



ICCS 2016 Progress Report to the 56th General Assembly

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Contents



- Brief recap of study background, aims and design
- Participation, progress and timeline
- Revised assessment framework
- Key outcomes of field trial
- Main survey instrumentation and implementation
- Outputs and next steps

Background



- IEA studies on civic and citizenship education
 - 1971 (part of six-subject study)
 - CIVED 1999
 - ICCS 2009
- New developments since last study
- ICCS 2016 with 2009 as the baseline

Purpose and aims of ICCS 2016



- Studies the ways in which young people are prepared to assume their role as citizens
- Particular attention paid to
 - Monitoring trends in civic knowledge and engagement over time
 - Studying issues related to new civic-related challenges regarding young people's civic engagement
 - Reflecting continuous changes in contexts of democracy and civic participation

Research questions

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

Broad design parameters



- Target student population
 - Grade 8 or equivalent
 - Intact classrooms
- Target teacher population
 - All teachers teaching at target grade (all subjects)
 - Random sample of teachers
- Minimum of 150 schools per country
- Main study data collection period
 - Southern Hemisphere: Oct-Dec 2015
 - Northern Hemisphere: Feb-Apr 2016

Instrumentation



- Students instruments
 - Test (about 45 min, eight rotated booklets)
 - Questionnaire (about 40 min)
 - Regional instruments (about 15 min) for Europe and Latin America
- Teacher questionnaire (about 30 min)
 - Includes international option for teachers of civic and citizenship related subjects
- School questionnaire (about 30 min)
- National contexts survey
 - Completed online by national centers drawing on national expertise (under revision)

Country participation



- Asia (3)
 - Chinese Taipei, Hong Kong SAR, Republic of Korea
- Europe (16)
 - Belgium (Flemish), Bulgaria, Croatia, Denmark, Estonia, Finland, North-Rhine Westphalia (Germany), Italy, Latvia, Lithuania, Malta, Netherlands, Norway, Russian Federation, Slovenia, Sweden
- Latin America (5)
 - Chile, Colombia, Dominican Republic, Mexico, Peru
- City of Buenos Aires withdrew from study in 2015
- Participation of Poland could not be formalized

Progress so far



- Design and 1st NRC meeting (Jan to Jun 2013)
- Assessment framework revision (Mar to Aug 2013)
- Instrument development (Aug to Dec 2013)
- Pilot study and country/expert review (Feb to Mar 2014)
- 1st PAC meeting (Apr 2014)
- 2nd NRC meeting to revise and select field trial materials (May 2014)
- National instrument production (July to Oct 2014)

- Field trial (Oct to Nov 2014)
- Field trial processing and analysis (Jan to Mar 2015)
- 2nd PAC meeting to review and discuss FT results (Apr 2015)
- 3rd NRC meeting to revise and select main survey materials (May 2015)
- Release of main survey instruments and operational materials (Jul 2015)
- Revision of Assessment Framework for publication (Jul to Sep 2015)

Assessment framework – Revision



- Three areas for broadening the scope of the framework:
 - The importance of environmental sustainability in civic and citizenship education
 - Social interactions at school
 - The use of new social media for civic engagement
- Two areas for more explicit recognition in framework:
 - Economic awareness as an aspect of citizenship
 - The role of morality in civics and citizenship

Assessment framework – Structure



- Four content dimensions
 - Civic society and systems
 - Civic principles
 - Civic participation
 - Civic identity
- Two affective-behavioral dimensions
 - Attitudes
 - Engagement
- Two cognitive dimensions
 - Knowing
 - Reasoning and applying



Contextual framework



- Generally, same basic structure as in ICCS 2009
- Four levels
 - Wider community
 - Schools/classrooms
 - Individual learners
 - Home and peer context
- Antecedents, processes and outcomes
- Some new context-related constructs or aspects included in ICCS 2016

Field trial design and purpose

- Collection of quantitative data
 - Instrument validation
 - Sufficient to review item material
 - Analysis of psychometric characteristics
- Trialing procedures in all participating countries
 - National adaptations and translation verification
 - School cooperation (key challenge)
 - Survey operations
 - On-line questionnaire administration

Purposes of field trial analysis



- Review feasibility of construct measurement
 - Test items
 - Questionnaire items
- Review psychometric characteristics of item material
- Compare common items across assessments
- Review test and questionnaire length
- Inform on relationships between constructs and variables
- Review of cross-national validity and comparability (important aspect)
 - Specific attention to measurement invariance of questionnaire items (IRT+SEM, Bayesian underway)

General field trial outcomes



- Good scaling properties for almost all test items
 - “Surplus” test items for future assessments or other uses!
- Most questionnaire items sets had promising results
 - Some new formats were found to be inappropriate for age group
 - Student questionnaire: decisions about priorities for retention had to be made with NRCs
- Some challenges regarding consistent trend item translation

Main survey instruments



- Student test
 - 88 items in 8 clusters/booklets (10% open-ended, 90% multiple-choice items)
 - All trend items used (FT: about half)
- Student questionnaire
 - 179 international and 26 optional items (72 new items)
- Teacher questionnaire
 - 74 international items plus 64 optional items for teachers of CCE subjects, key revisions
- School questionnaire (109 items)
- European questionnaire, mostly new (71 items)
- Latin American questionnaire, mostly trend (72 items)

Study outputs



- Substantive
 - International report: focused on main outcomes and implications for policy and practice
 - Regional reports: European and Latin American student results
 - General aim to produce a sustainable set of outputs in sequence rather than a large, monolithic publication
 - Endorsed by ICCS PAC and IEA PEC
 - Planning commenced within JMC and with Secretariat
- Encyclopaedia (or equivalent) to be determined
- Technical report
- International database and user guide

Next steps



- Data collection Southern Hemisphere (Oct to Dec 2015)
- Finalization and publication of framework (Oct 2015 to Feb 2016)
- Data collection Northern Hemisphere (Feb to Apr 2016)
- Data processing and scaling (Jul 2016 to Mar 2017)
- 3rd PAC meeting (Nov 2016)
- 4th NRC meeting (Nov 2016)

- Continued data analysis and reporting (Dec 2016 to May 2017)
- 4th PAC meeting (Apr 2017)
- 5th NRC meeting (Jun/Jul 2017)
- Finalization of international report (Jul to Oct 2017)
- Release of initial international report (Nov 2017)
- Release of technical report, database, user guide and training (Mar/Apr 2018)

Future outlook



- Increased interest in information related to civic and citizenship education
- There is a particularly strong interest in the context of post-2015 education targets and goals relating to global citizenship, sustainable development and human rights education, especially Target 4.7
- Current discussions with UNESCO and other IGOs/NGOs about potential focus on global citizenship in a future cycle of ICCS or a follow-up implementation of ICCS 2016 (+) earlier

Thank you for your attention!

Questions or comments?

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