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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