



# International Civic and Citizenship Education Study (ICCS) 2016

Progress Report to the  
IEA General Assembly  
Lisbon, 7-10 October 2013





# Background

- IEA studies on civic and citizenship education
  - 1971 (part of six-subject study)
  - CIVED 1999
  - ICCS 2009
  - **ICCS 2016**
- 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
- Reflecting 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
- Monitoring of changes over time for previous (2009) participants
- Regional modules offer opportunity to gathering data on region-specific aspects of civic and citizenship education
- Participation in international options or adding (limited) national material

# Research questions



1. Implementation of civic and citizenship education participating countries?
2. Extent and variation of civic knowledge within and across countries?
3. Students' beliefs about civic issues in modern society?
4. Extent of students' engagement in different spheres of society?
5. Organization of school context and its association with students' learning outcomes?

# Assessment framework - Revision



- Initial framework revision
  - ICCS 2009 framework review by experts and national representatives in early 2013
  - Revised version discussed at 1st NRC meeting in Hamburg, 3-6 June 2013
- Second round of revision
  - According to feedback received at and after meeting
  - Shared with countries in early September
  - To be reviewed further this year and next
  - To be finalised following field trial in 2015



# AF – Extensions/focus

- Five general areas were discussed for broadening the scope of the framework:
  - The importance of sustainable development in civic and citizenship education
  - Social interactions at school
  - The use of new social media for civic engagement
  - Economic awareness as an aspect of citizenship
  - The role of morality in civics and citizenship



# AF – Structure

- Proposed structure
  - Four content dimensions
  - **Two** affective-behavioral dimensions (four in the 2009 framework)
  - Two cognitive dimensions
- Only minor modifications to basic structure
  - **One additional sub-domain and some new key concepts**





# AF – Content domains

- *Civic society and systems*: Formal and informal civic mechanisms and organizations
  - Environmental sustainability introduced as new key concept
- *Civic principles*: Formal and informal mechanisms and organizations
  - “Rule of law” introduced as new sub-domain
- *Civic participation*: Manifestations of individuals’ actions in their communities
- *Civic identities*: individual’s civic roles and perceptions of these roles
  - “Global citizenship” introduced as new key concept



# AF – Affective-behavioral domains

- *Attitudes*: Judgments or evaluations regarding ideas, persons, objects, events, situations, and/or relationships
  - Now including constructs classified as “value beliefs” in ICCS 2009
- *Behavioral intentions*: Student expectations of future action, not actual behavior



# AF – Cognitive domains

- *Knowing*: Learned civic and citizenship information that students use when engaging with cognitive tasks
- *Reasoning and applying*: ways in which students use civic and citizenship information to reach conclusions
  - Name change from “reasoning and analyzing”

# Contextual framework



- Generally, same basic structure
- Four levels
  - Wider community
  - Schools/classrooms
  - Individual learners
  - Home context
- Antecedents, processes and outcomes
- Some new constructs or aspects included



# Study Design

- Target population
  - Grade 8 (or equivalent)
  - Teachers teaching at target grade, all subjects included
- Sampling proportional to size
  - About 150 schools per country
- Main study data collection period
  - Southern Hemisphere: Oct-Dec 2015
  - Northern Hemisphere: Feb-April 2016



# Instrumentation

- Student assessment
  - 45-minute test, linked to ICCS 2009 (rotated booklet design)
  - 40-minute questionnaire
  - Regional instrument (up to 30 min)
- Contextual data
  - School questionnaire (about 30 min)
  - Teacher questionnaire (about 30 min)
  - National contexts survey (online survey administered to NRC)



# Instrument development

- Aims at creating instruments which:
  - Unambiguously map to the agreed assessment framework
  - Are of the highest technical and psychometric quality
  - Have the potential to generate data that address the key research questions



# Instrument development

- Phase 1: Initial development based on discussions at first NRC meeting
- Phase 2: Development of item material
  - National submissions encouraged
  - **In progress!**
- Phase 3: Review, refinement and selection
  - Coverage of assessment framework
  - Quality review by NRCs, PAC and other experts





# Instrument development

- Phase 4: Piloting
  - Small-scale pilots in selected countries
  - Qualitative and quantitative information
- Phase 5: Field trial
  - Material trialled in all participating countries
  - Analysis to inform item selection
- Phase 6: Main survey instruments
  - Review of field trial results and decisions

# Cognitive test development



- Rotated booklet design
  - Similar to ICCS 2009 (about 80 items)
  - Inclusion of about 50 new items
  - 80-100 new items will be developed for trialling
- Challenges
  - Finding appropriate balance of content and cognitive domains
  - Inclusion of country submission/ideas

# Questionnaire development



- Expected features
  - Theory-driven approach (framework)
  - Maintaining strong links with ICCS 2009
  - Addressing key research questions
  - Extensive consultations with experts
  - Maximising country input
  - Ensuring cross-cultural validity
  - In some cases common questions across student, school and teacher questionnaires

# Questionnaires



- Student Questionnaire
  - Strong links with measures from ICCS 2009
  - Close relation to new focus areas for 2016
  - Gathering perceptions and contextual data
- Teacher Questionnaire
  - Designed to collect information about contexts for CCE from teachers
- School Questionnaire
  - Designed to collect information about school context from principal (or delegate)



# National Contexts Survey

- Completed by national centres drawing upon national expertise (on-line)
- Designed to capture information on national contexts (education system)
- One data collection close to main survey
  - In ICCS 2009 data were gathered in two phases (beginning and end of study)

# Issues for instrument development



- Assessment of student attitudes
  - Concerns about measurement equivalence, mainly related to stylistic responding (e.g. extremity/modesty) and social desirability
  - Possibility to trial alternative item formats, e.g. answering vignettes (validity/comparability concerns)
  - Better targeting of content to age group

# Issues for instrument development



- Teacher and school surveys
  - Absence of strong associations between context data and outcome variables
  - Increase focus on civic-related context
- National Contexts Questionnaire
  - Subjectivity of responses

# Country participation/interest



- Asia
  - Chinese Taipei, Hong Kong SAR, Korea (Republic of), Philippines, Thailand
- Australasia
  - Australia
- Europe
  - Belgium (Flemish), Bulgaria, Denmark, Estonia, Finland, Germany (North-Rhine Westphalia), Italy, Latvia, Liechtenstein, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Russian Federation, Slovenia, Sweden, Switzerland, Turkey
- Middle East
  - Lebanon
- The Americas
  - Argentina (Buenos Aires), Bolivia, Chile, Colombia, Dominican Republic, Mexico, Paraguay, Peru, United States





# Regional modules

- ICCS 2009: enrichment of study with data on region-specific issues and identities
- For ICCS 2016, regional modules envisaged
  - Sufficient country participation required
  - European and Latin American modules appear feasible at this stage
  - Early development necessary to meet validation standards
  - This in turn requires timely confirmation of country participation



# Regional modules

- Questions about content of region-specific assessments
  - Retaining and strengthening
  - Focus more on affective-behavioral than cognitive test components
- Possibility to focus more on themes (“thematic module”)
- Necessity to develop regional frameworks with strong links to the international one



# International options

- Extended teacher questionnaire for teachers of civic-related subjects
  - Already part of ICCS 2009
    - Additional questions
    - Option to oversample CCE teachers
  - Extended questionnaire under consideration
- Questions related to religion
  - Further development of ICCS 2009 option
- Other international options might be added but response burden constraints possibilities



# Upper secondary option

- Interest from some countries at 53rd General Assembly in Phuket, Thailand
- Initially considered as a possible international option
- Broad parameters developed
- No longer under consideration given a lack of interest amongst countries
- Some interest in follow-up surveys with only questionnaires

# Study publications



- Assessment Framework
  - Conceptual underpinnings
  - Published after field trial in 2015
- International Report
  - Results and findings from international study
  - Published end of 2017
- Technical Report
  - Information on methods and procedures
- International Database and User Guide
  - To be released in early 2018
  - Along with training offerings

# Additional envisaged products



- Regional report(s)
  - In ICCS 2009 for Europe (2010), Latin America (2011), and Asia (2012)
- Encyclopaedia
  - Approaches to CCE around the world
  - In ICCS 2009, this was published in 2013
- National reports
  - Could be made available on or linked from ICCS 2016 website



# Management structure

- International Study Center @ ACER
  - Conceptual development, student instruments, analysis/reporting
- Associated Research Centre @ LPS
  - Teacher/School questionnaires, European module coordination
- Project Coordination Center @ IEA DPC
  - Overall coordination, meetings, sampling/weighting, field operations procedures, data management/scaling

# Management structure



- IEA Secretariat
  - Country/member relations, translation verification, international quality monitoring
- Joint Management Committee
  - Regular meetings of international project staff
- Project Advisory Committee
  - Content expert advice on framework refinement, instrument development and reporting
  - Members nominated and contacted





# Communication

- Effective and efficient communication was established to inform all participants, experts, stakeholder, and the public.
  - Public website at <http://iccs.iea.nl> with broad study information, news, links to 2009 resources and key products.
  - Internal SharePoint collaboration site with sub-areas for NRCs, JMC, and PAC. Hosts all operational information/materials.
  - Newsletters (two issues so far) to inform participants and other stakeholders about the completed, current, and upcoming activities.
- The international project team plans to make use of virtual/online conferencing and webinars with countries and experts as much as possible, especially for modules.

# Timeline



Milestone	Period or date
Preliminary work	January to June 2013
Framework development	January to September 2013
PAC Consultations (framework discussion)	April 2013
NRC Meeting 1 (framework review)	June 2013
Framework review	July-August 2013
<b>Initial instrument development</b>	<b>September 2013 to December 2014</b>
Piloting in selected countries	February/March 2014
Field trial (FT) instrument development	March to May 2014
PAC Meeting (review of FT material)	April 2014
NRC Meeting 2 (review of FT material)	May 2014
FT instrument preparation	June/July 2014
FT operational training seminar	July 2014
FT collection (all countries)	October to December 2014
FT analysis	January to March 2015
PAC Meeting (main survey item selection)	April 2015

# Timeline (cont'd)



NRC Meeting (main survey item selection)	May 2015
MS instrument preparation	June/July 2015
MS operational training seminar	July 2015
MS collection (southern hemisphere)	October 2015 to December 2015
MS collection (northern hemisphere)	February 2016 to April 2016
National Contexts Survey	June to October 2016
MS data processing and analysis	June 2016 to November 2016
PAC Meeting (review of main survey)	November 2016
NRC Meeting 4 (review of main survey)	November 2016
Report development and database preparation	December 2016 to October 2017
PAC Meeting (review of reports)	July 2017
NRC Meeting 5 (review of reports)	July 2017
International Report release	November 2017
IDB release, analysis workshops	April 2018



# Thank you for your attention!

