



ICCS experience: Lessons from the regional modules



Wolfram Schulz, ACER
ICCS 2009 Research Director

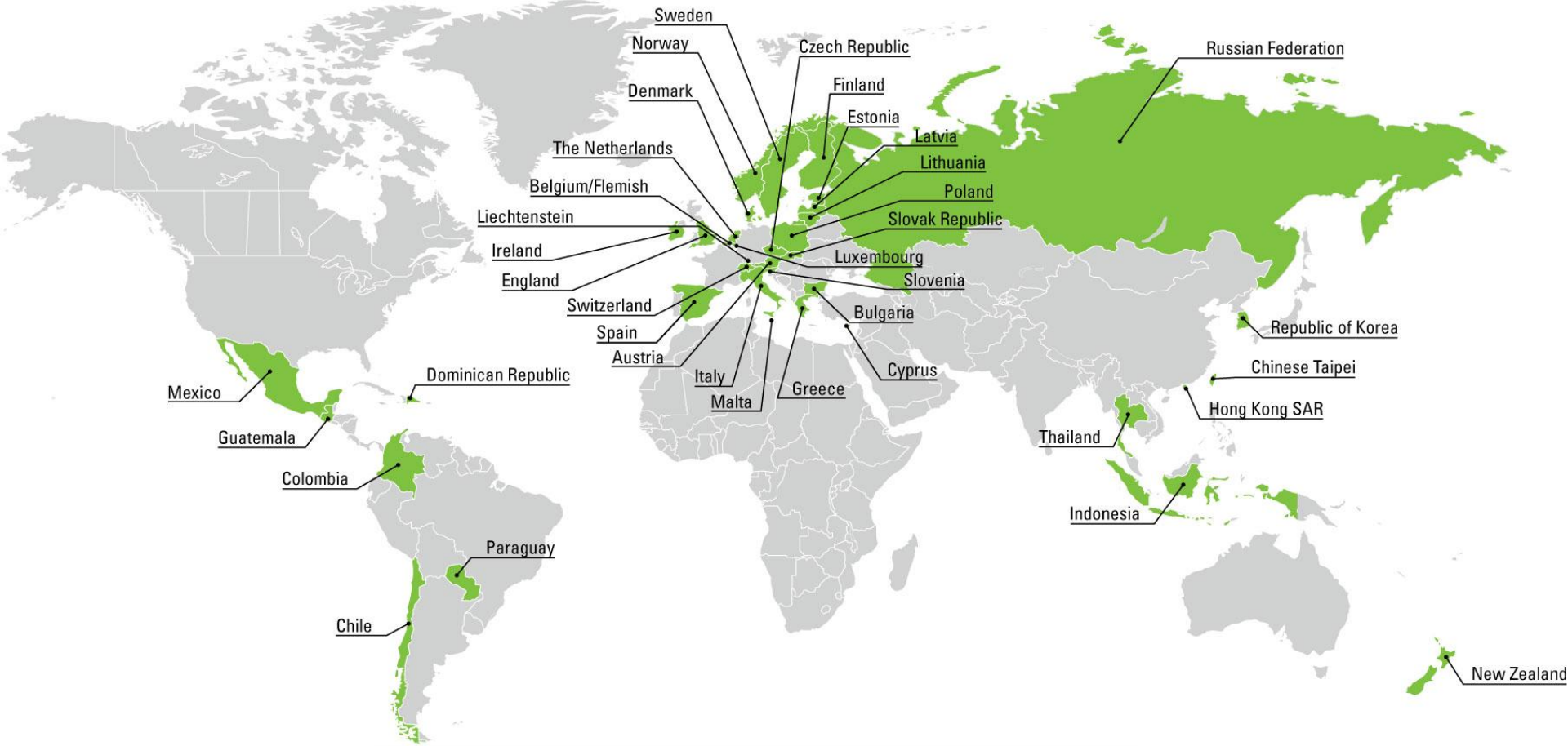


ICCS - overview

- Preparing young people to undertake their roles as citizens
- Two dimensions of civics & citizenship
 - Student knowledge and understanding
 - Attitudes, perceptions and activities
- Focus of ICCS reporting
 - International comparisons
 - Variations within countries
 - Factors explaining variation

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Participating Countries

Austria	England	Latvia	Poland
Belgium/Flemish	Estonia	Liechtenstein	Russian Federation
Bulgaria	Finland	Lithuania	Slovak Republic
Chile	Greece	Luxembourg	Slovenia
Chinese Taipei	Guatemala	Malta	Spain
Colombia	Hong Kong SAR	Mexico	Sweden
Cyprus	Indonesia	The Netherlands	Switzerland
Czech Republic	Ireland	New Zealand	Thailand
Denmark	Italy	Norway	
Dominican Republic	Republic of Korea	Paraguay	

ICCS - data collection

- Southern Hemisphere school calendar
 - October 2008 -December 2008
- Northern Hemisphere school calendar
 - February - May 2009
- International instruments
 - Student test and questionnaire
 - Teacher survey
 - School survey
 - National contexts survey



Contextual differences between countries



- International assessments designed to establish common measures
 - Risk of ignoring interesting national or regional differentiation
- Approaches to allow collection of aspects omitted from international instruments
 - National options
 - International options
 - Regional modules (ICCS)

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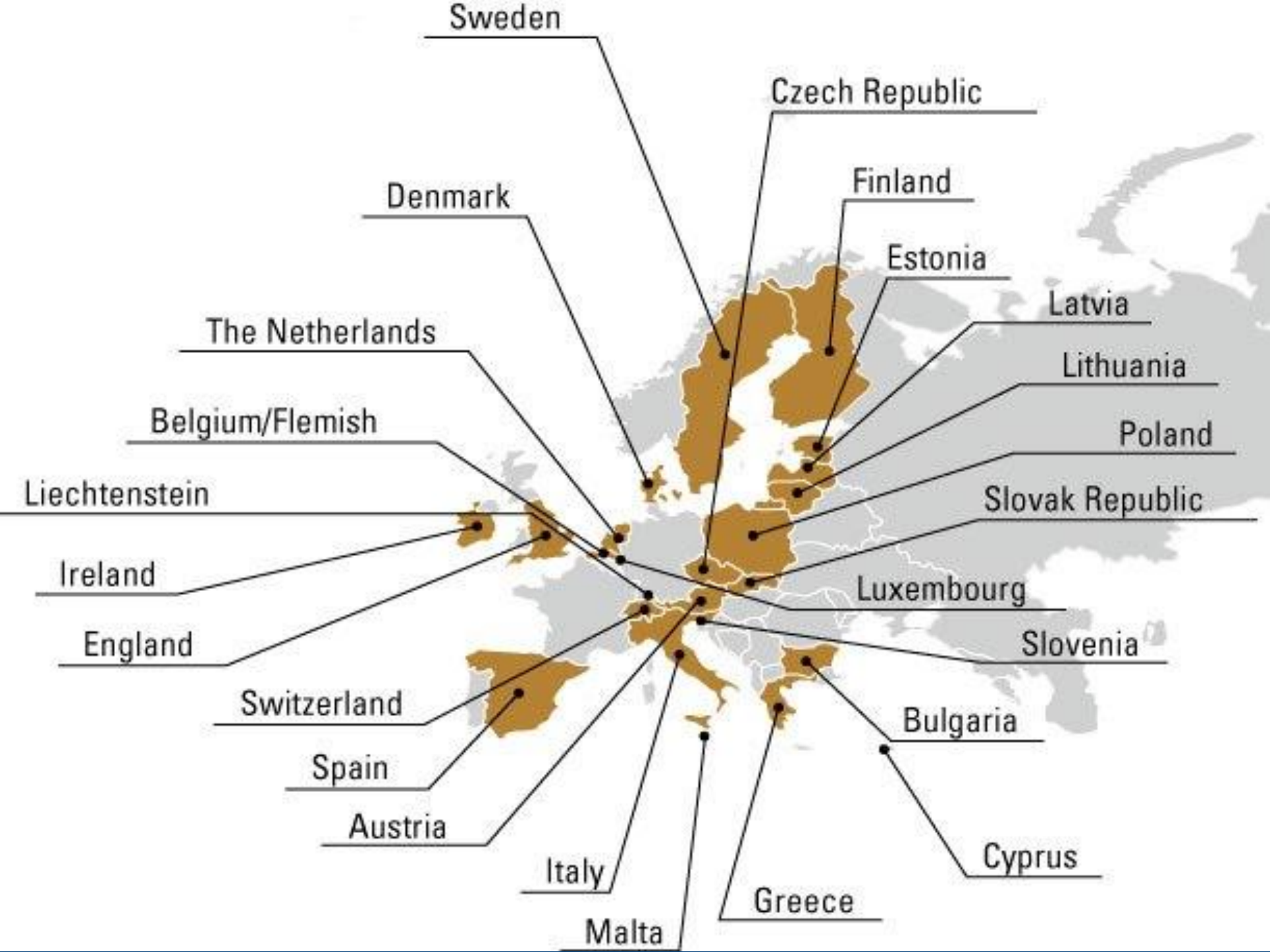


Regional modules

- Established to collect data on aspects relevant in geographic regions
- Regional student instrument administered after international instruments (optional for countries)
- Europe: 24 countries
- Latin America: Six countries
- Asia: Five countries

European module

- Targeted at specific European aspects related to civics & citizenship
 - Student knowledge about the European Union (EU) and its institutions, laws and policies
 - Attitudes, perceptions and activities related to Europe
- Instrument
 - Cognitive test items
 - Questionnaire part



Sweden

Czech Republic

Denmark

Finland

The Netherlands

Estonia

Latvia

Belgium/Flemish

Lithuania

Poland

Liechtenstein

Slovak Republic

Ireland

Luxembourg

England

Slovenia

Switzerland

Bulgaria

Spain

Austria

Italy

Cyprus

Malta

Greece

Instrument development

- Writing of test and questionnaire items
 - Smaller pilots and consultations with experts and NRCs
- Field trial in participating countries
 - Analysis of results and discussion with NRCs
- Final revision
 - Additional piloting for additional test items
 - Final review by NRCs and experts



Organisation of work

- Coordinated by NFER in close cooperation with ISC at ACER
- National Research Coordinators (NRC) from region
- Experts associated with national centres
- Other expert consultants (including CRELL and ICCS Project Advisory Committee)



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European outcomes

- Relatively high levels of civic knowledge in many European countries but considerable variation within the region
- Basic facts on European Union well known but considerable variation for test items measuring in-depth knowledge
- Strong sense of European identity and support for increased harmonization
- Low levels of participation in activities related to Europe



European report

- Published in November 2010
- Kerr, D., Sturman, L., Schulz, W., & Burge, B. (2010). ICCS 2009 European Report: Civic knowledge, attitudes and engagement among lower secondary students in 24 European countries. Amsterdam: IEA



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Experience with development process

- Issues with definition of “European aspects”
 - Different views of relevant issues across European national centres
 - Russia and Norway did not participate
- Issues with development of European test items
 - Lack of measurement equivalence
 - Generally low reliability
 - Very basic knowledge

Latin American module

- Targeted at aspects of civics and citizenship relevant in the region
 - Specific elements of civic knowledge regionally relevant but not included in international test
 - Attitudes and perceptions toward government, society and co-existence
- Linked to regional initiative SREDECC
- Instrument
 - Cognitive test items
 - Questionnaire

Mexico

Guatemala

Colombia

Chile

Dominican Republic

Paraguay



Instrument development

- Writing the test and questionnaire items:
 - Small-scale pilots
 - Consultations with the NRCs and experts
- Field trial in all participating countries
 - Analysis of results
- Final revision
 - Consultations with NRCs and experts

Organisation of work

- Coordinated by ISC at ACER
- Embedded in activities of regional activity (SREDECC)
- Regional expert group with representatives from each country
- NRCs from all participating countries
- Expert consultants on instrument development and analysis (including ICCS Project Advisory Committee)

Latin American outcomes

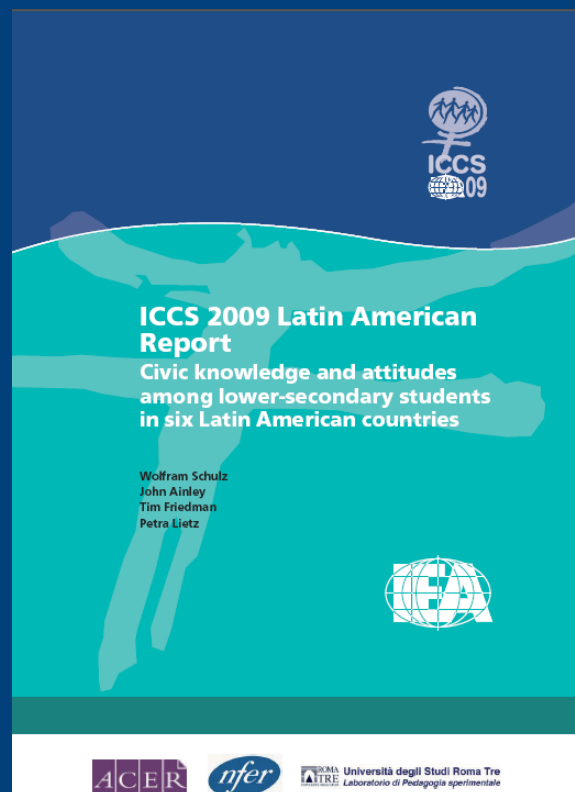
- Relatively lower levels of civic knowledge in these countries
- Students not supportive of authoritarian government and corrupt practices but many students prepared to justify dictatorships under certain circumstances
- Many students experience verbal and physical abuse at schools and considerable minorities support use of violence



Latin American report

- Published in April 2011 (Spanish version in preparation)
- Schulz, W., Ainley, J., Friedman, T. & Lietz, P. (2011). ICCS 2009 Latin American Report: Civic knowledge and attitudes among lower-secondary students in six Latin American countries: Amsterdam: IEA

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Dublin*



Università degli Studi Roma Tre
Laboratorio di Pedagogia sperimentale

Experience with development process

- Late start of conceptual development
 - Associated with uncertainty of country participation
- Definition of “Latin American” aspects
 - Civic knowledge items form a similar dimension as international items
 - Many perception items could also be applied internationally

Asian module

- Targeted at conceptual and content-related aspects of civics and citizenship considered as particularly relevant in the region
 - Addressing specific views on civics and citizenship in Asian countries
 - Attitudes toward and perceptions of government, society and co-existence
- Instrument
 - Questionnaire



Republic of Korea

Chinese Taipei

Hong Kong SAR

Thailand

Indonesia

Instrument development



- Establishment of Asian module framework:
 - Consultations with the NRCs and experts
- Development of questionnaire items
 - Smaller pilots and consultations
- Asian instrument pilot
 - After international field trial
 - Analysis to decide on final instrument
- Final revision
 - By ISC in consultations with NRC/experts

Organisation of work

- Coordinated by ISC at ACER
- NRCs and national experts from all participating countries
- Further input from experts (including ICCS Project Advisory Committee)

Asian outcomes

- Large differences in views on government , use of connections and corrupt practices between two groups of countries
 - Indonesia and Thailand
 - Chinese Taipei, Republic of Korea, Hong Kong SAR
- Majorities of students think that morality is important for good citizenship and to hold political office
- Majorities of students expressed trust in civic institutions and a sense of Asian identity

Asian report

- Not yet published but in final revision stage
- Fraillon, J., Schulz, W., & Ainley, J. (forthcoming. ICCS 2009 Asian Report: Civic knowledge and attitudes among lower-secondary students in five Asian countries: Amsterdam: IEA

Experience with Asian module

- Late start of conceptual and instrument development
- Definition of “Asian” aspects
 - Short time for conceptual development
 - Difficulty to determine specific “Asian views of citizenship”
- Differences in contexts
 - Large discrepancies in cultural background, economic characteristics and outcomes

Lessons from regional modules - 1



- Interesting additional data focused on region-specific issues
- Importance of starting development as early as possible
 - Difficulties with establishment in ICCS 2009
 - Additional work load for international coordination and centres

Lessons from regional modules - 2

- Regional framework development important
 - Need to establish common frame of reference
 - Need to establish consensus among participating countries
- Instrument development
 - More difficult to develop regional cognitive assessments
 - Issues with administration at end of survey

Lessons from regional modules - 3

- Rationale for regional modules needs to be clear
 - May be difficult when there is a lot of heterogeneity within region
- Regional modules in other international studies?
 - Need to identify aspects that are different in a given region
 - May not be applicable for other international studies

Lessons from regional modules - 4



- Not possible to compare results with other regions and comment on whether patterns in a region differ from other regions
- May identify aspects of civics and citizenship that should be incorporated in international core

When can regional modules be particular useful?

- When there are enough common aspects in a specific region regarding a particular assessment domain
- When there is clear regional frame of reference for development
- When national centres are prepared to cooperate from the beginning
- When there is enough time & money for development, implementation and reporting



Thank you!

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