-school approach, where the principles of peace, human rights, and democracy are embedded not only in curriculum content but also in school culture, governance, and interpersonal relationships. This shift reflects an understanding that educational outcomes are shaped by the broader learning environment and that values must be experienced as well as taught.

The global education agenda has been further reinforced by the adoption of the Sustainable Development Goals (SDGs), particularly SDG 4.7, which calls for ensuring that all learners acquire the knowledge and skills needed to promote sustainable development, including human rights, gender equality, a culture of peace, and global citizenship (United Nations, 2015)[4]. Additional goals, such as SDG 5 on gender equality, SDG 10 on reducing inequalities, SDG 12 on responsible consumption, SDG 13 on climate action, and SDG 16 on peace, justice, and strong institutions, collectively underscore the interconnected nature of social, economic, and environmental challenges. These goals highlight the necessity of integrating sustainability, equity, and justice into educational systems, thereby reinforcing the multidimensional character of contemporary education frameworks.

The rationale behind these international frameworks is rooted in the recognition that many of the world's most pressing challenges are deeply linked to human attitudes, values, and behaviors. Issues such as conflict, discrimination, environmental degradation, and social exclusion cannot be addressed solely through policy or technological measures; they require a transformation in how individuals understand and interact with one another and with their environment. Education is therefore viewed as the most effective tool capable of addressing the root causes of these challenges by fostering critical thinking, ethical responsibility, and social engagement. As was emphasized by UNESCO (2023 &2024[5]), education must equip learners with the competencies needed to challenge injustice, resist intolerance, and contribute to sustainable and peaceful societies.

This approach is consistent with the growing body of literature on global citizenship education (GCED) and education for sustainable development (ESD), which perceives education as a holistic process encompassing cognitive, socio-emotional, and behavioral dimensions. According to UNESCO (2016)[6], global citizenship education aims to develop learners' ability

---

[3] UNESCO. (1995). *Declaration and integrated framework of action on education for peace, human rights and democracy*. https://unesdoc.unesco.org/ark:/48223/pf0000112874

[4] United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. https://sdgs.un.org

[5] *UNESCO. (2024). Peace education in the 21st century: An essential strategy for building lasting peace.*
Peace education in the 21st century: an essential strategy for building lasting peace - UNESCO Digital Library

[6] *UNESCO. (2016). Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*

to think critically, understand multiple perspectives, and act responsibly in a globalized world. Similarly, the OECD Global Competence Framework highlights the importance of intercultural understanding, empathy, and ethical reasoning as essential competencies for the twenty-first century (OECD, 2018)[7]. These frameworks collectively emphasize that education should enable learners not only to acquire knowledge but also to apply it in ways that promote social cohesion, inclusion, and sustainability.

Within this context, the role of school curriculum becomes particularly significant. Curriculum serves as the primary mechanism through which educational objectives are translated into practice, shaping what is taught, how it is taught, and what is valued within the education system. It reflects societal priorities and plays a crucial role in constructing learners' identities, values, and worldviews.

Many countries around the globe have made significant strides to align their school curriculum with UNESCO and SDG frameworks. By doing so, curriculum design moved beyond the inclusion of declarative values and adopted a competency-based approach that integrates knowledge, skills, and attitudes. This also includes embedding themes such as peace, human rights, and sustainability across subjects, rather than treating them as isolated topics. It also necessitates the adoption of participatory pedagogies that encourage inquiry, dialogue, and critical reflection, enabling learners to engage actively with complex social issues. Assessment practices also evolved to capture not only cognitive outcomes but also socio-emotional and behavioral competencies, such as empathy, collaboration, and ethical decision-making[8].

International experiences provide valuable insights into how such alignment can be achieved. In OECD countries such as Finland and Canada, curriculum reforms have emphasized interdisciplinary learning, student agency, and global competence, integrating peace and sustainability themes across subject areas (OECD, 2018)[9]. These systems prioritize learner-centered pedagogy and emphasize the development of critical thinking and participatory skills. In the Arab region, countries such as Jordan, Kingdom of Saudi Arabia, United Arab Emirates and Morocco have undertaken reforms to promote tolerance, coexistence, and cultural diversity within their curricula. These efforts illustrate the importance of contextual adaptation, demonstrating that global frameworks can be integrated in ways that respect national identity while promoting openness and inclusivity.

Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all - UNESCO Digital Library

[7] OECD. (2018). *Preparing our youth for an inclusive and sustainable world: The OECD global competence framework*. https://www.oecd.org

[8] OECD. (2018). *Preparing our youth for an inclusive and sustainable world: The OECD global competence framework*. https://www.oecd.org

[9] OECD. (2018). *Preparing our youth for an inclusive and sustainable world: The OECD global competence framework*. https://www.oecd.org

At the same time, critiques of curriculum analysis in conflict-affected contexts highlight the challenges associated with evaluating alignment with international standards[10]. The review of Jordanian curricula (IMPACT-se. (2023)[11] provides a pertinent example. While the report offers extensive documentation of textbook content and identifies important themes related to identity and conflict, it is characterized by methodological limitations that constrain the validity of its conclusions. In particular, the absence of a clearly defined operational framework, reliance on selective textual excerpts, and lack of quantitative analysis undermine its analytical rigor.

Moreover, the report represents a thematic imbalance, focusing disproportionately on representations of Israel, Zionism, and Jewish identity, but other critical dimensions such as democratic participation, socio-emotional competencies, and civic engagement were under-examined. This selective emphasis raises concerns regarding objectivity and may suggest the presence of normative bias. The report also fails to account adequately for contextual factors, including Jordan's geopolitical environment and the broader regional dynamics that shape curriculum content. As a result, its conclusions regarding "deterioration" and "systematic bias" are not sufficiently supported by systematic evidence and should be interpreted with caution.

These limitations of existing body of literature on curriculum renewal underscore the need for more rigorous, transparent, and comprehensive approaches to curriculum analysis, particularly in contexts characterized by political and cultural complexity. This is exactly the rationale behind this study which utilizes UNESCO & UN SDGs -aligned framework that integrates concepts, skills, values and pedagogy & assessment approaches as well as the use of systematic coding, quantitative and qualitative analysis, and examination of multiple sources of data. Such an approach would enhance the validity and reliability of findings, providing a more balanced understanding of curriculum strengths and gaps related to concepts, skills, values and pedagogical approaches reflected in UNESCO & UN SDGs recommendations, frameworks and declarations (UNESCO, 1974,2023 & UN, 2015). By integrating insights from global frameworks and empirical findings, this study contributes to the ongoing effort to develop education systems capable of fostering peaceful and inclusive societies.

Chapter 2: Methodology

2.1 Research Design and Approach

This study adopts a mixed research design methods (qualitative & quantitative) to examine the extent to which Jordan's school curriculum aligns with international on education for peace, human rights, global citizenship, and sustainable development. Within this design, content analysis serves as the primary methodological approach, integrating both quantitative and qualitative analyses to provide a comprehensive evaluation of curriculum content

[10] Georg Eckert Institute for International Textbook Research (2021). Analyse palästinensischer Schulbücher – Report on Palestinian Textbooks (PalTex) - GEI.de

[11] IMPACT-se. (2023). *Review of Jordan's school curriculum 2014–2022*.

Review-of-Jordans-School-Curriculum-2014-22.pdf

(Krippendorff, K. 2018[12]; Neuendorf, K. 2017[13]). It allows also for the identification of patterns, meanings, and underlying values embedded in curriculum content, instructional approaches, and assessment practices. The study is guided by internationally recognized normative frameworks, namely the UNESCO Recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms (UNESCO,1974 & 2023), the UNESCO Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1995), and relevant targets of the United Nations Sustainable Development Goals, particularly SDG 4.7, SDG 5, SDG 10, SDG 12, SDG 13, and SDG 16 (United Nations, 2015). These frameworks collectively provide the conceptual foundation for defining the domains, indicators, and criteria used in content analysis.

2.2 Research Questions

This study tries to answer the following research questions:

1. To what extent does Jordan's school curriculum align with UNESCO frameworks on education for peace, human rights, democracy, and international understanding, as well as relevant Sustainable Development Goals?
2. How are key concepts related to human rights, peace, diversity, global citizenship, and sustainability represented across the curriculum of Islamic Education, Arabic language, and National and Civic Education and Social Studies?
3. How are skills such as critical thinking, dialogue, empathy, conflict resolution, and civic engagement embedded within curriculum content and pedagogy?
4. How are values such as tolerance, justice, non-violence, and social responsibility embedded within curriculum content and pedagogy?
5. To what extent do pedagogical approaches and assessment practices support transformative learning aligned with UNESCO and SDG frameworks?

2.3 Development of the Content Analysis Rubric

The content analysis rubric used in this study was grounded on international normative frameworks and supported by existing literature on content analysis and curriculum evaluation. The rubric is derived primarily from UNESCO's normative instruments, particularly the 1974/2023 UNESCO Recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms, and the UNESCO Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy as well as the United Nations SDG framework (UNESCO, 1974/2023; UNESCO, 1995; United Nations, 2015).These frameworks were systematically analyzed to identify key domains, principles, and expected learning outcomes related to peace, human rights, democracy, global citizenship, and sustainable development. They were then translated

[12] Krippendorff, K. (2018). *Content analysis: An introduction to its methodology (4th ed.). Sage Publications, Inc.* Content Analysis: An Introduction to Its Methodology

[13] Neuendorf, K. (2017). *The Content Analysis Guidebook. SAGE Publications, Inc.* Sage Research Methods - The Content Analysis Guidebook

into operational indicators suitable for curriculum analysis. The derived domains with its indicators were further refined to ensure contextual relevance and applicability to the structure and characteristics of the Jordanian curriculum. The final rubric (Annex 1) is used as an operational instrument for systematically reviewing, coding and analyzing curriculum alignment.

2.4 Description of the Rubric

The rubric is structured around four interrelated domains that reflect the multidimensional nature of education for peace and global citizenship as stipulated in UNESCO's frameworks (UNESCO, 1974/2023; UNESCO, 1995) and UN SDGs (UN,2015). The first domain is the **Concepts domain** which refers to the structured body of knowledge, principles, and thematic understandings that define education for peace, human rights, democracy, and sustainable development. This domain assesses the presence and depth of foundational concepts such as human rights, peace & conflict, democracy &participation, diversity & pluralism, global citizenship, sustainable development, gender equality, social justice & inclusion, and representation of the "other." This domain captures what learners are expected to know and understand. Accordingly, the Concepts domain captures the extent to which curriculum explicitly and coherently embed these thematic constructs, enabling learners to interpret social and global challenges through a peace-oriented and rights-based lens.

The second is the **Skills domain** which encompasses the cognitive, social, and civic competencies required for learners to apply knowledge in ways that promote peaceful coexistence, critical engagement, and responsible citizenship. It includes such skills as critical thinking, dialogue & communication, conflict resolution, perspective-taking, civic engagement, ethical reasoning, and media & discourse literacy. The Skills domain captures the "what learners can do". These competencies are not merely instrumental but are critical in enabling learners to act as agents of change in addressing social and global challenges.

The third domain is the **Values domain** which refers to the ethical orientations, attitudes, and dispositions that guide learners' judgments and behaviors toward others, society and world at large. It includes such values and attitudes as tolerance, empathy, justice & fairness, non-violence, responsibility, solidarity, environmental responsibility, inclusion & anti-discrimination, and learning to live together. Within the analytical framework, the Values domain represents "what learners internalize", focusing on how curriculum convey normative messages, shape ethical perspectives, and promote attitudes conducive to social cohesion and peaceful coexistence.

The fourth domain is the **Pedagogy & Assessment domain**) which captures the instructional approaches, learning processes, and evaluation practices through which the intended learning outcomes of peace education are realized. This domain reflects "how learning occurs and how it is measured**".** It includes such approaches as learner-centered pedagogy, multi-perspectivity, experiential learning, reflective learning, democratic classroom practices, assessment of competencies, and whole-school alignment. This domain highlights that the effectiveness of curriculum content depends on how it is taught and assessed, examining whether curricula

provide coherent and meaningful opportunities for learners to experience, practice, and demonstrate peace-related knowledge, skills, and values.

Each domain includes clearly defined indicators, observable evidence (what to look for), with scale points ranging from absence (0) to advanced and transformative integration (5). This scale enables differentiation between minimal presence or surface-level inclusion of concepts, skills, values and pedagogical and assessment approaches and deeper, advanced and systematic integration. Table 1 below shows the scale points with its operational definitions.

Table 1: Operational definitions of scale points[14]

Scale point	Operational Definition
0	Not Present (Absent): no explicit or implicit evidence of the indicator in the curriculum text.
1	Minimal Presence (Implicit: brief or vague mention only, with no explanation, depth, or instructional follow-up.
2	Emerging (Basic/Surface-Level Inclusion): indicator is stated explicitly but remains limited, isolated, or weakly developed.
3	Moderate (Developed but Inconsistent): indicator is explained and supported with some examples or activities, but coverage is uneven or incomplete.
4	Strong (Well-Integrated and Functional): indicator is clearly developed and meaningfully integrated into content, pedagogy, or assessment.
5	Advanced (Comprehensive/Systemic/Transformative): indicator is deeply embedded across content, pedagogy, assessment, and learner application with strong coherence.

2.5 Data Sources

The study focuses on a purposive sample of Jordan's school curriculum, selected to ensure representation across key subject areas and grade levels. The analysis includes the General Framework of the School Curriculum developed by the National Center for Curriculum Development (NCCD, 2024), as well as subject-specific curriculum frameworks (where available) and students' textbooks for Islamic education (Grades 4,8,12), Arabic language (grades 4,8,12), National and Civic Education & Social studies (Grades 4, 8, 10 and History & Geography for grade 12), and teacher guides, where available. In addition, students' textbooks for these subjects in the targeted grades were reviewed to capture progression across primary, lower secondary, and upper secondary education[15]. The unit of analysis consists of curriculum content at the level of units/lessons or instructional units. This includes textual

[14] Scores were then categorized thematically to provide meaningful insights on levels of alignment (0 -1 Almost absent or ompletely absent, 1-2.5 Weak Integration, 2.51- 3.5 Moderate, 3.51-4.4 High and well-integration, greater than 4.4 full-integration).

[15] The reviewed documents are: General Curriculum Framework, available Subject-specific curriculum frameworks for Islamic Education, Arabic Language, National and Civic Education & Social Studies, Students' textbooks, workbooks for these three subjects, available Teacher Guides, and assessment material or activities as incorporated in the above documents and other official curriculum documents (see Annex 5).

content, reading passages, activities and exercises, discussion questions, visual representations, and assessment tasks. This Report encompasses a review and analysis of 40 curriculum frameworks, textbooks, workbooks, teacher guides and related documents for Islamic Education, Arabic Language, National, Civic and Social Studies published by National Center for Curriculum Development (NCCD). All these documents were retrieved from the official Website of the NCCD (Annex 5 shows the list of reviewed curriculum documents).

2.6 Data Analysis Procedures

The content analysis was conducted through systematic coding of curriculum content using the developed rubric. Each lesson or unit of analysis was examined across all indicators, and scores were assigned based on the presence, depth, and quality of integration. Coding involved identifying explicit and implicit references to relevant concepts, skills, values and Pedagogy & assessment as well as analyzing the nature of activities, questions, and tasks associated with these elements. To enhance analytical rigor, evidence excerpts were recorded for each coded indicator, including page references. The analysis also involved cross-subject comparisons, examining similarities and differences across Islamic education, Arabic language, National and Civic education and Social Studies, and as well as across grade levels. This enables a comprehensive understanding of curriculum alignment and progression.

2.7 Validity and Reliability

Several measures were taken to ensure the validity and reliability of the instrument (the content analysis rubric). Content validity was established utilizing a group of subject-matter experts in the three learning areas to ensure suitability of the rubric domains, indicators and descriptors in assessing extent of alignment of curriculum of the three subjects to UNESCO and SDG principles. Reliability was addressed using clearly defined indicators, operational descriptors, and standardized coding procedures. Furthermore, a training workshop was conducted to ensure common understanding of rubric details and consistency of scoring protocols followed by independent coding and scoring of a sample of 4 units of the selected subjects. Discussions were held to resolve discrepancies in scores among reviewers until a general agreement was reached. The overall agreement (inter-rater reliability) among content reviewers was high (89%) prior to actual review curriculum documents.

2.8 Limitations and Delimitations

This study is subject to several limitations. First, the study is limited in its scope and purpose to assess alignment of Jordan's curriculum to international standards as reflected in UNESCOs' recommendation (1974,2023), Declaration and framework of action (1995) and UN SDGs (2015) which may not provide a sound base to judge other quality dimensions and effectiveness of the curriculum. Second, the study focuses on a selected sample of curriculum documents for certain grades and subjects, which may not fully represent the entire curriculum subjects. In addition, content analysis examined intended or designed curriculum rather than implemented curriculum and therefore does not account for actual teaching practices. Furthermore, another limitation relates to the interpretive nature of qualitative content analysis, which may introduce subjectivity in coding decisions despite the use of structured frameworks. Efforts to mitigate this limitation include the use of clearly defined indicators and systematic documentation of

evidence as well as ensuring high inter-rater reliability before actual review. The study is delimited to three learning areas (Islamic education, Arabic Language, and Civic education &Social studies) given their central role in shaping values and identities.

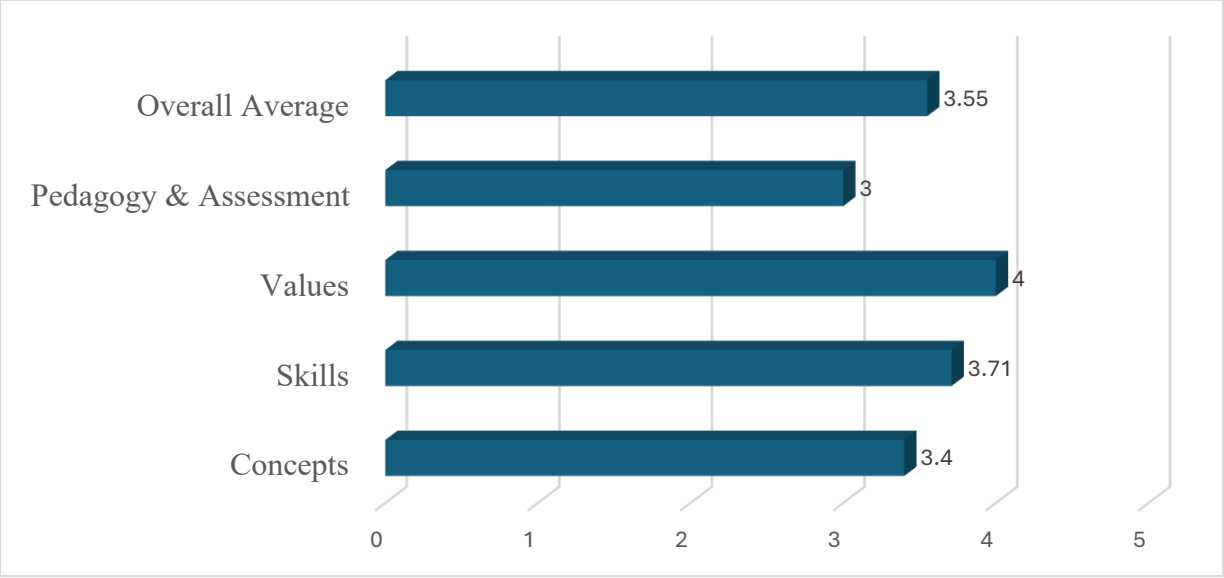
Chapter 3: Results, Discussion, Conclusions & Policy Recommendations

3.1 The General Curriculum Framework

3.1.1 Overall Findings

Results reveal an overall alignment of 3.55/5, indicating high alignment with UNESCO recommendations and SDG frameworks. Domain-level results show a clear hierarchy with Values: 4.0/5 (strong integration), followed by Skills: 3.71/5 (high integration), then Concepts: 3.4/5 (moderate–high integration), and Pedagogy & Assessment: 3.0/5 (moderate, and the weakest domain). These findings highlight that the framework does not lack direction in terms of outlining the learner profile in terms of knowledge, skills and values; however, it requires more articulation of how this vision is enacted in pedagogical and assessment practices. It is worth mentioning here that the General Curriculum Framework normally sets overall curriculum principles, policies and standards than operationalizing pedagogical and assessment approaches. Pedagogical and assessment approaches often are more elaborated in subject-specific curriculum frameworks and in Teachers' guides. As illustrated in Figure 1, the General Framework is normatively strong, skills -oriented, and conceptually sound, yet less developed in pedagogical clarity and operationalization.

Figure 1: Overall means of the four domains



3.1.2 Concepts Domain (Mean = 3.4/5)

The Concepts domain shows moderate to high alignment overall, but with uneven integration across concepts, where certain concepts are strong while others are partially developed or appear only as an implicit strand. Table 2 shows mean scores for Concepts sub-scale with excerpts of supporting evidence and corresponding page in the General Curriculum Framework document.

Table 2: Mean Scores on Concepts sub-domain

Indicator	Score	الشواهد / اقتباس حرفي من الاطار العام	Page(s)
Human Rights & Dignity	4	- تكفل الدولة الحق في التعليم وإلزاميته ومجانيته، وتعزز المواطنة والمساواة والمشاركة وحقوق الانسان - اظهار معرفة بحقوق الانسان الأساسية في التصور الاسلامي - يتضمن المنهاج المعارف والمهارات والقيم والاتجاهات ويكفل فرص تعلم متكافئة لجميع الطلبة	3-5, 12,13-14
Peace & Conflict	3	- قيم التسامح والتعايش والتعاون واحترام الآخر - قيم التسامح والتعايش والتعاون واحترام الاخر - التعايش السلمي بين أفراد المجتمع والنأي بها عن مظاهر التشدد والتطرّف	7-8, 65
Democracy & Participation	4	- مجتمع أردني قائم على التشاركية والديمقراطية - كيفية المشاركة الفاعلة في الحياة العامة - المشاركة في الحياة السياسية وصنع القرار جزء من بناء المواطن	14, 32-43,69
Diversity & Pluralism	4	- الانفتاح على الثقافات الإنسانية والقيم الإنسانية الجامعة - ثقافة التنوع والحوار - تقدير انسانية الانسان - تكوين قيم واتجاهات ايجابية نحو الذات والاخرين - فهم التنوع الثقافي، واحترام ثقافة الاخر	7-10,12-14, 68
Global Citizenship	3	- يسهم في خدمة الإنسانية جمعاء والانفتاح على العالم - المواطنة العالمية - الاسهام في التنمية المستدامة في العالم	12,70
Sustainable Development	4	- التغيرات المناخية تتطلب مواجهتها بالأساليب العلمية والتكنولوجية - المشاركة الفاعلة في عملية التنمية - الاسهام في التنمية المستدامة في العالم	7,10, 33
Gender Equality	2.5	- تحقيق المساواة في التعليم بين الجنسين - إبراز مكانة المرأة في الاسلام، والاعتزاز بموقفه منها	7,21,65
Social Justice & Inclusion	3.5	- توفير فرص متكافئة في التعلم لجميع الطلبة بمن فيهم ذوي الاحتياجات - الوصول بصورة متكافئة إلى الخبرات والنشاطات والمصادر - مبادئ التعليم الدامج	49-50,53
Representation of the Other	2.5	- احترام الآخر والانفتاح عليه - قيم ايجابية نحو الذات والاخرين - احترام ثقافة الاخر - الصورة النمطية	7,12-13,18-21,43
Concepts Domain Mean	**3.4**		

Inspection of Table 2 reveals the following results:

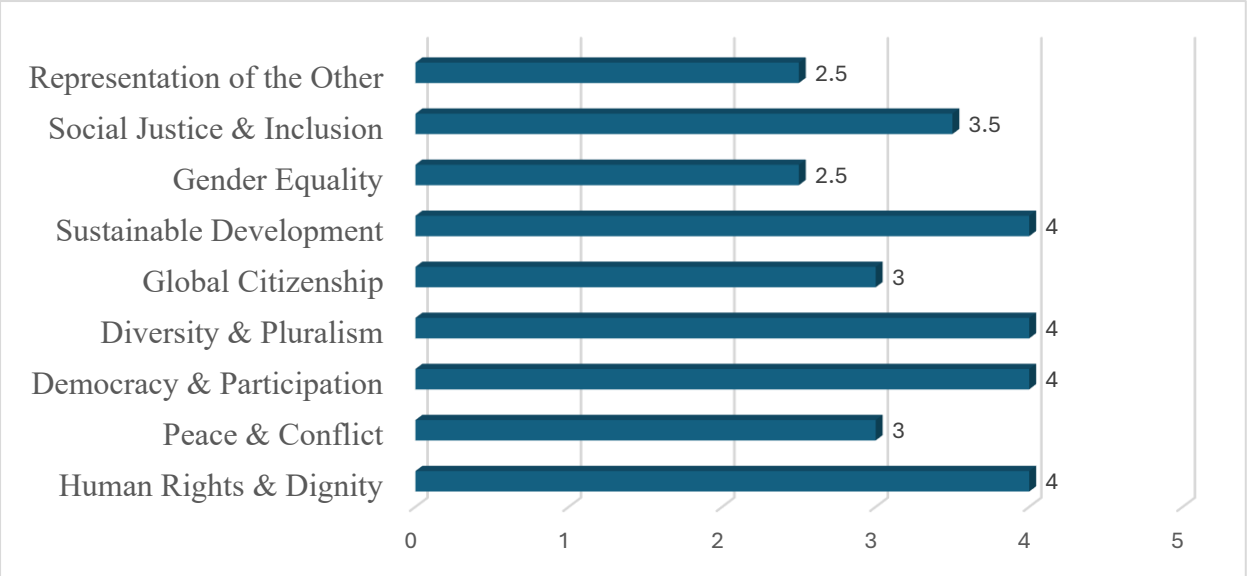
- Strong/High Integration (Explicit and Well-Embedded) including Human Rights & Dignity (4/5), Democracy & Participation (4/5), Diversity & Pluralism (4/5), and

Sustainable Development (4/5). These concepts are clearly anchored in the framework's foundations representing deep normative alignment, positioning the curriculum within a citizenship-oriented paradigm.

- Moderate integration including Global Citizenship (3/5), Social Justice & Inclusion (3.5/5), and Peace & Conflict (3/5). These concepts are moderately integrated but not systematically and fully developed.
- Weak Integration including Gender Equality (2.5/5), and Representation of the Other (2.5/5) This finding points to minimal inclusion rather than structural integration, indicating gaps in addressing equality, diversity at depth.

In summary, the framework provides a coherent conceptual base, but some concepts remain partially integrated, particularly in areas requiring global, and relational depth. Figure 2 presents mean scores on Concepts sub-domain.

Figure 2: Mean scores on the Concepts Domain



3.1.3 Skills Domain (Mean = 3.71/5)

The Skills domain demonstrates high alignment overall, but with an imbalance between sub-skills. Table 3 shows mean scores for Skills sub-scale with excerpts of supporting evidence and corresponding page in the General Curriculum Framework document.

Table 3: Mean Scores on Skills Domain

Indicator	Score	الشواهد / اقتباس حرفي من الاطار العام	Page(s)
Critical Thinking	5	- تنمية التفكير الناقد والإبداعي وحل المشكلات واتخاذ القرار - التفكير أحد المعايير العابرة لمجالات التعلم	3-4, 7, 15-16,24,27,30,34,36,38,40-41,53,67,79
Dialogue & Communication	4	- التواصل مع الآخرين والتعبير عن الأفكار بوضوح - تعلمهم أدب الاختلاف وثقافة التنوع والحوار - استخدام اللغة العربية في التعبير عن الذات	14,15-16,17,23,40,67,68,75-76

		- اللغة الأجنبية وسيلة الطلبة للتواصل مع العالم وفهم أفكاره والحوار معه	
Conflict Resolution	2.5	- تعزيز قيم التعايش والتسامح - حلول مبدعة لكل يستجد من مشكلات - تنمية ملكة النظر والتدبر - بناء علاقات إنسانية ومجتمعية آمنة ومستقرة	7,9,13,17,21,33
Perspective-Taking	3	- الانفتاح على الثقافات المختلفة وفهم الآخر - ثقافة التنوع والاعتراف بحق الاخرين بالاختلاف واحترام ثقافة الاخر - موازنة الاراء	13,14,16,19
Civic Engagement	4	- المشاركة في الحياة العامة وتعزيز المواطنة - المشاركة الفاعلة في عملية التنمية - التمسك بحقوق المواطنة - فهم العلاقة بين الافراد والسطة - الانخراط في العمل التطوعي، والاسهام في تطوير المجتمع - ممارسة الأدوار والمسؤوليات بصفة الفرد مواطنًا صالحًا	13-14,18,34,43,69
Ethical Reasoning	4	- تحمل المسؤولية واتخاذ القرارات وفق القيم - تنمي فيهم ملكة النظر والتدبر - مبادئ معايير التعلم: "مركزية المهارات الفكرية: مهارة اصدار الأحكام ومناقشتها واتخاذ القررات وتقييمها" - اخلاقيات العمل والقيم الفضلى - اظهار فهم لقيم العدالة والتسامح والمحبة	13,15,20,21,66
Media & Discourse Literacy	3.5	- كفايات التربية الاعلامية والمعلوماتية - الاستيعاب الواعي للتكنولجيا - الوعي الاعلامي والبحث عن الحقيقة	7,8 14,18,22
Skills Domain Mean	**3.71**		

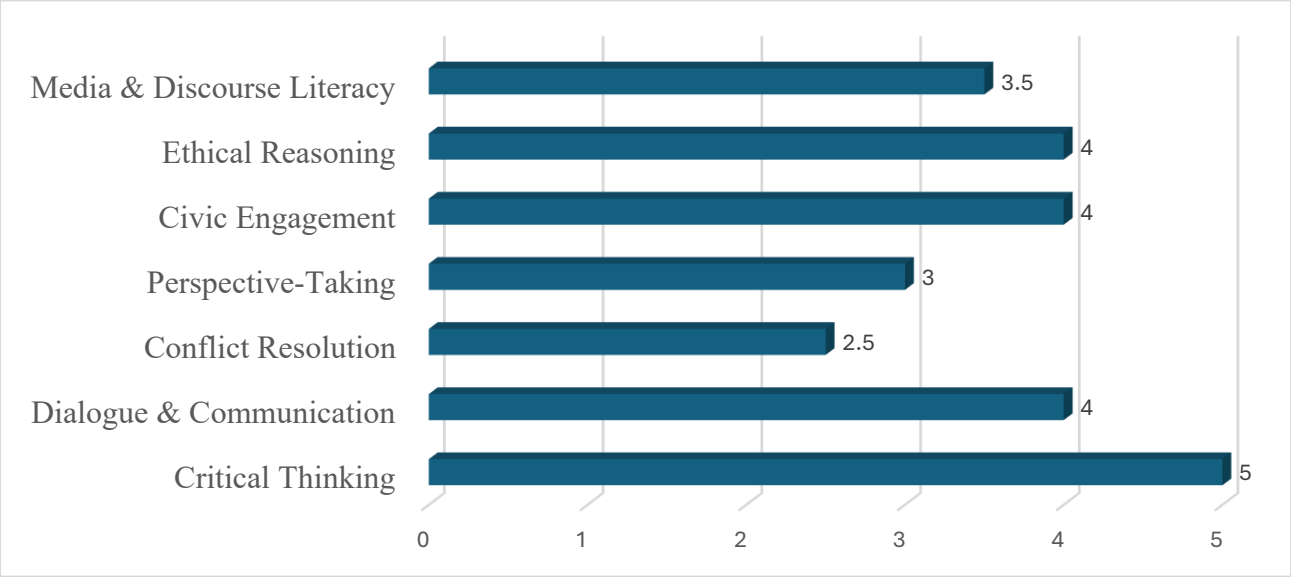
Results reveal:

- Strong integration (Fully integrated Skills) such as Critical Thinking (5/5) which is deeply embedded as cross-cutting skill forming the cognitive backbone of the framework.
- High integration (Well-Developed) including Dialogue & Communication (4/5), Civic Engagement (4/5), and Ethical Reasoning (4/5). This means that the framework provides a solid base for preparing learners to be articulate, engaged, and ethically aware.
- Moderate integration including Perspective-Taking (3/5), and Media & Discourse Literacy (3.5/5). These skills are conceptually present but not clearly operationalized, limiting their instructional clarity.

- Weak Integration (Underdeveloped Skills) such as Conflict Resolution (2.5/5). This represents a critical gap, where peace as a skill exists without meaningful integration.

Taken together, the Skills domain reflects a cognitively strong curriculum, but still there are gaps in promoting interpersonal and peace-building capacities. Figure 3 presents mean scores on Skills sub-domain.

Figure 3: Mean scores on the Skills Domain



3.1.4 Values Domain (Mean = 4.0/5)

The Values domain represents the strongest and most coherent aspect of the framework, with clear emphasis on ethical and social dimensions. This means that Values are central to the identity of the curriculum. Table 4 shows mean scores on Skills sub-scale with excerpts of supporting evidence and corresponding page in the General Curriculum Framework document.

Table 4: Mean Scores on Values Domain

Indicator	Score	الشواهد / اقتباس حرفي من الاطار العام	Page(s)
Tolerance	5	- قيم التسامح والتعايش واحترام الآخر(سياسة مناهج) - تعلم ادب الاختلاف والمحبة - اتجاهات ايجابية نحو الاخرين - "التسامح والتنوع والتعددية /احدى القيم الجوهرية التسامح احدى معايير التعلم للتربية الاسلامية"	7,13,15,19,65
Empathy	3.5	- تقدير إنسانية الإنسان واحترام مشاعر الآخرين - قيمة المحبة والايجابية/ احدى القيم الجوهرية - التعاطف من المهارات الحياتية	7,15,20,33
Justice & Fairness	4	- مبدأ المساواة في التعليم - سيادة القانون - تعزيز المساواة - قواعد السلوك الاخلاقي والاجتماعي - التمسك بحقوق المواطنة وتحمل المسؤوليات المترتبة عليها	7,9,13,15,18

Non-Violence	3	- تعزيز التعايش السلمي وبناء علاقات انسانية ومجتمعية امنة ومستقرة - قيم الاعتدال والوسطية ونبذ العنف والمغالاة وخطاب الكراهية - النأي بالنفس عن مظاهر التشدد والتطرف (احدى نواتج مبحث التربية الاسلامية)	7,19,20,22,65
Responsibility	5	- تعزيز المسؤولية الفردية والمجتمعية (من التوجهات الحديثة في المناهج) - الأمانة والمسؤولية (من سمات الخريج) - المسؤولية الفردية والمجتمعية والبيئية (من القيم الجوهرية) - ممارسة الأدوار والمسؤوليات بصفة الفرد مواطنا صالحا	9,16,18,21,40,43
Solidarity	3.5	- قيمة التعاون - قيمة التضامن - قيمة التكافل والوئام الاجتماعي - خدمة الاخرين	7,20,22,43
Environmental Responsibility	4.5	- الوعي بالتغيرات المناخية والمسؤولية البيئية - دمج مفهوم الوعي البيئي - مواجهة التغيرات المناخية - المسؤولية البيئية (من القيم الجوهرية) - قضايا البيئة والتنمية المستدامة(من معايير التعلم العلبرة لمجالات التعلم) - -المسؤولية المشتركة نحو البيئة (من معايير التعلم في التربية المهنية) - -المعرفة بالقيم البيئية وتمثلها والمحافظة عليها (من نواتج التربية الاسلامية والدراسات الاجتماعية)	8,10,18,33,42,66,70
Inclusion & anti-discrimination	4	- تعزيز الانتماء الوطني والمواطنة - -الشعور بالانتماء (مواصفات المتعلم) - العدالة والانصاف وعدم الاقصاء وعدم التمييز (من القيم الجوهرية - حقوق الانسان (من المفاهيم العابرة) - مبدأ التعلم الدامج	7,13,15,20,33,49
Learning to Live Together	3.5	- تعلم كيفية نعيش معا ومع الآخرين - بناء علاقات انسانية ومجتمعية امنة ومستقرة - التعددية والتنوع والادماج (من القيم الجوهرية) - - ترسيخ قيم التسامح والتعايش واحترام الأديان والمذاهب المختلفة (من معايير التعلم لمادة التربية الاسلامية)	9,14,15,18,19,40,65
Value Scale Mean	**4**		

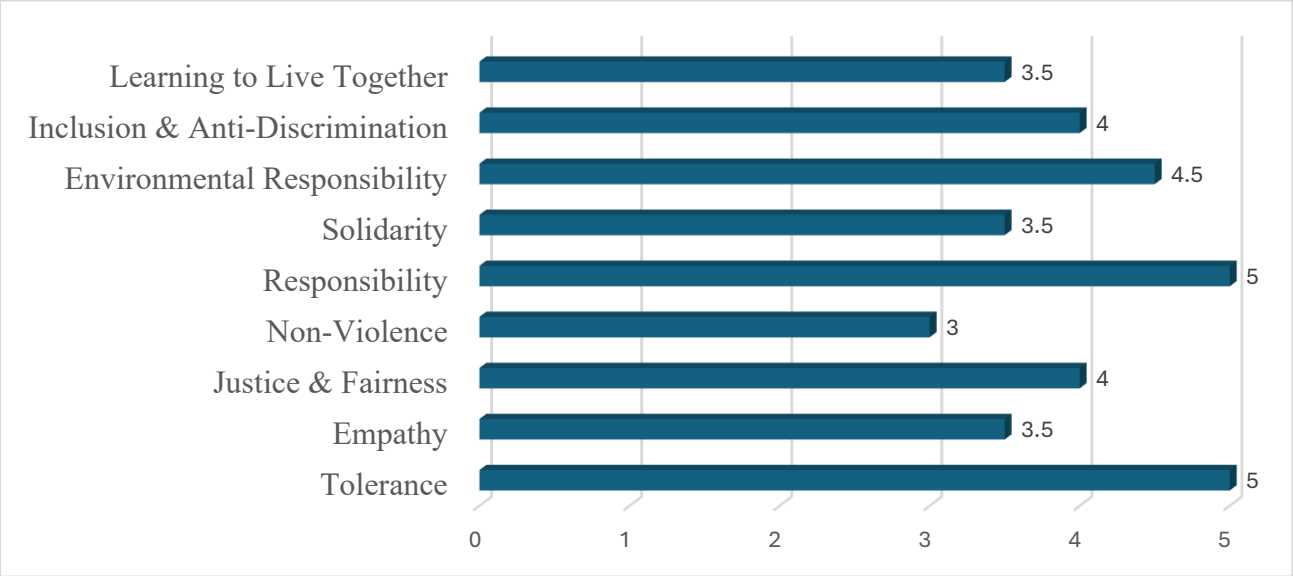
Results show:

- Strong Integration (Fully Embedded) such as Tolerance (5/5), Responsibility (5/5), and Environmental Responsibility (4.5/5).

- High Integration (Well-Established) such as Justice & Fairness (4/5) and Inclusion & Anti-discrimination (4/5)
- Moderate Integration such as Empathy (3.5/5), Solidarity (3.5/5), and Learning to Live Together (3.5/5). Non-violence (3/5) appeared as an implied value through coexistence and moderation rather than explicitly stated as a unique strand.

In summary, the framework is deeply value-rich, but some values remain implicit or less developed. Figure 4 presents mean scores on Values sub-domain.

Figure 4: Mean scores on the Values Domain



3.1.5 Pedagogy & Assessment Domain (Mean = 3.0/5)

This domain appears to be the clearest structural gap in the General Curriculum Framework, highlighting issues in translating vision to practice. However, this result should be interpreted with caution because the General Curriculum Framework sets overall curriculum principles, policies, standards, and general guidelines of pedagogical approaches than operationalizing pedagogical and assessment approaches. Table 5 shows mean scores for Pedagogy & Assessment sub-scale with excerpts of supporting evidence and corresponding page in the General Curriculum Framework document.

Table 5: Mean Scores on Pedagogy & Assessment domain

Indicator	Score	الشواهد / اقتباس حرفي من الاطار العام	Page(s)
Learner-Centered Pedagogy	3.5	- تنمية مهارات الطلبة ضمن سياق تطبيقي كأحد المبادئ الموجهة لبناء الاطار العام للمناهج - التعلم المتمركز حول الطلبة - تركيز على التعلم النشط والخبرة المباشرة واللعب - الشغف بالتعلم وحب الاستقصاء والاستكشاف والمثابرة (من سمات الخريج)	12,13,16,21

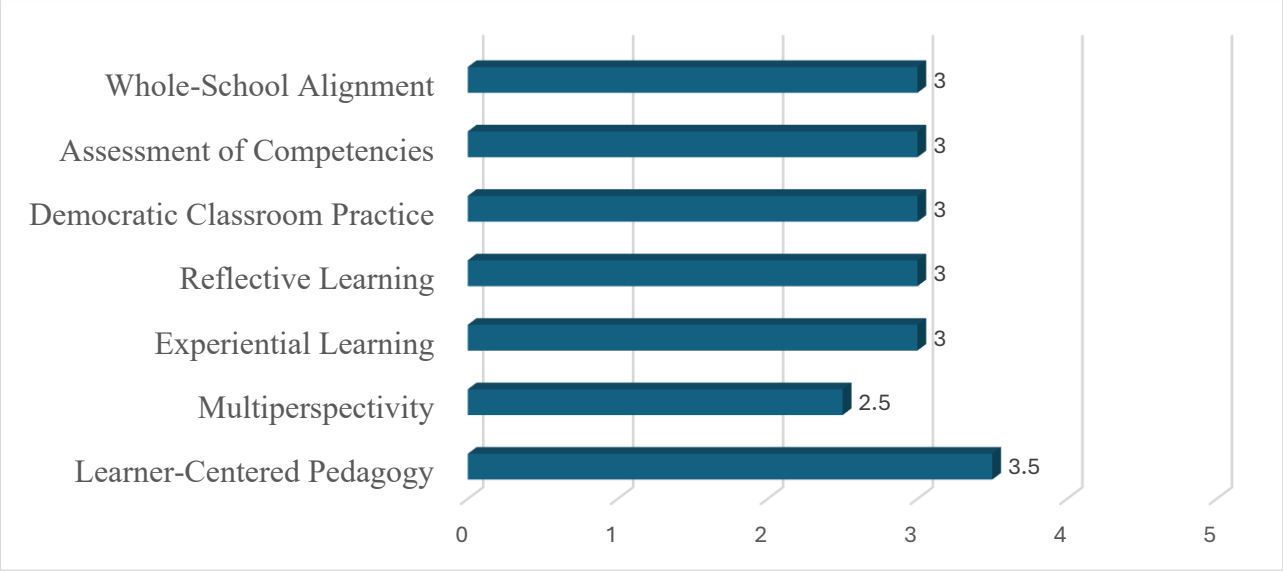
Multi perspectivity	2.5	- طرح وجهات نظر متعددة - موازنة الاراء ووجهات النظر - وضع الفرضيات وتقييمها - اقتراح أفكار جديدة ومختلفة ومتنوعة	12,13,17,30
Experiential Learning	3	- ربط التعلم بالحياة اليومية والتطبيق العملي - تنمية مهارات الطلبة في سياق تطبيقي - توظيف المعرفة في حل المشكلات وخدمة الانسانية - تطبيق المعارف في حل مشكلات حياتية واقعية (من سمات الطالب الخريج)	3,12,14,16,24,29,42,53,63
Reflective Learning	3	- التخطيط والمراقبة والتقييم - التفكير في التعلم وتقييم الأداء الذاتي - ما وراء العمليات المعرفية - موازنة المواقف والاراء - التأمل في الذات وقيمها وتحليلها - التدريس التأملي	3,13,24,34,54
Democratic Classroom Practice	3	- مواءمة عناصر النظام التعليمي بما يحقق أهداف التعلم - مناهج تفتح أبواب تفكير الطلبة وتشجعهم على طرح الأسئلة والمبادرة - تنمية القدرة على التعبير عن الذات والأفكار - تبني نهج جماعي لحل المشكلات - تعلم أدب الاختلاف وثقافة التنوع والحوار - المشاركة في حلقات النقاش والحوار	4,13,16,38
Assessment of Competencies	3	- تعريف التقييم وأشكاله واهميته في التعلم والتعليم - معايير الأداء ومستوياتها - قياس وتقييم معايير التعلم ونوانجه (المفهوم،المستويات والأشكال)	3,12,31,39,56-59
Whole-School Alignment	3	- تكامل إدارة المناهج بين مختلف المستويات وتحديد الأدوار والمسؤوليات والصلاحيات - بيئة تعليمية محفزة وامنة - الشغف بالتعلم والمثابرة - بناء بيئة تعليمية دامجة وداعمة وايجابية - مناهج تقدم مجالات للاختيار لدى الطلبة بما يناسب ميولهم وحاجاتهم وثقافتهم - استراتيجيات تدريس وثيقة الصلة بخبرات الطلبة وبيئتهم وثقافتهم - التعلم ذو المعنى - تعاون الكوادر التعليمية والادراية في التنفيذ الفعال للمناهج	13,21,37,45,48,53
Pedagogy & Assessment Domain	**3**		

Results reveal:

- Moderate Integration (Conceptually present but still underdeveloped practices) such as Learner-Centered Pedagogy (3.5/5), Experiential Learning (3/5), and Reflective Learning (3/5), Democratic Classroom Practice (3/5), Assessment of Competencies (3/5), and Whole-School Alignment (3/5).
- Weak Integration (Minimal pedagogical structuring) such as multi-perspectivity (2.5/5), which remained at conceptual level rather than as an instructional approach.

In summary, the framework outlines modern pedagogical & assessment strategies, but somehow lacks clear models, tools, and operationalization. Figure 5 presents mean scores on Pedagogy & Assessment sub-domain.

Figure 5: Mean scores on the Pedagogy & Assessment Domain



3.1.6 Conclusions & Policy Recommendations

The findings confirm that the General Curriculum Framework is conceptually robust and normatively aligned with UNESCO & UN SDGs, particularly in promoting tolerance, responsibility, and critical thinking. However, alignment is uneven across domains. The framework is strong at the level of values and moderately aligned at the level of conceptual structuring and pedagogical & assessment strategies. The key gaps include limited integration of gender equality and representation of the Other, conflict resolution and insufficient operationalization of multi-perspectivity, and partial alignment of assessment of competencies. Overall, the framework reflects a strong vision, but it requires greater coherence and operationalization. Three main conclusions emerge:

- Normative strength: The framework is value-rich and aligned with international standards reflected on UNESCO & UN SDGs recommendations and frameworks for action.
- Moderate conceptual and skills integration: Key concepts and skills are present but need more systematic structuring and elaboration.

- Limited Pedagogical Operationalization: There is a clear gap between intended concepts, skills and values and instructional & assessment practices.

To strengthen alignment of the General Curriculum Framework with UNESCO & UN SDGs frameworks, the following key policy measures are recommended:

- Explicitly structure underdeveloped concepts: Particularly gender equality, and representation of the other.
- Further embed peace-related skills: Introduce conflict resolution, and perspective-taking as clear learning strands.
- Strengthen pedagogical clarity: Operationalize multi-perspectivity, reflective learning, and democratic practices.
- Align assessment with competencies: Move toward performance-based, applied assessment models.
- Enhance internal coherence: Ensure alignment across concepts, skills, values, and pedagogy & assessment.

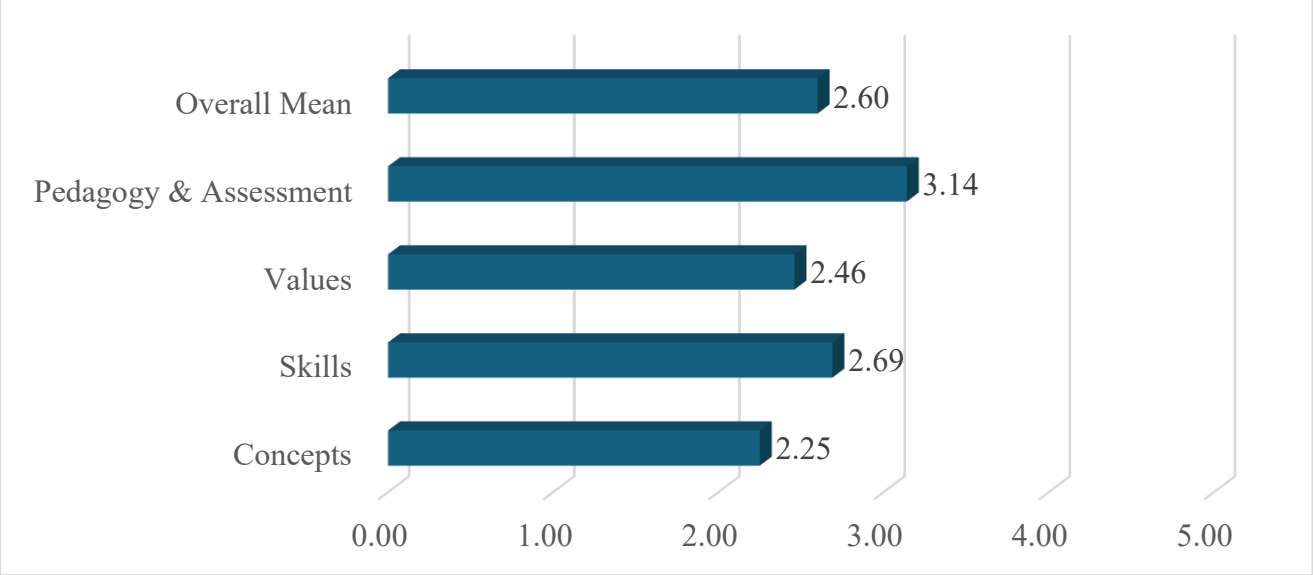
3.2 Islamic Education Curriculum

3.2.1 Overall Findings

Results reveal an overall alignment of 2.60/5, indicating moderate alignment with UNESCO recommendations and SDG frameworks. Results show a clear hierarchy: Pedagogy & Assessment: 3.14/5 (the strongest domain, indicating moderate integration), followed by Skills: 2.69/5 (moderate), then Values: 2.46/5 (Weak or limited), and Concepts: 2.25/5 (limited, and the weakest domain). Although the Islamic Education curriculum (4.78/5) is normatively ambitious and fully aligned with UNESCO/SDGs at the framework level, textbooks and other learning curriculum documents scored only at moderate level of alignment and integration reflecting a significant gap in translating the subject-specific framework to enacted materials at same levels of alignment (textbooks =2.62/5 & Teacher's guide = 2.54) particularly in the conceptual and values domains. As illustrated in Figure 6, the Islamic Education curriculum shows moderate level of alignment in pedagogical structuring and ~~s~~kills, yet less developed in conceptual depth and values integration. Figure 6 below shows mean scores by domain.

Figure 6: Overall means of the four domains[16]

[16] *Mean scores computed across all curriculum documents (Subject Curriculum Framework, Student Textbooks Grades 4/8/12, Teacher Guides Grades 4/8). Scale: 0–5.*



3.2.2 Concepts Domain (Mean = 2.25/5)

The Concepts domain shows the lowest alignment across all four domains (2.25/5), indicating that key UNESCO and SDG-related concepts are unevenly and partially embedded across Islamic Education curriculum documents. The pattern reveals certain concepts as relativity stronger while others are partially developed or appear only as implicit strands. Table 6 shows mean scores for the Concepts sub-scale with supporting evidence.

Table 6: Mean Scores on Concepts Sub-domain

Domain	Indicator	Score	Direct quotations	Page(s)[17]		
				G	S	P
Concepts	Human Rights & Dignity	2.69	الاحترام من القيم الحميدة التي دعا إليها الإسلام لما لها من آثار طيبة على الفرد والمجتمع	4	2	106
			والاعتداء على الآخرين والشتم	8	2	144
			للصداقة حقوق يتعين على الصديق أداؤها	12	1	116
	Peace & Conflict	1.96	لا يحل لمسلم ان يهجر اخاه فوق ثلاث ليال،	4	2	42
			أمر الله تعالى بإدامة العلاقات الطيبة بين الناس وحذر من كل ما يفسدها	8	1	51
			شرطة ألا يؤدي إلى العداوة أو الخصام	12	2	135
	Democracy & Participation	2.61	بالتعاون مع مجموعتي، أتلو الآياتِ الكريمةَ تلاوةً	4	2	99

[17] G= grade, S= semester, and P= page number.

Domain	Indicator	Score	Direct quotations	Page(s)[17]		
				G	S	P
			أتعاون مع زملائي زميلاتي ثم أقترح حلا لمشكلة	8	1	17
			استشارة أهل الخبرة الإفادة من تجاربهم	12	2	98
	Diversity & Pluralism	2.10	تُعدُّ اللغةَ إحدى وسائل التعارفِ بين الناس، وتختلف لغاتُ العالَمِ في إلقاء التحية	4	1	86
			وثيقة المدينة المنورة..... إذ وحد مجتمع المدينة المنورة بالرغم من تنوعه	8	2	156
			يا أيها الناس إن ربكم واحد وإن أباكم واحد لا لا فضل عربيا على عجمي ولا لعجمي على عربي....	12	2	42
	Global Citizenship	1.76	وتختلف لغاتُ العالَمِ في إلقاء التحية	4	1	86
			اسهمت المرأةُ في العهد النبوي في خدمة المجتمع.....	8	1	75
			يعيش في مملكتنا الأردنية الهاشمية ملايينُ الناس من مختلف المنابت والأعراق والأديان في وُدٍّ وتآلف سعيًا لبناء هذا البلد	12	2	89
	Sustainable Development	1.76	نظافةُ بلدي — ترتبط صحةُ الإنسان بنظافة المكان الذي يعيش فيه، فانتشارُ الأوساخ والنفايات له أضرار كثيرة	4	4	105
			حث لاسلام على النظافة	8	2	64
			درس كامل عن (عمارةُ الأرض)	12	2	25
	Gender Equality	2.75	السيدةُ خديجةُ بنتُ خُوَيلد ﴿ — كانت أمُّ المؤمنين أولَ من آمن برسالة الإسلام وأسهمت في بناء الدعوة	4	1	54
			شاركة المرأة في العهد النبوي في الأحداث السياسية والعسكرية...	8	1	75

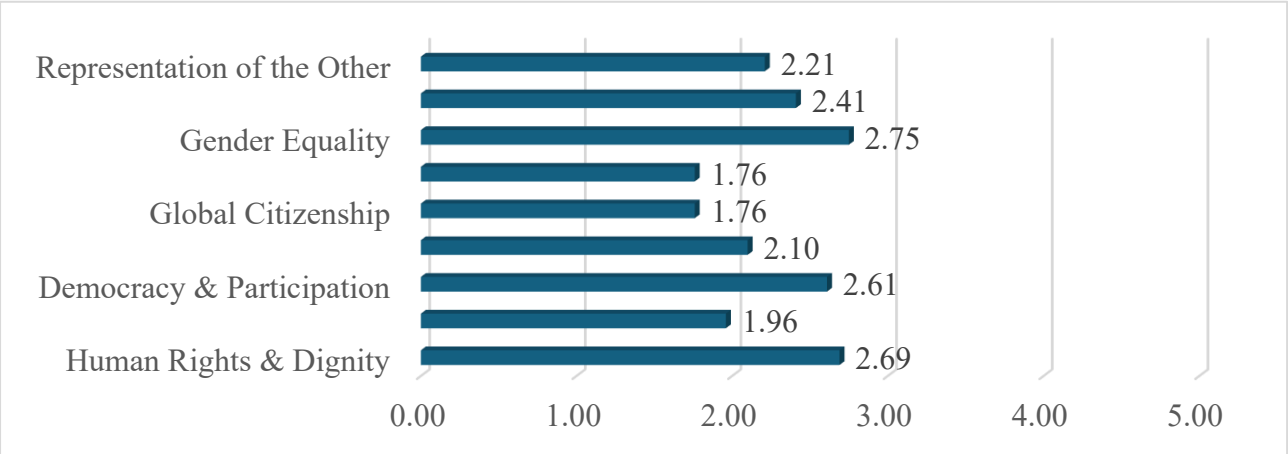
Domain	Indicator	Score	Direct quotations	Page(s)[17]		
				G	S	P
			عدم التشهير أو التحريض على العنف والكراهية تجاه أي شخص أو مؤسسة على أساس الجنس أو العرق أو الدين	12	1	147
	Social Justice & Inclusion	2.41	اسمه بقيمي أقدر دور الأمهات في رعاية أولادهن	4	1	90
			لو طلب الفقراء والمساكين من الزكاة بمقدار ما يسد حاجته…	8	2	127
			حثّ الإسلامُ على التكافل بين أفراد المجتمع، ودعا إلى العناية بالأيتام وكفالتهم وحُسن رعايتهم	12	1	109
	Representation of the Other	2.21	قوله تعالى: (وَجَعَلْنَاكمْ شعوبا وَقَبَائِلَ لِتَعَارَفوا).	4	1	86
			نهى الإسلام عن العصبية وهي التفرقة والتمييز في المعاملة بين الناس على أساس الجنس أو اللون أو اللغة أو الدين أو البلد.....	8	1	64
			يعيش في مملكتنا الأردنية الهاشمية ملايينُ الناس من مختلف المنابت والأعراق والأديان في وُدٍّ وتآلف سعيًا لبناء هذا البلد	12	2	89
Concepts Scale Mean		**2.25**				

G= grade, S= Semester, P= page

Inspection of Table 6 reveals the following results:

- Moderate Integration including Human Rights & Dignity (2.69/5), Gender Equality (2.75/5), and Democracy & Participation (2.61/5). These concepts receive comparatively stronger coverage and represent the conceptual anchors of the curriculum, reflecting a citizenship-oriented normative foundation.
- Emerging or weak integration (Basic/Surface-Level Inclusion) including Social Justice & Inclusion (2.41/5), Representation of the Other (2.21/5), and Diversity & Pluralism (2.10/5), and Peace & Conflict (1.96/5), Global Citizenship (1.76/5), Sustainable Development (1.76/5).These concepts appear across curriculum documents but are not consistently or systematically developed and often remain as isolated concepts rather than structured learning content. These findings point to minimal inclusion rather than structural integration, indicating significant gaps in addressing global, ecological, and relational dimensions of the curriculum. Figure 7 shows graphic representation of mean scores on Concepts sub-scale.

Figure 7: Mean scores on the Concepts Domain



Summary – Concepts Domain

The Concepts domain presents major gap in the curriculum. While Human Rights, Democracy, and Gender Equality show moderate integration, most of the other concepts particularly Global Citizenship, Sustainable Development, and Peace & Conflict, remain weakly embedded.

3.2.3 Skills Domain (Mean = 2.69/5)

The Skills domain demonstrates moderate level of alignment (2.69/5) but with noticeable variation among sub-skills. The domain reflects a cognitively strong curriculum anchored in critical thinking yet reveals significant gaps in Conflict resolution and media literacy skills. Table 7 shows mean scores for the Skills sub-scale.

Table 7: Mean Scores on Skills Sub-domain with sample of direct excerpts

Domain	Indicator	Score	Direct quotations	Page(s)		
				G	S	P
Skills	Critical Thinking	3.90	التأمل وأنقد التصرفات الآتية مع التعليل	4	1	104
			استنتج لماذا لم يكن القرآن الكريم مجموعا.....	8	1	85
			أنقد الموقفين الآتيين:....	12	1	81
	Dialogue & Communication	3.19	أتذكر موقفا... ثم أناقشه مع زملائي/ زميلاتي	4	1	35
			أناقش زملائي زميلاتي في دور الزكاة في معالجة مشكلتي الفقر والبطالة	8	2	127

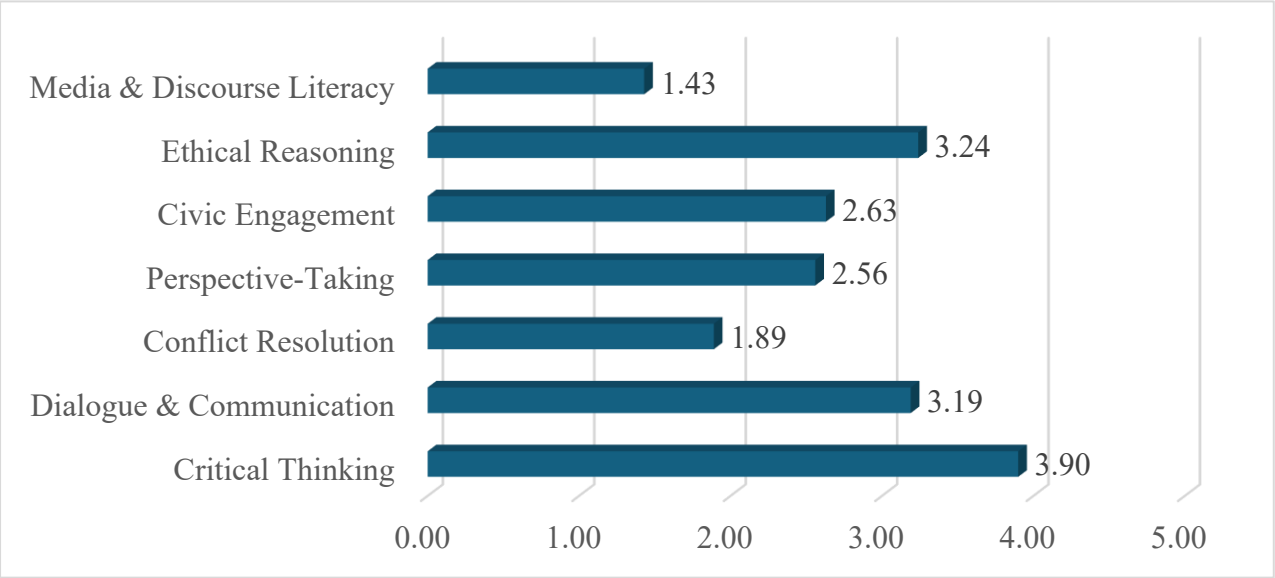
Domain	Indicator	Score	Direct quotations	Page(s)		
				G	S	P
			ينبغي للإنسان حين يتواصل مع الآخرين ويتحدث إليهم ويحاورهم أن يتخير أطايب الكلام....	12	1	70
	Conflict Resolution	1.89	طلبت السيدة اسيا إلى فرعون الا يقتله (الطفل)،	4	1	89
			اقترح حلا عمليا للتخلص من ظاهرة إطلاق العيارات النارية في مجتمعي	8	1	43
			ونهى عن الفُرقة والنزاع؛ لأن ذلك يؤدي إلى الفشل وذهاب القوة،	12	1	138
	Perspective-Taking	2.56	نشاط (اقوم تلاوتي) بالتعاون مع مجموعتي، اتلو الايات الكريمة تلاوة سليمة واطلب اليهم تقييم تلاوتي وتدوين الاخطاء والمساعدة في تصويب اخطاء التلاوة، وهذا تحقيق للمؤشر وهو التعلم للعيش معا.	4	2	99
			اقترح ثلاثة أنشطة أقوم بها للاستفادة من أوقات فراغي	8	2	134
			الاختلاف بين الناس سنة من سنن الله تعالى في خلقه	12	1	134
	Civic Engagement	2.63	وقد أرشدنا النبي صلى الله عليه وسلم إلى إماطة الأذى عن الطريق....	4	1	105
			أسهمت المرأة في العهد النبوي في خدمة المجتمع	8	1	75
			أولَت المملكةَ الأردنية الهاشمية الزكاةَ اهتمامًا كبيرًا؛ إذ أصدرت قوانين خاصة لتفعيل أداء فريضة الزكاة	12	2	23
	Ethical Reasoning	3.24	يوجد مكون كامل في كافة الدرس بعنوان (اسمو بقيمي)	4	2	67
			.... أتوقع الطريقة المناسبة التي نهى بها البراء زميله عن سلوكه...	8	1	93
			تجنب التعصب للرأي والإقرار للآخر بحقه في إبداء رأيه...	12	1	136
		1.43	قوله تعالى: (قلْ يَا اَيهَا الَذِينَ هَادوا اِنْ زَعَمْتمْ اَنَكمْ اَوْلِيَاء لِلَهِ مِنْ دونِ النَاسِ فَتَمَنَوا الْمَوْتَ اِنْ كنْتمْ صَادِقِينَ)	4	1	80

Domain	Indicator	Score	Direct quotations	Page(s)		
				G	S	P
	Media & Discourse Literacy		باستخدام الرمز المجاور .... أتعرف نص هذه الفتوى	8	1	43
			تحرّي الحقيقة والتحقّق من صدق المعلومة، وعدم التشهير أو التحريض على العنف والكراهية	12	1	145
Skills Scale Mean		**2.69**				

Results reveal:

- High integration such as Critical Thinking (3.90/5), which is deeply embedded as a cross-cutting skill forming the cognitive backbone of the curriculum, and Ethical Reasoning (3.24/5), which appears consistently across curriculum documents.
- Moderate Integration including Dialogue & Communication (3.19/5). This skill is well-represented across the curriculum, providing a solid base for preparing learners to be articulate and communicatively aware, Civic Engagement (2.63/5) and Perspective-Taking (2.56/5). These skills are conceptually present but are not consistently operationalized, limiting their instructional clarity and reducing their potential contribution to active citizenship formation.
- Weak Integration (Underdeveloped Skills) such as Conflict Resolution (1.89/5) and Media & Discourse Literacy (1.43/5). These two skills represent critical gaps as they appear in brief or vague mention only without meaningful structural integration. Both are essential for preparing learners to be resilient in approaching conflicts and to navigate contemporary information environments. Figure 8 presents mean scores on Skills sub-scale.

Figure 8: Mean scores on the Skills Domain



Summary – Skills Domain

The Skills domain reflects a cognitively strong curriculum dominated by critical thinking and ethical reasoning, but with structural gaps in peacebuilding and media literacy capacities. Conflict Resolution and Media & Discourse Literacy score among the weakest indicators in the entire analysis, indicating that the curriculum prioritizes intellectual formation over interpersonal and civic skills. Perspective-Taking and Civic Engagement are present but require stronger operationalization to fulfill their full potential.

3.2.4 Values Domain (Mean = 2.46/5)

The Values domain registers a mean of 2.46/5, placing it above Concepts but below both Skills and Pedagogy & Assessment. While values are central to the stated identity of the Islamic Education curriculum, the enacted content reveals significant unevenness across value subscale. Some values are deeply embedded while others remain implicit or insufficiently operationalized. Table 8 shows mean scores on the Values sub-scale.

Table 8: Mean Scores on Values Sub-domain

Domain	Indicator	Score	Direct quotations	Page(s)		
				G	S	P
Values	Tolerance	2.22	من محمد رسول الله إلى هرقل عظيم الروم	4	2	107
			ولم يكره أحدا على الدخول في الإسلام ...وأتاح لغير المسلمين حرية ممارسة شعائرهم الدينية	8	1	98

Domain	Indicator	Score	Direct quotations	Page(s)		
				G	S	P
			تجنب التعصب للرأي والإقرار للآخر بحقه في إبداء رأيه...	12	1	136
	Empathy	2.65	شعراء بعض زعماء قريش بالضيق لما أصاب المسلمين من ظلم	4	2	93
			التعاطفُ ثالثًا :مشاركةُ الآخرين مشاعرَهم والتعاطفُ معهم وعدمُ التخلي عنهم	8	2	141
			قد يشير هذا الحق إلى العناية بالجوانب العاطفية لكبار السن...	12	2	114
	Justice & Fairness	2.84	قوله تعالى:(اَفَنَجْعَل الْمسْلِمِينَ كَالْمجْرِمِينَ (35) مَا لَكمْ كَيْفَ تَحْكمونَ).	4	1	44
			ردَّ عمرُ بنُ عبد العزيز الحقوقَ إلى أصحابِها حين أصبحَ خليفةً	8	2	110
			حث الإسلام على العناية بكبار السن والتعامل الحسن معهم ورعاية حقوقهم وفاء لهم وحفظا لمكانتهم	12	2	112
	Non-Violence	2.11	أرشدنا النبي صلى الله عليه وسلم الاختيار الكلام الطيب والحسن في جميع الحالات	4	1	47
			نهى الإسلام عن العصبية العنصرية.....	8	1	64
			ونهى عن الفُرقة والنزاع؛ لأن ذلك يؤدي إلى الفشل وذهاب القوة،	12	1	138
	Responsibility	3.18	أحرص على نظافة بلدي	4	1	106
			االحرص على التزام آداب الطريق	8	1	95
			ينبغي للقائمين على الإعلام استشعارُ المسؤولية أمام الله فيما يُقدِّمونه من معلومات وتحليلات وبرامج	12	1	145
	Solidarity	3.19	بالتعاون مع مجموعتي، أتلو الآياتِ الكريمةَ وأطلب إليهم تقييم تلاوتي	4	1	94
			من المؤسسات التي تقوم بهذا الواجب.... المؤسسة العامة للضمان الاجتماعي	8	2	158

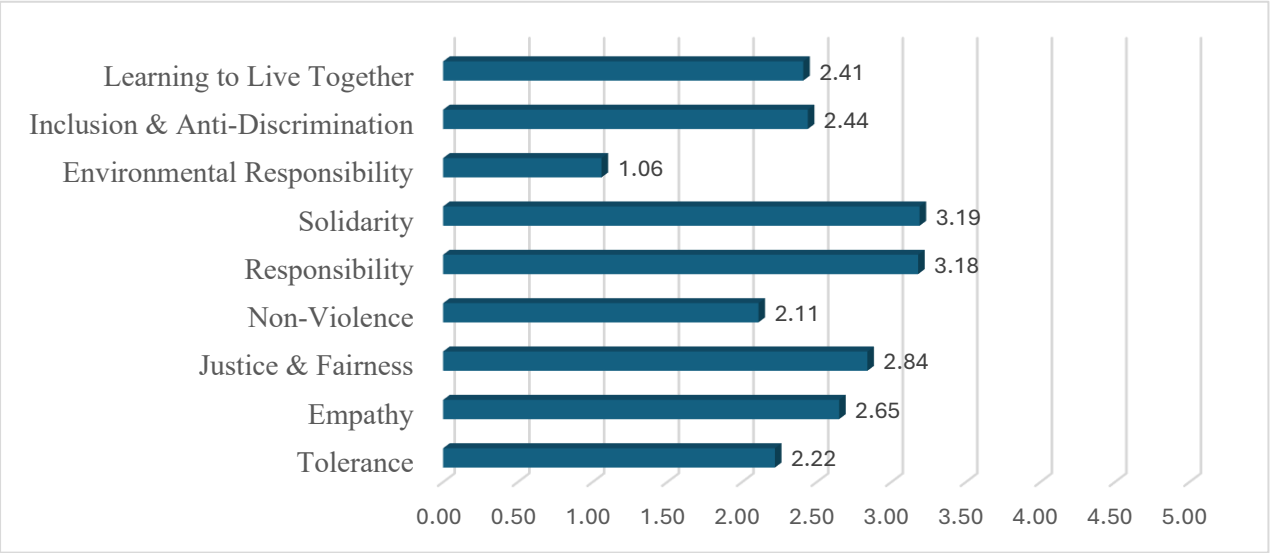
Domain	Indicator	Score	Direct quotations	Page(s)		
				G	S	P
			حثَّ الإسلامُ على التكافل بين أفراد المجتمع ودعا إلى العناية بالأيتام وكفالتهم — مؤسسة تنمية أموال الأيتام	12	1	109
	Environmental Responsibility	1.06	لا يصح أن ترمي عبوة العصير على الأرض	4	1	105
			نهى الإسلام عن الإسراف الذي يؤدي إلى هدر.....	8	1	44
			الإسلام عن الإفساد في الأرض وحثت على الرحمة بالحيوان وعلى إعمار الأرض....	12	1	72
	Inclusion & Anti-Discrimination	2.44	قوله تعالى:(وَالَّذِينَ فِي أَمْوَالِهِمْ حَقٌّ مَعْلُومٌ (24) لِلسَّائِلِ وَالْمَحْرُومِ)	4	2	47
			وأتاح لغير المسلمين حرية ممارسة شعائرهم الدينية	8	1	98
			... وقد خدت الإسلام على الإحسان إلى المخالفة في الدين والتسامح معه ما دام مسالما	12	1	86
	Learning to Live Together	2.41	تُعدُّ اللغةَ إحدى وسائل التعارفِ بين الناس، وتختلف لغاتُ العالَمِ في إلقاء التحية	4	1	86
			درسُ :آدابُ المشاركة في المناسبات الاجتماعية	8	1	41
			جملة من الآداب والضوابط ينبغي للمسلم أن يراعيها في احتفالاته ومناسباته السعيدة....	12	1	80
Values Scale Mean		**2.46**				

Results show:

- Moderate integration such as Solidarity (3.19/5) and Responsibility (3.18/5). These skills are deeply embedded across curriculum documents, reflecting a coherent emphasis on accountability and individual duty as core dimensions of Islamic educational formation. Justice & Fairness (2.84/5) and Empathy (2.65/5) also are moderately integrated and reasonably developed, though their integration remains uneven across grade levels and document types, suggesting that consistent reinforcement across the curriculum is still needed.
- Weak Integration including Inclusion & Anti-Discrimination (2.44/5), Learning to Live Together (2.41/5), Tolerance (2.22/5), and non-violence (2.11/5). These values are

mentioned across documents but are not structured as coherent learning strands, appearing more as incidental references than as systematically developed learning outcomes. Environmental Responsibility (1.06/5) represents the weakest single value across the entire analysis, indicating minimal inclusion of ecological values in curriculum content, a critical gap given the centrality of environmental stewardship in both Islamic ethics and international SDG frameworks. Figure 9 shows mean scores on the values domain.

Figure 9: Mean scores on the Values Domain



Summary – Values Domain

The Values domain reveals a curriculum that is somehow value-rich in its aspirational declarations but unevenly operationalized in its enacted content. Solidarity and Responsibility stand out as genuine strengths, while Environmental Responsibility, Non-Violence, and Tolerance show the most critical gaps. The overall pattern suggests that values associated with religious and spiritual identity are better embedded than those related to ecological responsibility, peaceful coexistence, and inclusive relationships — areas that require deliberate and structured reinforcement.

3.2.5 Pedagogy & Assessment Domain (Mean = 3.14/5)

The Pedagogy & Assessment domain records the highest mean across all four domains (3.14/5), indicating that pedagogical strategies are moderately and more consistently embedded in the Islamic Education curriculum than concepts, skills and values. However, significant internal variability across subscale elements reveals that only specific pedagogical approaches are consistently operationalized, while others remain structurally underdeveloped. Table 9 shows mean scores for the Pedagogy & Assessment sub-scale.

Table 9: Mean Scores on Pedagogy & Assessment Domain

Domain	Indicator	Score	Direct quotations	Page(s)		
				G	S	P
Pedagogy & Assessment	Learner-Centered Pedagogy	4.19	(أتهيَّأ وأستكشف)، وغيره مكونات رئيسة في كل الدروس	4	1	62
			دورةُ التعلّم :أتَهَيَّأ — أستَنيرُ — أعلِّلُ — أفسِّرُ - أستَنتِجُ — أُقيِّمُ تَعَلُّمي	8	1	6
			يُتوقّع من الطلبة تحقيق النتاجات الآتية	12	2	60
	Multiperspectivity	2.45	أقارن بين الصورتين، ثم أعبِّر عن رأيي فيهما	4	1	104
			أبدي رأيي	8	2	23
			اختلاف الناس في الرأي أمر طبيعي وهو يعزى إلى اختلافهم وتفاوت أفهامهم ومعتقداتهم.....	12	1	135
	Experiential Learning	3.17	أصنع وأبدع — يطلب الكتابُ من الطالب تصميمَ بطاقاتٍ تعليمية بأدواتٍ يدوية تجسِّد المحتوى التعلُّمي	4	1	98
			ارجع وأبحث	8	2	39
			ارجع إلى هذا البحث ثم استخرج منه أهم الضوابط الشرعية المتعلقة بالسياحة الترويحية	12	1	132
	Reflective Learning	3.47	(أسمو بقيمي) وغيره مكونات رئيسة في كل الدروس	4	1	99
			أُقيِّمُ تَعَلُّمي :نِتاجاتُ التَّعَلُّم — درجةُ التحقُّق :كبيرةٌ / مُتوسِّطةٌ / قليلةٌ	8	1	25
			أتأمل قول رسول الله صلى الله عليه وسلم .... ثم أعبر عن	12	1	81
	Democratic Classroom Practice	2.62	ابدي رأيي	4	1	83
			أُفَكِّرُ وأُناقِشُ :دورُ الأسرة المُتعلِّق بتكوين شخصية أبنائها وبناتها، ثم أناقش ذلك	8	1	80

Domain	Indicator	Score	Direct quotations	Page(s)		
				G	S	P
			قضية للنقاش .....اناقش زملائي/ زميلاتي في ذلك	12	1	129
	Assessment of Competencies	3.86	أُقيِّم تعلّمي وغيره مكونات رئيسة في معظم الدروس	4	1	43
			أُختَبِرُ مَعلوماتي :أُبيِّنُ مفهومَ الحرية- — أعلِّلُ — استنتج	8	1	102
			يتضمَّن الكتابُ في كل الدروس أسئلةَ تقييم متعددةَ الخيارات وتطبيقيةً وتحليليةً	12	1	133
	Whole-School Alignment	2.25	إبراز المنحى التكاملي بين التربية الإسلامية وباقي المباحث الدراسية الأخرى: كاللغة العربية، والتربية الاجتماعية، والعلوم، والرياضيات	4	2	3
			أتعاون مع زملائي زميلاتي ثم أحدد دور المدرسة في الوقاية من المخدرات	8	2	133
			مظاهر التربية الذوقية	12	1	69
Pedagogy & Assessment Scale Mean		**3.14**				

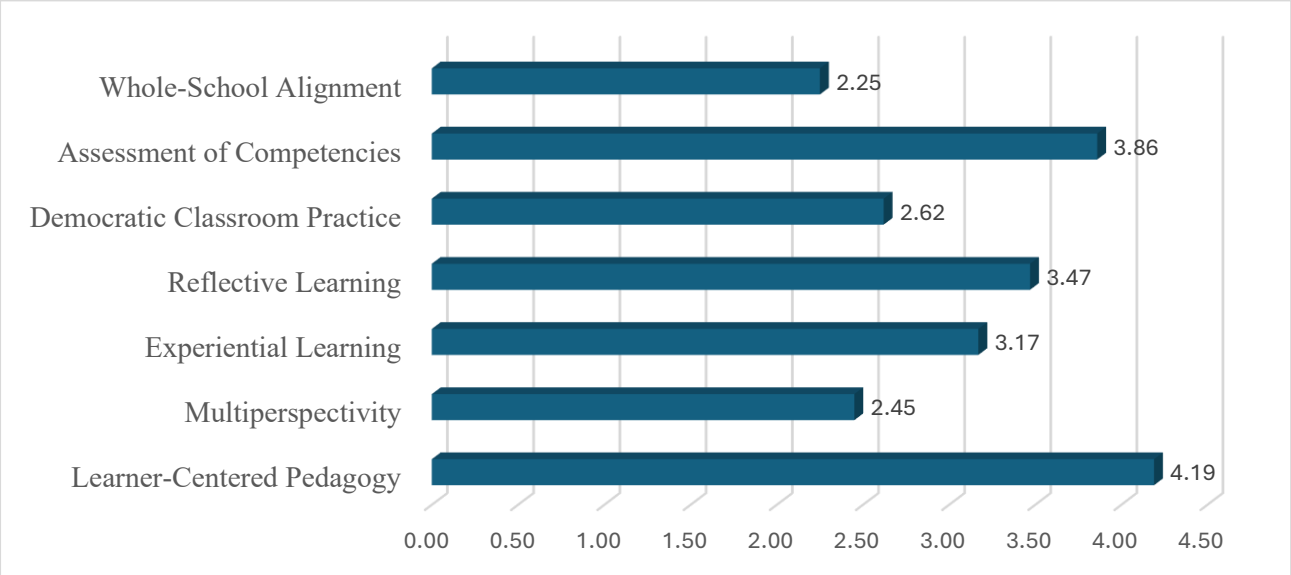
Results reveal:

- High Integrated Practices such as Learner-Centered Pedagogy (4.19/5), the strongest in this domain and the second strongest across the entire analysis. This confirms that student-centered tasks and active engagement are a reliable and consistent feature of the curriculum across all documents. Assessment of Competencies (3.86/5) also shows high integration, indicating that performance-based assessment is well-grounded in the curriculum.
- Moderate Integration including Reflective Learning (3.47/5) and Experiential Learning (3.17/5). These practices provide a solid foundation for deep learning and real-world application, reflecting a curriculum that supports learner growth beyond content transmission. Democratic Classroom Practice (2.62/5) also is somehow moderately integrated, suggesting that participatory classroom culture is acknowledged but not yet consistently embedded as a structural feature of learning tasks and instructional design.

Weak Integration such as Multi-perspectivity (2.45/5) and Whole-School Alignment (2.25/5). Multi-perspectivity remains at a conceptual rather than instructional level, limiting learners'

exposure to diverse frameworks and perspectives. Whole-School Alignment indicates that coherence across curriculum levels and institutional dimensions is still underdeveloped. Figure 10 shows mean scores of Pedagogy & Assessment Domian.

Figure 10: Mean scores on Pedagogy & Assessment Domian



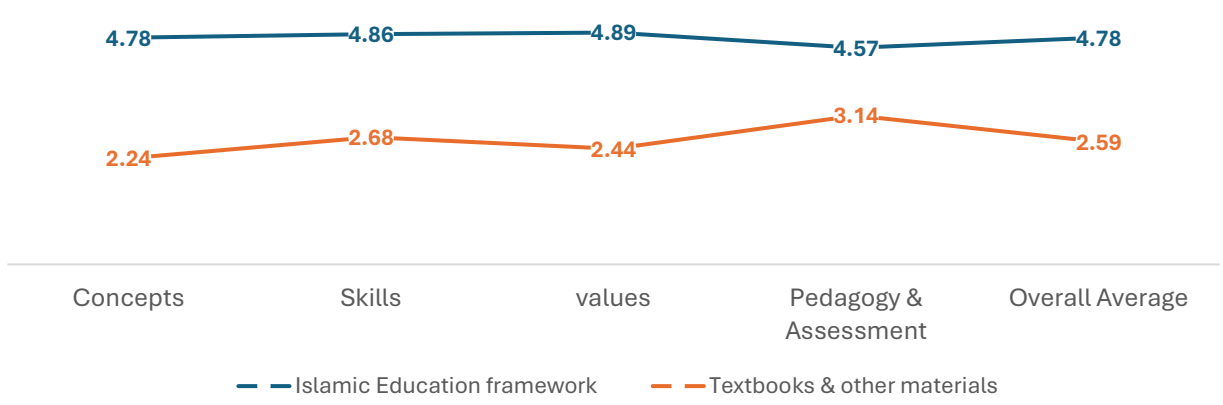
Summary – Pedagogy & Assessment Domain

The Pedagogy & Assessment domain is the clearest strength of the Islamic Education curriculum, anchored by strong learner-centered pedagogy, competency-based assessment, and reflective learning practices. However, the domain is marked by a significant internal split: while individual classroom practices are well-developed, some critical pedagogical dimensions particularly multi-perspectivity and whole-school alignment remain weak. The curriculum outlines modern pedagogical strategies but requires more operationalization of system-wide instructional approaches.

3.2.6 Islamic Education Framework compared to Islamic Education Textbooks & related Curriculum Documents

The findings (see figure below) reveal a marked discrepancy between the Islamic Education subject-specific curriculum framework and the Islamic Education textbooks and related curriculum materials in terms of alignment with UNESCO recommendations on peace, human rights, global citizenship, and the UN SDGs. The Islamic Education framework demonstrates consistently strong and full integration of concepts skills, values, and pedagogy and assessment. In contrast, the textbooks and related instructional materials show only weak-to-moderate alignment, with significantly lower scores in concepts, skills, values, and pedagogy and assessment. The results suggest that while the curriculum framework reflects a modern and internationally aligned educational vision, this vision has not been well operationalized within textbooks and accompanying curriculum materials. Bridging these gaps requires systematic curriculum mapping to ensure vertical and horizontal coherence between the framework and textbooks, revising textbook content to embed UNESCO/SDG competencies explicitly and consistently. Figure 11 shows mean scores of Islamic Education Framework compared to Islamic Education textbooks and other related curriculum documents.

FIGURE 11: MEAN SCORES OF ISLAMIC ED FRAMEWORK & ISLAMIC ED TEXTBOOKS



3.2.7 Grade-Level Results: Overall Findings

A grade-level analysis of the Islamic Education curriculum reveals an overall mean of 2.60/5 across all documents and grade levels, indicating moderate alignment with UNESCO recommendations and SDG frameworks. When disaggregated by grade, a clear and consistent performance hierarchy emerges: Grade 12 records the highest overall mean (2.92/5), Grade 4 shows an intermediate performance (2.60/5), and Grade 8 registers the lowest overall mean (2.41/5). This grade-level disparity is not confined to a single domain but cuts systematically across all four dimensions of the curriculum, pointing to a structural deficit at the middle grade level that warrants targeted attention.

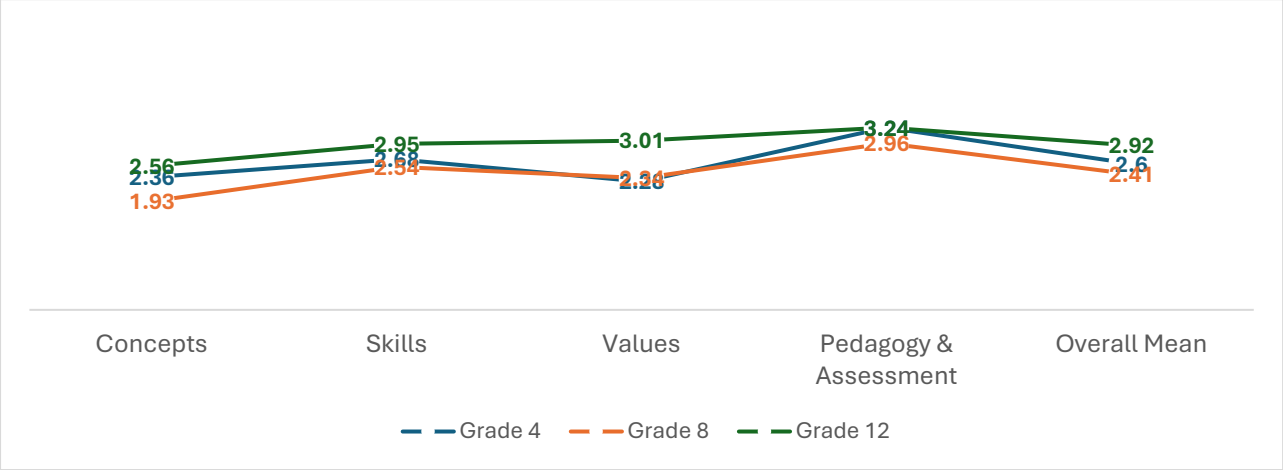
Domain-level disaggregation reveals further distinction in the grade-level pattern. As shown in Table 7, Grade 12 leads in three of the four domains: Skills (2.95/5), Values (3.01/5), and Pedagogy & Assessment (3.24/5) while Grade 4 leads only in the Concepts domain relative to

Grade 8 and performs comparably to Grade 12 in Pedagogy & Assessment (3.24/5). Grade 8 consistently scores the lowest across Concepts (1.93/5), Skills (2.54/5), and Pedagogy & Assessment (2.96/5), with only a marginal advantage over Grade 4 in the Values domain (2.34/5 vs. 2.28/5). The most pronounced grade-level gap appears in the Values domain, where Grade 12 (3.01/5) outperforms both Grade 4 (2.28/5) and Grade 8 (2.34/5) by more than 0.70 points. Table 10 shows domain – level mean scores by grade, and Figure12 presents grade-level comparison across the four domains.

Table 10: Domain-Level Mean Scores by Grade

Domain	Grade 4	Grade 8	Grade 12
Concepts	2.36	1.93	2.56
Skills	2.68	2.54	2.95
Values	2.28	2.34	3.01
Pedagogy & Assessment	3.24	2.96	3.24
Overall Mean	2.60	2.41	2.92

Figure 12: Grade-Level Comparison Across All Domains



Below is a summary of key findings at each grade level. Detailed analysis and results at each Grade level are presented in Annex 2.

Key Grade-Level Findings

The overall pattern confirms a consistent Grade 8 deficit across all domains, a Grade 12 advantage that is most pronounced in the Values domain, and a broadly average Grade 4 alignment. The Pedagogy & Assessment domain is the most equitably distributed across grades, while Concepts

and Values show the sharpest divergence. These findings suggest that alignment with UNESCO and SDG frameworks improves progressively with grade level.

Summary – Grade 4

Grade 4 presents a curriculum anchored in learner-centered pedagogy, dialogue, and gender equity, with strengths in instructional practice. However, it shows critical weaknesses in peace-related concepts and skills, ecological values, and media literacy. The Values domain is the weakest overall for Grade 4, with Non-Violence, Tolerance, and Environmental Responsibility representing the most urgent areas for curricular strengthening.

Summary – Grade 8

Grade 8 presents the most critical alignment deficit in the Islamic Education curriculum, with an overall mean of 2.41/5 (weak integration), the lowest across all grades. The Concepts domain (1.93/5) and Values domain (2.34/5) both fall in the weak integration range. Environmental Responsibility (0.62/5) is the only Absent indicator in the entire analysis. Eighteen of 32 indicators fall in the weak integration range, with only Critical Thinking (4.00/5), Learner-Centered Pedagogy (4.08/5), and Assessment of Competencies (3.97/5) reaching high integration. Remaining subscales' elements fall within moderate range of alignment and integration. An urgent, targeted review of Grade 8 curriculum documents is needed.

Summary – Grade 12

Grade 12 represents the strongest alignment profile in the Islamic Education curriculum. It is the only grade in which all four domains reach moderate integration, with the Values domain (3.01/5) in the lead. Seven indicators reach the high integration level and eighteen reach moderate integration. Another seven subscales fall in the weak integration or alignment range. Environmental Responsibility (1.23/5), Media & Discourse Literacy (1.55/5), and Sustainable Development (1.85/5) persist in the weak range across all grades, confirming they are structural, curriculum-wide gaps.

3.2.8 Conclusions & policy recommendations

The findings confirm that the Islamic Education curriculum is conceptually sound and normatively aligned with UNESCO & UN SDGs, particularly in promoting tolerance, responsibility, and critical thinking. However, alignment is uneven across domains. The curriculum is generally strong at the level of pedagogical practices and moderately aligned at the level of skills but limited at the level of conceptual structuring and values operationalization in enacted content. Results also reveal a significant gap between the Islamic Education framework and textbooks and other related curriculum documents for Islamic Education. The largest gap appears in the integration of global citizenship perspectives, critical dialogue, diversity and pluralism, conflict resolution.

The key gaps also include weak and limited integration of Environmental Responsibility (1.06/5) and Media & Discourse Literacy (1.43/5), Global Citizenship, Sustainable Development, Conflict Resolution, Non-Violence, and Multi-perspectivity; and insufficient

operationalization of Democratic Classroom Practice and Whole-School Alignment. Overall, the curriculum reflects a strong vision but requires greater coherence and operationalization, especially in translating aspirational framework declarations into structured learning outcomes across all curriculum documents.

The grade-level analysis reveals three overarching trends that have important implications for curriculum development and policy:

- First, a progressive improvement trajectory is evident across most indicators, with Grade 12 consistently outperforming Grades 4 and 8. This trajectory is most pronounced in the Values domain, where the gap between Grade 8 (2.34/5) and Grade 12 (3.01/5) exceeds 0.67 points, suggesting that values integration deepens significantly in the upper secondary years. However, this progression is not consistent: several indicators, notably Environmental Responsibility, Media & Discourse Literacy, and Peace & Conflict, remain weak across all three grades confirming that some alignment gaps are systemic rather than developmental.
- Second, the Grade 8 deficit is the most apparent finding of the grade-level analysis. Across all four domains, Grade 8 registers the lowest alignment and integration of UNESCO/SDGs, including the only domain mean to fall into the weak integration range (Concepts: 1.93/5) and the lowest single indicator score in the entire analysis (Environmental Responsibility: 0.62/5). This systematic underperformance suggests that Grade 8 curriculum materials require urgent and targeted revision to bring them to acceptable level of alignment with the standards set by the Subject Curriculum Framework.
- Third, the Pedagogy & Assessment domain is the most equitably distributed across grades, with Grade 4 and Grade 12 recording identical means (3.24/5) and Grade 8 close behind (2.96/5). This confirms that instructional practices, particularly learner-centered pedagogy, assessment of competencies, and reflective learning are embedded relatively consistently across the curriculum. In contrast, the Concepts and Values domains show the greatest grade-level variation, indicating that the conceptual and ethical dimensions of the curriculum are the least consistently developed across the full school cycle.

Three main conclusions emerge:

- Strong and full integration of UNESCO & SDGs concepts, skills, values and pedagogy & assessment at the level of Islamic Education Framework but critical gaps exist in textbooks and other related curriculum documents.
- Normative strength with gaps: The curriculum is somehow value-rich and aligned with international standards reflected in UNESCO & UN SDGs recommendations and frameworks for action, but this aspiration is not yet fully realized in enacted curriculum documents, with an overall mean of only 2.60/5.
- Selective integration across domains: Certain dimensions particularly learner-centered pedagogy, critical thinking, responsibility, and solidarity show strong or moderate integration. However, global, ecological, and peace-related dimensions remain

critically underdeveloped across all curriculum document types, pointing to a pattern of selective rather than comprehensive alignment.

- Limited pedagogical operationalization: There is a clear gap between the intended concepts, skills, and values declared in the curriculum framework and the instructional practices through which they are enacted in textbooks. The strongest alignment is at the level of individual classroom practices, while systemic, multi-perspectival, and globally oriented dimensions remain structurally weak.

To strengthen alignment of the Islamic Education Curriculum with UNESCO & UN SDGs frameworks, four key policy recommendations are proposed:

- **Bridge the gap between Islamic Education Framework and textbooks and other related curriculum documents on all dimensions.** This requires systematic curriculum mapping to ensure vertical and horizontal coherence between the framework and textbooks, revising textbook content to embed UNESCO/SDG competencies explicitly and consistently.
- **Explicitly Structure Underdeveloped Concepts**: The Concepts domain records the weakest overall alignment (2.25/5), with Global Citizenship (1.76/5), Sustainable Development (1.76/5), and Peace & Conflict (1.96/5) showing critical underrepresentation. It is recommended that these concepts be introduced as explicit, structured learning strands not as incidental references with dedicated learning outcomes, mapped content sequences, and assessment criteria across Grades 4, 8, and 12. Particular attention should be given to strengthening the integration of global and ecological concepts, which are central to international SDGs framework but are currently minimal from meaningful curriculum engagement.
- **Embed Peacebuilding and Media Literacy as Core Competencies**: The Skills domain shows strong cognitive integration but critical gaps in interpersonal and civic skills, particularly Conflict Resolution (1.89/5) and Media & Discourse Literacy (1.43/5). It is recommended that these skills be elevated to the status of explicit cross-cutting competencies with clear instructional models, classroom tasks, and assessment rubrics. Conflict resolution, perspective-taking, and critical media analysis should be embedded as structured skill-building strands that span all grade levels and content areas, moving beyond their current surface-level or incidental treatment.
- **Operationalize Ecological, Peaceful, and Inclusive Values**: The Values domain reveals a curriculum that is aspirationally rich at the level of the curriculum framework but operationally selective in textbooks, with Environmental Responsibility (1.06/5), Non-violence (2.11/5), Tolerance (2.22/5), and Learning to Live Together (2.41/5) remain weakly embedded. It is recommended that these values be developed as coherent, sequenced pedagogical strands rather than implicit references. Environmental Responsibility, in particular, requires urgent structural integration, given its near-total absence from enacted content and its centrality to both Islamic ethics and global sustainability frameworks.
- **Strengthen Multi-Perspectival Practices:** While the Pedagogy & Assessment domain is the strongest overall (3.14/5), it is characterized by a significant internal imbalance:

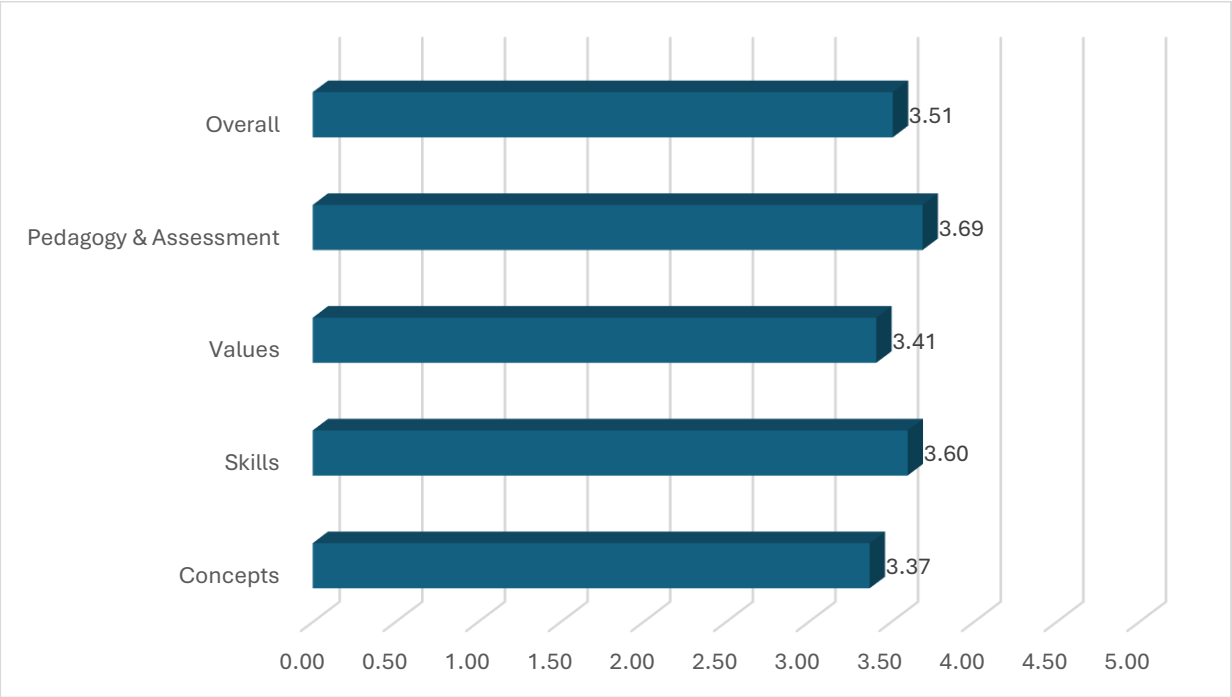
individual classroom practices are well-developed while critical dimensions remain weak such as multi-perspectivity (2.45/5), Democratic Classroom Practice (2.62/5), and Whole-School Alignment (2.25/5) which require deliberate strengthening. It is recommended that multi-perspectivity be operationalized as a systematic instructional approach that exposes learners to diverse narratives and multiple viewpoints, democratic classroom practices be embedded in actual tasks requiring participation and shared decisions (not only in teacher guides), and that whole-school alignment mechanisms be established to ensure coherence across curriculum documents, grade levels, and school practices.

3.3 Arabic Language Curriculum

3.3.1 Overall Findings

Results reveal an overall alignment of 3.51/5, indicating high alignment with UNESCO recommendations and SDG frameworks. Domain-level results show a clear hierarchy: Pedagogy & Assessment: 3.69/5 (the strongest domain, indicating high integration), followed by Skills: 3.60/5 (high integration), then Values: 3.41/5 (moderate), and Concepts: 3.37/5 (moderate, and the weakest domain).By and large, these findings suggest that the Arabic Language curriculum is both normatively aligned with UNESCO &UN SDGs frameworks and operationally coherent, with clear evidence of translation of UNESCO & SDGs concepts, skills, values and prelogical practices into enacted curriculum materials. As illustrated in Figure 13, the curriculum shows high integration of UNESCO/SDGs framework in pedagogical structuring and skills yet shows relatively less depth in conceptual articulation and values operationalization. This pattern indicates that, despite overall strong alignment, further refinement is needed to enhance conceptual richness and ensure that value dimensions are more consistently and explicitly translated into clear learning strands.

Figure 13: Overall means of the four domains[18]



3.3.2 Concepts Domain (Mean = 3.37/5)

The Concepts subscale shows the lowest level of alignment among the four subscales (3.37/5), although it remains within the moderate range of integration. Results show that certain concepts

[18] *Note: Mean scores computed across all curriculum documents (Subject Curriculum Framework, Student Textbooks Grades 4/8/12, Teacher Guides Grades 4/8, Workbooks, and Worksheets). Scale: 0–5.*

are relatively more strongly represented, while others are moderately integrated. Table 11 shows the average scores for the Concepts subscale with a sample of supporting evidence.

Table 11: Mean Scores on Concepts Sub-domain[19]

Indicator	Score	Direct quotations	G	S	P
Human Rights & Dignity	**3.60**	نصّ (هكذا تحرّكت سناء) يدعو إلى دمج ذوي الإعاقة وحقّهم في الكرامة والمشاركة	4	2	39
		خيرُ الأصحابِ عندَ اللهِ خيرُهم لصاحبه، وخيرُ الجيرانِ عندَ اللهِ خيرُهم لجاره	8	1	5
		تقرير صحفي عن قضية شغلت الرأي العام في مجتمعه	12	1+2	25
Peace & Conflict	**2.96**	الهدوء وحسن الرد عند اختلاف الآراء , يُوَقِّرُ الحِمايَةَ لِأَفْرادِ أَسْرَتِهِ	4	2	92
		كُتبَ الموتُ على الضعيفِ، كما كُتبَ القتالُ على القويّ، تلكَ سُنَّةُ الحياةِ	8	1	92
		متى تبعثوها تبعثوها ذميمةً، وتضرَ إذا ضرَّيتموها فتضرم	12	1	16
Democracy & Participation	**3.37**	ماذا سنفعل لوطننا الأردن عندما نكبر؟	4	1	58
		مبادرة (عمّان عَبَقُ الماضي ورَوْعَةُ الحاضِر)	8	2	4
		إن أحسنتُ فأعينوني، وإن أسأتُ فقوّموني	12	1	24
Diversity & Pluralism	**3.54**	هواية خاصة بهم، يتميَّزون بها	4	1	30
		ذِكرُ بعضِ المشاهدِ المباركةِ بالقدسِ الشَّريف... ومنها قبرُ مريمَ -عليها السلام-، وهنالك كنيسةٌ أخرى مُعظَّمةٌ يحجها النص	8	1	64
		بيئةٌ جديدةٌ تقوم على تعدّد الثقافات والتسامح	12	1	67
Global Citizenship	**3.26**	ولد عباس بن فرناس عام 810م في مدينة قرطبة	4	1	106
		إنَّ الإبداعَ هوَ الوظيفةُ الحقيقيَّةُ للفنَّان، وحيثُ لا يوجدُ إبداعٌ لنْ يوجدَ فنٌّ	8	1	89
		مجموعة الآثار الأدبية التي يتحدّث فيها الرحّالة عن محطّاته سواء أكانت برًّا أم بحرًا، مضيفًا إلى هذا حديثه عمّا يعترضه ف	12	1	91

[19] G=grade, S= semester & P=page

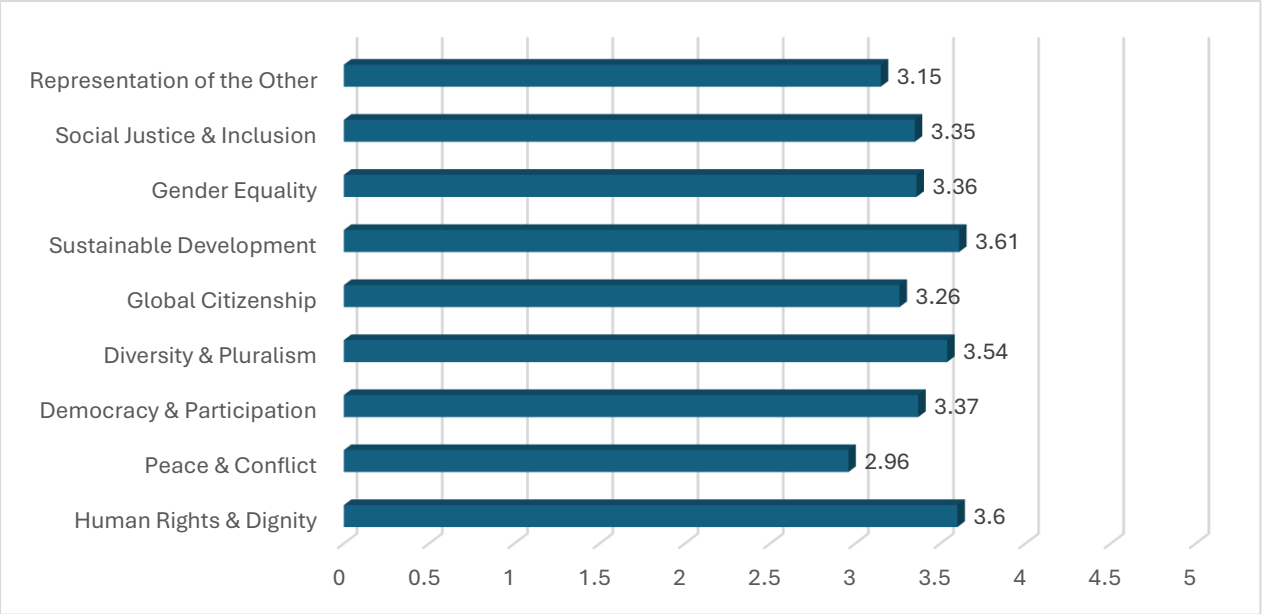
Indicator	Score	Direct quotations	G	S	P
Sustainable Development	**3.61**	وَكُلُوا وَاشْرَبُوا وَلَا تُسْرِفُوا	4	1	76
		نجدُ حلًّا للتهديداتِ الموجودةِ التي تتمثّلُ في انهيار النِّظامِ البيئيّ، واستنفادِ الموارِدِ، والحروبِ، وتغيُّرِ المُ	8	1	117
		التنمية المستدامة	12	1	25
Gender Equality	**3.36**	صوت الطالب مسموع في كل الوحدة	4	1	11
		أقلامٌ نسائيةٌ من بلدي	8	1	34
		شهدت الحركةُ الأدبية الأندلسية نشاطًا وفيرًا لحضور النساء الشاعرات اللواتي أسهمْنَ في إغناء مشهد الأدب الأندلسي، بحيث شك	12	1	69
Social Justice & Inclusion	**3.35**	أَحْتَرِمُ حَقَّ الآخَرينَ في الحَديثِ دونَ مُقاطَعَةٍ	4	1	37
		وعندما يسقطُ البريءُ مُضرَّجًا بدمائِهِ، يلتفُّ القُضاةُ حولَ جثّتِهِ ليُحاكموه	8	1	92
		كانت القبيلة تتألّف من ثلاث طبقات: أبناء القبيلة، والعبيد، والموالي. أمّا السيادة والغنائم والرأي فكانت لأبناء القبيلة ا	12	1	9
Representation of the Other	**3.15**	أَهْدَتْ سَناءُ ثَمَنَ لَوْحَتِها لِلْأَطْفالِ الْأَيْتامِ	4	1	39
		قبرُ مريمَ -عليها السلام-	8	1	64
		طبيب، مؤرّخ، مترجم. لخّص كثيرًا من كتب أبقراط وجالينوس	12	1	44

Inspection of Table 11 reveals the following results:

- High Integration (Present and Well-Developed) including Sustainable Development (3.61/5), Human Rights & Dignity (3.60/5), and Diversity & Pluralism (3.54/5). These concepts receive comparatively stronger coverage and represent the conceptual anchors of the curriculum, reflecting a citizenship-oriented and ecologically aware normative foundation embedded across reading texts, writing prompts, and assessment tasks.
- Moderate Integration (Present and Reasonably Developed) including Democracy & Participation (3.37/5), Gender Equality (3.36/5), Social Justice & Inclusion (3.35/5), Global Citizenship (3.26/5), and Representation of the Other (3.15/5). These concepts appear consistently across curriculum documents and are operationalized through learning activities, though their development is uneven across grade levels and would

benefit from more systematic structural integration. Although Peace & Conflict (2.96/5) falls within moderate range of alignment, this concept is the weakest and points to a gap in addressing peacebuilding and conflict transformation as an explicit conceptual content strand rather than just as incidental references in literary texts. Figure 14 shows mean scores of the Concepts sub-scale.

Figure 14: Mean scores on the Concepts Domain



3.3.3 Skills Domain (Mean = 3.60/5)

The Skills domain demonstrates the second-highest alignment overall (3.60/5), with high level of integration of cognitive and ethical skills but with a pronounced gap in conflict resolution. Overall, the domain reflects a rich curriculum anchored in critical thinking, dialogue, and ethical reasoning, yet reveals a moderate integration of interpersonal and peace-building skills. Table 12 shows mean scores for the Skills sub-scale.

Table 12: Mean Scores on Skills Sub-domain

Indicator	Score	Direct quotations	G	S	P
Critical Thinking	**4.07**	لو اقتربت / لو ابتعدت / لو ظلّت	4	1	104
		أتخيَّلُ سيطرةَ (الرّوبوتاتِ) في مجالاتِ الحياةِ كافّةً، ثمَّ أرصدُ النَّتائجَ المُحتملَةَ من وجهةِ نظري	8	1	89
		نقد نصوص أدبية كُتبت في العصر نفسه في ضوء ما درسه من المعايير والقضايا النقدية	12	1	165
Dialogue & Communication	**3.72**	تمثّل آداب الحوار والمناقشة	4	1	42
		فن المناظرات	8	1	46

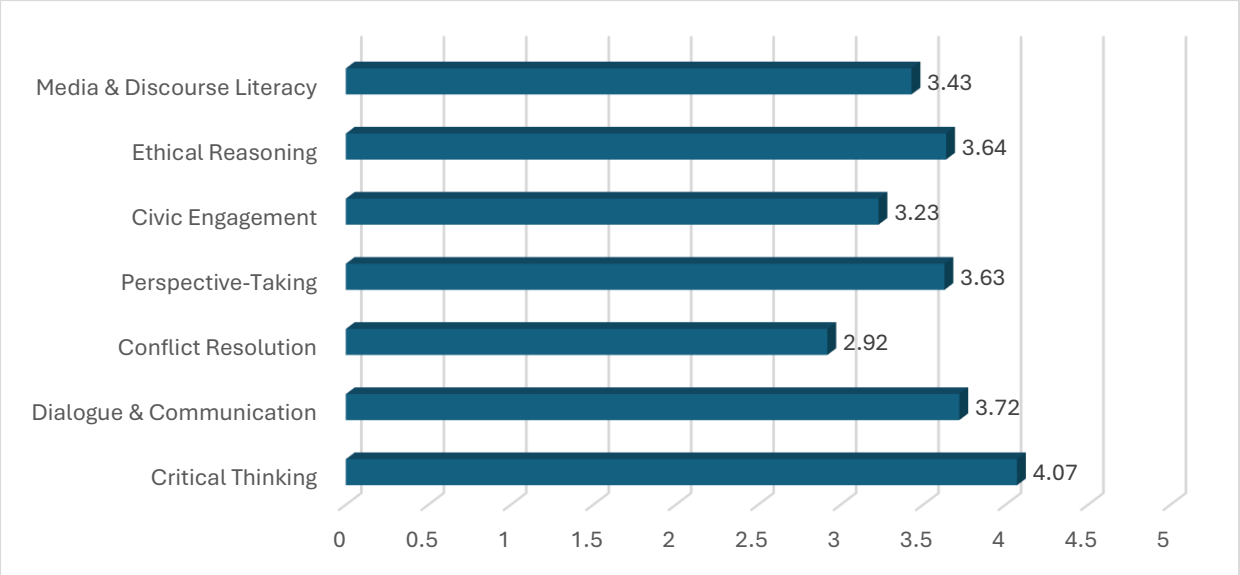
Indicator	Score	Direct quotations	G	S	P
		الكتابة الجدلية الإقناعية من 4 فقرات على الأقل	12	1	25
Conflict Resolution	**2.92**	كَتَبْتُ عَلى الصَّخْر أَنَّكَ أَنْقَذْتَني، حَتّى تَبْقى هَذِهِ الذِّكْرى خالِدَةً	4	1	24
		الاستثناء والقاعدة	8	1	92
		تعليل موقفه من العقدة فيما استمع إليه؛ (مع أو ضد)	12	1	34
Perspective-Taking	**3.63**	مَسَحَتْ دُموعَها الّتي جَرَتْ عَلى وَجْنَتَيْها	4	1	39
		(المؤيد): الشّعرُ تجربةٌ مكتنزةٌ مليئةٌ بالرُّموزِ والدِّلالاتِ التي تحقِّقُ للقارئ متعةً، وتدفعُهُ للاستمتاعِ في تأويل	8	1	118
		نقد نصوص أدبية من عصرين مختلفين في ضوء ما درسه من المعايير والقضايا النقدية	12	1	218
Civic Engagement	**3.23**	كتابة فقرة عن الوطن	4	1	52
		المبادرةُ المجتمعيةُ: هي جهدٌ منظّمٌ يهدفُ إلى تحسينِ الوضعِ الاجتماعيّ أو الاقتصاديّ أو البيئيّ في مجتمعٍ معيَّنٍ،	8	1	12
		يدعو إلى الدين الحنيف ويشرّع للمسلمين ويضع لهم الضوابط والتعاليم	12	1	24
Ethical Reasoning	**3.64**	أرسم إشارة عند كل عبرة أو فائدة تعلمتها	4	1	11
		أيُّهما أكثرُ متعةً للقارئ: فنُّ الشِّعرِ أمْ فنُّ القصَّةِ؟	8	1	118
		ما لجُرح بميّتٍ إيلامُ، من يُهن يسهل الهوان عليه	12	1	61
Media & Discourse Literacy	**3.43**	أستنتج أن هذا النص: (أ) علمي (ب) أدبي	4	1	90
		ملخَّصٌ موجزٌ لنصٍّ اجتماعيٍّ ساخرٍ	8	1	44
		نهج البردة	12	1	57

Results reveal:

- High to strong Integration (Fully Integrated Skills) such as Critical Thinking (4.07/5), which is deeply embedded as a cross-cutting skill forming the cognitive backbone of the Arabic Language curriculum across reading, writing, listening, and speaking strands.
- High Integration (Well-Developed) including Dialogue & Communication (3.72/5), Ethical Reasoning (3.64/5), and Perspective-Taking (3.63/5). These skills are well-represented across the curriculum, providing a solid foundation for preparing learners to be articulate, ethically grounded, and capable of engaging multiple viewpoints.

Moderate Integration including Media & Discourse Literacy (3.43/5), Civic Engagement (3.23/5) and Conflict Resolution (2.92/5). These skills are conceptually present and operationalized through specific tasks (such as critical text analysis, journalistic writing, and community-oriented reflection) but their integration remains uneven across grade levels and could be strengthened through more sustained instructional sequencing. Conflict Resolution is the weakest indicator in the Skills domain. While peaceful interaction is implicitly modelled in literary texts, conflict resolution as a structured skill, with explicit instructional models, scenarios, and assessment, it is not consistently embedded across curriculum documents. Figure 15 shows Mean scores on the Skills Domain.

Figure 15: Mean scores on the Skills Domain



3.3.4 Values Domain (Mean = 3.41/5)

The Values domain registers a mean of 3.41/5 placing it within moderate level of alignment & integration. Values are well-represented across the Arabic Language curriculum, though some variation across value indicators is noticed. Some values are deeply embedded while others

remain at the moderate level and would benefit from more systematic operationalization. Table 13 shows mean scores on the Values sub-scale.

Table 13: Mean Scores on Values Sub-domain

Indicator	Score	Direct quotations	G	S	P
Tolerance	**3.30**	حِرْصًا عَلى سَلامَتِك	4	1	39
		احترام الآخر	8	1	24
		احترام الآخر	12	1	25
Empathy	**3.53**	وبكى الولد مثل السمكة... ومضى يصرخ: من يرشدني، من يحملني، لثرى وطني؟	4	1	61
		الأصدقاءُ قُرَّةُ العَيْنِ وَنَعيمُ الدُّنْيا	8	1	31
		الجزّار	12	1	110
Justice & Fairness	**3.22**	أَنْتِ لا تَسْتَطيعينَ الْمُشارَكَةَ	4	1	39
		لقد حملَ زوجي القتيلُ أمتعةَ هذا التَّاجرِ وفي الصَّحراءِ قتلَهُ، لا بدَّ منْ معاقبتِهِ	8	1	92
		كانوا ينطلقون من مبدأ المطالبة بالعدالة الاجتماعية، فيتّخذون من نهب الأغنياء وسيلةً لمساعدة الفقراء، ومن مبدأ لنبذ التفا	12	1	9
Non-Violence	**3.09**	إيذاء الناس والتخطيط للإساءة إليهم	4	1	11
		أُعبِّرُ عنْ مشاعري بالتنغيمِ الصَّوتيّ والحركاتِ الجسديَّةِ دونَ افتعالٍ أو مبالغة... أضبطُ انفعالاتي وأتمهَّلُ في الردِ	8	1	13
		مَتى تَبعَثوها تَبعَثوها ذَميمَةً	12	1	16
Responsibility	**3.67**	البيت موطن الأمان والحب	4	1	56
		المسؤولية	8	1	24
		عهدٌ أخلاقيٌّ	12	1	27
Solidarity	**3.52**	تعاونّا معًا في حفرها	4	1	16

Indicator	Score	Direct quotations	G	S	P
		أردنُّ يا موطنَ الأشرافِ والحَسَبِ، وَبَاعِثُ المجدِ في التاريخِ والكُتُبِ، أردُّنا أوَّلًا في القلبِ أَحْضَنُهُ، إنْ	8	1	30
		أرضَ الجزيرة واسمعي ما شئتِ من شدوي ومن إنشادي... أنا لا أفرّقُ بين بلادهم وبلادي	12	1	102
Environmental Responsibility	**3.35**	ترشيد الاستهلاك	4	1	23
		النِّظامُ البيئيُّ: نظامٌ متكاملٌ يتكوَّنُ من مجموعةٍ منَ العناصرِ الحيَّةِ وغيرِ الحيَّةِ، يرتبطُ بعضُها ببعضٍ بعلاقاتٍ	8	1	117
		التنمية المستدامة	12	1	25
Inclusion & Anti-Discrimination	**3.32**	أَحْتَرِمُ حَقَّ الآخَرينَ في الحَديثِ دونَ مُقاطَعَةٍ	4	1	37
		أوزِّعُ نظراتي إليهم دونَ التحيُّزِ لفئة معيّنة منهم	8	1	60
		تحقيق الذات والهوية النسوية	12	1	73
Learning to Live Together	**3.41**	الحوار	4	1	23
		من أحسنَ إلى جارهِ بالقولِ والفعلِ فازَ برضا اللهِ ورسولِهِ، وزادَ من روابطِ المحبَّةِ والمودَّةِ مع جيرانِهِ، وأسهمَ ف	8	1	13
		المواطنة	12	1	25
3.41					

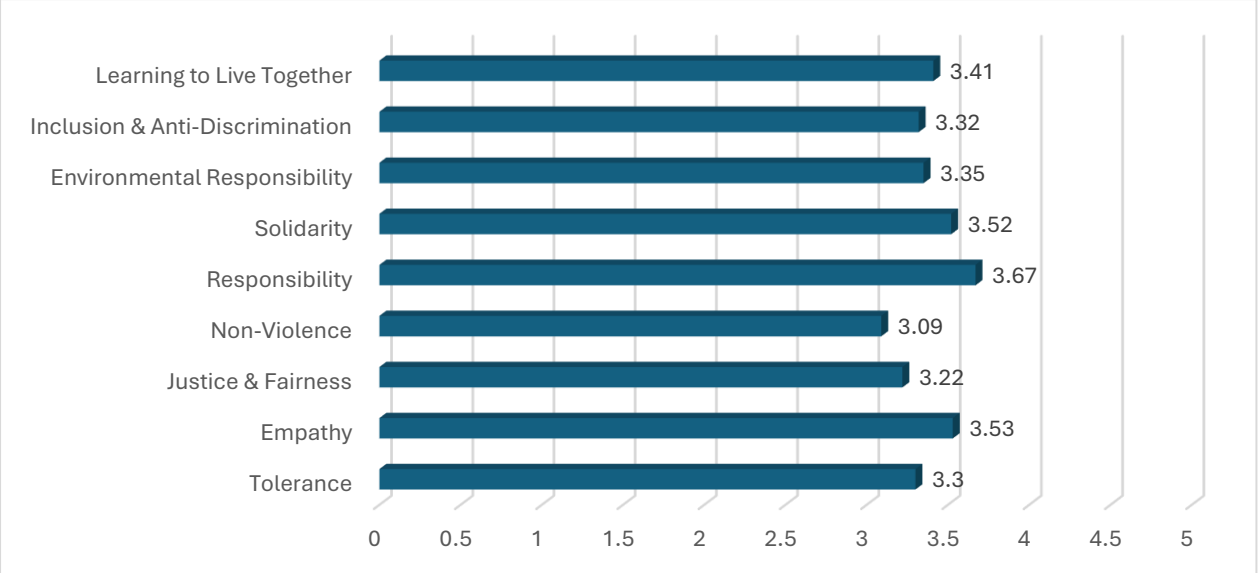
Results show:

- High Integration (Well-Embedded Values) such as Responsibility (3.67/5), Empathy (3.53/5), and Solidarity (3.52/5). These values are deeply embedded across curriculum documents through narrative texts, poetry, and reflective writing tasks, reflecting a coherent emphasis on personal accountability, emotional understanding, and social cohesion as core dimensions of Arabic Language educational formation.

Moderate Integration including Learning to Live Together (3.41/5), Environmental Responsibility (3.35/5), Inclusion & Anti-Discrimination (3.32/5), Tolerance (3.30/5), Justice & Fairness (3.22/5) and Non-violence (3.09/5). Thes first five values are present and reasonably developed, though their integration remains uneven across grade levels, suggesting that consistent reinforcement across the curriculum is still needed to move from incidental presence

to systematic operationalization. Non-Violence value represents the most critical gap in the domain. Non-violent interaction is touched upon implicitly in literary content and is not structured as a coherent strand with explicit instructional support and assessment alignment. Figure 16 shows Mean scores on the Values Domain.

Figure 16: Mean scores on the Values Domain



3.3.5 Pedagogy & Assessment Domain (Mean = 3.69/5)

The Pedagogy & Assessment domain records the highest mean across all four domains (3.69/5), indicating that pedagogical strategies are highly aligned with UNESCO/SDGs frameworks and consistently embedded in the Arabic Language curriculum. Most pedagogical & assessment approaches reach the high integration band, although significant internal variability remains, with whole-school practices of moderate alignment standing out as a structural gap. Table 14 shows mean scores for the Pedagogy & Assessment sub-scale.

Table 14: Mean Scores on Pedagogy & Assessment Domain

Indicator	Score	Direct quotations	G	S	P
Learner-Centered Pedagogy	**3.92**	أسلوب تنال القمر	4	1	222
		نشاط تفاعلي بين المعلم وطلبته، قائم على إرسال المعلومات واستقبالها	8	1	222

Indicator	Score	Direct quotations	G	S	P
		مراقبة أدائه ومتابعته بنفسه	12	1	222
Mult perspectivity	**3.52**	العَطاءُ يُسْعِدُ صاحِبَهُ والآخَرينَ	4	1	49
		تخيل مآلات مختلفة أو عكسية لأحداث	8	1	34
		تقوم على مبدأ يُضادّ المبدأ الذي قامت عليه المناهج الخارجية	12	1	50
Experiential Learning	**3.72**	يُعزّز درس "توظيف الأفكار الجدلية (إحدى مهارات فنّ المناظرات)" مفهوم المشاركة الديمقراطية وتداول الرأي: «المناظرة: شكلٌ من أشكال الحوار والنقاش... تُقدَّم من خلالها الحُجج، وغالبًا ما تنتهي بتصويتٍ من الجمهور، أو لجنة تحكيم»	4	2	118
		محاورة الزملاء في موضوعات محلية وعالمية	8	1	46
		كتابة تقرير صحفي	12	1	167
Reflective Learning	**3.92**	لَفَتَ انْتِباهِيَ كيسُ القُماشِ ← جَذَبَ نَظَرِيَ	4	1	115
		يعلل موقفه من العقدة	8	1	3
		قسم «أقيّم ذاتي» بعد كلّ وحدة في الكتب الأربعة يُرسّخ التأمّل الذاتي	12	1+2	74/ 114
Democratic Classroom Practice	**3.44**	أتواصل بصرياً مع زملائي/زميلاتي	4	1	36
		فن المناظرات	8	1	46
		الجزّار	12	1	114
Assessment of Competencies	**3.93**	استراتيجيات التقويم وأدواته في تعليم اللغة العربية وتعلمها	4	1	1
		مراقبة أدائه ومتابعته بنفسه	8	1	1
		المعايير والنتاجات ومؤشرات الأداء المرتبطة بالكفايات اللغوية الرئيسة والفرعية	12	1	1
	2.93	التواصل مع أولياء الأمور	4	1	30

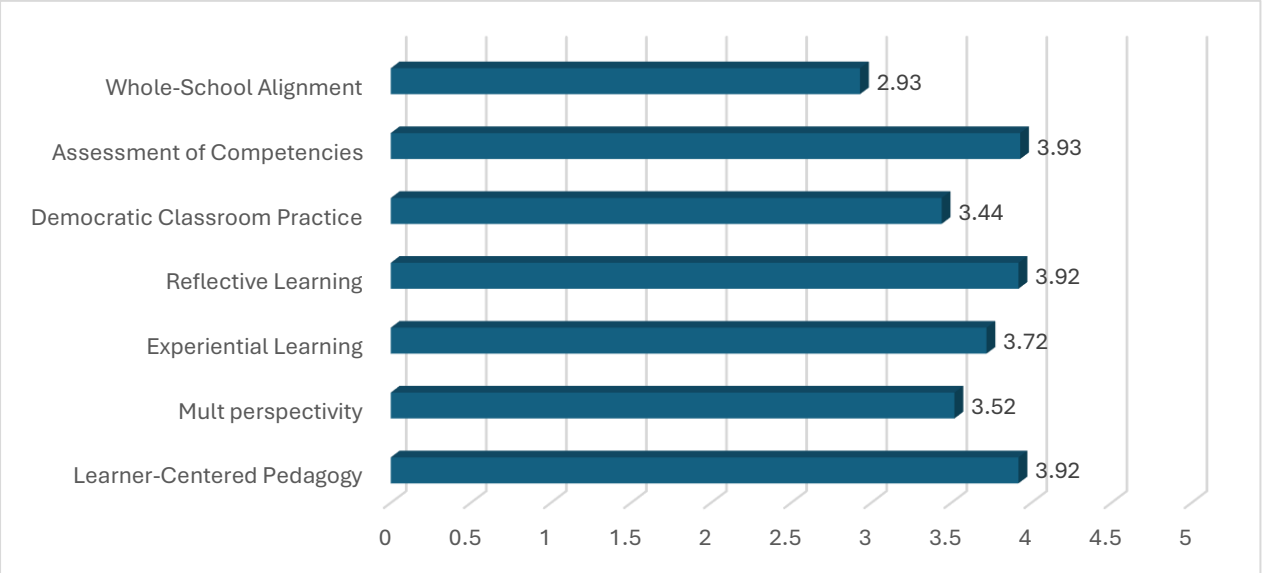
Indicator	Score	Direct quotations	G	S	P
Whole-School Alignment		وقد خُتِمتْ كلُّ وحدةٍ من وحداتِ الكتابِ بـ(حصادِ الوحدةِ)؛ للتَّأمُّلِ الذَّاتيِّ والتَّقييمِ، ولترسيخِ المعلوماتِ والق	8	1	52
		المدارس الفنية والمهنية ومتطلبات سوق العمل	12	1	223

Results reveal:

- High Integration (Well-integrated Practices) including Assessment of Competencies (3.93/5), Learner-Centered Pedagogy (3.92/5), and Reflective Learning (3.92/5). These three indicators represent the strongest pedagogical features of the curriculum and confirm that competency-based assessment, student-centered tasks, and reflective practice are reliable and consistent features across all curriculum documents.
- High Integration (well-integrated practices) including Experiential Learning (3.72/5) and Mult perspectivity (3.52/5). These practices provide a strong foundation for active and multi-voiced learning, reflecting a curriculum that supports learner growth beyond mere content transmission and exposes learners to diverse narratives and frameworks.

Moderate Integration (Conceptually Present but Inconsistent) such as Democratic Classroom Practice (3.44/5). This indicator suggests that participatory classroom culture is acknowledged through dialogue and group activities but is not yet consistently embedded as a structural feature of learning tasks and instructional design. Although Whole School Alignment (2.93/5) is also moderately integrated, it is the weakest in the entire analysis and indicates that coherence across curriculum levels, cross-subject integration, and institutional dimensions remains underdeveloped, despite the strength of individual classroom practices. Figure 17 shows mean scores on Pedagogy & Assessment Domain.

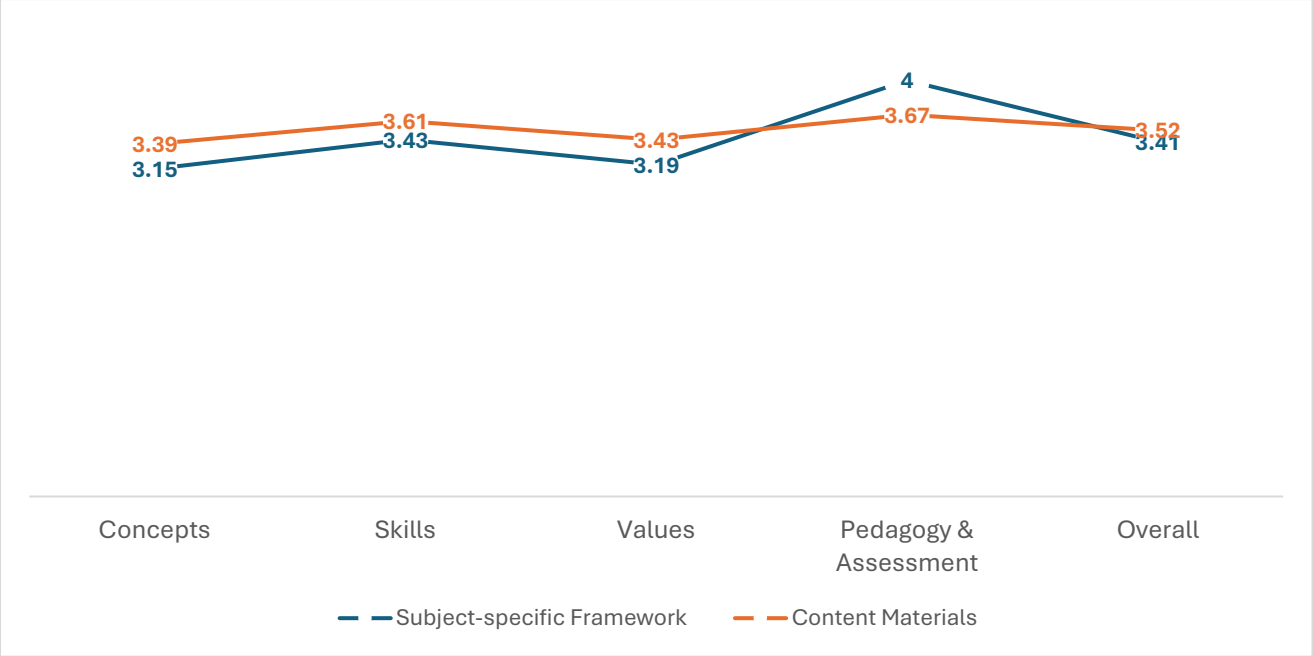
Figure 17: mean scores on Pedagogy & Assessment Domain.



3.2.6 Arabic Language Framework compared to Arabic Language Textbooks & related Curriculum Documents

Figure 18 below shows mean scores for both the framework and the enacted textbooks for Arabic Language.

Figure 18 Mean scores of Arabic curriculum framework vs. Arabic textbooks by domain



Arabic textbooks are somehow better than the framework in integrating all domains except for the Pedagogy & Assessment where the Framework is better. Although there is no big gap between the framework and derived textbooks, it is recommended to revisit both the framework and textbooks to bring them both for stronger alignment internally and with the UNESCO &UN SDGs.

3.3.7 Grade-level Analysis: Overall findings

When disaggregated by grade, a distinct performance hierarchy emerges: Grade 8 records the highest overall mean (3.83/5), Grade 12 records a closely comparable performance (3.78/5), and Grade 4 registers the lowest overall mean (3.21/5), though all domains are still within the moderate to high level of alignment range. This grade-level pattern is not confined to a single domain but reflects a structural feature of the curriculum, where the upper-intermediate and secondary stages show stronger alignment than the foundational level. The Grade 4 deficit is consistent across all four dimensions of the curriculum, pointing to a developmental gap at the primary level that warrants targeted attention.

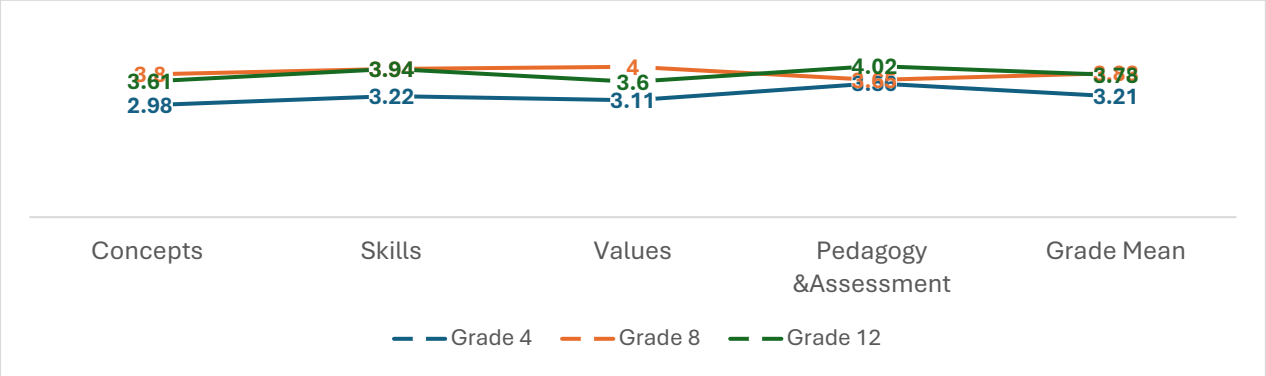
Domain-level disaggregation reveals further distinction in the grade-level pattern. As shown in Table 7, Grade 8 leads in three of the four domains: Concepts (3.80/5), Values (4.00/5), and ties with Grade 12 in Skills (3.94/5), while Grade 12 leads in Pedagogy & Assessment (4.02/5). Grade 4 consistently scores the lowest across Concepts (2.98/5), Skills (3.23/5), Values

(3.11/5), and Pedagogy & Assessment (3.56/5). The most pronounced grade-level gap appears in the Values domain, where Grade 8 (4.00/5) outperforms Grade 4 (3.11/5) by nearly 0.90 points, the only domain to reach the strong alignment threshold at any grade level. Table 15 mean scores by grade and domain and Figure VI Grade-Level Comparison Across All Domains. Detailed analysis and results at each Grade level are presented in Annex 3.

Table 15: Domain-Level Mean Scores by Grade

Domain	Grade 4	Grade 8	Grade 12
Concepts	2.98	3.8	3.61
Skills	3.22	3.94	3.94
Values	3.11	4	3.6
Pedagogy & Assessment	3.56	3.65	4.02
Overall Mean	3.22	3.83	3.78

Figure 19: Grade-Level Comparison Across All Domains



Summary – Grade 4
Grade 4 presents a curriculum anchored in learner-centered pedagogy, critical thinking, and competency-based assessment, with strength in instructional practice. The Concepts domain is the weakest overall for Grade 4, with Peace & Conflict, Media & Discourse Literacy, and Non-Violence representing the most urgent areas for curricular strengthening at the primary level.
Summary – Grade 8
Grade 8 presents the strongest alignment profile in the Arabic Language curriculum, with the Values domain reaching the strong alignment threshold (4.00/5) and a broad cluster of indicators, including Human Rights & Dignity, Solidarity, Reflective Learning, Environmental Responsibility, and Critical Thinking, registering strong integration. Learner-Centered Pedagogy and Conflict Resolution are moderately aligned. Grade 8 demonstrates what the

Arabic Language curriculum can achieve when conceptual, values, and skills dimensions are coherently developed.
Summary – Grade 12
Grade 12 represents a strong alignment profile in the Arabic Language curriculum, with the Pedagogy & Assessment domain reaching the strong alignment threshold (4.02/5) and several indicators, particularly Learner-Centered Pedagogy, Critical Thinking, Solidarity, and Perspective-Taking, showing also strong integration. However, persistent relative weaknesses in Whole-School Alignment, Environmental Responsibility, and Learning to Live Together confirm that these gaps are structural and curriculum-wide rather than limited to specific grades. Grade 12 sustains the pedagogical strengths of the upper-intermediate stage but shows a relative regression in some values dimensions that were strongly embedded at Grade 8.

3.3.8 Conclusions & Policy Recommendations

The findings confirm that the Arabic Language curriculum is robust and substantively aligned with UNESCO & UN SDG frameworks, particularly in promoting critical thinking, learner-centered pedagogy, reflective learning, and competency-based assessment. Alignment is reasonably consistent across domains. The curriculum is strong at the level of pedagogical practices, well-developed at the level of cognitive and ethical skills, and moderately to strongly aligned at the level of values and conceptual structuring in enacted content.

The key remaining gaps include Whole-School Alignment (2.93/5), Conflict Resolution (2.92/5), and Peace & Conflict (2.96/5); moderate but inconsistent integration of Non-Violence, Tolerance, Civic Engagement, and Global Citizenship; and a Grade 4 deficit across nearly all domains. Overall, the curriculum reflects a strong vision that is largely operationalized in the intermediate and upper grades, but it requires greater coherence at the foundational level and stronger systemic alignment across curriculum documents.

The grade-level analysis reveals three overarching trends that have important implications for curriculum development and policy.

- First, a non-linear progression trajectory is evident across most indicators, with Grade 8 consistently outperforming both Grade 4 and Grade 12 in Concepts and Values. However, this progression is not uniform: certain indicators, notably Whole-School Alignment, Conflict Resolution, and selected values at Grade 12, remain comparatively weak across grades, confirming that some alignment gaps are systemic rather than developmental.
- Second, Grade 4 demonstrated the lowest alignment compared to the other two grades. Across all four domains, Grade 4 registers the lowest performance, including the only domain mean to fall below the moderate alignment threshold (Concepts: 2.98/5) and several indicators in the limited range. This suggests that Grade 4 curriculum materials require focused strengthening, particularly in conceptual breadth and values operationalization.

- Third, the Pedagogy & Assessment domain is the most equitably distributed across grades, with all three grades scoring within a narrow range (Grade 4: 3.56/5; Grade 8: 3.65/5; Grade 12: 4.02/5). This confirms that instructional practices, particularly learner-centered pedagogy, assessment of competencies, and reflective learning, are embedded relatively consistently across the curriculum. In contrast, the Values and Concepts domains show the greatest grade-level variation.

Taking all findings into consideration, three main conclusions emerge:

- Normative strength with consistent operationalization: The curriculum is well-aligned with international standards reflected in UNESCO & UN SDGs recommendations and frameworks for action, with an overall mean of 3.51/5. This aspiration is substantively realized in enacted curriculum documents, particularly at Grades 8 and 12, although the foundational level (Grade 4) requires further development.
- Selective but broad integration across domains: Most dimensions, particularly learner-centered pedagogy, critical thinking, responsibility, solidarity, reflective learning, and competency-based assessments, show high integration. However, peace-related skills, whole-school alignment, and selected concepts (notably Peace & Conflict) remain comparatively underdeveloped.
- Pedagogical operationalization is well-established: There is reasonable coherence between the intended concepts, skills, and values declared in the curriculum and the instructional practices outlined in the enacted curriculum. The strongest alignment is at the level of individual classroom practices and cognitive skills, while systemic dimensions particularly whole-school alignment remains structurally weaker and represent the principal area for institutional development.

To strengthen alignment of the Arabic Language Curriculum with UNESCO & UN SDGs frameworks, four key policy recommendations are proposed:

- **Strengthen the Grade 4 Foundation:** The Grade 4 stage records the lowest overall mean (3.21/5) and several indicators in the weak range of integration, including Peace & Conflict (2.43/5), Media & Discourse Literacy (2.33/5), non-violence (2.58/5), and Whole-School Alignment (2.63/5). It is recommended that Grade 4 curriculum materials be revised to introduce these concepts and skills as explicit, age-appropriate learning strands, not as incidental references, with dedicated learning outcomes, mapped content sequences, and assessment criteria.
- **Embed Conflict Resolution and Peacebuilding as Core Competencies:** The Skills domain shows strong cognitive integration but a clear gap in Conflict Resolution (2.92/5), the lowest skills indicator, paralleled by Peace & Conflict in the Concepts domain (2.96/5). It is recommended that peace-building related concepts and skills be elevated to the status of an explicit cross-cutting competency with clear instructional models, classroom tasks, and assessment rubrics across all grade levels and content areas.
- **Sustain and Generalize the Grade 8 Values Model:** The Values domain at Grade 8 (4.00/5) reaches strong alignment and integration in the curriculum. Several values that

are strongly embedded in Grade 8, notably Tolerance, Solidarity, Environmental Responsibility, and Learning to Live Together, register relative declines in Grade 12. It is recommended that the pedagogical strategies and content design of grade 8 curriculum be analyzed and systematically applied to both Grade 4 (to lift the foundational baseline) and Grade 12 (to sustain values depth alongside pedagogical and cognitive sophistication). Values should be treated as continuously developing pedagogical strands across the full curriculum not as stage-specific themes.

- **Develop Whole-School Alignment as a Systemic Priority:** While the Pedagogy & Assessment domain is the strongest overall (3.69/5), it is characterized by a significant internal imbalance. Whole-School Alignment (2.93/5) is the lowest indicator across the entire analysis. It is recommended that whole-school alignment mechanisms be established to ensure coherence across curriculum documents, grade levels, subject areas, and instructional practices.

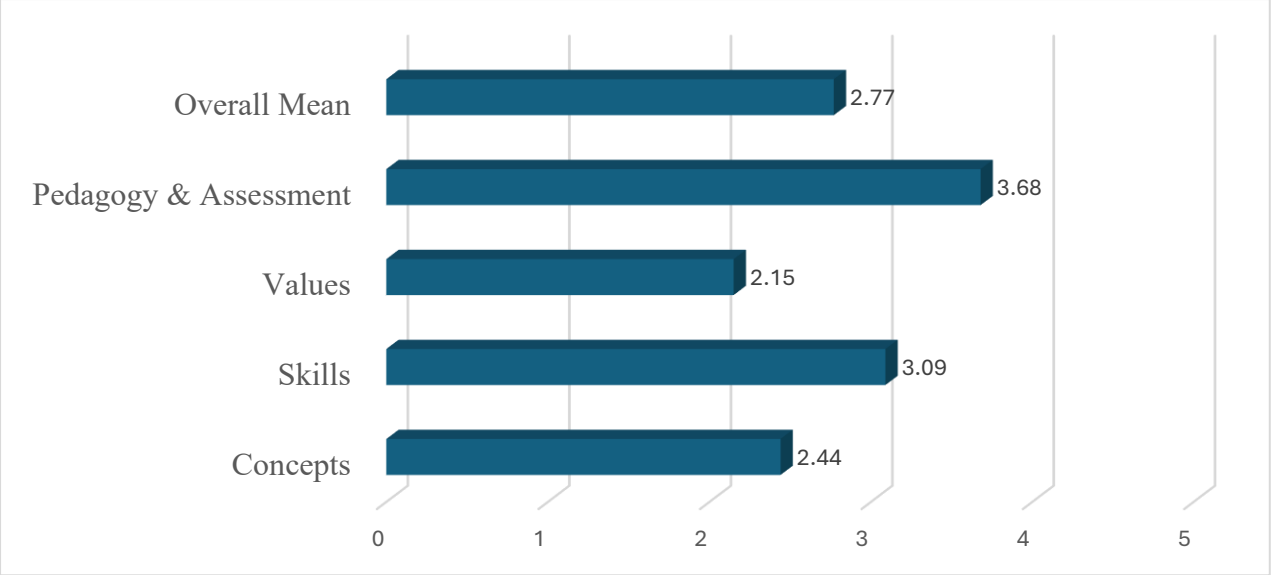
3.4 National Education, Civic Education & Social Studies Curriculum[20]

3.4.1 Overall Findings

Results indicate an overall alignment of (2.77). This score indicates a moderate alignment with UNESCO recommendations and the SDG framework. Domain-results show a clear hierarchy: Pedagogy & Assessment's score: 3.68 (the strongest domain, indicating high integration), Skills score: 3.0 (moderate integration), then Concepts scored: 2.44 (Explicit but limited but close to moderate integration), and Values: 2.15 (weak integration). By and large, these findings suggest that the Social Studies curriculum is normatively aligned with UNESCO & SDGs frameworks and operationally relatively coherent. The curriculum is predisposed towards a stronger inclusion of pedagogical structuring, and moderate skills integration. Yet, it shows less depth in conceptual articulation and values operationalization. This pattern indicates that despite overall alignment, further refinement is needed to enhance conceptual richness and ensure that value dimensions in a more consistent and explicit manner, properly translated into classroom practices. Figure 20 shows mean scores by domain.

Figure 20: Overall Means of the Four Domains

[20] Reviewed curriculum documents (Subject-specific curriculum framework, students' textbooks) include: Grade 4 Social studies, Grade 8 Social Studies, Grade 10 National and Civic Education, Grade 12 History and Geography.



3.4.2 Concepts Domain (Mean = 2.44/5)

The Concepts subscale shows close to moderate alignment (2.44/5. Results show that certain concepts are relatively more effectively represented, while others are weakly integrated. Table 16 shows the average scores for the Concepts subscale with a sample of supporting evidence.

Table 16: Mean Scores Concepts Sub-Domain

Indicator	Score	Direct quotations	G	S	P
Human Rights & Dignity	**2.93**	صورة لعائلة تبين أوجه الشبه والاختلاف	4	2	8
		يعد الميثاق العربي لحقوق الإنسان من المواثيق التي أقرها مؤتمر القمة العربية السادس عشر في تونس عام 2004، الجامعة العري.	8	1	21, 22
		في القرن التاسع عشر كان هناك مساواة بين جميع رعايا الدولة العثمانية وسمي "عصر التنظيمات الخيرية."	10	1	60
		أهمية الوحدة العربية وأبرز المشاريع الوحدوية التي قُدمت في البلا العربية في القرن العشرين.	12	2	90
Peace & Conflict	**2.35**	لا تشير أيا من الدرورس إلى مفهوم السلام والصراع.	4	-	-
		تضعف الدولة بسبب أسباب داخلية: الفساد، الثورة، المحسوبية. وأسباب خارجية بسبب الاحتلال الفارسي، والأشوري ...	8	2	44
		إستطاع عثمان توحيد القوى المختلفة وإنهاء الخصومات فيما بينها.	10	1	46

Indicator	Score	Direct quotations	G	S	P
		الصراع المتأتي عن اكتشاف الأمريكيتين مما أدى إلى إبادة السكان الأصليين الجماعية.	12	1	41
Democracy & Participation	**2.39**	أسس الحوار وعدم التحييز للرأي وقبول أفكار الآخر.	4	2	15
		شكل الحكم في الدولة العباسية: توزيع السلطة ما بين الخليفة، ولي العهد وحكام الأقاليم. خلو الدولة العباسية من أساليب ديمقراطية.	8	2	109
		في عصر كسرى الأول، منح الفلاحون مكانا مميزا لإصلاح نظام الضرائب والجيش والدواوين.	10	1	20
		مشاركة العرب على مختلف أقطارهم في قوات الثورة العربية الكبرى.	12	2	93
Diversity & Pluralism	**2.39**	البيئات المختلفة للدربة والجمال والأشجار.	4	1	64
		دور الإعلام في تشجيع الثقافي بين الناس.	8	1	112
		امتدت الإمبراطورية الفارسية على قارات عدة وضمت شعوبا مختلفة.	10	1	8
		تمرين سبب ونتيجة: اختلاف شخصيات الإفراد وتعددها وتنوعها.	12	1	10
Global Citizenship	**2.87**	سافرت إلى بلد أجنبي والتقيت أشخاصا مختلفين عني في الشكل واللغة.	4	1	19
		يحافظ التنوع الثقافي على ثراء التراث الإنساني.	8	2	9
		أحلل عبارة المفكر الفرنسي مونتيسكيو: "إن كنت أعرف شيئا نافعا لي، وضارا بأسرتي، فأني أخرجه من عقلي .."	10	1	29
		إشارة إلى ميثاق الأمم المتحدة مما يخدم ضمنيا مفهوم المواطنة العالمية.	12	2	50
Sustainable	**2.72**	اقترح حلولا تحد من الهجرة من الريف إلى المدينة.	4	1	12
		يعد التنوع الثقافي مفتاحا لتقدم المجتمعات والتنمية المستدامة.	8	1	8

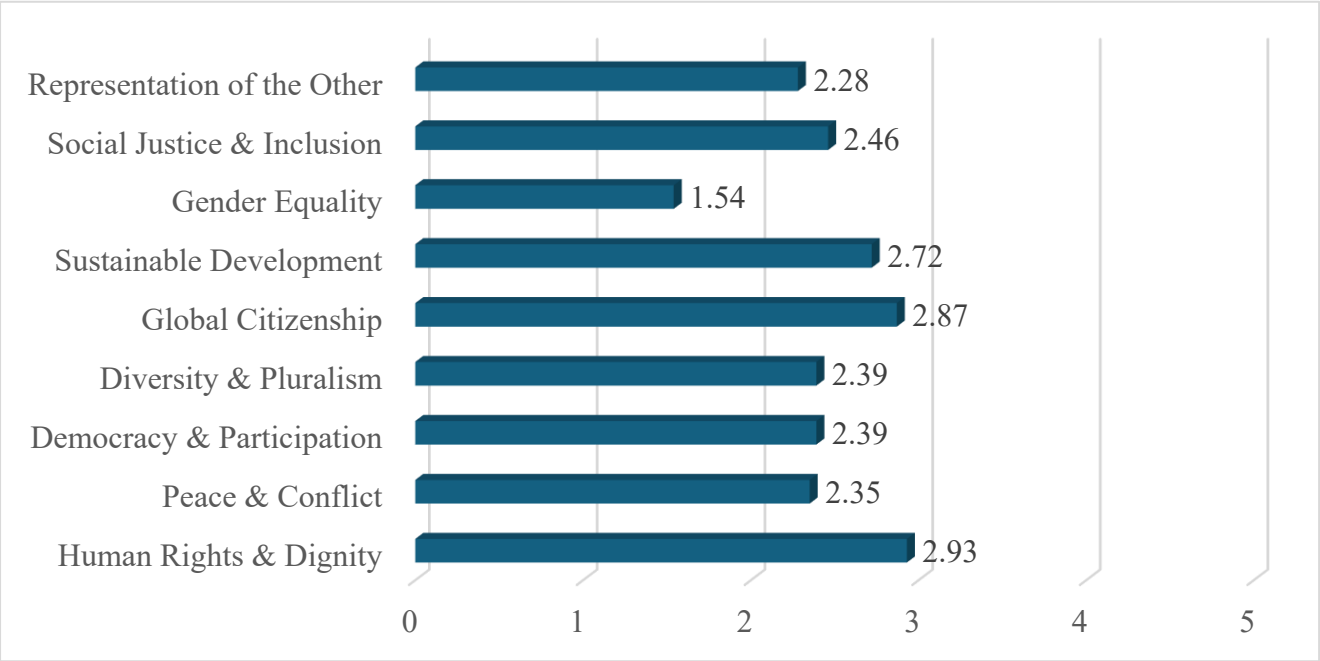
Indicator	Score	Direct quotations	G	S	P
Development		اهتمت الدولة الساسانية باستصلاح الأراضي الزراعية.	10	1	24
		أنشطة: العمل الجماعي: باستخدام شبكة الإنترنت ، أرجع إلى مصادر موثوقة وأتعاون مع أفراد مجموعتي على إعداد تقارير حول الهدفين الثالث و الخامس عشر من أهداف التنمية المستدامة من حيث الإجراءات و التدابير المطبقة	12	1	83
Gender Equality	**1.54**	يشير الدرس الرابع إلى الأزياء الشعبية التي ترتديها النساء في الأردن.	4	1	-21 22
		مريم الإسطرلابية، عالمة مسلمة عملت مع أبيها في الفلك وطورت الإسطرلاب.	8	1	113
		كان للمرأة الساسانية دور سياسي وتربوي في الدولة الساسانية.	10	1	27
		استعمال اللغة بالتوجه إلى الإناث والذكور: المستهلكين والمستهلكات، العاملون والعاملات.	12	2	121و 135
Social Justice & Inclusion	**2.46**	مكونات الشعب الأردني: سكان المدن، الريف، البدو، اللاجئين ومخيم الزعتري.	4	1	9, 10, 11
		مفهوم العدالة وأهميتها. مبدأ تكافؤ الفرص.	8	1	11
		كان للمرأة دور سياسي وتربوي للدولة الساسانية.	10	1	27
		أفسر دور المحميات الطبيعية في السياحة البيئية.	12	2	85
Representation of the Other	**2.28**	مكونات الشعب الأردني: سكان المدن، الريف والبدو، اللاجئين (مخيم الزعتري) صور تظهر النساء بالثياب التقليدية من دون الإشارة إلى دورهن في حفظ التراث.	4	1	9 و 10و 11 22
		مفهوم التطرف وخطاب الكراهية، وأنواع التطرف.	8	1	20 و 21

Indicator	Score	Direct quotations	G	S	P
		التراث العالمي: عناصر الموروثات الثقافية الإنسانية التي تحمل قيمة عالمية.	10	2	52
		تشرك السياحة البيئية المجتمعات المحلية كشريك أساسي عن طريق التفاعل الإيجابي بين السكان والسياح.	12	1	85
Overall mean		**2.44**			

Inspection of Table 16 reveals the following results:

- Many Concepts reflect a moderate presentation. They are: Human Rights & Dignity (2.93/5), Global citizenship (2.87), and Sustainable Development (2.72). These concepts receive comparatively stronger coverages and represent the conceptual anchors of the curriculum, reflecting a relative citizenship-oriented and human rights normative foundation embedded across reviewed curriculum documents of National and Civic Education, History, and Geography.
- Low integration: They are: Social Justice and Inclusion (2.46), Democracy and Participation (2.39), Diversity and Pluralism (2.39), Peace and Conflict (2.35), Representation of the Other (2.28), and Gender Equality (1.54/5). These concepts appear consistently across curriculum documents and are operationalized through learning activities, though their development is uneven across grade levels and would benefit from more systematic structural integration.

Figure 21: Mean Scores on the Concepts Domain



3.4.3 Skills Domain (Mean = 3.09/5)

The Skills domain demonstrates the second-highest alignment overall (3.09/5), with strong integration of Critical Thinking, Media and Discourse, and Perspective Taking. However, there is a clear gap in Conflict Resolution. Overall, the domain reflects a moderately to good cognitively rich curriculum anchored in Critical Thinking, Dialogue, and Media Literacy while Civic Engagement, Ethical Reasoning, Conflict Resolution are reflective of a weak presentation in the curriculum. These results will be presented in table 17 below.

Table 17: Mean Scores Skills Sub-Domain

Indicator	Score	Direct quotations	G	S	P
Critical Thinking	**4.33**	أفسر سبب تسمية معركة الكرامة بهذا الإسم.	4	1	41
		أناقش: الحضارة المصرية هي نتاج تفاعل مع الموارد الطبيعية.	8	2	38
		ابدي رأي: حريتي تنتهي عندما تبدأ حرية الآخرين.	10	1	11
		أفسر: أسهم الفن الإسلامي في تعزيز الهوية للحضارة العربية الإسلامية.	12	1	95
	3.69	أسس الحوار وآدابه.	4	2	15

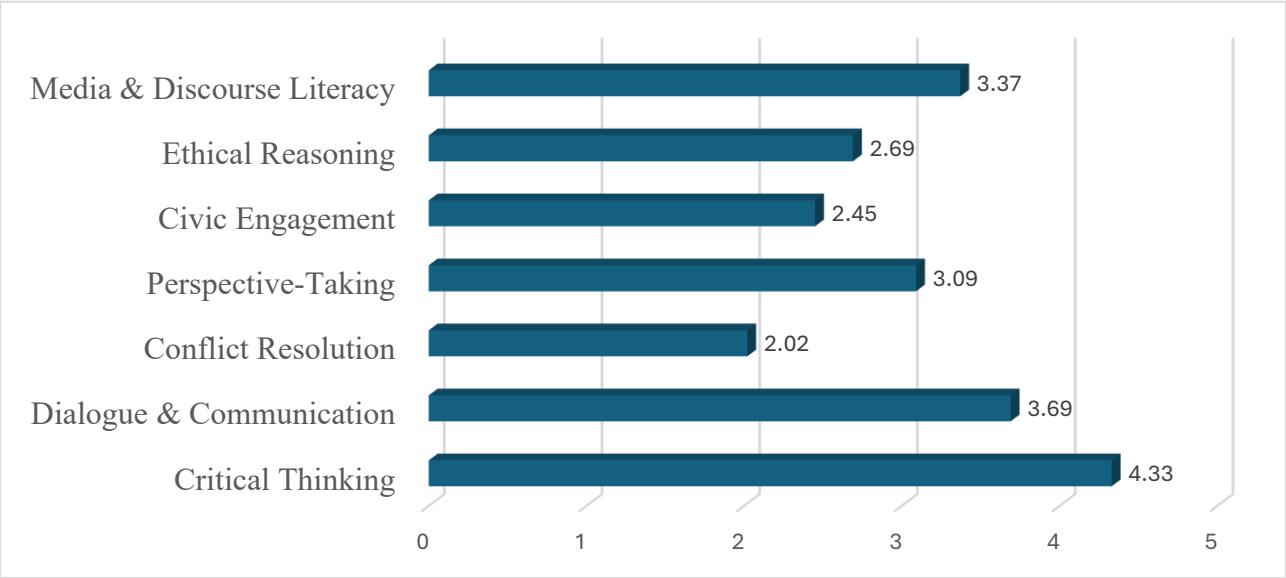
Indicator	Score	Direct quotations	G	S	P
Dialogue & Communication		إجراء مقابلة مع مدير أو مديرة المدرسة بهدف الوصول إلى معلومات وصفية.	8	2	75
		ابدي رأي في كل من المواقف الآتية: نبذ كل أشكال التفرقة والتعصب في المجتع.	10	1	51
		استخدم أحد محركات البحث الالكتروني واكتب تقريرا عن جمهورية الصين الشعبية بعد عام 1949، وأناقش ما توصلت إليه في الغرفة الصفية.	12	1	14
Conflict Resolution	**2.02**	السبب والنتيجة: تقليل الخلافاتت والنزاعات بين الناس.	4	2	19
		ما النتائج المترتبة على إنشاء هيئة مكافحة الفساد؟	8	2	17
		السبب والنتيجة: عقدت الملكة بوران معاهدات مع الامباطورية البيزنطية.	10	1	21
		أناقش مدى نجاح هيئة الأمم المتحدة في تحقيق السلم والأمن الدوليين منذ تأسيسها.	12	1	61
Perspective-Taking	**3.09**	تمرين السبب والنتيجة: استخدام الحوار في حياتنا اليومية.	4	2	15
		أفسر تسمية حجر الرشيد بهذا الأسم.	8	2	42
		ما العلاقة ما بين الثورة الروسية وكشف الاتفاقية السرية، سايكس – بيكو.	10	2	51
		أفسر: تعد طبقة البراهما أعلى طبقات المجتمع الهندي.	12	1	34
Civic Engagement	**2.45**	مشروع المبادرات المدرسية التطوعية.	4	2	49
		أشارك في رحلة مدرسية إلى مدينة مادبا.	8	2	132
		أتقاسم مع زملائي في المجموعة أطراف الحرب العالمية الثانية ،وأقدم محاكاة لمواقف الدول ومبرراتها في الحرب،وأعرض امام معلمي وزملائي.	10	2	62
		البيعة كمثال على المشاركة المدنية في العصور السابقة.	12	1	48

Indicator	Score	Direct quotations	G	S	P
Ethical Reasoning	**2.69**	أصنف المبادرات والأعمال ... التوعية بمرض السكري، وحملة طلاء أرصفة الحي.	4	2	46
		كيف أثرت الديانة في مظاهر الحياة العامة؟	8	1	38
		أسهم نظام الإقطاع بترسيخ الاستبداد والظلم والطبقية.	10	2	34
		ما هي القيم الأخلاقية التي يجب على الجيوش الإسلامية عكسها من أجل احترام حقوق الإنسان.	12	1	60
Media & Discourse Literacy	**3.37**	استنتج خطوات التأكد من صحة المعلومات التي وصلتني. أدير حوارا في برنامج إذاعي مع أديب حول أهمية المشاركة في معرض الكتاب السنوي.	4	2	14
		أتعاون مع زملائي وزميلاتي على إعداد إذاعة مدرسية تهدف لتوعية الطلبة بحقوقهم، وأعرض رسالة يومية توعوية بها خلال الطابور الصباحي.	8	1	23
		أشاهد مقطع فيديو عن الثورة الفرنسية ...الخ	10	2	41
		أرجع إلى مكتبة مدرستي، واكتب تقريرا عن أحد علماء	12	1	95

Results reveal:

- High to Full integration such as Critical Thinking (4.33/5), which is embedded as a cross-cutting skill forming the cognitive backbone of the curriculum. Dialogue & Communication (3.69/5) attained the second highest score as it appears consistently across curriculum documents. Dialogue and Communication strong presence in the curriculum prepares learners to effectively articulate and communicate themselves.
- Moderate Integration including Ethical Reasoning (2.69), Perspective-Taking (3.09/5), and Media Literacy (3.37/5) are conceptually and adequately operationalized. A further improvement of Ethical Reasoning would significantly improve its instructional clarity and strengthen its potential contribution to active citizenship formation.
- Weak Integration such as Civic Engagement (2.45) and Conflict Resolution (2.02/5). Conflict Resolution, in particular, represents a gap because it vaguely and briefly appears in the curriculum without meaningful structural integration. The skill is essential for preparing learners to be resilient in approaching conflicts.

Figure 22: Mean Scores on the Skills Domain



3.4.4 Values Domain (Mean = 2.15/5)

The Values domain showed weak alignment with a mean of (2.15/5), placing it below the three other domains: Concepts, Skills, and Pedagogy & Assessment. While values are central to the stated identity of the Social Studies curriculum, the curriculum reveals significant unevenness across value subscales. Few values are adequately embedded while others remain implicit or insufficiently operationalized. Table 18 shows mean scores on the Values sub-scale.

Table 18: Mean Scores on Values Sub-domain

Indicator	Score	Direct quotations	G	S	P
Tolerance	**1.83**	أسس الحوار و آدابه قبول التنوع والاختلاف.	4	2	15

Indicator	Score	Direct quotations	G	S	P
		التسامح الديني والتعددية الثقافية في الدولة الأموية في الأندلس.	8	2	122
		كتاب زيغريد "الأبل على بلاط قيصر"يوضح علاقة الود والتسامح بين العرب والألمان.	10	2	87-86
		وبالممارسة الحضارية امتدت أحكام أهل الذمة لتشمل المجوس والصابئة الذين عاشوا تحت حكم الدولة العربية الإسلامية وتمتعوا بحمايتها مقابل دفع الجزية.	12	1	77
Empathy	**1.87**	أعمل على تطبيق النظام في الحي عن طريق احترام حقوق الآخرين وممتلكاتهم.	4	1	56
		لا يجوز استرقاق أحد ويحظر الرق والإتجار بالرقيق بجميع صورهم.	8	1	16
		من نتائج الحرب العالمية الاولى "تشرد الملايين من سكان أوروبا...الخ. الدرس الثامن صفحة 58: استهداف اليابان بقنبلتين نوويتين...الخ	10	1	54
		كانت نسبة الأمية في كوريا الجنوبية تتجاوز 80% من السكان بسبب منع الاحتلال الياباني القراءة والكتابة .... الخ	12	2	54
Justice & Fairness	**2.63**	السبب والنتيجة: تطبيق القانون على الجميع.	4	1	55
		المادة 2: من الإعلان العالمي لحقوق الإنسان: لكل إنسان حق التمتع بجميع الحقوق والحريات المذكور دونما تمييز من أي نوع.	8	1	15
		تبسيط إجراءات استقبال السياح...الخ "	10	2	34
		كلما استخدمنا القوة بصورة أقل، أصبحنا أعظم. (من أقول توماس جفريسون)	12	2	25
Non-Violence	**1.54**	أحل الخلافات بالحوار ولا ألجأ إلى العنف.	4	2	17
		كيف يمكن تقييم دور الأمم المتحدة في حل النزاعات الدولية؟	8	1	13
		الاستقرار الأمني والسياسي من مقومات السياحة...الخ.	10	1	34

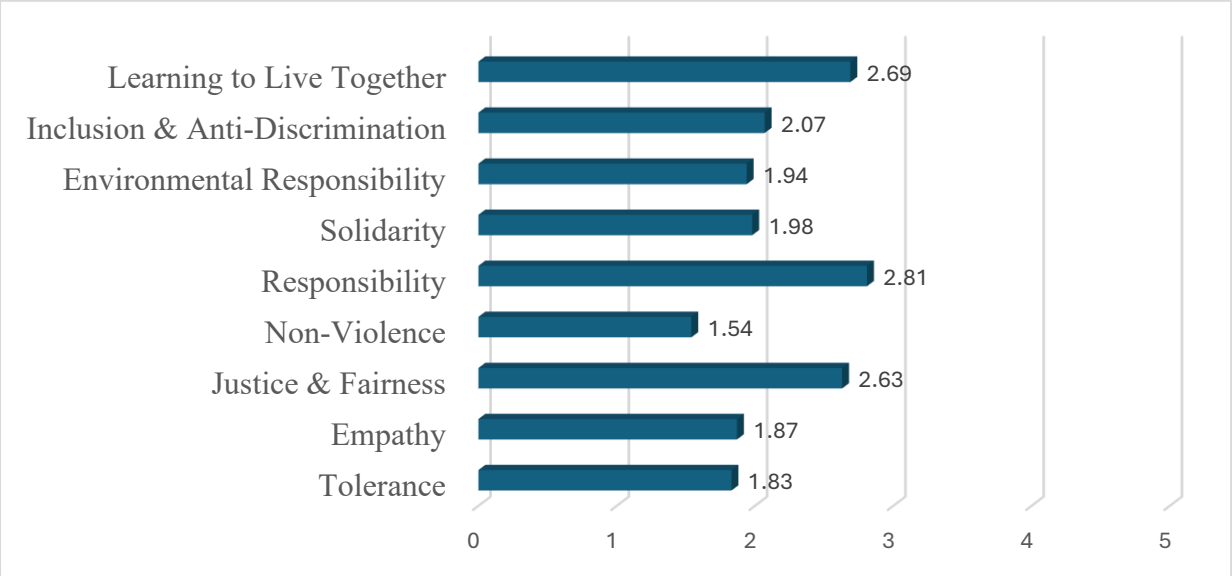
Indicator	Score	Direct quotations	G	S	P
		إن الظروف الأمنية والسياسية وتذبذب صرف العملات يؤثر على نمو السياحة.			39
		تقرير مهاتير محمد عام 1993 هدف إلى ترسيخ الوحدة الوطنية في ماليزيا.. الخ	12	2	133
Responsibility	**2.81**	دور الوالدين في بناء الشخصية.	4	2	9
		يحمي القانون الأشخاص ذوي الإعاقة ويعزز مشاركتهم وإندماجهم في مناحي الحياة المختلفة. كما يحمي الأمومة والطفولة	8	1	26
		أحلل: كيف تسهم زيادة وعي المواطن في تطوير النشاط السياحي.	10	1	45
		أستنتج: تحرص الدول الصحراوية على حماية طرقها و سكك الحديد فيها باستخدام مصدات للرياح.	12	1	48
Solidarity	**1.98**	صورة عائلة تتألف من الأب والأم وطفلين.	4	2	8
		تطبيق حقوق الإنسان في الأردن، الشراكة مع المجتمع المدني والمنظمات الدولية لتقديم الدعم للفئات الضعيفة والمحتاجة	8	1	26
		الهجرة القسرية للسكان بسبب الكوارث الطبيعية: "نزوح ما يقارب 23 مليون انسان سنويا	10	1	12
		ولقد أبرمت اتفاقية تبادل ثقافي بين جامعة شمال غرب الصين والجامعة الأردنية عام 2024.	12	1	13
Environmental Responsibility	**1.94**	أعدد ثلاثة من رموز الحياة الطبيعية في وطني وأبين دوري في المحافظة عليها.	4	1	83
		أتخيل نفسي هناك في محطة الأرصاد الجوية في مختبر مليء بالشاشات والأجهزة حيث يعمل فريق بحث على تحليل البيانات المناخية ويتبادل أفراده الأفكار ...	8	1	34

Indicator	Score	Direct quotations	G	S	P
		جهود الأردن في التغير المناخي. يعد تقييم الأثر البئي عملية مستمرة قبل وبعد المشروع...الخ	10	1	14 17
		اقترح طرائق لاستهلام الفنون التطبيقية العربية الإسلامية في تصميم منتجات عصرية مستدامة.	12	1	95
Inclusion & Anti-Discrimination	**2.07**	احترم ثقافة الآخرين.	4	1	20
		أوضح أهمية التسامح والتنوع الثقافي في بناء المجتمعات وتماسكها واستقرارها.	8	2	10
		أهداف التنمية المستدامة "المساواة بين الجنسين"، والهدف العاشر"الحد من أوجة عدم المساواة."	10	2	34
		:الهدف الخامس من أهداف التنمية المستدامة "المساواة بين الجنسين"والهدف العاشر"الحد من أوجة عدم المساواة."	12	2	34
Learning to Live Together	**2.69**	يتكون المجتمع الأردني من سكان المدن والريف والبادية والمخيمات، وتجمعهم مجموعة الروابط.	4	1	12
		صورة لجلالة الملك عبدالله الثاني المعظم والبابا يوحنا بولس الثاني عام 2000. أعتمدت مواقع في مدينة مأدبا للحج المسيحي.	8	2	132
		البعد الاجتماعي: التحكم في النمو السكاني لتخفيف الضغط على الموارد الطبيعية والخدمات وتوزيع السكان توزيعا متوازنا ما بين المناطق الحضرية والمناطق الريفية.	10	2	33
		جمعت الثورة بين جميع المناوئين للإنتداب الفرنسي على مختلف المستويات.	12	1	138
	2.15				

Results show:

- Moderate integration of indicators such as Responsibility (2.81/5), Learning to Live Together (2.69/5), and Justice and Fairness (2.63/5). These skills are embedded across curriculum documents, reflecting a coherent but insufficient emphasis on social accountability and individual duty as core dimensions of the Social Studies Curriculum.
- Low Integration: Including Inclusion and Anti-Discrimination (2.07/5) and Solidarity (1.98/5) Environmental Responsibility (1.94/5), Empathy (1.87/5), Tolerance (1.83/5), and Non-Violence (1.54/5). These values are mentioned across documents but are not structured as coherent learning strands, appearing more as incidental references than as systematically developed learning outcomes.

Figure 23: Mean Scores on the Values Domain



3.4.5 Pedagogy & Assessment Domain (Mean = 3.68/5)

The Pedagogy & Assessment domain records the highest average across all four domains (3.68/5), indicating that pedagogical strategies are more consistently embedded in the Social Studies curriculum than Concepts, Skills and Values. However, significant internal variability across subscale elements reveals that only specific pedagogical approaches are consistently operationalized, while others remain structurally underdeveloped to a certain extent. Table 19 shows mean scores for the Pedagogy & Assessment sub-scale.

Table 19: Mean Scores on Pedagogy & Assessment Sub-domain

Indicator	Score	Direct quotations	G	S	P
Learner-Centered Pedagogy	**4.22**	أذكر ثلاثة من عوامل بناء الشخصية.	4	2	29 30
		أوضح معنى اسم جلعاد الذي أطلق على عجلون.	8	2	145

Indicator	Score	Direct quotations	G	S	P
		أفكر: كيف أشجع الأشخاص ذوي الإعاقة على المشاركة في الانتخابات.	10	1	62
		أفسر: أطلق على العلماء المسلمين لقب العلماء الموسوعيين.	12	1	89
Multi-perspectivity	**3.26**	يتكون سكان المدن من سكانها الأصليين والمهاجرين إليها من القرى والبوادي المجاورة.	4	1	9
		ساعدت مجموعة من العوامل على قيام الدولة العباسية ونشأتها، منها ضعف الدولة الأموية وظهور الفتن والثورات والحروب الداخلية فيها.	8	2	106
		أنظم جلسة حوارية حوارية للفكرة التالية (أثرت التشريعات وقوانين العمال في نشاط السياحة	10	1	45
		أقيم أثر الحرب العالمية الأولى في تشكيل المشرق العربي.	12	2	17
Experiential Learning	**3.69**	العمل الجماعي: أتعاون مع أفراد مجموعتي على جمع صور عن بعض العادات والتقاليد والصقها على مجلة الحائط.	4	2	20
		إعداد عرض تقديمي عن 5 مواقع للحجاج المسيحيين في الأردن.	8	2	147
		بالرجوع إلى شبكة الإنترنت واستخدام الموثوقة أتعاون مع أفراد مجموعتي على إعداد تقرير حول أهم قرارات اتفاقية باريس 2015.	10	1	13
		أستخدم أحد محركات البحث الموثوقة واكتب تقريرا عن السياسية الاستعمارية البريطانية في الساحل العماني والخليج العربي، وأعرض ما توصلت إليه للنقاش في الغرفة الصفية.	12	1	115
Reflective Learning	**3.54**	أتخيل نفسي هناك: في أثناء خرج الأسرة في رحلة من مدينة إربد بإتجاه مدينة العقبة ...	4	1	8
		كيف يمكن تقييم دور الأمم المتحدة في حل النزاعات الدولية؟	8	1	13
		أتحقق من تعلمي: استخلص أهمية الخريطة الموضوعية.	10	1	64
		أناقش: أثر علم الفلك عند شعوب الحضارات الأمريكية في تنظيم الحياة الاجتماعية والاقتصادية لديهم.	12	1	43

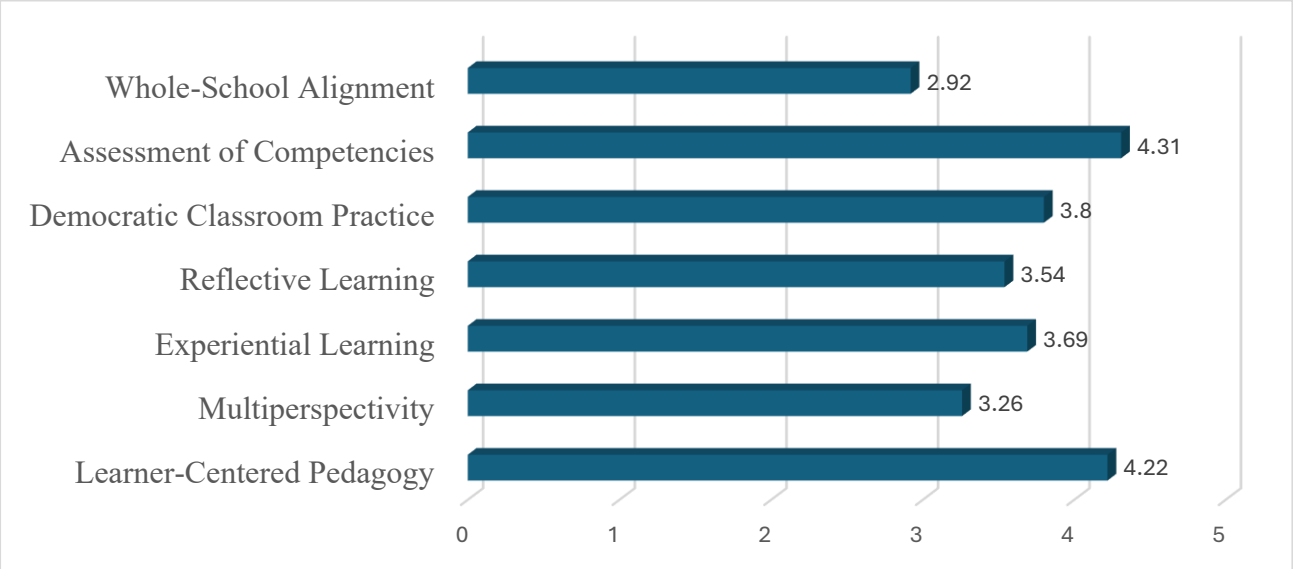
Indicator	Score	Direct quotations	G	S	P
Democratic Classroom Practice	**3.8**	بالتعاون مع أفراد مجموعتي، نقترح على إدارة المدرسة تنظيم رحلة إلى متحف الدبابات الملكي في عمان.	4	1	41
		أتعاون مع أفراد مجموعتي لعمل بحث عن الملك الأكادي سرجون.	8	1	75
		مشروع الوحدة: توفر أقمار ستارلينك الصناعية مشهدا مذهلا ... أتعاون مع أفراد مجموعة وبالإستعانة بشبكة الانترنت ؛ على كتابة تقرير شامل عن أقمار ...	10	1	80
		أناقش ما يأتي: - أثر الفيدا في المجتمع الهندي. - إسهام حضارة وادي السند في التجارة الدولية.	12	1	36
Assessment of Competencies	**4.31**	أستنتج استعمال البوصلة في حياتنا اليومية.	4	1	92
		أبين أهداف الأمم المتحدة. أعدد أجهزة الأمم المتحدة. أتعاون مع أفراد مجموعة وبالإستعانة بشبكة الأنترنت عن دور الأردن في رئاسة مجلس الأمن.	8	1	13
		أفسر كلا مما يأتتي: شهدت أمريكا الشمالية هجرات من مخلتف الدول الأوروبية.	10	2	26
		أوضح المقصود بكل مما يأتي: اللجوء، الهجرة، المنتظمات الإنسانية.	12	2	109
Whole-School Alignment	**2.92**	أتعاون مع أفراد أسرتي على إعداد تقرير عن أسماء النواب في محافظتي.	4	1	54
		أعمل مراسلا صحفيا / مراسلة صحفية أحضر مؤتمرا لإعلان استطلاع الرأي العام عن اتجاهات الطلبة نحو المحافظة على البيئة.	8	1	122
		بالتعاون مع زميلاتي / زملائي أقترح برنامجا انتخابيا لحزب معين، ثم أناقشهم فيه.	10	1	73

Indicator	Score	Direct quotations	G	S	P
		أصمم استبانة لجمع البيانات السكانية من زميلاتي / وزملائي في الصف، ثم أمثل النتائج باستخدام أشكال بيانيّة وأعرضها على ملصق توعوي في داخل الصف لتعريف الطلبة بأهمية البيانات السكانية.	12	1	102
Scale Mean	**3.68**				

Results reveal:

- High and fully Integrated Practices such as Assessment of Competencies (4.31/5), the strongest approach in this domain and the second strongest across the entire analysis. This confirms that assessment of competencies is consistent feature of the curriculum across all documents. Leaner-Centered Pedagogy (4.22/5) also shows high integration, indicating that performance-based assessment is well-grounded in the curriculum.
- Moderate Integration including Democratic Classroom Practice (3.8/5), Experiential Learning (3.69), and Reflective Learning (3.54), Multi- Perspectivity (3.26/5) and Whole School Alignment (2.92). These dimensions would benefit from further development because they provide a solid foundation for deep learning and real-world application, reflecting a curriculum that supports learner growth.

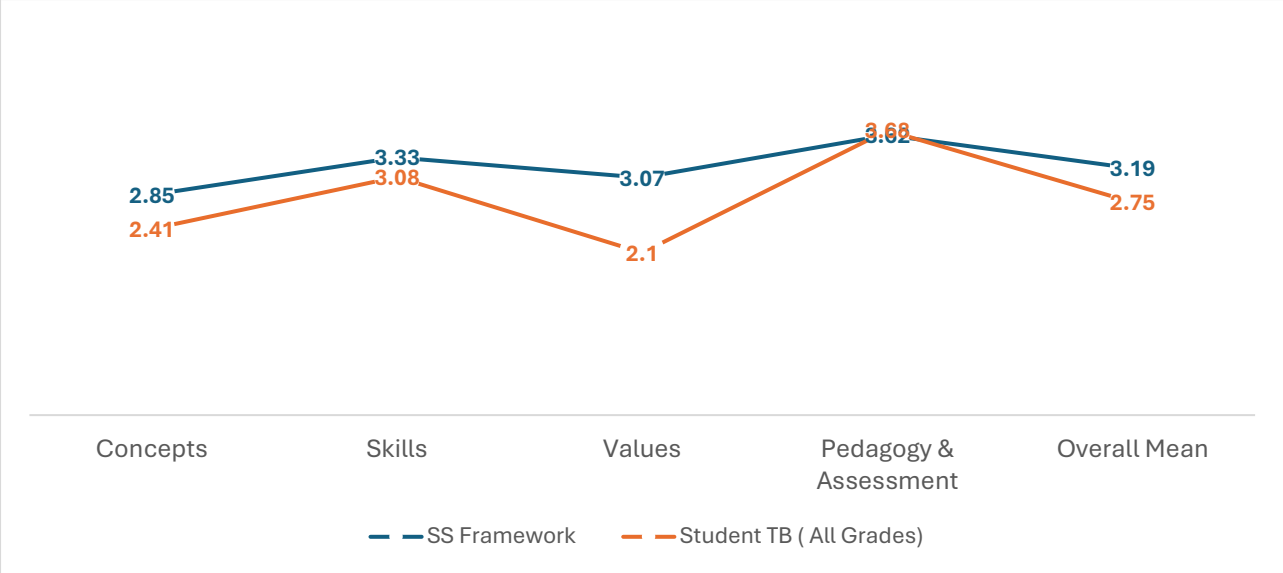
Figure 24: Mean Scores on Pedagogy & Assessment Domian



3.4.6 Discrepancy between Social Studies Curriculum Framework and Social Studies curriculum Textbooks

Figure 25 below shows mean scores for both the framework and the enacted textbooks for Social Studies

Figure 25 Mean scores for national,civic and social studies framework vs. textbooks



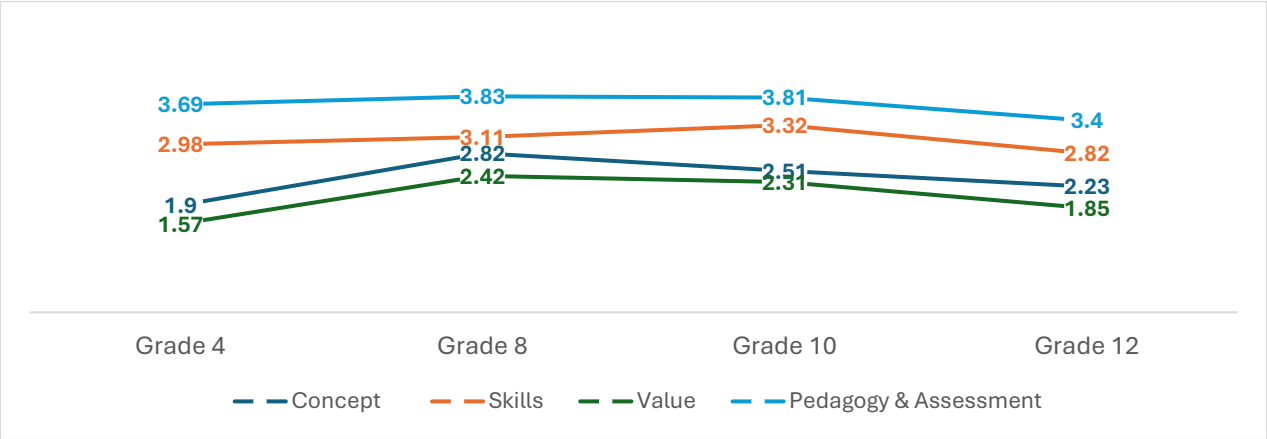
The framework is somehow better than the content materials of social studies in the translation of all fields, except for the Pedagogy & Assessment, where there is a complete alignment between the curriculum framework and the content materials. Although there is no major gap between the framework and derived textbooks, it is recommended to revisit both the framework and textbooks to bring them both for stronger alignment internally and with the UNESCO &UN SDGs.

3. 4.7 Comparative Analysis Across Grades 4, 8,10 and 12

When disaggregated by grade, a distinct performance hierarchy emerges: Grades 8 records the highest overall mean (2.99/5). Grade 10 records a closely comparable performance (2.92/5), Grade 12 achieves (2.51), and Grade 4 registers the lowest overall mean (2.43/5). This indicates that the domains in grades 8,10, and 12 fall within moderate alignment band. However, Grade 4 reflects a weakness in alignment. This pattern is not limited to a single grade level but reflects a structural feature of the curriculum, as the upper middle and secondary levels show stronger alignment than the foundation level. The deficiency in the fourth grade is consistent across all four dimensions of the curriculum, indicating a developmental gap in elementary education that requires targeted attention.

Domain-level disaggregation reveals further distinction in the grade-level pattern. As shown in Figure 25, Grade 8 leads in three of the four domains: Concepts (2.82/5), Values (2.42/5), and Pedagogy & Assessment (3.83/5). Grade 4 does not lead relative to all grades. Grade 4 scores the lowest in Concepts (1.9). Grade 10 leads in Skills (3.32). Grade 12 has a marginal advantage over Grade 4 in the Concepts domain (2.23/5) vs. (1.9/5). Figure 26 presents grade-level comparison across all indicators. Again, as reported earlier the integration of UNESCO &SDGs is better reflected in pedagogical practices domain followed by skills domain, then concepts domain and somehow weakly integrated at the level of values domain.

Figure 26: Grade-Level Comparison Across All Indicators



Summary – Grade 4

Grade 4 presents a curriculum anchored in learner-centered pedagogy, critical thinking, and competency-based assessment, which indicates a pronounced strength in instructional practices. However, it shows weaknesses in conceptual and values-based dimensions, particularly peace-related concepts and skills, civic and global concepts, and the values domain. These gaps, if unaddressed at the foundational level, may constrain the developmental trajectory of these dimensions through later grades. The Values domain is the weakest overall for Grade 4 (1.57/5), closely followed by Concepts (1.90/5), with non-violence (0.38/5), Peace & Conflict (0.75/5), and Conflict Resolution (0.75/5), representing the most urgent areas for curricular strengthening at the primary level.

Summary – Grade 8

Grade 8 presents the strongest alignment profile in the Social Studies curriculum, with Pedagogy & Assessment reaching the high alignment threshold (3.83/5) and a broad cluster of indicators, including Learner-Centered Pedagogy, Experiential Learning, Assessment of Competencies, Critical Thinking, and Media & Discourse Literacy, registering strong integration. The principal relative weaknesses are concentrated in the values and peace-related dimensions, with Conflict Resolution, Non-Violence, Empathy, and Peace & Conflict falling well below the moderate alignment band. Grade 8 demonstrates what the Social Studies curriculum can achieve in its instructional and skills design, while its conceptual and values dimensions are not yet developed in line with that strength.

Summary – Grade 10

Grade 10 presents the second alignment in the Social Studies curriculum; however, with some weaknesses. It secured an overall mean of 2.92/5 (moderate integration). The Skills (3.32) reflect a moderate integration along with the Concepts domain (2.51/5). The Values domain (2.31/5) with Diversity and Pluralism (2.41/5), Non-Violence (2.41/5), Environmental Responsibility (2.41), Social Justice and Inclusion (2.35/5), Media and Discourse Literacy (2.29/5), Empathy (2.18/5), Inclusion and Anti-Discrimination (2.12/5), Tolerance (1.82/5), Representation of the Other (1.65/5), Solidarity (1.53/5), and Gender Equality (1.35/5) fall in moderate or low integration band.

Summary – Grade 12

Grade 12 represents the third aligned profile in the Social Studies curriculum. It secured an overall mean of 2.51/5 (moderate integration). It is important to note that the large number of weak indicators requires immediate attention despite acquiring a higher overall mean than grade 4. Grade 12 did not achieve a higher average in any of the domains than other grades. 18 subscales fall in the weak integration or alignment range. Gender Equality in all grades needs substantial treatment in addition to Tolerance, Non-Violence, Empathy, Environmental Responsibility, Inclusion, and Anti-Discrimination. Those shortcomings require further measures of improvements.

3.4.8 Discussion, Conclusions & policy recommendations

Discussion

The findings confirm that the Social Studies curriculum is relatively aligned with UNESCO & UN SDGs and particularly has the highest score in pedagogy and assessment, promoting student-centered learning and assessment of competencies. However, alignment is uneven across domains. The curriculum is generally strong at the level of pedagogical practices and moderately aligned at the level of skills, but at times limited at the level of conceptual structuring and values operationalization in enacted content. Results also reveal an adequate alignment between the Social Studies framework and textbooks. The largest gap appears in the integration of gender equality, conflict resolution, empathy, diversity and pluralism, non-violence, environmental responsibility, and solidarity. Overall, the curriculum reflects a relatively sound vision but requires greater coherence and operationalization in the form of structured learning outcomes across all curriculum documents.

The grade-level analysis reveals three overarching trends that have important implications for curriculum development and policy:

- First, a progressive improvement trajectory is evident across most indicators, with Grade 8 consistently outperforming Grades 4 and 12. This trajectory is most pronounced in the Values domain, where the gap between Grade 4 (1.57/5) and Grade 12 (1.85/5) is 0.28 points, suggesting that values integration is relatively, but not sufficiently deepens in the upper secondary years. Several indicators, notably gender equality, conflict resolution (grades 4, 8, 12), empathy, diversity and pluralism (except in grade 8), non-violence, environmental responsibility, and solidarity remain rather weak to moderate across all three grades confirming that alignment gaps are structural rather than developmental.
- Second, the Grade 4 deficit is the most apparent finding of the grade-level analysis. Across all four domains, Grade 4 registers the lowest alignment and integration of UNESCO/SDGs, including the lowest domain mean in the analysis (Concepts: 1.9/5) and the lowest single indicator score in the entire analysis (Non-Violence in Grade 4, 0.38/5). Peace and Conflict in Grade 4 scored (0.75/5). This systematic underperformance suggests that Grade 4 curriculum materials require revision to bring them to an acceptable level of alignment with the standards set by the Subject Curriculum Framework.

- Third, the Pedagogy & Assessment domain is the most equitably distributed across grades, with Grade 8 scoring (3.83), followed by Grade 10 (3.81), Grade 4 (3.69), and finally Grade 12 recording (3.4/5). This confirms that instructional practices, particularly Learner-Centered Pedagogy, Assessment of Competencies, and Reflective Learning are embedded consistently across the curriculum. In contrast, the Concepts and Values domains show the greatest grade-level variation, indicating that the conceptual and ethical dimensions of the curriculum are the least consistently developed across the full school cycle.

Conclusions

Four main conclusions emerge:

- Inconsistent operationalization of UNESCO & SDGs concepts, skills, values, and pedagogy & assessment at the level of Social Studies curriculum, with some gaps existing in textbooks and the curriculum framework.
- Weak normative strength with gaps: The curriculum is weak in values alignment with international standards as reflected in UNESCO & UN SDGs recommendations and frameworks for action.
- Selective integration across domains: Certain dimensions particularly learner-centered pedagogy, critical thinking, dialogue and communication, and media and discourse literacy show full or moderate integration. However, gender equality, empathy, environmental responsibility and peace-related dimensions remain underdeveloped across all curriculum document types, pointing to a pattern of selective rather than comprehensive alignment.
- Moderate pedagogical operationalization: There is an alignment between the intended concepts, skills, and values declared in the curriculum and the instructional practices through which they are enacted. The strongest alignment is at the level of learner-centered and assessment of competencies while multi-perspectival and whole-school alignment practices need further improvement.

Policy Recommendations

To strengthen alignment of the Social Studies Curriculum with UNESCO & UN SDGs frameworks, five key policy recommendations are proposed:

- **Bridge the gap between Social Studies framework and textbooks and other related curriculum documents.** This requires systematic curriculum mapping to ensure vertical and horizontal coherence between the framework and textbooks, revising textbook content to embed UNESCO/SDG competencies explicitly and consistently.
- **Explicitly Structure Underdeveloped Sub-Domains**: The Values domain records the weakest overall alignment (2.15/5), with non-violence (1.54/5), Tolerance (1.83/5), Empathy (1.87/5), Solidarity (1.98), Environmental Responsibility (1.94), and Gender Equality (1.54); all of which show weak integration. It is recommended that these concepts be introduced as explicit, structured learning strands not as incidental

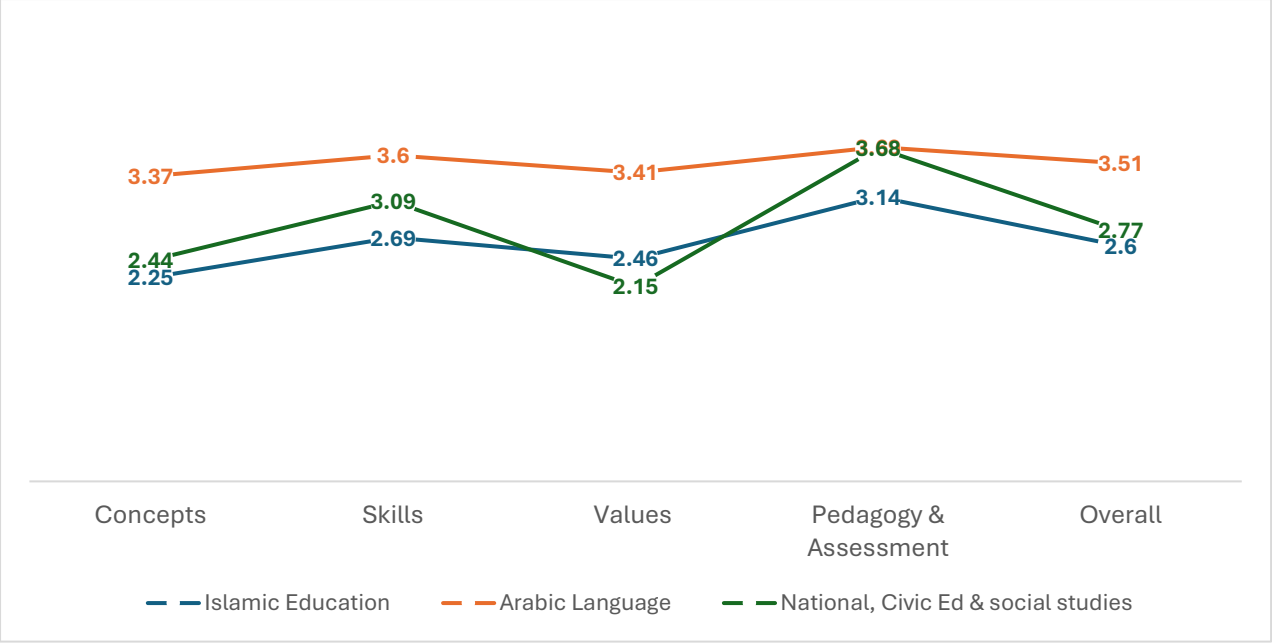
references with dedicated learning outcomes, mapped content sequences, and assessment criteria across Grades 4, 8, 10, and 12. Particular attention should be given to strengthening the integration of global and ecological concepts, which are central to international SDGs framework but are currently minimal from meaningful curriculum engagement.

- **Embed Peacebuilding and Civic Engagement as Core Competencies**: The Skills domain shows acceptable level of integration, but critical gaps exist in interpersonal and civic skills, particularly Conflict Resolution (2.02/5) and Civic Engagement (2.45/5). It is recommended that these skills be elevated to the status of explicit cross-cutting competencies with clear instructional models, classroom tasks, and assessment rubrics. Conflict Resolution, and Civic Engagement should be embedded as structured skill-building strands that span all grade levels and content areas, moving beyond their current low level of integration.
- **Operationalize Ecological, Peaceful, and Inclusive Values:** The Values domain reveals an operationally selective curriculum, with non-violence (1.54/5), Environmental Responsibility (1.94), Tolerance (1.83/5), and Empathy (1.87/5) remaining weakly embedded. It is recommended that these values be developed as coherent and sequenced strands rather than implicit references. Non-Violence requires urgent structural integration to strengthen its position in the enacted content and its centrality to both Social Studies and global sustainability frameworks.

3.5 Comparative Analysis of the Three Curriculum Subjects

Results show that Arabic Language demonstrates the strongest overall alignment and integration with an overall mean of 3.51, placing it within high and well-integrated alignment band, followed by National, Civic Education and Social Studies (2.77), and Islamic Education (2.60), both at moderate range. At the sub-scale level, Arabic Language performs consistently well across all four domains (Concepts = 3.37, Skills = 3.60, Values = 3.41, and Pedagogy & Assessment = 3.69). This suggests that Arabic Language provides the most balanced integration of UNESCO/SDGs related concepts, skills, values, and pedagogy & assessment. National, Civic Education and Social Studies show strength in Pedagogy & Assessment (3.68) and moderate strength in Skills (3.09), but weaker alignment in Values (2.15) and Concepts (2.44). Islamic Education shows its strongest alignment in Pedagogy & Assessment (3.14), followed by Skills (2.69), while its weakest areas are Concepts 9 2.25) and Values (2.46). Figure 27 below shows mean subscales across the three curriculum subjects.

Figure 27 Comparative Mean Scores by Curriculum subject & Sub-scale



Comparative results reveal:

- High and well-integrated alignment are found mostly in the skills and pedagogy domains. The clearest are Critical Thinking, Dialogue & Communication, Learner-Centered Pedagogy, Experiential Learning, Reflective Learning, and Assessment of Competencies. This suggests that the curriculum is relatively stronger in pedagogical approaches and competency-oriented learning than in explicit peace, human rights, global citizenship, sustainability, and inclusion content. While most subscales' elements achieve high and well- alignment within Arabic Language specifically, this strength is not systematically evident across Islamic Education or National, Civic Education and Social Studies.
- Moderate integration: Human Rights & Dignity, Democracy & Participation, Global Citizenship, Gender Equality, Perspective-Taking, Civic Engagement, Ethical Reasoning, Media & Discourse Literacy, Justice & Fairness, Responsibility, Learning to Live Together, Democratic Classroom Practice, and Whole-School Alignment. These areas are present across the curriculum but may lack full operationalization of learning outcomes, activities, and assessment tasks.
- Low (All appeared in Islamic Education & National, Civic Education and Social Studies) integration mainly in Peace & Conflict, Diversity & Pluralism, Social Justice & Inclusion, Representation of the Other, Conflict Resolution, Tolerance, Non-Violence, Environmental Responsibility, and Inclusion & Anti-Discrimination. This indicates that the Islamic Education & National, Civic education and Social Studies curriculum do not yet provide sufficiently explicit inclusion of certain UNESCO/SDGs themes related to coexistence, diversity, non-violence, anti-discrimination, and representation of the other.

Arabic Language appears to be the most balanced carrier of UNESCO/SDGs themes. Although Islamic Education and National, Civic education & Social Studies showed an overall moderate alignment, both require more explicit integration of certain concepts and values. The main

strength lies in the pedagogical and skills orientation of the curriculum. All three subjects show relatively strong alignment in learner-centered pedagogy, assessment of competencies, critical thinking, dialogue, and reflective learning. The main weakness lies in the conceptual and values domains, especially where UNESCO/SDGs alignment requires explicit treatment of peacebuilding, conflict resolution, diversity, pluralism, gender equality, anti-discrimination, environmental responsibility, global citizenship, and representation of the other. In most instances, these appear implicit, or weakly integrated in textbook content and learning tasks rather than explicit learning strands.

Taking these findings into consideration, the following conclusions can be drawn:

- The curriculum demonstrates growing adoption of learner-centered and competency-based pedagogies.
- Critical thinking, communication, reflection, and participatory learning approaches are clearly visible and well-integrated.
- Arabic Language provides a comparatively rich curriculum promoting empathy, dialogue, expression, and civic awareness.
- The three subjects collectively provide a foundational basis for citizenship formation and social responsibility.
- In Islamic Education & National, Civic & Social studies curriculum, the following dimensions such as Representation of "the other", Conflict resolution, Non-violent, environmental responsibility are weakly integrated and frequently appear implicit rather than as explicit as learning strands.

Chapter 4: Overall Discussion, Conclusions and Policy Recommendations

4.1 Discussion

The findings of the study indicate that Jordan's curriculum demonstrates moderate to high alignment with UNESCO recommendations on peace, human rights, global citizenship, and sustainable development, as well as relevant Sustainable Development Goals. The General Curriculum Framework showed the strongest overall alignment (3.55/5) followed by Arabic Language Curriculum (3.51/5), National education, Civic Education and Social Studies (2.77/5) and Islamic Education (2.6/5). Among the three learning areas or subjects, overall alignment appears stronger within pedagogy and assessment domain followed by skills domain compared to concepts and values domains where greater variability across curriculum areas and grade levels is noticed. At the General Curriculum Framework level, however, both values and kills domains showed high and strong alignment while pedagogy and assessment domain scored the lowest but still moderately aligned. Apart from Arabic Language, the findings also confirm that alignment is consistently stronger at the level of curriculum frameworks than within enacted curriculum documents (Textbook, Teacher guides & other associated learning materials) with the most noticeable gap is in Islamic Education. Across the curriculum system, learner-centered pedagogy, critical thinking, reflective learning, dialogue and communication, and competency-based assessment emerged as the most consistently integrated dimensions.

The General Curriculum Framework demonstrates a strong normative orientation towards citizenship, responsibility, tolerance, ethical reasoning, and critical inquiry.

However, the study also reveals that alignment remains somehow uneven rather than comprehensively and systematically institutionalized within the curriculum system. Several UNESCO/SDG dimensions continue to be weakly integrated or inconsistently operationalized across curriculum documents. Common gaps across subjects include limited integration of peace and conflict studies, conflict resolution, gender equality, environmental responsibility, representation of the Other, multi-perspectivity, civic engagement, and whole-school alignment. These findings indicate that while curriculum frameworks are aligned with global educational priorities, translation of these priorities into explicit learning strands and outcomes, pedagogical practices, textbook content, and assessment mechanisms need further work.

The Islamic Education curriculum demonstrates normative alignment, particularly in relation to responsibility, solidarity, ethical reasoning, and learner-centered pedagogy. However, the findings reveal a substantial gap between the aspirations articulated within the Islamic Education curriculum framework and their operationalization within textbooks and other related curriculum documents. Limited integration of global citizenship, sustainable development, environmental responsibility, media literacy, diversity and pluralism, and peace & conflict competencies suggest that the curriculum remains more strongly oriented towards moral instructions than as applied competencies within sustainability-oriented learning contexts. These findings point to the need for greater curricular coherence and more explicit integration of UNESCO/SDG competencies across enacted curriculum materials.

The Arabic Language curriculum demonstrates the strongest and most balanced overall alignment, particularly in relation to critical thinking, learner-centered pedagogy, reflective learning, and competency-based assessment. The Arabic curriculum also demonstrates comparatively strong coherence between curriculum frameworks and enacted learning materials, especially in Grades 8 and 12. Nevertheless, foundational-level materials, particularly in Grade 4, remain comparatively underdeveloped in relation to peace education, media literacy, civic dialogue, and whole-school integration. These findings suggest the need to strengthen early-stage conceptual and civic foundations within Arabic Language learning.

The National, Civic Education, and Social Studies curriculum demonstrates relatively moderate alignment overall. While pedagogy and assessment dimensions are comparatively well-integrated, the curriculum continues to show weak integration of related concepts and values such as gender equality, social justice & inclusion, representation of the other, civic engagement, tolerance, empathy, diversity and pluralism, non-violence, environmental responsibility, and peace-related concepts and values. Although curriculum materials demonstrate some developmental progression across grades, particularly at Grade 8, the findings suggest that civic dimensions remain fragmented and insufficiently stated as explicit learning strands with defined learning outcomes. These findings suggest the need for more integration of peacebuilding, social cohesion, sustainability, and inclusive citizenship competencies within both curriculum frameworks and textbooks.

Grade-level analysis across curriculum areas reveals another important trend. Intermediate and upper grades generally demonstrate stronger alignment with UNESCO/SDG dimensions than foundational grades, particularly Grade 4. This suggests that global citizenship, sustainability, peace, and civic competencies are introduced more explicitly at later stages, while foundational curricula remain comparatively narrow in conceptual breadth and civic orientation. At the same time, several concepts, skills, and values demonstrate weak alignment across all grade levels, confirming that many alignment gaps are structural rather than developmental. The findings therefore suggest that curriculum renewal process should move beyond isolated textbook revisions toward a more coherent system-wide approach to curriculum design, development, implementation.

4.2 Conclusions

The study concludes that Jordan's curriculum demonstrates moderate to high alignment with UNESCO and SDG frameworks. **The General Curriculum Framework** provides a relatively strong foundation supporting citizenship, tolerance, ethical responsibility, human rights, and sustainable development principles. However, the findings also confirm that alignment remains uneven across curriculum areas, domains, and grade levels. By and large, subject- specific curriculum frameworks demonstrate stronger alignment than enacted curriculum materials, indicating that several UNESCO/SDG dimensions remain insufficiently translated into textbooks, learning activities, pedagogical practices, and assessment approaches. The findings, therefore, suggest that Jordan' curriculum is well aligned at the policy and framework levels than at the operationalization level.

The Islamic Education curriculum demonstrates sound values and pedagogical foundations but requires more curricular integration of global citizenship, environmental sustainability, diversity, peacebuilding, and dialogical competencies. Furthermore, the findings indicate the need to strengthen coherence between the Islamic Education curriculum framework and enacted curriculum materials to ensure that UNESCO/SDG-oriented competencies are systematically reflected within classroom learning experiences.

The **Arabic Language curriculum** demonstrates the strongest and most coherent overall alignment with UNESCO and SDG dimensions, particularly in relation to cognitive skills, learner-centered pedagogy, reflective learning, and competency-based assessment. Nevertheless, foundational-stage (Grade 4) curriculum materials require stronger integration of peace education, civic dialogue, and media literacy competencies to ensure more balanced developmental progression across grades.

The National, Civic Education, and Social Studies curriculum demonstrates overall moderate alignment but continues to show substantial weaknesses in some peace-related values, gender equality, empathy, environmental responsibility, diversity and pluralism, and non-violence. While pedagogical practices demonstrate high alignment, conceptual and value dimensions remain selectively integrated and insufficiently operationalized across curriculum documents.

Finally, the study concludes that alignment of Jordan's curriculum with UNESCO and SDG frameworks should be understood as an ongoing reform trajectory rather than a fully achieved

condition. While the curriculum system reflects overall moderate to high alignment with UNESCO/SDGs frameworks, further curriculum restructuring, textbook revision, pedagogical operationalization, teacher preparation, and assessment reform remain necessary to achieve comprehensive and full alignment.

4.3 Policy Recommendations

4.3.1 Curriculum-System Policy Recommendations

- Develop a comprehensive national framework for integrating peace education, global citizenship, human rights, sustainability, and SDG competencies across all curriculum areas and grade levels.
- Strengthen vertical and horizontal curriculum coherence by systematically aligning curriculum frameworks, textbooks, pedagogy, learning outcomes, and assessment practices.
- Move from implicit to explicit integration of UNESCO/SDG competencies through clearly articulated learning progressions, curriculum standards, and performance indicators across the school cycle.
- Expand competency-based and performance-oriented assessment approaches capable of measuring civic, ethical, sustainability, and peacebuilding competencies in real life contexts.
- Institutionalize whole-school alignment mechanisms linking curriculum content, school culture, extracurricular activities, teacher preparation, and student assessment to UNESCO/SDG learning priorities.
- Strengthen pre-service and in-service teacher professional development in peace education, conflict resolution, media literacy, intercultural dialogue, sustainability education, and democratic classroom practices.
- Enhance curriculum governance and curriculum review processes through periodic review of alignment with UNESCO/SDGs frameworks and sustainable development priorities.

4.3.2 Subject-Specific Policy Recommendations

4.3.2.1 Islamic Education Curriculum

- Strengthen integration of global citizenship, environmental sustainability, peacebuilding, diversity and pluralism, and media literacy competencies within textbooks and other related enacted curriculum materials.
- Improve coherence between the Islamic Education curriculum framework and textbooks through systematic curriculum mapping and alignment of learning outcomes, content, pedagogy, and assessment.

- Expand inquiry-based, and multi-perspectival pedagogies that promote coexistence, ethical reasoning, civic responsibility, and engagement with contemporary global issues.

4.3.2.2 Arabic Language Curriculum

- Strengthen foundational-stage (Grade 4) curriculum materials through more explicit integration of peace education, civic engagement, media literacy, and non-violence competencies.
- Institutionalize conflict resolution, dialogue & communication and peacebuilding as structured competencies embedded within language-learning experiences.

4.3.2.3 National, Civic Education, and Social Studies Curriculum

- Strengthen integration of gender equality, empathy, environmental responsibility, diversity and pluralism, solidarity, and non-violence across curriculum documents and learning activities.
- Embed peace building, civic engagement, democratic participation, and sustainability as explicit learning strands and competencies supported through experiential and community-based learning.
- Improve coherence between curriculum frameworks and textbooks to ensure balanced conceptual progression and continuity across grade levels.
- Strengthen transformation of the applied dimension of Social Studies towards “Civic Practice” by introducing deliberative discussions and debates, public issue inquiry, simulations (parliament, UN models), and community-based projects

4.3.3 Grade-Level Curriculum Policy Recommendations

- Prioritize revision of foundational-stage curriculum materials to establish early integration of peace education, global citizenship, sustainability, media literacy, and human rights competencies.
- Strengthen developmental continuity across grades through sequenced learning progressions that progressively deepen civic, ethical, intercultural, and sustainability-related competencies.
- Ensure that upper-secondary curriculum materials move beyond conceptual awareness toward applied civic engagement, ethical reasoning, peacebuilding, sustainability action, and participatory learning experiences.
- Develop age-appropriate pedagogical and assessment models that support progressive competency development from primary through secondary education while maintaining coherence with UNESCO and SDG learning priorities

ANNEX 1: Content Analysis Rubric

DOMAIN	INDICAT	WHAT TO LOOK FOR	SCORE 0	SCORE 1	SCORE 2	SCORE 3	SCORE 4	SCORE 5	ANCHOR
Concepts	Human Rights & Dignity	Explicit references to dignity, equality, rights, freedoms, justice, responsibilities	No mention of rights, dignity, equality, or freedoms	General language only (e.g., respect others)	Rights/dignity mentioned but isolated or undefined	Rights/dignity explained with examples	Rights applied to cases, duties, violations, or social issues	Rights critically analyzed with responsibilities, remedies, and multiple contexts	UNESCO 1995; UNESCO 2023; SDG 4.7, 16
Concepts	Peace & Conflict	Peace, causes of conflict, reconciliation, peacebuilding, non-violence	No peace/conflict content	Peace as slogan only	Peace/conflict named but not developed	Conflict causes/consequences or peace concepts explained	Peaceful solutions, reconciliation, or de-escalation discussed	Conflict transformation, prevention, and peacebuilding analyzed with learner application	UNESCO 1995; SDG 16
Concepts	Democracy & Participation	Governance, participation, accountability, shared decision-making	No democracy/participation content	Compliance only	Participation or democracy mentioned	Processes of civic participation explained	Participation applied through examples	Democratic practice analyzed as lived process with accountability and voice	UNESCO 1995; SDG 16
Concepts	Diversity & Pluralism	Recognition and valuing of religious, cultural, ethnic, linguistic, and social diversity	Absent or negative portrayal	Neutral mention without valuing diversity	Diversity acknowledged	Positive framing with examples of coexistence	Multiple perspectives and respectful representation	stereotypes questioned, diversity treated as civic asset	UNESCO 1995; UNESCO 2023; SDG 5, 10
Concepts	Global Citizenship	Shared humanity, global issues, global responsibility	No global dimension	Vague global mention	Global issues named	Interdependence explained	Responsibility toward global issues/others emphasized	Global-local issues analyzed and shared humanity integrated	UNESCO 2023; SDG 4.7

Concepts	Sustainable Development	Environment, climate, responsible consumption, future generations	Absent	Environmental mention only	Environmental knowledge or facts present	Environment linked to society/community	Environment linked to ethics, justice, stewardship	Sustainability treated systemically across environment, society, economy, future	SDG 4.7, 12, 13
Concepts	Gender Equality	Representation, rights, participation of women and girls	Absent or inequitable portrayal	limited female presence	Women/girls included or equality mentioned	Equality explained with positive roles/examples	Empowerment and participation emphasized	Gender inequality critically analyzed with rights-based lens	SDG 5
Concepts	Social Justice & Inclusion	Poverty, inequality, exclusion, disability, marginalization, fairness	Absent	General fairness mention only	Inequality/inclusion named	Social justice explained with examples	Causes/consequences and inclusion responses addressed	Structural inequality critically analyzed with solutions	SDG 10, 16
Concepts	Representation of the Other	Portrayal of groups different from self (religious, national, cultural, social)	Biased representation	Stereotypical portrayal	Neutral description only	Respectful, non-hostile portrayal	Humanized portrayal	Balanced, multiperspectival representation with critique of bias	UNESCO 1995; UNESCO 2023
Skills	Critical Thinking	Analysis, comparison, evaluation, questioning, evidence use	No analytical task	Recall/comprehension only	Basic explanation/comparison	Analysis and interpretation tasks present	Evaluation and justification with evidence	Critique of assumptions, stereotypes, and narratives using evidence	UNESCO 2023
Skills	Dialogue & Communication	Listening, discussion, debate, respectful disagreement, oral expression	No dialogue tasks	Teacher-led response only	Limited discussion prompts	Structured discussion or oral exchange	Respectful dialogue and reasoned disagreement practiced	Deliberation on complex/controversial issues with listening and evidence	UNESCO 1995
Skills	Conflict Resolution	Mediation, negotiation, peaceful problem-solving	No conflict-solution task	Conflict named without skill	Peaceful solution suggested	Problem-solving steps/tasks included	Scenario-based mediation/negotiation practice	Applied conflict solutions	UNESCO 1995; SDG 16

Skills	Perspective-Taking	Understanding multiple viewpoints and experiences	Single narrative only	Other viewpoints mentioned superficially	More than one perspective appears	Learners compare perspectives	Learners understand reasons/feelings of others	Conflicting narratives analyzed with empathy and complexity	UNESCO 1995
Skills	Civic Engagement	Participation, service, action, community contribution	No action orientation	Moral duty only	Action suggested but vague	Participation tasks included	Real engagement/project tasks	Social change orientation with community linkage	SDG 16; SDG 4.7
Skills	Ethical Reasoning	Moral dilemmas, judgement, consequences, principled decision-making	No ethical reasoning task	Moral slogan only	Simple right/wrong judgement	Applied reasoning in a scenario	Complex dilemmas with justification	Deep ethical reasoning balancing principles, consequences, rights, and empathy	UNESCO 1995; UNESCO 2023
Skills	Media & Discourse Literacy	Bias, misinformation, hate speech, framing, representation in texts/media	Absent	Awareness only	Identify bias	Analyze media/discourse features	Evaluate competing narratives and reliability	Deconstruct manipulation, exclusion, hate speech, and narrative framing critically	SDG 4.7; UNESCO 2023
Values	Tolerance	Respect for difference, rejection of discrimination	Absent	Passive tolerance implied	Respect explicitly stated	Respect reinforced with examples	Coexistence and acceptance promoted actively	Active engagement with diversity and anti-discrimination ethic	UNESCO 1995; SDG 10
Values	Empathy	Understanding and feeling with others' experiences	Absent	Implied emotional concern	Narrative empathy appears	Explicit empathy encouraged	Applied empathy in tasks/reflection	Deep empathetic reasoning across difference/conflict	UNESCO 1995
Values	Justice & Fairness	Equality, fairness, anti-injustice, impartiality	Absent	General fairness slogan	Justice named	Justice linked to situations	Injustice addressed with remedies	Structural justice and fairness critically explored	SDG 16

Values	Non-Violence	Rejection of violence, peaceful alternatives, anti-hate	Absent	Non-violence implied	Peaceful behavior encouraged	Violence critiqued and alternatives named	Alternatives to violence applied in scenarios	Anti-violence ethical reasoning and prevention of hate or incitement	UNESCO 1995; SDG 16
Values	Responsibility	Personal, civic, social, and global responsibility	Absent	Self-responsibility only	Social responsibility stated	Applied responsibility in class/community	Collective responsibility and accountability emphasized	Ethical accountability toward society, humanity, and future generations	SDG 4.7, 12, 13, 16
Values	Solidarity	Helping and standing with others beyond one's own group	Absent	Implied support only	Solidarity named	Encouraged toward peers/community	Practiced through examples/tasks	Cross-group solidarity and shared humanity explicitly fostered	UNESCO 1995; SDG 10
Values	Environmental Responsibility	Stewardship, sustainable behavior, care for environment	Absent	Awareness only	Responsibility stated	Applied environmentally responsible behavior	Ethical stewardship emphasized	Systemic sustainability ethic across personal/public choices	SDG 12, 13
Values	Inclusion & Anti-Discrimination	Equity, belonging, anti-exclusion across difference	Absent	Implicit only	Mentioned explicitly	Explained with examples	Applied anti-discrimination orientation	Critical inclusion and equity orientation	SDG 10, 16
Values	Learning to Live Together	Integration of peace, diversity, human rights, empathy, participation, and coexistence as a lived value orientation	Absent	Mention of coexistence only	Conceptual reference to coexistence	Values expressed in isolated examples	Coexistence and shared humanity reinforced across content	Deep ethical orientation: coexistence, solidarity, justice, and pluralism internalized and critically reflected	UNESCO 1995; UNESCO 2023; SDG 4.7, 16
Pedagogy & Assessment	Learner-Centered Pedagogy	Active, inquiry-based, student participation in learning	Fully passive	Minimal activity	Mixed but mostly teacher-led	Active tasks occur regularly	Student-driven inquiry/problem-solving present	Inquiry-based learning culture clearly embedded	UNESCO 1995; UNESCO 2023

Pedagogy & Assessment	Multi-perspectivity	Use of more than one viewpoint or narrative	Single narrative only	Alternative view briefly mentioned	Multiple views present	Views compared	Balanced comparison and nuance	Critical analysis of perspectives, bias, and interpretation	UNESCO 1995
Pedagogy & Assessment	Experiential Learning	Real-life, project-based, community-linked, authentic tasks	None	Minimal simulation	Simple applied task	Real scenario or project applied	Community-linked or authentic task	Authentic sustained application beyond textbook exercise	SDG 4.7
Pedagogy & Assessment	Reflective Learning	Self-reflection, values reflection, self-examination	None	Simple personal opinion	Guided reflection question	Analytical reflection	Self-reflective reasoning	Deep reflective learning linked to attitudes, and action	UNESCO 1995
Pedagogy & Assessment	Democratic Classroom Practice	Voice, participation, shared decisions, respectful rules	None	Minimal participation	Some structured participation	Students express views regularly	Shared responsibility/choice evident	Democratic culture modelled through dialogue and co-responsibility	UNESCO 1995; SDG 16
Pedagogy & Assessment	Assessment of Competencies	Assessment of skills, values application, performance tasks	Recall only	Minimal skills assessment	Some analytical questions	Applied/analytical assessment	Performance tasks or rubrics for competencies	Authentic assessment of competencies & civic action	SDG 4.7; UNESCO 2023
Pedagogy & Assessment	Whole-School Alignment	Links to school ethos, inclusion, safety, participation, culture	No link	Implicit only	Partial reference	Clear alignment to inclusive/safe culture	Strong alignment across content and climate	Fully integrated ethos of inclusion, dignity, participation, peace	UNESCO 1995

Annex 2: Islamic Education Grade-level Results

Grade 4 Results (Overall Mean = 2.60/5)

Grade 4 records an overall mean of 2.60/5, placing it at the moderate alignment range. The domain hierarchy mirrors the overall pattern: Pedagogy & Assessment leads (3.24/5), followed by Skills (2.68/5), Concepts (2.36/5), and Values (2.28/5) is the lowest domain score for this grade. Notably, Grade 4 records several of the highest scores across the entire analysis, particularly Gender Equality in Teacher Guides (4.02/5) and Learner-Centered Pedagogy (4.33/5), suggesting that certain dimensions of the curriculum are well-developed at this level. Table 2.1 shows mean scores across all subscales for Grade 4.

Figures 2.1 -2.5 present a radar chart visualizing the alignment of Grade 4 across all four domains, illustrating the relative strengths and gaps in comparison to the overall curriculum mean.

Figure 2.1: Mean Scores by Domain – Grade 4

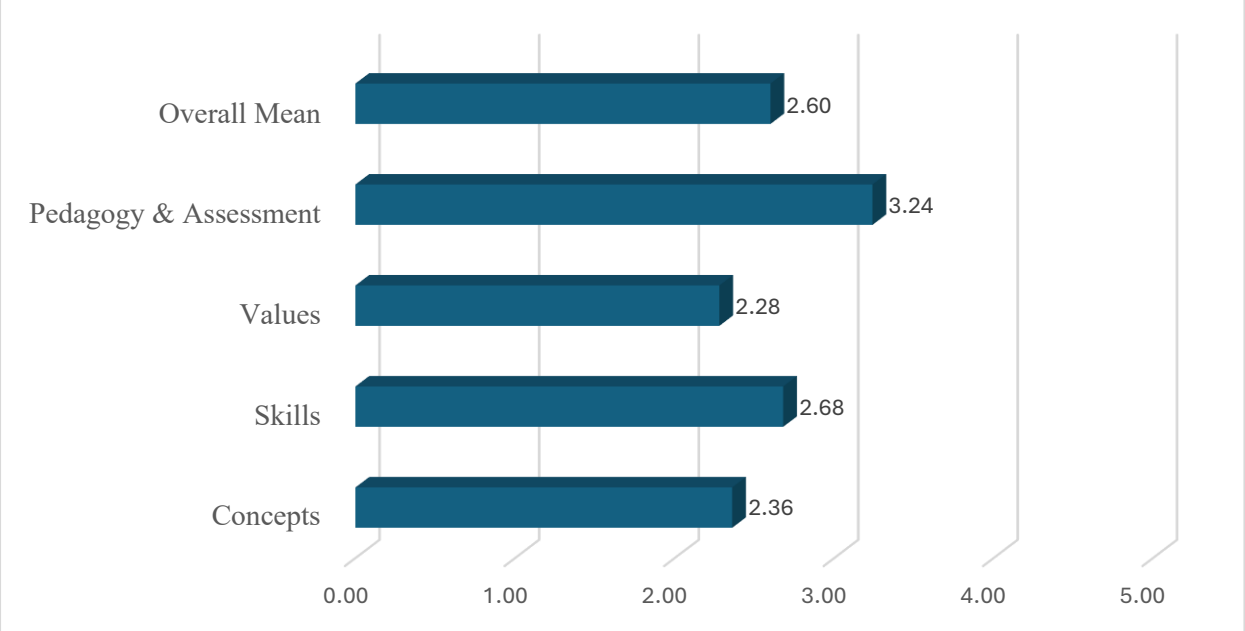


Figure 2.2: Grade 4: Mean Scores on Concepts Domain

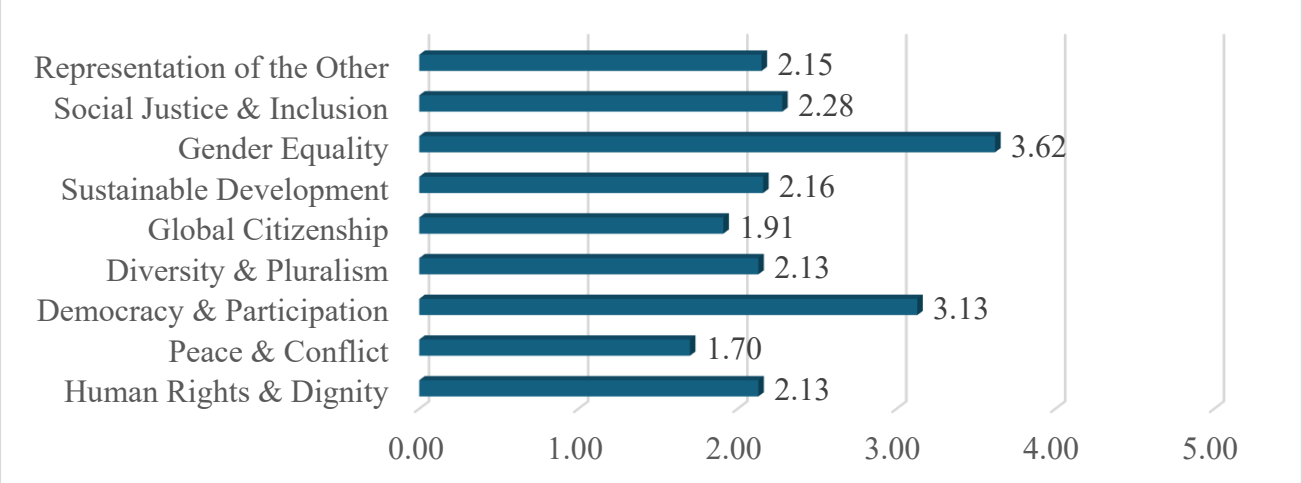


Figure 2.3: Grade 4: Mean Scores on Skills Domain

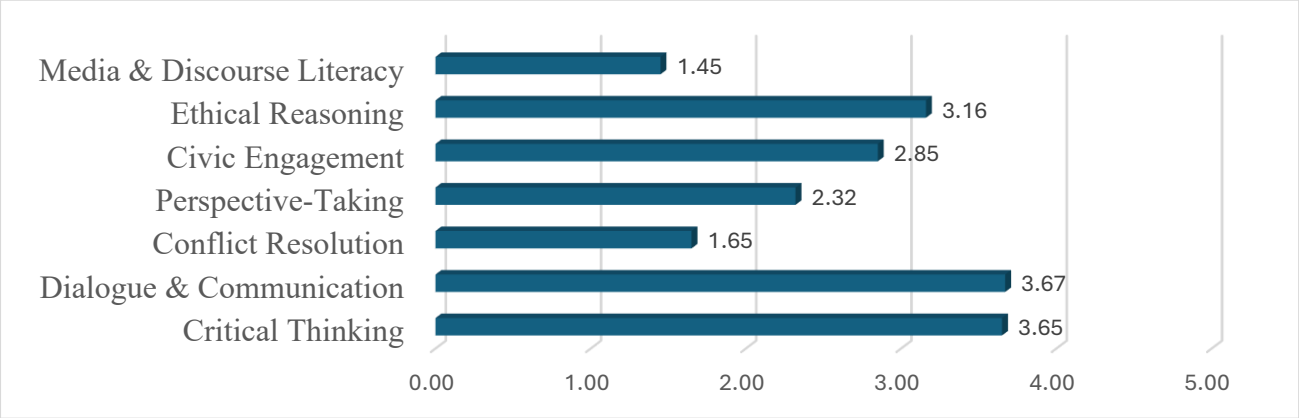


Figure 2.4: Grade 4: Mean Scores on Values domain

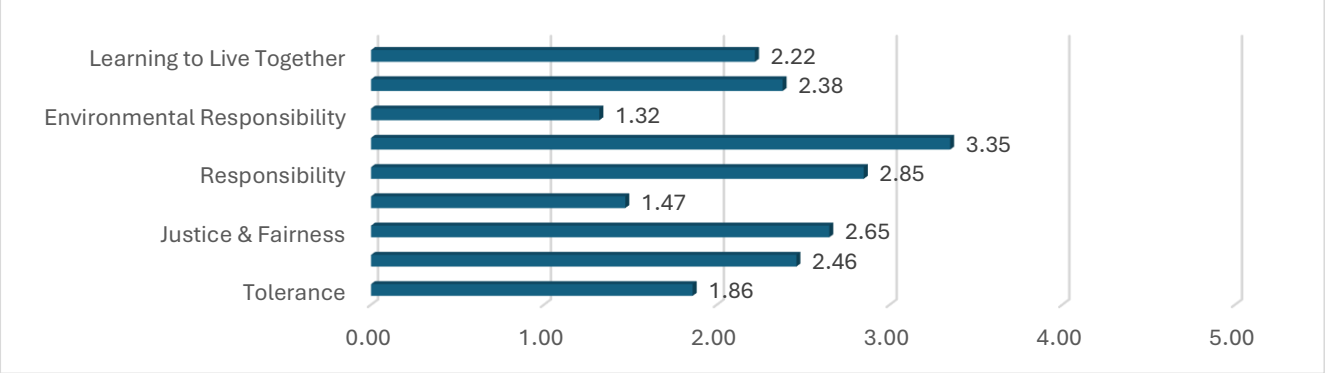


Figure 2.5: Grade 4: Mean Scores on Values domain

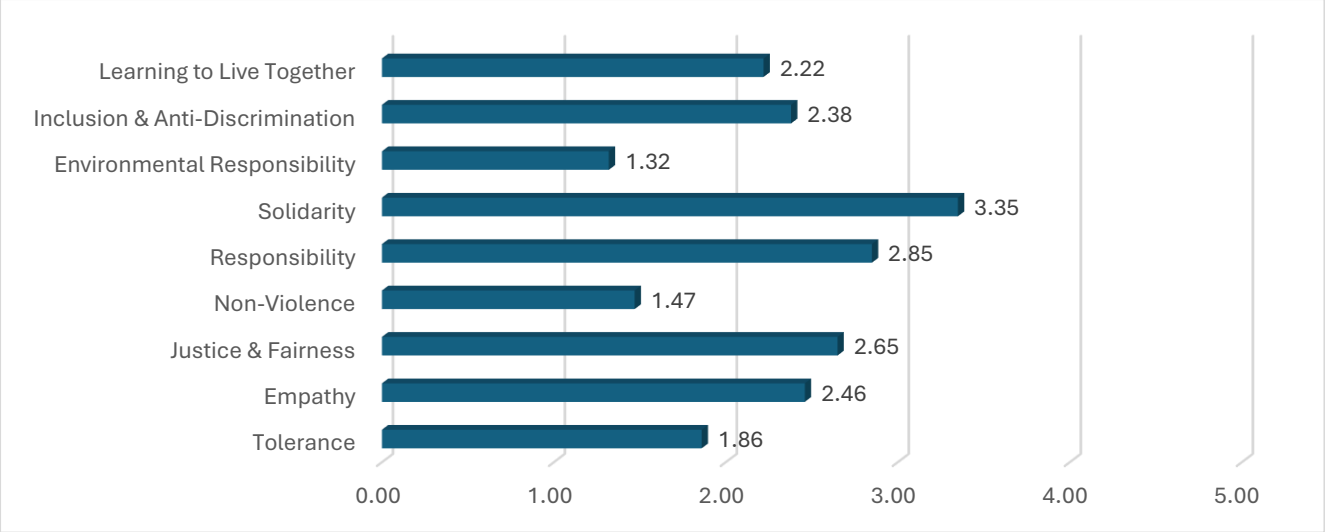


Table 2.1 provides a detailed breakdown of mean scores across all 32 indicators for Grade 4, organized by domain, enabling deep examination of the specific strengths and gaps reflected in the radar chart above.

Table 2.1: Mean Scores Across All Indicators – Grade *4*

Indicator	Mean Score
Human Rights & Dignity	2.13
Peace & Conflict	1.70
Democracy & Participation	3.13
Diversity & Pluralism	2.13
Global Citizenship	1.91
Sustainable Development	2.16
Gender Equality	3.62
Social Justice & Inclusion	2.28
Representation of the Other	2.15
Concepts Scale Mean	2.36
Critical Thinking	3.65
Dialogue & Communication	3.67

Indicator	Mean Score
Conflict Resolution	1.65
Perspective-Taking	2.32
Civic Engagement	2.85
Ethical Reasoning	3.16
Media & Discourse Literacy	1.45
Skills Scale Mean	2.68
Tolerance	1.86
Empathy	2.46
Justice & Fairness	2.65
Non-Violence	1.47
Responsibility	2.85
Solidarity	3.35
Environmental Responsibility	1.32
Inclusion & Anti-Discrimination	2.38
Learning to Live Together	2.22
Values Scale Mean	2.28
Learner-Centered Pedagogy	4.33
Multi- perspectivity	2.28
Experiential Learning	3.43
Reflective Learning	3.45
Democratic Classroom Practice	3.05

Indicator	Mean Score
Assessment of Competencies	3.73
Whole-School Alignment	2.42
Pedagogy & Assessment Scale Mean	3.24

Inspection of Table 2.1 reveals the following results:

- Strong Integration including Learner-Centered Pedagogy (4.33/5), the highest single indicator score for this grade.
- High integration including Critical Thinking (3.65/5), Gender Equality (3.62/5), reflecting a notable emphasis on such skills as analysis, comparison, evaluation, questioning, evidence use, and inclusive and student-centered learning in Grade 4 materials. Assessment of Competencies (3.73/5) and Dialogue & Communication (3.67/5) also show high integration, indicating that communicative and competency-oriented practices are well-established at this level.
- Moderate integration including Ethical Reasoning (3.16/5), Solidarity (3.35/5), Reflective Learning (3.45/5), Experiential Learning (3.43/5), Democratic Classroom Practice (3.05/5), and Civic Engagement (2.85/5). These indicators reflect a curriculum that provides a reasonable pedagogical and ethical foundation at the primary level.
- Weak integration including Human Rights & Dignity (2.13/5), Social Justice & Inclusion (2.28/5), Diversity & Pluralism (2.13/5), Sustainable Development (2.16/5), Empathy (2.46/5), and Multi-perspectivity (2.28/5). These are present but not yet systematically developed.
- Minimal Integration (Critical Gaps) including Non-Violence (1.47/5), the lowest Values indicator for Grade 4, Peace & Conflict (1.70/5), Environmental Responsibility (1.32/5), Media & Discourse Literacy (1.45/5), Conflict Resolution (1.65/5), and Tolerance (1.86/5). These represent the most significant misalignment gaps at the primary level.

Summary – Grade 4

Grade 4 presents a curriculum anchored in learner-centered pedagogy, communication & dialogue, and gender equity, with strengths in instructional practice. However, it shows critical weaknesses in peace-related concepts and skills, ecological values, and media literacy. These gaps, if unaddressed at the foundational level, are unlikely to be remedied in subsequent grades. The Values domain is the weakest overall for Grade 4, with Non-Violence, Tolerance, and Environmental Responsibility representing the most urgent areas for curricular strengthening.

Grade 8 Results (Overall Mean = 2.41/5)

Grade 8 records the lowest overall mean across all grades (2.41/5), marking a notable decline from Grade 4 (2.60/5) and a substantial gap relative to Grade 12 (2.92/5). The domain order shows Pedagogy & Assessment as the strongest domain (2.96/5), followed by Skills (2.54/5) and Values (2.34/5), with Concepts recording the lowest score (1.93/5), the only domain mean to fall into the weak alignment range across the entire analysis. This systematic underperformance across all four domains characterizes Grade 8 as the most critical alignment deficit in the Islamic Education curriculum compared to the other two grades.

Figures 2.6-2.10 present a radar chart visualizing the alignment profile of Grade 8 across all four domains, illustrating the relative strengths and gaps in comparison to the overall curriculum mean.

Figures 2.6-2.10: Mean Scores by Domain – Grade 8

Figure 2.6: Grade 8 : Means by Domain

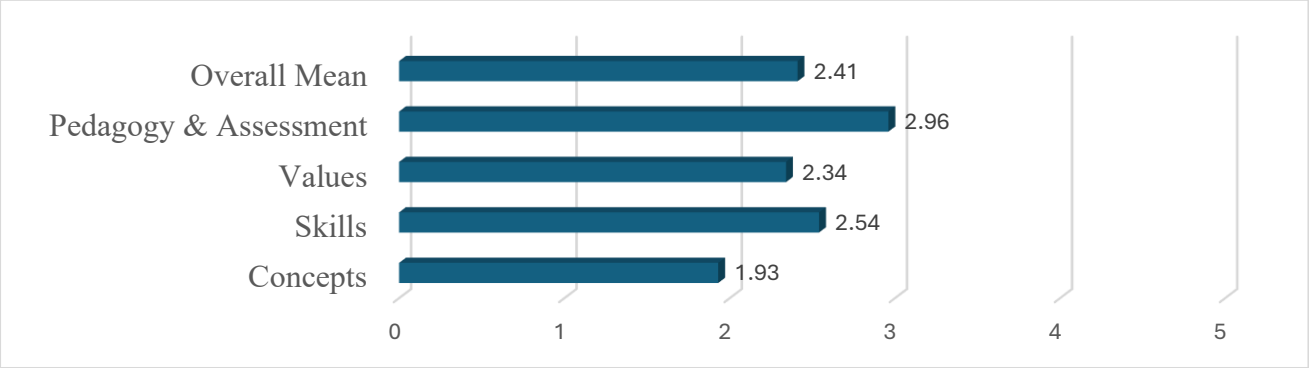


Figure 2.7: Grade 8: Mean Scores on Concepts Domain

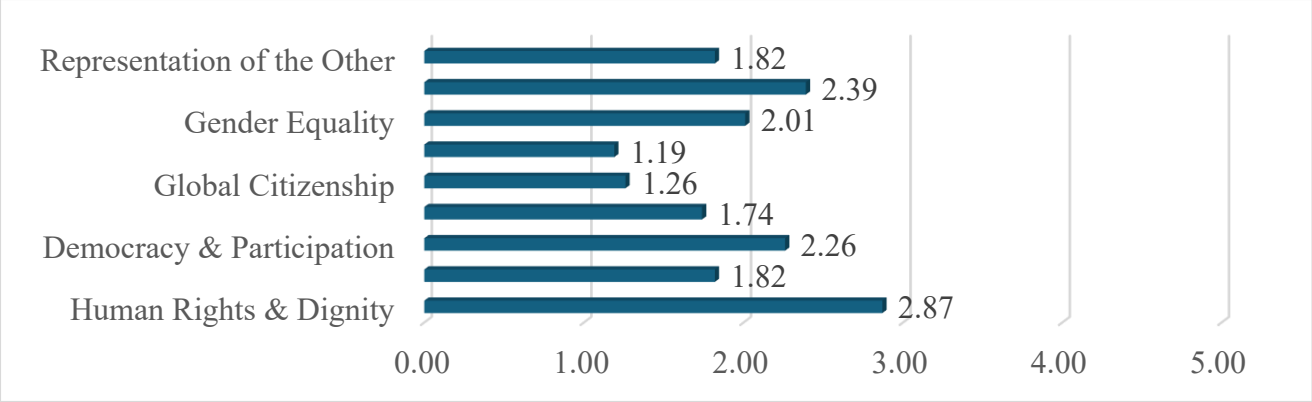


Figure 2.8: Grade 8: Means on Skills Domain

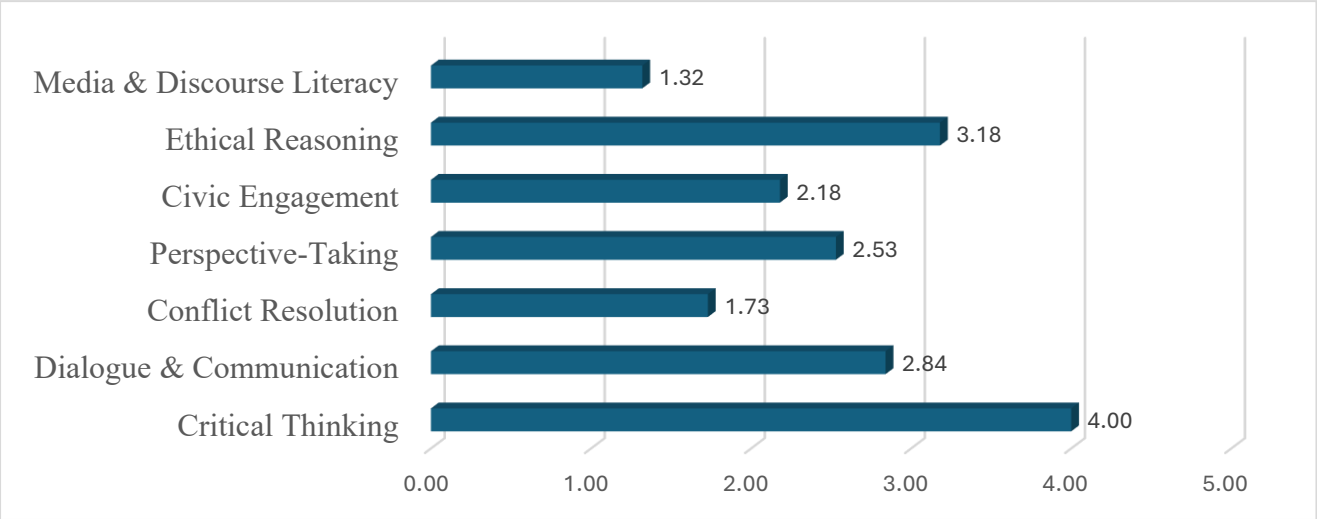


Figure 2.9: Grade 8 : Means on Values Domain

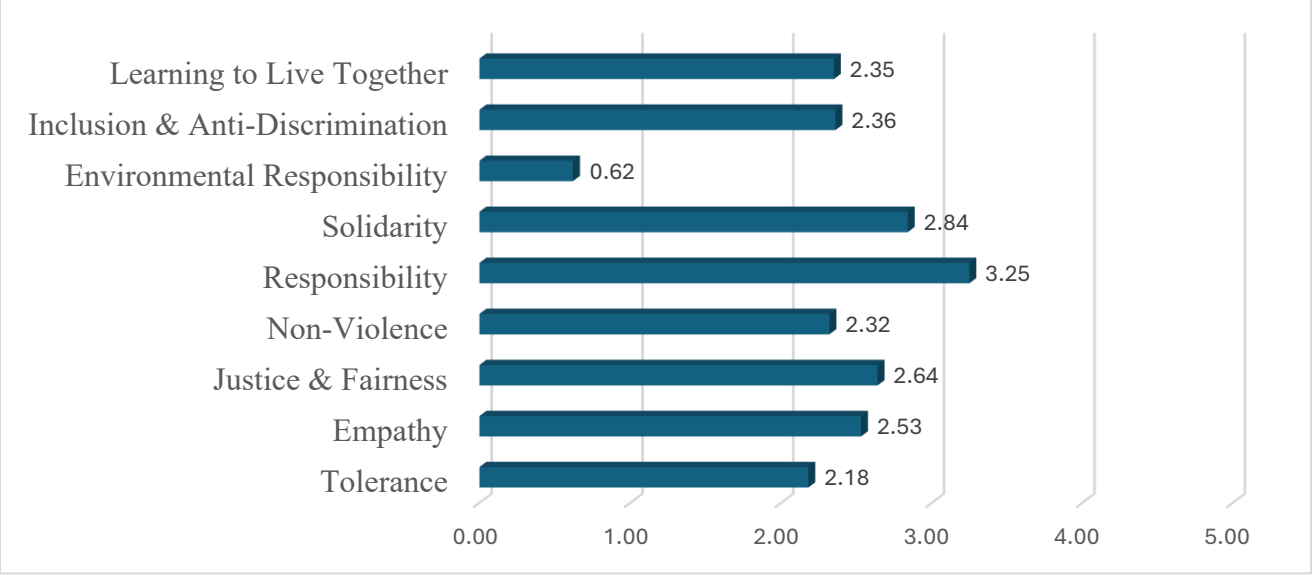


Figure 2.10: Grade 8: Means on Pedagogy & Assessment Domain

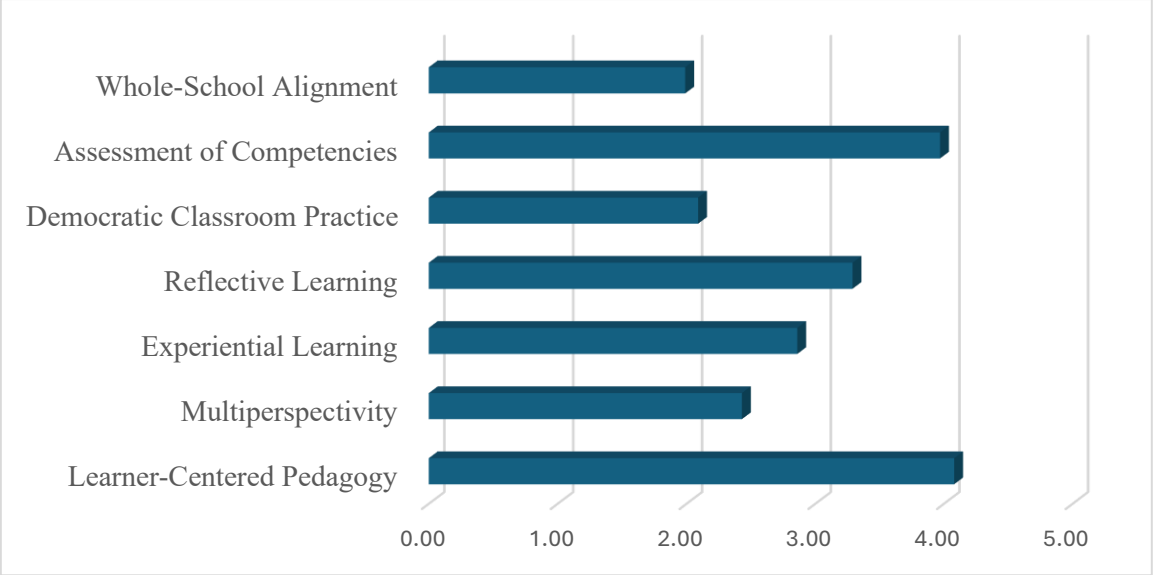


Table 2.2 provides a detailed breakdown of mean scores across all 32 subscales for Grade 8, organized by domain, enabling further examination of the specific strengths and gaps reflected in the radar chart above.

Table 9: Mean Scores Across All Indicators – Grade 8

Indicator	Mean Score
Human Rights & Dignity	2.87
Peace & Conflict	1.82
Democracy & Participation	2.26
Diversity & Pluralism	1.74
Global Citizenship	1.26
Sustainable Development	1.19
Gender Equality	2.01
Social Justice & Inclusion	2.39
Representation of the Other	1.82
Concepts Scale Mean	1.93
Critical Thinking	4.00

Indicator	Mean Score
Dialogue & Communication	2.84
Conflict Resolution	1.73
Perspective-Taking	2.53
Civic Engagement	2.18
Ethical Reasoning	3.18
Media & Discourse Literacy	1.32
Skills Scale Mean	2.54
Tolerance	2.18
Empathy	2.53
Justice & Fairness	2.64
Non-Violence	2.32
Responsibility	3.25
Solidarity	2.84
Environmental Responsibility	0.62
Inclusion & Anti-Discrimination	2.36
Learning to Live Together	2.35
Values Scale Mean	2.34
Learner-Centered Pedagogy	4.08
Multi- perspectivity	2.43
Experiential Learning	2.86
Reflective Learning	3.29

Indicator	Mean Score
Democratic Classroom Practice	2.09
Assessment of Competencies	3.97
Whole-School Alignment	1.99
Pedagogy & Assessment Scale Mean	2.96

Inspection of Table 2.2 reveals the following results:

- High & Well-Integrated including Critical Thinking (4.00/5), Learner-Centered Pedagogy (4.08/5), and Assessment of Competencies (3.97/5). These three indicators represent the only high-quality integration within an otherwise predominantly weak alignment profile, confirming that cognitive and assessment practices remain comparatively well-aligned with UNESCO/SDGs frameworks even at this grade level.
- Moderate Integration including Responsibility (3.25/5), Reflective Learning (3.29/5), Ethical Reasoning (3.18/5), Experiential Learning (2.86/5), Human Rights & Dignity (2.87/5), Solidarity (2.84/5), Dialogue & Communication (2.84/5), Justice & Fairness (2.64/5), Empathy (2.53/5), and Perspective-Taking (2.53/5). These ten concepts, skills, and values reach the moderate threshold, providing a reasonable foundation, though insufficient to compensate for the breadth of weakness across the remaining 18 indicators.
- Weak Integration including Peace & Conflict (1.82/5), Representation of the Other (1.82/5), Democracy & Participation (2.26/5), Diversity & Pluralism (1.74/5), Global Citizenship (1.26/5), Sustainable Development (1.19/5), Gender Equality (2.01/5), Social Justice & Inclusion (2.39/5), Conflict Resolution (1.73/5), Media & Discourse Literacy (1.32/5), Civic Engagement (2.18/5), Tolerance (2.18/5), Non-Violence (2.32/5), Inclusion & Anti-Discrimination (2.36/5), Learning to Live Together (2.35/5), Mult- perspectivity (2.43/5), Democratic Classroom Practice (2.09/5), and Whole-School Alignment (1.99/5). Eighteen subscales fall in the weak integration range, confirming the breadth of the Grade 8 alignment deficit.
- Nearly Absent or implicit integration: Environmental Responsibility (.62) is the only indicator among all 32 indicators that fall in this category reflecting major gap in alignment.

Summary – Grade 8

Grade 8 presents the most critical alignment deficit in the Islamic Education curriculum, with an overall mean of 2.41/5 (weak integration), the lowest across all grades. The Concepts domain (1.93/5) and Values domain (2.34/5) both fall in the weak integration range. Environmental Responsibility (0.62/5) is the only absent indicator in the entire analysis. Eighteen of 32 indicators fall in the weak integration range, with only Critical Thinking (4.00/5), Learner-Centered Pedagogy (4.08/5), and Assessment of Competencies (3.97/5) reaching high integration. Remaining subscales' elements fall within moderate range of alignment and integration. An urgent and targeted review of Grade 8 curriculum documents is needed.

Grade 12 Results (Overall Mean = 2.92/5)

Grade 12 records the highest overall mean across all grades (2.92/5), falling within moderate alignment band. The domain hierarchy shows Pedagogy & Assessment as the strongest domain (3.24/5), followed by Values (3.01/5), then Skills (2.95/5), and Concepts (2.56/5). Grade 12 leads all other grades across most indicators, particularly in values-related dimensions, suggesting that the curriculum becomes more normatively and ethically developed at the upper secondary level.

Figures 2.11-2.15 present a radar chart visualizing the alignment profile of Grade 12 across all four domains, illustrating the relative strengths and gaps in comparison to the overall curriculum mean.

Figure 2.11: Mean Scores by Domain – Grade 12

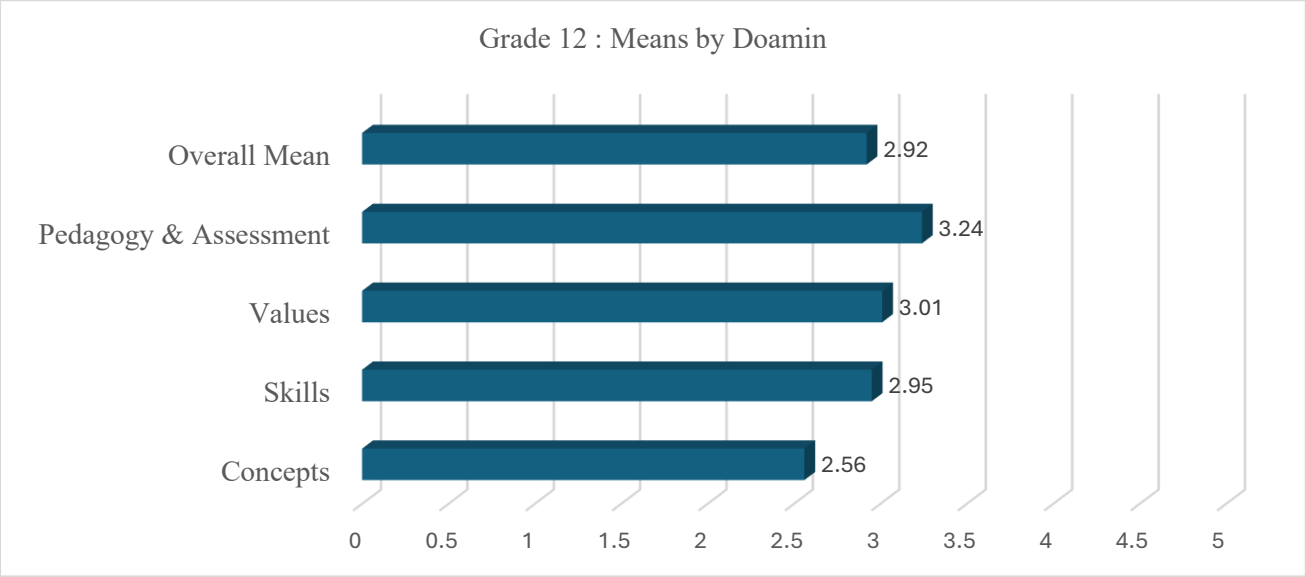


Figure 2.12: Grade 12 : Means on Concepts Domain

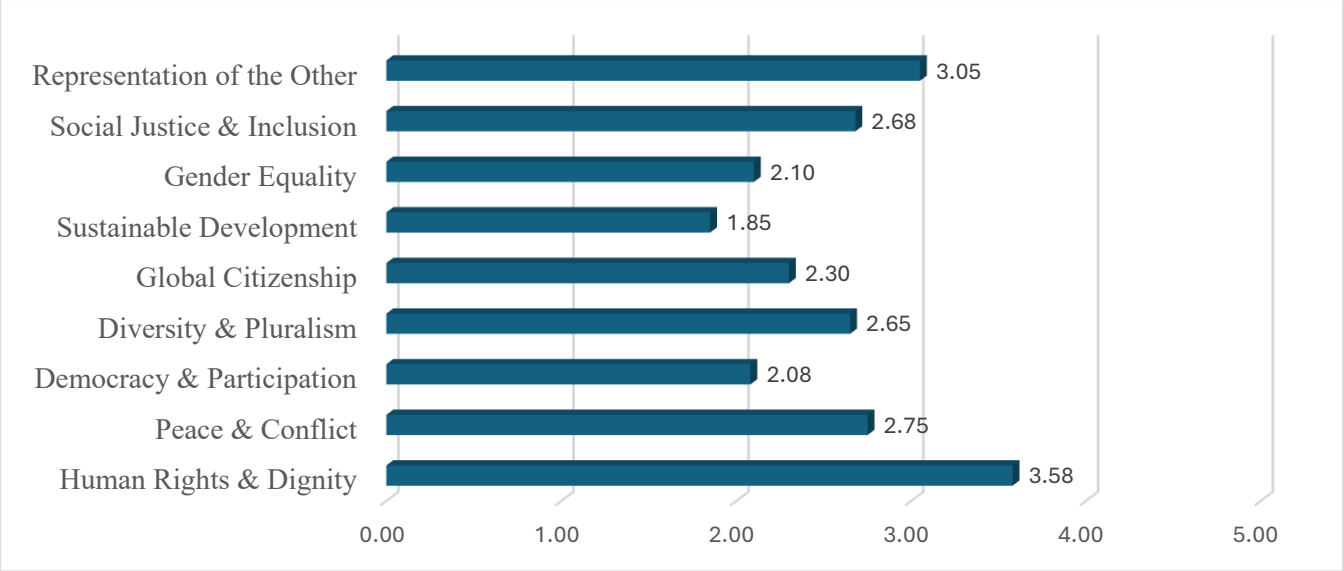


Figure 2.13: Grade 12 : Means on Skills Domain

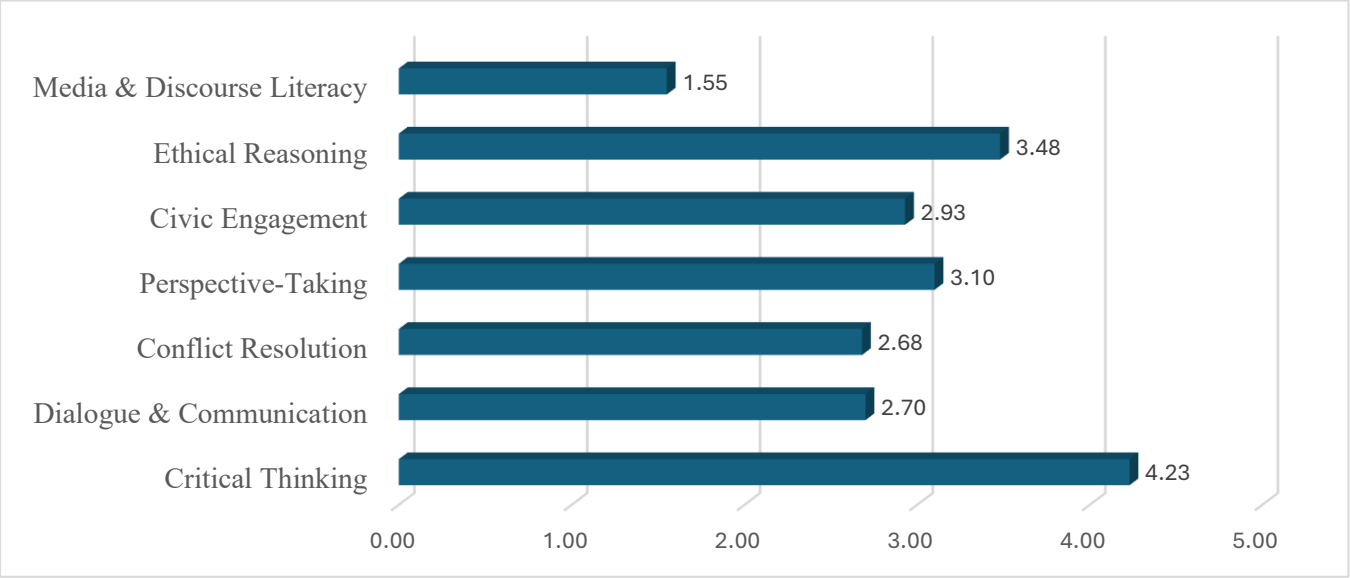


Figure 2.14: Grade 12 : Means on Values Domain

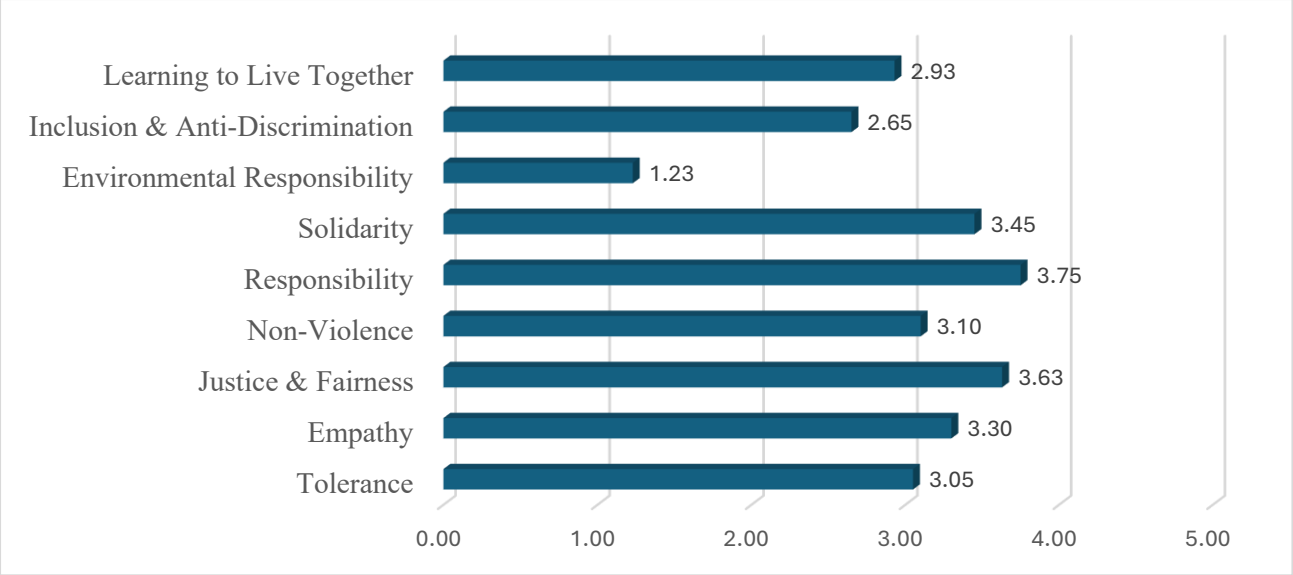


Figure 2.15: Grade 12 : Means on Pedagogy & Assessment Domain

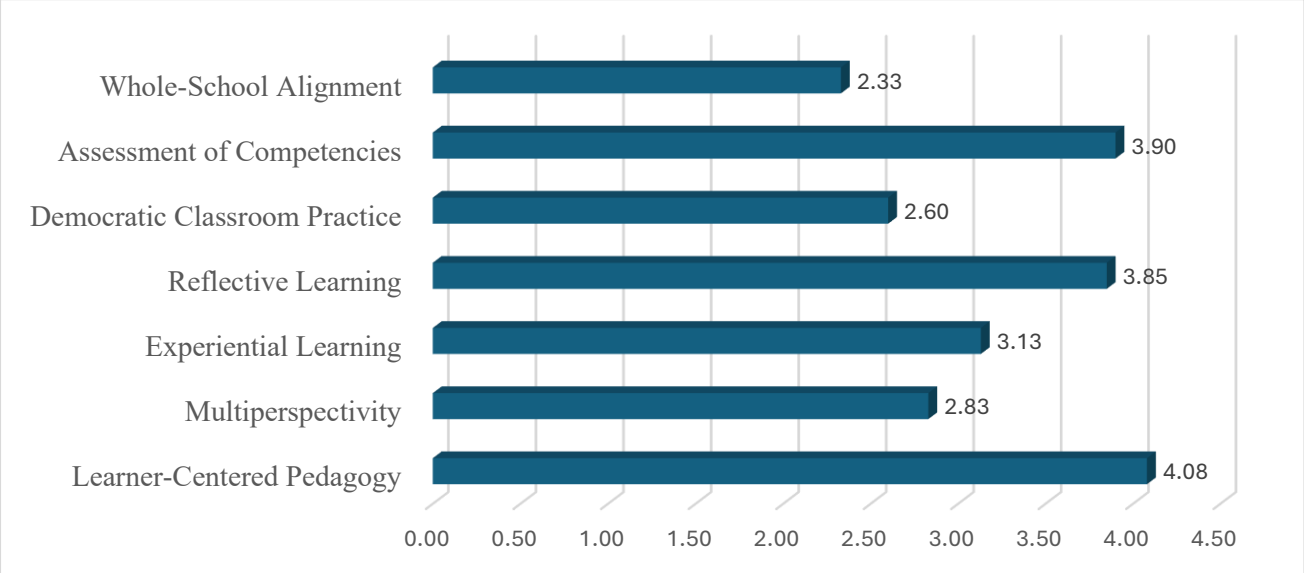


Table 2.3 provides a detailed breakdown of mean scores across all 32 indicators for Grade 12, organized by domain.

Table 2.3: Mean Scores Across All Indicators – Grade 12

Indicator	Mean Score
Human Rights & Dignity	3.58
Peace & Conflict	2.75
Democracy & Participation	2.08
Diversity & Pluralism	2.65
Global Citizenship	2.30
Sustainable Development	1.85
Gender Equality	2.10
Social Justice & Inclusion	2.68
Representation of the Other	3.05
Concepts Scale Mean	**2.56**
Critical Thinking	4.23
Dialogue & Communication	2.70
Conflict Resolution	2.68
Perspective-Taking	3.10
Civic Engagement	2.93
Ethical Reasoning	3.48
Media & Discourse Literacy	1.55
Skills Scale Mean	2.95
Tolerance	3.05
Empathy	3.30
Justice & Fairness	3.63

Indicator	Mean Score
Non-Violence	3.10
Responsibility	3.75
Solidarity	3.45
Environmental Responsibility	1.23
Inclusion & Anti-Discrimination	2.65
Learning to Live Together	2.93
Values Scale Mean	3.01
Learner-Centered Pedagogy	4.08
Multi- perspectivity	2.83
Experiential Learning	3.13
Reflective Learning	3.85
Democratic Classroom Practice	2.60
Assessment of Competencies	3.90
Whole-School Alignment	2.33
Pedagogy & Assessment Scale Mean	3.24

Inspection of Table 2.3 reveals the following results:

- High & Well-Integrated such as Critical Thinking (4.23/5), Learner-Centered Pedagogy (4.08/5), Assessment of Competencies (3.90/5), Reflective Learning (3.85/5), Responsibility (3.75/5), Justice & Fairness (3.63/5), and Human Rights & Dignity (3.58/5). Seven indicators reach this level, substantially more than in either Grade 4 or Grade 8, confirming that both instructional practices, values and conceptual dimensions are more fully developed at the upper secondary level.
- Moderate Integration: Eighteen indicators reach this threshold including Ethical Reasoning (3.48/5), Solidarity (3.45/5), Empathy (3.30/5), Non-Violence (3.10/5), Perspective-Taking (3.10/5), Tolerance (3.05/5), Representation of the Other (3.05/5),

Experiential Learning (3.13/5), Peace & Conflict (2.75/5), Civic Engagement (2.93/5), Learning to Live Together (2.93/5), Conflict Resolution (2.68/5), Social Justice & Inclusion (2.68/5), Diversity & Pluralism (2.65/5), Inclusion & Anti-Discrimination (2.65/5), Dialogue & Communication (2.70/5), Multi- perspectivity (2.83/5), and Democratic Classroom Practice (2.60/5). This is the most comprehensive distribution of moderate integration indicators across any grade.

- Weak Integration including Environmental Responsibility (1.23/5), Media & Discourse Literacy (1.55/5), Sustainable Development (1.85/5), Democracy & Participation (2.08/5), Gender Equality (2.10/5), Global Citizenship (2.30/5), and Whole-School Alignment (2.33/5). These seven indicators remain in the weak integration range despite overall strength of Grade 12, confirming that Environmental Responsibility, Media & Discourse Literacy, and Sustainable Development represent structural and curriculum-wide deficits.

Summary – Grade 12

Grade 12 represents the strongest alignment profile in the Islamic Education curriculum. It is the only grade in which all four domains reach moderate integration, with the Values domain (3.01/5) in the lead. Seven indicators reach the high integration level and eighteen reach moderate integration. Another seven subscales fall in the weak integration or alignment range. Environmental Responsibility (1.23/5), Media & Discourse Literacy (1.55/5), and Sustainable Development (1.85/5) persist in the weak alignment range across all grades, confirming they are structural and curriculum-wide gaps.

Annex 3: Arabic Language Grade-level Results

Grade 4 Results (Overall Mean = 3.21/5)

Grade 4 records an overall mean of 3.21/5, placing it below the overall Arabic curriculum average of alignment to UNESCO/SDGs. The domain hierarchy mirrors the overall pattern: Pedagogy & Assessment leads (3.56/5), followed by Skills (3.23/5), Values (3.11/5), and Concepts (2.98/5), the lowest domain score for this grade. Notably, Grade 4 records its highest indicator scores in Learner-Centered Pedagogy (4.27/5), Critical Thinking (3.84/5), Assessment of Competencies (3.81/5), and Reflective Learning (3.77/5), suggesting that pedagogical and cognitive dimensions are well-developed in the curriculum at this level even where conceptual and values content is comparatively thinner. Figure 3.1 – 3.5 show overall means and mean scores by domain. Table 8 shows mean scores across all indicators for Grade 4.

Figure 3.1: Grade 4: Means by Domain

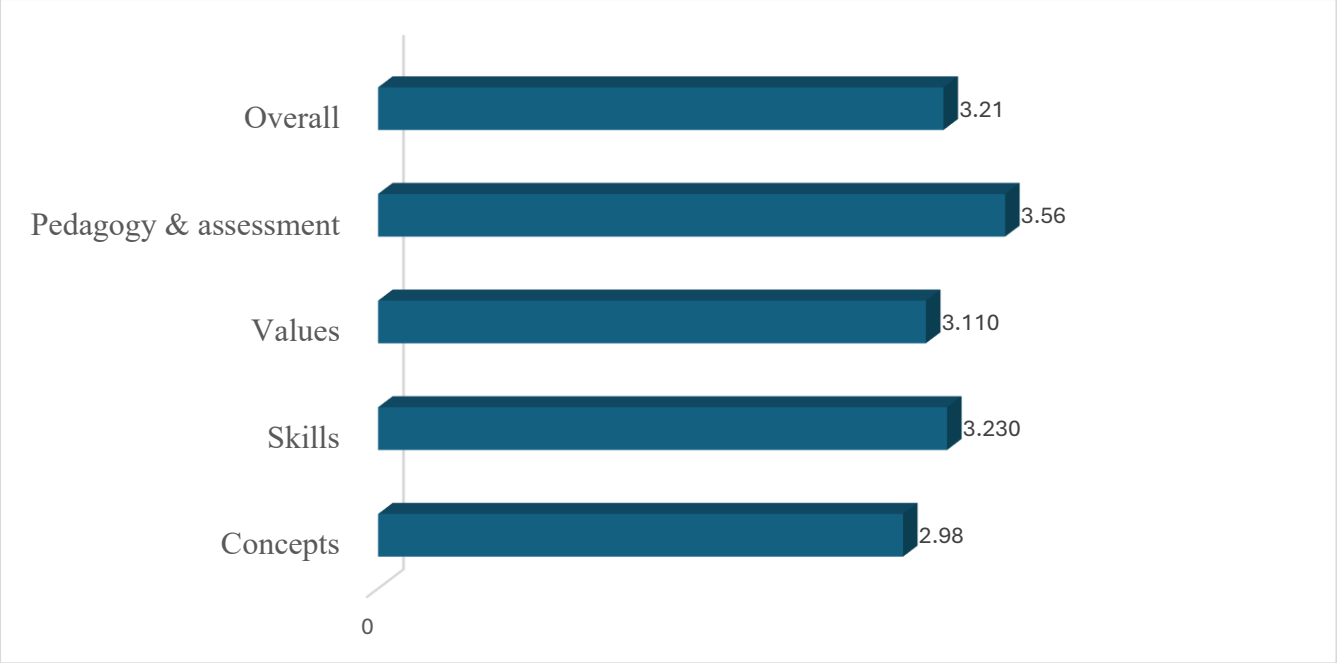


Figure 3.2: Grade 4 Mean Scores on Concepts Domain

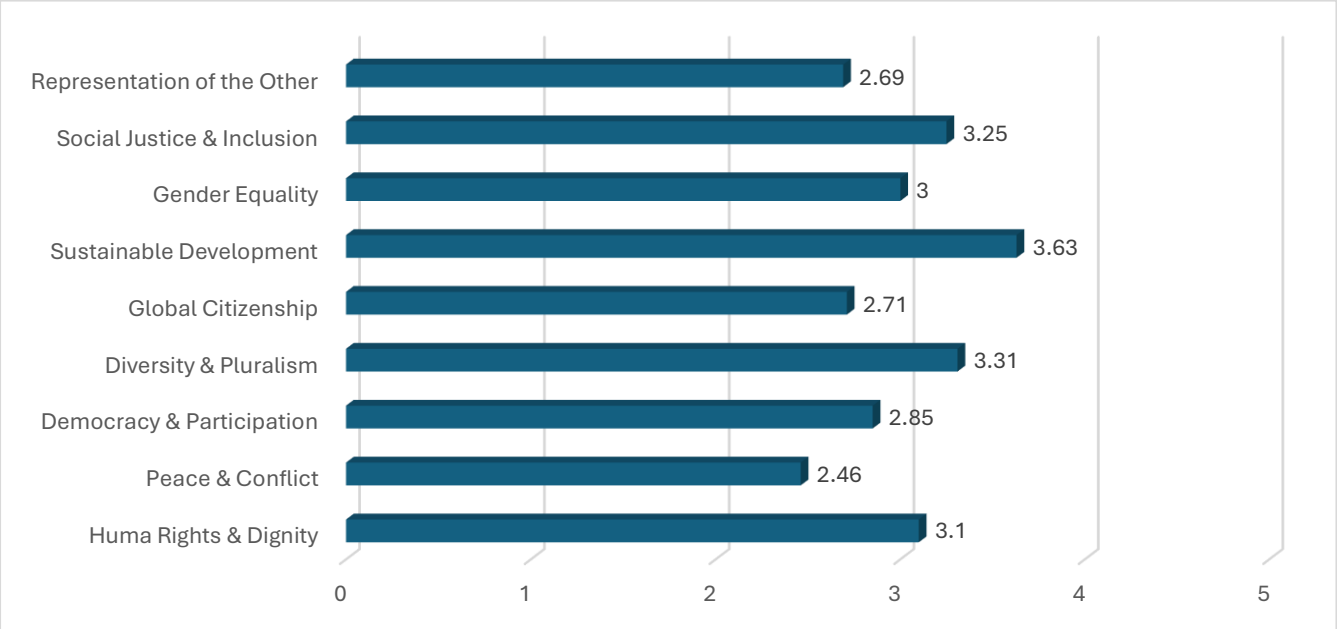


Figure 3.3: Grade 4 Mean Scores on Skills Domain

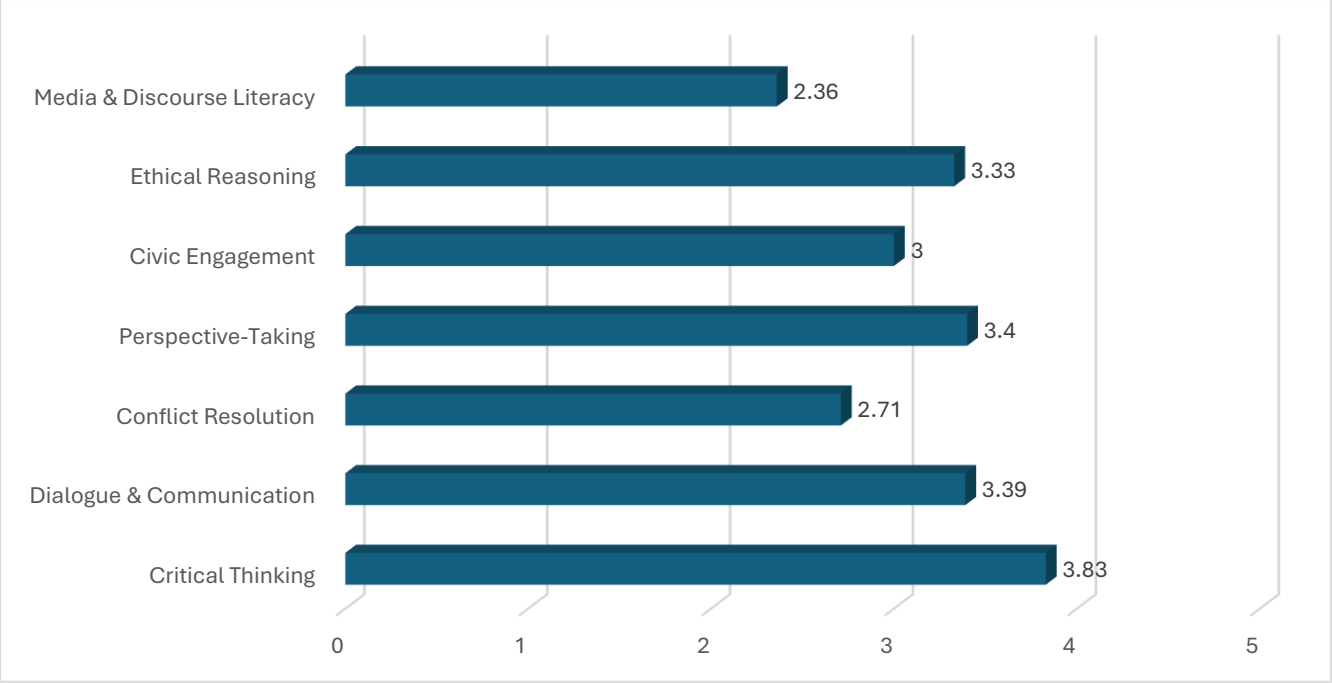


Figure 3.4: Grade 4 Mean Scores on Values Domain

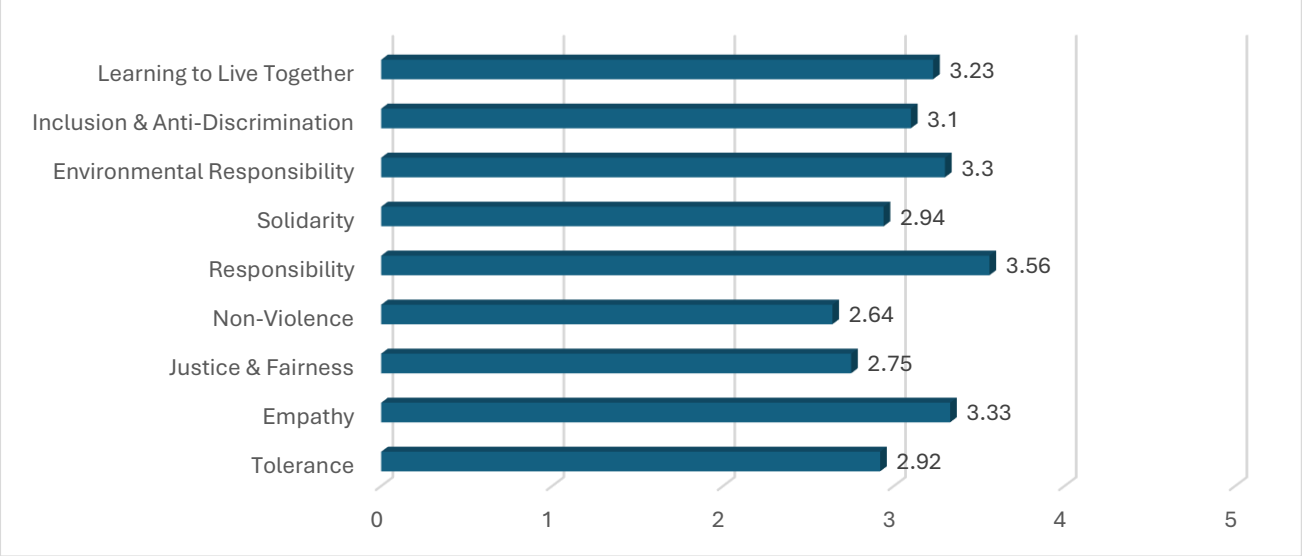


Figure 3.5: Grade 4 Mean Scores on Pedagogy & Assessment Domain

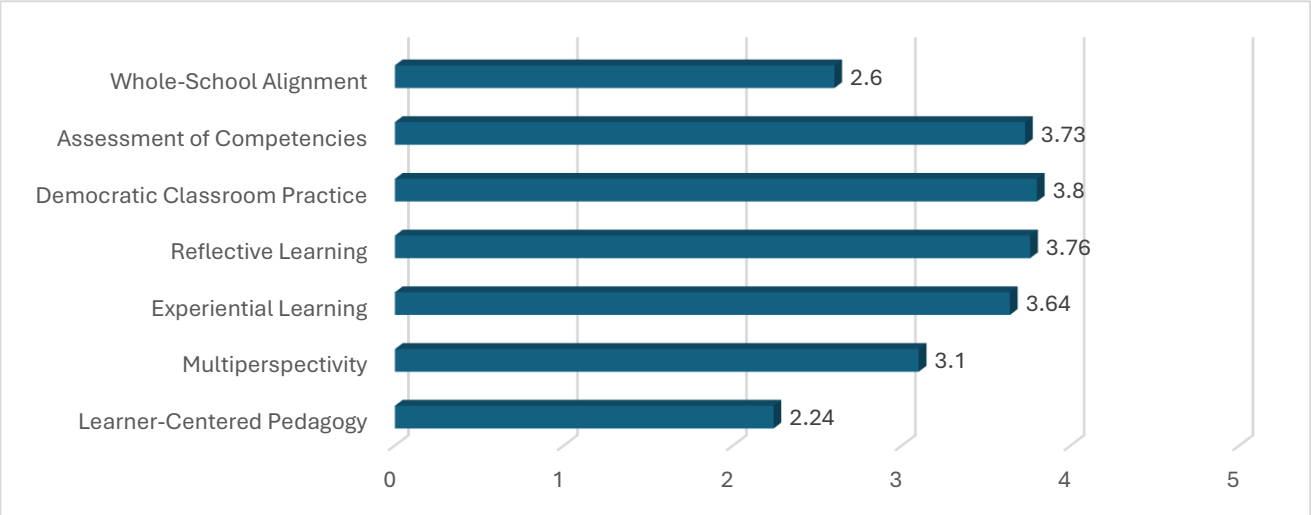


Table 3.1 provides a detailed breakdown of mean scores across on all 32 indicators for Grade 4, organized by domain, enabling deep examination of the specific strengths and gaps reflected in the radar chart above.

Table 3.1: Mean Scores Across All Indicators – Grade 4

Indicator	Mean Score
Human Rights & Dignity	3.13
Peace & Conflict	2.43
Democracy & Participation	2.79
Diversity & Pluralism	3.29
Global Citizenship	2.67
Sustainable Development	3.60
Gender Equality	2.94
Social Justice & Inclusion	3.15
Representation of the Other	2.71
2.98	

Indicator	Mean Score
Critical Thinking	3.84
Dialogue & Communication	3.42
Conflict Resolution	2.67
Perspective-Taking	3.38
Civic Engagement	2.93
Ethical Reasoning	3.32
Media & Discourse Literacy	2.33
3.23	
Tolerance	2.92
Empathy	3.31
Justice & Fairness	2.69
Non-Violence	2.58
Responsibility	3.54
Solidarity	2.89
Environmental Responsibility	3.38
Inclusion & Anti-Discrimination	3.00
Learning to Live Together	3.21
3.11	
Learner-Centered Pedagogy	4.27
Mult perspectivity	3.07

Indicator	Mean Score
Experiential Learning	3.58
Reflective Learning	3.77
Democratic Classroom Practice	3.35
Assessment of Competencies	3.81
Whole-School Alignment	2.63
3.56	

Inspection of Table 3.1 reveals the following results:

- High Integration including Learner-Centered Pedagogy (4.27/5), the highest single indicator score for this grade, and Critical Thinking (3.84/5), reflecting a notable emphasis on student-centered learning and cognitive engagement in Grade 4 materials. Assessment of Competencies (3.81/5) and Reflective Learning (3.77/5) also show well-integration, indicating that competency-oriented and reflective practices are well-established at this level. Experiential Learning (3.58/5), Sustainable Development (3.60/5), Responsibility (3.54/5), Dialogue & Communication (3.42/5), and Perspective-Taking (3.38/5) also are highly integrated. These indicators reflect a curriculum that provides a reasonable pedagogical, ecological, and ethical foundation at the primary level.
- Moderate Integration including Democratic Classroom Practice (3.35/5), Empathy (3.31/5), Diversity & Pluralism (3.29/5), Ethical Reasoning (3.32/5), Learning to Live Together (3.21/5), Environmental Responsibility (3.38/5), Human Rights & Dignity (3.13/5), Social Justice & Inclusion (3.15/5), Mult perspectivity (3.07/5), Inclusion & Anti-Discrimination (3.00/5), and Gender Equality (2.94/5), Civic Engagement (2.93/5), Tolerance (2.92/5), Solidarity (2.89/5), Democracy & Participation (2.79/5), Representation of the Other (2.71/5), Justice & Fairness (2.69/5), Conflict Resolution (2.67/5), Global Citizenship (2.67/5), Whole-School Alignment (2.63/5), Non-Violence (2.58/5). These indicators are present but not yet fully developed.
- Limited Integration (Critical Gaps) including Peace & Conflict (2.43/5), and Media & Discourse Literacy (2.33/5). These represent the most significant alignment gaps at the primary level.

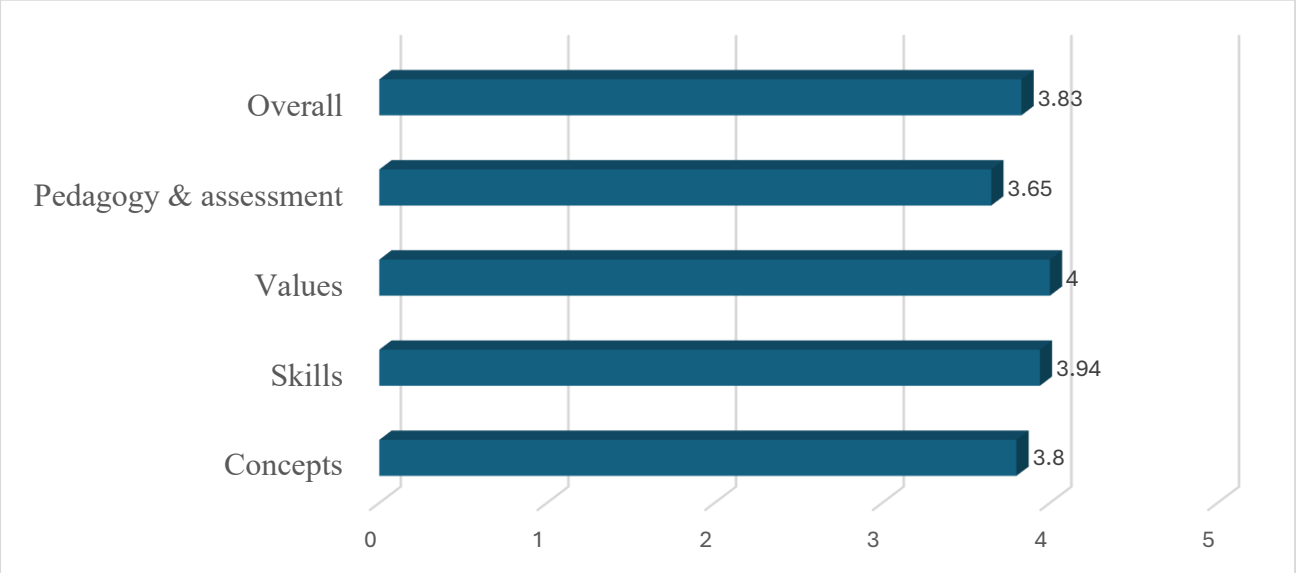
Summary – Grade 4

Grade 4 presents a curriculum anchored in learner-centered pedagogy, critical thinking, and competency-based assessment, with strength in instructional practice which means high alignment with UNESCO/SDGs framework. However, it shows comparative weaknesses in civic, peace-related, and global concepts and skills, as well as in media literacy. These gaps, if unaddressed at the foundational level, may constrain the developmental trajectory of these dimensions through later grades. The Concepts domain is the weakest overall for Grade 4, with Peace & Conflict, Media & Discourse Literacy, and Non-Violence representing the most urgent areas for curricular strengthening at the primary level.

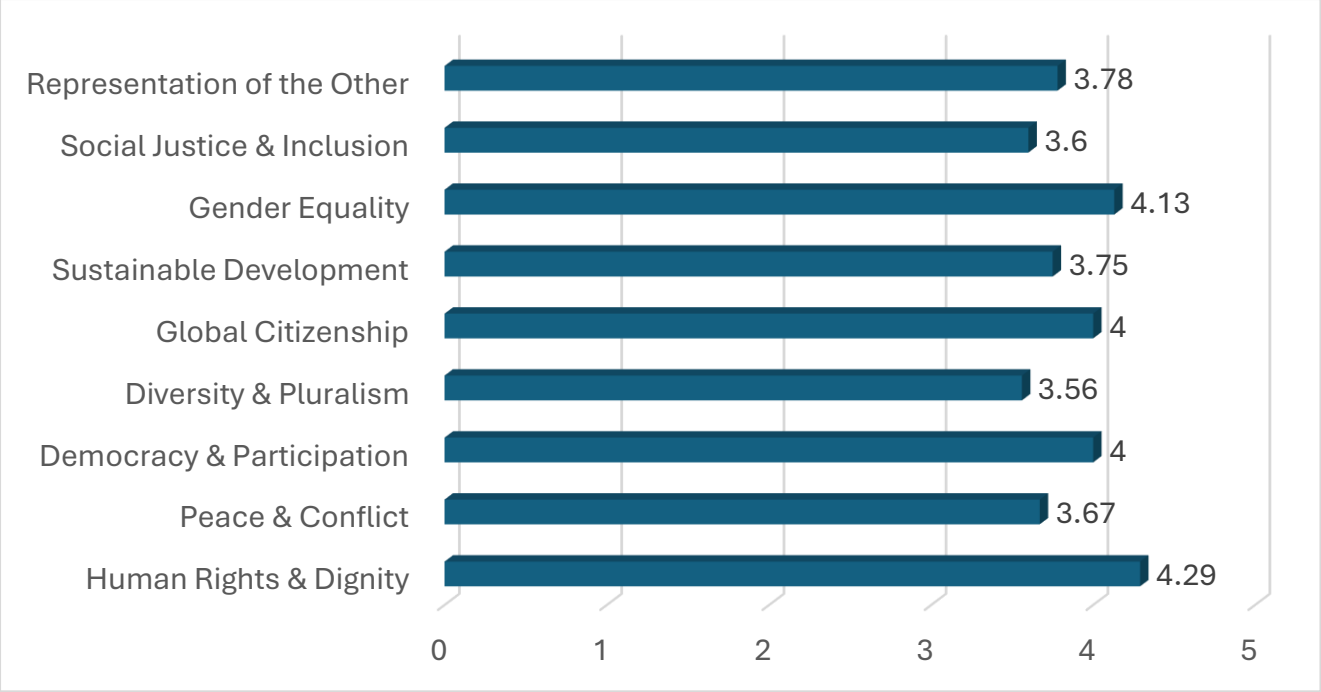
Grade 8 Results (Overall Mean = 3.83/5)

Grade 8 records the highest overall mean across all grades (3.83/5), placing it firmly within the high alignment range and marking a substantial advantage over Grade 4 (3.21/5). The domain hierarchy shows Values as the strongest domain (4.00/5), followed by Skills (3.94/5), Concepts (3.80/5), and Pedagogy & Assessment (3.65/5). This systematic strength across all four domains characterizes Grade 8 as the most aligned Arabic Language curriculum. Figures 3.6-3.10 show mean scores on each domain Grade 8 and Table 3.2 shows mean scores across all indicators for Grade 8.

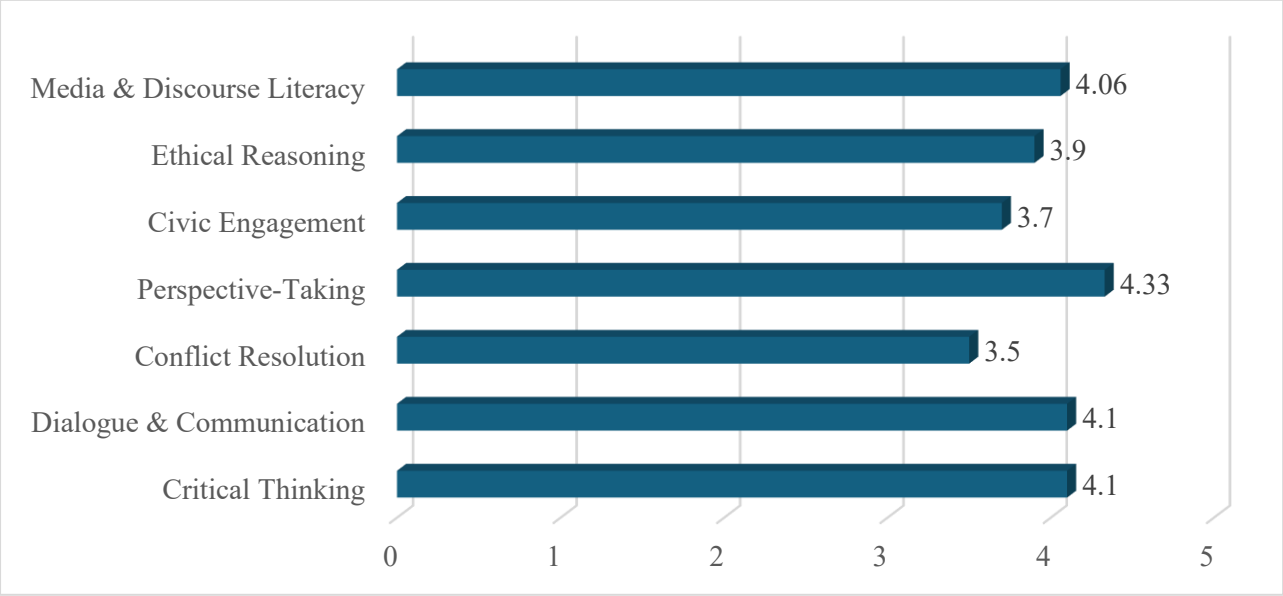
Figures 3.6: Grade 8 :Means by Domain



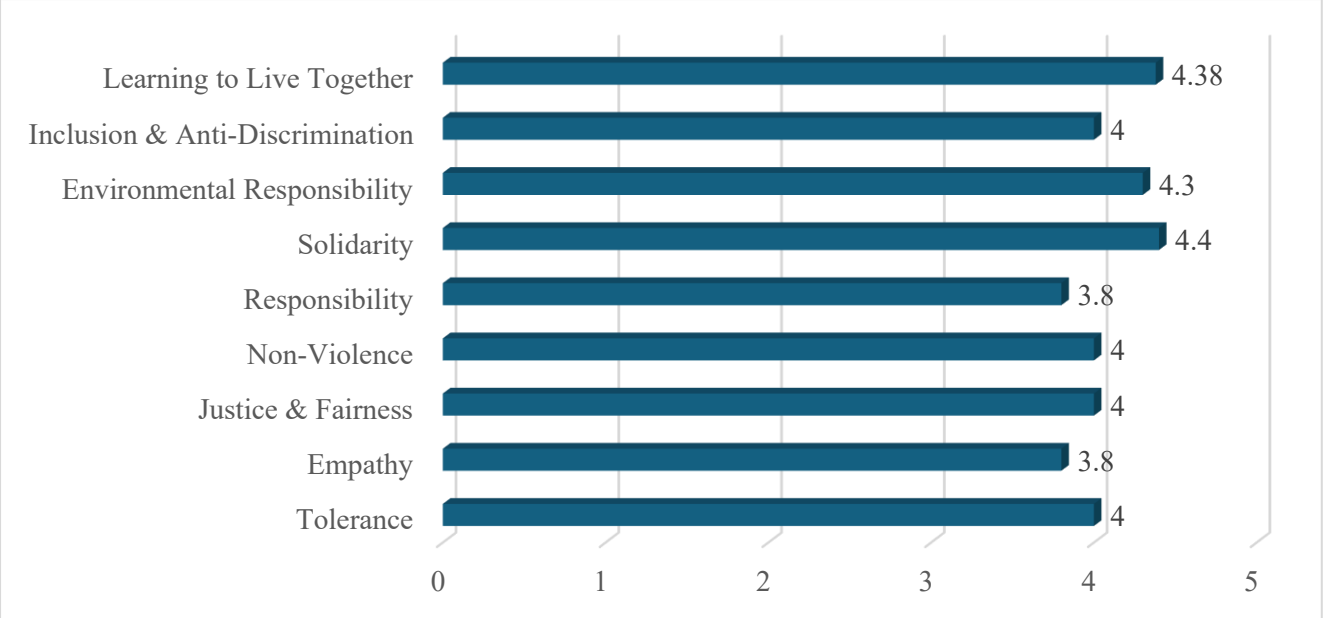
Figures 3.7: Grade 8 Mean Scores on Concepts Domain



Figures 3.8: Grade 8 Mean Scores on Skills Domain



Figures 3.9: Grade 8 Mean Scores on Values Domain



Figures 3.10: Grade 8 Mean scores on Pedagogy & Assessment Domain

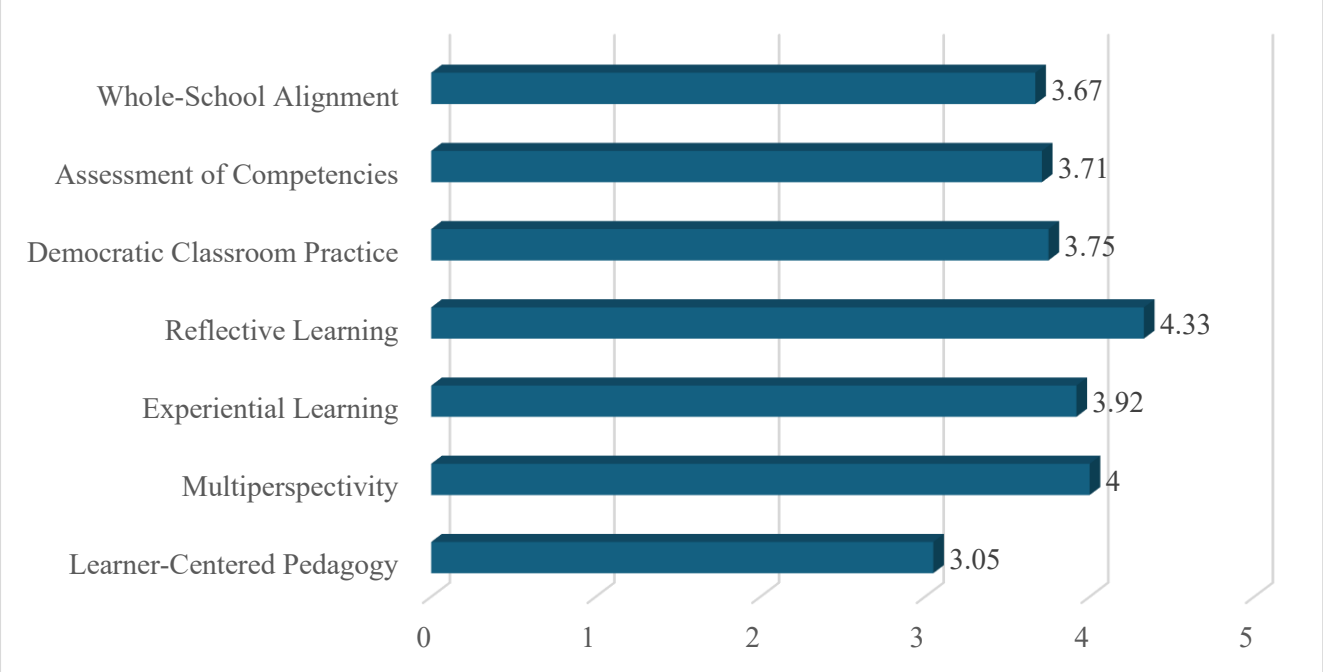


Table 3.2 provides a detailed breakdown of mean scores across all 32 indicators for Grade 8, organized by domain, enabling a granular examination of the specific strengths and gaps reflected in the radar chart above.

Table 3.2: Mean Scores Across All Indicators – Grade 8

Domain	Indicator	Mean Score
Concepts	Human Rights & Dignity	4.38
	Peace & Conflict	3.50
	Democracy & Participation	3.93
	Diversity & Pluralism	3.53
	Global Citizenship	3.91
	Sustainable Development	3.78
	Gender Equality	4.00
	Social Justice & Inclusion	3.50
	Representation of the Other	3.70
Concepts Scale Mean	**3.80**	
Skills	Critical Thinking	4.05
	Dialogue & Communication	4.15
	Conflict Resolution	3.40
	Perspective-Taking	4.00
	Civic Engagement	3.64
	Ethical Reasoning	3.91
	Media & Discourse Literacy	4.00
Skills Scale Mean	**3.94**	

Domain	Indicator	Mean Score
Values	Tolerance	4.00
	Empathy	3.67
	Justice & Fairness	3.67
	Non-Violence	3.75
	Responsibility	3.83
	Solidarity	4.18
	Environmental Responsibility	4.25
	Inclusion & Anti-Discrimination	3.75
	Learning to Live Together	4.33
Values Scale Mean	**4.00**	
Pedagogy & Assessment	Learner-Centered Pedagogy	3.13
	Mult perspectivity	3.80
	Experiential Learning	3.93
	Reflective Learning	4.29
	Democratic Classroom Practice	3.78
	Assessment of Competencies	3.80
	Whole-School Alignment	3.57
Pedagogy & Assessment Scale Mean	**3.65**	

Inspection of Table 3.2 reveals the following results:

- Strong Integration including Human Rights & Dignity (4.38/5), Reflective Learning (4.29/5), Environmental Responsibility (4.25/5), Solidarity (4.18/5), Dialogue &

Communication (4.15/5), Critical Thinking (4.05/5), Gender Equality (4.00/5), Tolerance (4.00/5), Perspective-Taking (4.00/5), Media & Discourse Literacy (4.00/5), and Learning to Live Together (4.33/5). This broad cluster of strong indicators confirms Grade 8 as a clear example of a strong alignment in the Arabic Language curriculum.

- High Integration (Well-Developed) including Democracy & Participation (3.93/5), Ethical Reasoning (3.91/5), Global Citizenship (3.91/5), Experiential Learning (3.93/5), Responsibility (3.83/5), Mult perspectivity (3.80/5), Sustainable Development (3.78/5), Democratic Classroom Practice (3.78/5), Inclusion & Anti-Discrimination (3.75/5), Non-Violence (3.75/5), Assessment of Competencies (3.80/5), Representation of the Other (3.70/5), Empathy (3.67/5), Justice & Fairness (3.67/5), Civic Engagement (3.64/5), Whole-School Alignment (3.57/5), Diversity & Pluralism (3.53/5), Peace & Conflict (3.50/5), and Social Justice & Inclusion (3.50/5). These provide a robust developmental foundation that builds substantively on Grade 4 across nearly every dimension.
- Moderate Integration including Learner-Centered Pedagogy (3.13/5) and Conflict Resolution (3.40/5). Notably, Learner-Centered Pedagogy registers a relative dip at Grade 8 compared to Grades 4 and 12, suggesting that intermediate-level instructional materials are more content-driven and may benefit from greater integration of student-centered task design.

Summary – Grade 8

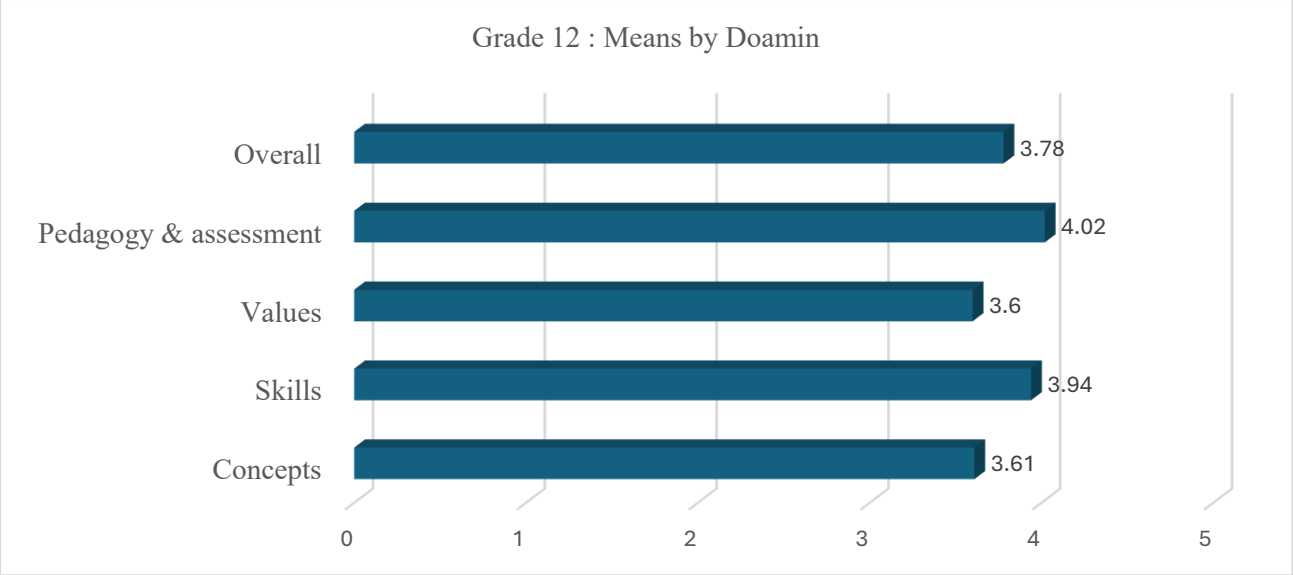
Grade 8 presents the strongest alignment profile in the Arabic Language curriculum, with the Values domain reaching the strong alignment threshold (4.00/5) and a broad cluster of indicators, including Human Rights & Dignity, Solidarity, Reflective Learning, Environmental Responsibility, and Critical Thinking, registering strong integration. Grade 8 demonstrates what the Arabic Language curriculum can achieve when conceptual, values, and skills dimensions are coherently developed.

Grade 12 Results (Overall Mean = 3.78/5)

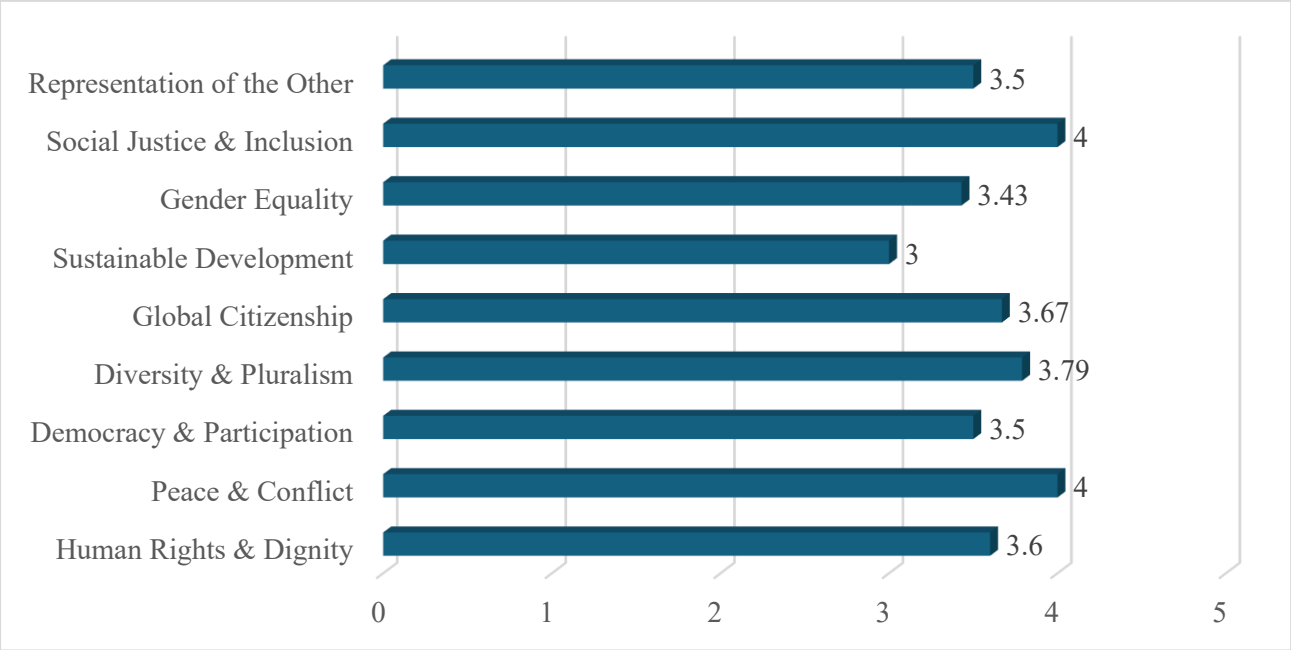
Grade 12 records an overall mean of 3.78/5, placing it close to but slightly below Grade 8 and well positioned within the high alignment range. The domain hierarchy shows Pedagogy & Assessment as the strongest domain (4.02/5), the only domain means to reach the strong alignment threshold at this grade level , followed by Skills (3.94/5), Concepts (3.61/5), and Values (3.60/5). Grade 12 leads all other grades in pedagogical and skills indicators, particularly in cognitively demanding tasks, suggesting that the curriculum becomes more pedagogically sophisticated and intellectually rigorous at the upper secondary level. Table 10 shows mean scores across all indicators for Grade 12.

Figures 3.11 -3.15 present a radar chart visualizing the alignment profile of Grade 12 across all four domains, illustrating the relative strengths and gaps in comparison to the overall curriculum mean.

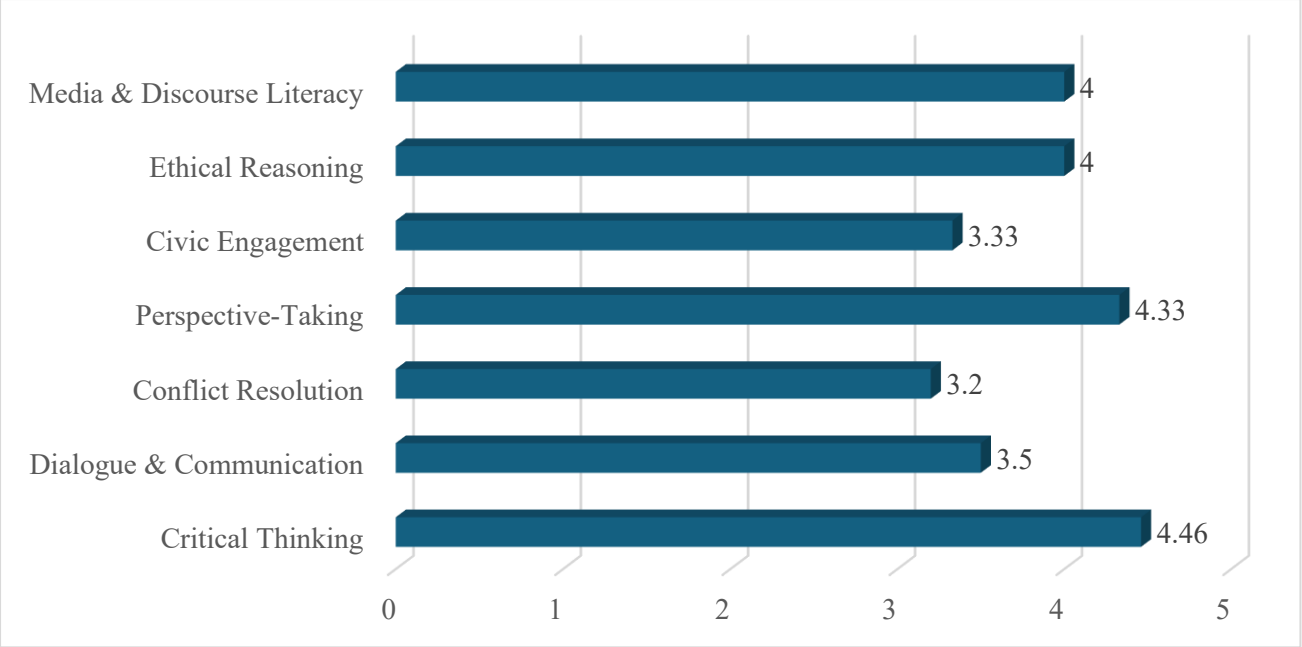
Figures 3.11: Grade 12 : Means by Domain



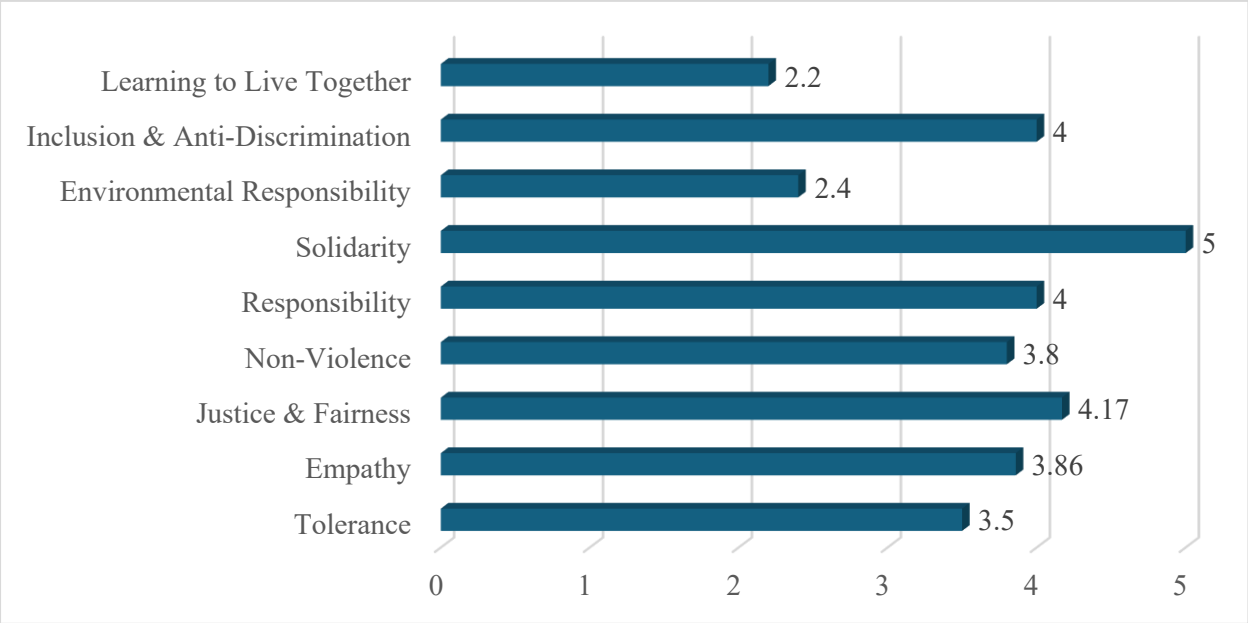
Figures 3.12: Grade 12 Mean Scores on Concepts Domain



Figures 3.13: Grade 12 Mean Scores on Skills Domain



Figures 3.14: Grade 12 Mean Scores on Values Domain



Figures 3.15: Grade 12 Mean Scores on pedagogy & Assessment Domain

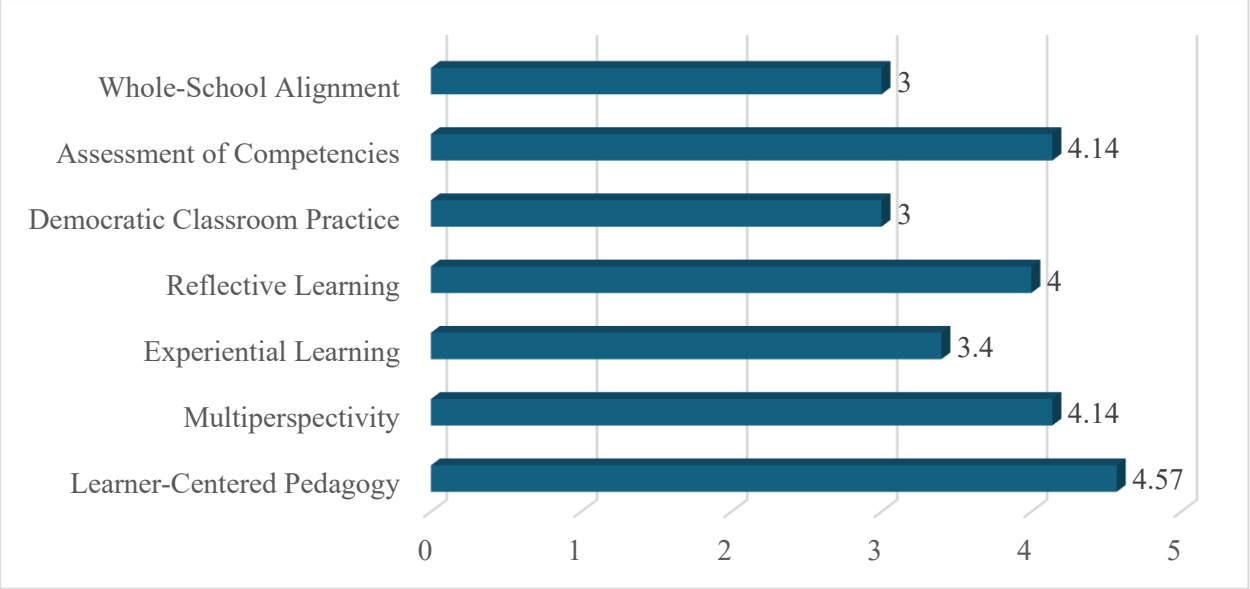


Table 3.3: Mean Scores Across All Indicators – Grade 12

Domain	Indicator	Mean Score
Concepts	Human Rights & Dignity	3.83
	Peace & Conflict	3.83
	Democracy & Participation	3.43
	Diversity & Pluralism	3.80
	Global Citizenship	3.60
	Sustainable Development	3.25
	Gender Equality	3.47
	Social Justice & Inclusion	3.75
	Representation of the Other	3.43
Concepts Scale Mean	**3.61**	
Skills	Critical Thinking	4.50
	Dialogue & Communication	3.71

Domain	Indicator	Mean Score
	Conflict Resolution	3.17
	Perspective-Taking	4.25
	Civic Engagement	3.25
	Ethical Reasoning	4.00
	Media & Discourse Literacy	3.86
Skills Scale Mean	**3.94**	
Values	Tolerance	3.60
	Empathy	3.88
	Justice & Fairness	4.00
	Non-Violence	3.67
	Responsibility	4.00
	Solidarity	4.50
	Environmental Responsibility	2.67
	Inclusion & Anti-Discrimination	3.80
	Learning to Live Together	2.50
Values Scale Mean	**3.60**	
Pedagogy & Assessment	Learner-Centered Pedagogy	4.60
	Mult perspectivity	4.13
	Experiential Learning	3.50
	Reflective Learning	4.20

Domain	Indicator	Mean Score
	Democratic Classroom Practice	3.17
	Assessment of Competencies	4.20
	Whole-School Alignment	3.00
Pedagogy & Assessment Scale Mean	**4.02**	

Inspection of Table 3.3 reveals the following results:

- Strong Integration including Learner-Centered Pedagogy (4.60/5), the highest single indicator score across the entire analysis, Critical Thinking (4.50/5), Solidarity (4.50/5), Perspective-Taking (4.25/5), Reflective Learning (4.20/5), Assessment of Competencies (4.20/5), Mult perspectivity (4.13/5), Justice & Fairness (4.00/5), Ethical Reasoning (4.00/5), and Responsibility (4.00/5). This cluster confirms that Grade 12 sustains and, in some areas, extends the gains achieved at Grade 8, particularly in cognitive, pedagogical, and ethical dimensions.
- High Integration (Well-Developed) including Empathy (3.88/5), Media & Discourse Literacy (3.86/5), Human Rights & Dignity (3.83/5), Peace & Conflict (3.83/5), Inclusion & Anti-Discrimination (3.80/5), Diversity & Pluralism (3.80/5), Social Justice & Inclusion (3.75/5), Dialogue & Communication (3.71/5), non-violence (3.67/5), Tolerance (3.60/5), and Global Citizenship (3.60/5). This grouping marks Grade 12 as the grade where conceptual and values dimensions, particularly those related to peace, tolerance, and rights, are deepened significantly compared to earlier grades.
- Moderate Integration including Experiential Learning (3.50/5), Gender Equality (3.47/5), Democracy & Participation (3.43/5), Representation of the Other (3.43/5), Sustainable Development (3.25/5), Civic Engagement (3.25/5), Conflict Resolution (3.17/5), Whole-School Alignment (3.00/5), Environmental Responsibility (2.67/5), and Learning to Live Together (2.50/5), and Democratic Classroom Practice (3.17/5). These indicators are reasonably developed but show a relative dip compared to Grade 8 in several values and concepts areas.

Summary – Grade 12

Grade 12 represents a strong alignment profile in the Arabic Language curriculum, with the Pedagogy & Assessment domain reaching the strong alignment threshold (4.02/5) and several indicators, particularly Learner-Centered Pedagogy, Critical Thinking, Solidarity, and Perspective-Taking, showing strong integration. Grade 12 sustains the analytical and

pedagogical strengths of the upper-intermediate stage but shows a relative regression in some values dimensions that were strongly embedded at Grade 8.

Annex 4: National, Civic Education & Social studies Grade-level Results

Grade 4 Results (Overall Mean = 2.43/5)

Grade 4 records an overall mean of 2.43/5, which indicates low integration and alignment. The domain hierarchy mirrors the overall pattern: Pedagogy & Assessment leads (3.69/5), followed by Skills (2.98/5), Concepts (1.9/5), and Values (1.57/5), which is the lowest domain score for this grade. Learner-Centered Pedagogy (4.38/5) suggests that certain dimensions of the curriculum are well-developed at this level. Table 4.1 shows mean scores across all subscales for Grade 4.

Figure 4.1: Grade 4 : Means by Domain

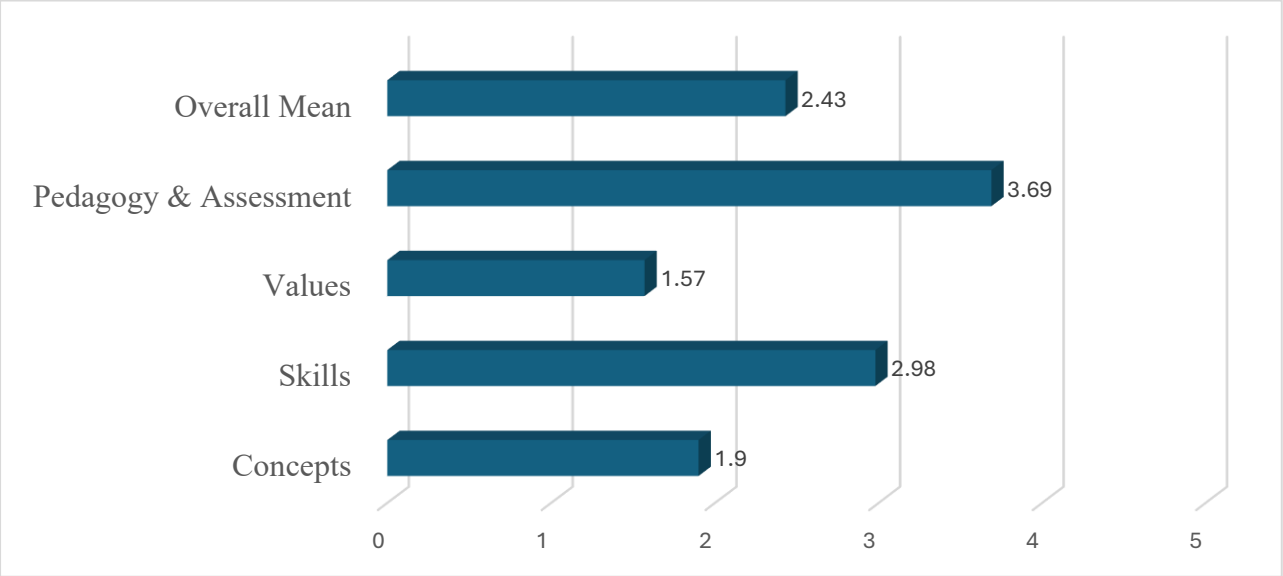


Figure 4.2: Grade 4 Means on Concepts Domain

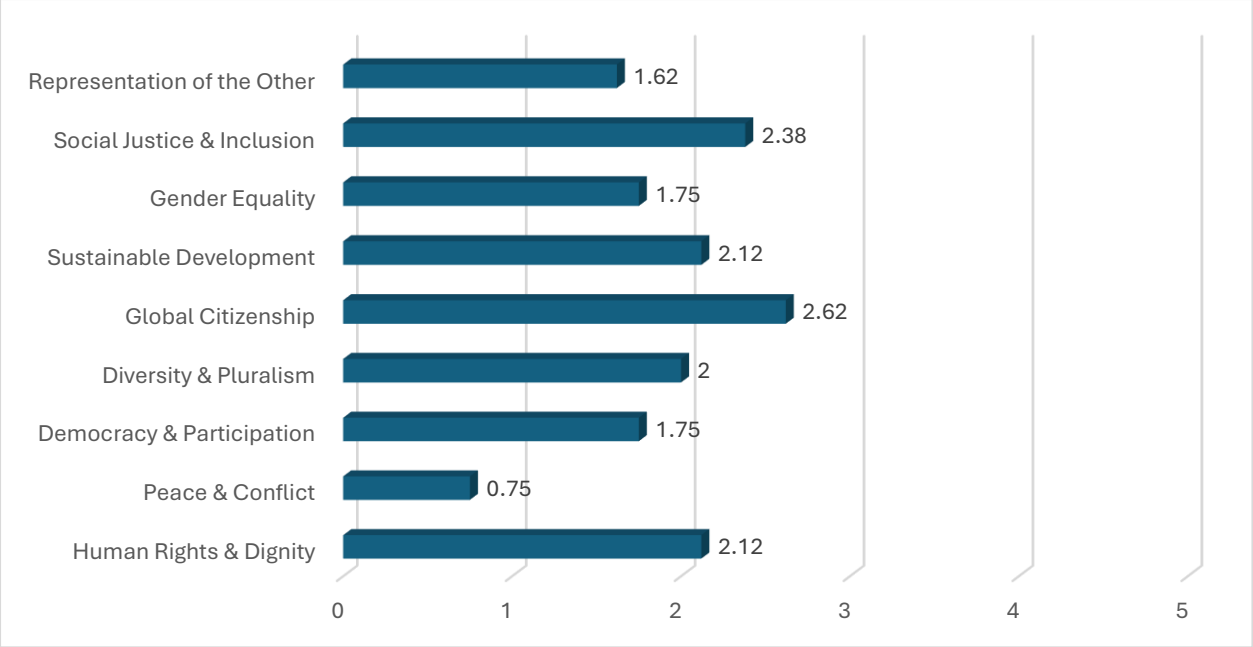


Figure 4.3: Grade 4 Means on Skills Domain

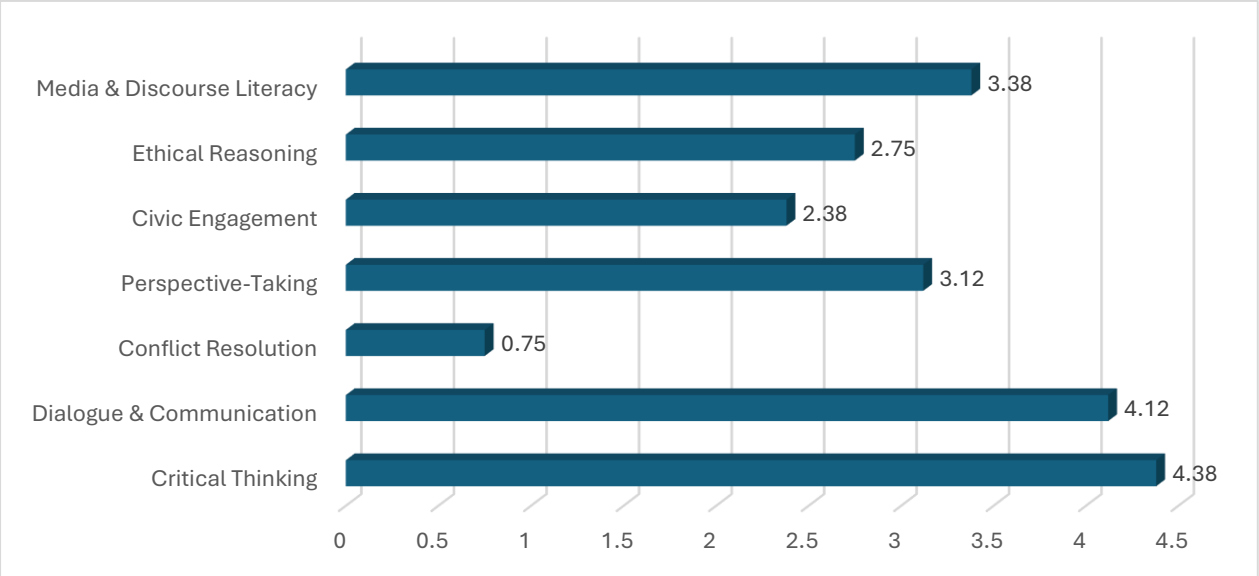


Figure 4.4: Grade 4 Means on Values Domain

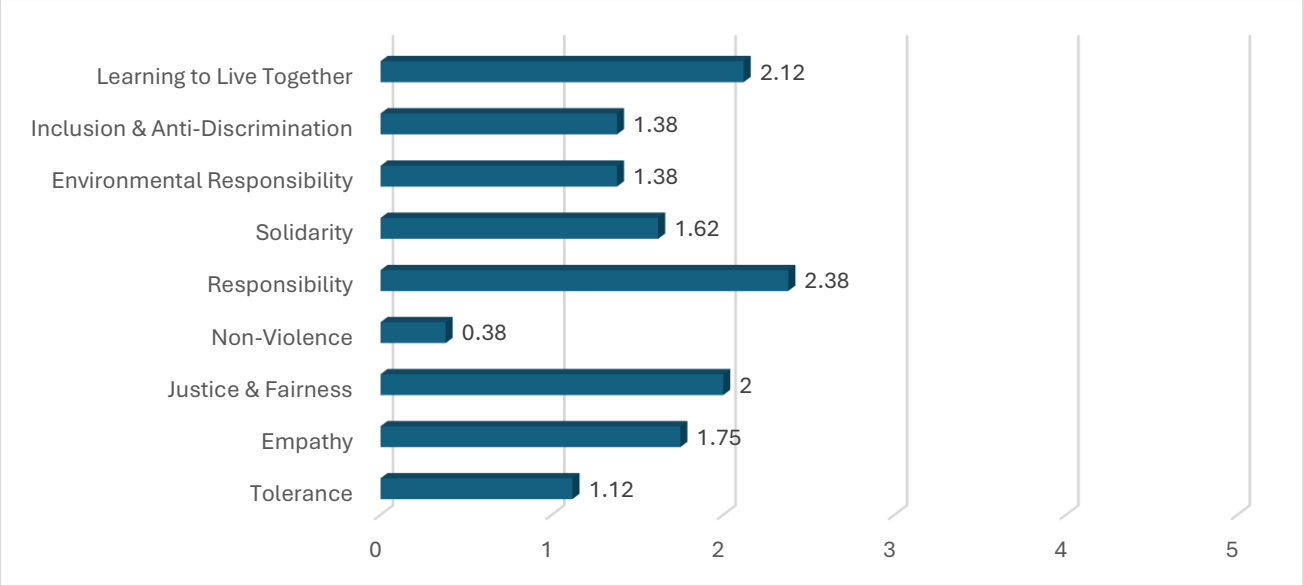


Figure 4.5: Grade 4 Means on Pedagogy & Assessment Domain

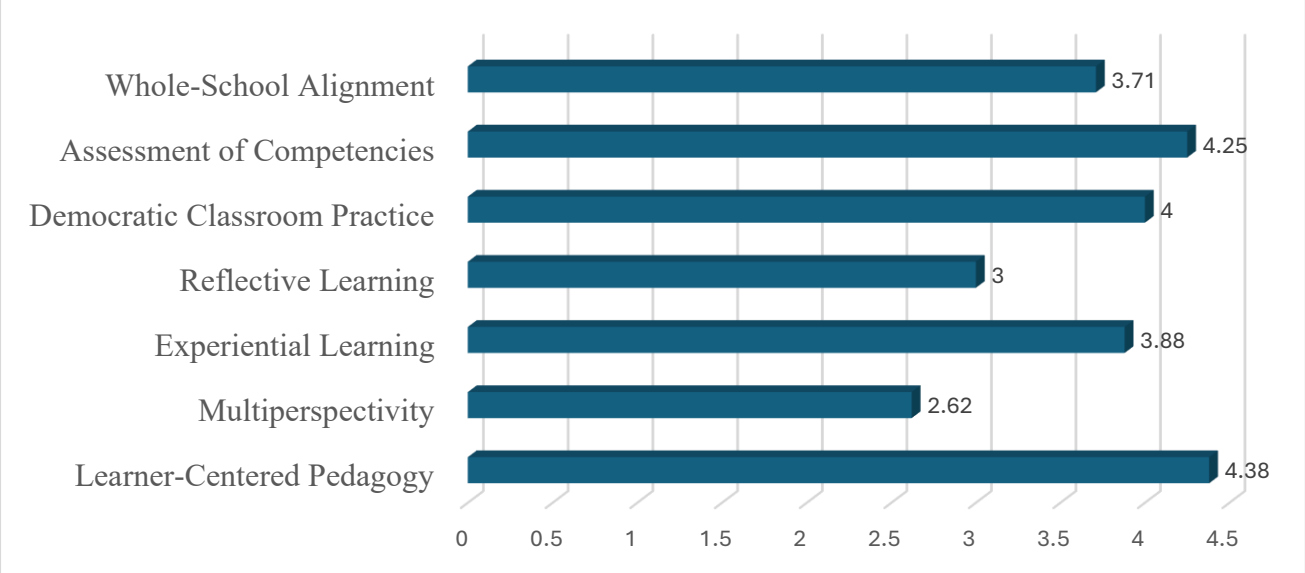


Table 4.1 provides a detailed breakdown of mean scores across all 32 indicators for Grade 4, organized by domain, enabling deep examination of the specific strengths and gaps reflected in the radar chart above.

Table 4.1: Mean Scores Across All Indicators – Grade 4

Domain	Indicator	Mean Score
Concepts	Human Rights & Dignity	2.12
	Peace & Conflict	0.75
	Democracy & Participation	1.75
	Diversity & Pluralism	2.00
	Global Citizenship	2.62
	Sustainable Development	2.12
	Gender Equality	1.75
	Social Justice & Inclusion	2.38
	Representation of the Other	1.62
	Concepts Scale Mean	1.9
Skills	Critical Thinking	4.38
	Dialogue & Communication	4.12
	Conflict Resolution	0.75
	Perspective-Taking	3.12
	Civic Engagement	2.38
	Ethical Reasoning	2.75
	Media & Discourse Literacy	3.38
	Skills Scale Mean	2.98
Values	Tolerance	1.12
	Empathy	1.75
	Justice & Fairness	2.00

Domain	Indicator	Mean Score
	Non-Violence	0.38
	Responsibility	2.38
	Solidarity	1.62
	Environmental Responsibility	1.38
	Inclusion & Anti-Discrimination	1.38
	Learning to Live Together	2.12
	Values Scale Mean	1.57
Pedagogy & Assessment	Learner-Centered Pedagogy	4.38
	Mult perspectivity	2.62
	Experiential Learning	3.88
	Reflective Learning	3.00
	Democratic Classroom Practice	4.00
	Assessment of Competencies	4.25
	Whole-School Alignment	3.71
	Pedagogy & Assessment Scale Mean	3.69

Inspection of Table 4.1 reveals the following results:

- Full & strong Integration: including Learner-Centered Pedagogy (4.38/5) and Critical Thinking (4.38/5), the highest single indicator scores for this grade, reflecting a notable emphasis on student-centered learning and cognitive engagement in Grade 4 materials. Assessment of Competencies (4.25/5), Dialogue & Communication (4.12/5), Democratic Classroom Practice (4.00/5). Experiential Learning (3.88/5), and Whole-School Alignment (3.71/5) also show close to strong integration, indicating that competency-oriented, dialogic, and democratic instructional practices are well-established at this level.

- High Integration including Perspective-Taking (3.12/5) and Reflective Learning (3.00/5). These indicators reflect a curriculum that provides a reasonable reflective pedagogical approach at the primary level.
- Moderate Integration including Ethical Reasoning (2.75/5), Global Citizenship (2.62/5), and Mult perspectivity (2.62/5). These indicators are present but not yet fully developed.
- Low Integration: (Critical Gaps) including Social Justice & Inclusion (2.38/5), Civic Engagement (2.38/5), Responsibility (2.38/5), Human Rights & Dignity (2.12/5), Sustainable Development (2.12/5), Learning to Live Together (2.12/5), Diversity & Pluralism (2.00/5), Justice & Fairness (2.00/5), Democracy & Participation (1.75/5), Gender Equality (1.75/5), Empathy (1.75/5), Representation of the Other (1.62/5), Solidarity (1.62/5), Environmental Responsibility (1.38/5), Inclusion & Anti-Discrimination (1.38/5), Tolerance (1.12/5), Peace & Conflict (0.75/5), Conflict Resolution (0.75/5), and Non-Violence (0.38/5). These represent clear alignment gaps at the primary level.

Summary- Grade 4

Grade 4 presents a curriculum anchored in learner-centered pedagogy, critical thinking, and competency-based assessment, with pronounced strength in instructional practice. However, it shows weaknesses in conceptual and values-based dimensions, particularly peace-related concepts and skills, civic and global concepts, and the values domain. These gaps, if unaddressed at the foundational level, may constrain the developmental trajectory of these dimensions through later grades. The Values domain is the weakest overall for Grade 4 (1.57/5), closely followed by Concepts (1.90/5), with non-violence (0.38/5), Peace & Conflict (0.75/5), and Conflict Resolution (0.75/5), representing the most urgent areas for curricular strengthening at the primary level.

Grade 8 Results (Overall Mean = 2.99/5)

Grade 8 records the highest overall mean across all grades (2.99/5), marking a relatively moderate increase from Grade 4 (2.43/5), Grade 10 (2.92), and Grade 12 (2.51/5). The domain order of Grade 8 shows Pedagogy & Assessment as the strongest domain (3.83/5), followed by Skills (3.11/5), Concepts (2.82/5), and Values (2.42/5). Values score the lowest, which falls into the weak alignment range. Grade 8 scores reflect moderate to high alignment and integration, except for the Values Domain, which requires attention and further development.

Table 4.2 shows the mean scores across all indicators for Grade 8 & Figures 4.6-4.10 show mean scores on each domain Grade 8.

Figure 4.6: Grade 8 : Means by Domain

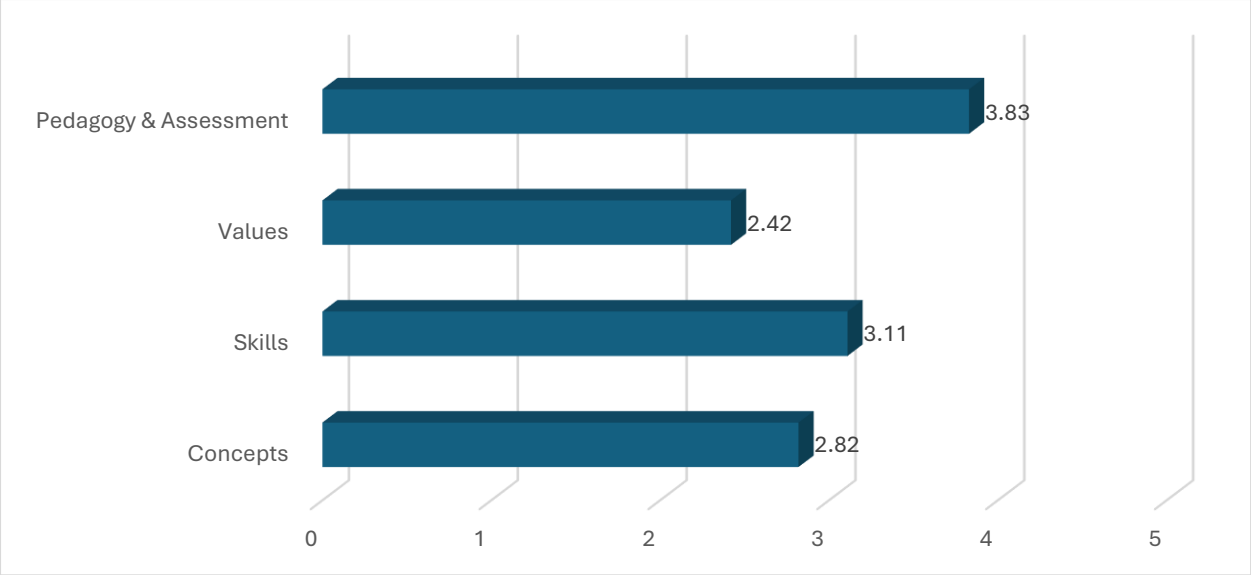


Figure 4.7: Grade 8 Means on Concepts Domain

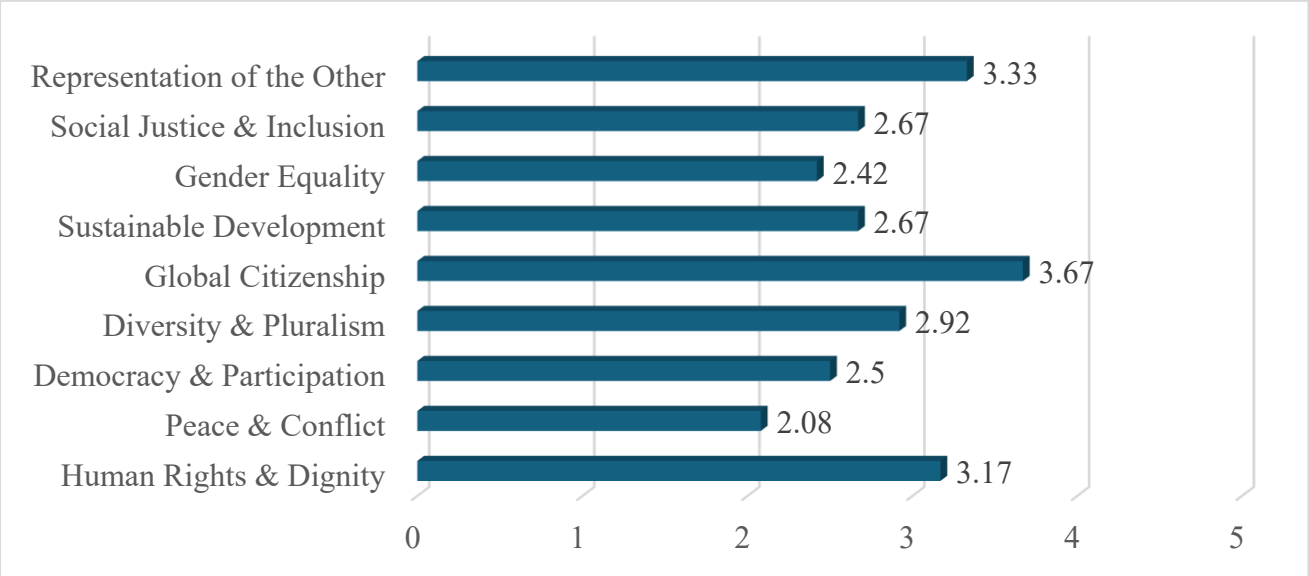


Figure 4.8: Grade 8 Mean scores on Skills Domain

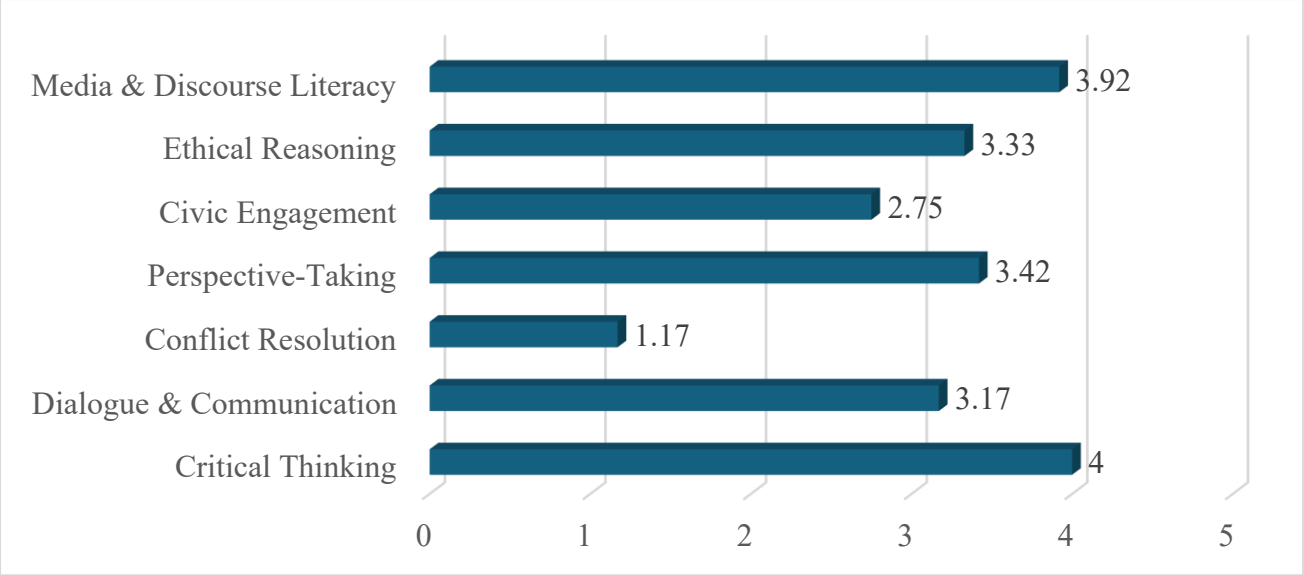


Figure 4.9: Grade 8 Mean scores on Values Domain

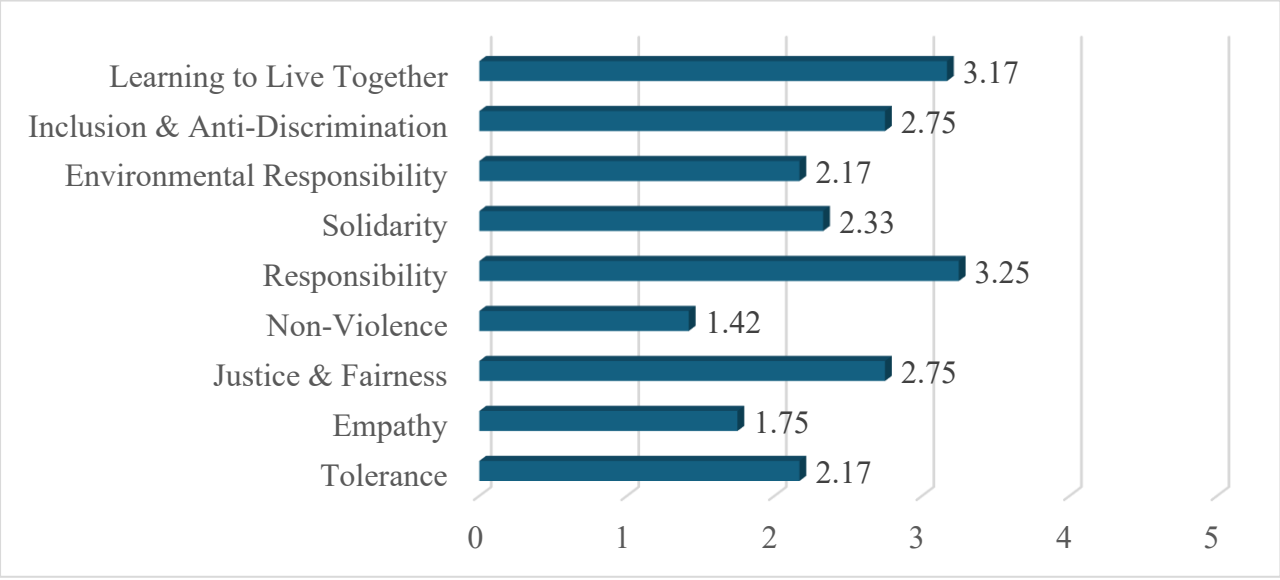


Figure 4.10: Grade 8 Mean Scores on Pedagogy & assessment Domain

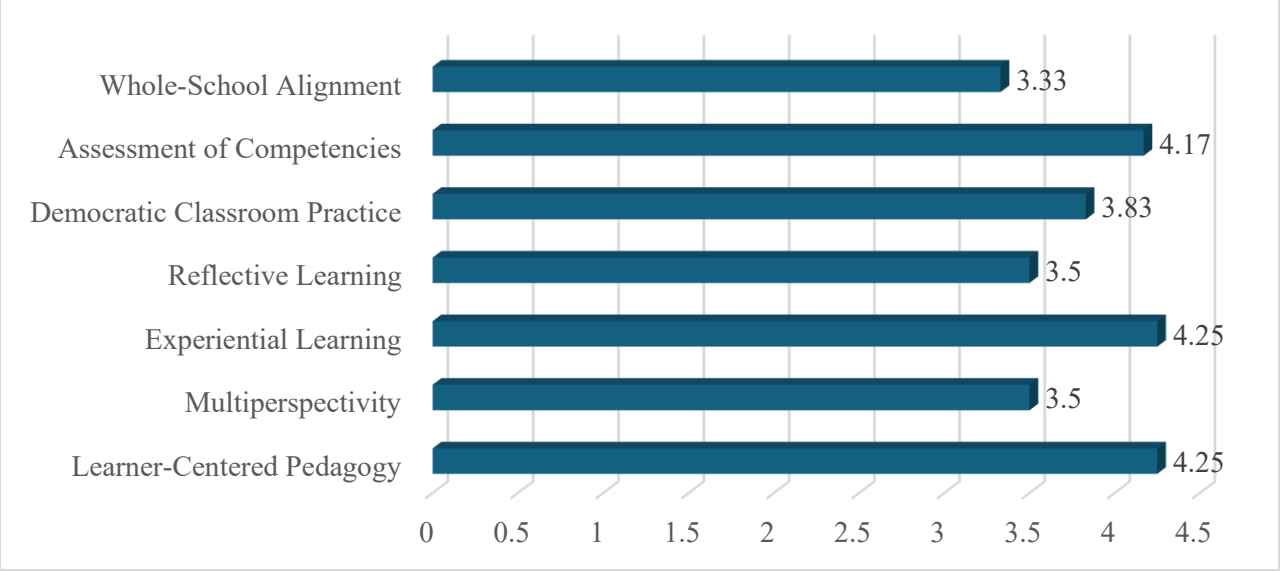


Table 4.2 provides a detailed breakdown of mean scores across all 32 subscales for Grade 8, organized by domain, enabling further examination of the specific strengths and gaps reflected in the radar chart above.

Table 4.2: Mean Scores Across All Indicators – Grade 8

Domain	Indicator	Mean Score
Concepts	Human Rights & Dignity	3.17
	Peace & Conflict	2.08
	Democracy & Participation	2.50
	Diversity & Pluralism	2.92
	Global Citizenship	3.67
	Sustainable Development	2.67
	Gender Equality	2.42
	Social Justice & Inclusion	2.67

Domain	Indicator	Mean Score
	Representation of the Other	3.33
	Concepts Scale Mean	2.82
Skills	Critical Thinking	4.00
	Dialogue & Communication	3.17
	Conflict Resolution	1.17
	Perspective-Taking	3.42
	Civic Engagement	2.75
	Ethical Reasoning	3.33
	Media & Discourse Literacy	3.92
	Skills Scale Mean	3.11
Values	Tolerance	2.17
	Empathy	1.75
	Justice & Fairness	2.75
	Non-Violence	1.42
	Responsibility	3.25
	Solidarity	2.33
	Environmental Responsibility	2.17
	Inclusion & Anti-Discrimination	2.75
	Learning to Live Together	3.17
	Values Scale Mean	2.42
Pedagogy & Assessment	Learner-Centered Pedagogy	4.25

Domain	Indicator	Mean Score
	Multi -perspectivity	3.5
	Experiential Learning	4.25
	Reflective Learning	3.5
	Democratic Classroom Practice	3.83
	Assessment of Competencies	4.17
	Whole-School Alignment	3.33
	Pedagogy & Assessment Scale Mean	3.83

Inspection of Table 4.2 reveals the following results:

- Full Integration including Learner-Centered Pedagogy (4.25/5), Experiential Learning (4.25/5), Assessment of Competencies (4.17/5), and Critical Thinking (4.00/5). This cluster confirms that competency-oriented, experiential, and cognitive practices form the strongest anchor of UNESCO/SDG alignment in the Grade 8 Social Studies curriculum.
- High Integration (Well-Developed) including Media & Discourse Literacy (3.92/5), Democratic Classroom Practice (3.83/5), Global Citizenship (3.67/5), Multiperspectivity (3.50/5), and Reflective Learning (3.50/5). These indicators provide a robust pedagogical and civic foundation that builds substantively on Grade 4 across content and instructional dimensions.
- Moderate Integration including Perspective-Taking (3.42/5), Representation of the Other (3.33/5), Ethical Reasoning (3.33/5), Whole-School Alignment (3.33/5), Responsibility (3.25/5), Human Rights & Dignity (3.17/5), Dialogue & Communication (3.17/5), Learning to Live Together (3.17/5), Diversity & Pluralism (2.92/5), Civic Engagement (2.75/5), Justice & Fairness (2.75/5), Inclusion & Anti-Discrimination (2.75/5), Sustainable Development (2.67/5), Social Justice & Inclusion (2.67/5), Democracy & Participation (2.50/5), and Gender Equality (2.42/5). These sixteen concepts, skills, values, and pedagogy & assessment indicators reach the moderate threshold, providing a reasonable foundation for peace and civic engagement.
- Low Integration including Solidarity (2.33/5), Tolerance (2.17/5), Environmental Responsibility (2.17/5), Peace & Conflict (2.08/5), Empathy (1.75/5), Non-Violence (1.42/5), and Conflict Resolution (1.17/5). These seven subscales represent the

principal alignment gaps that persist even in the strongest-performing grade, concentrated heavily in the values and peace-related dimensions.

Summary – Grade 8

Grade 8 presents the strongest alignment profile in the Social Studies curriculum, with Pedagogy & Assessment reaching the high alignment threshold (3.83/5) and a broad cluster of indicators, including Learner-Centered Pedagogy, Experiential Learning, Assessment of Competencies, Critical Thinking, and Media & Discourse Literacy, registering strong integration. The principal relative weaknesses are concentrated in the values and peace-related dimensions, with Conflict Resolution, Non-Violence, Empathy, and Peace & Conflict falling below the moderate alignment band. Grade 8 demonstrates what the Social Studies curriculum can achieve in its instructional and cognitive design, while underscoring that its conceptual and values dimensions are not similarly developed up to that strength.

Grade 10 Results (Overall Mean = 2.92/5)

Grade 10 overall alignment average is (2.92/5), placing it close to but slightly below Grade 8 and well within the moderate alignment range. The domain hierarchy shows Pedagogy & Assessment as the strongest domain (3.81), followed by Skills (3.32), Concepts (2.51/5), and Values (2.31/5). Grade 10 scores reflect a moderate to some high-performance indicators, except for the Gender Equality, which scored (1.35/5), and a few other indicators, which will be discussed later. Table 4.3 provides a detailed breakdown of mean scores across all 32 indicators for Grade 10, organized by domain, enabling a deep examination of the specific strengths and gaps reflected in the charts below. Figures 4.11-4.15 present graphic representation of grade 10 mean scores by domain.

Figure 4.11: Grade 10 : Means by Domain

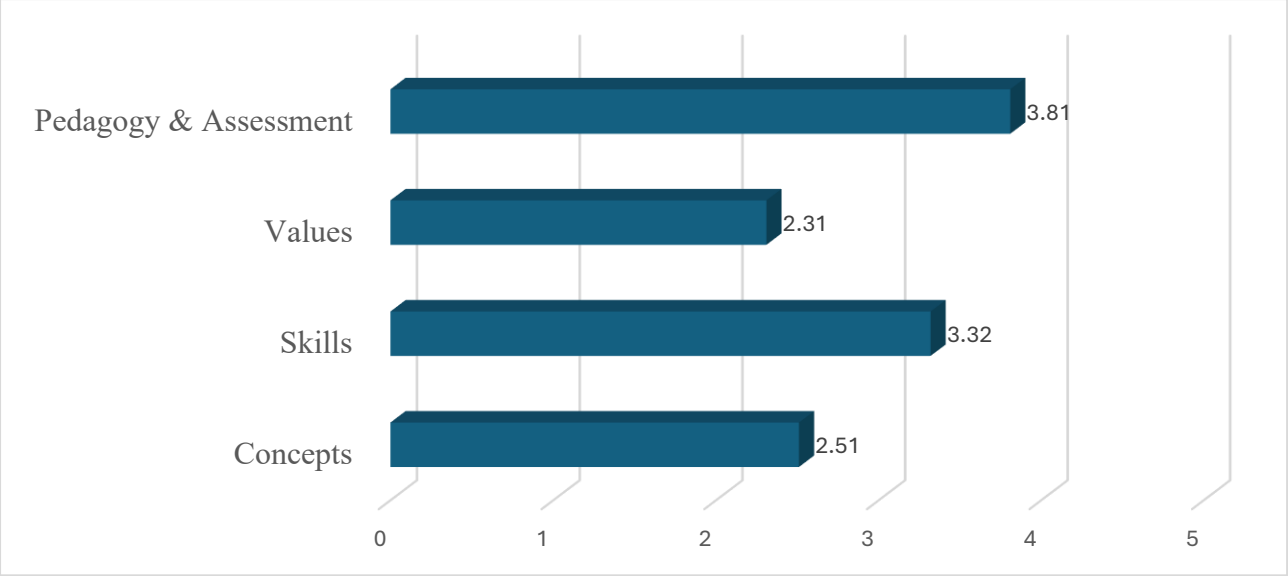


Figure 4.12: Grade 10 Mean Scores on Concepts Domain

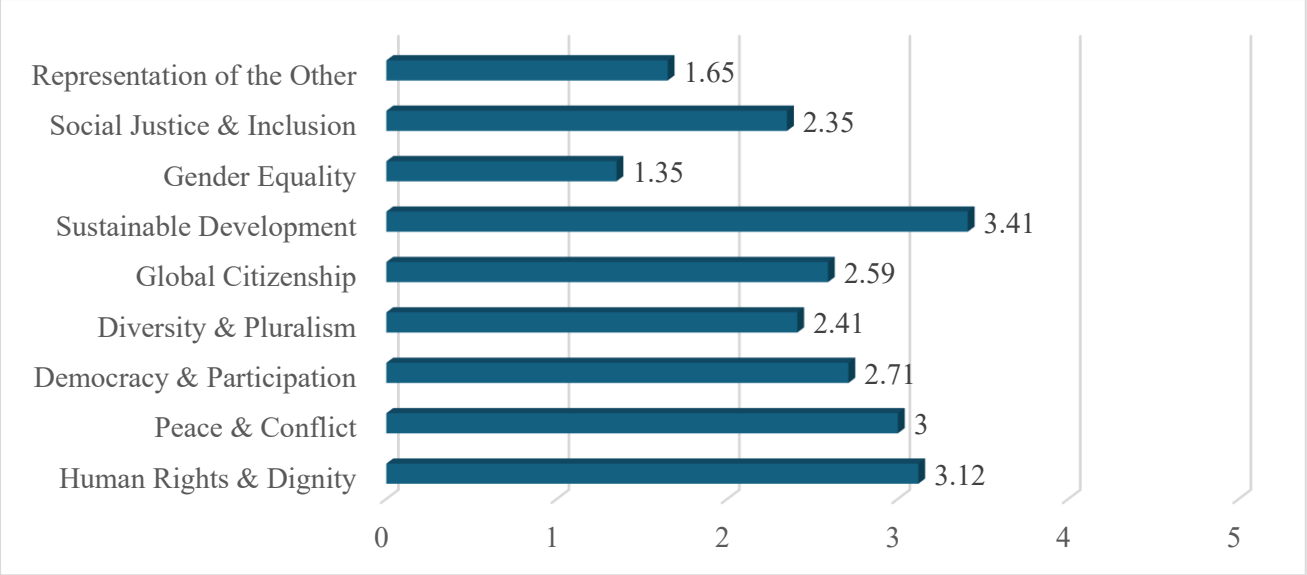


Figure 4.13: Grade 10 mean Scores on Skills Domain

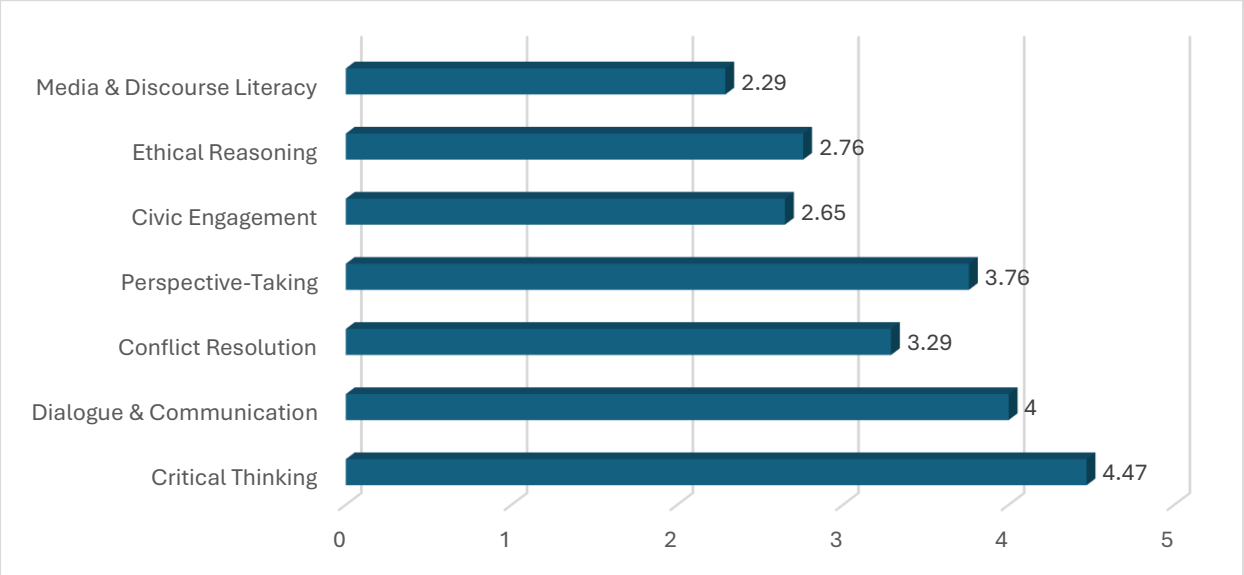


Figure 4.14: Grade 10 Mean scores on Values Domain

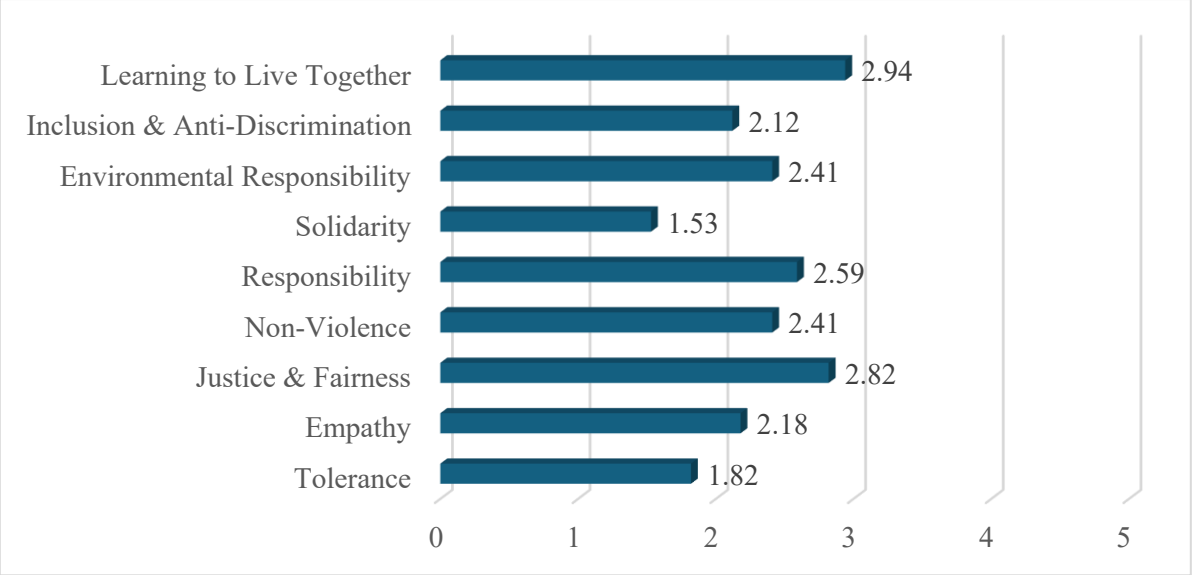


Figure 4.15: Grade 10 Mean scores on Pedagogy & Assessment Domain

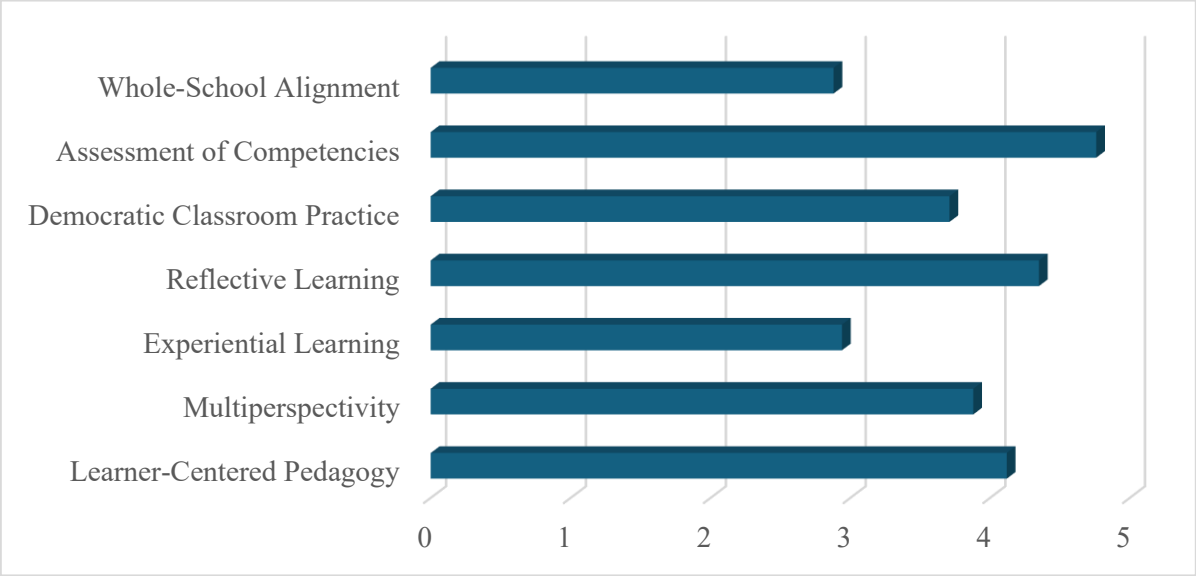


Table 4.3 provides a detailed breakdown of mean scores across all 32 subscales for Grade 10, organized by domain, enabling further examination of the specific strengths and gaps reflected in the radar chart above.

Table 4.3: Mean Scores Across All Indicators – Grade 10

Domain	Indicator	Mean Score
Concepts	Human Rights & Dignity	3.12
	Peace & Conflict	3.00
	Democracy & Participation	2.71
	Diversity & Pluralism	2.41
	Global Citizenship	2.59
	Sustainable Development	3.41
	Gender Equality	1.35
	Social Justice & Inclusion	2.35
	Representation of the Other	1.65
	Concepts Scale Mean	2.51
Skills	Critical Thinking	4.47
	Dialogue & Communication	4.00
	Conflict Resolution	3.29
	Perspective-Taking	3.76
	Civic Engagement	2.65
	Ethical Reasoning	2.76
	Media & Discourse Literacy	2.29
	Skills Scale Mean	3.32
Values	Tolerance	1.82
	Empathy	2.18

Domain	Indicator	Mean Score
	Justice & Fairness	2.82
	Non-Violence	2.41
	Responsibility	2.59
	Solidarity	1.53
	Environmental Responsibility	2.41
	Inclusion & Anti-Discrimination	2.12
	Learning to Live Together	2.94
	Values Scale Mean	2.31
Pedagogy & Assessment	Learner-Centered Pedagogy	4.12
	Multi-perspectivity	3.88
	Experiential Learning	2.94
	Reflective Learning	4.35
	Democratic Classroom Practice	3.71
	Assessment of Competencies	4.76
	Whole-School Alignment	2.88
	Pedagogy & Assessment Scale Mean	3.81

Inspection of Table 4.3 reveals the following results:

- Full Integration including Assessment of Competencies (4.76/5), the highest single indicator score across the entire analysis, Critical Thinking (4.47/5), Reflective Learning (4.35/5), Learner-Centered Pedagogy (4.12/5), and Dialogue & Communication (4.00/5). This cluster confirms that Grade 10's strength is heavily concentrated in cognitive, assessment, and pedagogical practice, where alignment with UNESCO/SDG frameworks is not only sustained but, in assessment design, reaches its peak.

- High Integration (Well-Developed) including Multiperspectivity (3.88/5), Perspective-Taking (3.76/5), and Democratic Classroom Practice (3.71/5). This grouping marks the dimensions where Grade 10's instructional and perspective-oriented design remains robustly developed, extending the methodological gains visible at earlier grades.
- Moderate Integration including Sustainable Development (3.41/5), Conflict Resolution (3.29/5), Human Rights & Dignity (3.12/5), and Peace & Conflict (3.00/5), Learning to Live Together (2.94/5), Experiential Learning (2.94/5), Whole-School Alignment (2.88/5), Justice & Fairness (2.82/5), Ethical Reasoning (2.76/5), Democracy & Participation (2.71/5), Civic Engagement (2.65/5), Global Citizenship (2.59/5), Responsibility (2.59/5). These indicators are reasonably developed but show a relative dip compared to Grade 8 in several concepts and skills areas.
- Weak Integration including Diversity & Pluralism (2.41/5), Non-Violence (2.41/5), Environmental Responsibility (2.41/5), Social Justice & Inclusion (2.35/5), Media & Discourse Literacy (2.29/5), Empathy (2.18/5), Inclusion & Anti-Discrimination (2.12/5), Tolerance (1.82/5), Representation of the Other (1.65/5), Solidarity (1.53/5), and Gender Equality (1.35/5). Despite Grade 10's cognitive strength, this broad band confirms that values, civic, and conceptual dimensions remain systemically weak across secondary cycle rather than improving with grade level.

Summary – Grade 10

Grade 10 presents the second alignment in the Social Studies curriculum; however, with some weak integration of certain dimensions. It secured an overall mean of 2.92/5 (moderate integration). The Skills (3.32) reflect a moderate integration along with the Concepts domain (2.51/5). The Values domain (2.31/5) with Diversity and Pluralism (2.41/5), Non-Violence (2.41/5), Environmental Responsibility (2.41), Social Justice and Inclusion (2.35/5), Media and Discourse Literacy (2.29/5), Empathy (2.18/5), Inclusion and Anti-Discrimination (2.12/5), Tolerance (1.82/5), Representation of the Other (1.65/5), Solidarity (1.53/5), and Gender Equality (1.35/5) fall in the weak integration band.

Grade 12 Results (Overall Mean = 2.51/5)

Grade 12 records the third highest overall mean across all grades (2.51/5), falling within moderate alignment band. The domain hierarchy shows Pedagogy & Assessment as the strongest domain (3.40/5), followed by Skills (2.82/5), Concepts (2.23/5), Values (1.85). Grade 12 is the second after grade four in scoring the lowest indicators, particularly in value-related dimensions, suggesting that the curriculum does not become more normatively and ethically developed at the upper secondary level.

Table 4.4 provides a detailed breakdown of mean scores across all 32 indicators for Grade 12, organized by domain, enabling deeper examination of the specific strengths and gaps reflected in the charts below and Figures 4.16 – 4.20 show mean scores on each domain Grade 12.

Figure 4.16: Grade 12 : Means by Domain

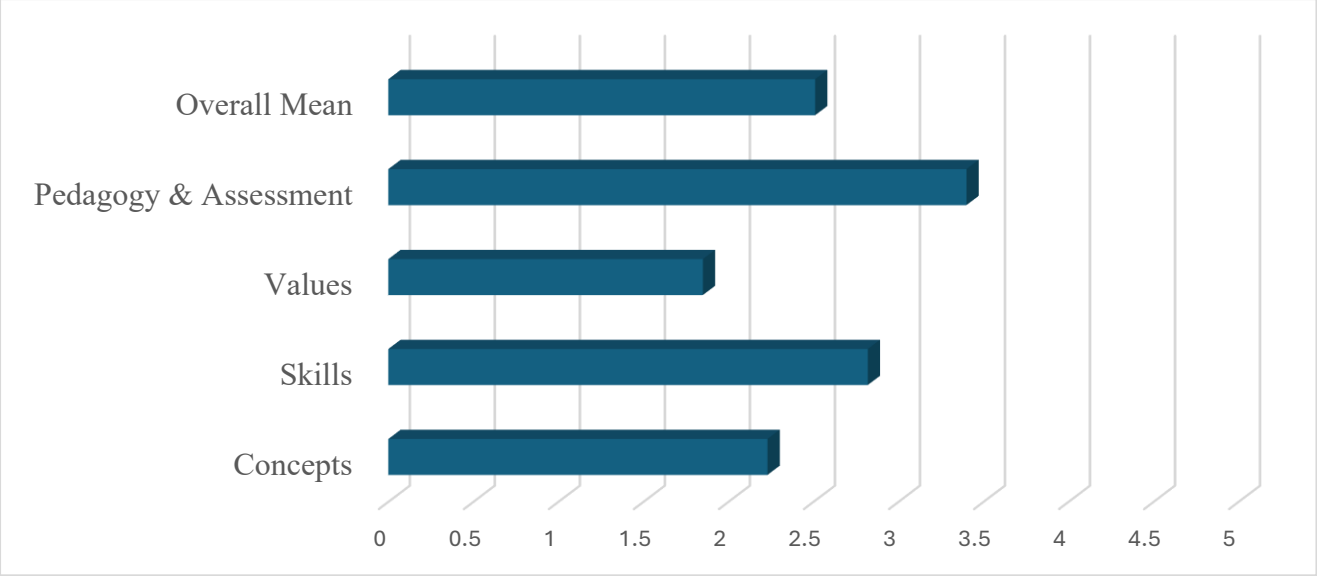


Figure 4.17: Grade 12 Mean Scores on Concepts Domain

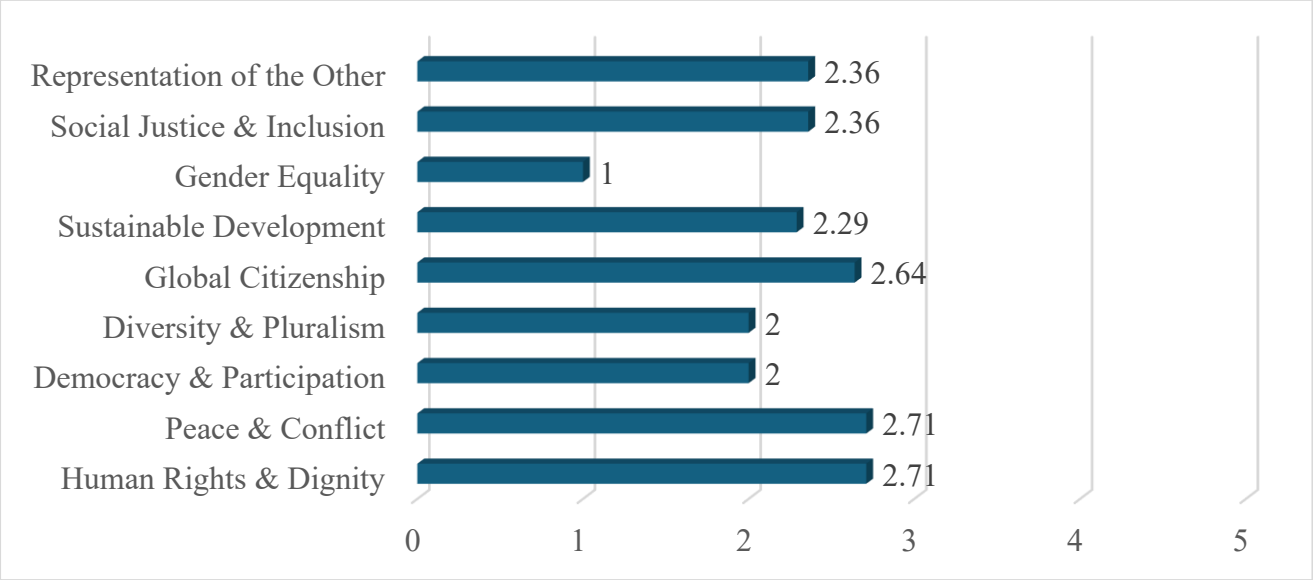


Figure 4.18: Grade 12 Mean scores on Skills Domain

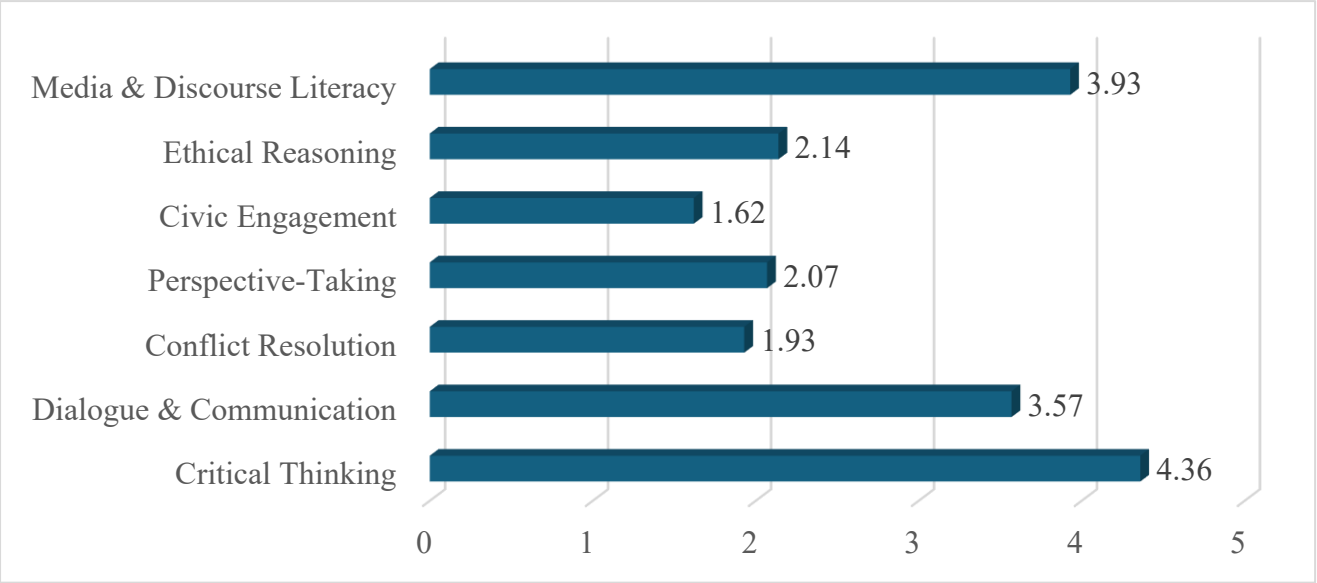


Figure 4.19: Grade 12 mean scores on Values Domain

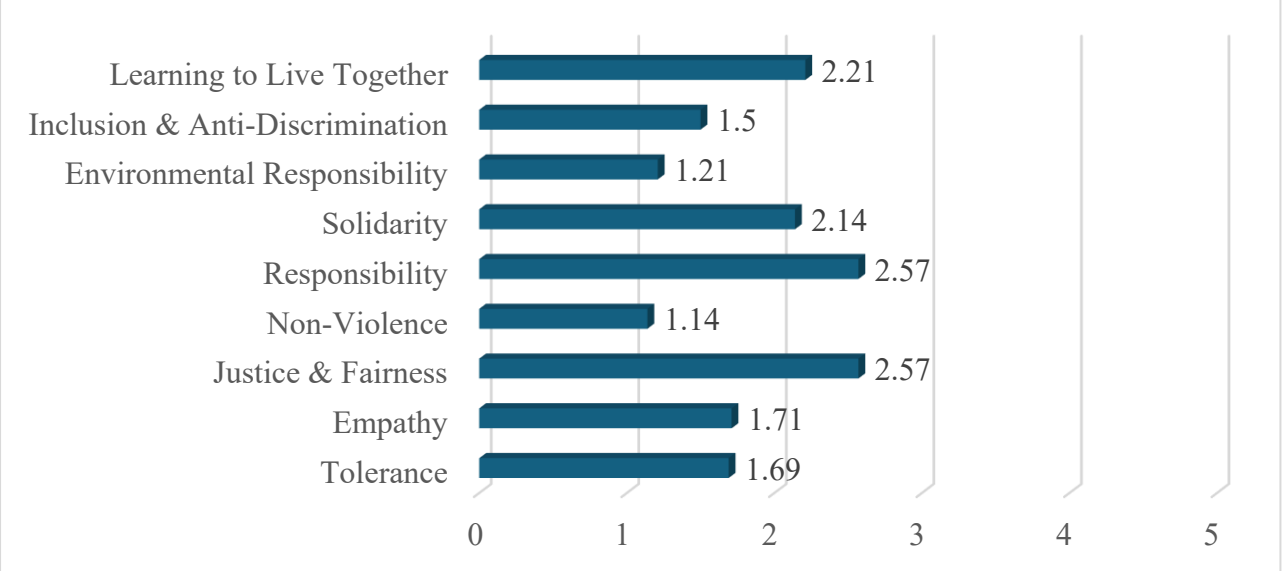


Figure 4.20: Grade 12 Mean Scores on Pedagogy & Assessment Domain

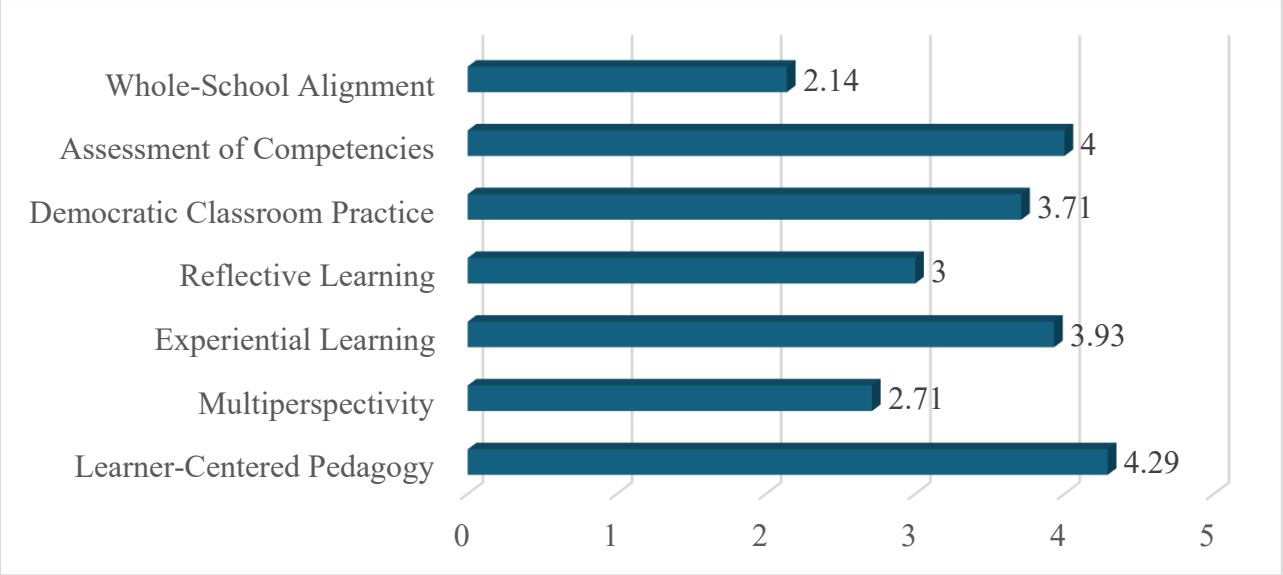


Table 4.4: Mean Scores Across All Indicators – Grade 12

Domain	Indicator	Mean Score
Concepts	Human Rights & Dignity	2.71
	Peace & Conflict	2.71
	Democracy & Participation	2.00
	Diversity & Pluralism	2.00
	Global Citizenship	2.64
	Sustainable Development	2.29
	Gender Equality	1.00
	Social Justice & Inclusion	2.36
	Representation of the Other	2.36
	Concepts Scale Mean	**2.23**

Domain	Indicator	Mean Score
Skills	Critical Thinking	4.36
	Dialogue & Communication	3.57
	Conflict Resolution	1.93
	Perspective-Taking	2.07
	Civic Engagement	1.62
	Ethical Reasoning	2.14
	Media & Discourse Literacy	3.93
	Skills Scale Mean	2.82
Values	Tolerance	1.69
	Empathy	1.71
	Justice & Fairness	2.57
	Non-Violence	1.14
	Responsibility	2.57
	Solidarity	2.14
	Environmental Responsibility	1.21
	Inclusion & Anti-Discrimination	1.5
	Learning to Live Together	2.21
	Values Scale Mean	1.85
Pedagogy & Assessment	Learner-Centered Pedagogy	4.29
	Multi- perspectivity	2.71
	Experiential Learning	3.93

Domain	Indicator	Mean Score
	Reflective Learning	3.00
	Democratic Classroom Practice	3.71
	Assessment of Competencies	4.00
	Whole-School Alignment	2.14
	Pedagogy & Assessment Scale Mean	3.40

Inspection of Table 4.4 reveals the following results:

- Full Integration including Critical Thinking (4.36/5), Learner-Centered Pedagogy (4.29/5), and Assessment of Competencies (4.00/5). These three indicators confirm that cognitive and assessment practices remain the only consistently strong anchor of UNESCO/SDG alignment at this grade level.
- High Integration including Media and Discourse Literacy (3.93/5), Experiential Learning (3.93/5), Democratic Classroom Practice (3.71/5), and Dialogue and Communication (3.57/5). Together with the strong band, only seven indicators reach high-quality integration, in line with the numbers reached at other grades, indicating that no substantial improvement in the strong integration level is achieved at the terminal grade.
- Moderate Integration including Reflective Learning (3.00/5), Human Rights and Dignity (2.71/5), Peace and Conflict (2.71/5), Multi-Perspectivity (2.71/5), Global Citizenship (2.64/5), Justice and Fairness (2.57/5), and Responsibility (2.57/5). These seven indicators reach the moderate threshold, the fewest moderate indicators among the four grades.
- Weak Integration including Social Justice and Inclusion (2.36/5), Representation of the Other (2.36/5), Sustainable Development (2.29/5), Learning to Live Together (2.21/5), Ethical Reasoning (2.14/5), Solidarity (2.14/5), Whole School Alignment (2.14/5), Perspective Taking (2.07/5), Democracy and Participation (2.00/5), Diversity and Pluralism (2.00/5), Conflict Resolution (1.93/5), Empathy (1.71/5), Tolerance (1.69/5), Civic Engagement (1.62/5), Inclusion and Anti-Discrimination (1.50/5), Environmental Responsibility (1.21/5), Non-Violence (1.14/5), and Gender Equality (1.00/5). These eighteen weak indicators shed light on the need for immediate action, given the imbalanced nature of the curriculum at the terminal grade.

Summary – Grade 12

Grade 12 represents the third aligned profile in the Social Studies curriculum. It secured an overall mean of 2.51/5 (moderate integration). It is important to note that the large number of weak

indicators requires immediate attention despite acquiring a higher overall mean than grade 4. Grade 12 did not achieve a higher average in any of the domains than other grades. 18 subscales fall in the weak integration or alignment range. Gender Equality in all grades needs substantial treatment. In addition to Tolerance, Non-Violence, Empathy, Environmental Responsibility, Inclusion, and Anti-Discrimination. Those shortcomings require immediate tackling by the curriculum revision committees.

Annex 5: List of Reviewed Curriculum Documents

1.قانون التربية والتعليم

قانون التربية والتعليم رقم (3) لسنة 1994 وتعديلاته | وزارة التربية والتعليم

2.الاطار العام للمناهج في المملكة الأردنية الهاشمية

الإطار العام للمناهج الأردنيةpdf.

3.وثائق مبحث التربية الاسلامية

3.1كتاب الطالب، الصف الرابع، الفصل الأول:

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Islam/Islam/2025/G4/1/Grade%204%20T1.pdf

3.2 الصف الرابع: كتاب الطالب، الفصل الثاني:

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Islam/Islam/2025/G4/2/islamic%20Grade%204.pdf

3.3 الصف الثامن: كتاب الطالب، الفصل الأول:

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Islam/Islam/2025/G8/1/Islamieh%20G8%20P1%202025%20.pdf

3.4 الصف الثامن: كتاب الطالب، الفصل الثاني:

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Islam/Islam/2025/G8/2/Islamic_G8_SE2.pdf

3.5 الصف الثاني عشر: كتاب الطالب، الفصل الأول:

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Islam/Islam/2025/G12/1/Islamic%20Grade%2012%20P1%2018_5%20final.pdf

3.6 الصف الثاني عشر: كتاب الطالب، الفصل الثاني:

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Islam/Islam/2025/G12/2/Islamic%20Grade%2012%20Part%202%2029_6.pdf

3.7 الصف الرابع: دليل المعلم، الفصل الأول:

https://www.nccd.gov.jo/EB%20V4/Root_Storage/AR/Islam/Islam041G.pdf

3.8 الصف الرابع: دليل المعلم، الفصل الثاني:

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Islam/Islam/2025/%D8%A3%D8%AF%D9%84%D8%A9%20%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8%A9%20%D8%A7%D9%84%D8%A5%D8%B3%D9%84%D8%A7%D9%85%D9%8A%D8%A9/4/Islamic-TG%20G4%20P2%20HQ%20.pdf

3.9 الصف الثامن: دليل المعلم، الفصل الأول:

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Islam/Islam/2025/%D8%A3%D8%AF%D9%84%D8%A9%20%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8%A9%20%D8%A7%D9%84%D8%A5%D8%B3%D9%84%D8%A7%D9%85%D9%8A%D8%A9/8/%D9%811/Islamic_TG_G8_T1_(PQ).pdf

3.10 الصف الثامن: دليل المعلم، الفصل الثاني:

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Islam/Islam/2025/%D8%A3%D8%AF%D9%84%D8%A9%20%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8%A9%20%D8%A7%D9%84%D8%A5%D8%B3%D9%84%D8%A7%D9%85%D9%8A%D8%A9/8/%D9%812/Islamic_TG_G8_T2.pdf

3.11 الإطار الخاص لمبحث التربية الإسلامية:

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/FW/%D8%A7%D9%84%D8%A5%D8%B7%D8%A7%D8%B1_%D8%A7%D9%84%D8%AE%D8%A7%D8%B5_%D9%84%D9%85%D8%A8%D8%AD%D8%AB_%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8%A9_%D8%A7%D9%84%D8%A5%D8%B3%D9%84%D8%A7%D9%85%D9%8A%D8%A9.pdf

4.وثائق مبحث اللغة العربية

4.1 الإطار الخاص للغة العربية

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/FW/%D8%A7%D9%84%D8%A5%D8%B7%D8%A7%D8%B1_%D8%A7%D9%84%D8%B9%D8%A7%D9%85_%D9%84%D9%84%D8%BA%D8%A9_%D8%A7%D9%84%D8%B9%D8%B1%D8%A8%D9%8A%D8%A9.pdf

4.2 اللغة العربية - الصف الرابع الفصل الدراسي الأول/ دليل المعلم

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Arabic/%D8%A7%D9%84%D8%A7%D8%AF%D9%84%D8%A9%202025/G4/G4_AR_TE01-PQ.pdf

4.3 اللغة العربية - الصف الرابع الفصل الدراسي الأول كتاب التمارين

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Arabic/2025/%D8%B9%D8%B1%D8%A8%D9%8A%206.7.2025/4/%D8%AA%D9%85%D8%A7%D8%B1%D9%8A%D9%86%20%D8%B1%D8%A7%D8%A8%D8%B9.pdf

4.4 اللغة العربية - الصف الرابع الفصل الدراسي الأول الفصل الثاني -كتاب التمارين

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Arabic/2025/%D8%B9%D8%B1%D8%A8%D9%8A%206.7.2025/4/P2/%D8%AA%D9%85%D8%A7%D8%B1%D9%8A%D9%86%20%D8%B1%D8%A7%D8%A8%D8%B9%20.pdf

4.5 اللغة العربية - الصف الرابع - كتاب الطالب- الفصل الدراسي الأول

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Arabic/2025/%D8%B9%D8%B1%D8%A8%D9%8A%206.7.2025/4/%D9%83%D8%AA%D8%A7%D8%A8%20%D8%A7%D9%84%D8%B7%D8%A7%D9%84%D8%A8%20%D8%A7%D9%84%D8%B5%D9%81%20%D8%A7%D9%84%D8%B1%D8%A7%D8%A8%D8%B9%20%D9%811%20%D8%A7%D8%B9%D8%A7%D8%AF%D8%A9%20%D8%B7%D8%A8%D8%A7%D8%B9%D9%87%2020-%205%20.pdf

4.6 اللغة العربية- الصف الرابع -كتاب الطالب- الفصل الدراسي الثاني

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Arabic/2025/%D8%B9%D8%B1%D8%A8%D9%8A%206.7.2025/4/P2/%D8%B1%D8%A7%D8%A8%D8%B9%20%D8%B7%D8%A7%D9%84%D8%A8%20.pdf

4.7 اللغة العربية- كتاب الطالب- الفصل الدراسي الأول -الصف الثامن

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Arabic/2025/%D8%B9%D8%B1%D8%A8%D9%8A%206.7.2025/8/%D9%83%D8%AA%D8%A7%D8%A8%20%D8%A7%D9%84%D8%B5%D9%81%20%D8%A7%D9%84%D8%AB%D8%A7%D9%85%D9%86%20%D8%A7%D9%84%D8%B7%D8%A7%D9%84%D8%A8%20%D8%A7%D8%B9%D8%A7%D8%AF%D8%A9%20%D8%B7%D8%A8%D8%A7%D8%B9%D8%A9%20%2017-%205%20.pdf

4.8 اللغة العربية -الفصل الدراسي الثاني- كتاب الطالب-الصف الثامن

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Arabic/2025/%D8%B9%D8%B1%D8%A8%D9%8A%206.7.2025/8/%D9%83%D8%AA%D8%A7%D8%A8%20%D8%A7%D9%84%D8%B5%D9%81%20%D8%A7%D9%84%D8%AB%D8%A7%D9%85%D9%86%20%D8%A7%D9%84%D8%B7%D8%A7%D9%84%D8%A8%20%D8%A7%D8%B9%D8%A7%D8%AF%D8%A9%20%D8%B7%D8%A8%D8%A7%D8%B9%D8%A9%20%2017-%205%20.pdf

4.9 اللغة العربية -الفصل الدراسي الأول -كتاب التمارين-الصف الثامن

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Arabic/2025/%D8%B9%D8%B1%D8%A8%D9%8A%206.7.2025/8/%D8%A7%D9%84%D8%B5%D9%81%20%D8%A7%D9%84%D8%AB%D8%A7%D9%85%D9%86%20%D8%A7%D9%84%D8%AA%D9%85%D8%A7%D8%B1%D9%8A%D9%86%20%D8%A7%D8%B9%D8%A7%D8%AF%D8%A9%20%D8%B7%D8%A8%D8%A7%D8%B9%D8%A9%2018-5.pdf

4.10 اللغة العربية -الفصل الدراسي الثاني -كتاب التمارين-الصف الثامن

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Arabic/2025/%D8%B9%D8%B1%D8%A8%D9%8A%206.7.2025/8/P2/%D8%A7%D9%84%D8%B5%D9%81%20%D8

%A7%D9%84%D8%AB%D8%A7%D9%85%D9%86%20%D9%812%20%D8%AA%D9%85%D8%A7%D8%B1%D9%8A%D9%86%202-11.pdf

4.11 الصف الثاني عشر - المسار الاكاديمي -الفصل الدراسي الأول - كتاب الأدب

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Arabic/2025/%D8%B9%D8%B1%D8%A8%D9%8A%206.7.2025/12/arabic%2012%20alzawahir%20aladabia%20226.pdf

4.12 الصف الثاني عشر - اللغة العربية /الأدب -الفصل الدراسي الثاني - كتاب الطالب

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Arabic/2025/%D8%B9%D8%B1%D8%A8%D9%8A%206.7.2025/12/PART2/AR12D2.pdf

4.13 الصف الثاني عشر - المسار الاكاديمي -الفصل الدراسي الأول -كتاب النحو والصرف وموسيقا الشعر

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Arabic/2025/%D8%B9%D8%B1%D8%A8%D9%8A%206.7.2025/12/arabic%20alnahw%20walsarf%20C12P1%20236.pdf

4.14 الصف الثاني عشر - اللغة العربية /النّحو والصّرف وموسيقا الشّعر -الفصل الدراسي الثاني - كتاب الطالب

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/Arabic/2025/%D8%B9%D8%B1%D8%A8%D9%8A%206.7.2025/12/PART2/AR12N2%20.pdf

5.وثائق مباحث التربية الوطنية والمدنية والدراسات الاجتماعية

5.1 الإطار العام والخاص لمبحث الدراسات الاجتماعية "*المركز الوطني لتطوير المناهج (National Center for Curriculum Development)*, Ministry of Education, Jordan, https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/FW/الإطار_العام_والخاص_لمبحث_الدراسات_الاجتماعية.pdf.

5.2 الدراسات الاجتماعية: الصف الثامن – الفصل الدراسي الأول "*المركز الوطني لتطوير المناهج (National Center for Curriculum Development)*, Ministry of Education, Jordan, https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/SS/G8/1/الدراسات%20الاجتماعية-الثامن%20ف1.pdf.

5.3 الدراسات الاجتماعية: الصف الرابع – الفصل الدراسي الأول "*المركز الوطني لتطوير المناهج (National Center for Curriculum Development)*, Ministry of Education, Jordan, https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/SS/G4/1/الدراسات%20الاجتماعية-الرابع%20ف1%20إعادة%20طباعة%20للموقع.pdf.

5.4 الدراسات الاجتماعية: الصف الرابع – الفصل الدراسي الثاني "*المركز الوطني لتطوير المناهج (National Center for Curriculum Development)*, Ministry of Education, Jordan, https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/SS/G4.2/الدراسات%20الاجتماعية-الصف%20الرابع%20ف2.pdf.

5.5 الجغرافيا: الصف العاشر – الفصل الدراسي الأول "*المركز الوطني لتطوير المناهج (National Center for Curriculum Development)*, Ministry of Education, Jordan, https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/SS/G10/1/الجغرافيا-الصف%20العاشر%20ف1-إعادة%20الطباعة%20للموقع.pdf.

5.6 الجغرافيا: الصف الثاني عشر – الفصل الدراسي الأول ".*المركز الوطني لتطوير المناهج* (*National Center for Curriculum Development*), Ministry of Education, Jordan, https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/الجغرافيا/12/للملف-الجغرافيا%20الصف12%20ف1.pdf.

5.7 الجغرافيا: الصف الثاني عشر – الفصل الدراسي الثاني ".*المركز الوطني لتطوير المناهج* (*National Center for Curriculum Development*), Ministry of Education, Jordan, https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/SS/G12/2/2/الجغرافيا-الصف12-ف2.pdf.

5.8 التربية الوطنية: الصف العاشر – الفصل الدراسي الأول ".*المركز الوطني لتطوير المناهج* (*National Center for Curriculum Development*), Ministry of Education, Jordan, https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/SS/G10/1/التربية%20الوطنية%20العاشر%20ف1-إعادة%20طباعة%20للموقع.pdf.

5.9 التربية الوطنية: الصف العاشر – الفصل الدراسي الثاني ".*المركز الوطني لتطوير المناهج* (*National Center for Curriculum Development*), Ministry of Education, Jordan, https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/SS/G10/2/التربية%20الوطنية%20العاشر%20الفصل%20الثاني.pdf.

https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/SS/G12/2/2/كتاب%20التاريخ%20-202الثاني%20عشر-ف2-Low.pdf. المركز الوطني لتطوير المناهج ".*National Center for Curriculum Development*, 6. Homepage."

5.10 كتاب التاريخ: الصف الثاني عشر – الفصل الدراسي الأول ".*المركز الوطني لتطوير المناهج* (*National Center for Curriculum Development*), Ministry of Education, Jordan, https://www.nccd.gov.jo/EBV4.0/Root_Storage/AR/SS/G12/1/كتاب%20التاريخ%20-الثاني%20عشر-ف1.pdf.

5.11 كتاب التاريخ: الصف الثاني عشر – الفصل الدراسي الثاني ".*المركز الوطني لتطوير المناهج* (*National Center for Curriculum Development*), Ministry of Education, Jordan,

https://www.nccd.gov.jo/Default/AR.

References

- Georg Eckert Institute for International Textbook Research (2021). Analyse palästinensischer Schulbücher – Report on Palestinian Textbooks (PalTex) - GEI.de
- IMPACT-se. (2023). Review of Jordan's school curriculum 2014–2022 . Review-of-Jordans-School-Curriculum-2014-22.pdf
- Krippendorff, K. (2018). Content analysis: An introduction to its methodology (4th ed.). Sage Publications, Inc. Content Analysis: An Introduction to Its Methodology
- Neuendorf, K. (2017). The Content Analysis Guidebook. SAGE Publications, Inc. Sage Research Methods - The Content Analysis Guidebook
- OECD. (2018). Preparing our youth for an inclusive and sustainable world: The OECD global competence framework . https://www.oecd.org
- UNESCO. (1974/2023). Recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms . https://unesdoc.unesco.org/ark:/48223/pf0000386924
- UNESCO. (1995). Declaration and integrated framework of action on education for peace, human rights and democracy . https://unesdoc.unesco.org/ark:/48223/pf0000112874
- UNESCO. (2016). Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. UNESCO Digital Library
- UNESCO. (2023). Recommendation on education for peace, human rights and sustainable development . https://www.unesco.org
- UNESCO. (2024). Peace education in the 21st century: An essential strategy for building lasting peace. Peace education in the 21st century: an essential strategy for building lasting peace - UNESCO Digital Library
- United Nations. (2015). Transforming our world: The 2030 agenda for sustainable development . https://sdgs.un.org