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

24 countries

Europe 16
- Belgium (Flemish)
- Bulgaria
- Croatia
- Denmark
- Estonia
- Finland
- Italy
- Latvia

Asia 3
- Chinese Taipei
- Hong Kong SAR
- Republic of Korea

ICCS 2016 instruments

- International cognitive test
- International student questionnaire
- Teacher questionnaire
- School questionnaire
- Regional student questionnaire

Respondents
- Students, grade 8 or equivalent, 13-14 years old
- Students, grade 8 or equivalent, 13-14 years old
- Teachers of any subject in the target grade
- School principals
- Students, grade 8 or equivalent, 13-14 years old, in Europe and Latin America

ICCS 2016 assessment sample

- About 94,000 students, about 4,000 per country
- About 3,800 schools, about 150 per country
- About 37,000 teachers, about 15 per school

ICCS Consortium

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

Since 2009, a significant increase in average student civic knowledge took place in 11 countries:

- **Sweden**: +42 scale points from 537 to 579
- **Russian Federation**: +39 scale points from 506 to 545
- **Norway**: +26 scale points from 538 to 564

Countries with the highest increase in students' civic knowledge since 2009, results in scale points.

- **Students achieving at a respective level are typically able to...**

  - **Level A (563)**: 35%
    - ...justify the separation of powers between the judiciary and the parliament
  - **Level B (479)**: 31%
    - ...generalize the economic risk to developing countries of globalization from a local context
  - **Level C (395)**: 21%
    - ...recognize the value of being an informed voter
  - **Level D (311)**: 10%
    - ...recognize that all people are equal before the law
  - **below Level D**: 3%

Since 2009, the percentage of students achieving at Level B and above on the civic knowledge scale has increased.

- **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

<table>
<thead>
<tr>
<th>Communication Channel</th>
<th>2016</th>
<th>2009</th>
<th>Change</th>
<th>Variation among countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching news programs on TV</td>
<td>65%</td>
<td>69%</td>
<td>-4%</td>
<td>Peru 80%, Chinese Taipei 80%, Norway 55%, Finland 45%</td>
</tr>
<tr>
<td>Reading articles in newspapers</td>
<td>26%</td>
<td>41%</td>
<td>-15%</td>
<td>Dominican Republic 39%, Slovenia 17%, Malta 16%</td>
</tr>
<tr>
<td>Talking to parents about what is happening in other countries</td>
<td>45%</td>
<td>38%</td>
<td>7%</td>
<td>Italy 61%, Denmark 58%, Chile 38%, Mexico 36%</td>
</tr>
<tr>
<td>Using resources from the internet</td>
<td>31%</td>
<td></td>
<td></td>
<td>Chinese Taipei 65%, Russian Federation 40%, Finland 18%, Netherlands 10%</td>
</tr>
<tr>
<td>Posting a comment or image on political and social issues on the internet or social media</td>
<td>9%</td>
<td></td>
<td></td>
<td>Dominican Republic 20%, Russian Federation 19%, Slovenia 3%, Croatia 3%</td>
</tr>
<tr>
<td>Commenting on or sharing another person's post regarding political and social issues</td>
<td>10%</td>
<td></td>
<td></td>
<td>Dominican Republic 23%, Peru 18%, Slovenia 4%, Croatia 3%</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>TREND</th>
<th>2016</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latvia</td>
<td>+ 27%</td>
<td>67%</td>
</tr>
<tr>
<td>Belgium (Flemish)</td>
<td>+ 21%</td>
<td>63%</td>
</tr>
<tr>
<td>Chile</td>
<td>- 15%</td>
<td>67%</td>
</tr>
<tr>
<td>Italy</td>
<td>- 17%</td>
<td>63%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trend</th>
<th>Latvia</th>
<th>Belgium (Flemish)</th>
<th>Chile</th>
<th>Italy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>+ 27%</td>
<td>+ 21%</td>
<td>- 15%</td>
<td>- 17%</td>
</tr>
<tr>
<td>2009</td>
<td>67%</td>
<td>63%</td>
<td>67%</td>
<td>63%</td>
</tr>
</tbody>
</table>

**Parliament**

<table>
<thead>
<tr>
<th>TREND</th>
<th>2016</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latvia</td>
<td>+ 26%</td>
<td>62%</td>
</tr>
<tr>
<td>Belgium (Flemish)</td>
<td>+ 20%</td>
<td>56%</td>
</tr>
<tr>
<td>Italy</td>
<td>- 9%</td>
<td>62%</td>
</tr>
<tr>
<td>Chile</td>
<td>- 12%</td>
<td>56%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trend</th>
<th>Latvia</th>
<th>Belgium (Flemish)</th>
<th>Italy</th>
<th>Chile</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>+ 26%</td>
<td>+ 20%</td>
<td>- 9%</td>
<td>- 12%</td>
</tr>
<tr>
<td>2009</td>
<td>62%</td>
<td>56%</td>
<td>56%</td>
<td>56%</td>
</tr>
</tbody>
</table>

**Political Parties**

<table>
<thead>
<tr>
<th>TREND</th>
<th>2016</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Taipei</td>
<td>+ 21%</td>
<td>46%</td>
</tr>
<tr>
<td>Lithuania</td>
<td>+ 20%</td>
<td>42%</td>
</tr>
<tr>
<td>Colombia</td>
<td>- 7%</td>
<td>46%</td>
</tr>
<tr>
<td>Italy</td>
<td>- 8%</td>
<td>42%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trend</th>
<th>Chinese Taipei</th>
<th>Lithuania</th>
<th>Colombia</th>
<th>Italy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>+ 21%</td>
<td>+ 20%</td>
<td>- 7%</td>
<td>- 8%</td>
</tr>
<tr>
<td>2009</td>
<td>46%</td>
<td>42%</td>
<td>46%</td>
<td>42%</td>
</tr>
</tbody>
</table>

**Traditional Media (TV, radio, newspapers)**

<table>
<thead>
<tr>
<th>TREND</th>
<th>2016</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>zero to minor gains</td>
<td>+ 0-2%</td>
<td>59%</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>- 9%</td>
<td>62%</td>
</tr>
<tr>
<td>Chile</td>
<td>- 12%</td>
<td>56%</td>
</tr>
<tr>
<td>Latvia</td>
<td>- 14%</td>
<td>56%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trend</th>
<th>Bulgaria</th>
<th>Chile</th>
<th>Latvia</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>+ 0-2%</td>
<td>- 9%</td>
<td>- 12%</td>
</tr>
<tr>
<td>2009</td>
<td>59%</td>
<td>62%</td>
<td>56%</td>
</tr>
</tbody>
</table>

89% Russian Federation
82% Finland
49% Peru
42% Croatia
79% Sweden
77% Norway
42% Chile
37% Croatia
66% Finland
61% Sweden
28% Colombia
27% Croatia
82% Finland
78% Dominican Republic
44% Chinese Taipei
41% Russian Federation
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**: 80% Good, 16% Neutral, 4% Bad
- **People are allowed to publicly criticize the government**: 38% Good, 38% Neutral, 24% Bad
- **One company or the government owns all newspapers in a country**: 11% Good, 37% Neutral, 52% Bad
- **The government influences decisions by courts of justice**: 21% Good, 44% Neutral, 35% Bad
- **People are able to protest if they think a law is unfair**: 63% Good, 27% Neutral, 10% Bad
- **Differences in income between poor and rich people are small**: 36% Good, 42% Neutral, 22% Bad
- **Political leaders give government jobs to their family members**: 17% Good, 39% Neutral, 44% Bad
- **The police have the right to hold people suspected of threatening national security in jail without trial**: 30% Good, 37% Neutral, 33% Bad
- **All ethnic/racial groups in the country have the same rights**: 65% Good, 29% Neutral, 6% Bad

What does ICCS 2016 tell us about future young voters?

Students who probably or certainly expect to...

- **Vote in local elections**: 86%
- **Vote in national elections**: 86%
- **Get information about candidates before voting in an election**: 81%
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:

- **Pollution**: 76% of the students view making personal efforts to protect the environment as a “very important” part of good citizenship.
- **Water Shortages**: 65% of students perceive water shortages as a global threat.
- **Food Shortages**: 62% of students see food shortages as a global threat.
- **Climate Change**: 55% of students consider climate change as a global threat.
- **Terrorism**: 66% of students perceive terrorism as a global threat.
- **Infectious diseases**: 59% of students see infectious diseases as a global threat.
- **Poverty**: 53% of students consider poverty as a global threat.

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

- **Energy-saving practices**: 81%
- **Posters to encourage students’ environmentally-friendly behaviours**: 74%
- **Differential waste collection**: 74%
- **Waste reduction**: 67%
- **Purchasing of environmentally-friendly items**: 60%

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

“Often”

<table>
<thead>
<tr>
<th>Country</th>
<th>“Often”</th>
<th>More often than in 2009</th>
<th>Less often than in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italy 2016</td>
<td>69%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Belgium 2016</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICCS 2016 average</td>
<td>52%</td>
<td>+13%</td>
<td>-10%</td>
</tr>
<tr>
<td>Russian Federation 2016</td>
<td>42%</td>
<td>+12%</td>
<td>68%</td>
</tr>
</tbody>
</table>

School violence: students' and teachers' perspectives

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

- 56% Being laughed at
- 20% Possessions broken by others
- 16% Physical attack
- 55% Being called by abusive nickname
- 19% Receiving threats of physical violence
- 10% Social media Bullying

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

- 13% Student reported aggressive/destructive behaviors by another student
- 10% Student reported being bullied by another student
- 8% Teacher reported bullying among children
- 4% Teacher reported students helping other students who were bullied
- 2% Parent reported their child was bullied
- 1% Student reported being bullied by a teacher
- 9% Witnessing bullying among children firsthand
- 3% Teacher reported being bullied by students

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