International Civic and Citizenship Study 2016

ICCS 2016

IEA General Assembly
Phuket/Thailand, 9 October 2012
Content of presentation

- Background and aims
- Research questions
- Study design and development
- Proposed management structure
- Planned outputs of study
- Timelines
Background

• Three IEA studies on civic and citizenship education
  – 1971 (part of six-subject study)
  – CIVED 1999
  – ICCS 2009

• New developments since last study

• Next assessment cycle for ICCS
  – Baseline: ICCS 2009
Purpose and aims

• Investigating ways in which young people are prepared to assume their role as citizens
• Monitoring trends in civic knowledge and engagement over time
• Persisting and new challenges of educating young people
  – Continuous changes in contexts of democracy and civic participation
Benefits for participants

- Internationally comparable indicators of civic knowledge and engagement to inform further policies and practices
- For previous participants monitoring of changes over time
- Regional modules offer opportunity to gathering data on region-specific aspects of civic and citizenship education
- Participation in thematic modules (as international options)
Research questions

• How is civic and citizenship education implemented in participating countries?
• What is extent and variation of students’ civic knowledge within and across participating countries?
• What beliefs do students in participating countries hold regarding important civic issues in modern society and what are the factors influencing their variation?
Research questions

• What is the extent of students’ engagement (attitudes, behaviors and behavioral intentions) in different spheres of society and which factors within or across countries are related to it?

• How is the school context in participating countries organized with regard to civic and citizenship education and what is its association with students’ learning outcomes?
Assessment framework

• Review of ICCS 2009 framework
• Possible topics for refinement and further development
  – Explicit links to regional frameworks
  – Inclusion of economic aspects of civics and citizenship
  – Peaceful coexistence at schools and students’ role in functioning of school communities
  – Review of affective-behavioural dimensions (value beliefs vs. attitudes)
  – Emphasis on young people’s engagement with new social media
Increasing role of social media among young people

• Some recent examples
  – Student strikes in Chile demanding educational reforms (since Summer 2011)
  – Beginning of Egyptian revolution including massive engagement of young people (Winter 2011/2012)
  – “Indignado” movement in Spain protesting against their economic situation (since Spring 2011)
  – Youth protests in Poland and other European countries against government plans to sign anti-piracy treaty (ACTA) (Winter 2011/2012)
Proposed instruments

- Student assessment
  - 45-minute test linked to ICCS 2009
  - 40-minute questionnaire
  - Regional instrument (up to 30 min)

- Contextual data
  - School questionnaire (~30 min)
  - Teacher questionnaire (~30 min)
  - National contexts survey (online survey of national centres)
Cognitive test development

• All countries to administer international cognitive civic knowledge items
  – About 80 items (mostly multiple-choice augmented with some open-ended items)
  – Rotated test design
  – Link clusters for equating with ICCS 2009

• Regional instruments may include short cognitive tests
  – Region-specific cognitive content
Regional modules - 1

- ICCS 2009: enrichment of study providing region-specific data
- For ICCS 2016 establishment of regional modules envisaged
  - Sufficient numbers in country participation and interest required
  - Early development necessary which requires early confirmation of country interest/participation
Regional modules - 2

- European module expected
  - Further development of conceptual ideas underpinning 2009 module
  - Inclusion of economic aspects
  - Close cooperation with NRCs and regional experts essential

- Further modules should be developed for Asia, Latin America and other regions
  - Depending on country participation/interest
Study Design

- **Target population**
  - Grade 8 (or equivalent)
  - Teachers at target grade
- **PPS sampling with intact classes**
  - ~150 per country
- **Regional modules**
  - Expected: Asia, Europe, and Latin America
  - Further modules possible
Scaling and analysis

• Civic knowledge to be reported on same scales as ICCS 2009
  – Mean of 500, SD of 100 (ICCS 2009)

• Inclusion of core questionnaire material
  – Computation of comparable non-cognitive scales across surveys

• Similar analysis strategies as in ICCS 2009 (descriptive but also multivariate modelling)
Outputs

- Assessment framework (~July 2015)
- International Report (~Nov 2017)
- Regional reports (~Nov 2017 – July 2018)
- Technical Report (~June 2018)
- ICCS 2016 database and user guide (~June 2018)
- ICCS 2016 Encyclopaedia (to be considered)
Management structure

• International Study Centre
  – ACER: Conceptual development, student instruments, analysis/reporting

• Project Coordination Centre
  – DPC: Data management/scaling, field procedures, meetings organisation, sampling/weighting

• Associated Research Centre
  – LPS: Teacher/School questionnaires, European module coordination
Management structure

• IEA Secretariat
  – Translation verification, quality monitoring

• Joint Management Committee
  – Regular meetings of senior project staff

• Project Advisory Committee
  – Expert advice on framework refinement, instrument development and reporting
Timeline - 1

- Framework development phase
  - Jan to Sept 2013

- Instrument development phase
  - Oct 2013 to Sept 2014

- International field trial
  - Oct to Dec 2014

- Main survey preparation
  - Jan to Sept 2014
Timeline - 2

• Main survey Southern Hemisphere
  – Oct to Dec 2015
• Main survey Northern Hemisphere
  – Feb to April 2016
• Data compilation and analysis
  – June to Nov 2016
• Reporting phase
  – Dec 2016 to April 2018
  – International report Nov 2017
Further information on ICCS:
http://www.iea.nl/iccs_2009.html
http://iccs.acer.edu.au/

Questions or comments?