

Most important International Civic and Citizenship Education Study (ICCS) results for Italy

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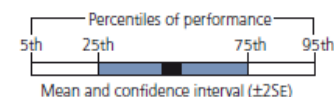
Questions

- What were the most important ICCS results for Italy?
- How were the results analyzed and disseminated?

Country averages for civic knowledge, years of schooling, average age, Human Development Index, and percentile graph

Italian knowledge scale scores were statistically significantly above the ICCS average

Country	Years of schooling	Average age	Civic Knowledge						Average scale score		HDI
			200	300	400	500	600	700			
Finland	8	14.7							576 (2.4) ▲		0.96
Denmark †	8	14.9							576 (3.6) ▲		0.96
Korea, Republic of ¹	8	14.7							565 (1.9) ▲		0.94
Chinese Taipei	8	14.2							559 (2.4) ▲		0.94
Sweden	8	14.8							537 (3.1) ▲		0.96
Poland	8	14.9							536 (4.7) ▲		0.88
Ireland	8	14.3							534 (4.6) ▲		0.97
Switzerland †	8	14.7							531 (3.8) ▲		0.96
Liechtenstein	8	14.8							531 (3.3) ▲		0.95
Italy	8	13.8							531 (3.3) ▲		0.95
Slovak Republic ²	8	14.4							529 (4.5) ▲		0.88
Estonia	8	15.0							525 (4.5) ▲		0.88
England ‡	9	14.0							519 (4.4) ▲		0.95
New Zealand †	9	14.0							517 (5.0) ▲		0.95
Slovenia	8	13.7							516 (2.7) ▲		0.93
Norway †	8	13.7							515 (3.4) ▲		0.97
Belgium (Flemish) †	8	13.9							514 (4.7) ▲		0.95
Czech Republic †	8	14.4							510 (2.4) ▲		0.90
Russian Federation	8	14.7							506 (3.8)		0.82
Lithuania	8	14.7							505 (2.8)		0.87
Spain	8	14.1							505 (4.1)		0.96
Austria	8	14.4							503 (4.0)		0.96
Malta	9	13.9							490 (4.5) ▼		0.90
Chile	8	14.2							483 (3.5) ▼		0.88
Latvia	8	14.8							482 (4.0) ▼		0.87
Greece	8	13.7							476 (4.4) ▼		0.94
Luxembourg	8	14.6							473 (2.2) ▼		0.96
Bulgaria	8	14.7							466 (5.0) ▼		0.84
Colombia	8	14.4							462 (2.9) ▼		0.81
Cyprus	8	13.9							453 (2.4) ▼		0.91
Mexico	8	14.1							452 (2.8) ▼		0.85
Thailand †	8	14.4							452 (3.7) ▼		0.78
Guatemala ¹	8	15.5							435 (3.8) ▼		0.70
Indonesia	8	14.3							433 (3.4) ▼		0.73
Paraguay ¹	9	14.9							424 (3.4) ▼		0.76
Dominican Republic	8	14.8							380 (2.4) ▼		0.78
Countries not meeting sampling requirements											
Hong Kong SAR	8	14.3							554 (5.7)		0.94
Netherlands	8	14.3							494 (7.6)		0.96



▲ Achievement significantly higher than the ICCS average

▼ Achievement significantly lower than the ICCS average

Changes in civic content knowledge between 1999 and 2009

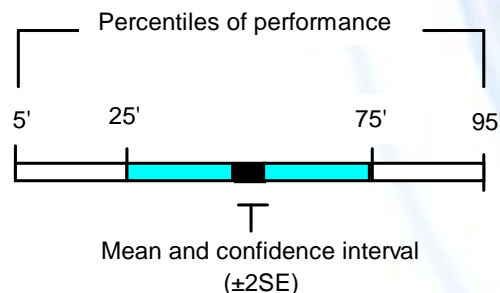
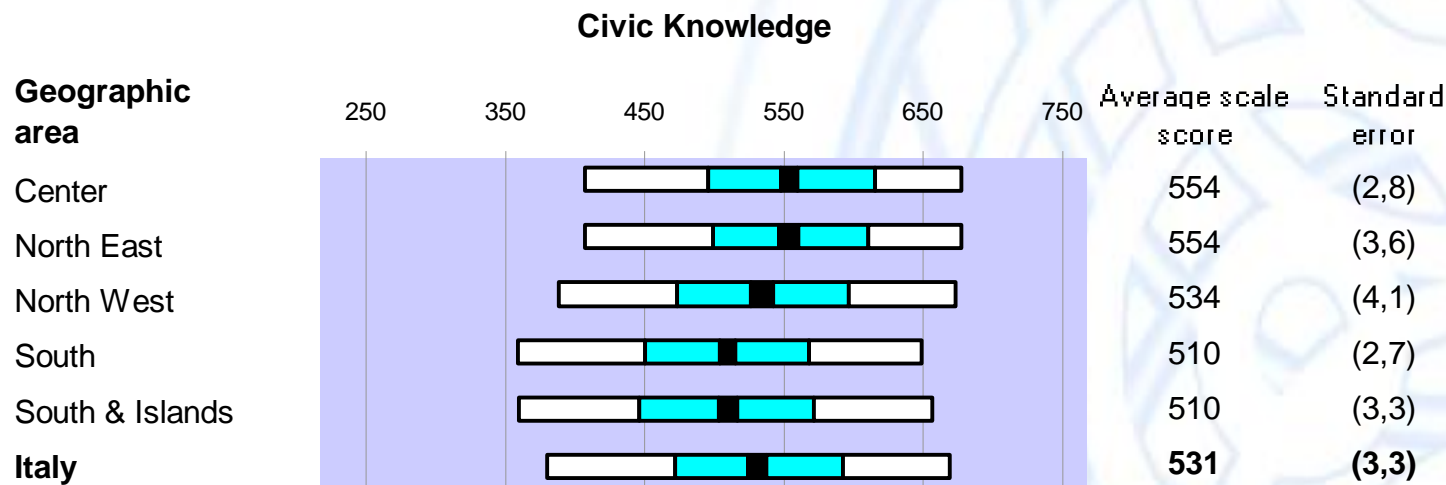
Country	Years of Schooling	Mean Scale Score 2009	Average Age 2009	Mean Scale Score 1999	Average Age 1999	Differences between 1999 and 2009	Differences 1999/2009				
							-20	-10	0	10	20
Slovenia	9	104 (0.6)	14.7	102 (0.5)	14.8	3 (1.0)					
Finland	8	109 (0.7)	14.7	108 (0.7)	14.8	1 (1.1)					
Estonia	8	95 (0.9)	15.0	94 (0.5)	14.7	1 (1.2)					
Chile	8	89 (0.7)	14.2	89 (0.6)	14.3	0 (1.1)					
Lithuania	8	94 (0.6)	14.7	94 (0.7)	14.8	0 (1.1)					
Italy	8	100 (0.7)	13.8	101 (0.7)	13.9	-1 (1.2)					
Latvia	8	91 (0.6)	14.8	92 (0.9)	14.5	-1 (1.2)					
Switzerland (German)†	8	94 (1.0)	14.8	95 (0.9)	15.0	-2 (1.5)					
Colombia	8	85 (0.6)	14.4	89 (0.8)	14.6	-4 (1.1)					
Norway †~	9	97 (0.8)	14.7	103 (0.5)	14.8	-5 (1.1)					
Greece	9	102 (0.8)	14.7	109 (0.7)	14.7	-7 (1.3)					
Poland	8	103 (1.0)	14.9	112 (1.3)	15.0	-9 (1.8)					
Slovak Republic¹	8	97 (1.1)	14.4	107 (0.6)	14.3	-10 (1.4)					
Czech Republic †	8	93 (0.5)	14.4	103 (0.8)	14.4	-10 (1.1)					
Bulgaria	8	88 (0.9)	14.7	99 (1.1)	14.9	-11 (1.5)					
Average		96 (0.0)	14.6	100 (0.0)	14.6	-4 (0.1)					

Countries with different survey periods in 1999

England² ‡	9	90 (0.7)	14.0	96 (0.6)	14.7	-6 (1.1)					
Sweden³	8	98 (0.8)	14.8	97 (0.8)	14.3	0 (1.2)					

Italian knowledge scale scores were substantially stable over time

Civic knowledge in the Italy's geographic areas



- ▲ Achievement significantly higher than the Italy average ($p < .001$)
- ▼ Achievement significantly lower than the Italy average ($p < .001$)

National averages for students' attitudes toward equal gender rights overall and by gender groups

Country	Gender Differences for Attitudes Toward Gender Equality													
	All students			Females		Males		Differences (males-females)*		30	40	50	60	70
Austria	52	(0.3)	△	56	(0.3)	47	(0.3)	-9	(0.4)			■	■	
Belgium (Flemish) †	52	(0.3)	△	56	(0.4)	49	(0.3)	-7	(0.4)			■	■	
Bulgaria	46	(0.3)	▼	49	(0.3)	43	(0.3)	-6	(0.4)		■	■		
Chile	51	(0.3)	△	54	(0.4)	48	(0.3)	-6	(0.4)			■	■	
Chinese Taipei	55	(0.2)	▲	59	(0.2)	52	(0.2)	-6	(0.3)			■	■	
Colombia	49	(0.2)	▽	51	(0.3)	48	(0.3)	-3	(0.3)			■	■	
Cyprus	48	(0.2)	▽	53	(0.3)	43	(0.2)	-10	(0.4)		■	■		
Czech Republic †	48	(0.2)	▽	51	(0.3)	46	(0.2)	-5	(0.3)			■	■	
Denmark †	54	(0.2)	▲	58	(0.2)	51	(0.3)	-7	(0.4)			■	■	
Dominican Republic	44	(0.2)	▼	45	(0.3)	42	(0.2)	-2	(0.4)		■	■		
England ‡	53	(0.3)	▲	56	(0.3)	50	(0.4)	-7	(0.4)			■	■	
Estonia	49	(0.3)	▽	51	(0.3)	46	(0.2)	-5	(0.3)			■	■	
Finland	53	(0.2)	▲	58	(0.2)	48	(0.4)	-10	(0.4)			■	■	
Greece	50	(0.3)		55	(0.4)	45	(0.3)	-9	(0.4)			■	■	
Guatemala¹	49	(0.3)	▽	51	(0.4)	47	(0.4)	-4	(0.4)			■	■	
Indonesia	42	(0.2)	▼	44	(0.2)	41	(0.2)	-3	(0.2)		■	■		
Ireland	54	(0.3)	▲	59	(0.3)	50	(0.4)	-8	(0.4)			■	■	
Italy	52	(0.2)	△	55	(0.2)	48	(0.3)	-7	(0.3)			■	■	
Korea, Republic of¹	50	(0.2)	△	54	(0.2)	48	(0.2)	-6	(0.3)			■	■	
Latvia	46	(0.2)	▼	48	(0.3)	44	(0.3)	-4	(0.3)			■	■	
Liechtenstein	53	(0.7)	▲	58	(0.6)	49	(0.9)	-9	(1.0)			■	■	
Lithuania	48	(0.2)	▽	51	(0.3)	46	(0.3)	-5	(0.4)			■	■	
Luxembourg	52	(0.2)	△	55	(0.2)	48	(0.3)	-7	(0.3)			■	■	
Malta	51	(0.3)	△	56	(0.4)	47	(0.3)	-8	(0.4)			■	■	
Mexico	45	(0.1)	▼	47	(0.2)	44	(0.1)	-4	(0.2)			■	■	
New Zealand †	52	(0.4)	△	55	(0.4)	49	(0.5)	-6	(0.6)			■	■	
Norway †	54	(0.2)	▲	57	(0.3)	50	(0.3)	-7	(0.4)			■	■	
Paraguay¹	49	(0.2)	▽	51	(0.3)	46	(0.3)	-4	(0.4)			■	■	
Poland	48	(0.3)	▽	51	(0.3)	44	(0.2)	-7	(0.4)			■	■	
Russian Federation	44	(0.1)	▼	45	(0.2)	42	(0.2)	-4	(0.3)			■	■	
Slovak Republic²	48	(0.2)	▽	50	(0.3)	46	(0.3)	-4	(0.4)			■	■	
Slovenia	52	(0.2)	△	56	(0.2)	47	(0.4)	-9	(0.4)			■	■	
Spain	54	(0.3)	▲	57	(0.3)	52	(0.4)	-5	(0.4)			■	■	
Sweden	55	(0.3)	▲	59	(0.2)	51	(0.4)	-8	(0.4)			■	■	
Switzerland †	52	(0.3)	△	56	(0.3)	49	(0.4)	-7	(0.4)			■	■	
Thailand †	44	(0.2)	▼	45	(0.2)	42	(0.2)	-3	(0.3)			■	■	
ICCS average	50	(0.0)		53	(0.0)	47	(0.1)	-6	(0.1)					

Countries not meeting sampling requirements

Hong Kong SAR	51	(0.3)		55	(0.3)	49	(0.2)	-6	(0.4)				
Netherlands	51	(0.5)		55	(0.6)	48	(0.5)	-7	(0.5)				

National average

- ▲ More than 3 score points above ICCS average
- △ Significantly above ICCS average
- ▼ More than 3 score points below ICCS average
- ▽ Significantly below ICCS average

Notes:

- Female average score +/- confidence interval
- Male average score +/- confidence interval

On average, students with a score in the range indicated by this color have more than a 50% probability of responding to positive statements about gender equality with:

Disagreement
Agreement


Attitudes toward gender equality in the Italy's geographic areas


			Gender Differences for Attitudes Toward Gender Equality							
Geographic area	All students		Differences (Males- Females)*							
			Females	Males		30	40	50	60	70
Center	53,1 (0,2)	△	56,5 (0,3)	49,9 (0,3)	-6,7					
North East	52,7 (0,2)	△	56,6 (0,3)	48,6 (0,2)	-8,0					
North West	51,3 (0,2)	▽	55,4 (0,3)	47,4 (0,3)	-8,0					
South	51,0 (0,2)	▽	53,8 (0,2)	48,4 (0,3)	-5,4					
South & Islands	51,2 (0,2)	▽	55,2 (0,2)	47,7 (0,4)	-7,5					
Italy	51,7 (0,2)		55,4 (0,3)	48,4 (0,3)	-7,0					
ICCS average	50 (0,0)		53 (0,0)	47 (0,1)	-6					

Geographic area average

Significantly above the Italy average
($p < .05$) △

Significantly below the Italy average
($p < .05$) ▽

 Female average score +/- confidence interval

 Male average score +/- confidence interval

* Differences significant at $p < 0.001$ in **bold**.

National averages for students' attitudes toward equal rights for immigrants

Country	Gender Differences for Attitudes Toward Equal Rights for Immigrants									
	All students	Females	Males	Differences (males-females)*		30	40	50	60	70
Austria	48 (0.3) ▽	50 (0.4)	46 (0.4)	-4 (0.5)						
Belgium (Flemish) †	46 (0.3) ▼	47 (0.3)	44 (0.3)	-3 (0.4)						
Bulgaria	52 (0.2) △	53 (0.3)	51 (0.3)	-2 (0.3)						
Chile	54 (0.2) ▲	55 (0.2)	53 (0.3)	-2 (0.3)						
Chinese Taipei	56 (0.2) ▲	56 (0.2)	55 (0.2)	-2 (0.3)						
Colombia	54 (0.2) ▲	55 (0.2)	54 (0.2)	0 (0.3)						
Cyprus	49 (0.3) ▽	52 (0.3)	47 (0.3)	-5 (0.4)						
Czech Republic †	48 (0.2) ▽	50 (0.2)	47 (0.2)	-3 (0.3)						
Denmark †	48 (0.3) ▽	50 (0.3)	47 (0.4)	-2 (0.4)						
Dominican Republic	51 (0.4) △	52 (0.3)	51 (0.5)	-1 (0.4)						
England ‡	46 (0.3) ▼	47 (0.3)	45 (0.5)	-2 (0.5)						
Estonia	48 (0.2) ▽	49 (0.2)	47 (0.3)	-2 (0.3)						
Finland	48 (0.3) ▽	51 (0.3)	45 (0.4)	-5 (0.5)						
Greece	51 (0.2) △	53 (0.3)	49 (0.3)	-3 (0.4)						
Guatemala ¹	54 (0.2) ▲	54 (0.3)	54 (0.3)	0 (0.3)						
Indonesia	47 (0.1) ▼	47 (0.1)	47 (0.2)	0 (0.2)						
Ireland	50 (0.2)	52 (0.3)	48 (0.3)	-3 (0.4)						
Italy	48 (0.3) ▽	50 (0.3)	47 (0.3)	-2 (0.3)						
Korea, Republic of ¹	49 (0.1) ▽	50 (0.2)	49 (0.2)	-1 (0.3)						
Latvia	47 (0.2) ▼	47 (0.3)	46 (0.3)	-1 (0.4)						
Liechtenstein	48 (0.5) ▽	49 (0.8)	47 (1.0)	-2 (1.4)						
Lithuania	51 (0.2) △	52 (0.3)	50 (0.2)	-2 (0.3)						
Luxembourg	52 (0.2) △	53 (0.2)	51 (0.2)	-2 (0.4)						
Malta	49 (0.3) ▽	50 (0.5)	47 (0.3)	-3 (0.6)						
Mexico	55 (0.2) ▲	55 (0.3)	54 (0.3)	-2 (0.3)						
New Zealand †	51 (0.3) △	52 (0.3)	50 (0.5)	-2 (0.6)						
Norway †	50 (0.3)	52 (0.3)	49 (0.4)	-3 (0.5)						
Paraguay ¹	53 (0.2) ▲	53 (0.3)	53 (0.3)	0 (0.4)						
Poland	50 (0.2)	51 (0.3)	49 (0.3)	-3 (0.3)						
Russian Federation	49 (0.2) ▽	50 (0.2)	48 (0.3)	-2 (0.3)						
Slovak Republic ²	50 (0.3)	51 (0.3)	49 (0.4)	-2 (0.4)						
Slovenia	50 (0.3)	52 (0.3)	48 (0.4)	-4 (0.4)						
Spain	51 (0.3) △	51 (0.4)	50 (0.4)	-1 (0.4)						
Sweden	52 (0.4) △	54 (0.4)	49 (0.5)	-4 (0.5)						
Switzerland †	49 (0.3) ▽	50 (0.3)	47 (0.4)	-4 (0.5)						
Thailand †	48 (0.1) ▽	48 (0.2)	48 (0.2)	0 (0.3)						
ICCS average	50 (0.0)	51 (0.1)	49 (0.1)	-2 (0.1)						

Countries not meeting sampling requirements

Hong Kong SAR	52 (0.3)	54 (0.4)	53 (0.3)	-1 (0.4)						
Netherlands	47 (0.3)	47 (0.4)	44 (0.6)	-3 (0.7)						

National average

- ▲ More than 3 score points above ICCS average
- △ Significantly above ICCS average
- ▼ More than 3 score points below ICCS average
- ▽ Significantly below ICCS average

- Female average score +/- confidence interval
- Male average score +/- confidence interval

On average, students with a score in the range indicated by this color have more than a 50% probability of responding to positive statements about equal rights for immigrants with:

Disagreement

Agreement

Notes:

Attitudes toward equal rights for immigrants in the Italy's geographic areas

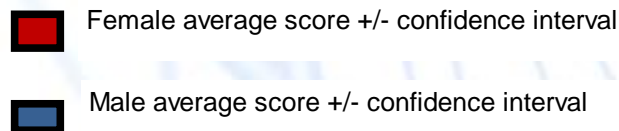
Gender Differences for Attitudes Toward Equal Rights for Immigrants

Geographic area	All students		Females	Males	Differences (Males-Females)*	30	40	50	60	70
Center	48,7 (0,5)	△	49,4 (0,7)	48,0 (0,8)	-1,4					
North East	47,0 (0,5)	▽	48,6 (0,6)	45,3 (0,8)	-3,3					
North West	45,7 (0,6)	▽	46,9 (0,5)	44,6 (0,9)	-2,3					
South	50,3 (0,4)	△	51,4 (0,5)	49,2 (0,6)	-2,2					
South & Islands	50,5 (0,5)	△	52,5 (0,7)	48,8 (0,6)	-3,7					
Italy	48,4 (0,3)		49,7 (0,3)	47,3 (0,3)	-2,4					
ICCS average	50 (0,0)		51 (0,1)	49 (0,1)	-2					

Geographic area average

Significantly above the Italy average
($p < .01$) △

Significantly below the Italy average
($p < .01$) ▽



* Differences significant at $p < 0.001$ in **bold**.

Student endorsement of basic democratic values

The percentages of agreement **were significantly above the ICCS average** for the majority of the items:

- Everyone should always have the right to express their opinions freely;
- All people should have their social and political rights respected;
- People should always be free to criticize the government publicly;
- All citizens should have the right to elect their leaders freely;
- People should be able to protest if they believe a law is unfair;
- Political protest should never be violent.

Student endorsement of basic democratic values

But for **two items** the percent of agreements **were significantly below** the ICCS average:

- Political leaders should not be allowed to give government jobs to their family members
- No company or government should be allowed to own all newspapers in a country

- *The ICCS framework has been translated into Italian and it has been published to the web*
(http://www.invalsi.it/invalsi/ri/iccs2009.php?page=iccs2009_it_00a)
- *The ICCS Italian National report has been sent to all participating schools and it has been published to the web*
(<http://www.invalsi.it/invalsi/istituto.php?page=rapporti>)
- *A meeting has been organized in Rome to discuss the Italian results*

An example of in-depth analysis of the Italian data:

Is there a relationship between openness in classroom discussion and students' knowledge in civic and citizenship education in Italy?

Aim of the study

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The aim of this study was to explore, for the Italian ICCS 2009 data, the relationships between
**the presence of an open climate
for classroom discussion
and
student civic knowledge**

The study took into consideration, **as control variables**, aspects of the students' background and of the school context.

Civic Knowledge

INVALSI

- Students' Civic Knowledge encompasses a **wide range of topics**, including the knowledge and understanding of the basic elements of citizenship as well as those of traditional civic education
- **The development** of civic knowledge is influenced by activities and experiences that take place within the contexts of home, school, the classroom, and the wider community
- **It was measured** using a 80-item cognitive test concerning with civic society and systems, civic principles, civic participation, and civic identities

Openness in classroom discussion

INVALSI

- It encompasses the **students' perceptions** of the atmosphere for expressing opinions in class during discussions of political and social issues, and involves **students' relations** with peers in the school setting as well as with teachers
- It is a **positive predictor of civic knowledge** and it has a positive correlation to **students' expectations to vote** and to their perceptions of social and political alienation
- **It was measured** using a six item scale in which students were asked to rate the frequency with which certain events occurred during regular lessons (e.g., *Teachers encourage students to make up their own minds; Students bring up current political events for discussion in class*).

Data is based on:

- the answers of 3366 students in 8th grade (51.9% boys) (test and questionnaire)
- the answers of the Italian principals to the school questionnaire

- The **dependent variable** of the analysis was the Rasch-scaled score for **overall Civic Knowledge**
- The **independent variables** (openness in classroom discussion and control variables) were the average scale scores from school and student questionnaires

Measurements were taken at a **student** level
and at a **school** level.

Control variables used in the analysis - Students' background (students level)

VARIABLE	DESCRIPTION
Immigrant background	<p>Without immigrant background: the student and his/her parents were born in Italy</p> <p>With immigrant background: the student and/or his/her parents were not born in Italy</p>
Home Literacy	Students' reports about the number of books they had at home
Parental Occupational Status	Students' reports about their parents occupations transformed into a score on the International Socio-economic Index (SEI) of occupational status. When data were provided for two parents, the highest ISEI score was used.
Parental Educational Level	Students' reports about their parents educational level (ISCED Level 1-6). When data were provided for two parents, the highest ISCED Level was used.
Gender	The gender of the students

Control variables used in the analysis-

School context (Students and Principals)

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VARIABLE	DESCRIPTION
Value of students' Participation at school	Students' perceptions about the importance of student participation in school (e.g. <i>students participation in how school are run can make schools better</i>).
Students' influence at school	Students' perceptions about to what extent their opinions are taken into account when decisions are being made, concerning what is taught in class, the timetable (e.g. <i>most of my teachers really listen to what I have to say</i>)
Resources in Local Community	<u>Principals'</u> reports about the availability of resources in the local community (e.g. language schools, public library, cinema).

- The multilevel analysis was conducted using two levels:
 - 1) the home/student level
 - 2) the school level (principals and students)
- In considering the explorative purpose of the study **only main effects were analyzed** and interaction effects were ignored.
- We used the strategy of **randomly splitting** the data file in two:
 - **the first random sample** was used to develop a satisfying model
 - **the second one** to check the results found.
- Software: HLM

The process of analysis was carried out in three stages

- 1) We analyzed a model with **no explanatory/predictor variables** (intercept-only model) to estimate the school intra-class correlation
- 2) **We analyzed the posited model**
- 3) **We assessed the final model** developed at step 2 using the second random sample of the data file.

Results: Stage 1

Stage 1:
Intercept only model

Stage 1: Intercept only model

Estimate of the school intra-class correlation

- The intra-class correlation was 0.16, meaning that roughly 16% of the variance is attributable to school traits.

Stage 2: Analysis of the posited model

Students perform **significantly better** ($p < 0.05$) if:

- There is an **open classroom climate for discussions**
- **Students' participation** is considered important
- Students **do not have great influence** on decision making at school
- They don't have **an immigrant background**
- They have many **books at home**
- They are **female**
- Their parents' **occupational status** is higher
- Their parents' **educational level** is higher

Results: Stage 3

Stage 3:

Test of the final model with
the second random sample

Index	Regression Coefficients	
	Student Level	School Level
Immigrant background	-33,1**	
Home Literacy	11,4**	
Parental Occupational Status	0,9**	
Parental Educational Level	5*	
Gender	17,4**	
Openness in Class Discussion		1,7*
Value of Student Participation		2,4*
Students' Influence at School		-4,5**
Resources in Local Community		N.S.

Empty cell= the effect was not modeled

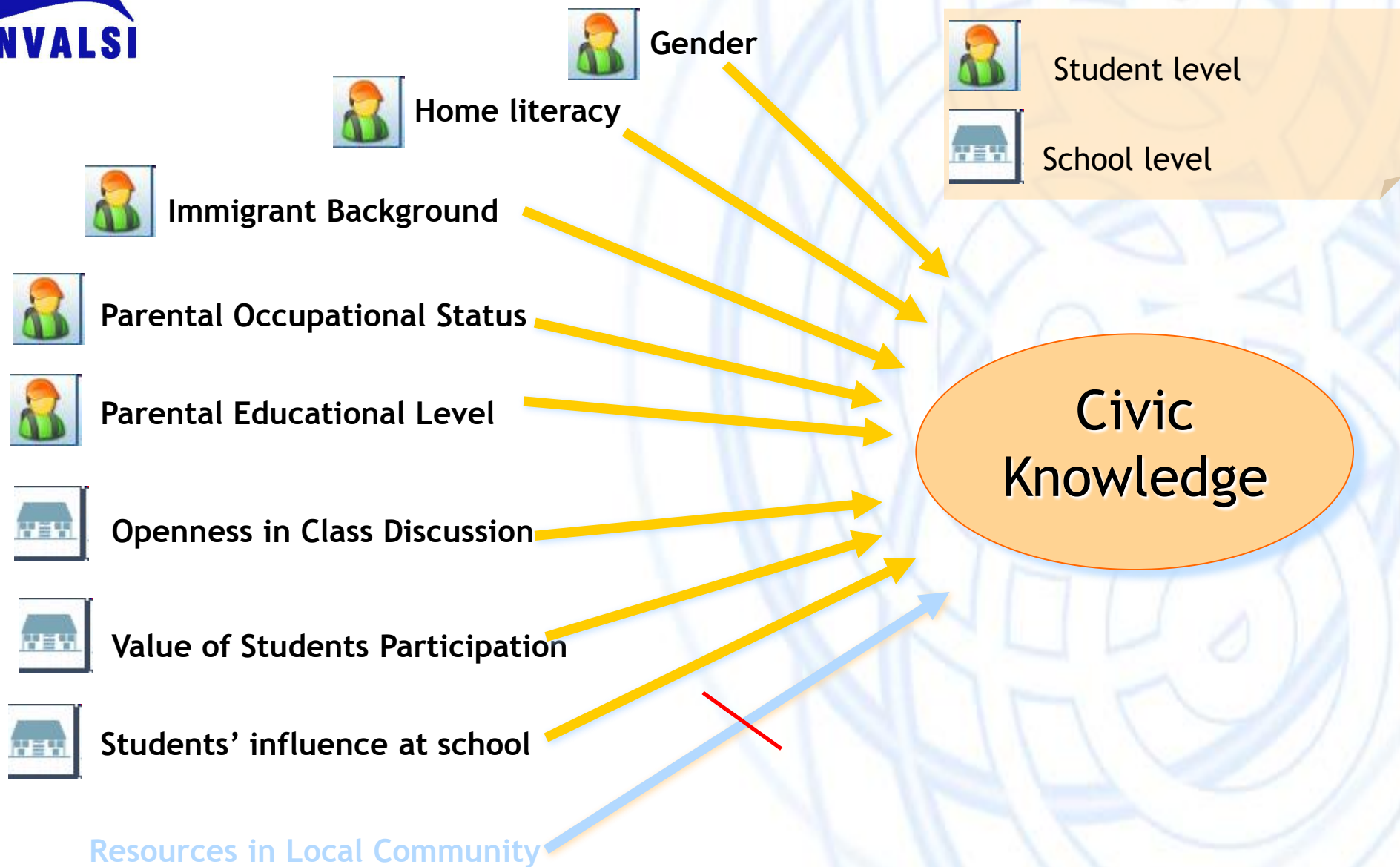
N.S. = not statistically significant association ($p < 0.05$)

* = statistically significant association ($p < 0.05$)

** = statistically significant association ($p < 0.01$)

The final model

INVALSI



- The results showed that roughly **16%** of the variance of the scores for civic knowledge is attributable to **school traits**.
- As hypothesized, students have **significantly higher civic knowledge** scores if there is a climate suitable for **open classroom discussion** in their school.
- The student level control variable with the largest effect was **immigrant background**.

- These results are **consistent with previous** research findings on the relationship between the presence of a school environment based on democratic principles and the learning of these same democratic principles
- The present study **extends previous** research results by indicating that a democratic classroom climate is able to predict civic knowledge **even if one controls** for a large set of variables at different levels.

Thank you !