

ICCS 2016 Progress Report to 57th IEA General Assembly

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IEA



Contents

- Brief recap of study background, aims and design
- Participation and progress of main survey implementation
- Scaling and analysis
- Reporting and communication plans
- Next steps, outlook and future cycles

Background

- IEA has a long history conducting studies on civic and citizenship education (CCE)
 - 1971 (as part of six-subject study), 1999 (CIVED)
- ICCS since 2009, designed as baseline for cyclical studies about this learning area
- ICCS 2016 designed to:
 - Reflect new developments since last study
 - Allow comparisons over time since 2009

Content of ICCS 2016



- Content reflecting
 - Civic knowledge (cognitive aspects)
 - Attitudes toward civic issues
 - Aspects related to student engagement
 - Contextual information
- Changes since 2009:
 - Study issues related to new civic-related challenges and young people's civic engagement (e.g. use of social media)
 - Reflect ongoing changes to societies in the 21st century (e.g. issues related to globalization and environmental sustainability)

Research questions

- *Study aims to inform on:*
 - *How civic and citizenship education is implemented across participating countries*
 - *The extent and variation of civic knowledge within and across countries*
 - *Students' beliefs about civic issues in modern society*
 - *Students' engagement in different contexts (school and community)*
 - *How school contexts relate to civic learning outcomes (civic knowledge, attitudes and engagement)*

Broad design parameters

- Sampling design similar to TIMSS
 - Minimum of 150 schools per country
 - Random sample of intact classrooms at grade 8 (or equivalent)
- Particular features of ICCS
 - Random sample of teachers at target grade (all subjects)
 - Regional student questionnaire for Europe and Latin America
- Instrumentation
 - Student test and questionnaire
 - School principal and teacher questionnaires
 - National contexts survey

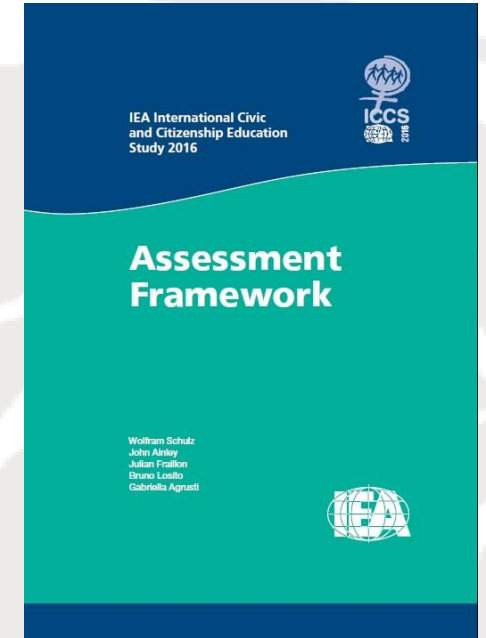
Country participation (24)

- Asia
 - Chinese Taipei, Hong Kong SAR, Republic of Korea
- Europe
 - Belgium (Flemish), Bulgaria, Croatia, Denmark, Estonia, Finland, North Rhine-Westphalia (Germany), Italy, Latvia, Lithuania, Malta, Netherlands, Norway, Russian Federation, Slovenia, Sweden
- Latin America
 - Chile, Colombia, Dominican Republic, Mexico, Peru

Assessment framework



- Published in March 2016
 - Schulz, W., Ainley, J., Fraillon, J., Losito, B. & Agrusti, G. (2016). *IEA International Civic and Citizenship Education Study 2016. Assessment Framework.*
- First on IEA website (pdf)
- Recently re-released and available for download and purchase from Springer
- Display copies available



Main survey implementation



- Data collection finalized
 - Southern Hemisphere second half of 2015
 - Northern Hemisphere first half of 2016
- Almost all data received and 22 out of 24 processed
 - Data inspection to continue, review with NRCs in November 2016, adjudication in January 2017
 - Data scaling and analysis commenced in early 2016
- Sample participation rates overall high, somewhat lower for the teacher survey (in some countries), similar to 2009
 - A small number not meeting standards
- First results to be reviewed and discussed with PAC (October 2016) and NRCs (November 2016)

Recent or current issues related to CCE



- Increased immigration due to conflicts
 - New developments' impact on students' attitudes toward rights for immigrants and ethnic minority groups?
- Terrorist attacks in Europe 2015/2016
 - Influence on ICCS 2016 results?
- Growth of populist movements in many countries
 - Reflection in attitudes of young people measured in ICCS 2016?

Main survey analysis

- Using data from 22 out of 24 participating countries
- Test items of high quality (unidimensional construct *Civic Knowledge*)
 - Dimensionality confirmed within and across countries
 - Equating with test from ICCS 2009 → comparable scale
- Results also very encouraging for questionnaire data
 - High scale reliabilities similar to results from field trial
 - Described IRT scales for questionnaire which will be reported in combination with item level results
- Few issues observed which will be followed up national centres in the coming weeks (e.g. around translation or layout)

Reporting plans

- General aim to produce a sustainable sequence of outputs
- International report focused on key outcomes and implications for policy and practice in contrast to a single monolithic publication
- Regional student materials and result
 - European mostly new aspects, Latin American mostly trend measures
 - As separate publications and/or key results integrated into main initial report
 - Aim to publish extended Latin American regional report in English and Spanish
- Supplementary materials on the web (e.g. tables, infographics, toolkits)
- Thematic reports, tendered or by international team, e.g. on global citizenship aspects
- Encyclopaedia or equivalent to be determined
- Technical report, international database and user guide as usual

Launch, communication and dissemination



- Communication plan currently drafted
- Related efforts and publications by partners (esp. European Commission and UNESCO, Paris)
- Launch events and partners (e.g. UNESCO Paris and/or Santiago, Council of Europe, European Commission)
- Involvement of NRCs and PAC members, e.g. through interviews
- Communication target to audiences in terms of channels and toolkits
- Analysis workshops (e.g. IERI academies)
- Contributions to conferences (e.g. with countries, experts)
- Initial scope: mid-2017 to end of 2018

Next steps

- 3rd PAC meeting in Hamburg (17-18 Oct 2016)
- 4th NRC meeting in Santiago de Chile (21-24 Nov 2016)
- Sampling adjudication meeting in Hamburg (27 Jan 2016)
- Continued scaling, analysis and report drafting (Dec 2016 to May 2017)
- 4th PAC meeting in Amsterdam (4-5 May 2017, tbc)
- 5th NRC meeting in Croatia (12-16 June 2017, tbc)
- Finalization of international report, including PEC review (July to Oct 2017)
- Release of international report (31 Oct 2017, tbc)
- Release of technical report, public-use database, user guide (Q1/2018)
- Trainings and workshops from Q1/2017, e.g. IERI Spring Academy

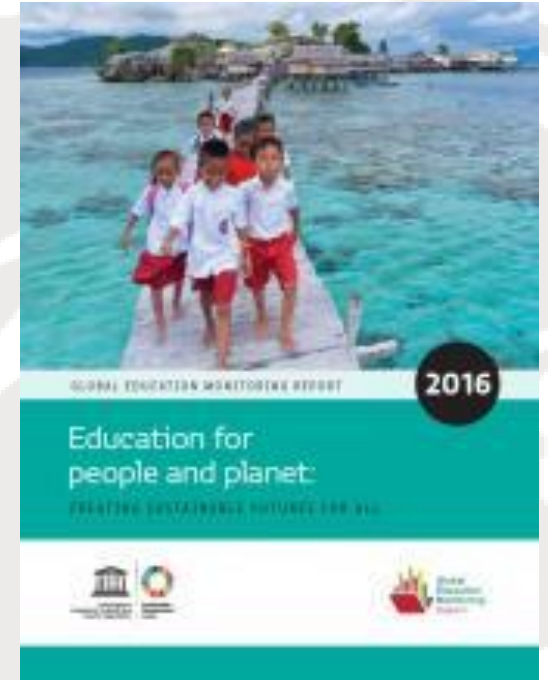
- Award of thematic report call #5: Teaching Tolerance in a Globalized World

Future outlook

- Important for the IEA and its members to continue the ICCS series and keep it connected to its history in comparative education research
- Substantially increased relevance for policy and interest in information related to civic and citizenship education and topics:
 - Democracy, human rights, rule of law, climate change, sustainable lifestyles, peaceful coexistence and non-violence, social inequalities, rise of populism, extreme views
- Vast network of international and regional actors and advocates for implementation and measurement (e.g. UNESCO, LMTF, SEA-PLM)
- Goal 4 of the 2030 Sustainable Development Goals (SDG) emerging as an umbrella also in this area
- Target 4.7 relating to global citizenship, sustainable development and human rights education in a more holistic way

Potential

- ICCS seen as one of the major existing sources and reporting mechanisms at the international level
- Discussed extensively in 2016 edition of the Global Education Monitoring (GEM) Report
 - *Education for people and planet: Creating sustainable futures for all*
- ICCS 2009 (later 2016) as thematic indicator 4.7.4
- Included in UNESCO eAtlas for Education 2030
- GEMR background paper discussing possible way to better reflect GCED/ESD (Hoskins, 2016)



Next cycle

- *ICCS 2019 Extended* launched in early 2016
 - Additional countries and extending thematic coverage to GCED/ESD
 - Announced through IEA and UNESCO channels
 - Unfortunately, country interest currently too low
 - Enrollment remains open until end of 2016
- Thinking and plans towards a new cycle commenced
 - Cooperation with PAC members, UNESCO, other IGOs/NGOs and experts on mapping existing and desirable GCED/ESD or other emerging issues
 - Appropriate conceptualization of GCED/ESD for measurement
 - Some early plans and potential partnerships for trialing new instruments (opportunities to learn, classroom level)

Next cycle (cont'd)

- Big question is when to implement
 - Earliest 2020, latest 2022
 - Considering momentum and overlap with other studies
- Counting on IEA members and current NRCs to engage in a new study, support its development and participate in its implementation
- Inviting your views on interest and suitable timing!

Thank you for your attention!
Tusen takk for oppmerksomheten!

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