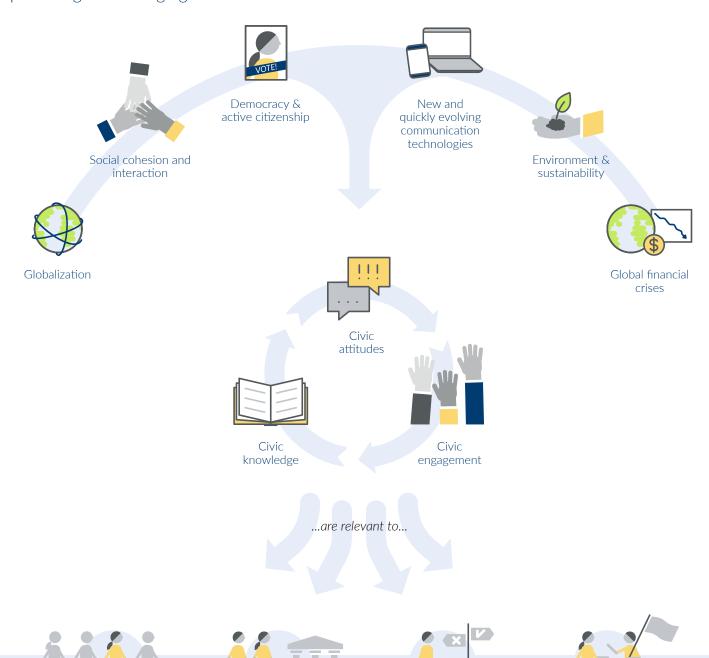


Assessment framework

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...



Social & political

participation

Interaction with

civic systems and

institutions

Morals & attitudes

Determination of

an individual's

role in society



Study design and instruments

ICCS 2016 participants





Latin Chile Colombia America **Dominican Republic** Mexico Peru

Europe 16

Belgium (Flemish) Lithuania Bulgaria Malta

Croatia The Netherlands Denmark North Rhine-Westphalia

Estonia **Norway Finland** Slovenia Sweden Italy Latvia

Russian Federation

Asia 3 Chinese Taipei

Hong Kong SAR Republic of Korea

Education systems that participated in both 2009 and 2016 ICCS cycles are shown in bold

ICCS 2016 instruments





ICCS 2016 assessment sample



 $\sim 94,000$ students about 4,000 per country

Time

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

 $\sim 3,800$ schools about 150 per country



~ 37,000 teachers about 15 per school

ICCS Consortium





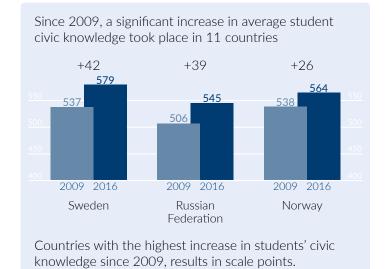


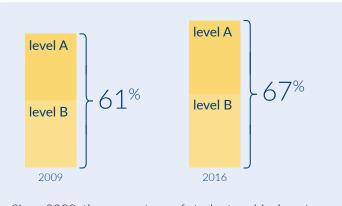


Civic knowledge: levels and trends

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







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

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



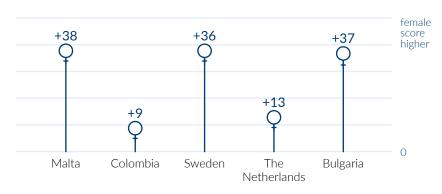


Issues related to gender

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

Gender-related variation in civic knowledge

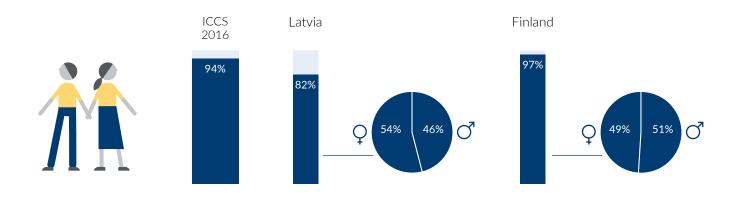




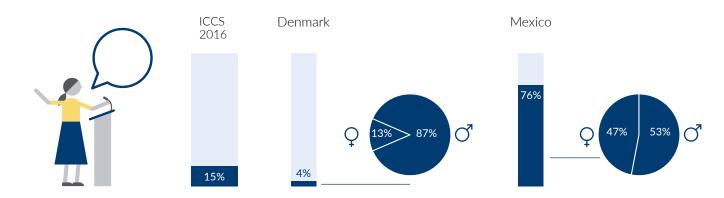
In 19 countries, female students have higher scores in civic knowledge

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





Use of media for civic education and engagement

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

Reading articles in newspapers

Talking to parents about what is happening in other countries

2016	65%
2009	69%

2016		26%
2009		41%

2016	45%
2009	38%

Changes since 2009

11/18 countries
3/18 countries

Cha	anges since 2009
	16/18 countries

12/18 0

Cha	inges since 2009
	12/18 countries
	2/18 countries

Variation among countries 2016

Peru	80%
Chinese Taipei	80%
Norway	55%
Finland	45%

Variation among countries 2016

Peru	60%
Dominican Republic	39%
Slovenia	17%
Malta	16%

Variation among countries 2016

Italy	61%
Denmark	58%
Chile	38%
Mexico	36%



Using resources from the internet



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

|--|

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

2016	31%

2016	9%

016	,	10%

Variation among countries 2016

Chinese Taipei	65%
Russian Federation	40%
Finland	18%
The Netherlands	10%

Variation among countries 2016

variation among countries 2010	
Chinese Taipei	20%
Dominican Republic	19%
Slovenia	3%
Croatia	3%

Variation among countries 2016

Dominican Republic	23%
Peru	18%
Slovenia	4%
Croatia	3%

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



Trust in Public Institutions

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

Parliament

TREND 2016

2009

Latvia

Belgium (Flemish)

Students' trust in public institutions and the media





62%

56%

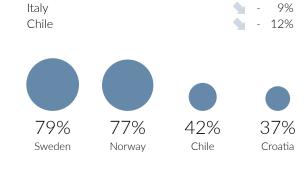
26%

20%

National Government

TREND 2016 2009	67% 63%
Latvia	+ 27%
Belgium (Flemish)	+ 21%
Chile	- 15%
Italy	- 17%



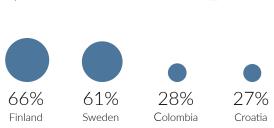






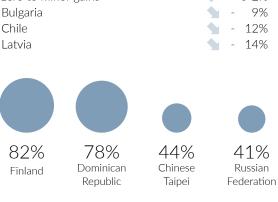
Political Parties

TREND 2016 2009	7	46% 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%





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



80% Good

16% Neutral 4% Bad



38% Good



24% Bad



Neutral

52%

Bad

21% Good

Neutral

Bad

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

Differences in income between poor and rich people are small

Neutral

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



63% Good

Neutral

10% Bad



36% Good

22% Neutral Bad

17%

Good

Good

39% Neutral 44%

Bad

30%

Good

Neutral

33% Bad

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



Good

Neutral

Bad

What does ICCS 2016 tell us about future young voters?

Students who probably or certainly expect to ...



...vote in local elections

...vote in national elections

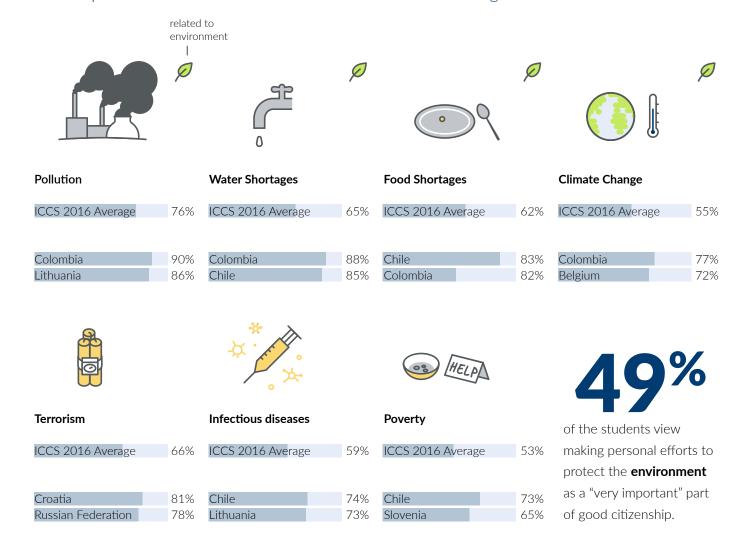
...get information about candidates before voting in an election



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



Students in schools where environmentallyfriendly 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.

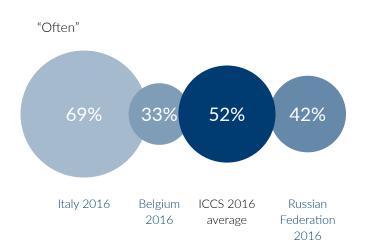


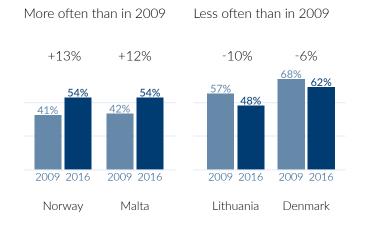
School climate and school safety

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:



56% Being laughed at

55%
Being called by abusive nickname



20% Possessions broken by others abusiv

19% Receiving threats of physical violence



16% Physical attack physi

10% Social media Bullying

13% Student reported aggressive/destructive behaviors by another student

• 8%

Teacher reported bullying among children

· 2%

Parent reported their child was bullied

10% Student reported being bullied by another student

• 4%

Teacher reported students helping other students who were bullied

. 1%

Student reported being bullied by a teacher

9% Witnessing bullying among

3% Teacher reported being bullied by students

children firsthand