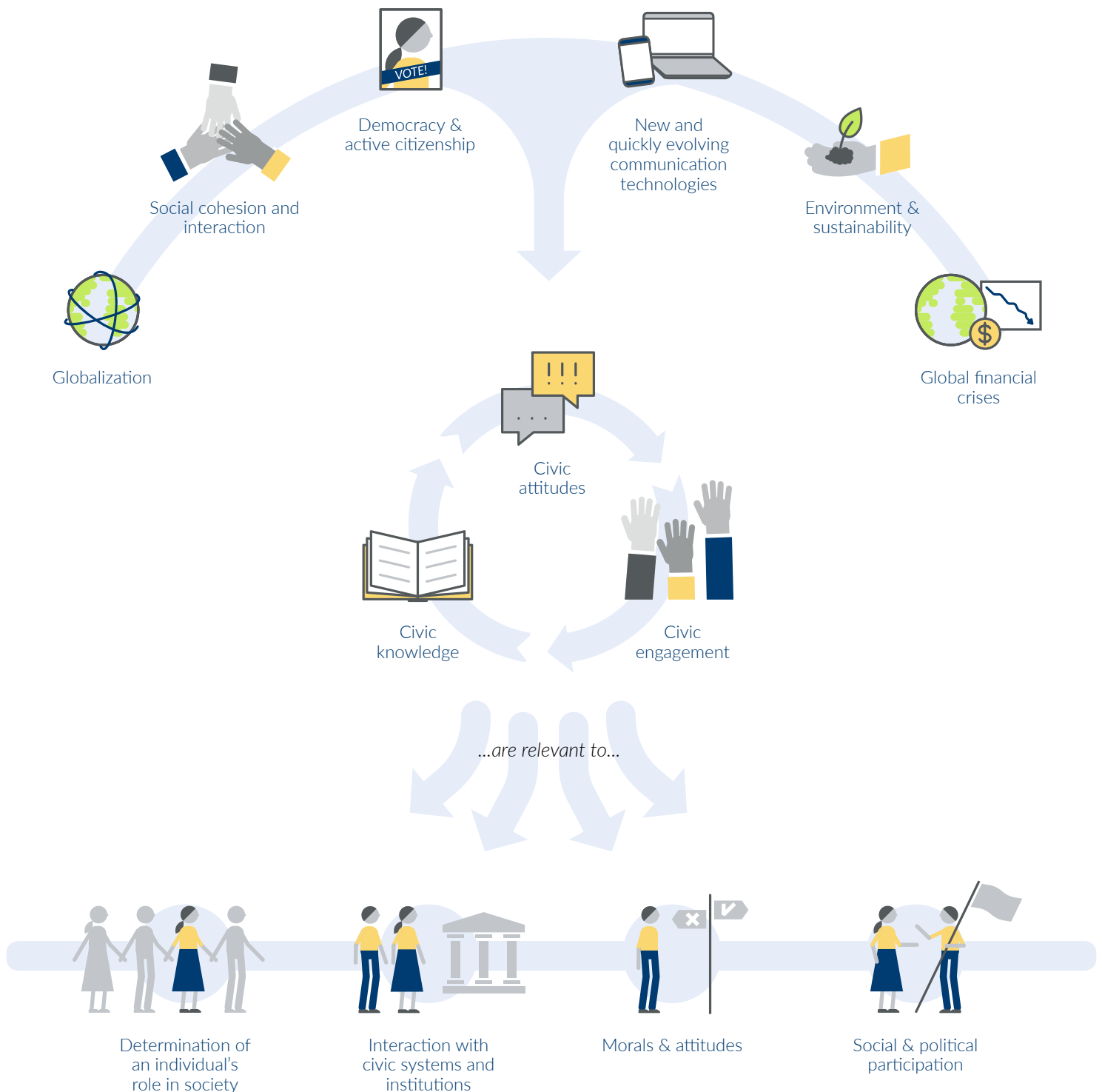


ICCS 2016

Assessment framework

The International Civic and Citizenship Education Study (ICCS) investigates the ways in which young people are being prepared to undertake their roles as citizens.

ICCS 2016 monitors students' civic knowledge, civic attitudes, and civic engagement in the persisting and emerging context of...



ICCS 2016 participants



ICCS 2016 instruments



ICCS 2016 assessment sample



~ 94,000 students
about 4,000 per country



~ 3,800 schools
about 150 per country



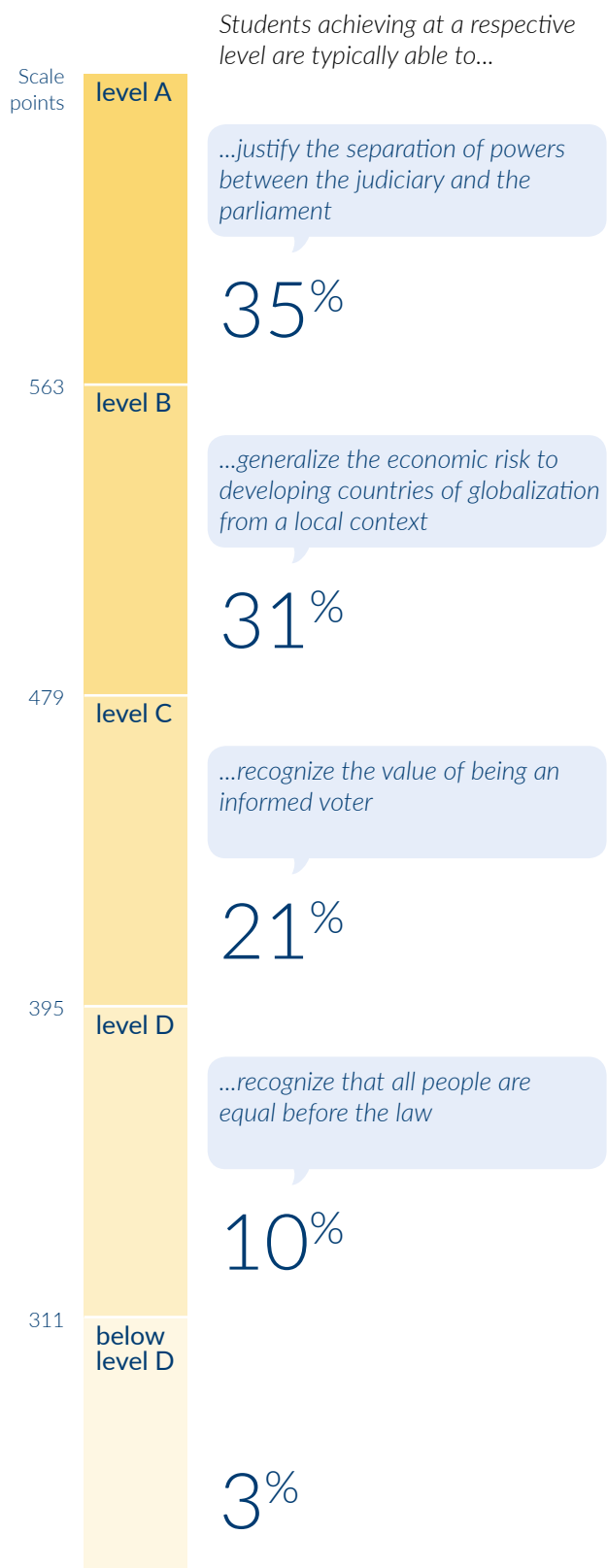
~ 37,000 teachers
about 15 per school

Time	Instruments	Respondents
45	International cognitive test	Students, grade 8 or equivalent, 13-14 years old
40	International student questionnaire	Students, grade 8 or equivalent, 13-14 years old
30	Teacher questionnaire	Teachers of any subject in the target grade
30	School questionnaire	School principals
15	Regional student questionnaire	Students, grade 8 or equivalent, 13-14 years old, in Europe and Latin America

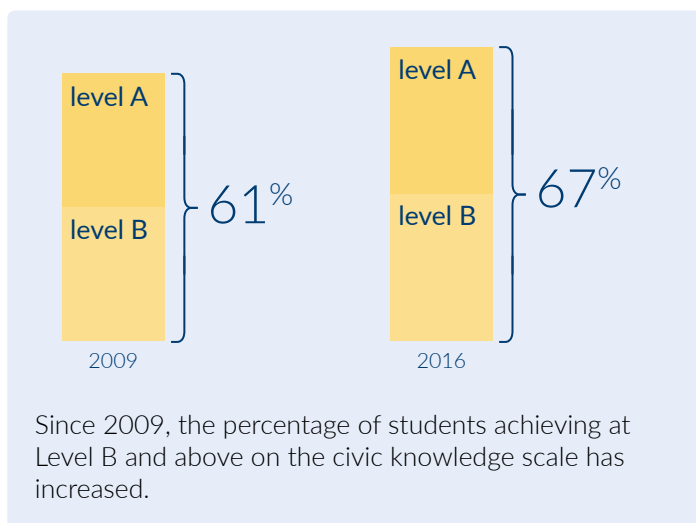
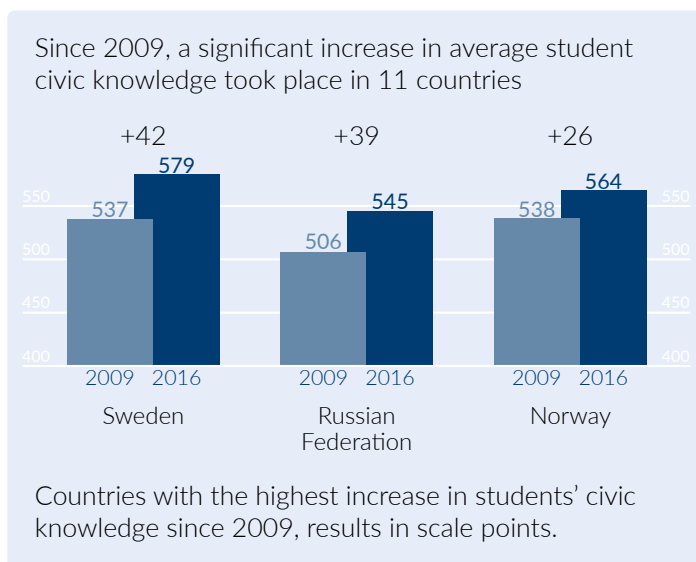
ICCS Consortium



Level of students' civic knowledge and percentages of students achieving at each level in ICCS 2016



Each ICCS cycle identifies trends and measures the impact of sociopolitical developments and curricula on students' civic knowledge



Good predictors of students' civic knowledge and engagement



In all countries (21)
socioeconomic home background



In all countries (21)
open classroom climate for discussion of political and social issues



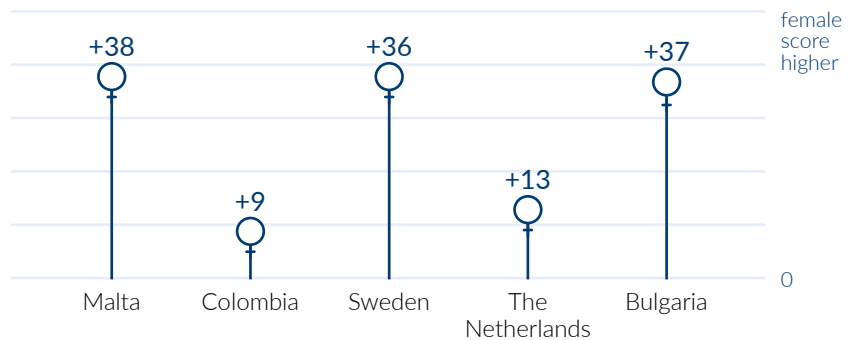
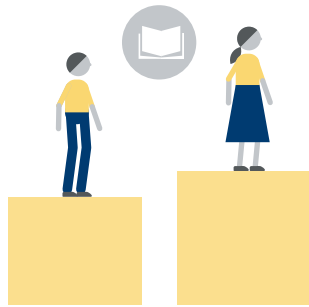
In the majority of countries (19)
female students tend to have higher levels of civic knowledge and civic engagement

ICCS 2016

Issues related to gender

The ICCS 2016 data sheds light on gender-related civic knowledge and students' attitudes towards gender equality.

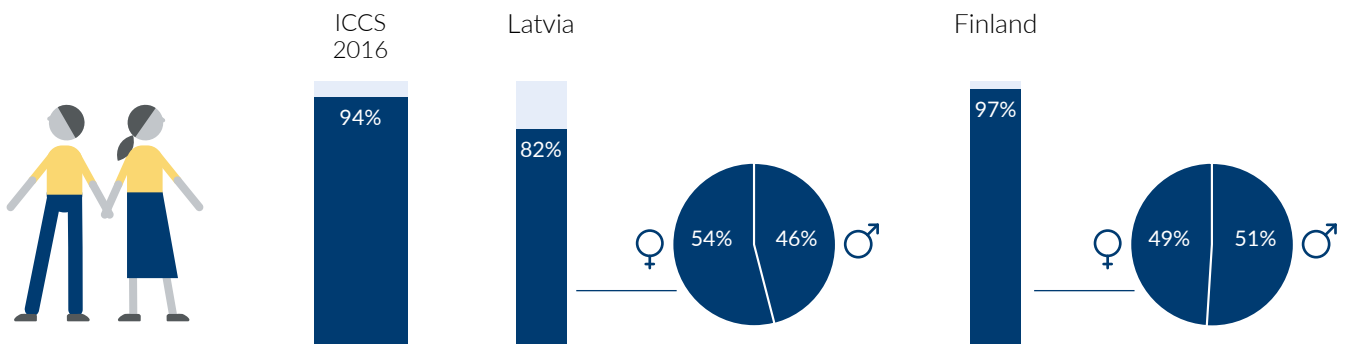
Gender-related variation in civic knowledge



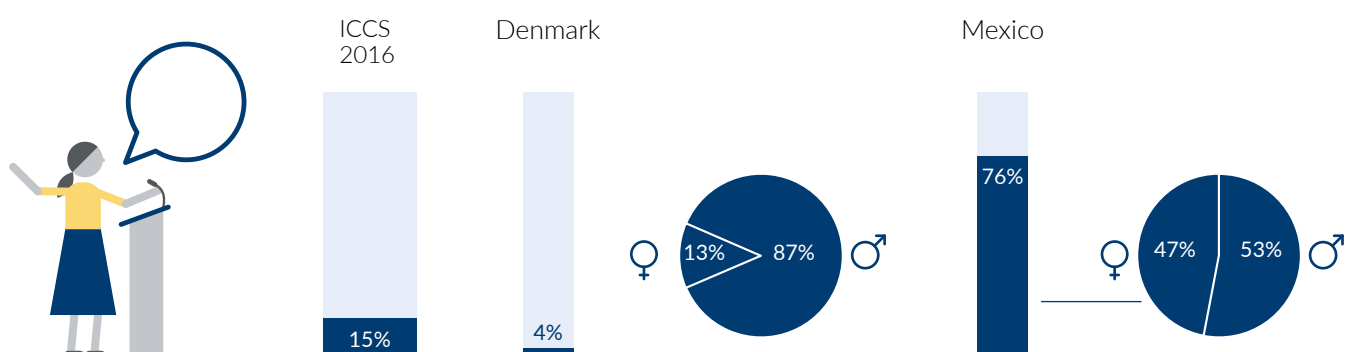
In 19 countries, female students have higher scores in civic knowledge

Gender differences in civic knowledge across the countries, in score points

Students who agree or strongly agree that women and men should have the same rights in every way



Students who agree or strongly agree that women should stay out of politics



ICCS reports on how students acquire and exchange information about political and social issues, with questions on social media and the internet resources first included in the 2016 cycle.

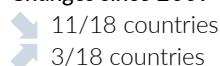
Students use the following communication channels *at least once a week* to inform themselves about political and social issues



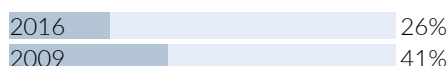
Watching news programs on TV



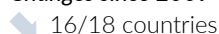
Changes since 2009



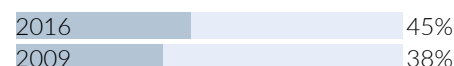
Reading articles in newspapers



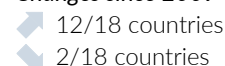
Changes since 2009



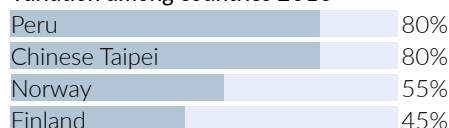
Talking to parents about what is happening in other countries



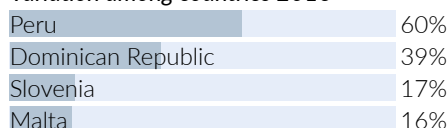
Changes since 2009



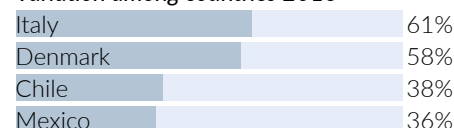
Variation among countries 2016



Variation among countries 2016



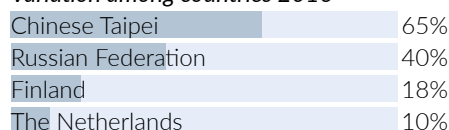
Variation among countries 2016



Using resources from the internet



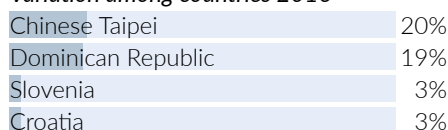
Variation among countries 2016



Posting a comment or image on political and social issues on the internet or social media



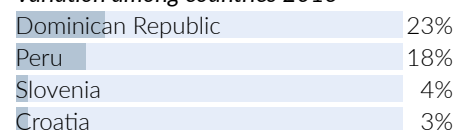
Variation among countries 2016



Commenting on or sharing another person's post regarding political and social issues



Variation among countries 2016



In all countries, average scores on the social media engagement scale were consistently higher for those students who generally expressed interest in civic issues.

People's trust in the state and the media is the cornerstone of every democratic society. ICCS 2016 surveys students' opinions.

Students' trust in public institutions and the media

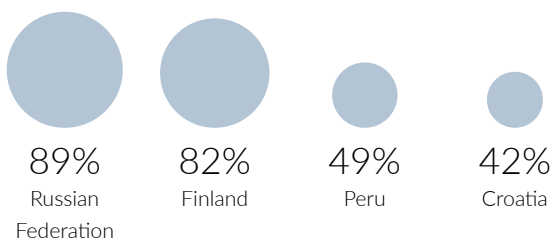


National Government

TREND

2016	↗	67%
2009		63%

Latvia	↗	+ 27%
Belgium (Flemish)	↗	+ 21%
Chile	↘	- 15%
Italy	↘	- 17%

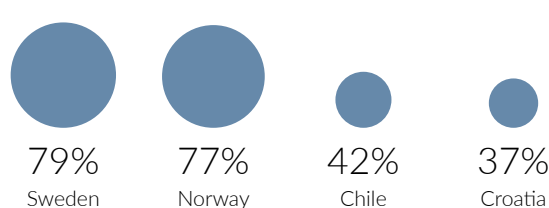


Parliament

TREND

2016	↗	62%
2009		56%

Latvia	↗	+ 26%
Belgium (Flemish)	↗	+ 20%
Italy	↘	- 9%
Chile	↘	- 12%

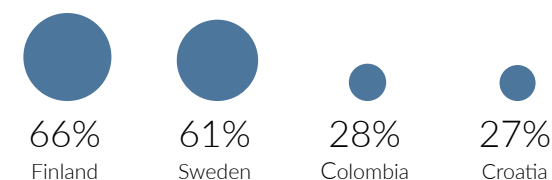


Political Parties

TREND

2016	↗	46%
2009		42%

Chinese Taipei	↗	+ 21%
Lithuania	↗	+ 20%
Colombia	↘	- 7%
Italy	↘	- 8%

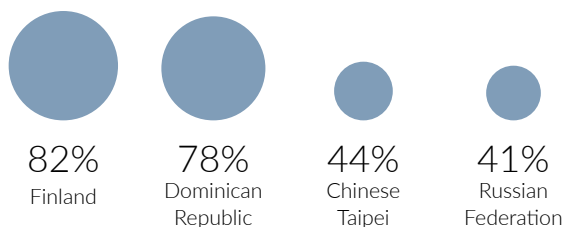


Traditional Media (TV, radio, newspapers)

TREND

2016	↘	59%
2009		62%

zero to minor gains	↗	+ 0-2%
Bulgaria	↘	- 9%
Chile	↘	- 12%
Latvia	↘	- 14%



ICCS 2016

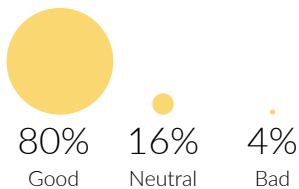
Democratic Values

Democracies worldwide rely upon their citizens' shared belief in and support for democratic values. ICCS 2016 data surveys students' understanding and perception of basic democratic principles.

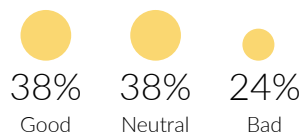
How good or bad are these for democracy?



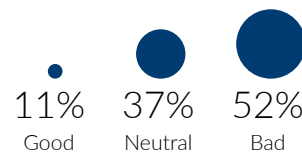
All adult citizens have the right to elect their political leaders



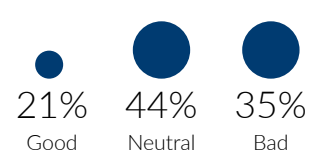
People are allowed to publicly criticize the government



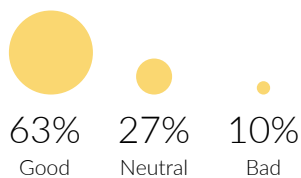
One company or the government owns all newspapers in a country



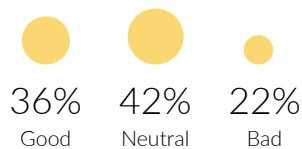
The government influences decisions by courts of justice



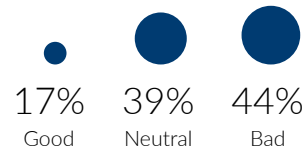
People are able to protest if they think a law is unfair



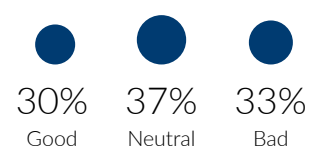
Differences in income between poor and rich people are small



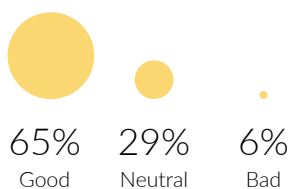
Political leaders give government jobs to their family members



The police have the right to hold people suspected of threatening national security in jail without trial



All ethnic/racial groups in the country have the same rights



What does ICCS 2016 tell us about future young voters?

Students who probably or certainly expect to ...



86%

...vote in **local** elections

86%

...vote in **national** elections

81%

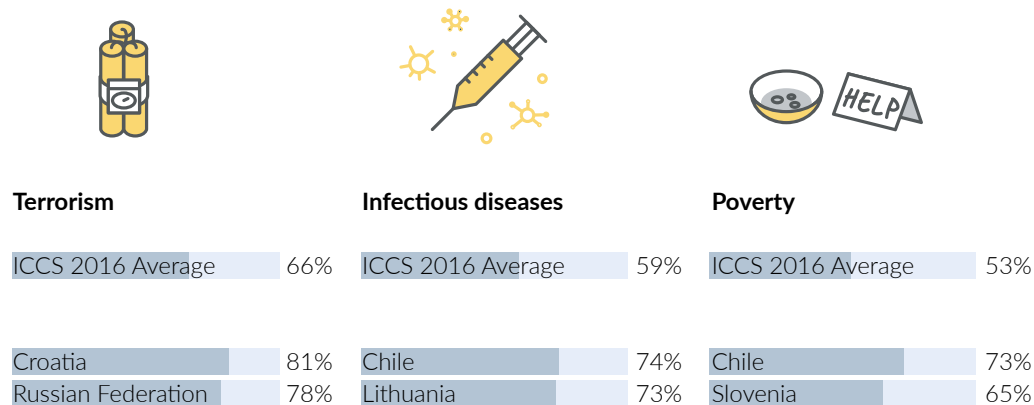
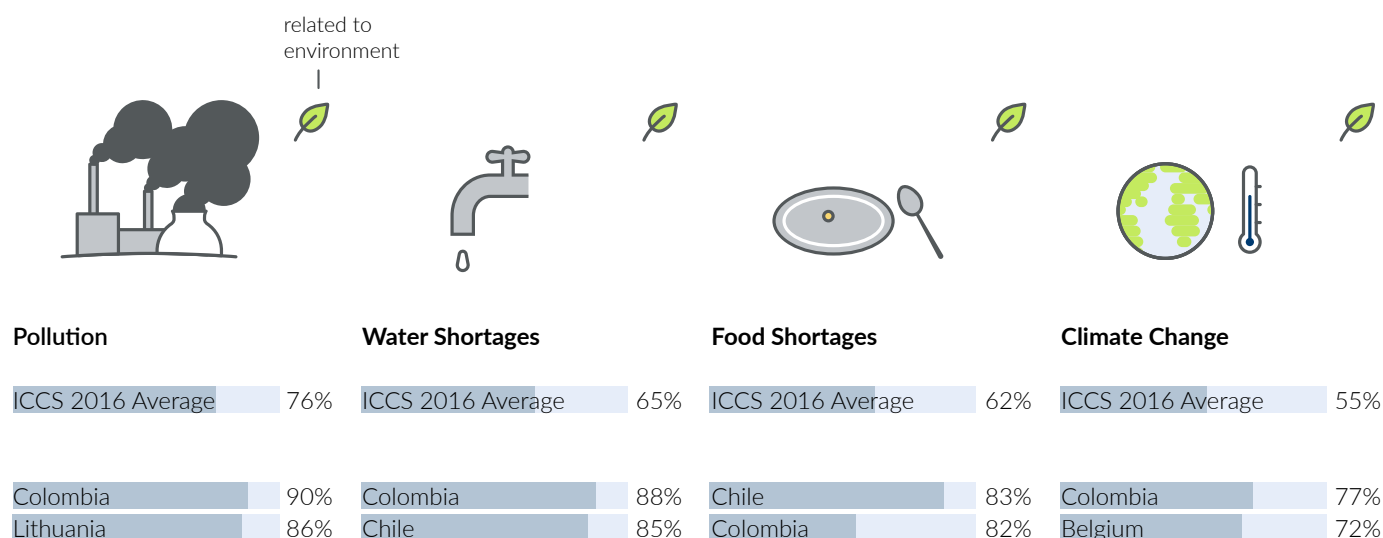
...get **information** about candidates before voting in an election

ICCS 2016

Environmental Issues

ICCS 2016 investigates students' attitudes toward the environment and the contribution of schools and communities to environmentally conscious upbringing.

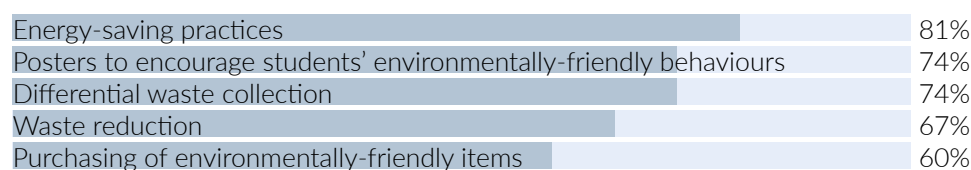
Students perceived a number of environment-related issues as global threats



49%

of the students view making personal efforts to protect the **environment** as a "very important" part of good citizenship.

Students in schools where environmentally-friendly practices were adopted to a large or to a moderate extent as reported by principals



9%

of students reported that they had participated in an environmental action group over the past 12 months.

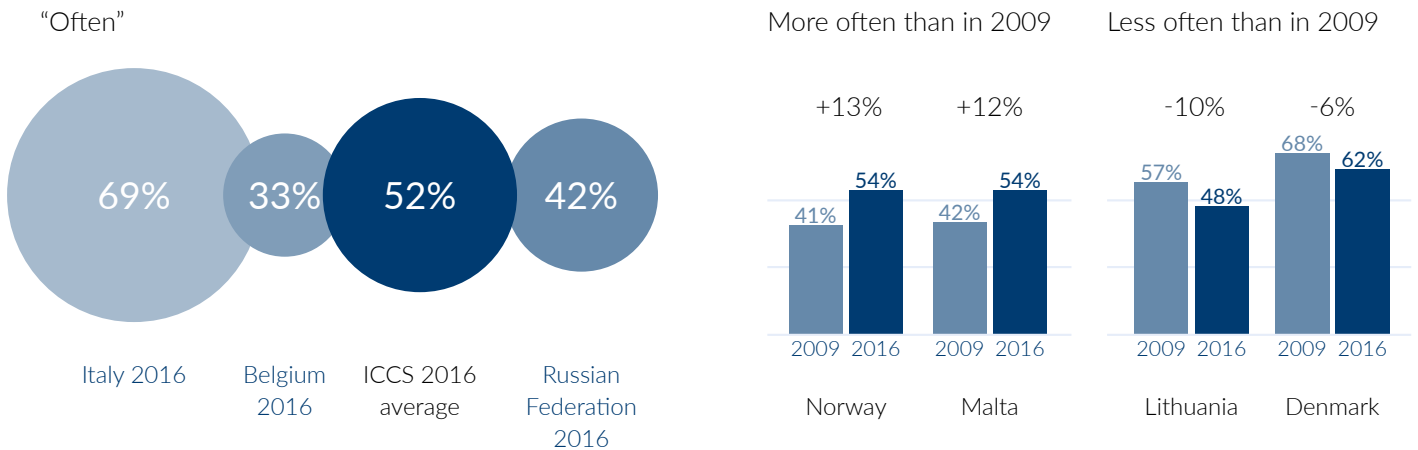
ICCS 2016

School climate and school safety

Does school offer a safe and nurturing environment for students?
Is school violence being similarly perceived by students and their teachers?

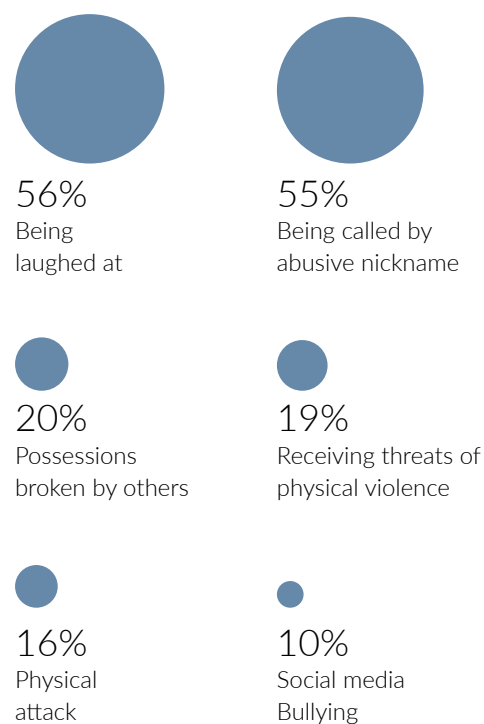
Students were asked how often their teachers encouraged them to express their own opinion

The average results remained mainly unchanged since 2009



School violence: students' and teachers' perspectives

Students reported to have experienced the following at least once in the past three months:



Teachers reported to have experienced the following at least once a month:

