

# International Civic and Citizenship Education Study (ICCS)

## Final Report

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# ICCS

- Preparing young people to undertake their roles as citizens
- Two dimensions of civics & citizenship
  - Student knowledge and understanding
  - Attitudes, perceptions and activities
- Focus of ICCS reporting
  - International comparisons
  - Variations within countries
  - Factors explaining variation

# Study development

- 2006: Development of assessment framework
- 2006-2007: Instrument development
- 2007: International field trial
- 2008: Final revision of instruments
- 2008-2009: Main survey data collection
- 2010-2011: Reporting phase

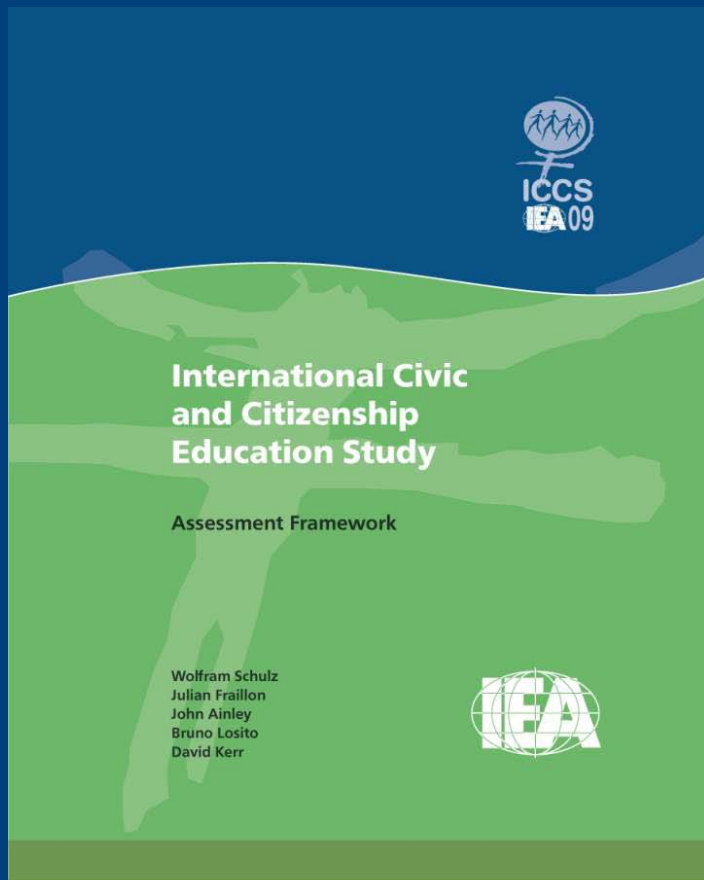


# ICCS Assessment Framework

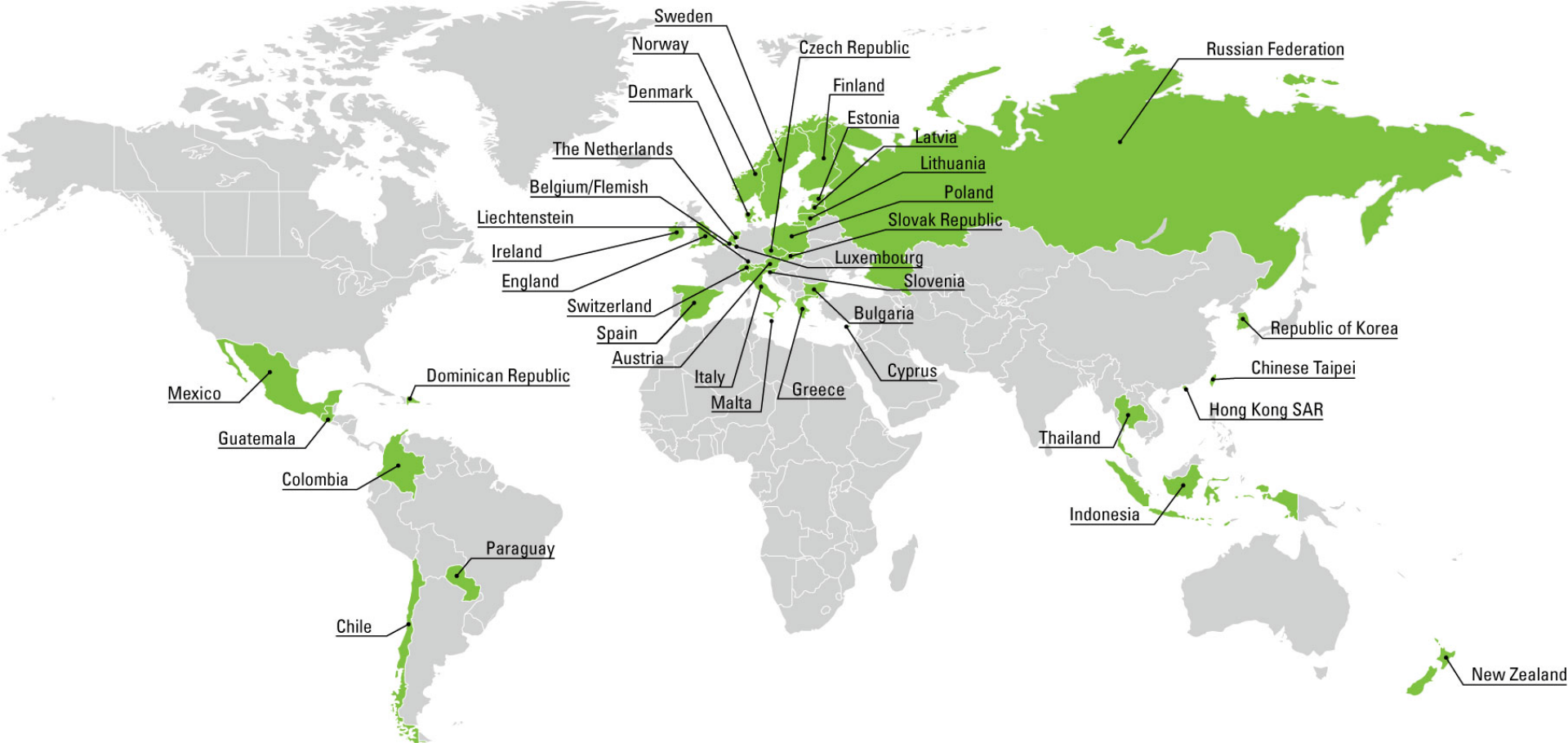


Schulz, W., Fraillon, J., Ainley, J., Losito, B. & Kerr, D. (2008). *International Civic and Citizenship Education Study. Assessment Framework*. Amsterdam: IEA.

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### Participating Countries

Austria	England	Latvia	Poland
Belgium/Flemish	Estonia	Liechtenstein	Russian Federation
Bulgaria	Finland	Lithuania	Slovak Republic
Chile	Greece	Luxembourg	Slovenia
Chinese Taipei	Guatemala	Malta	Spain
Colombia	Hong Kong SAR	Mexico	Sweden
Cyprus	Indonesia	The Netherlands	Switzerland
Czech Republic	Ireland	New Zealand	Thailand
Denmark	Italy	Norway	
Dominican Republic	Republic of Korea	Paraguay	

# Data collection

- Southern Hemisphere school calendar
  - October 2008 -December 2008
- Northern Hemisphere school calendar
  - February - May 2009
- Three countries on SH school calendar tested at beginning of new school year
  - Results were annotated in reporting tables

# How data were gathered

- Random samples
  - Schools
  - Teachers
  - Students
- Students
  - A test of knowledge and understanding
  - A questionnaire about attitudes
- Teachers and principals
  - Questions on aspects of civic and citizenship education
  - Questions on school characteristics/climate
- National centres
  - Questions about policy and practice

# Regional modules

- Successful implementation of additional data collection targeted at aspect relevant in geographic regions
- Regional student instrument administered after international instruments
- Europe: 24 countries
- Latin America: Six countries
- Asia: Five countries



# Scope of ICCS

- How many units of analysis?
  - 38 countries
  - 140,000 students
  - 5,000 schools
  - 62,000 teachers
- How many international items?
  - 80 cognitive items
  - 173 student questionnaire items
  - 114 school questionnaire items
  - 102 teacher questionnaire items

# Quality Control - 1

- Adaptation review
  - Discussion of National Adaptations with International Study Centre (ISC)
- Translation verification
  - Review of translation by language experts (organised by IEA Secretariat)
- Layout verification
  - Final optical check by ISC

# Quality Control - 2

- International quality monitoring
  - Organised by IEA Secretariat
  - ~15 schools per country visited
- National quality monitoring
  - Organised by national centres
  - Recommended to visit 10% of tested schools
- Re-verification of specific items
  - Translation checks for items that behaved differently (after scaling analysis)

# Data Processing

- IEA DPC received data files and undertook cleaning, weighting and computation of item statistics
- ISC at ACER:
  - Analysis of item dimensionality
  - Scaling analysis
  - Item adjudication
  - Final scaling
  - Analysis for reporting tables

# Sampling outcomes - 1

## Sample participation categories

1. Reached before inclusion of replacement schools > no annotation
2. Reached after inclusion of replacement schools > annotation
3. Not reached even after inclusion of replacement schools > reporting in separate section of tables

# Sampling outcomes - 2



- Country data in category 3 were not included in the reporting tables but displayed in a separate section
- Student survey adjudication
  - 8 countries reached requirement only after replacement
  - 2 countries did not meet minimum sample participation requirements

# Sampling outcomes - 3



- Generally more problems with teacher participation
- Separate adjudication and reporting rules for student and teacher survey
- Teacher survey adjudication
  - 5 countries reached requirement only after replacement
  - 9 countries failed to meet sampling participation requirements
  - Two countries were not included in report

# Outputs of ICCS - 1

- Initial Findings (released 29 June 2010)
- Extended international report (end November 2010)
- European report (end November 2010)
- Latin American report (early 2011)
- Asian report (early 2011)



# Outputs of ICCS - 2

- ICCS International database and user guide (end November 2010)
- Technical report (early 2011)
- ICCS Encyclopaedia (early 2011)

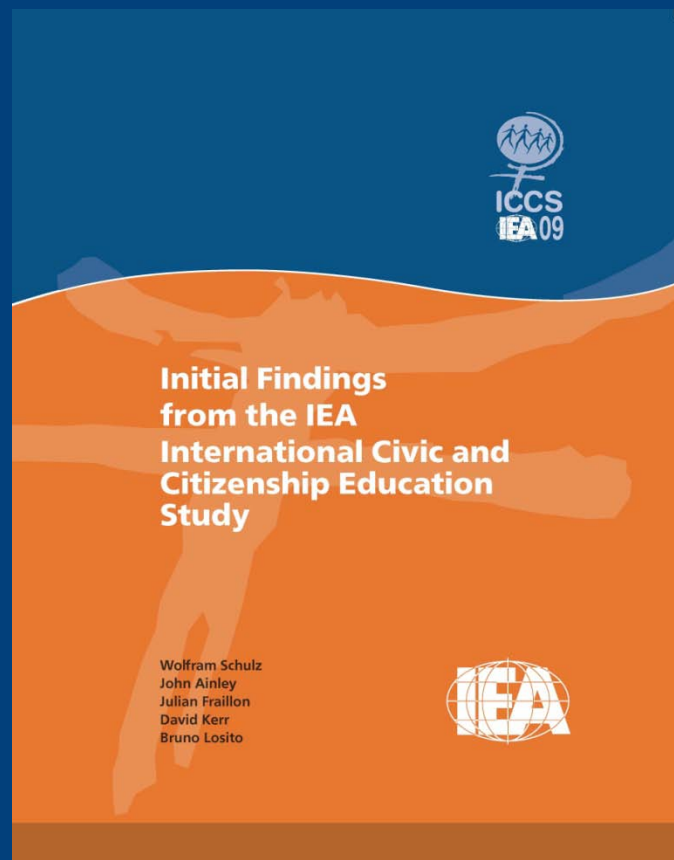
# Report on initial findings



Schulz, W., Ainley, J., Fraillon, J., Kerr, D. & Losito, B. (2010). *Initial Findings from the IEA International Civic and Citizenship Education Study*. Amsterdam: IEA.

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# Report on initial findings - contents

- National contexts for civic and citizenship education
- Assessment results for students' civic knowledge
- Results on selected student perceptions and behaviours
- School and community contexts
- Influence of family background on civic knowledge and interest

# Extended international report



- Schulz, W., Ainley, J., Fraillon, J., Kerr, D., & Losito, B. (2010). ICCS 2009 International Report: Civic knowledge, attitudes and engagement among lower secondary school students in thirty-eight countries.
- To be released end of November 2010
- More detailed results on student attitudes, perceptions and behaviours as well as on school and community context
- Multivariate analysis to explain civic knowledge and expected participation

# Extended international report - contents



- Contexts for civic and citizenship education
  - NCS results and country statistics
- Students' civic knowledge
- Students' civic value beliefs and attitudes
- Students' civic engagement
- The role of schools and communities

# Extended international report - contents



- The influences of family background
  - Bivariate association
  - Multiple regression models
- Explaining variation in learning outcomes
  - Two-level regression analysis for civic knowledge
  - Multiple regression analysis for expected participation as adults

# Summary of ICCS results

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# Educating for Citizenship

- Different approaches to citizenship education evident
- Approaches include teaching it as specific subject, integration into other subject and implementation as a cross-curricular theme
- Twenty-one of 38 countries have specific subject concerned with civic and citizenship education



# Educating for Citizenship

- Topics most frequently emphasized in curriculum
  - Human rights (in 25 countries)
  - understanding different cultures and ethnic groups (in 23 countries)
  - the environment (in 23 countries)
  - parliament and government systems (22 countries)
  - voting and elections (20 countries)

# Knowledge for citizenship

- Civic knowledge was broadly defined as encompassing reasoning and analysis as well as knowing facts
- Included elements and concepts of citizenship as well as traditional civic education
- International proficiency scale with mean of 500 across participating countries

# Knowledge for citizenship

- Considerable variation between participating countries
- Four countries not significantly different from ICCS average
- Average scores of 14 countries were significantly higher
- Average scores of 18 countries were significantly lower

Country	Years of schooling	Average age	Civic Knowledge								Average scale score	
			200	300	400	500	600	700	800			
Finland	8	14.7								576	(2.4)	▲
Denmark †	8	14.9								576	(3.6)	▲
Korea, Republic of¹	8	14.7								565	(1.9)	▲
Chinese Taipei	8	14.2								559	(2.4)	▲
Sweden	8	14.8								537	(3.1)	▲
Poland	8	14.9								536	(4.7)	▲
Ireland	8	14.3								534	(4.6)	▲
Switzerland †	8	14.7								531	(3.8)	▲
Liechtenstein	8	14.8								531	(3.3)	▲
Italy	8	13.8								531	(3.3)	▲
Slovak Republic²	8	14.4								529	(4.5)	▲
Estonia	8	15.0								525	(4.5)	▲
England ‡	9	14.0								519	(4.4)	▲
New Zealand †	9	14.0								515	(5.0)	▲
Slovenia	8	13.7								513	(2.7)	▲
Norway †	8	13.7								512	(3.4)	▲
Belgium (Flemish) †	8	13.9								512	(4.7)	▲
Czech Republic †	8	14.4								512	(2.4)	▲
Russian Federation	8	14.7								506	(3.8)	
Lithuania	8	14.7								503	(2.8)	
Spain	8	14.1								503	(4.1)	
Austria	8	14.4								500	(4.0)	
Malta	9	13.9								499	(4.5)	▼
Chile	8	14.2								495	(3.5)	▼
Latvia	8	14.8								482	(4.0)	▼
Greece	8	13.7								476	(4.4)	▼
Luxembourg	8	14.6								473	(2.2)	▼
Bulgaria	8	14.7								466	(5.0)	▼
Colombia	8	14.4								462	(2.9)	▼
Cyprus	8	13.9								453	(2.4)	▼
Mexico	8	14.1								452	(2.8)	▼
Thailand †	8	14.4								452	(3.7)	▼
Guatemala¹	8	15.5								435	(3.8)	▼
Indonesia	8	14.3								433	(3.4)	▼
Paraguay¹	9	14.9								424	(3.4)	▼
Dominican Republic	8	14.8								380	(2.4)	▼

60 point difference

60 point difference

# Knowledge for citizenship

- Three proficiency levels were established
- Hierarchy of civic knowledge in terms of increasing sophistication
  - From engagement with fundamental principles and broad concepts to application of knowledge and evaluation or justification of policies

- On average:
  - 28% were at Level 3
  - 31% at Level 2
  - 26% at Level 1
  - 16% below Level 1
- In four highest performing countries over half of students in highest level
- In four lowest performing countries over 70 percent in lowest level or below

# Explaining civic knowledge

- Girls scored significantly higher in 31 out of 38 ICCS countries
- Larger gender differences found than in CIVED
- Broadened and more contextualised assessment domain

# Changes since 1999

- Comparison of “civic content knowledge” for 15 countries with IEA CIVED study in 1999
- Indication that there was significant decline in seven countries and increase in one country (Slovenia)
- Caveat: Changes in test design and small number of link items!



Country	Years of Schooling	Mean Scale Score 2009	Average Age 2009	Mean Scale Score 1999	Average Age 1999	Differences between 1999 and 2009	Differences 1999/2009				
							-20	-10	0	10	20
Slovenia	9	104 (0.6)	14.7	102 (0.5)	14.8	3 (1.0)					
Finland	8	109 (0.7)	14.7	108 (0.7)	14.8	1 (1.1)					
Estonia	8	95 (0.9)	15.0	94 (0.5)	14.7	1 (1.2)					
Chile	8	89 (0.7)	14.2	89 (0.6)	14.3	0 (1.1)					
Lithuania	8	94 (0.6)	14.7	94 (0.7)	14.8	0 (1.1)					
Italy	8	100 (0.7)	13.8	101 (0.7)	13.9	-1 (1.2)					
Latvia	8	91 (0.6)	14.8	92 (0.9)	14.5	-1 (1.2)					
Switzerland (German)†	8	94 (1.0)	14.8	95 (0.9)	15.0	-2 (1.5)					
Colombia	8	85 (0.6)	14.4	89 (0.8)	14.6	-4 (1.1)					
Norway †~	9	97 (0.8)	14.7	103 (0.5)	14.8	-5 (1.1)					
Greece	9	102 (0.8)	14.7	109 (0.7)	14.7	-7 (1.3)					
Poland	8	103 (1.0)	14.9	112 (1.3)	15.0	-9 (1.8)					
Slovak Republic¹	8	97 (1.1)	14.4	107 (0.6)	14.3	-10 (1.4)					
Czech Republic †	8	93 (0.5)	14.4	103 (0.8)	14.4	-10 (1.1)					
Bulgaria	8	88 (0.9)	14.7	99 (1.1)	14.9	-11 (1.5)					
Average		96 (0.0)	14.6	100 (0.0)	14.6	-4 (0.1)					

#### Countries with different survey periods in 1999

England² ‡	9	90 (0.7)	14.0	96 (0.6)	14.7	-6 (1.1)					
Sweden³	8	98 (0.8)	14.8	97 (0.8)	14.3	0 (1.2)					

# Student perceptions and behaviours

- ICCS measured student perceptions and behaviours relevant to civic and citizenship education
  - Value beliefs
  - Attitudes
  - Behavioural intentions
  - Behaviours

# Value beliefs

- Overwhelming majorities of students tended to agree with statements reflecting basic democratic values
- Young people supported restrictions on media and more power to security agencies as reactions toward terror threats
- High ratings for importance of voting for being a good citizenship but not for joining political parties

# Trust in institutions

- Only 40 percent of students expressed trust in political parties
- On average, 60 percent of students expressed trust in national government
- 75 percent stated trust in schools
- Considerable variation: In some countries students had higher levels of trust (in particular in Northern Europe)

# Student preferences for political parties

- Students were asked whether they like one political party more than others
- On average, about half of the students did not express any preferences
- There were considerable differences between countries

# Support for gender equality

- Similar results as in 1999 CIVED study
- On average over 90 percent agreed with positive statements regarding equal rights for gender groups
- Female students were significantly more supportive of gender equality than male students

# Student interest in political and social issues



- Generally, student interest was greater in domestic political or social issues than in foreign issues or international politics
- Gender differences tended to be small
- Only smaller associations with parental occupational status and immigrant background but large association with parental interest in political/social issues

# Active participation

- Student participation in the wider community (e.g. human rights association, political youth groups) was not very common
- Civic participation at school (debates, elections) was much more widespread



# Expected participation in the future

- Large majorities (about 80%) expected to vote as adults in national elections
- Expectations to vote associated with higher civic knowledge and interest in political or social issues
- Only minorities of students expected more active forms of participation (like joining a political party or standing as candidate in local elections)

# Teaching of civic and citizenship education

- School principals reported different approaches to teaching civic and citizenship education
- Only minorities of students (23% on average) were at schools with no specific provision for this learning area

# Aims of civic and citizenship education

- Teachers were asked to name the three most important aims
- “Development of knowledge and skills” regarded as the most frequently mentioned aim
- Development of active participation not frequently named
  - Teachers teaching all subjects included in survey

# School-based participation in local communities

- According to ICCS teacher survey target grade students frequently participate in community events
- Focused on sport events and cultural activities
- Only minorities of teachers report involvement in human rights projects or activities to help underprivileged people

# Influences of family background

- Indicators of socioeconomic background were consistently associated with civic knowledge
  - **Notable difference between countries!**
- Smaller associations of civic knowledge with immigrant background and parental interest in social and political issues
- Strong association between home orientation and students' interest in political and social issues

# Explaining variation in civic knowledge



- Test language, gender, socioeconomic background, media use and discussions with parents important predictors at student level
- Important school-related student level predictors were expected further education, perceptions of openness in classroom discussions and experiences with voting
- School average SES most important school level predictor, school average of perceptions of openness in classroom significant in a number of countries

# Explaining variation in expected participation

- Dependent variables: Expected electoral and active political participation
- Student background not so important
- Students' self-beliefs and motivation as well as attitudes toward civic institutions associated with expected political participation
- Civic knowledge positive predictor of expected electoral participation

# Looking across countries

- Comparing country-level variations of cognitive and affective-behavioural averages there were some interesting regional patterns
- A number of countries with very low levels of civic knowledge tended to have students with high scores on civic engagement (and vice versa)



# European outcomes

- Generally higher levels of civic knowledge but considerable variation among European countries
- Basic facts on European Union well known but considerable variation for more test items measuring in-depth knowledge
- Strong sense of European identity and support for increased harmonization
- Low levels of participation in activities related to Europe

# Latin American outcomes

- Not unexpectedly, lower levels of civic knowledge in these countries
- Students not supportive of authoritarian government and corrupt practices but many students prepared to justify dictatorships
- Many students experience verbal and physical abuse at schools and considerable minorities support use of violence

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# Outlook

- ICCS provides a rich database that will be available for secondary analyses
- Regional module data likely to further stimulate regional initiatives (in particular in Europe and Latin America)
- Baseline for further surveys on civic and citizenship education in the future

# Thank you!

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