ICCS 2016 Progress Report to 57th IEA General Assembly

Wolfram Schulz and Ralph Carstens

Oslo, 11 October 2016
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

• 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
  - *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!

iccs@iea-dpc.de
iccs@acer.edu.au