ICCS 2016
Final report

Wolfram Schulz, Bruno Losito & Ralph Carstsens
ICCS 2016 overview

• Second cycle of the *International Civic and Citizenship Education Study* (ICCS)

• Investigates the ways young people are prepared for citizenship

• Two broad assessment domains
  – Student’s civic knowledge
  – Students’ attitudes and engagement

• Contextual data collection
  – Student background
  – School and classroom contexts
  – Wider community (e.g. curricular context for civic and citizenship education)
ICCS 2016 study development

- 2013: Development of assessment framework
- 2013-2014: Instrument development
- 2014: International field trial
- 2015: Final revision of instruments
- 2015-2016: Main survey data collection
- 2017-2018: Reporting phase
ICCS 2016 Assessment Framework

Participating countries

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

58th IEA Annual General Assembly – Budapest, 11-13 October 2017
Data collection for ICCS 2016

• Random samples
  – 24 participating countries
  – 3,800 schools (sampled proportional to size)
  – 37,000 teachers (random samples within schools)
  – 94,000 students (intact classrooms within schools)

• Student instruments
  – A test of civic knowledge (incl. 44 ICCS 2009 test items)
  – Questionnaire-type assessment of background, attitudes and engagement

• Teacher and school questionnaires
  – Questions on aspects of civic and citizenship education
  – Questions on school characteristics/climate

• National centres
  – Questions about education system, policy and practice, teacher preparation and assessment in learning area
Data collection for ICCS 2016 (cont’d)

• Southern Hemisphere
  – October to December 2015

• Northern Hemisphere
  – February to May 2016

• Student survey
  – Three participants failed to meet sample participation requirements (reported in separate sections)

• Teacher survey
  – Five participants failed to meet sample participation requirements (reported in separate sections)
  – Data from two participants not reported due to deviations from sampling procedures or extremely low response rates
Regional instruments

• Developed to assess region-specific aspects related to civic and citizenship education
  – Student questionnaires (including some ICCS 2009 material)

• European student questionnaire
  – Small number of items from ICCS 2009
  – Designed to measure students’ perceptions of European identity, migration, cooperation and expectations for the future

• Latin American student questionnaire
  – Large proportion of ICCS 2009 material
  – Designed to measure student perceptions of authoritarian government, corruption, violence, tolerance and discrimination
ICCS 2016 publications

• International report (November 2017)

• European report (November 2017)
Future ICCS 2016 publications

• Technical report (March 2018)

• Latin American report (April 2018)
Future publications and activities

• Country perspectives volume
  – Possible additional publication
  – Covering information typical for encyclopaedias
  – Reflect on impact of ICCS and other studies on civic and citizenship education policy and practice

• Thematic reports based on ICCS 2016 data
  – As part of IEA in-depth report series or separate

• Release of public-use IDB and user guide (March 2018)
  – Possible cooperation with CivicLEADS data archive

• Analysis workshops
  – In Hamburg (March 2018)
  – At CIES 2018, AERA 2018 (to be confirmed)
Indicators used in ICCS 2016

• Test scale scores
  – Plausible values
  – Equated to civic knowledge scale established in ICCS 2009 (500 = average in previous cycle)

• Questionnaire scale scores
  – IRT scales with identical items equated to ICCS 2009 (50 = average in previous cycle)
  – Modified or new IRT scales (50 = ICCS 2016 average)

• Item level reporting
  – Percentages (often dichotomised, e.g. % agreement)
Research questions

• 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)
Current background of study

- “Democratic recession” after wave of democratisation
  - Surge of populism
  - Return to authoritarian forms of government

- Failures in many countries to mobilise young voters
  - Questions about how to engage young people (social media?)

- Wave of migration
  - Not explicitly covered in ICCS 2016 (it started in 2013!) but data about equal rights/opportunities
Outlook
ICCS 2016 and beyond

• Rich database for future secondary research
  – CIVED 1999 and ICCS 2009 were used for a wide range of research studies

• ICCS 2016 is expected to emphasise the relevance of research about CCE in the current global environment
  – Ongoing challenges to preparing young people for citizenship

• Next cycle of ICCS is scheduled for 2022 and preparations have already commenced
  – More details on Thursday
Thank you!
Köszönöm!

Contact:

iccs@iea-hamburg.de
iccs@acer.org