

INTERNATIONAL CIVIC AND CITIZENSHIP EDUCATION STUDY (ICCS) 2016

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MALTA 2016



ICCS 2016

Malta Report

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Foreword

Without doubt, civic and citizenship education are an important base for a society to have responsible citizens and a healthy democratic structure in both the short and the long term. Whilst the emphasis in civic education is placed on the learners' increase in knowledge and their understanding of issues regarding institutions and democratic processes, citizenship education places an emphasis on an understanding of the role they as citizens can play to contribute to a more equitable and democratic society.

A way by which one can gauge how well prepared and willing students are to undertake roles within society is through participation in international studies, such as the International Civic and Citizenship Education Study (ICCS) which looks into the knowledge, perceptions and views of students both locally and in other participating countries on civic and citizenship issues.

Following its participation in ICCS 2009, Malta participated again in the following ICCS study, that of 2016. One's first reaction would be to compare results to see where Malta stands and if there has been any progress or not from the 2009 results, especially in light of the large number of countries participating in 2016, namely 16 European countries, five Latin American countries and three Asian-Pacific countries.

However, one must keep in mind the numerable factors that surely influenced the final results. The number of foreign students in Maltese schools has increased sharply from 2009 to 2016, and so the ICCS 2016 results for Malta reflect the backgrounds and cultures of an ever-increasing number of non-native students who are now studying in Maltese schools. The influx of foreigners has also influenced not just the final overall responses but also the responses of the Maltese students, depending on the relationships these have with both refugees as well as students from other countries.

Another factor that must be taken into consideration is that during the time the ICCS 2016 was conducted the local political scene was very active. This certainly influenced students' responses on their attitudes, perceptions, behaviours and behavioural intentions with regards to issues of democracy, trust in politicians and issues that were on the political agenda, such as immigration and the environment.

One cannot but state that successful participation in ICCS is the result of the co-ordinated work of various entities and individuals, both within schools where the exercise is conducted, as well as in its preparation, collection and processing of data carried out by officials within the Educational Assessment Unit within the Directorate for Learning and Assessment Programmes.

The results being published are an important indicator of where one is to dedicate more time and efforts to ensure that present and future generations will be equipped with the necessary skills and knowledge to be effective citizens. Another scope of the report is to see which attitudes need to be developed further too, for the benefit of the students themselves and society in general.

The ICCS 2016 report should serve as a tool for officials within the Ministry for Education and Employment to plan and then implement the necessary action that can help develop even further the student's competences.

It is also an eye-opener for both educators as well as parents and carers, so that, through both formal and informal education, both within as well as outside of schools and other formal education settings, students will increase not just their awareness of but also their dispositions with regards to civic and citizenship issues, such as those having to do with national identity, international relations and democracy.

An ever-changing world brings about new challenges in the education of students to prepare them for their role as active citizens. This ICCS 2016 report is an important tool towards the attainment of these aims since it can assist us to know where we stand and then plan the way forward, for the benefit of these young people and society in general.



Stephen Camilleri and Dunstan Hamilton
Education Officers for Personal Social Career Development

Acknowledgements

The ICCS 2016 National Report is the conclusion of a process begun in 2013 and which included various significant stages. These included the first participation by Malta in the piloting of an international student assessment when English-speaking countries were asked to take part in the piloting of new test questions and the European Regional Questionnaire. This necessitated the input of eight heads of school and another eight teachers together with around 90 students.

The piloting stage was then followed by the field trial which was run in 25 state, Church and Independent schools and which saw the participation of around 1,200 students. The data generated during the field trial assisted the international organisers in formulating the final test items and questionnaire items which were eventually included in the ICCS 2016 main survey proper which was administered in April 2016. The main survey was administered with all Year 9 students in Maltese schools and included the completion of questionnaires by the participating students, heads of school and a sample of around 740 teachers.

The ICCS National Unit (within the Educational Assessment Unit) is therefore particularly grateful to all the participating schools for the cooperation that was forthcoming when administering this study. Special thanks go to all the heads of school, the school coordinators who were responsible for the actual administration of the study in their respective schools, the teachers who completed the questionnaires, and the participating students.

Other persons and entities who contributed to the successful administration of ICCS 2016 in Malta include the Transport Section within the Strategy and Support Department, the officers who coded the test items and clerical staff at EAU who then inputted the data.

Finally, our special appreciation goes to Professor Liberato Camilleri of the University of Malta, who analysed both the international and national data in order to author the present National Report. His utmost commitment to this task, his enthusiasm when commenting on aspects of the emerging results and his expertise in the field are duly acknowledged.

ICCS National Unit
Educational Assessment Unit
Directorate for Learning and Assessment Programmes

Executive Summary

The civic and citizenship education study is an on-going, comparative research program of the International Association for the Evaluation of Educational Achievement (IEA), which studies the ways in which young people are prepared to undertake their roles as citizens. It investigates student knowledge and understanding of civics and citizenship as well as student attitudes, perceptions and activities related to civics and citizenship. It also examines differences among countries in these outcomes of civic and citizenship education and how differences among countries relate to student and national characteristics, and school and community contexts.

IEA has conducted four international comparative studies about civic and citizenship education. The first IEA study was conducted in 1971 as part of the Six Subject Study. This included the assessment of civic knowledge among 10- and 14-year-old students, and the collection of questionnaire-based data from students, teachers and heads of school. The second IEA Civic Education (CIVED) study was conducted in 1999 and investigated civic education with respect to new challenges that emerged in educating young people for their roles as citizens. The third IEA International Civic and Citizenship Education Study (ICCS) was conducted in 2009 and expanded on previous IEA studies of civic education, particularly the CIVED. ICCS established a baseline study for future assessments in this learning area by including a student test of civic knowledge and understanding, as well as questionnaires for students, teachers and heads of school. This report summarizes the fourth IEA International Civic and Citizenship Education Study (ICCS), which was conducted in 2016.

Background and overview

- Malta participated in the 2009 and 2016 ICCS cycles, where the participants were students aged approximately 14 years.
- A total of 24 countries participated in ICCS 2016, where sixteen of these countries were European.
- The Maltese group participating in the ICCS 2016 study comprised 1932 (51.3%) males and 1832 (48.7%) females, making a total 3764 students, who were all selected from the 47 state, church and independent secondary schools located in Malta and Gozo.
- The participants comprised 953 males and 998 females from 18 State schools, 746 males and 663 females from 21 Church schools and 233 males and 171 females from 8 Independent schools.
- The selected Maltese teacher group participating in the ICCS 2016 study comprised 242 (32.8%) males and 495 (67.2%) females, making a total 737 teachers. These teachers were selected randomly from 47 schools ensuring a good geographical representation. The sample comprised 105 males and 198 females from 18 States schools, 102 males and 216 females from 21 Church schools and 35 males and 81 females from 8 Independent schools.
- The cognitive student test consisted of items measuring students' civic knowledge and ability to analyse and reason. The four content domains in the ICCS assessment framework include *civic society and systems*, *civic principles*, *civic participation* and *civic identities*;

while the two cognitive domains in the ICCS assessment framework include *knowing* and *reasoning and analysing*.

- The cognitive student test consisted of 88 items measuring civic and citizenship knowledge, analysis and reasoning. The assessment items were assigned to eight booklets and each student had to complete one of the booklets in 45-minutes.
- The school questionnaire was administered to all heads of school to gather information about heads' of school perceptions of factors related to the context of civic and citizenship participation.
- The teacher questionnaire was administered to selected teachers to gather information about teachers' background variables and teachers' perceptions of factors related to the context of civic and citizenship education.
- The student questionnaire was administered to all students to gather information about students' background variables and students' perceptions of factors related to attitudes, value beliefs and engagement.
- The regional (European) student instrument was administered to all students to gather information about students' European perceptions of factors related to the context of civic and citizenship education.
- A number of scales were generated from these four questionnaires to obtain indices related to affective-behavioural and contextual factors. These scales were standardized to have a mean of 50 and a standard deviation of 10 for equally weighted national samples.
- Statistical inference was carried out either by providing 95% confidence interval or by conducting statistical tests, particularly the Independent samples t-test and One-Way ANOVA to compare mean scores between two or more groups. Regression analysis was used to relate attainment in civic knowledge to a number of predictors collectively. These predictors are mostly related to students' attitudes, value beliefs and engagement.

Attainment in civic knowledge

- Sixteen countries scored significantly higher than Malta in civic knowledge, while six countries scored significantly lower. The mean civic knowledge (ICCS) scores of Malta (491) and Latvia (492) were similar and the difference was not significant.
- Malta scored higher than Bulgaria, Chile, Colombia, Mexico, Peru and Dominican Republic in civic knowledge attainment
- Malta scored lower than Denmark, Chinese Taipei, Sweden, Finland, Norway, Netherlands, Estonia, Korean Republic, Russia, Belgium, Germany, Slovenia, Croatia, Italy, Hong Kong, Lithuania and Latvia in civic knowledge attainment.
- The percentages of Maltese students performing at levels A, B, C, D and below level D are 26.2%, 31.7%, 23.2%, 13.4% and 5.5% respectively. The corresponding international mean percentages are 34.7%, 31.5%, 21.2%, 9.8% and 2.7%.
- In all participating countries female students scored higher than males in civic knowledge attainment, where Malta had the largest gender gap (38 scale points).

- Student attainment in civic knowledge differs significantly between school types. Male and female students attending Independent schools and female students attending Church schools scored significantly higher in civic knowledge, compared to the international average (517).
- Female students attending State and Church schools scored significantly higher in civic knowledge than their male counterparts; however, gender difference was not significant for students attending Independent schools.
- The mean civic knowledge score of Maltese students in the ICCS 2016 cycle (491) was 1 point higher than the ICCS 2009 cycle (490); however, this increment was not significant at the 0.05 level of significance.
- For both male and female students attending State and Independent schools the improvement in the mean ICCS scores between the two cycles were marginal. For students attending Church schools there was a significant improvement for female students and a marginal reduction for males.
- Between ICCS 2009 and ICCS 2016, the gender gap in civic knowledge attainment increased, particularly in Church schools.
- Students' civic knowledge attainment is related to parental education, occupation and income, socio-economic status and number of books at home. Students who have many books at home and whose parents have a high income and a high educational and occupational level are more likely to score higher in civic knowledge than their counterparts with few books at home and parents who have a low socio-economic status.

Contexts for Civic and Citizenship Education

- The findings in this chapter indicate the variation in the national contexts in which civic and citizenship education is provided. These variations are an important part of any study of young people's civic related learning outcomes and indicators of civic engagement.
- The basic characteristics underline the considerable variation among ICCS countries in terms of their population size, economic resources, voting behaviour, political and education systems and economic resources.
- The ICCS 2016 school questionnaire includes a question about the schools' autonomy. In Maltese schools, the level of autonomy in organizing extra-curricular activities is higher than the international average. However, the level of autonomy in establishing student assessment procedures and tools, planning the curriculum, choosing textbooks and teaching materials, determining the content of in-service professional development programmes for teachers, participating in projects in partnership with other schools at national/international levels, and establishing cooperation agreements with organisations and institutions are lower than the international average. Independent and Church schools are more autonomous in planning aspects of civic and citizenship education than State schools.
- In most participating countries, including Malta, civic and citizenship is taught by teachers of subjects related to human/social sciences; while few countries provide civic and citizenship education as an extra-curricular activity. The percentage of Maltese schools where civic and citizenship is taught as a separate subject by teachers who specialize in the area of civic and citizenship education is significantly higher than most other country percentages.

- The ICCS 2016 school questionnaire includes a question enquiring perceptions of teachers and heads of school regarding the importance of the aims of civic and citizenship education. ‘Promoting respect for and safeguard of the environment’, ‘Promoting knowledge of citizens’ rights and responsibilities’ and ‘Promoting students’ critical and independent thinking’ were highlighted by both Maltese teachers and heads of schools as the three most important aims of civic and citizenship education; while ‘Preparing students for future political engagement’ was the least important aim.
- Civic and citizenship education in the curriculum also includes a wide range of topics. Maltese teachers are more prepared in topics related to the environment and environmental sustainability, equal opportunities for men and women, citizens’ rights and responsibilities, responsible internet use, critical and independent thinking and conflict resolution. However, Maltese teachers are less prepared in topics related to voting and elections, constitution and political systems, and global community and international organisations.
- Training for teachers teaching civic and citizenship education is provided at pre- or in-service levels. More countries offer provision through in-service training than through pre-service training for specialist teachers and for teachers of subjects not related to civic and citizenship education. Malta offers both pre- and in-service training to teachers of subjects related to civic and citizenship education but offers solely in-service training to teachers of subjects not related to civic and citizenship education.

Perceptions of Heads of school

- Malta’s mean scale score for ‘Availability of resources in the local community’ (50.2) is marginally above the ICCS international average (50). Mean scores vary marginally between school types implying that the resources available in the local community where the school is located are comparable across school types.
- Malta’s mean scale score for ‘Student opportunities to participate in community activities’ (49.6) is marginally below the ICCS international average (50). Mean scores vary marginally between school types implying that the opportunities made available to students by the school to participate in community activities are comparable across school types.
- Malta’s mean scale score for ‘Environment-friendly practices at school’ (53.3) is significantly higher than the ICCS international average (50). This implies that environment-friendly practices are more prevalent locally than in schools abroad. Mean scores vary marginally between school types, implying that environment-friendly practices are implemented in all school types.
- Malta’s mean scale score for ‘Teacher participation in school governance’ (48.1) is lower than the ICCS international average (50), implying that teachers’ participation in school governance is less prevalent locally than in schools abroad. Mean scores vary significantly between school types, where participation in school governance is highest in Independent schools, followed by Church and State schools.
- Three scales were generated to evaluate sources of social tension, which include ‘Crime’, ‘Ethnic and religious conflict’ and ‘Poverty’. Malta’s mean scale scores for ‘Crime’ (46.5) and ‘Poverty’ (42.0) are significantly lower than the ICCS international average (50). This implies that heads of school are less concerned about crime and poverty than most foreign

heads of school. Malta's mean scale score for 'Ethnic and religious conflict' (50.3) is marginally higher than the ICCS international average (50). Mean scores vary marginally between school types implying that heads of State, Church and Independent schools have similar view regarding the sources of social tension in Malta.

- Malta's mean scale scores for 'Teachers' and students' sense of belonging to school' (53.3 and 54.1 respectively) are significantly higher than the ICCS international average (50), implying that teachers' and students' sense of belonging to school are higher locally than in schools abroad. Mean scores vary considerably between school types, where teachers' and students' sense of belonging to school is higher in Church and Independent schools than State schools.
- Malta's mean scale scores for 'Bullying at school' (55.4) is significantly higher than the ICCS international average (50), implying that bullying in Maltese schools is more prevalent than schools abroad. Mean scores vary marginally between school types implying that bullying is manifested in all school types.
- Malta's mean scale scores for 'Activities to prevent bullying at school' (52.6) is significantly higher than the ICCS international average (50), implying that Maltese schools are engaging more than schools abroad to reduce bullying at school. Mean scores vary marginally between school types implying that all school types are engaging to control this problem.
- Malta's mean scale score for 'Engagement of the school community' (49.6) is marginally below the ICCS international average (50). Mean scores vary marginally between school types implying that engagement of teachers, students and parents in decision-making processes is comparable across school types.

Roles of Teachers in Civic and Citizenship Education

- Malta's mean scale score for 'Students' participation in community activities' (48.7) is lower than the ICCS international average (50). This implies that, according to teachers, students' participation in community activities is less prevalent locally than in schools abroad. Mean scores vary marginally between school types, implying that this lack of participation is manifested in all schools types.
- Malta's mean scale score for 'Social problems at school' (50.8) is marginally higher than the ICCS international average (50). Mean scores vary significantly between school types, where social problems in State schools are more prevalent than Church and Independent schools, according to teachers.
- Malta's mean scale score for 'Students' good behaviour at school' (47.7) is significantly lower than the ICCS international average (50), implying that well-behaved students are less prevalent in local schools than schools abroad. Mean scores vary significantly between school types, where good student behaviour is less common in State schools than Independent and Church schools, according to teachers.
- Malta's mean scale score for 'Bullying at school' (52.6) is significantly higher than the ICCS international average (50), implying that bullying is more prevalent in local schools than schools abroad, according to teachers. Mean scores vary marginally between school types, which implies that teachers share similar views as heads of school that bullying is exhibited in all school types.

- Malta's mean scale score for 'Classroom climate' (46.8) is significantly lower than the ICCS international average (50), implying that relationships and respect between classmates is poorer in local classrooms than classes abroad. According to teachers, poor relationships and lack of respect between classmates is more prevalent in State than Church schools.
- Malta's mean scale score for 'Classroom activities related to civic and citizenship education' (50.5) is marginally above the ICCS international average (50). Mean scores vary marginally between school types implying that classroom activities related to civic and citizenship education are similar across school types, according to teachers.
- Malta's mean scale score for 'Preparation for teaching civic and citizenship education topics' (50.1) is marginally above the ICCS international average (50). Mean scores vary marginally between school types implying that preparations for teaching civic and citizenship education topics are similar across school types, according to teachers.
- Malta's mean scale score for 'Training in teaching methods and approaches' (45.7) is significantly lower than the ICCS international average (50), implying that teacher training in teaching methods and approaches is less prevalent in Malta than abroad. Mean scores differ marginally between school types, implying that this lack of training applies to all school types.
- Malta's mean scale score for 'Training in teaching in topics related to civic and citizenship education' (47.4) is significantly lower than the ICCS international average (50), implying that teacher training in teaching in topics related to civic and citizenship education is less prevalent in Malta than abroad. Mean scores differ marginally between school types, implying that this lack of training applies to all school types.
- Malta's mean scale score for 'Teachers' willingness to participate in school tasks' (44.2) is significantly lower than the ICCS international average (50), implying that Maltese teachers are less willing to participate in school tasks than teachers abroad. Mean scores differ significantly between school types, where State school teachers are less willing to actively engage in school development activities and taking on tasks and responsibilities in addition to teaching, compared to Church and Independent school teachers.

Students' Civic Engagement

- Malta's mean scale score for 'Students' interest in political and social issues outside school' (53.3) is significantly higher than the ICCS international average (50), implying that Maltese students display more interest in political and social issues than foreign students. Mean scores differ significantly between school types, where Maltese Independent school students display most interest, while State schools students display least interest.
- Malta's mean scale score for 'Students' sense of citizenship self-efficacy' (50.6) is marginally above the ICCS international average (50). Mean scores vary marginally between school types implying that Maltese students' sense of citizenship self-efficacy' is comparable across school types.
- Malta's mean scale score for 'Students' participation in legal activities to support an issue' (49.5) is marginally below the ICCS international average (50). Maltese male students attending State and Independent schools scored higher on expected participation in legal activities than their female counterparts, however there was no gender discrepancy for students attending Church schools.

- Malta's mean scale score for 'Students' participation in illegal activities to support an issue' (50.3) is marginally above the ICCS international average (50). Maltese male students, particularly those attending State schools, scored significantly higher on expected participation in illegal activities than their female counterparts.
- Malta's mean scale score for 'Students' expected electoral participation' (50.0) is identical to the ICCS international average (50). Female students attending State and Church schools scored significantly higher than their male counterparts, implying that Maltese female students intend to participate in future elections more than males.
- Malta's mean scale score for 'Students' expected participation in political activities' (50.0) is identical to the ICCS international average (50). Maltese male students attending State and Church schools scored significantly higher than their female counterparts, implying that male students intend to participate in future political activities more than females.
- Malta's mean scale score for 'Students' expected participation in future school-based activities' (50.3) is marginally above the ICCS international average (50). Maltese male students attending State and Church schools scored significantly higher than their female counterparts, implying that male students intend to participate in future school-based activities more than females.
- Malta's mean scale score for 'Students' civic participation through social media' (48.3) is significantly lower than the ICCS international average (50). This implies that students' engagement in a political or social issue through social media is less prevalent in Malta than abroad. Mean scores vary significantly between school types, where Maltese students attending Independent schools are more likely to participate in such activities than State and Church school students.
- Malta's mean scale score for 'Students' civic participation in the wider community' (51.0) is higher than the ICCS international average (50). This implies that students' involvement in the wider community is more prevalent in Malta than abroad. Mean scores vary significantly between school types, where Maltese students attending Church and Independent schools are more likely to participate in the community than students attending State schools.
- Malta's mean scale score for 'Students' civic participation in school activities' (50.5) is marginally higher than the ICCS international average (50). This implies that students' involvement in school activities is more prevalent in Malta than abroad. Mean scores vary significantly between school types, where students attending Church schools are more likely to participate in school activities than students attending State and Independent schools.
- Regression analysis shows that with the exception of 'Teachers' willingness to participate in school tasks' all other students' engagement predictors are significantly related to attainment in civic and citizenship knowledge. These ten engagement predictors explain 28.2% of the total variation in the ICCS scores.

Students' Value Beliefs and Attitudes

- Malta's mean scale score for 'Students' perceptions of conventional-related citizenship' (49.7) is marginally below the ICCS international average (50). Mean scores vary marginally between school types implying that Maltese students' perception of good citizenship is similar across school types.

- Malta's mean scale score for 'Students' perceptions of social movement-related citizenship' (49.8) is marginally below the ICCS international average (50). Across all school types, female students scored significantly higher on the importance of social movement-related citizenship than their male counterparts. This implies that Maltese female students are more likely to promote human rights, protect the environment and natural resources and engage in activities to help the community than males.
- Malta's mean scale score for 'Students' trust in institutions' (52.2) is significantly higher than the ICCS international average (50), implying that the trust feelings of Maltese students in a variety of state and civic institutions in society is higher than for foreign students. Mean scores vary significantly between school types, where Maltese students attending State and Church schools exhibit more trust in institutions than Independent school students.
- Malta's mean scale score for 'Students' attitudes toward the influence of religion in society' (53.8) is significantly higher than the ICCS international average (50), implying that Maltese students have more positive attitudes towards the desirability of religious influence on society than foreign students. Mean scores vary significantly between school types and gender groups, where male students attending State and Church schools have more positive attitudes toward the influence of religion in society than females attending Independent schools.
- Malta's mean scale score for 'Students' attitudes toward equal rights for all ethnic groups' (50.6) is marginally higher than the ICCS international average (50). Mean scores vary significantly between school types and gender groups, where Maltese female students attending Independent schools have more positive attitudes toward equal rights for all ethnic groups than male students attending State and Church schools.
- Malta's mean score for 'Students' attitudes toward gender equality' (53.1) is significantly higher than the ICCS international average (50), implying that Maltese students express more support for gender equality than foreign students. Mean scores vary significantly between gender groups, where Maltese female students have more positive attitudes toward gender equality than males.
- Malta's mean score for 'Students' experiences of bullying and abuse' (52.1) is significantly higher than the ICCS international average (50), implying that bullying in Maltese schools is more prevalent than schools abroad. Mean scores vary significantly between gender groups, where Maltese male students experience more bullying and abuse than females.
- Malta's mean scale score for 'Students' value assessment of participation at school' (50.9) is marginally higher than the ICCS international average (50). Mean scores vary significantly between gender groups, where Maltese female students are more likely to participate in civic-related activities at school than males.
- Malta's mean scale score for 'Students' attitudes toward their country of residence' (50.5) is marginally higher than the ICCS international average (50). Mean scores vary significantly between school types, where Maltese students attending State and Church schools endorse a more positive attitude toward their country of residence than students attending Independent schools.
- Regression analysis shows that with the exception of 'Students' attitudes toward their country of residence' all other students' value beliefs and attitude predictors are significantly related to attainment in civic and citizenship knowledge. These nine value beliefs and attitude predictors explain 34.9% of the total variation in the ICCS scores.

Students' European Perspective

- Malta's mean scale score for 'Students' positive expectation for European future' (52.7) is significantly higher than the ICCS international average (50), implying that Maltese students have a more positive perspective for Europe's future than foreign students. Mean scores vary significantly between gender groups, where Maltese male students have more positive prospects for European future than females.
- Malta's mean scale score for 'Students' negative expectation for European future' (48.3) is significantly lower than the ICCS international average (50), implying that Maltese students have a less negative perspective for Europe's future than foreign students. Mean scores vary significantly between school types, where Maltese students attending State schools have less negative expectation for European future than Church and Independent school students.
- Malta's mean scale score for 'Students' attitudes toward European cooperation' (51.0) is higher than the ICCS international average (50), implying that Maltese students have a more positive attitude toward European cooperation than foreign students. Mean scores vary significantly between school types, where students attending State schools have less positive attitude toward European cooperation than Church and Independent school students.
- Malta's mean scale score for 'Students' attitudes toward the European Union' (54.4) is significantly higher than the ICCS international average (50), implying that Maltese students have a stronger identification with European citizenship than foreign students. Maltese male students attending Church schools have a more positive attitude toward the European Union than their female counterparts; however, there is no gender discrepancy between students attending Independent and State schools.
- Malta's mean scale score for 'Students' attitudes toward equal rights for immigrants' (48.0) is significantly lower than the ICCS international average (50), implying that Maltese students are less supportive for equal rights to immigrants than foreign students. Mean scores vary significantly between gender groups, where Maltese female students, particularly those attending Independent schools, are more in favour of equal rights for immigrants than males.
- Malta's mean scale score for 'Students' attitudes toward freedom of worker migration in Europe' (50.3) is marginally higher than the ICCS international average (50). Maltese students attending Church and Independent schools are more in favour with free worker movement within Europe than students attending State schools.
- Malta's mean scale score for 'Students' attitudes toward restricting worker migration in Europe' (52.1) is significantly higher than the ICCS international average (50), implying that Maltese students are more in favour of worker movement restrictions than foreign students. Mean scores vary significantly between gender groups, where Maltese male students, particularly those attending State and Church schools, are more in favour of worker migration restrictions than females.
- Malta's mean scale score for 'Students' sense of European identity' (54.1) is significantly higher than the ICCS international average (50), implying that Maltese students have a stronger sense of belonging to Europe than foreign students. Mean scores vary significantly between gender groups, where Maltese male students, particularly those attending Church and Independent schools, have a stronger sense of European identity than females.
- Malta's mean scale score for 'Students' expectations of their future' (51.8) is significantly higher than the ICCS international average (50), implying that Maltese students perceive

better prospects for the next generation than foreign students. Maltese female students tend to have a more positive perspective of their future than males across all school types.

- Malta's mean scale score for 'Students' opportunities to learn about Europe at school' (47.2) is significantly lower than the ICCS international average (50), implying that Maltese students report less opportunities to learn about Europe at school than foreign students. Mean scores vary significantly between gender groups, where Maltese male students report more opportunities to learn about Europe at school than females across all school types.
- Regression analysis shows that with the exception of 'Students' sense of European identity' and 'Students' attitudes toward equal rights for immigrants' all other students' European perspective predictors are significantly related to attainment in civic knowledge. These ten European perspective predictors explain 32.3% of the total variation in the ICCS scores.

1

Background and Overview

1.1 Introduction

The International Civic and Citizenship Education Study (ICCS) is an on-going, comparative research program of the International Association for the Evaluation of Educational Achievement (IEA). ICCS studies the ways in which young people are prepared to undertake their roles as citizens. It investigates student knowledge and understanding of civics and citizenship as well as their value beliefs, attitudes, and behaviours, perceptions and activities. Moreover, ICCS collects and analyses a rich array of contextual data from heads of school, teachers, and the students themselves about the organization and content of civic and citizenship education in the curriculum, teacher qualifications and experiences, school environment and climate, and home and community support. ICCS also examines differences in outcomes of civic and citizenship education between countries and how differences relate to student characteristics, school and community contexts, and national characteristics.

IEA conducted three international comparative studies about civic and citizenship education. The first IEA study was conducted in 1971 as part of the Six Subject Study. This included the assessment of civic knowledge among 10- and 14-year old students, and the collection of questionnaire-based data from students, teachers and heads of school. The second IEA Civic Education (CIVED) study was conducted in 1999 and it investigated civic education with respect to new challenges that emerged in educating young people for their roles as citizens. CIVED was designed to strengthen the empirical foundations of civic education by providing information about the civic knowledge, attitudes, and actions of 14-year-olds and upper secondary students. It focused on school-based learning and on opportunities for civic participation outside the school. It concentrated on three domains: democracy and citizenship; national identity and international relations; and social cohesion and diversity. The third IEA International Civic and Citizenship Education Study (ICCS) was conducted in 2009 and expanded on previous IEA studies of civic education, particularly the CIVED. ICCS established a baseline study for future assessments in this learning area by including a student test of civic knowledge and understanding, as well as questionnaires for students, teachers and heads of school. Moreover, the ICCS 2009 assessment framework was broadened to have a stronger focus on the motivations for, and mechanisms of, participation associated with citizenship; including a wider range of content and placed a greater emphasis on reasoning, analysing and knowing. The civic knowledge test was administered using a balanced rotated design of seven booklets to assess a wider range of content and provide for a more general coverage of thinking processes. Malta was among 38 countries that participated in the ICCS 2009 survey conducted on 14-year-old students.

1.2 The Scope of ICCS 2016 and Research Questions

Since the implementation of the ICCS 2009 survey, a number of new global issues emerged, which have implications on civic and citizenship education across countries:

- The financial crisis and the recession that followed had a strong impact on many societies and underlined the importance of the economy for social cohesion and political stability.
- The potential impact of human activity on the environment, particularly global climate, as well as the long-term sustainability of development have become major issues in debates about their future political, social and economic development.
- The recent movement of large numbers of refugees from African and Middle-Eastern countries has led to growing concerns about how schools can ensure peaceful coexistence within school communities. Abuse and bullying of students are key issues in discussions about schools and learning environments.
- The continuous development of ICT technology has led to an increase in the use of ICT and social media for civic participation. This played a key role in promoting awareness and initiating/maintaining support for an action.

There are also persisting challenges to the study of civic and citizenship education, which has a continuous impact on civic and citizenship education across countries:

- In some countries, which consider themselves as democracies, there are concerns about the real state of the democratic process due to the exclusion of a large part of the population and the erosion of liberties.
- In countries with long-standing democratic traditions, there is evidence of a general slump in citizenship participation, particularly among younger people.
- Increasing globalization continues to influence debate about citizenship education because it challenges the traditional concept of national citizenship and complements the notion of global citizenship.

Previous IEA studies had limitations on the extent to which students' knowledge, perceptions and behaviours were assessed. The following issues were considered in developing and refining the instruments.

- Results from CIVED and ICCS 2009 showed that students displayed little inclination to engage in conventional forms of political and civic participation. The surveys showed that the expected active engagement in politics through parties, trade unions and local elections was low and was found to be associated with lower levels of civic knowledge. To address this issue, ICCS 2016 places more emphasis on aspects closer to young people's interest when it is measuring students' attitudes, behaviours and behavioural intentions.
- Questions about democratic beliefs tended to be endorsed by clear majority of students and so provided little information about differences in attitudes among adolescents. In ICCS 2016, when students were asked to provide their views on democracy, preference was given to beliefs that were not necessarily prevalent in their society, such as nepotism and government influence on courts.

The ICCS 2016 framework was devised to take account of recent developments and ongoing challenges. To achieve this, the project team, experts and country representatives identified areas related to civics and citizenship education, which had either gained more attention in recent years or were regarded as relevant, but not addressed in great detail in previous surveys. The following five areas were identified for inclusion, to broaden the scope of the ICCS 2016 assessment framework.

- *Environmental sustainability in civic and citizenship education:* Regard for the environment and its long-term protection are increasingly regarded as integral parts of responsible citizenship with implications for the development of civic and citizenship curricula.
- *Social interaction at school:* Reviews of civic and citizenship education curricula across countries provide evidence that at the outset of this century many countries place emphasis on non-formal aspects of civic learning through participation/engagement or social interaction at schools. Therefore, it was deemed important for ICCS 2016 to include more aspects related to social interaction at school in the survey instruments, and particularly those related to the relationships within the school community, including those related to conflict and the use of violence (bullying).
- *The use of new social media for civic engagement:* In recent years the importance of new social media has risen exponentially and the use of this emerging media type has been found to have a profound effect on civic engagement among young people. Given the further increases in engagement with social media and its relevance for communication on social and political issues since the previous ICCS survey, it was deemed important that the use of new social media for civic engagement would be explored in greater detail in ICCS 2016.
- *Economic awareness as an aspect of citizenship:* Economic awareness is relevant to civic and citizenship education because economics is a major focus of government, economic conditions provide constraints on some citizenship activities, citizens contribute to the economic well-being of society, and citizens share responsibility for economic problems and remedies.
- *The role of morality in civic and citizenship education:* Concepts of morality and character are often invoked in relation to outcomes of civic and citizenship education programs. The assessment framework provides scope for explicit representations of morality in the ICCS 2016 instruments.

The key research questions for ICCS 2016 concern students' civic knowledge, their dispositions to engage and their attitudes related to civic and citizenship issues as well as contexts in this learning area. Each research question relates to a subset of specific research questions to be addressed in ICCS 2016:

- How is civic and citizenship education implemented in participating countries? Did it change between 2009 and 2016?
- What is the extent and variation of students' civic knowledge within and across participating countries?
- What is the extent of students' engagement in different spheres of society and which factors within or across countries are related to it?

- What beliefs do students in participating countries hold regarding important civic issues in modern society and what are the factors influencing their variation?
- How is the school context in participating countries organized with regard to civic and citizenship education and what is its association with students' learning outcomes?

1.3 Study Design and Structure of the Assessment Framework

A total of 24 countries participated in ICCS 2016. The sixteen European countries include Belgium, Bulgaria, Croatia, Denmark, Estonia, Finland, Germany, Italy, Latvia, Lithuania, Malta, Netherlands, Norway, Russia, Slovenia and Sweden. The three Asian-Pacific countries include Hong Kong, Chinese Taipei and the Republic of Korea. The five Latin American countries include Chile, Colombia, Dominican Republic, Mexico and Peru.

Like the ICCS 2009 survey, the participants of the ICCS 2016 survey included students in their 8th year of schooling, who were approximately 14 years of age. Where the average age of students in grade 8 was less than 13.5 years, grade 9 was taken as the target population. In each sampled school, intact classrooms were selected and all students in a class were assessed. Moreover, around fifteen teachers were randomly selected from each school participating in the survey. The selection criteria required that the teachers taught the target grade during the testing period and were employed at school since the beginning of the school year.

The participation rates required for each country were 85% of the selected schools as well as 85% of the selected students within the participating schools or a weighted overall participation rate of 75%. The same criteria were applied to the teacher sample but the coverage was judged independently to that for the student sample. Countries that did not meet these response rates include Germany, Hong Kong and Republic of Korea.

The selected Maltese student group participating in the ICCS study comprised 1932 (51.3%) males and 1832 (48.7%) females, making a total 3764 students, making up all the Year 9 cohort. This guaranteed a maximum margin of error of approximately 1% assuming a 95% confidence level. These students were selected from all 47 secondary schools ensuring a good geographical representation. The participants comprised 953 males and 998 females from 18 State schools, 746 males and 663 females from 21 Church schools and 233 males and 171 females from 8 Independent schools.

The selected Maltese teacher group participating in the ICCS study comprised 242 (32.8%) males and 495 (67.2%) females, making a total 737 teachers. These teachers were selected randomly from 47 schools ensuring a good geographical representation. The sample comprised 105 males and 198 females from 18 States schools, 102 males and 216 females from 21 Church schools and 35 males and 81 females from 8 Independent schools.

An innovative feature of ICCS 2009 was the establishment of regional modules based on groups of countries from the same geographic region. These are designed to assess region-specific aspects of civic and citizenship education. ICCS 2016 includes regional instruments for countries in Europe and Latin America. For each of the regional module, additional student instruments were developed. The European and Latin American modules consist of a short

cognitive test as well as a questionnaire. The Asian module is based on a questionnaire. The regional instruments were administered after the international student test and questionnaire. The following instruments were administered as part of the ICCS 2016 survey:

- A cognitive student test consisting of items measuring students' civic knowledge and ability to analyse and reason.
- A school questionnaire, administered to heads of schools to capture school-level variables related to civic and citizenship participation (see Appendix A).
- A teacher questionnaire, administered to selected teachers teaching any subject in the target grade. It gathers information about teacher background variables and teachers' perceptions of factors related to the context of civic and citizenship education in their respective schools (see Appendix B).
- A student questionnaire consisting of items measuring student background variables and student perceptions (see Appendix C).
- A regional student instrument consisting of questionnaire-type items. This instrument is only administered in countries participating in Europe (see Appendix D).
- The national contexts survey, completed by national experts, is designed to gather data about the structure of the education systems, the status of civic and citizenship education in the national curricula and recent developments.

The assessment framework provides a conceptual foundation for the international instrumentation for ICCS and a point of reference for the development of regional instruments. The assessment framework for ICCS 2016 consists of the following three parts:

- The civic and citizenship framework outlines the aspects to be addressed when measuring cognitive and affective-behavioural constructs related to civic and citizenship education through the student test and questionnaires.
- The contextual framework describes the different context factors that might influence student learning outcomes related to civic and citizenship education, and which are measured through the student, teacher, school and national contexts questionnaires.
- The assessment design provides an overview of the ICCS instruments, the coverage of framework domains, the different item types, the assessment design, and the expected cognitive, affective-behavioural and contextual indices.

1.4 The Civic and Citizenship Framework

The assessment framework established in ICCS 2009, was used as a starting point for further refinement and evolution. Following the review of proposals by country delegates, experts and invited project advisors, the civics and citizenship framework for 2016 has been revised. The approach taken was one that maintained strong links with ICCS 2009 in order to ensure comparability across cycles. Furthermore, the aim was to modify the assessment so that it includes aspects related to current contexts, developments and policy interests. The ICCS 2016 framework includes four content, two cognitive and two affective-behavioural domains.

The four content domains in the ICCS assessment framework are: *civic society and systems*, *civic principles*, *civic participation* and *civic identities*. The first domain comprises the systems, mechanisms, and organizations that underpin societies. The second domain refers to the shared ethical foundations of civic societies. The third domain deals with the nature of the processes and practices that define and mediate the participation of citizens in their civic communities. (often referred to as active citizenship). The fourth domain refers to the personal sense an individual has of being an agent of civic action with connections to multiple communities.

- *Civic society and systems* consists of three sub-domains:
 - Citizens (roles, rights, responsibilities and opportunities)
 - State institutions (those central to civic governance and legislation)
 - Civil institutions (that mediate citizens' contact with state institutions and allow them to pursue many of their roles in their societies)
- *Civic principles* consist of three sub-domains:
 - Equity (all people having the right to fair and just treatment)
 - Freedom (of belief, of speech, from fear, and from want)
 - Sense of community (sense of belonging, connectedness and common vision amongst individuals and communities within a society)
 - Rule of law (institutions and entities are subject and accountable to laws, which are consistent with international standards and norms protecting human rights)
- *Civic participation* consists of three sub-domains:
 - Decision-making (engaging in organizational governance and voting)
 - Influencing (engaging in public debate, demonstrations of public support and policy development, developing proposals and selective purchasing, recognizing corruption)
 - Community participation (volunteering, participating in organizations, acquisition of information).
- *Civic identities* consists of two sub-domains:
 - Civic self-image (experience of place in each of their civic communities)
 - Civic connectedness (sense of connection to different civic communities and the civic roles that individuals play within each community).

The two cognitive domains in the ICCS assessment framework are: *knowing* and *reasoning and analysing*. These summarize the cognitive processes that students are expected to demonstrate in the ICCS cognitive test. The first domain outlines the types of civic and citizenship information that students are required to demonstrate knowledge of. The second domain details the cognitive processes that students require to reach conclusions.

- *Knowing* refers to the learned civic and citizenship information that students use when engaging in the more complex cognitive tasks that help them to make sense of their civic worlds.
- *Reasoning and analysing* refers to the ways in which students use civic and citizenship information to reach conclusions by integrating perspectives that apply to more than a single concept and are applicable in a range of contexts.

Table 1.1: Coverage of the cognitive and content domains (Number of test items)

	Content domains				Total
	Civic Society and systems	Civic principles	Civic participation	Civic identities	
Cognitive domains					
Knowing	12	9	2	0	23
Reasoning and applying	24	18	19	4	65
Total	36	27	21	4	88

The ICCS 2016 main survey instruments were developed to cover the cognitive, affective behavioural and content domains defined in the civics and citizenship education framework. Test and questionnaire items in ICCS 2009 and ICCS 2016 were developed to address aspects related to all cognitive, affective-behavioural and content domains. As in ICCS 2009, about three quarters of the test items pertain to the cognitive domain *analysing* and *reasoning*, and most test items of the cognitive domain knowing relate to the content domain *civic society and systems*. The content domain receiving least coverage in the cognitive test is *civic identities* with only four items, which resembles the representation of this content domain in the ICCS 2009 test. Table 1.1 illustrates the number of items in student test and questionnaire instruments relating to the framework domains.

Figures 1.1 to 1.8 illustrate eight distinct items varying in cognitive and content domains, together with the percentage of correct responses across participating countries. The correct answer is marked by an asterisk.

	Country	Percent correct response
<div> <p>Everyone has the right to education. Education shall be free...and compulsory.'</p> <p>The Universal Declaration of Human Rights</p> <p>Why is education considered a human right?</p> <p><input type="checkbox"/> Because children enjoy going to school and spending time with their friends.</p> <p><input type="checkbox"/> Because education provides jobs for lots of teachers.</p> <p><input type="checkbox"/> Because children can be in school while their parents are working.</p> <p><input type="checkbox"/> Because education develops the skills people need to participate in their communities.*</p> </div>	Belgium (Flemish)	95 (0.8)
	Bulgaria	88 (1.6)
	Chile	86 (1.1)
	Chinese Taipei	95 (0.6)
	Colombia	92 (0.8)
	Croatia	97 (0.7)
	Denmark	96 (0.5)
	Dominican Republic	68 (1.8)
	Estonia	98 (0.4)
	Finland	97 (0.5)
	Italy	96 (0.6)
	Latvia	91 (1.3)
	Lithuania	97 (0.5)
	Malta	87 (0.9)
	Mexico	88 (1.1)
	Netherlands	96 (1.0)
	Norway	95 (0.5)
	Peru	91 (0.8)
	Russian Federation	95 (0.8)
	Slovenia	94 (0.8)
	Sweden	95 (0.6)
	ICCS 2016 Average	92 (0.2)

Figure 1.1: Item related to education as a human right

The item displayed in Figure 1.1 recognizes why education is a human right. The content domain relates to *civic principles* and the cognitive domain relates to *knowing*. 87% of Maltese students provided a correct answer, which is 5% lower than the ICCS average (92%).

	Country	Percent correct response
<p>A government minister in <Exland> has been caught speeding in his car. He received a fine for breaking the road laws.</p> <p>Why does the minister have to pay the fine?</p> <p><input type="checkbox"/> Because ministers have enough money to pay fines.</p> <p><input type="checkbox"/> The law treats everyone as equal.*</p> <p><input type="checkbox"/> Because he wants people to vote for him again.</p> <p><input type="checkbox"/> Because the police can arrest him if he fails to pay the fine.</p>	Belgium (Flemish)	95 (0.7)
	Bulgaria	82 (1.6)
	Chile	83 (0.8)
	Chinese Taipei	91 (0.8)
	Colombia	88 (1.0)
	Croatia	95 (0.6)
	Denmark	96 (0.4)
	Dominican Republic	64 (1.5)
	Estonia	95 (0.8)
	Finland	97 (0.5)
	Italy	96 (0.7)
	Latvia	88 (1.3)
	Lithuania	92 (1.0)
	Malta	90 (0.8)
	Mexico	79 (1.1)
	Netherlands	93 (1.0)
	Norway	93 (0.5)
	Peru	85 (0.9)
	Russian Federation	92 (0.9)
	Slovenia	90 (1.0)
	Sweden	93 (0.7)
	ICCS 2016 Average	89 (0.2)

Figure 1.2: Item related to laws being equal for all people

The item displayed in Figure 1.2 recognizes that all people are equal before the law. The content domain relates to *civic principles* and the cognitive domain relates to *knowing*. 90% of Maltese students provided a correct answer, which is 1% higher than the ICCS average (89%).

	Country	Percent correct response
<p>Many people in noisy workplaces in <Exland> have had their hearing damaged by the noise.</p> <p>What is the most reasonable action the government could take to deal with the problem of noisy workplaces?</p> <p><input type="checkbox"/> immediately close down all noisy workplaces</p> <p><input type="checkbox"/> give money to the workers to help them find jobs in quieter workplaces</p> <p><input type="checkbox"/> introduce laws stating that employers must protect workers from noise*</p> <p><input type="checkbox"/> arrest all owners of noisy workplaces</p>	Belgium (Flemish)	87 (1.2)
	Bulgaria	86 (1.6)
	Chile	80 (1.1)
	Chinese Taipei	91 (0.8)
	Colombia	86 (1.1)
	Croatia	91 (1.1)
	Denmark	88 (0.9)
	Dominican Republic	60 (1.5)
	Estonia	90 (1.0)
	Finland	95 (0.8)
	Italy	80 (1.3)
	Latvia	91 (1.1)
	Lithuania	88 (1.2)
	Malta	81 (1.2)
	Mexico	84 (1.1)
	Netherlands	87 (1.3)
	Norway	92 (0.7)
	Peru	60 (1.3)
	Russian Federation	91 (0.7)
	Slovenia	90 (1.0)
	Sweden	90 (1.4)
	ICCS 2016 Average	85 (0.2)

Figure 1.3: Item related to laws to protect worker safety

The item displayed in Figure 1.3 recognizes that governments can create laws to help protect worker safety. The content domain relates to *civic society and systems* and the cognitive domain relates to *reasoning and applying*. 81% of Maltese students provided a correct answer, which is 4% lower than the ICCS average (85%).

	Country	Percent correct response
<p>Why is it important that journalists are freely able to research and report the news?</p> <p><input type="checkbox"/> It builds trust in the country's government.</p> <p><input type="checkbox"/> It helps journalists to provide accurate information to the public.*</p> <p><input type="checkbox"/> It ensures that there are enough journalists to report all news events.</p> <p><input type="checkbox"/> It makes sure that no individual journalist is paid too much money for their work.</p>	Belgium (Flemish)	77 (1.3)
	Bulgaria	78 (1.6)
	Chile	66 (1.3)
	Chinese Taipei	81 (1.2)
	Colombia	66 (1.4)
	Croatia	87 (1.0)
	Denmark	78 (1.1)
	Dominican Republic	56 (1.3)
	Estonia	79 (1.5)
	Finland	81 (1.5)
	Italy	84 (1.1)
	Latvia	76 (1.5)
	Lithuania	71 (1.4)
	Malta	71 (1.3)
	Mexico	61 (1.5)
	Netherlands	66 (1.6)
	Norway	79 (1.0)
	Peru	70 (1.4)
	Russian Federation	81 (1.4)
	Slovenia	82 (1.3)
	Sweden	77 (1.7)
	ICCS 2016 Average	75 (0.3)

Figure 1.4: Item related to freedom of the press

The item displayed in Figure 1.4 relates freedom of the press to the right of the public to receive accurate information from the media. The content domain relates to *civic participation* and the cognitive domain relates to *reasoning and applying*. 71% of Maltese students provided a correct answer, which is 4% lower than the ICCS average (75%).

	Country	Percent correct response
<p>Members of a youth club want to choose a leader. One member offers to be the leader, but the club members decide instead to vote to elect a leader.</p> <p>What is the best reason for the club to elect the leader by a vote rather than choosing a person who offers to be the leader?</p> <p><input type="checkbox"/> Voting enables people to hold a second vote if they disagree with the outcome.</p> <p><input type="checkbox"/> Voting is the fastest way to decide who should be the leader.</p> <p><input type="checkbox"/> Voting enables every member of the club to participate in choosing the leader.*</p> <p><input type="checkbox"/> Voting ensures that every member of the club will be happy with the choice of leader.</p>	Belgium (Flemish)	71 (2.0)
	Bulgaria	58 (1.6)
	Chile	50 (1.1)
	Chinese Taipei	58 (1.3)
	Colombia	35 (1.0)
	Croatia	56 (1.8)
	Denmark	80 (1.2)
	Dominican Republic	21 (1.3)
	Estonia	63 (1.7)
	Finland	82 (1.3)
	Italy	66 (1.4)
	Latvia	65 (1.7)
	Lithuania	47 (1.6)
	Malta	60 (1.5)
	Mexico	30 (1.4)
	Netherlands	67 (2.0)
	Norway	65 (1.3)
	Peru	49 (1.4)
	Russian Federation	68 (1.6)
	Slovenia	71 (1.6)
	Sweden	68 (1.9)
	ICCS 2016 Average	59 (0.3)

Figure 1.5: Item related to the process of voting to ascertain the equality principle

The item displayed in Figure 1.5 integrates the process of voting to the principle of equality through representation of views. The content domain relates to *civic participation* and the cognitive domain relates to *knowing*. 60% of Maltese students provided a correct answer, which is 1% higher than the ICCS average (59%).

	Country	Percent correct response
<p>Misuse of power is when a person who holds a position of authority uses their power unfairly or improperly.</p> <p>Which of the following examples best shows misuse of power?</p> <p><input type="checkbox"/> A political leader speaks out in the media against a proposed law.</p> <p><input type="checkbox"/> A political leader employs people only if they have donated money to her party.*</p> <p><input type="checkbox"/> A police officer arrests someone who has broken the law.</p> <p><input type="checkbox"/> A group of environmental activists organises a protest outside the <parliament>.</p> <p>In a democracy, what can be done to prevent political leaders misusing their power?</p> <p>Write two different things that can be done.</p>	Belgium (Flemish)	77 (1.9)
	Bulgaria	68 (2.3)
	Chile	73 (1.3)
	Chinese Taipei	78 (1.3)
	Colombia	72 (1.5)
	Croatia	81 (1.2)
	Denmark	84 (1.0)
	Dominican Republic	41 (1.8)
	Estonia	81 (1.5)
	Finland	89 (1.0)
	Italy	68 (1.5)
	Latvia	72 (1.6)
	Lithuania	76 (1.3)
	Malta	67 (1.4)
	Mexico	73 (1.5)
	Netherlands	82 (1.7)
	Norway	78 (0.9)
	Peru	51 (1.4)
	Russian Federation	75 (1.5)
	Slovenia	68 (1.6)
	Sweden	77 (1.2)
	ICCS 2016 Average	73 (0.3)

Figure 1.6: Item related to the misuse of power

The item displayed in Figure 1.6 recognizes an example of the misuse of power. The content domain relates to *civic principles* and the cognitive domain relates to *knowing*. 67% of Maltese students provided a correct answer, which is 6% lower than the ICCS average (73%).

	Country	Percent at Least 1 Point	Percent 2 Points Only
<p>In a democracy, what can be done to prevent political leaders misusing their power?</p> <p>Write two different things that can be done.</p> <p>1 _____</p> <p>2 _____</p>	Belgium (Flemish)	82 (1.7)	39 (1.7)
	Bulgaria	55 (2.1)	16 (1.3)
	Chile	48 (1.4)	13 (0.8)
	Chinese Taipei	86 (1.4)	57 (1.6)
	Colombia	71 (1.4)	29 (1.2)
	Croatia	81 (1.3)	37 (1.8)
	Denmark	79 (1.2)	38 (1.5)
	Dominican Republic	-	-
	Estonia	56 (1.6)	19 (1.4)
	Finland	68 (1.6)	27 (1.5)
	Italy	60 (1.5)	19 (1.1)
	Latvia	61 (2.0)	16 (1.2)
	Lithuania	55 (2.2)	20 (1.7)
	Malta	41 (1.4)	11 (0.7)
	Mexico	70 (1.2)	28 (1.2)
	Netherlands	76 (1.9)	33 (2.1)
	Norway	69 (1.2)	23 (1.0)
	Peru	47 (1.5)	14 (1.0)
	Russian Federation	79 (1.8)	35 (2.1)
	Slovenia	67 (1.7)	29 (1.7)
	Sweden	76 (1.4)	37 (1.5)
	ICCS 2016 Average	66 (0.4)	27 (0.3)

Figure 1.7: Item related to the prevention of power misuse in a democracy

The item displayed in Figure 1.7 lists two ways of preventing power misuse in a democracy. The content domain relates to *civic society and systems* and the cognitive domain relates to *knowing*. 41% of Maltese students provided a correct answer, which is 25% lower than the ICCS average (66%).

	Country	Percent correct response
<div> <p>Individuals or groups sometimes give money to political parties as donations. Some countries have laws that require political parties to give the public access to information about donations to parties.</p> <p>Why do countries have these laws?</p> <p><input type="checkbox"/> The laws encourage people to vote for the political parties that receive fewer donations.</p> <p><input type="checkbox"/> The laws help the public to decide which party is likely to win the next election.</p> <p><input type="checkbox"/> The laws encourage more people to join the wealthy political parties.</p> <p><input type="checkbox"/> The laws discourage political parties from favouring the people who make the donations.*</p> </div>	Belgium (Flemish)	36 (2.1)
	Bulgaria	38 (2.0)
	Chile	34 (1.2)
	Chinese Taipei	83 (1.0)
	Colombia	37 (1.3)
	Croatia	46 (1.7)
	Denmark	62 (1.4)
	Dominican Republic	27 (1.4)
	Estonia	50 (1.7)
	Finland	59 (1.5)
	Italy	20 (1.1)
	Latvia	28 (1.4)
	Lithuania	41 (1.8)
	Malta	42 (1.4)
	Mexico	25 (1.3)
	Netherlands	40 (1.8)
	Norway	68 (1.0)
	Peru	24 (1.2)
	Russian Federation	47 (2.1)
	Slovenia	43 (1.5)
	Sweden	50 (1.5)
	ICCS 2016 Average	43 (0.3)

Figure 1.8: Item related to laws regarding financial donations to political parties

The item displayed in Figure 1.8 relates the responsibility for fair and equal governance to laws regarding financial donations to political parties. The content domain relates to *civic principles*; the cognitive domain relates to *reasoning and applying*, the affective behavioural domain related to *attitudes*. 42% of Maltese students provided a correct answer, which is 1% lower than the ICCS average (43%).

On the other hand, the two affective-behavioural domains in the ICCS assessment framework are: *attitudes* and *engagement*. The *attitude* domain refers to judgments/evaluations regarding ideas, persons, objects, events, situations, and/or relationships. Attitudes encompass responses that are focused on specifics and can change over time, as well as those reflecting broader and more fundamental beliefs that tend to be constant over longer periods of time. The different types of attitude assessed in ICCS 2016 can be classified depending on their location in the four content domains:

- The students' attitudes toward civic society and systems construct will be measured by considering items related to:
 - Students' perceptions of good citizenship
 - Students' trust in institutions
 - Students' perceptions of threats to the world's future
 - Students' attitudes toward the influence of religion in society
 - Students' perceptions of European future
 - Students' attitudes toward European cooperation

- Students' attitudes toward the European Union
- Students' attitudes toward authoritarian government practices
- The students' attitudes toward civic principles construct will be measured by considering items related to:
 - Students' attitudes towards democratic values
 - Students' attitudes toward gender rights
 - Students' attitudes toward equal rights for all ethnic/racial groups
 - Students' attitudes toward equal rights for immigrants
 - Students' perception of discrimination in European societies
 - Students' views on age limitations for young people
 - Students' attitudes toward disobedience to the law
 - Students' sense of empathy
 - Students' attitudes toward homosexuality
- The students' attitudes toward civic participation construct will be measured by considering items related to:
 - Students' assessment of the value of student participation at school
 - Students' attitudes toward political consumerism
 - Students' attitudes toward corrupt practices
 - Students' attitudes toward violence
- The students' attitudes toward civic identities construct will be measured by considering items related to:
 - Students' attitudes toward their country of residence
 - Students' sense of European identity
 - Students' perceptions of their own individual future
 - Students' acceptance of diversity

The *engagement* domain refers to students' civic engagement, students' expectations of future action, and their dispositions to actively engage in society. Engagement is assessed in the student perceptions questionnaire through items that ask students about their intentions toward civic action in the near future as well as items measuring the extent to which students are interested and feel competent to engage. Indicators of engagement are hypothesized according to three typologies, including *dispositions*, *behavioural intentions* and *civic participation*.

- With regard to students' dispositions toward civic engagement, ICCS 2016 will distinguish the following dispositions toward engagement:
 - Students' interest in political and social issues
 - Students' sense of citizenship self-efficacy
- ICCS 2016 will distinguish between the following three types of behavioural intentions:
 - Expectations to participate in legal and illegal forms of civic action in support of or protest against important issues
 - Expectations of political participation as adults
 - Expectations of participating in future school-based activities

- ICCS 2016 includes measures of the following types of active students' civic engagement:
 - Students' engagement with social media
 - Students' engagement in organizations and groups outside of school
 - Students' engagement in school activities.

Among affective-behavioural items in the international student questionnaire, about 60% measure attitudes and 40% were designed to collect data on student engagement. The European regional questionnaires only include items related to the affective-behavioural domain *attitudes*. Across international and regional instruments, about a third of affective-behavioural items relates to the contents domain *civic society and systems*, and another third to civic principles. About a quarter of these items pertain to *civic participation* while one tenth relates to *civic identities*.

Table 1.2: Coverage of the affective-behavioural and content domains

	Content domains				Total
	Civic Society and systems	Civic principles	Civic participation	Civic identities	
Affective-behavioral domains					
Attitudes	42	21	5	5	73
Engagement	5	8	35	2	50
Attitudes (in the European questionnaire)	21	22	6	9	58
Attitudes (in the Latin American questionnaire)	11	35	16	8	70
Total	79	86	62	24	251

Tables 1.3 to 1.6 illustrate four distinct items varying in affective-behavioural and content domains, together with the percentages in each of the four categories. In table 1.3 the content domain relates to *civic society and systems* and the affective-behavioural domain relates to *attitudes*. Maltese students display less trust in political parties and people in general.

Table 1.3: Trust of Maltese students in institutions and sources of information

How much do you trust each of the following groups, institutions or sources of information?	Completely	Quite a lot	A little	Not at all
The government of Malta	22.4%	43.8%	22.9%	11.0%
The local council of your town or city	19.5%	50.2%	23.6%	6.7%
Courts of justice	30.5%	46.0%	18.0%	5.5%
The police	38.2%	40.6%	14.7%	6.4%
Political parties	12.5%	38.4%	33.5%	15.6%
Parliament	17.1%	42.4%	28.5%	11.9%
Media (television, newspapers, radio)	22.9%	43.3%	27.2%	6.6%
Social media (e.g. Twitter, blogs, YouTube)	21.7%	37.8%	32.4%	8.1%
The Armed Forces	44.7%	37.0%	14.2%	4.1%
Schools	34.2%	44.0%	14.5%	7.3%
The United Nations	34.0%	41.2%	18.8%	6.1%
People in general	12.6%	36.3%	39.6%	11.5%
European Commission	26.0%	43.8%	22.9%	7.3%
European Parliament	29.8%	42.2%	19.6%	8.4%

Table 1.4: Attitudes of Maltese students about the rights/responsibilities of ethnic groups in society

How much do you agree or disagree with the following statements about the rights and responsibilities of different ethnic groups in society?	Strongly agree	Agree	Disagree	Strongly disagree
All ethnic groups should have an equal chance to get a good education in Malta	52.1%	39.6%	5.4%	2.9%
All ethnic groups should have an equal chance to get good jobs in Malta	45.3%	43.8%	8.0%	2.9%
Schools should teach students to respect members of all ethnic groups	52.0%	39.4%	6.8%	1.8%
Members of all ethnic groups should be encouraged to run in elections for political office	27.5%	49.0%	18.6%	5.0%
Members of all ethnic groups should have the same rights and responsibilities	51.9%	39.0%	6.5%	2.6%

In table 1.4 the content domain relates to *civic principles* and the affective-behavioural domain relates to *attitudes*. Maltese students agree less with being encouraged to run in elections for political office.

Table 1.5: Engagement of Maltese students in activities that express their opinion

Would you take part in any of the following activities to express your opinion in the future?	Certainly do this	Probably do this	Probably not do this	Certainly not do this
Talk to others about your views on political /social issues	21.4%	41.7%	26.8%	10.1%
Contact a member of parliament	10.6%	29.5%	39.4%	20.4%
Take part in a peaceful march or rally	18.4%	34.6%	33.5%	13.5%
Collect signatures for a petition	15.5%	33.8%	36.4%	14.3%
Contribute to an online discussion forum about social or political issues	13.7%	31.0%	38.5%	16.8%
Organise an online group to take a stance on a controversial political or social issue	11.2%	24.4%	42.5%	22.0%
Participate in an online campaign	15.7%	35.4%	32.8%	16.1%
Buy certain products in support of social justice	24.0%	39.2%	25.7%	11.1%
Spray-paint protest slogans on walls	9.9%	16.1%	32.2%	41.8%
Stage a protest by blocking traffic	7.7%	13.3%	29.7%	49.3%
Occupy public buildings as a sign of protest	7.8%	12.9%	30.5%	48.8%

In table 1.5 the content domain relates to *civic participation* and the affective-behavioural domain relates to *engagement*. Maltese students are less likely to participate by spraying paint protest slogans on walls, staging a protest by blocking traffic, occupying public buildings as a sign of protest or contact a member of parliament.

Table 1.6: Engagement of Maltese students in school-related activities

If you were given the chance, how likely is it that you would participate in each activity?	Very likely	Quite likely	Not very likely	Not at all likely
Vote in a school election of class representatives or students' council	54.7%	28.3%	10.7%	6.3%
Join a group of students campaigning for an issue you agree with	29.8%	41.8%	20.2%	8.2%
Become a candidate for class representative or students' council	28.0%	25.6%	30.4%	15.9%
Take part in discussions in a student assembly	22.3%	32.0%	30.6%	15.0%
Participate in writing articles for a school newspaper or website	16.3%	25.5%	35.1%	23.1%

In table 1.5 the content domain relates to *civic participation* and the affective-behavioural domain relates to *engagement*. Maltese students are more likely to participate by voting in school elections of class/school representatives but less likely to participate by writing articles for the school newspaper/website.

1.5 The Contextual Framework

A study of the outcomes of civic and citizenship education needs to take account of the context in which civic learning takes place. Young people develop their understandings about their roles as citizens through a number of activities and experiences that take place in the home, school, classrooms, and the wider community. Student's knowledge, competencies, dispositions, and self-beliefs are influenced by their wider community, (at local, regional, national and supra-national levels); their schools and classrooms (the instruction they receive, the school culture they experience, and the general school environment); their home environments (their direct home background and their social environment); and their individual characteristics (that shape the way they respond to learning about civics and citizenship). The contextual framework for ICCS distinguishes the following levels:

- *Context of the wider community*: This level comprises the wider context within which schools and home environments work. Factors can be found at local, regional, and national levels. Given the increased importance of new social media, virtual communities connected through the internet also form part of this context.
- *Context of schools and classrooms*: This level comprises factors related to the instruction students receive, the school culture, and the general school environment.
- *Context of home and peer environments*: This level comprises factors related to the home background and the immediate social out-of-school environment of the student.
- *Context of the individual*: This level refers to the individual characteristics of the student.

Another important distinction can be made by grouping contextual variables into antecedents or processes:

- *Antecedents* are those variables that shape how student learning and acquisition of civic-related understandings and perceptions takes place. They provide the historical background that affects how the learning of civics and citizenship takes place.
- *Processes* are variables related to civic-related learning and acquisition of competencies, understandings and dispositions. They are constrained by antecedents and influenced by variables relating to the higher levels of the multi-level structure. They shape the way in which civic understanding and engagement among students can influence the way schools teach.

Figure 1.9 illustrates which contextual factors influence the learning outcomes of civic and citizenship education. The (double-headed) arrow between processes and outcomes signals a reciprocal relationship. Feedback occurs between civic-related learning outcomes and processes. Students with higher levels of civic knowledge and engagement are most likely to participate in

activities (at school, at home, and within the community) that promote these outcomes. The (single-headed) arrow between antecedents and processes describes the relationship between factors that are uni-directional.

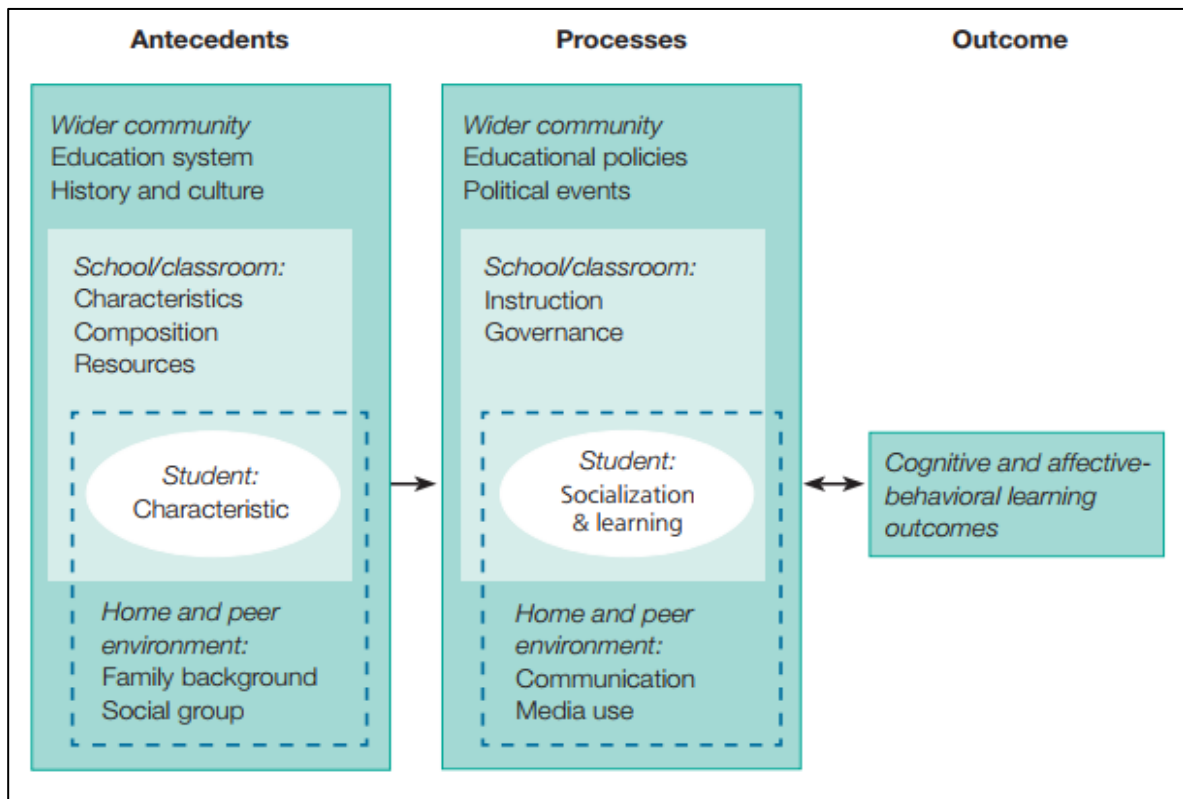


Figure 1.9: Contexts for the development of learning outcomes related to civic and citizenship education

Table 1.7: Mapping of variables to contextual framework

Level of ...	Antecedents	Processes	Outcomes
<i>Wider community</i>	NCS & other sources: Democratic history Structure of education	NCS & other sources: Intended curriculum Political developments	StT & StQ/RQ: Test results Student attitudes and engagement
<i>School/classroom</i>	ScQ & TQ: School characteristics Resources	ScQ & TQ: Implemented curriculum Policies and practices	
<i>Student</i>	StQ: Gender Age	StQ: Civic learning Practiced engagement	
<i>Home and peer environment</i>	StQ: Parent SES Ethnicity Language Country of birth	StQ: Family communication Communication with peers Media information	

Note: NCS = national contexts survey; ScQ = school questionnaire; TQ = teacher questionnaire; RQ = regional questionnaire; StQ = student questionnaire; StT = student test; SES = socioeconomic status.

Table 1.7 maps the variables (or groups of variables) collected with different ICCS instruments to each cell in this grid. Variables related to the context of nation/community were collected primarily through the national context survey. Variables related to the context of schools and classrooms were collected through the school and teacher questionnaires. The student background questionnaire provided information on antecedents of the individual student and the home environment as well as about some process-related variables (for example, learning activities). The student test and the student perceptions questionnaire were used to collect data on outcomes. In addition, the student background questionnaire included questions about student participation in civic-related activities, which were used as indicators of active citizenship.

Contexts of the wider community

The context of the wider community can be viewed as consisting of different levels: the local community in which students' schools and home environments are embedded within broader contexts of regional, national, and possibly supra-national contexts. Within the scope of ICCS, the level of the local community and the level of the national context were the most relevant levels.

The ways students develop civic-related dispositions/competencies and acquire understandings about their role as citizens are strongly influenced by country-level factors. The political system, the historical background, the structure of education, and the curriculum all need to be considered when interpreting results from an international assessment of civic and citizenship education.

The national context survey was designed to collect thoroughly relevant data on the structure of the education system, education policy and civic and citizenship education, teacher qualifications for civic and citizenship education, and the extent of current debates and reforms in this area. The survey also collected data on process at the national level regarding assessment of and quality assurance in civic and citizenship education and in school curriculum approaches.

Data from the national context survey provided information for interpreting differences among countries in student knowledge and engagement. These data covered: the structure of the education systems, education policies for civic and citizenship education, approaches to civic and citizenship education, civic and citizenship curricula, teacher education in civics and citizenship and assessment and quality assurance in civic and citizenship.

The community characteristics in which schools and homes are situated vary in their economic, cultural, and social resources, and in their organizational features. Inclusive communities that value community relations and facilitate active citizen engagement, especially if they are well resourced, offer much to schools and individuals in terms of civic and citizenship opportunities for partnerships and involvement. The capacity and the interest of a community to engage with its young people can have a strong bearing on young people's civic and citizenship knowledge, dispositions, and competencies in relation to their roles as citizens.

The ICCS school questionnaire was used to gather data on the contexts and characteristics of the local community. Variables pertaining to the community level included: urbanization (antecedent), resources for citizenship learning in the local area (antecedent), and the existence

of civic-related activities to promote civic engagement in the context of the local community (process). The ICCS school questionnaire also sought information about the existence of social tensions in the community and how those issues impacted on school life.

The teacher questionnaire collected data on teacher/student participation in civic-related activities in the local community and teachers' personal participation in groups or organizations in the local community. It included data about participation by teachers and students in civic-related activities in the local community and the commitment to constructing relationships between the school and its community.

Contexts of schools and classrooms

School contexts and characteristics influence the development of young people's knowledge about civics and citizenship, and their dispositions and competencies in relation to their roles as citizens. A major influence is the school's general ethos, culture, and climate in relation to both the formal and the informal civics and citizenship curriculum.

Aspects of school and classroom contexts that contribute to student civic and citizenship understandings include classroom organization and management, classroom and cross curricular activities and projects, and the resources, materials, and technologies employed in teaching and assessment processes. The relationships among students and between teacher and students are further important aspects of the school context. These relationships are influenced by the school's decision-making processes and the opportunities for participation in formal and informal governance processes.

The school questionnaire sought information on important antecedent variables at the school level, such as head of school characteristics and school characteristics and resources. It also asked about process-related variables concerning school management, school climate, teacher, parent, and student participation at school, and the implementation of civic and citizenship education at school. It covered aspects of school management and organization, autonomy to establish courses and activities (both curricular and extracurricular) linked to civic and citizenship education as well as broader autonomy, teacher parent and student involvement in governance, and school climate. School climate was interpreted as the 'impressions, beliefs, and expectations held by members of the school community about their school as a learning environment, their associated behaviour, and the symbols and institutions that represent the patterned expressions of the behaviour'. In addition, the school questionnaire also sought information about the way civic and citizenship education was implemented in the school.

The teacher questionnaire assembled information about teacher characteristics, teachers' participation in school governance, teachers' views of student influence on school-based decisions, teachers' confidence in teaching methods, teachers' perception of school climate, teaching practices in the classroom, and teachers' perception of classroom climate and discipline. In addition, one optional section included questions for teachers of subjects related to civic and citizenship education; their views on civic and citizenship education at school and on practices used to teach this subject area at school.

School climate focused on the school as a democratic learning environment and the contribution of teachers in establishing a democratic ethos inside the school. Classroom climate was a general

concept focused mainly on cooperation in teaching and learning activities, fairness of grading, and social support. Research literature suggests that democratic classroom climate may help students understand the advantages of democratic values and practices and may have a positive effect on their active assimilation. Previous ICCS results had highlighted the importance of classroom climate in civic and citizenship education. It was correlated with student performance, student willingness to engage in civic-related activities and expectation of participating as an informed voter and member of a community.

The student questionnaire sought information about the classroom climate for civic and citizenship education, students' views of their influence on decision-making at school, and students' perceptions of school climate. Student perceptions of the openness of the climate during discussions of political and social issues had been previously identified as a predictor of civic knowledge and students' expectations to vote as an adult. The student questionnaire also asked about their perceptions of student influence on decision making at school although there was some evidence that student perceptions of direct influence on school or classroom matters were negatively associated with civic knowledge. Furthermore, information about student perceptions of school climate was obtained in view of evidence regarding the importance of a positive school climate for engaging students in civic-related learning experiences

Context of home and peer environments

The home and family contexts and characteristics that can influence the development of young people's knowledge, competencies, and beliefs in civics include educational resources in the home, peer-group interactions, culture, religion, values, language use, the relationship status the young person has within the family, parental education, incomes and employment levels, access to different kinds of media, the quality of the connections between school and home, and the wide range of civic-related opportunities out of school the young person can exercise.

There is consensus in research literature that family background is an influential variable in the political development of adolescents by providing a more stimulating environment and enhancing the educational attainment and prospects of adolescents, factors that, in turn, foster political involvement as an individual resource.

Measures of different aspects of social capital (trust, norms, and social interaction) include attitudinal and background variables. Some reflect social capital related to the home environment, in particular interactions with parents, peers, and media. Other aspects are visible in interpersonal trust and voluntary participation in civic-related organizations.

Aspects of the home environment that are antecedents of student learning and development and were measured through the student background questionnaire included: parental socioeconomic status, cultural and ethnic background, parental interest in political and social issues, family composition. The ICCS student background questionnaire also collected data on process-related variables that reflected social interactions outside of school.

Socioeconomic status is widely regarded as an important explanatory factor that influences learning outcomes in many different and complex ways. There is a general consensus that socioeconomic status is represented by income, education, and occupation and that using all three variables is better than using only one. ICCS measured socioeconomic status through parental occupational status, parental educational attainment and home literacy resources.

International studies have confirmed the importance of language and immigrant status on reading achievement and mathematics achievement. Students from immigrant families, especially among those who have arrived recently, tend to lack proficiency in the language of instruction and to be unfamiliar with the cultural norms of the dominant culture. ICCS measured cultural and ethnic family background through use of information about the country of birth of mother, father and student and the language of use at home.

There is evidence that young people with parents engaging them in discussions about politics and civic issues tend to have higher levels of civic knowledge and engagement. ICCS asked students to what extent their parents are interested in political and social issues and the frequency with which they discussed political and social issues with their parents. Previous ICCS research showed that media use (in particular for information) is positively related to political participation. Media information obtained from television news reports and internet was a positive predictor for civic knowledge and expected participation in elections. ICCS 2016 includes a number of items measuring the frequency of students' use of media to obtain information about political and social issues.

Researchers have suggested that religious affiliation may help to foster political and social engagement because religious organizations provide networks focused on political recruitment and motivation. However, there is also evidence for negative effects of religious affiliation on democratic citizenship, as reflected in lower levels of political knowledge and feelings of efficacy among strongly religious people. In the case of young people, religious affiliation and participation can be seen as part of the home environment that may influence the process of civic-related learning. ICCS 2016 asks students about the frequency of their attendance of religious services.

Context of the individual student

Individual students' development of understanding, competencies, and dispositions can be influenced by a number of characteristics, some of which link to family background. Antecedents at this level, collected through the student questionnaire, included the student characteristics of age, gender, and expected educational qualifications. In addition, the student questionnaire collected process-related factors such as leisure-time activities and active civic participation at school and in the community.

During adolescence, civic knowledge and engagement increase with age. However, there is also evidence that feelings of trust in the responsiveness of institutions and willingness to engage in conventional forms of active political participation decrease toward the end of secondary school. In addition, there were mixed results concerning the differences between males and females in civic knowledge and engagement.

In the first two IEA studies on civic education, expected years of future education were important predictors of civic knowledge. This variable reflects individual aspirations. However, responses can also be influenced by parent or peer expectations and/or, in some education systems, by limitations brought about by students studying in programs that do not give access to university studies. ICCS 2009 data used a similar question that asked students to indicate their expected level of education. Results from that survey confirmed that this variable is positively associated with civic knowledge. As in the previous survey cycle, the ICCS 2016 student questionnaire asks about students' expected educational attainment.

1.6 Assessment Design and Data Analysis

Several instruments were administered as part of the ICCS. The following instruments were concerned with students.

- The international student cognitive test consisted of 88 items measuring civic and citizenship knowledge, analysis and reasoning. The assessment items were assigned to eight booklets and each student had to complete one of the booklets in 45-minutes. The cognitive items were generally presented with contextual material serving as a brief introduction to each item or set of items.
- A 40-minute international student questionnaire was used to obtain student perceptions about civics and citizenship as well as information about their background.
- There was a set of regional instruments of approximately 15 minutes duration directed towards particular issues of civics and citizenship in Europe and Latin America.

Additionally there was a set of instruments concerned with gathering information from and about teachers, schools and education systems.

- A 30-minute teacher questionnaire sought information about their perceptions of civic and citizenship education in their schools as well as their teaching assignment and background.
- Through a 30-minute school questionnaire, heads of school provided information about school characteristics and the provision of civic and citizenship education in the school.
- National research coordinators (NRCs) coordinated information from national experts in response to an on-line national contexts survey. This information was about the structure of the education system, civic and citizenship education in the national curricula, and recent developments in civic and citizenship education.

The ICCS 2016 instruments include a range of different types of items to assess a diversity of cognitive, affective-behavioural or contextual aspects. The cognitive test contains two types of items:

- *Multiple-choice response*: Each item has four response options, one of which is the correct response and the other three of which are distractors.
- *Open-ended response*: Students are requested to write a short response to an open-ended question. The responses are scored by scorers working for the national centres.

The student, teacher, and school questionnaires for ICCS 2016 include the following types of items:

- *Likert-type responses*: For each item, respondents are asked to rate a number of statements, typically on a four-point scale. For most items, the rating scale indicate agreement (strongly agree, agree, disagree, strongly disagree). The rating scales for other questions indicate frequencies (never, rarely, sometimes, often) or levels of interest, trust, or importance.

- *Multiple-responses*: Respondents are asked to indicate the three aspects they view as most important.
- *Categorical responses*: Respondents are required to choose one out of two or more response categories that they view as most appropriate. These questions are primarily used for collecting contextual information (for example, on gender, educational level of parents, books in the home, subjects taught at school, and public or private school management).
- *Open-responses*: Respondents are asked to write a short response that is coded by the national centres; these items are used only for collecting information on parental occupation.

ICCS reports on outcomes of civic and citizenship education and contexts based on a number of scales derived from the international and regional student questionnaire and the teacher and school questionnaires. Typically, items will be scaled using the IRT Rasch partial credit model, which is a unidimensional IRT model, used for partial credit scoring the polychotomous items. Its goal is to perform an assessment on the respondent's latent trait in a more refined way, specifically with the availability of two or more ordered response categories, equal for all items, where the amount of response categories depends on the scale, used in a test. The metric of all ICCS questionnaire scales is set to have a mean of 50 and a standard deviation of 10 for equally weighted national samples. The international student questionnaire includes items that will be used to obtain the following indices or sets of indices related to affective-behavioural and contextual factors:

Attitudes

- Students' perceptions of good citizenship
- Students' trust in institutions
- Students' perceptions of threats to the world's future
- Students' attitudes towards democratic values
- Students' attitudes toward gender rights
- Students' attitudes toward equal rights for all ethnic/racial groups
- Students' valuing of student participation at school
- Students' attitudes toward their country of residence
- Students' attitudes toward the influence of religion in society

Engagement

- Students' sense of citizenship self-efficacy
- Students' expectations to participate in civic action in support/protest on important issues
- Students' expectations of participation as adults
- Students' expectations of future school participation
- Students' engagement with social media
- Students' (past or present) involvement in organizations and groups outside of school
- Students' (past or present) involvement in school activities

Context

- Students' perceptions of open classroom climates for discussion of political/social issues
- Students' reports on civic learning at school

- Students' perceptions of teacher-student relationships at school
- Students' perceptions of social interaction between students at school
- Students' reports on verbal and physical abuse (bullying) at school
- Students' reports of discussions about political and social issues with parents and peers

The European regional student questionnaire includes items that will be used to obtain the following indices:

- Students' perceptions of future of Europe
- Students' attitudes toward cooperation between European countries
- Students' attitudes toward the European Union
- Students' perceptions of discrimination in European societies
- Students' views on age limitations for young people
- Students' attitudes toward political and ethical consumerism
- Students' sense of European identity
- Students' perceptions of their own individual future
- Students' attitudes towards immigration
- Students' views on freedom of European citizens to reside and work within Europe
- Students' reports on opportunities to learn about Europe at school

The teacher questionnaire includes items used to derive the following contextual indices:

- Teachers' participation in school governance
- Teachers' perceptions of social problems at school
- Teachers' perceptions of student activities in the community
- Teachers' perceptions of student behaviour at school
- Teachers' perceptions of classroom climate
- Teachers' perceptions of bullying at school
- Teachers' reports on activities related to environmental sustainability
- Teachers' reports on class activities related to civic and citizenship education
- Teachers' preparation for teaching related to civic and citizenship education
- Teachers' reports on their training in topics related to civic and citizenship education
- Teachers' reports on their training in teaching methods

The school questionnaire includes items to derive the following contextual indices:

- Heads of schools' perceptions of teacher participation in school governance
- Heads of schools' perceptions of student sense of belonging to the school
- Heads of schools' perception of teacher sense of belonging to the school
- Heads of schools' perceptions of student opportunities to participate in community activities
- Heads of schools' perception of bullying at school
- Heads of schools' reports on activities to prevent bullying at school
- Heads of schools' perceptions of the engagement of the school community
- Heads of schools' reports on activities related to environmental sustainability
- Availability of resources in local community
- Heads of schools' perceptions of social tension in the community
- Heads of schools' perceptions of school autonomy in CCE delivery

1.7 Data Analysis

Performance in civic and citizenship education can be examined in two ways. One can either compare the mean ICCS score between participating countries, where the comparison provides an insight of the strengths and weaknesses of a country's student population in civic and citizenship education. Alternatively, one can categorise these ICCS scores into a number of levels (A, B, C, D, below level D) and then investigate the relative proportions of students in each level within the scale. Students performing below level D can only answer correctly test items that have a simple cognitive task; whereas students performing at level A can answer correctly test items that have a very demanding cognitive task.

Statistical analysis is essential to generalize results and make inferences about the student population using the sample data. Population mean scores are unknown because they can only be obtained if every student in every country had answered every question. So it is necessary to consider the degree of uncertainty of the sample estimates. The procedure is to select random samples and then compute sample mean scores. Estimates of population mean scores are obtained by computing confidence intervals. In many cases, analysts are primarily interested in whether mean scores differ significantly between participating countries or between distinct groups of students within a country, for example, categorised by gender or school type. The Two Independent samples t-test and One Way ANOVA test will be used to establish whether mean scores differ significantly between the groups using a 0.05 level of significance. This implies that differences between mean scores are statistically significant if their magnitudes are exceeded in less than 5% of all the samples drawn from corresponding populations assuming that no differences actually exist. Where observed differences do not meet this criterion, they are described as not being significantly different, or as 'statistically the same'.

Regression analysis will be used to relate the civic knowledge attainment to the affective-behavioural and contextual predictors. The advantage of using regression analysis is that the predictors will be analysed collectively and the model will identify the significant predictors and ranks them by their contribution in explaining variation in the civic knowledge scores. It is well known that a lone predictor could be rendered a very important contributor in explaining variations in the civic knowledge scores, but would be rendered unimportant in the presence of other predictors. In other words, the suitability of a predictor in a model fit often depends on what other predictors are included with it. Moreover, the regression model provides an R-square value that measures goodness of fit.

1.8 Report Structure

Chapter 1 describes the study design and framework of the International Civic and Citizenship Study (ICCS). The first section specifies the scope of the study and the formulated research question. The subsequent sections describe the study design, the structure of the assessment framework, the civic and citizenship framework and the contextual framework. The final section describes the statistical tests and modeling techniques that were used to analyze the data.

Chapter 2 reports the levels of civic and citizenship knowledge across countries and the changes in civic content knowledge since 2009. The first section describes the ICCS achievement scale and presents the threshold values for the proficiency levels. The subsequent section describes how

civic and citizenship knowledge was measured with the ICCS cognitive test and compare civic knowledge attainment between participating countries. In addition, the chapter reports how civic knowledge attainment varies between male and female students, between the 2009 and 2016 cycles and between State, Church and Independent Maltese schools. The final section describes the relationship between civic knowledge attainment and a number of variables, including the human development index, highest parental occupational status, highest parental education level, home literacy resources, immigration status, home language and socio-economic status.

Chapter 3 is concerned with describing the national contexts for civic and citizenship education in ICCS countries. This chapter gives attention to common patterns as well interesting policies and practices and compares countries on the level of school autonomy, aims and approaches to civic and citizenship education, teacher participation in initial and in-service training courses on civic and citizenship topics and learning objectives for civic and citizenship education.

Aspects of the school and community contexts related to civic and citizenship education are described in Chapter 4. This chapter, which mainly includes data from the school questionnaire, describes the variation in school and community contexts and its relation to selected outcomes of civic and citizenship. These include availability of resources and social tensions in the local community; student participation in community activities; environment-friendly practices at school; teachers' participation in school governance; bullying at school and activities to prevent them; teacher and student sense of school belonging and engagement of the school community.

Aspects of the classroom context related to civic and citizenship education are described in Chapter 5. This chapter, which mainly includes data from the teacher questionnaire, describes the variation in classroom contexts and its relation to selected outcomes of civic and citizenship. These include student activities in the community; social problems, student behaviour and bullying at school; classroom climate and class activities related to CCE; preparation for teaching CCE topics; training in teaching methods and in CCE related topics and teacher participation at school.

Issues of students' current civic engagement, motivation, self-beliefs, present and expected future civic participation are the focus of Chapter 6. A number of constructs were generated from the student questionnaire, which include interest in political and social issues; sense of citizenship self-efficacy; participation in legal and illegal activities to support an issue; expected participation in elections and political activities; participation in present and future school-based activities; civic participation through social media and civic participation in the wider community. Standardized scale indices of these constructs are used to compare engagement, motivation and self-beliefs between countries, between gender groups and between school types. Regression analysis is used to relate the civic knowledge scores to these engagement, motivation and self-beliefs collectively.

Chapter 7 is concerned with students' civic value beliefs and attitudes. A number of constructs were generated from the student questionnaire, which include perception of conventional-related and movement-related citizenship; trust in institutions; attitudes toward the influence of religion in society; attitudes toward equal rights for ethnic/racial groups; attitudes toward gender equality; bullying and abuse; participation at school; attitudes toward country of residence. Standardized scale indices of these constructs are used to compare beliefs and attitudes between countries, between gender groups and between school types. Regression analysis is used to relate the civic knowledge scores to these value beliefs and attitudes collectively.

Chapter 7 is concerned with students' European perspective. A number of constructs were generated from the student regional module, which include positive and negative expectation for European future; attitudes toward European cooperation; attitudes toward European Union; attitudes toward equal rights for immigrants; attitudes toward freedom/restriction of worker migration in Europe; sense of European identity; perceptions of students' own future and opportunities to learn about Europe at school. Standardized scale indices of these constructs are used to compare these European perspectives between countries, between gender groups and between school types. Regression analysis is used to relate the civic knowledge scores to these European perspectives collectively.

2

Attainment in Civic Knowledge

2.1 Introduction

ICCS investigates the ways in which young people are prepared to undertake their roles as citizens in a world where contexts of democracy and civic participation continue to change. It reports on students' knowledge and understanding of concepts and issues related to civics and citizenship, as well as their beliefs, attitudes and behaviours with respect to this domain. The ICCS test of civic knowledge covers the content and cognitive domains described in Chapter 1 and provides the basis for descriptions of four levels of proficiency. The development of knowledge and understanding of civics and citizenship is a major emphasis of civic and citizenship education programs across ICCS countries. In ICCS, civic knowledge is taken to be a broad term that is inclusive of understanding and reasoning and applicable to all four content domains in the assessment framework and is regarded as fundamental to effective civic participation. This chapter describes the measurement of civic knowledge in ICCS and discusses student achievement across the ICCS countries.

The 88 items of the ICCS civic knowledge test are mostly-multiple choice items augmented with some open-ended items. The items were typically presented as *units* in which some brief contextual stimulus (an image or some text) is followed by items relating to the common context. The cognitive scale covers student knowledge/understanding encompassing the four content domains (civic systems and society, civic principles, civic participation, and civic identities) and the two cognitive domains (knowing and applying and reasoning). As in the previous survey cycle, test items were designed to provide the basis for deriving a scale of civic knowledge, which consists of four levels of proficiency. The proficiency-level descriptions are syntheses of the item descriptors within each level. They describe a hierarchy of civic knowledge in terms of increasing sophistication of content knowledge and cognitive process.

Each student completed one test booklet comprising three clusters. In total there were eight different test booklets and each cluster appeared in three different booklets. This balanced rotation of items was used to enable a larger amount of assessment content to be included in the instrument than could be completed by any individual student. This was necessary to ensure broad coverage of the contents of the ICCS Assessment Framework. This procedure also enabled enough scales to be generated to provide the basis for comprehensive descriptions of the scale. Rotating the clusters throughout the booklets ensures that the different tests are linked. The ICCS cognitive scale was derived from the 88 test items using the Rasch model. The final reporting scale was set to a metric with a mean of 500 (the *ICCS average score*) and a standard deviation of 100 for the equally weighted national samples.

2.2 The ICCS Achievement Scale

The ICCS achievement scale was developed based on the contents and scaled difficulties of the assessment items. Initially item descriptors were written for each item in the assessment instrument. The item descriptors detailed the content and cognitive processes assessed by the item. The item descriptors were then ordered on the basis of their item difficulties to produce an item map. Based on an analysis of the item map and student achievement data, proficiency levels were established with a width of 84 scale points and level boundaries at 311, 395, 479 and 563 scale points. Student scores of less than 395 scale points show civic and citizenship knowledge proficiency below the level targeted by the assessment instrument.

The proficiency level descriptions are syntheses of the item descriptors within each level. They describe a hierarchy of civic knowledge in terms of increasing sophistication of content knowledge and cognitive process. The scale was derived empirically rather than from a specific model of cognition. Increasing levels on the scale represent increasingly complex content and cognitive processes as demonstrated through performance.

Table 2.1: List of proficiency levels outlining the type of knowledge and understanding at each level

<p>Level A: 563 score points and above</p> <p>Students working at Level A make connections between the processes of social and political organization and influence, and the legal and institutional mechanisms used to control them. They generate accurate hypotheses on the benefits, motivations, and likely outcomes of institutional policies and citizens' actions. They integrate, justify, and evaluate given positions, policies or laws based on the principles that underpin them. Students demonstrate familiarity with broad international economic forces and the strategic nature of active participation.</p> <p><i>Students working at Level A, for example:</i></p> <ul style="list-style-type: none"> • Identify likely strategic aims of a program of ethical consumption • Suggest mechanisms by which open public debate and communication can benefit society • Suggest related benefits of widespread cognitive intercultural understanding in society • Justify the separation of powers between the judiciary and the parliament • Relate the principle of fair and equal governance to laws regarding disclosure of financial donations • Evaluate a policy with respect to equality and inclusiveness • Identify a reason for having limited parliamentary terms • Identify the main feature of free market economies and multinational company ownership.
<p>Level B: 479 to 562 score points</p> <p>Students working at Level B demonstrate familiarity with the broad concept of representative democracy as a political system. They recognize ways in which institutions and laws can be used to protect and promote a society's values and principles. They recognize the potential role of citizens as voters in a representative democracy, and they generalize principles and values from specific examples of policies and laws (including human rights). Students demonstrate understanding of the influence that active citizenship can have beyond the local community. They generalize the role of the individual active citizen to broader civic societies and the world.</p> <p><i>Students working at Level B, for example:</i></p> <ul style="list-style-type: none"> • Relate the independence of a statutory authority to maintenance of public trust in decisions made by • Generalize the economic risk to developing countries of globalization from a local context • Identify that informed citizens are better able to make decisions when voting in elections • Relate the responsibility to vote with the representativeness of a democracy • Describe the main role of a legislature/parliament • Define the main role of a constitution • Recognize the relationship between the government and the military in a democracy. • Recognize a danger of government controlled media • Relate the responsibility for environmental protection to individual people.

Level C: 395 to 478 score points

Students working at Level C demonstrate familiarity with equality, social cohesion, and freedom as principles of democracy. They relate these broad principles to everyday examples of situations in which protection of or challenge to the principles are demonstrated. Students also demonstrate familiarity with fundamental concepts of the individual as an active citizen: they recognize the necessity for individuals to obey the law; they relate individual courses of action to likely outcomes; and they relate personal characteristics to the capacity of an individual to effect civic change.

Students working at Level C, for example:

- Relate freedom of the press to the accuracy of information provided to the public by the media
- Justify voluntary voting in the context of freedom of political expression
- Identify that democratic leaders should be aware of the needs of the people over whom they have
- Recognize that the UN Universal Declaration of Human Rights is intended to apply to all people
- Generalize about the value of the internet as a communicative tool in civic participation
- Recognize the value of being an informed voter
- Recognize that governments have a responsibility to all citizens
- Recognize that providing foreign aid can help regional stability
- Recognize the civic motivation behind an act of ethical consumerism.

Level D: 311 to 394 score points

Students working at Level D recognize explicit examples representing basic features of democracy. They identify the intended outcomes of simple examples of rules and laws and recognize the motivations of people engaged in activities that contribute to the common good.

Students working at Level D, for example:

- Recognize national defense is a key role of the military.
- Relate the right to medical help to the motivation to work for an aid organization.
- Recognize the relationship between the secret ballot and freedom of voter choice.
- Recognize that volunteers provide a contribution to communities.
- Recognize that all people are equal before the law.

The scale does not simply extend from simple content at the bottom to reasoning and analysing at the top. The cognitive processes of knowing and of reasoning and analysing can be seen across all levels of the scale depending on the issues to which they are applied. Moreover, the scale includes a synthesis of the common elements of civic and citizenship content at each level and the typical ways in which the content is used. Each level of the scale also references the degree to which students appreciate the interconnectedness of civic systems and students' sense of the impact of civic participation on their communities. Broadly the scale reflects the development from dealing with concrete, familiar and mechanistic elements of civics and citizenship through to the wider policy and institutional processes that determine the shape of our civic communities.

The scale is hierarchical in the sense that the sophistication of civic knowledge increases as student achievement progresses up the scale, but it is also developmental in the sense that any given student is assumed to be likely to be able to demonstrate achievement of the scale content below his or her measured level of achievement. While the scale does not describe a necessary sequence of learning, it does postulate that learning growth can typically be considered to follow the sequence described by the scale. Table 2.1 shows the ICCS civic knowledge described scale with a description of contents of the described scale and the nature of the progression between the proficiency levels.

Level A of the scale can be characterized by students' engagement with the fundamental principles and broad concepts that underpin civics and citizenship. Students operating at this level are familiar with the 'big ideas' of civics and citizenship; they are likely to be able to make accurate judgements about what is 'fair' or 'unfair' in familiar contexts and to exhibit some knowledge of the most basic

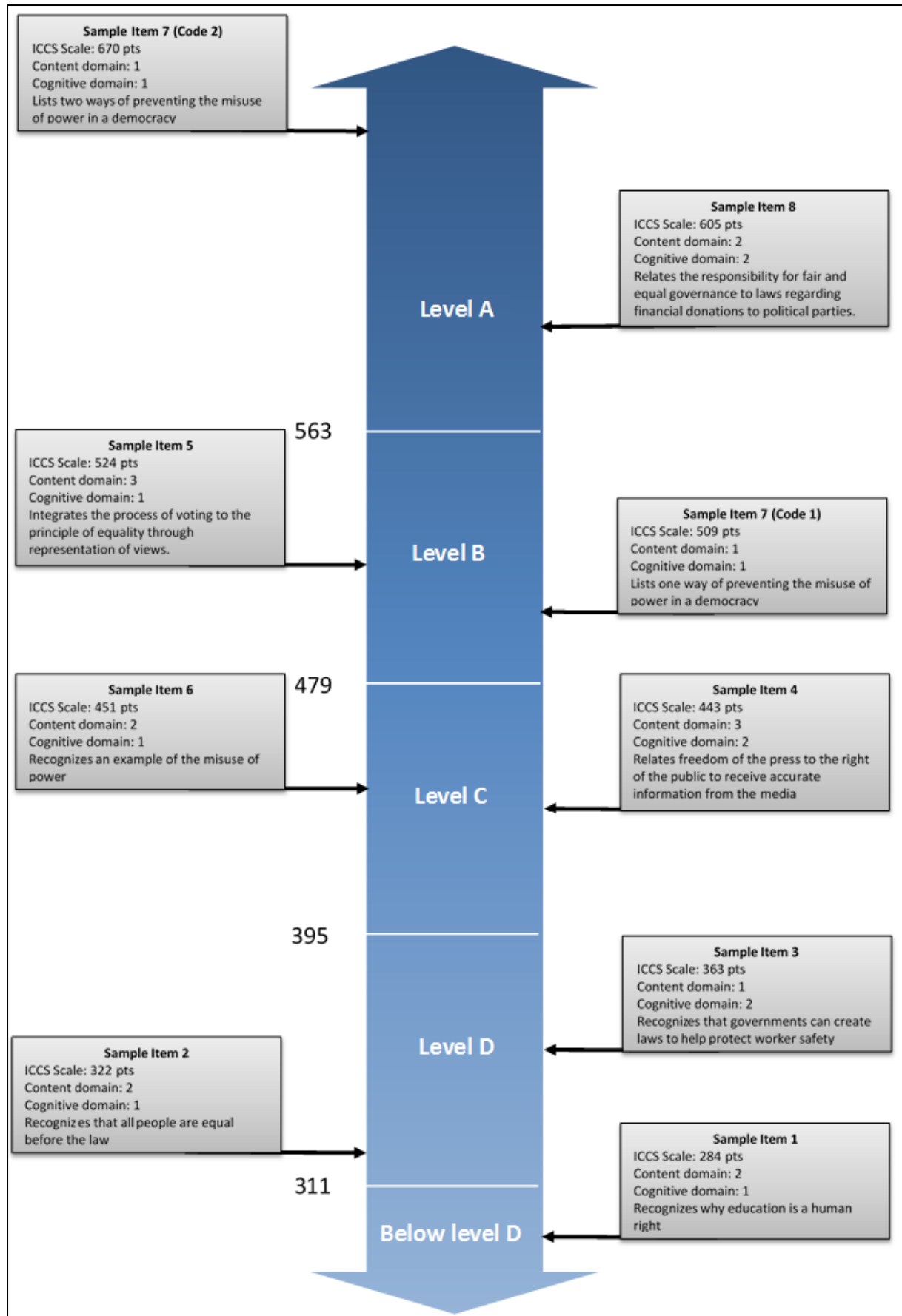


Figure 2.1: Location of the 8 example items on the civic knowledge scale

operations of civic and civil institutions. In addition to this, students working at Level A show awareness of citizens' capacity to have influence in their own local context. The key factors that differentiate Level 1 achievement from that of higher levels relate to the degree of specificity of students' knowledge and the amount of mechanistic rather than relational thinking that students express regarding the operations of civic and civil institutions.

Students working at Level B are able to display some specific knowledge and understanding of the most pervasive civic and citizenship institutions, systems and concepts. These students demonstrate an understanding of the interconnectedness of civic and civil institutions, and the processes and systems through which they operate (rather than only being able to identify their most obvious characteristics). They are able to demonstrate understanding of the connection between principles or key ideas and their operationalization in policy or practice in everyday, familiar contexts. Students are able to relate some formal civic processes to their everyday experience and can demonstrate understanding that the potential sphere of influence (and by inference responsibility) of active citizens lies beyond their own local context. One key factor that differentiates Level B from Level C is the degree to which students make use of knowledge and understanding to evaluate and justify policies and practices.

Students working at Level C demonstrate a holistic rather than segmented knowledge/understanding of civic and citizenship concepts. They make evaluative judgements about the merits of policies and behaviours from given perspectives, justify positions or propositions and hypothesize outcomes based on their understanding of civic and citizenship systems and practices. Students working at Level C exhibit understanding of active citizenship practice as a means to an end rather than as a kind of automatic response expected in a given context. To this end, students are able to evaluate active citizenship behaviours in light of their desired outcomes.

Students working at Level D can only recognize basic features of democracy, identify intended outcomes of fundamental rules/laws, and recognize the motivation of important activities that contribute extensively to the common welfare of humanity.

Figure 2.1 shows the location of each of the eight example items, described in Chapter 1, on the ICCS civic knowledge scale. In addition to recording the range and spread of example items across the scale, Figure 2.1 illustrates the relative independence of the difficulty of items and the content and cognitive processes they represent. It is not necessarily true that items assessing reasoning and analysing in students are easier or more difficult than those assessing knowing. As is described in the proficiency scale, the difficulty of questions, concepts and processes is determined by a combination of the familiarity and proximity to the world of the student, of the concepts as well as the nature of the processing that is required. Figure 2.1 illustrates for example that relatively simple processing of complex content can be indicative of similar proficiency as complex processing of familiar content.

2.3 Attainment in Civic Knowledge

Figure 2.2 displays the mean civic knowledge score of participating countries. The average civic knowledge score for Malta (491) is 9 scale points lower than the ICCS international average (500). Denmark (586), Chinese Taipei (581), Sweden (579), Finland (577), Norway (564), Republic of Korea (551), Estonia (546), Russia (545), Belgium (537), Slovenia (532), Croatia (531), Italy (524), Netherlands (523), Lithuania (518), Hong Kong (515) and Latvia (492) scored higher than

Malta. On the other hand, Malta scored higher than Bulgaria (485), Chile (482), Colombia (482), Mexico (467), Peru (438) and Dominican Republic (381). Figure 2.2 also displays the 95% confidence interval (marked black) for the mean civic knowledge score and the 5th and 95th percentiles and the interquartile range (marked blue) of each country. The confidence interval provides a range of values for the actual mean civic knowledge score if the whole student population of a particular country had to be included in the study. It is evident that distinct countries have different score distributions, which is displayed by the varying lengths of the horizontal bars. Malta and Bulgaria have the largest distance (approximately 350 scale points) between the 5% and the 95% percentiles of civic knowledge scores; whereas, Estonia and Finland have the smallest distance (approximately 250 scale points) between these two percentiles. This implies that in Malta the variation in student civic knowledge scores is larger than other participating countries. This spread is unrelated to the country's average scale score.

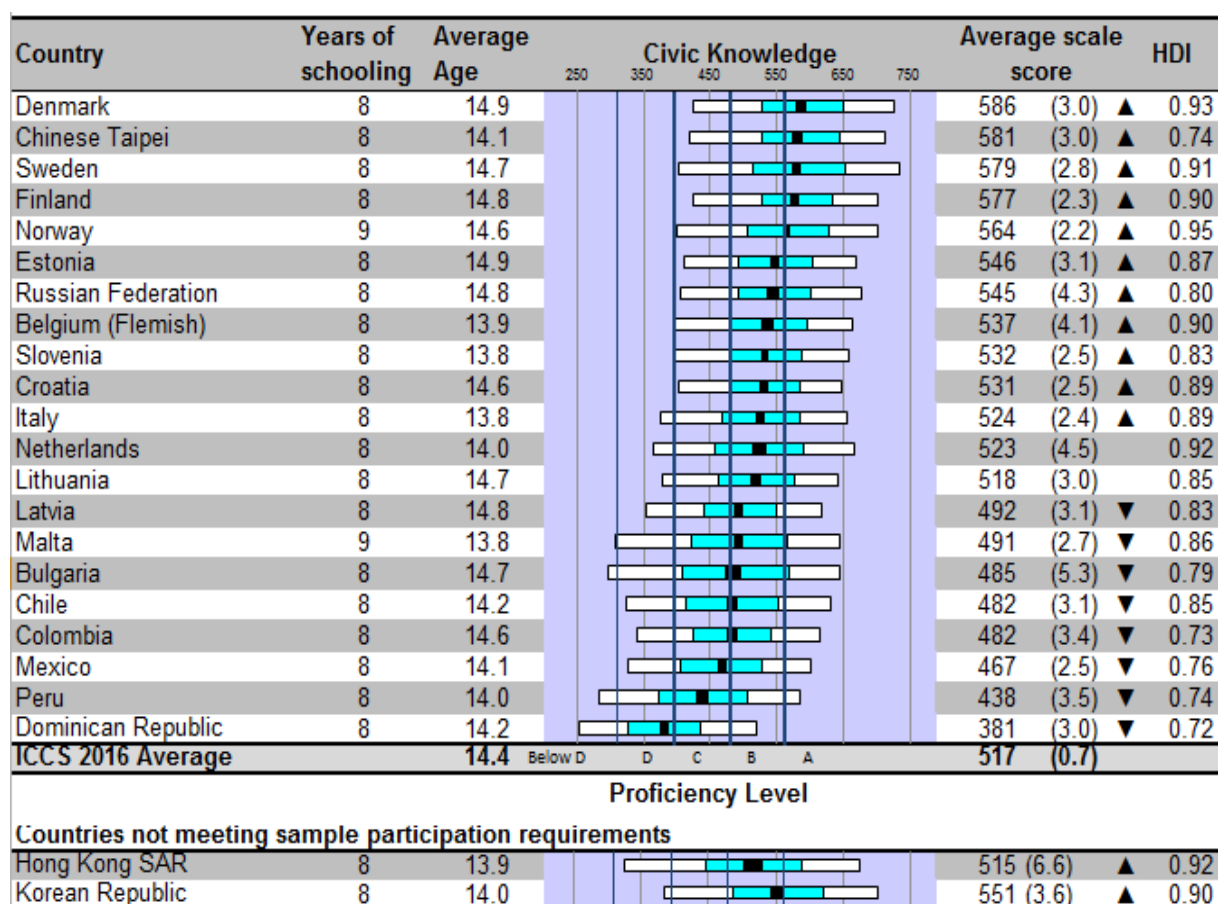


Figure 2.2: Distribution of Civic Knowledge scores

Figure 2.2 also exhibits some variation in the average age of students in the target grade (Grade 8) across countries. The average age ranged from 13.8 to 14.9 years, and the Maltese sample (mean student age of 13.8 years) comprised one of the youngest age-groups. The relationship between student age and civic knowledge scale scores is complex in that it varies within countries and between countries.

Figure 2.3 displays the percentage of students at each proficiency level across countries. 26.2% of Maltese students' ICCS scores fall in the Proficiency Level A cluster, 32.7% fall in Level B, 23.2% fall in Level C, 13.4% fall in Level D and the remaining 5.5% fall below the Level D cluster. There is a significantly smaller percentage of Maltese students in the Level A cluster and

a significantly larger percentage of Maltese students in the Level D or below clusters compared to the international ICCS percentages. On the other hand, the percentages of Maltese students in the Level B and C clusters are similar to the ICCS proportions and differences are not significant at the 0.05 level of significance. Figure 2.3 also exhibits huge contrasts in the civic knowledge score distributions across countries. More than half the students sampled from Denmark, Chinese Taipei, Finland and Sweden achieved scores that fell in the Proficiency Level A cluster; whereas, more than 55% sampled from the Dominican Republic obtained scores below the 395-point threshold (Proficiency Level D or below). 18 countries, including Malta, had more than 50% of student scores in Levels A or B. Peru and Dominican Republic had more than 30% of student scores in Levels D or below.

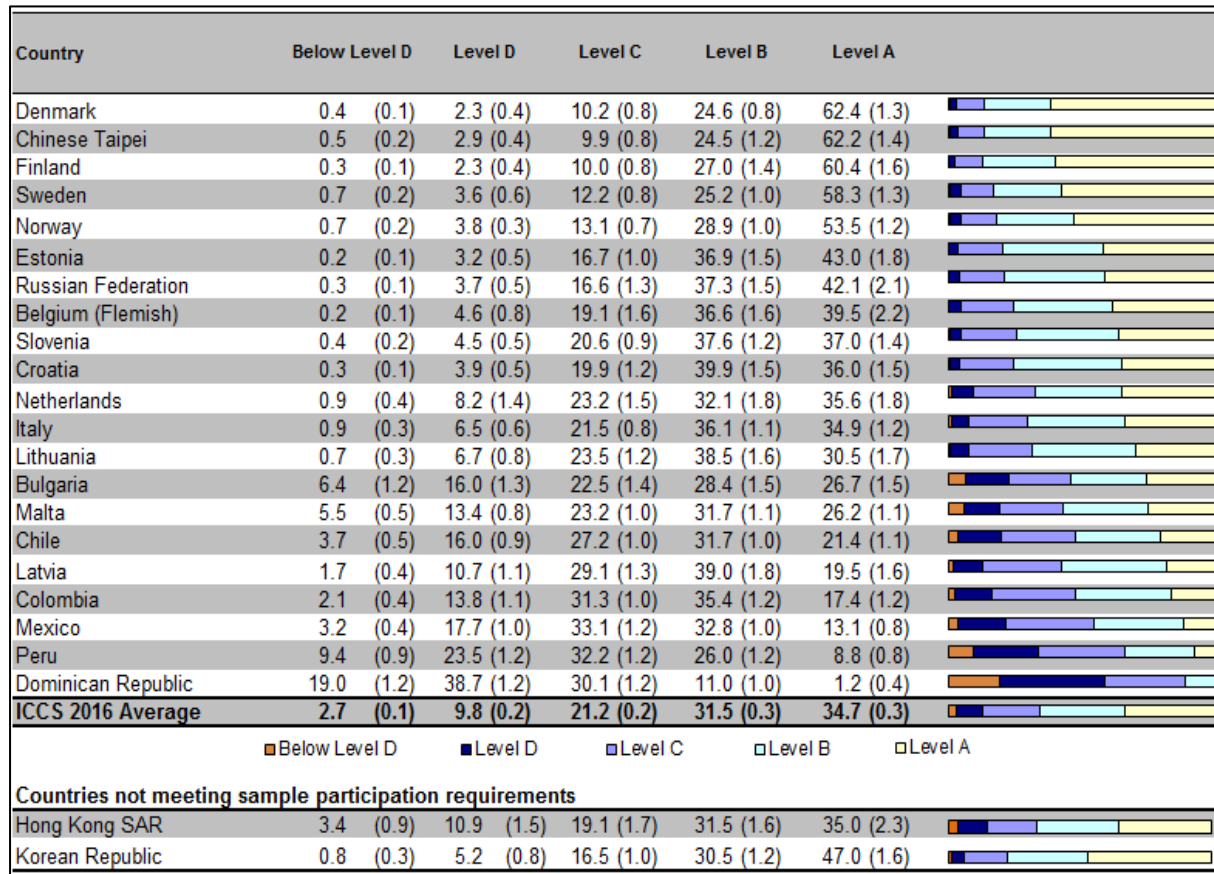


Figure 2.3: Percentages of students by proficiency levels of Civic Knowledge

2.4 Gender Difference in Civic Knowledge Attainment

Figure 2.4 shows that the magnitude of the differences in the mean ICCS scores between female and male students ranges from 1 to 38 scale points, where in all participating countries female students scored higher than their male counterparts. This gender discrepancy is significant in all countries except Peru and Belgium. Malta had the largest difference in ICCS attainment (38) between male and female students. This is followed by Bulgaria (37), Sweden (36), Slovenia (35), Chinese Taipei (34), Norway (34), Estonia (33) and Finland (33). There is no evidence of a systematic relationship between the magnitude of differences in achievement by geographical location or average scale score.

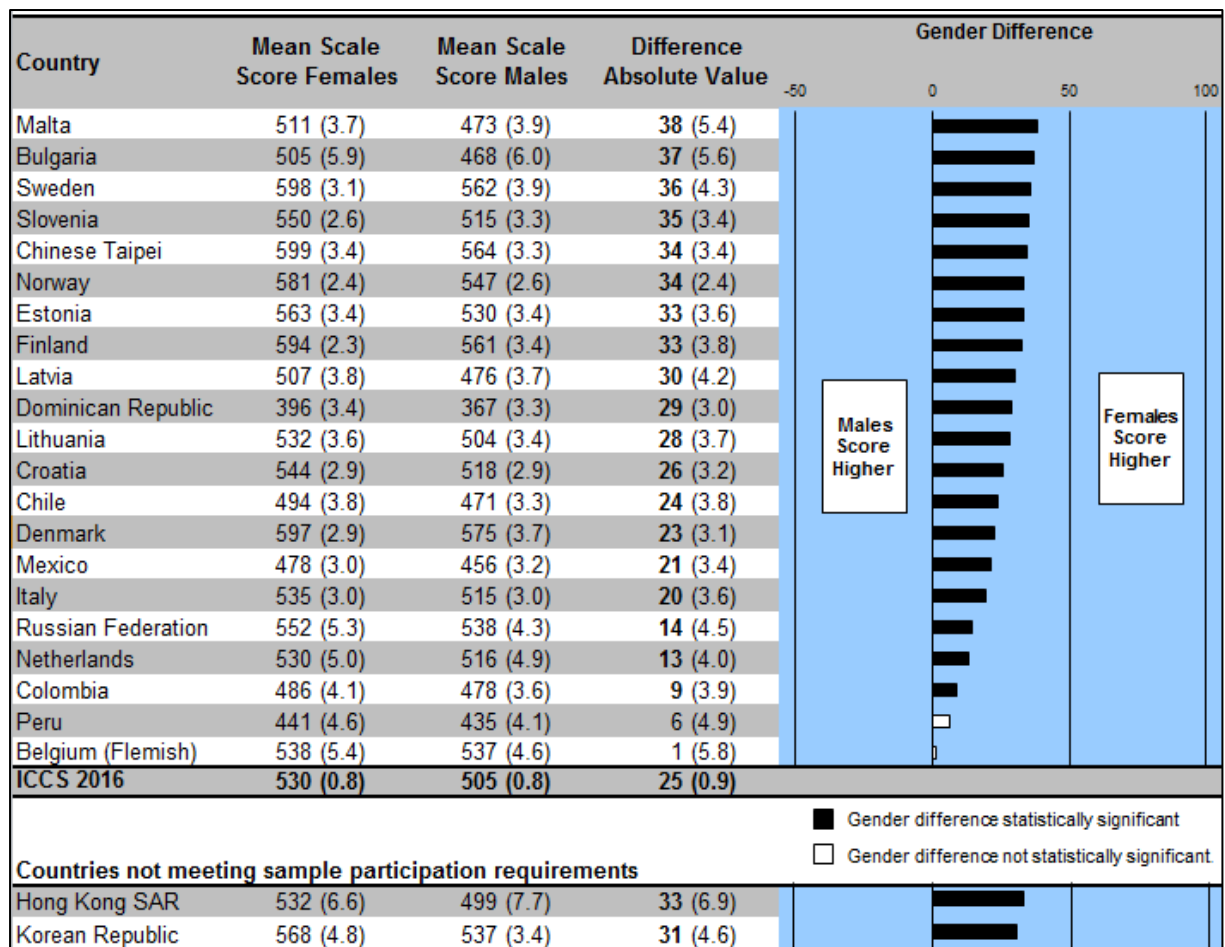


Figure 2.4: Gender difference in Mean ICCS scores across countries

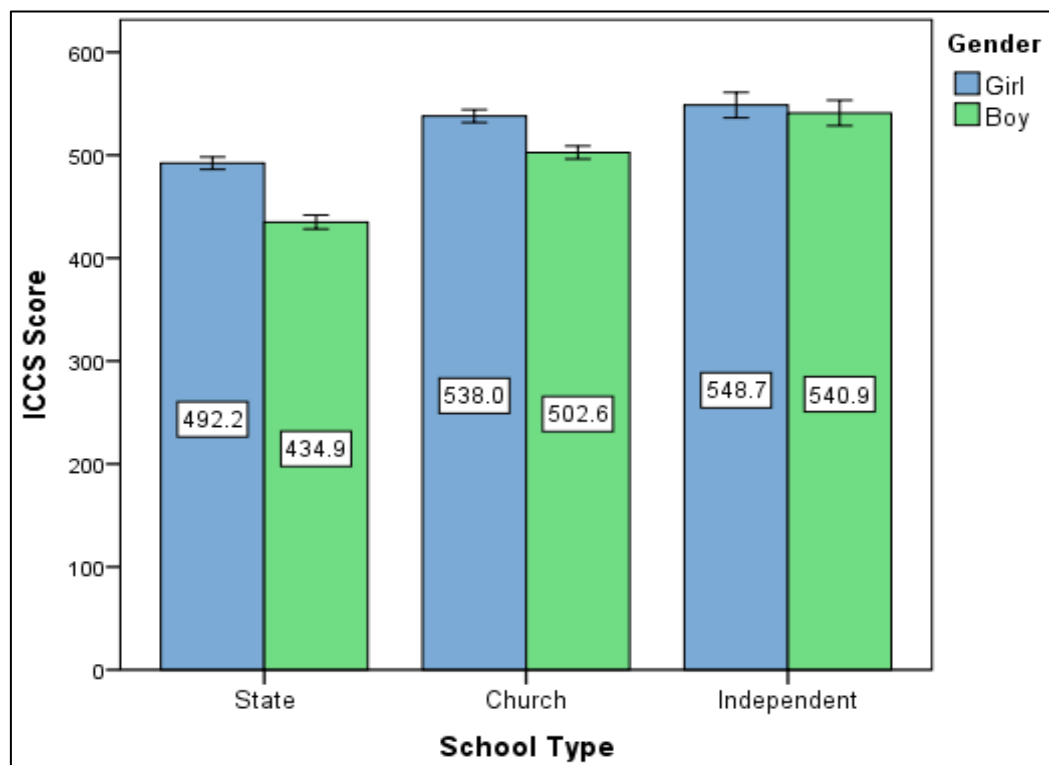


Figure 2.5: Mean ICCS scores of Maltese students clustered by school type and gender

Figure 2.5 displays the mean civic knowledge scores for Maltese students categorized by gender and school type. Male and female students attending church and private schools scored higher than the ICCS international average (500). In State and Church schools female students fared significantly better than males, while in Independent schools female students fared marginally better than their male counterparts.

School Type	Gender		ICCS Proficiency Level				
			Level A	Level B	Level C	Level D	Below Level D
State	Female	Count	245	335	262	117	43
		Percentage	24.5%	33.4%	26.1%	11.7%	4.3%
	Male	Count	118	215	254	227	137
		Percentage	12.4%	22.6%	26.7%	23.9%	14.4%
Church	Female	Count	273	231	120	34	5
		Percentage	41.2%	34.8%	18.1%	5.1%	0.8%
	Male	Count	196	278	176	77	18
		Percentage	26.3%	37.3%	23.6%	10.3%	2.4%
Independent	Female	Count	72	67	27	4	1
		Percentage	42.1%	39.2%	15.8%	2.3%	0.6%
	Male	Count	110	65	39	16	3
		Percentage	47.2%	27.9%	16.7%	6.9%	1.3%

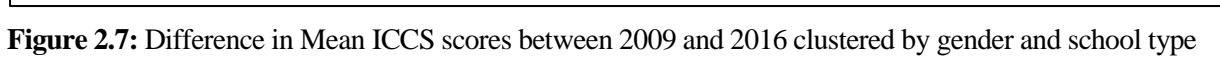
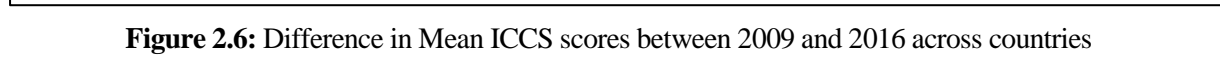
Table 2.2: ICCS Proficiency Levels of Maltese students clustered by school type and gender

The percentages of Maltese female students falling in the Proficiency level A or B clusters attending State schools (57.9%), Church schools (76.0%) and Independent schools (81.3%) exceed the corresponding percentages of male students (35.0%, 63.6% and 75.1%). On the other hand, the percentages of Maltese male students falling in the Proficiency Level D or below clusters attending State schools (38.3%), Church schools (12.7%) and Independent schools (8.2%) exceed the corresponding percentages of female students (16.0%, 5.9% and 2.9%).

2.5 Civic Knowledge score differences in 2009 and 2016 cycles

The mean Civic Knowledge score of Maltese students in the ICCS 2016 cycle (491) was 1 point higher than the ICCS 2009 cycle (490). Figure 2.6 shows the differences in mean ICCS Civic Knowledge scores between 2009 and 2016 across countries. Sixteen countries out of a total of eighteen countries that participated in both cycles registered an improvement in the mean ICCS score; however the increments registered by Latvia, Denmark, Malta and the Dominican Republic were not significant. Italy and Chile were the only two countries that registered a reduction in the mean ICCS score. Sweden registered the largest increment (42) in the mean ICCS score. This is followed by Russia (38), Norway (25), Belgium (23), Chinese Taipei (22), Estonia (21), Colombia (20), Bulgaria (19), Slovenia (16), Mexico (15) and Lithuania (13).

Figure 2.7 shows that for both male and female students attending State schools there was a marginal improvement in the mean ICCS score between the two cycles. For students attending Church schools there was a significant improvement for females and a marginal reduction for male students, and for male and female students attending Independent schools there was hardly any change in the mean ICCS scores between the two cycles.



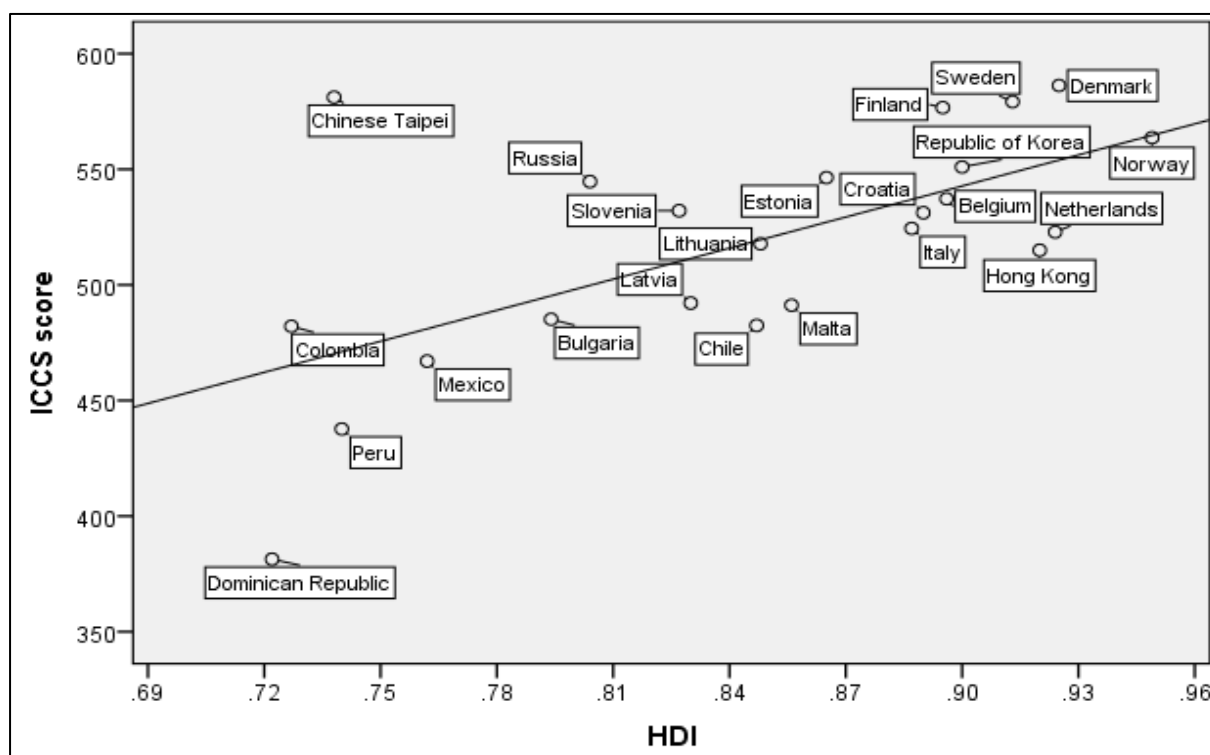
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Table 2.3: Percentages of students within proficiency levels by school type, cycle and gender

Gender	Proficiency	State		Church		Independent	
		2009	2015	2009	2015	2009	2015
Female	Level A	22.6%	24.5%	23.0%	41.2%	42.6%	42.1%
	Level B	35.9%	33.4%	34.2%	34.8%	39.0%	39.2%
	Level C	27.3%	26.1%	26.9%	18.1%	15.6%	15.8%
	Level D	10.8%	11.7%	11.4%	5.1%	2.1%	2.3%
	Below Level D	3.4%	4.3%	4.5%	0.8%	0.7%	0.6%
Male	Level A	11.6%	12.4%	24.5%	26.3%	47.6%	47.2%
	Level B	21.1%	22.6%	33.2%	37.3%	27.8%	27.9%
	Level C	26.8%	26.7%	26.1%	23.6%	15.3%	16.7%
	Level D	24.8%	23.9%	11.8%	10.3%	7.5%	6.9%
	Below Level D	15.7%	14.4%	4.4%	2.4%	1.8%	1.3%

2.6 Relationship between ICCS scores and HDI indices

The Human Development Index (HDI) is a composite statistic index of life expectancy, education and per capita income indicators, which are used to rank countries into four tiers of human development. A country scores higher HDI when the lifespan is higher, the education level is higher, and the GDP per capita is higher. Figure 2.8 clearly show a strong positive relationship between the country's mean civic knowledge scores and HDI. Countries above the regression line are scoring higher on the ICCS scale than expected given their HDI index. Malta is among twelve countries located below the regression line, which implies that they are scoring lower on the ICCS scale than expected given their HDI index.


Figure 2.8: Relationship between Civic Knowledge scores and Human Development Index (HDI)

2.7 Mean ICCS scores between distinct demographic groups

The socio-economic index of occupational status (SEI) was derived from students' responses on parental occupation, where the larger the SEI score the higher is the parental occupation status.

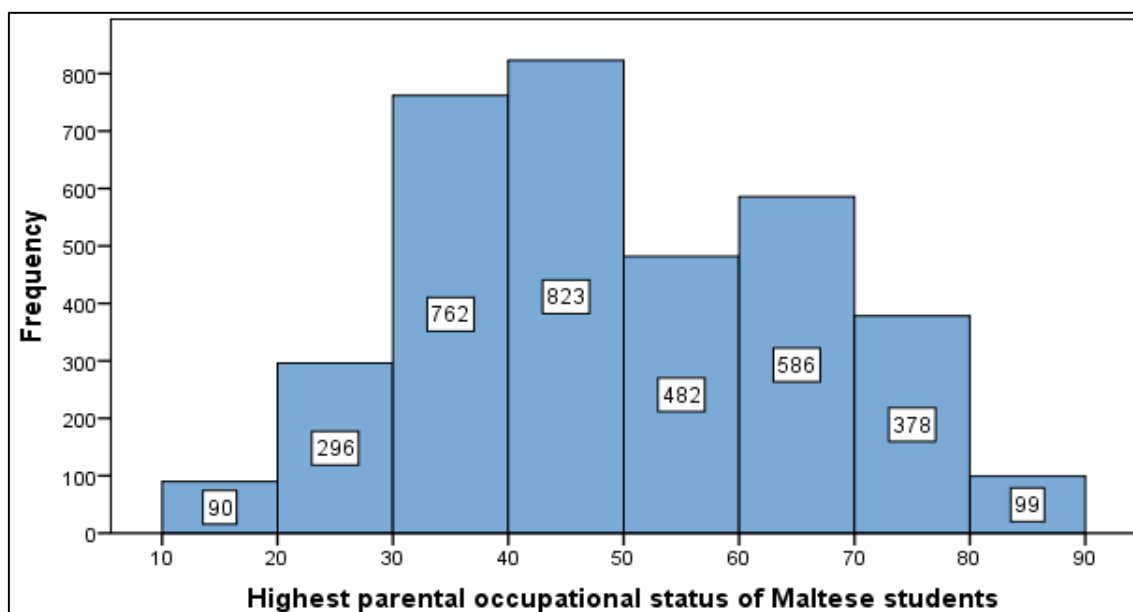


Figure 2.9: Highest parental occupational (SEI) score distribution of Maltese students

Country	Civic knowledge scores by parental occupation (SEI)					
	SEI below 50			SEI 50 and above		
	%	Mean		Mean	%	
Belgium (Flemish)	51 (1.7)	516 (3.7)		560 (5.0)	49 (1.7)	
Bulgaria	50 (1.7)	462 (5.8)		509 (6.4)	50 (1.7)	
Chile	60 (1.4)	470 (3.3)		502 (3.4)	40 (1.4)	
Chinese Taipei	53 (1.3)	568 (3.3)		597 (3.6)	47 (1.3)	
Colombia	64 (1.3)	471 (3.7)		502 (3.8)	36 (1.3)	
Croatia	60 (1.2)	521 (2.4)		546 (3.8)	40 (1.2)	
Denmark	41 (1.4)	561 (3.8)		604 (3.4)	59 (1.4)	
Dominican Republic	67 (0.9)	378 (2.9)		389 (4.5)	33 (0.9)	
Estonia	50 (1.9)	529 (2.7)		564 (4.1)	50 (1.9)	
Finland	55 (1.0)	563 (2.7)		593 (3.1)	45 (1.0)	
Italy	66 (1.4)	511 (2.7)		550 (3.0)	34 (1.4)	
Latvia	51 (1.3)	480 (3.2)		505 (4.2)	49 (1.3)	
Lithuania	57 (1.3)	504 (3.2)		535 (4.3)	43 (1.3)	
Malta	52 (0.9)	475 (3.5)		509 (3.2)	48 (0.9)	
Mexico	71 (1.0)	457 (2.6)		492 (3.6)	29 (1.0)	
Netherlands	48 (1.4)	501 (6.1)		543 (4.5)	52 (1.4)	
Norway	39 (1.1)	540 (2.5)		579 (2.5)	61 (1.1)	
Peru	73 (1.0)	426 (3.3)		468 (5.4)	27 (1.0)	
Russian Federation	47 (1.7)	526 (4.1)		561 (4.9)	53 (1.7)	
Slovenia	54 (1.4)	512 (2.4)		556 (3.1)	46 (1.4)	
Sweden	41 (1.2)	552 (3.7)		598 (3.4)	59 (1.2)	
ICCS 2016 Average	55 (0.3)	501 (0.8)		536 (0.9)	45 (0.3)	
Countries not meeting sample participation requirements						
Hong Kong SAR	53 (1.4)	515 (6.6)		516 (7.9)	47 (1.4)	
Korean Republic	59 (1.2)	541 (3.6)		565 (5.2)	41 (1.2)	
<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 10px; background-color: red; margin-right: 5px;"></div> <div style="width: 20px; height: 10px; background-color: green; margin-right: 5px;"></div> <div style="margin-left: 5px;">Difference between comparison groups statistically significant</div> </div> <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 10px; background-color: white; border: 1px solid black; margin-right: 5px;"></div> <div style="margin-left: 5px;">Difference between comparison groups not statistically significant</div> </div>						

Figure 2.10: Difference in Mean ICCS scores between parental occupation groups

Figure 2.9 displays the highest parental occupational (SEI) score distribution of Maltese students where 52% of the students had a SEI score less than 50 and the remaining 48% had a SEI score at least 50. Figure 2.10 shows that in all participating countries students whose parental SEI score was at least 50 performed significantly better in the ICCS cognitive test than their counterparts whose SEI score was less than 50. The difference in the mean ICCS scores between the two parental SEI groups of students was largest in Bulgaria (47), followed by Sweden (46), Belgium (44) and Slovenia (44). The Dominican Republic (11), Croatia (25) and Latvia (25) had the smallest difference in the mean ICCS scores between the two SEI groups.

Parental education is measured by the ISCED level. Table 2.4 shows that 12% of the parents of Maltese students did not complete secondary education, 17.6% obtained four O-Level/SEC examinations or less, 25.8% obtained five O-Level/SEC examinations or more, or A-Level/MATSEC certificate, 13.3% completed a national diploma or Higher National Diploma, and 31.3% completed tertiary education (Bachelor's degree) or a postgraduate degree (Masters or PhD).

Highest Parental Education Level	Frequency	Percentage
Did not complete secondary level	421	12.0%
4 O-Levels/SEC examination or less	616	17.6%
5 O-Levels/SEC examinations or more, or A-Level/MATSEC	904	25.8%
A National Diploma or a Higher National Diploma	460	13.3%
Tertiary degree (degree level)	1105	31.3%

Table 2.4: Percentages of Maltese students clustered by their parents' highest ISCED level

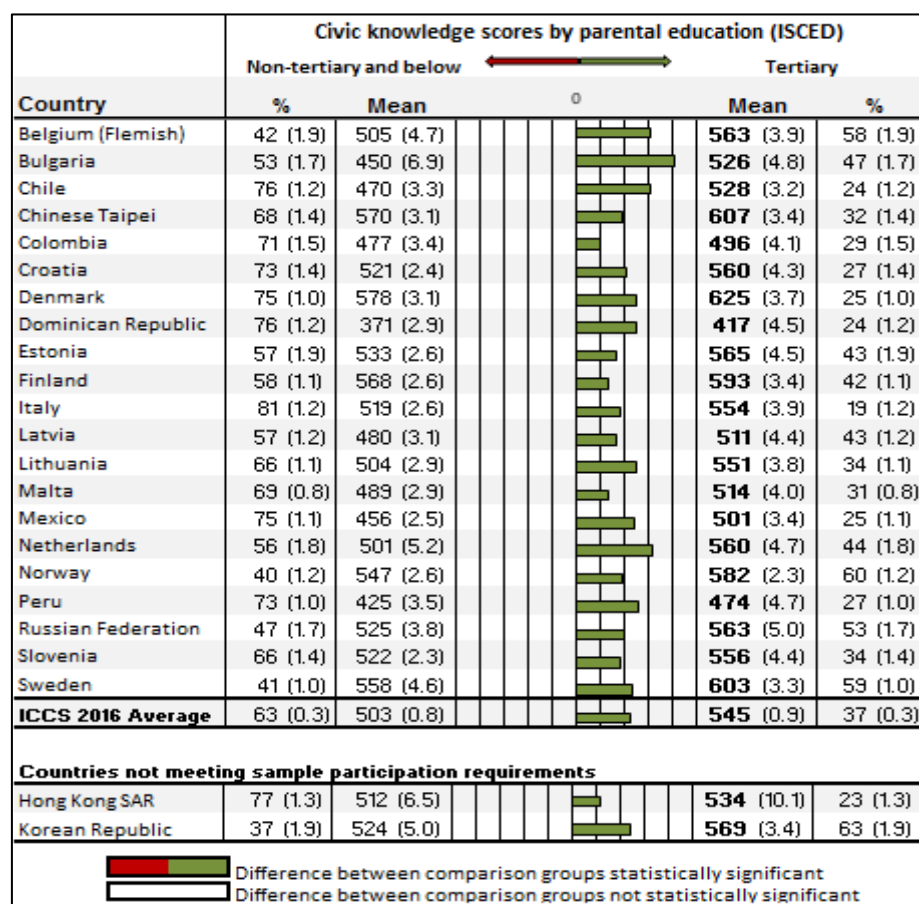


Figure 2.11: Difference in mean ICCS scores between parental education groups

Figure 2.11 shows that in all participating countries students with at least one parent possessing tertiary education performed significantly better in the ICCS cognitive test than their counterparts whose parents did not reach tertiary education. The difference in the mean ICCS scores between the two ISCED groups of students was largest in Bulgaria (76), followed by the Netherlands (59), Belgium (58) and Chile (58). Colombia (19), Finland (25) and Malta (25) had the smallest difference in the mean ICCS scores between the two ISCED groups.

Home literacy resources were measured by the number of books available at home. Table 2.5 shows that 7.2% of Maltese students own at most 10 books, 20.8% own 11 to 25 books, 37.2% own 26 to 100 books, 19.8% own 101 to 200 books and 15% own more than 200 books.

Home Literacy Resources	Frequency	Percentage
None or very few (0 - 10 books)	267	7.2%
Enough to fill one shelf (11–25 books)	771	20.8%
Enough to fill one bookcase (26–100 books)	1381	37.2%
Enough to fill two bookcases (101–200 books)	734	19.8%
Enough to fill three or more bookcases (more than 200 books)	558	15.0%

Table 2.5: Percentages of Maltese students clustered by the number of books available at home

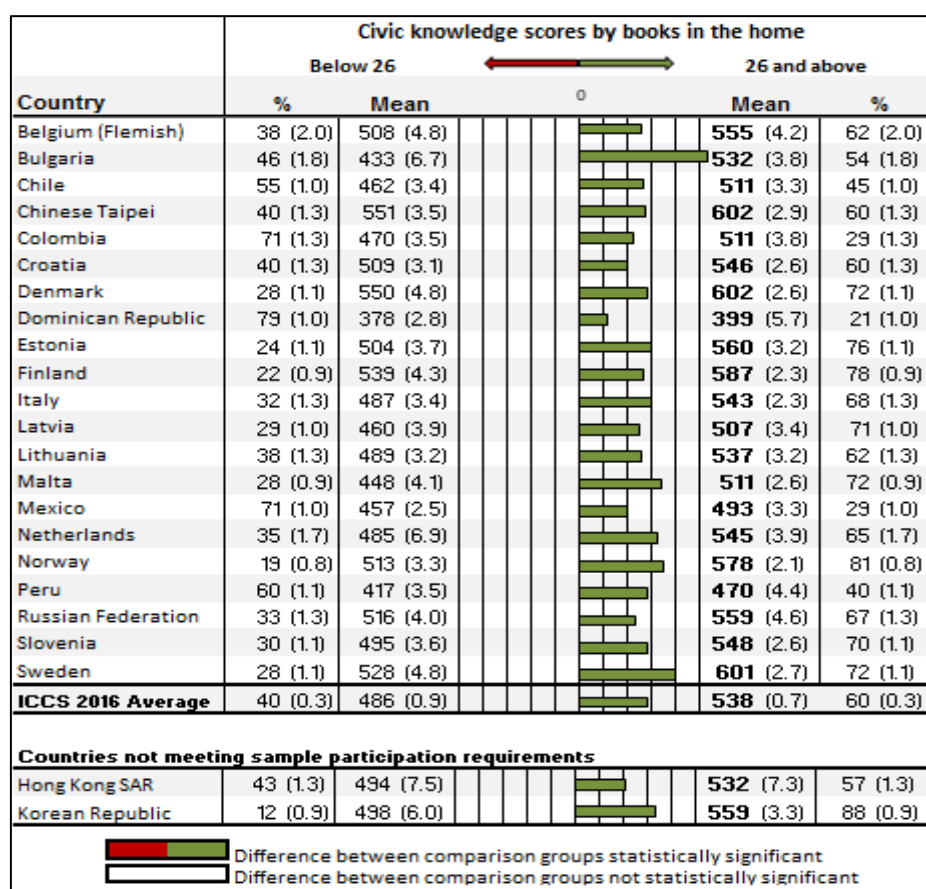


Figure 2.12: Difference in mean ICCS scores by frequency of books at home

Figure 2.12 shows that in all participating countries students possessing at least 26 books performed significantly better in the ICCS cognitive test than their counterparts who possessed 25 books or

less. The difference in the mean ICCS scores between the two groups of students was largest in Bulgaria (99), followed by Sweden (73), Norway (65), Malta (63) and the Netherlands (60). The Dominican Republic (21), Mexico (36) and Croatia (37) had the smallest difference in the mean ICCS scores between the two groups.

Students with an immigration background include those students whose parents were born abroad, irrespective of whether the students themselves were born in Malta or abroad. Students with a non-immigration background include those students who were born in Malta and at least one parent was also born locally. Table 2.6 shows that 7.6% of Maltese students have an immigration background, while the remaining 92.4% have a non-immigration background.

Immigration Status	Frequency	Percentage
At least one parent born in country	3304	92.4%
Students born in country but parent(s) born abroad	83	2.3%
Students and parent(s) born abroad	185	5.3%

Table 2.6: Percentages of Maltese students clustered by their immigrant background

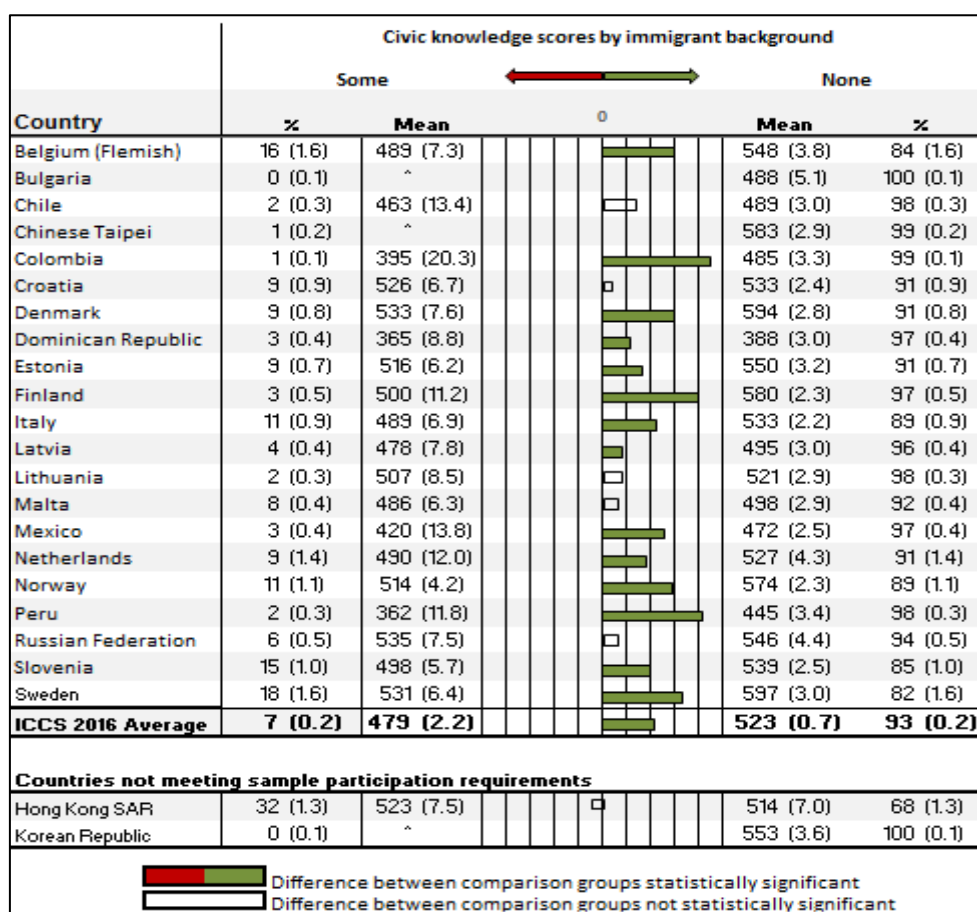


Figure 2.13: Difference in mean ICCS scores between immigrant background groups

Figure 2.13 shows that in most participating countries students with a non-immigration background performed significantly better in the ICCS cognitive test than their counterparts who have an immigration background. The difference in the mean ICCS scores between the two groups of students was largest in Colombia (90), followed by Peru (83) and Finland (80). Croatia (7), Russia (11), Malta (12), Lithuania (14) and Chile (26) had the smallest difference in the mean

ICCS scores between the two groups and the difference was not significant. Hong Kong was the only country where students with an immigrant background performed better than their counterparts with a non-immigrant background; however, the difference was not significant.

Students were also clustered by their home language. Table 2.7 shows that 71% of Maltese students speak Maltese, while the remaining 29% speak other languages, mainly English. Figure 2.14 shows that in most participating countries, students who spoke their home language performed significantly better in the ICCS cognitive test than their counterparts who spoke another language. The difference in the mean ICCS scores between the two groups of students was largest in Bulgaria (108), followed by Peru (100) and Sweden (70). The Dominican Republic (1), Colombia (14) and Croatia (20) had the smallest difference in the mean ICCS scores between the two groups and the difference was not significant.

Home Language	Frequency	Percentage
English or other language	1069	29.0%
Maltese language	2613	71.0%

Table 2.7: Percentages of Maltese students clustered by their home language

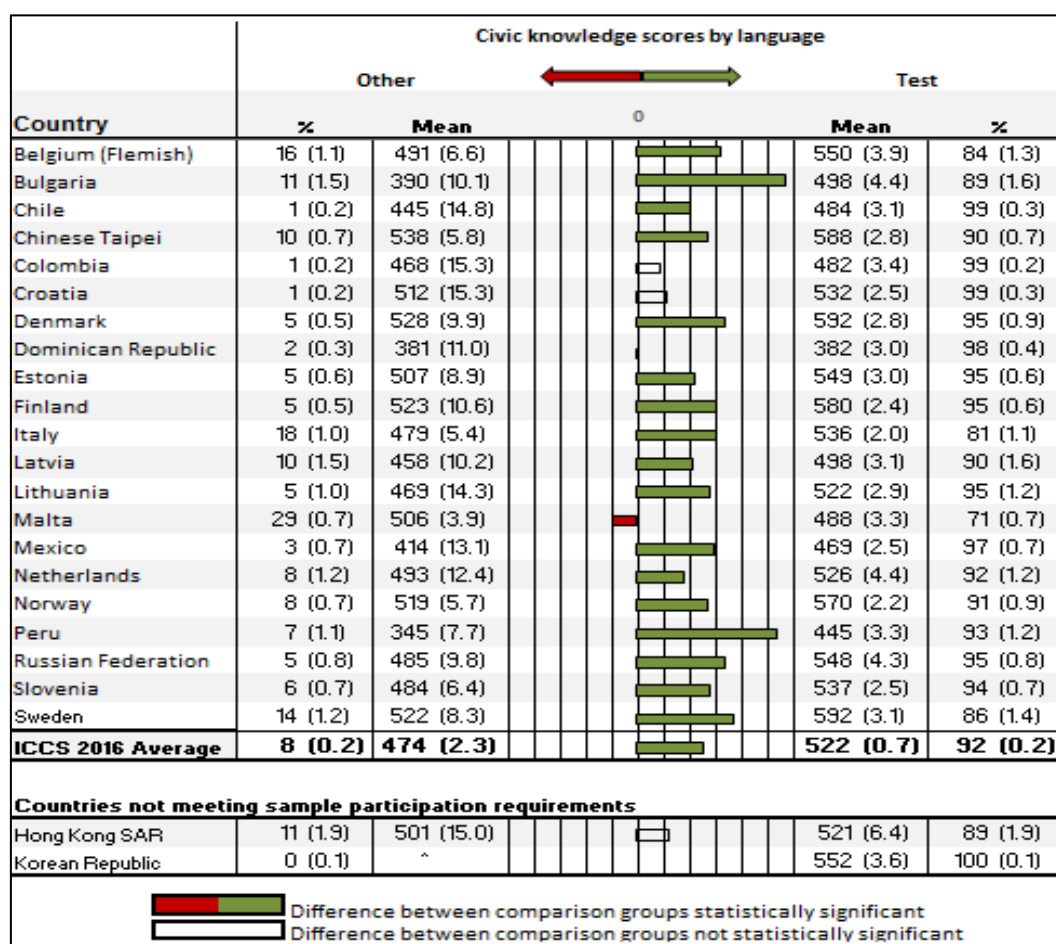


Figure 2.14: Difference in mean ICCS scores between language groups

One of the predictors of civic knowledge attainment is the socio-economic background status (SES). An index was generated by considering a variety of items within the student questionnaire, which included parental levels of education, parental occupation, the number of books at home

and a variety of items measuring family wealth and the presence of educational resources at home. A large positive SES score corresponds to a high socio-economic background status, while a large negative SES score corresponds to a low socio-economic background status. Figure 2.15 displays the SES Score distribution for Maltese students. The mean SES score is marginally greater than zero and the distribution is marginally right-skewed.

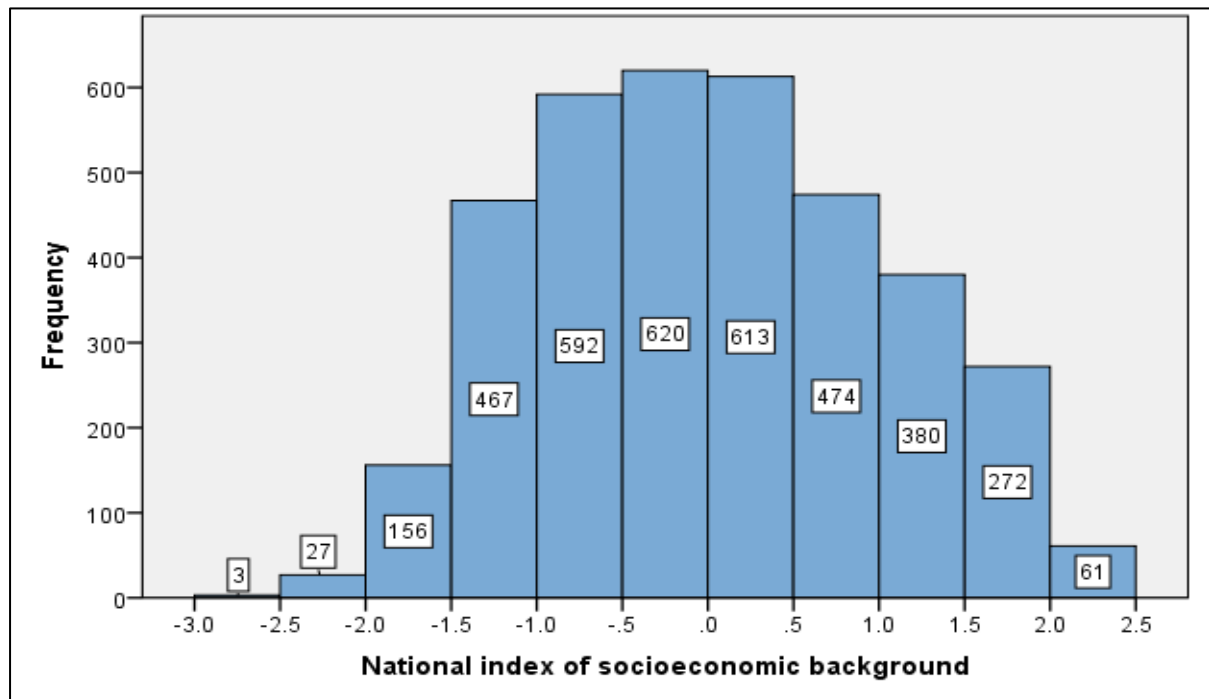


Figure 2.15: SES score distribution of Maltese students

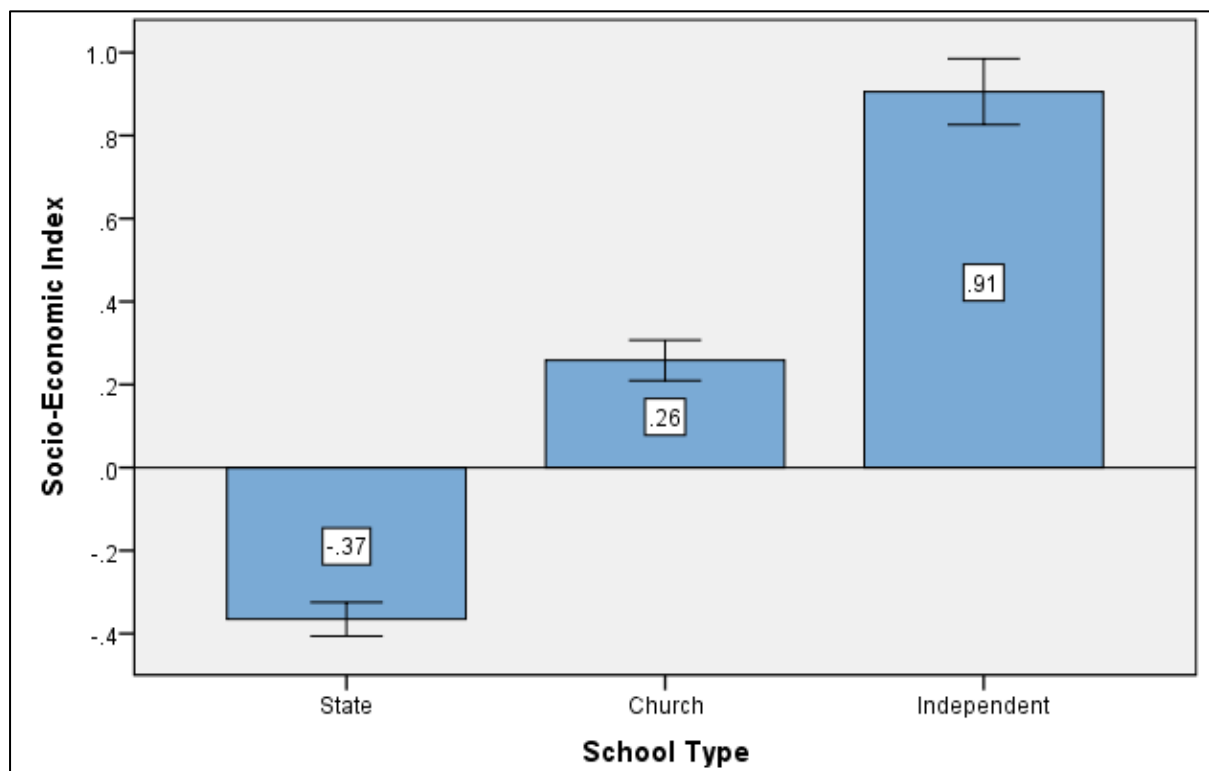


Figure 2.16: Mean SES scores of Maltese students, clustered by school type

Figure 2.16 shows that mean SES score vary significantly between school types. The mean SES index (0.91) of students attending Independent schools is significantly larger than the mean SES index (0.26) of students attending Church schools, which in turn is significantly larger than the mean SES index (-0.37) of students attending State schools. Figure 2.17 displays a strong positive relationship between civic knowledge score and SES scores and this applies to all school types. This implies that students with a high socio-economic background tend to score higher in civic knowledge than their counterparts with a lower socio-economic level.

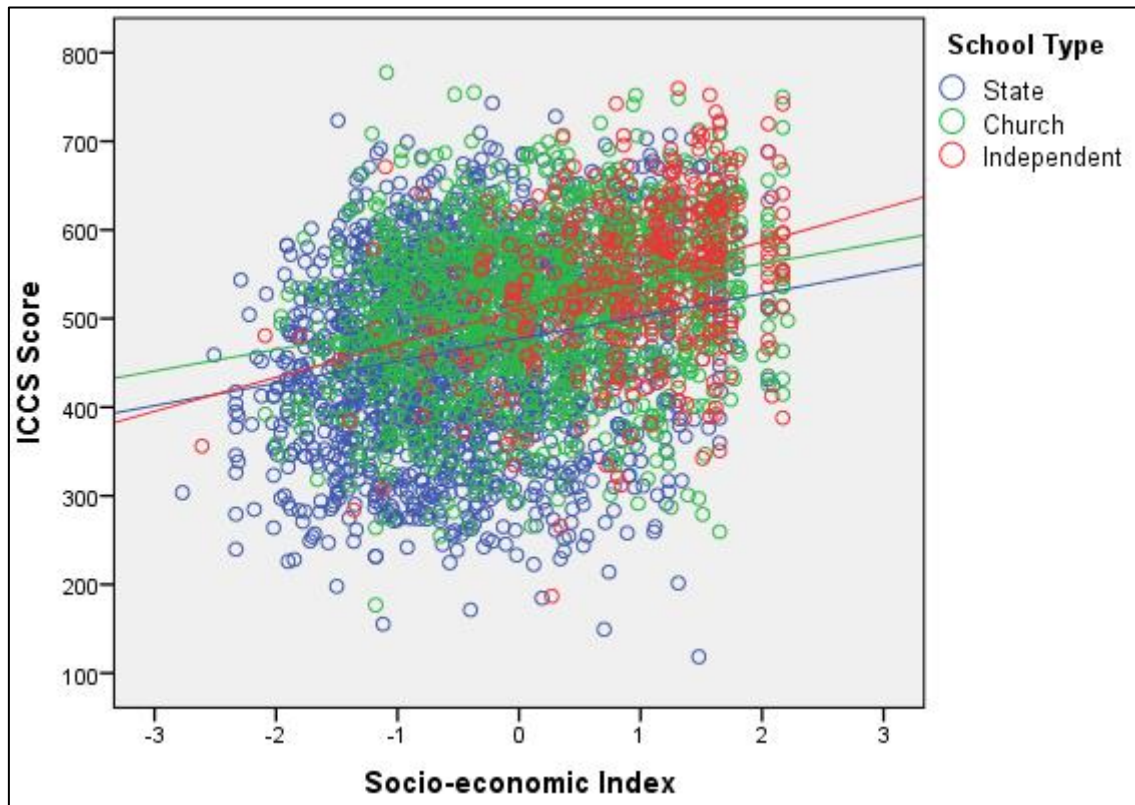


Figure 2.17: Relationship between Civic Knowledge scores and SES, clustered by school type

3

Contexts for Civic and Citizenship Education

3.1 Introduction

Students' attitudes, perceptions and activities related to civics and citizenship as well as their knowledge and understanding of civics and citizenship are influenced by factors located at different levels. Chapter 1 describes the contextual framework for ICCS and identifies four overlapping levels of influence, which include context of the wider community, context of schools and classrooms, context of home and peer environments and context of the individual student.

ICCS collected information about the contexts of schools, classrooms, home, peer environments and the individual through the school, parent and student questionnaires. Data about the context of the wider community, and more specifically the national and community contexts, were collected in two ways. Firstly, through detailed information about the nature of civic and citizenship education in the education systems of the participating countries, collected through the national contexts survey; and secondly through selected information about the basic demographic, economic, political and educational characteristics of the participating countries, elicited from international indices.

This chapter presents the information collected through these two routes. It is divided into three sections. The first section explains the background and purpose of the two collection routes and, in particular, the national contexts survey. The second section sets out the data on the basic characteristics concerning population, the economy and the political and education systems in the 38 countries. The third section provides a description based on key variables from the national contexts survey concerning approaches to civics and citizenship education at national level. There is also a summary of key findings. It should be noted that the basic characteristics and variables described in this chapter have a bearing on the outcomes reported in the chapters that follow.

The national contexts survey was designed to collect relevant detailed data from each participating country on the structure of the education system, education policy related to civics and citizenship education, school curriculum approaches to civics and citizenship education, approaches to teacher training and assessment in relation to civic and citizenship education and the extent of current debates and reforms in this area. NRCs completed the national contexts survey at the start of ICCS and then updated it towards the end of the study so as to ensure the data for each participating country was up-to-date for the year of reference. Basic characteristics concerning population, the economy and the political and education systems were collected separately using international indices.

3.2 Basic characteristics of ICCS countries

Collecting selected basic information about the demographic and economic characteristics of ICCS countries as well as about their political and education systems is useful in two respects. First, it is recognized that such factors can influence educational policies and decision-making in general, as well as in relation to specific areas such as civic and citizenship education. It is well known that civic education is embedded in political, historical and educational contexts which are unique to each country. Second, it also helps to better understand the data collected, at all levels, by the ICCS study, including that through the national contexts survey.

Table 3.1: Demographic and economic characteristics of ICCS countries

Country	Population size (in thousands)	Human development index			Gross Domestic Product (GDP) per Capita (in USD \$)
		Value	Rank	Category	
Belgium (Flemish)	6,477.80	0.896	22	Very high	41,138
Bulgaria	7,177.99	0.794	56	High	16,956
Chile	17,948.14	0.847	38	Very high	22,145
Chinese Taipei	23,464.79	0.882	21	Very high	47,800
Colombia	48,228.70	0.727	95	High	12,988
Croatia	4,203.60	0.827	45	Very high	20,430
Denmark	5,683.48	0.925	5	Very high	43,415
Dominican Republic	10,528.39	0.722	99	High	13,375
Estonia	1,314.61	0.865	30	Very high	26,930
Finland	5,479.53	0.895	23	Very high	38,643
Hong Kong	7,305.70	0.917	12	Very high	53,380
Italy	60,730.58	0.887	26	Very high	33,587
Korean Republic	50,617.04	0.901	18	Very high	34,387
Latvia	1,977.53	0.830	44	Very high	22,628
Lithuania	2,904.91	0.848	37	Very high	26,397
Malta	431.87	0.856	33	Very high	28,822
Mexico	127,017.22	0.762	77	High	16,502
Netherlands	16,939.92	0.924	7	Very high	46,374
Norway	5,190.24	0.949	1	Very high	64,451
Peru	31,376.67	0.740	87	High	11,672
Russian Federation	144,096.87	0.804	49	Very high	23,895
Slovenia	2,063.53	0.890	25	Very high	28,942
Sweden	9,799.19	0.913	14	Very high	45,296

Table 3.1 presents selected information about demographic and economic characteristics of ICCS countries. It is evident that ICCS countries vary considerably in population size with both large countries, such as the Russian Federation and Mexico (144 and 127 million respectively) and small countries, such as Malta (population under 0.5 million), participating in the study. There is similar diversity in the country scores and rankings for ICCS countries on the Human Development Index (HDI). Eighteen countries are classified as having a very high and five a high human development index, ranging from the top ranked country Norway to Dominican Republic in 99th position in the rankings. Most of the European countries participating in ICCS are categorized as very high on the HDI index, while most Latin American countries have a high rank. The table also reveals considerable variation in economic characteristics as shown by the Gross Domestic Product (GDP) per capita of ICCS countries. Economically, the ICCS countries

range from Norway, Hong Kong, Chinese Taipei, Netherlands, Sweden and Denmark with relatively high GDP per capita (in U.S. dollars) to Peru, Colombia, Dominican Republic, Mexico and Bulgaria with relatively low GDP per capita. Malta with a population of approximately 0.432 million has a Human Development Index of 0.856. Figure 3.1 shows a strong positive relationship between GDP per capita and HDI.

Figure 3.1: Relationship between Gross Domestic Product and Human Development Index

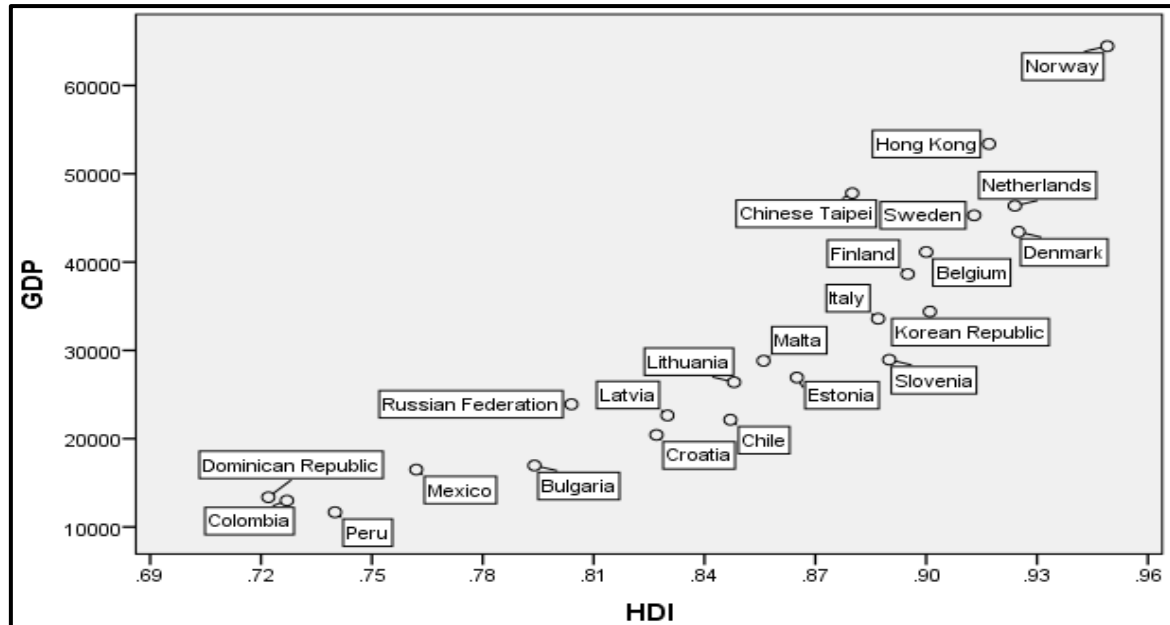


Table 3.2: Political characteristics of ICCS countries

Country	Legal age of voting	Compulsory voting (Y / N)	Percentages of voter turnout at last legislative election prior to study	Number of political parties in parliament	% seats held by women in parliament
Belgium (Flemish)	18	Y	92.5 (2014)	7	44
Bulgaria	18	N	54.1 (2014)	8	20
Chile	18	N	49.3 (2013)	8	16
Chinese Taipei	20	N	66.0 (2016)	5	38
Colombia	18	N	43.6 (2014)	14	19
Croatia	18	N	60.8 (2015)	9	15
Denmark	18	N	85.9 (2015)	9	37
Dominican Republic	18	Y	69.6 (2016)	10	27
Estonia	18	N	64.2 (2015)	6	24
Finland	18	N	70.1 (2015)	9	42
Hong Kong	18	N	58.0 (2012)	14	16
Italy	18	N	75.2 (2013)	7	31
Korean Republic	19	N	58.0 (2016)	5	17
Latvia	18	N	58.9 (2014)	6	19
Lithuania	18	N	52.9 (2012)	8	24
Malta	18	N	93.0 (2013)	2	14
Mexico	18	Y	47.7 (2015)	9	42
Netherlands	18	N	74.6 (2012)	11	39
Norway	18	N	78.2 (2013)	8	40
Peru	18	Y	82.0 (2016)	6	28
Russian Federation	18	N	60.1 (2011)	4	14
Slovenia	18	N	51.7 (2014)	8	37
Sweden	18	N	85.8 (2014)	8	44

Table 3.2 presents a number of political characteristics of ICCS countries. They include the age at which it is legal to vote and whether voting is compulsory as well as voter turnout at the last election. There is also information about the number of political parties in Parliament and the percentage of seats held by women in Parliament. The characteristics highlight considerable differences in when and how much voters engage with the political system as well as how the system is structured across ICCS countries. With the exception of Chinese Taipei, the age at which people are legally entitled to vote in elections is 18. Voting is universal in all countries but compulsory in four countries, which include Belgium (Flemish), Dominican Republic, Mexico, and Peru. Voting turnout in the last election ranged from over 93% in Malta (where voting is not compulsory) to 43.6% in Colombia and 47.7 in Mexico (where voting is compulsory). The number of political parties in Parliament shows a spread from two parties in Malta to 14 in both Hong Kong and Colombia. Moreover, the percentage of seats held by women in Parliament ranges from 14% in Malta and Russia to 44% in Sweden and Belgium (Flemish). Malta has the highest voter turnout in the last election but has the smallest number of political parties and the smallest percentage of seats held by women in parliament.

Table 3.3: Selected education characteristics of ICCS countries

Country	Adult literacy rate	Public expenditure on education (% of GDP)	Internet access (% of population)
Belgium (Flemish)	99%	6.4	85
Bulgaria	98%	3.5	57
Chile	97%	4.6	64
Chinese Taipei	99%	4.3	88
Colombia	95%	4.7	56
Croatia	99%	4.2	70
Denmark	99%	8.5	96
Dominican Republic	92%	2.1	52
Estonia	100%	4.7	88
Finland	100%	7.2	93
Hong Kong	94%	3.6	85
Italy	99%	4.1	66
Korean Republic	98%	4.6	90
Latvia	100%	4.9	79
Lithuania	100%	4.8	71
Malta	94%	6.8	76
Mexico	94%	5.2	57
Netherlands	99%	5.6	93
Norway	100%	7.4	97
Peru	95%	3.7	41
Russian Federation	100%	4.2	73
Slovenia	100%	5.7	73
Sweden	99%	7.7	91

Table 3.3 presents a number of education characteristics of participating countries. It highlights varying levels of adult literacy in ICCS countries from a 92% adult literacy rate in Dominican Republic to 100% adult literacy in Estonia, Finland, Latvia, Lithuania, Norway, Slovenia and Russia. There are also differences in policy decisions about the amount of public funds spent on education as a percentage of the gross domestic product (GDP) in ICCS countries and in the number of internet hosts, though it should be noted that the latter figure is subject to rapid change as internet reach spreads across the globe. The expenditure of public funds on education in Malta was 6.8% of the Gross Domestic Product, while 76% of the Maltese people have internet access.

3.3 Level of school autonomy

The school improvement literature shows that enabling some degree of autonomy favours the success of improvement efforts. Table 3.4 displays the level of autonomy of individual schools in decision-making processes in participating countries as reported by the ICCS 2016 National Contexts Survey. Maltese schools have some degree of autonomy in allocating resources, in pedagogy and approaches to teaching, and in student assessment. However, the level of autonomy in planning the curriculum, and in recruiting and appointing teaching staff is low.

Figure 3.2: Level of school autonomy reported by the ICCS 2016 National Context Survey

Country	Allocating resources	Curriculum planning	Pedagogy or approaches to teaching	Recruiting and appointing teaching staff	Student assessment
Belgium (Flemish)	●	●	●	●	●
Bulgaria	●	●	●	●	●
Chile	●	●	●	●	●
Chinese Taipei	●	●	●	●	●
Colombia	○	●	●	○	●
Croatia	○	○	●	●	●
Denmark	●	●	●	●	●
Dominican Republic	○	○	○	○	●
Estonia	●	●	●	●	●
Finland	●	●	●	●	●
Hong Kong	●	●	●	●	●
Italy	●	●	●	○	●
Korean Republic	●	●	●	○	●
Latvia	●	●	●	●	●
Lithuania	○	●	●	●	●
Malta	●	○	●	○	●
Mexico	○	○	○	○	●
Netherlands	●	●	●	●	●
Norway	●	○	●	●	●
Peru	○	●	○	●	●
Russian Federation	●	●	●	●	●
Slovenia	○	○	●	●	●
Sweden	●	○	●	●	●

● = Higher degree of autonomy ● = Some degree of autonomy ○ = Lower degree of autonomy

The level of autonomy possessed by schools may influence the way civic and citizenship education is delivered at a school level (curriculum planning, choice of textbooks and teaching materials, assessment procedures and tools). The existence of national legislation, regulations and standards concerning the results that students should achieve does not necessarily imply that schools deliver similar programs and approaches to teaching. The time allocated to citizenship education, teacher qualifications, and the support the principals provide to civic and citizenship education within schools may vary. The ICCS 2016 school questionnaire includes a question about the schools' autonomy to select textbooks, instigate student assessment procedures, plan curriculum, activities and projects related to civic and citizenship education, and implement teacher training.

Table 3.4: School autonomy in planning aspects of civic and citizenship education, clustered by country

Country	Choice of textbooks and teaching materials	Establishing student assessment procedures and tools	Curriculum planning	Determining the content of in-service professional development programmes for teachers	Extra-curricular activities	Establishing cooperation agreements with organisations and institutions	Participating in projects in partnership with other schools at national and international levels
Belgium (Flemish)	100 (0.0) ▲	100 (0.5) ▲	27 (4.2) ▼	99 (0.9) ▲	98 (0.9) ▲	97 (1.4) ▲	94 (2.3) ▲
Bulgaria	96 (1.6) ▲	90 (2.3)	82 (3.4)	95 (1.9) ▲	98 (1.1) ▲	95 (1.9) ▲	92 (2.1) ▲
Chile	67 (3.9) ▼	91 (2.4) ▲	83 (3.5)	71 (3.7) ▼	91 (2.3)	80 (3.3)	74 (3.6) ▼
Chinese Taipei	99 (0.8) ▲	99 (1.0) ▲	96 (1.8) ▲	97 (1.4) ▲	100 (0.0) ▲	90 (2.7)	71 (3.9) ▼
Colombia	88 (3.4)	98 (1.3) ▲	98 (1.1) ▲	84 (3.1)	92 (2.6)	85 (3.4)	83 (3.9)
Croatia	89 (2.7)	85 (3.1)	91 (2.9) ▲	74 (3.8)	93 (2.7)	93 (2.7) ▲	86 (3.1)
Denmark	99 (0.8) ▲	65 (4.0) ▼	87 (2.7) ▲	77 (3.5)	71 (3.9) ▼	94 (1.9) ▲	93 (1.8) ▲
Dominican Republic	41 (4.4) ▼	77 (3.9) ▼	66 (4.3) ▼	47 (4.7) ▼	82 (3.6) ▼	72 (4.6) ▼	59 (5.0) ▼
Estonia	88 (2.8)	79 (4.3)	76 (5.1)	83 (4.0)	98 (1.1) ▲	89 (3.3)	93 (2.7) ▲
Finland	100 (0.0) ▲	90 (2.2)	89 (2.4) ▲	87 (2.8) ▲	96 (1.5) ▲	83 (2.6)	94 (1.7) ▲
Italy	98 (1.1) ▲	98 (1.1) ▲	99 (0.8) ▲	98 (1.2) ▲	98 (0.9) ▲	98 (0.4) ▲	92 (2.0) ▲
Latvia	94 (2.6) ▲	87 (3.1)	83 (4.0)	75 (3.7)	100 (0.0) ▲	98 (1.2) ▲	97 (1.4) ▲
Lithuania	97 (1.6) ▲	97 (0.9) ▲	78 (2.9)	95 (1.7) ▲	97 (1.4) ▲	98 (1.1) ▲	98 (1.1) ▲
Malta	49 (0.4) ▼	56 (0.4) ▼	50 (0.4) ▼	70 (0.4) ▼	97 (0.2) ▲	73 (0.5) ▼	80 (0.5) ▼
Mexico	73 (2.9) ▼	90 (2.3)	68 (3.6) ▼	44 (3.9) ▼	72 (3.8) ▼	60 (3.5) ▼	45 (3.4) ▼
Netherlands	98 (1.6) ▲	99 (1.0) ▲	100 (0.0) ▲	100 (0.0) ▲	99 (1.2) ▲	88 (3.3)	96 (2.1) ▲
Norway	96 (1.7) ▲	78 (3.4) ▼	93 (2.2) ▲	44 (4.5) ▼	71 (4.1) ▼	80 (3.7)	88 (2.9)
Peru	37 (3.2) ▼	76 (2.8) ▼	79 (3.1)	60 (3.3) ▼	70 (3.4) ▼	70 (3.4) ▼	54 (3.8) ▼
Russian Federation	82 (3.0)	89 (2.0)	84 (3.1)	81 (3.6)	97 (1.3) ▲	94 (1.7) ▲	93 (1.9) ▲
Slovenia	95 (1.9) ▲	87 (3.0)	49 (4.4) ▼	83 (3.2)	96 (1.6) ▲	94 (2.2) ▲	94 (2.1) ▲
Sweden	97 (1.4) ▲	84 (3.4)	99 (1.0) ▲	91 (2.6) ▲	88 (2.8)	81 (3.7)	90 (2.7) ▲
Average ICCS 2016	85 (0.5)	86 (0.6)	80 (0.7)	79 (0.7)	91 (0.5)	86 (0.6)	84 (0.6)
Countries not meeting sample participation requirements							
Hong Kong	95 (2.3)	98 (1.5)	97 (1.8)	97 (2.0)	96 (2.0)	93 (2.6)	87 (3.4)
Korean Republic	98 (1.1)	98 (1.7)	98 (1.3)	98 (0.9)	100 (0.0)	89 (3.2)	71 (5.5)

more than 10 percentage points above Average ICCS 2016 ▲

significantly above Average ICCS 2016 ▲

more than 10 percentage points below Average ICCS 2016 ▼

significantly below Average ICCS 2016 ▼

Table 3.5: School autonomy in planning aspects of civic and citizenship education, clustered by school type

How much autonomy does this school have with regard to these activities related to civic and citizenship education?	School Type	Full autonomy	A lot of autonomy	Little autonomy	No autonomy
Choice of textbooks and teaching materials	State	0.0%	5.6%	66.7%	27.8%
	Church	80.0%	20.0%	0.0%	0.0%
	Independent	75.0%	25.0%	0.0%	0.0%
Establishing student assessment procedures and tools	State	0.0%	22.2%	66.7%	11.1%
	Church	55.0%	35.0%	10.0%	0.0%
	Independent	87.5%	12.5%	0.0%	0.0%
Curriculum planning	State	0.0%	22.2%	55.6%	22.2%
	Church	20.0%	55.0%	20.0%	5.0%
	Independent	62.5%	37.5%	0.0%	0.0%
Determining the content of in-service professional development programmes for teachers	State	16.7%	27.8%	33.3%	22.2%
	Church	75.0%	15.0%	10.0%	0.0%
	Independent	87.5%	12.5%	0.0%	0.0%
Extra-curricular activities	State	38.9%	55.6%	5.6%	0.0%
	Church	95.0%	5.0%	0.0%	0.0%
	Independent	87.5%	12.5%	0.0%	0.0%
Establishing cooperation agreements with organisations and institutions	State	22.2%	33.3%	33.3%	11.1%
	Church	80.0%	20.0%	0.0%	0.0%
	Independent	87.5%	12.5%	0.0%	0.0%
Participating in projects in partnership with other schools at national and international levels	State	27.8%	38.9%	33.3%	0.0%
	Church	90.0%	10.0%	0.0%	0.0%
	Independent	87.5%	12.5%	0.0%	0.0%

Table 3.4 shows the responses of heads of school across participating countries in planning aspects of civic and citizenship education. In Maltese schools, the level of autonomy in organizing extra-curricular activities is higher than the international average. However, the level of autonomy in establishing student assessment procedures and tools, planning the curriculum, choosing textbooks and teaching materials, determining the content of in-service professional development programmes for teachers, participating in projects in partnership with other schools at national/international levels, and establishing cooperation agreements with organisations and institutions are lower than the international average. Table 3.5 shows that in Independent and Church schools, the level of autonomy in planning aspects of civic and citizenship education is significantly higher than State schools.

3.4 Approaches to civic and citizenship education

Many studies have shown that approaches to civic and citizenship education vary considerably across countries. Furthermore, ICCS 2009 results illustrated that different approaches to this learning area may coexist within the same schools.

Figure 3.3: Approaches to civic and citizenship education

Country	Taught as a separate subject by teachers of subjects related to civic and citizenship education.	Taught by teachers of subjects related to human/social sciences	Integrated into all subjects taught at school.	An extra-curricular activity	It is considered the result of school experience as a whole
Belgium (Flemish)		•	•		•
Bulgaria		•	•	•	•
Chile		•	•		•
Chinese Taipei	•	•	•	•	•
Colombia			•		
Croatia		•	•	•	
Denmark	•	•	•		•
Dominican Republic		•	•		
Estonia			•	•	•
Finland	•	•	•		•
Hong Kong	•	•	•	•	•
Italy		•	•		•
Korean Republic		•			
Latvia	•	•			
Lithuania		•	•	•	•
Malta		•			
Mexico	•	•	•		
Netherlands		•		•	
Norway	•	•	•	•	•
Peru	•	•			
Russian Federation	•	•		•	•
Slovenia	•	•	•		•
Sweden		•	•		•

Figure 3.3 shows the intended approaches to civic and citizenship education in the curriculum for target grade students in participating countries as reported by the ICCS 2016 National Contexts Survey. In most participating countries, civic and citizenship is either taught by teachers of subjects related to human/social sciences or is integrated into all subjects taught at school. Few countries provide civic and citizenship education as an extra-curricular activity or is taught as a

separate subject by teachers who specialize in civic and citizenship education. Table 3.6 shows the responses of heads of school across participating countries regarding the approaches they use to implement civic and citizenship education.

Table 3.6: Approaches to civic and citizenship education, clustered by country

Country	It is taught as a separate subject by teachers of subjects related to civic and citizenship education	It is taught by teachers of subjects related to human/social sciences	It is integrated into all subjects taught at school	It is an extra-curricular activity	It is considered the result of school experience as a whole
Belgium (Flemish)	-	90 (2.3) ▲	42 (4.3) ▼	33 (4.5)	86 (3.3) ▲
Bulgaria	-	76 (3.8)	81 (3.5) ▲	39 (4.3) ▲	90 (2.8) ▲
Chile	13 (2.8) ▼	97 (1.6) ▲	29 (3.9) ▼	12 (2.7) ▼	66 (4.0) ▼
Chinese Taipei	87 (2.8) ▲	57 (3.9) ▼	67 (4.0)	59 (4.4) ▲	88 (2.5) ▲
Colombia	56 (4.9)	84 (2.6)	63 (4.7)	9 (2.4) ▼	74 (3.7)
Croatia	5 (2.2) ▼	42 (4.1) ▼	97 (1.3) ▲	12 (2.2) ▼	80 (2.6)
Denmark	69 (3.9) ▲	93 (1.9) ▲	68 (3.4) ▲	3 (1.3) ▼	81 (3.2) ▲
Dominican Republic	30 (3.5) ▼	83 (3.7)	80 (3.9) ▲	26 (4.6)	76 (4.5)
Estonia	76 (4.9) ▲	-	59 (5.3)	49 (6.0) ▲	54 (5.1) ▼
Finland	11 (2.4) ▼	90 (2.6) ▲	45 (3.7) ▼	10 (2.2) ▼	53 (4.0) ▼
Italy	16 (2.9) ▼	94 (2.2) ▲	61 (4.0)	9 (2.3) ▼	83 (3.2) ▲
Latvia	65 (5.0) ▲	72 (4.4) ▼	84 (3.5) ▲	94 (2.3) ▲	90 (2.8) ▲
Lithuania	-	59 (4.3) ▼	64 (4.4)	84 (2.8) ▲	85 (3.0) ▲
Malta	89 (0.2) ▲	75 (0.3) ▼	44 (0.4) ▼	26 (0.3) ▼	76 (0.4)
Mexico	67 (3.3) ▲	71 (3.6) ▼	72 (3.2) ▲	4 (1.3) ▼	63 (4.4) ▼
Netherlands	15 (3.9) ▼	79 (4.2)	52 (4.6)	31 (4.7)	81 (4.0)
Norway	89 (2.7) ▲	96 (1.6) ▲	39 (4.6) ▼	24 (3.9)	61 (4.7) ▼
Peru	78 (2.7) ▲	86 (2.5) ▲	56 (3.8)	3 (1.0) ▼	51 (3.8) ▼
Russian Federation	76 (3.2) ▲	82 (2.5) ▲	46 (3.9) ▼	71 (3.5) ▲	90 (2.2) ▲
Slovenia	80 (3.3) ▲	89 (2.8) ▲	53 (4.4)	4 (2.1) ▼	63 (4.1) ▼
Sweden	35 (4.1) ▼	97 (1.7) ▲	59 (5.4)	5 (1.9) ▼	78 (3.8)
Average ICCS 2016	53 (0.8)	81 (0.7)	60 (0.9)	29 (0.7)	75 (0.8)
Countries not meeting sampling participation requirements					
Hong Kong	15 (4.3)	83 (4.2)	74 (4.6)	53 (5.4)	88 (3.7)
Korean Republic	84 (3.7)	95 (2.3)	77 (4.0)	55 (6.0)	89 (3.3)

more than 10 percentage points above Average ICCS 2016 ▲ significantly above Average ICCS 2016 ▲
more than 10 percentage points below Average ICCS 2016 ▼ significantly below Average ICCS 2016 ▼

Table 3.7: Approaches to civic and citizenship education, clustered by school type

How is civic and citizenship education taught at this school at Year 9?	School Type	Percentage
It is taught as a separate subject by teachers of Social Studies, Environmental Studies, PSCD	State	90.9%
	Church	88.0%
	Independent	69.0%
It is taught by teachers of subjects related to human/social sciences	State	77.8%
	Church	70.0%
	Independent	75.0%
It is integrated into all subjects taught at school	State	33.3%
	Church	55.0%
	Independent	50.0%
It is an extra-curricular activity	State	27.8%
	Church	30.0%
	Independent	12.5%
It is considered the result of school experience as a whole	State	66.7%
	Church	95.0%
	Independent	75.0%

Table 3.6 show the percentage of Maltese heads of school claiming that civic and citizenship education is taught as a separate subject is larger than the international average; however, the percentages of Maltese heads of school claiming that civic and citizenship education is taught as an extra-curricular activity or is integrated into all subjects or is taught by teachers of subjects related to human/social sciences are smaller than the international average. Table 3.7 shows that the approaches to civic and citizenship education vary considerably between school types. The teaching of civic and citizenship education as an extra-curricular activity or as a separate subject is more prevalent in State and Church schools than Independent schools.

3.5 Important aims of civic and citizenship education

Heads of schools surveyed in ICCS 2009 provided interesting information on how they rated the most important aims of civic and citizenship education. As in the previous survey cycle, the ICCS 2016 school questionnaire includes a set of questions on heads of school reports about the way civic and citizenship education is delivered at their schools, on their perceptions of the importance of the aims of civic and citizenship education, and how specific responsibilities for civic and citizenship education are assigned within their schools. Table 3.8 shows the most important aims highlighted by Maltese heads of school.

Table 3.8: Important aims of civic and citizenship education highlighted by heads of school, by school type

What do you consider the most important aims of civic and citizenship education at school? (Select three options)	School Type	Percentage
Promoting knowledge of social, political and civic institutions	State	11.1%
	Church	35.0%
	Independent	37.5%
Promoting respect for and safeguard of the environment	State	72.2%
	Church	65.0%
	Independent	57.5%
Promoting the capacity to defend one's own point of view	State	5.6%
	Church	15.0%
	Independent	0.0%
Developing students' skills and competencies in conflict resolution	State	22.2%
	Church	20.0%
	Independent	37.5%
Promoting knowledge of citizens' rights and responsibilities	State	77.8%
	Church	65.0%
	Independent	87.5%
Promoting students' participation in the local community	State	33.3%
	Church	10.0%
	Independent	25.0%
Promoting students' critical and independent thinking	State	72.2%
	Church	60.0%
	Independent	62.5%
Promoting students' participation in school life	State	27.8%
	Church	45.0%
	Independent	12.5%
Supporting the development of effective strategies to reduce racism	State	11.1%
	Church	15.0%
	Independent	0.0%
Preparing students for future political engagement	State	5.6%
	Church	0.0%
	Independent	0.0%

The results clearly show that Maltese heads of school consider ‘Promoting respect for and safeguard of the environment’, ‘Promoting knowledge of citizens’ rights and responsibilities’ and ‘Promoting students’ critical and independent thinking’ as the three most important aims of civic and citizenship education; while ‘Preparing students for future political engagement’ was the least important aim highlighted by Maltese heads of school.

Table 3.9: Important aims of civic and citizenship education highlighted by teachers, by school type

What do you consider the most important aims of civic and citizenship education at school? (Select three options)	School Type	Percentage
Promoting knowledge of social, political and civic institutions	State	20.5%
	Church	17.6%
	Independent	28.7%
Promoting respect for and safeguard of the environment	State	55.0%
	Church	62.6%
	Independent	53.9%
Promoting the capacity to defend one’s own point of view	State	17.8%
	Church	14.8%
	Independent	18.3%
Developing students’ skills and competencies in conflict resolution	State	34.9%
	Church	29.6%
	Independent	29.6%
Promoting knowledge of citizens’ rights and responsibilities	State	59.7%
	Church	54.1%
	Independent	60.9%
Promoting students’ participation in the local community	State	22.1%
	Church	25.8%
	Independent	24.3%
Promoting students’ critical and independent thinking	State	67.1%
	Church	67.0%
	Independent	63.5%
Promoting students’ participation in school life	State	21.1%
	Church	23.3%
	Independent	24.3%
Supporting the development of effective strategies to reduce racism	State	14.8%
	Church	14.5%
	Independent	17.4%
Preparing students for future political engagement	State	4.7%
	Church	4.1%
	Independent	4.3%

A similar task was carried out with Maltese teachers by asking them to rate the most important aims of civic and citizenship education. Table 3.9 shows that Maltese teachers share similar views as Maltese heads of school by selecting ‘Promoting respect for and safeguard of the environment’, ‘Promoting knowledge of citizens’ rights and responsibilities’ and ‘Promoting students’ critical and independent thinking’ as the three most important aims in civic and citizenship education.

Tables 3.10 and 3.11 show that the most important aims of civic and citizenship education vary considerably between teachers and heads of school. Across countries, heads of school highlight ‘Promoting knowledge of citizens’ rights and responsibilities’ and ‘Promoting students’ critical and independent thinking’ as the most important aims; while teachers highlight ‘Promoting respect for and safeguard of the environment’, ‘Promoting knowledge of citizens’ rights and responsibilities’ and ‘Promoting students’ critical and independent thinking’ as the most important aims.

Table 3.10: Important aims of civic and citizenship education highlighted by Heads of schools, clustered by school country

Country	Promoting knowledge of social, political and civic institutions	Promoting respect for and safeguard of the environment	Promoting the capacity to defend one's own point of view	Developing students' skills and competencies in conflict resolution	Promoting knowledge of citizens' rights and responsibilities	Promoting students' participation in the <local community>	Promoting students' critical and independent thinking	Promoting students' participation in school life	Supporting the development of effective strategies to reduce racism	Preparing students for future political engagement
Belgium (Flemish)	27 (4.0) ▽	40 (4.4)	45 (4.3) ▲	59 (4.7) ▲	26 (4.5) ▼	12 (3.1) ▼	72 (4.2) ▴	33 (4.2)	9 (2.4)	1 (1.0) ▽
Bulgaria	44 (4.2)	49 (4.4) ▲	36 (4.2) ▲	37 (4.0)	63 (4.1)	20 (3.4)	46 (4.2) ▼	39 (4.3) ▲	5 (1.9)	10 (2.3)
Chile	47 (4.3) ▴	34 (4.2)	17 (3.6)	45 (4.6)	81 (3.7) ▲	46 (4.4) ▲	55 (4.0) ▼	29 (4.2)	5 (2.1)	15 (3.0)
Chinese Taipei	32 (3.7)	38 (4.0)	1 (0.8)	49 (4.3)	67 (4.0)	22 (3.5)	70 (4.1)	16 (3.1) ▽	2 (1.3) ▽	2 (1.2) ▽
Colombia	35 (4.3)	41 (4.6)	11 (2.6) ▼	78 (4.2) ▲	66 (3.9)	33 (4.2) ▴	34 (4.2) ▼	29 (4.1)	9 (2.1)	20 (4.0) ▲
Croatia	31 (3.2) ▽	40 (3.9)	30 (4.1) ▴	45 (4.0)	58 (4.1)	29 (3.9)	59 (4.3)	22 (2.7)	5 (1.8)	4 (1.4) ▽
Denmark	61 (3.8) ▲	10 (2.4) ▼	16 (3.0)	37 (3.7) ▽	54 (4.0)	12 (2.3) ▼	84 (2.9) ▲	8 (2.0) ▼	3 (1.0) ▽	19 (3.2) ▴
Dominican Republic	57 (5.0) ▲	43 (4.3)	19 (3.8)	57 (4.8) ▲	90 (2.6) ▲	31 (4.4)	44 (4.6) ▼	25 (4.5)	14 (3.4)	15 (3.3)
Estonia	67 (5.0) ▲	21 (4.4) ▼	29 (4.6)	27 (4.7) ▼	73 (5.1) ▲	17 (3.8)	80 (4.1) ▲	24 (4.1)	6 (2.5)	15 (3.8)
Finland	34 (3.4)	52 (4.1) ▲	12 (2.5) ▽	50 (4.0)	40 (3.5) ▼	11 (2.4)	79 (3.2) ▲	22 (3.3)	9 (2.4)	3 (1.1) ▽
Italy	38 (3.7)	28 (3.7) ▽	3 (1.3)	46 (4.0)	75 (3.7) ▲	24 (3.5)	68 (3.6)	13 (2.8) ▼	8 (2.0)	4 (1.6) ▽
Latvia	35 (4.1)	22 (3.6)	32 (4.8) ▲	20 (3.9) ▼	51 (4.8) ▽	15 (3.3) ▽	64 (4.2)	35 (4.4) ▴	3 (1.4) ▽	25 (3.8) ▲
Lithuania	21 (3.1) ▼	55 (4.5) ▲	22 (3.8)	42 (4.4)	52 (3.9) ▽	44 (3.6) ▲	78 (3.1) ▲	43 (4.3) ▲	6 (2.0)	5 (1.6) ▽
Malta	28 (0.4) ▽	70 (0.3) ▲	13 (0.4) ▽	23 (0.3) ▼	77 (0.3) ▲	26 (0.3) ▴	66 (0.4) ▴	33 (0.4) ▴	13 (0.2) ▴	6 (0.2) ▽
Mexico	17 (3.0) ▼	54 (4.2) ▲	7 (2.0)	71 (3.2) ▲	74 (4.1) ▲	22 (3.4)	41 (4.2) ▼	21 (3.2)	4 (1.5) ▽	14 (3.0)
Netherlands	43 (5.4)	20 (4.0) ▼	33 (4.6) ▲	53 (5.2)	16 (4.0) ▼	29 (4.9)	77 (3.9) ▲	17 (3.9) ▽	5 (2.1)	9 (3.0)
Norway	54 (4.1) ▲	24 (3.6)	13 (3.1) ▽	34 (4.0) ▼	31 (3.7) ▼	29 (3.7)	79 (3.7) ▲	30 (4.0)	14 (3.2) ▴	3 (1.5) ▽
Peru	20 (3.4) ▼	49 (3.9) ▲	6 (1.8)	56 (3.7) ▲	74 (3.2) ▲	34 (3.4) ▴	46 (3.7) ▼	16 (2.7) ▽	4 (1.4) ▽	10 (2.2)
Russian Federation	39 (3.7)	28 (3.0) ▽	34 (4.2) ▲	33 (3.8) ▼	78 (3.4) ▲	22 (2.9)	40 (4.0) ▼	33 (3.7) ▴	5 (1.5) ▽	10 (2.0)
Slovenia	29 (3.8) ▽	46 (4.5)	43 (4.8) ▲	41 (4.5)	53 (4.3)	21 (3.8)	72 (4.4) ▴	29 (3.7)	10 (2.9)	6 (2.5)
Sweden	23 (3.7) ▼	30 (4.5)	14 (2.8) ▽	29 (5.9) ▼	73 (5.8) ▲	3 (2.0) ▼	83 (3.6) ▲	17 (5.3)	31 (4.1) ▲	4 (1.7) ▽
Average ICCS 2016	37 (0.9)	38 (0.9)	21 (0.8)	44 (0.9)	61 (0.9)	24 (0.8)	64 (0.8)	25 (0.8)	8 (0.5)	10 (0.5)
Countries not meeting sampling participation requirements										
Hong Kong	53 (5.8)	46 (5.3)	4 (2.4)	7 (2.7)	73 (5.3)	37 (5.2)	58 (5.5)	19 (4.8)	2 (1.4)	1 (1.2)
Korean Republic	46 (5.9)	32 (5.6)	25 (4.1)	64 (5.5)	71 (4.0)	12 (3.1)	12 (2.8)	40 (5.9)	3 (1.5)	13 (3.4)

Table 3.11: Important aims of civic and citizenship education highlighted by teachers, clustered by school country

Country	Developing students' skills and competencies in conflict resolution									
	Promoting knowledge of social, political and civic institutions	Promoting respect for and safeguard of the environment	Promoting capacity to defend one's own point of view	Promoting the students' skills and competencies in conflict resolution	Promoting knowledge of citizens' rights and responsibilities	Promoting students' participation in the local community	Promoting students' critical and independent thinking	Promoting students' participation in school life	Supporting the development of effective strategies to reduce racism	Preparing students for future political engagement
Belgium (Flemish)	19 (1.0) ▼	56 (1.3) △	42 (1.5) ▲	60 (1.5) ▲	27 (1.1) ▼	15 (0.8) ▼	62 (1.2) ▼	22 (1.0) ▼	16 (1.1) △	2 (0.4) ▼
Bulgaria	27 (1.7)	54 (1.9)	42 (1.6) ▲	44 (1.7)	50 (2.2) ▼	22 (1.5) ▼	51 (2.0) ▼	40 (1.8) ▲	8 (1.2) ▼	7 (1.0)
Chile	42 (1.9) ▲	39 (1.6) ▼	23 (1.7)	48 (2.1)	67 (1.9) ▲	32 (1.8) ▲	52 (1.9) ▼	20 (1.9) ▼	7 (1.3) ▼	16 (1.4) △
Chinese Taipei	28 (1.0)	56 (1.3) △	6 (0.7) ▼	60 (1.1) ▲	51 (1.3) ▼	14 (0.8) ▼	65 (1.1) △	15 (0.7) ▼	5 (0.5) ▼	2 (0.3) ▼
Colombia	41 (2.3) ▲	53 (2.3)	15 (1.9) ▼	75 (2.0) ▲	61 (2.1) △	36 (1.7) ▲	39 (2.3) ▼	27 (2.2) △	11 (1.9) ▼	25 (2.1) ▲
Croatia	25 (1.3) ▼	50 (1.3)	30 (1.0) △	44 (1.2)	53 (1.1)	23 (0.9) △	59 (1.4)	16 (1.1) ▼	9 (0.6) ▼	5 (0.6) ▼
Dominican Republic	55 (2.9) ▲	48 (3.1)	17 (2.3) ▼	46 (3.2)	81 (2.2) ▲	21 (1.9)	44 (2.9) ▼	17 (1.6) ▼	10 (1.3)	14 (2.2) △
Finland	19 (0.9) ▼	56 (1.8) △	15 (0.8) ▼	51 (1.1) △	30 (1.3) ▼	8 (0.6) ▼	82 (1.3) ▲	28 (0.9) △	15 (1.1) △	3 (0.4) ▼
Italy	37 (1.3) △	48 (1.2) ▼	12 (0.8) ▼	32 (1.2) ▼	69 (1.2) ▲	15 (0.8) ▼	62 (1.2) ▼	14 (0.9) ▼	18 (1.0) △	4 (0.5) ▼
Latvia	28 (1.1)	40 (1.3)	31 (1.5) △	29 (1.4) ▼	53 (1.8)	12 (0.8) ▼	65 (1.6) △	41 (1.5) ▲	2 (0.3) ▼	11 (0.8) △
Lithuania	19 (1.0) ▼	64 (1.3)	28 (1.1) △	49 (1.1)	45 (1.4) ▼	40 (1.2) ▲	67 (1.3) △	39 (1.4) ▲	8 (0.7) ▼	5 (0.5) ▼
Malta	19 (1.6) ▼	60 (1.7)	16 (1.7) ▼	32 (2.0) ▼	57 (2.2)	22 (1.7)	66 (1.8) △	22 (1.5) △	15 (1.6)	4 (0.8)
Mexico	19 (1.5) ▼	46 (1.7)	10 (1.2) ▼	66 (1.5) ▲	70 (1.5) ▲	26 (1.4) △	44 (2.0) ▼	16 (1.3) ▼	4 (0.5) ▼	9 (1.2)
Norway	45 (2.3) ▲	39 (1.8)	19 (1.3) ▼	44 (1.8)	36 (2.1) ▼	16 (1.2) ▼	74 (1.6) ▲	16 (1.4) ▼	19 (1.3) △	4 (0.6) ▼
Peru	31 (1.4)	59 (1.4) △	13 (1.2) ▼	38 (1.7) ▼	78 (1.2) ▲	21 (1.2)	50 (1.5) ▼	19 (1.4) ▼	11 (0.9)	14 (1.3) △
Slovenia	25 (1.2) ▼	55 (1.2) △	31 (1.2) △	46 (1.1)	47 (1.4) ▼	17 (0.9) ▼	69 (1.1) △	22 (1.1)	11 (0.7)	3 (0.5) ▼
Sweden	19 (1.3) ▼	44 (1.3) ▼	13 (1.0) ▼	28 (1.4) ▼	64 (1.6) △	2 (0.5) ▼	80 (1.1) ▲	15 (1.2) ▼	38 (1.4) ▲	6 (0.8) ▼
Average ICCS 2016	29 (0.4)	51 (0.4)	21 (0.3)	47 (0.4)	55 (0.4)	20 (0.3)	61 (0.4)	23 (0.3)	12 (0.3)	8 (0.3)
Countries not meeting sample participation requirements										
Denmark	44 (2.7)	21 (1.7)	22 (1.9)	43 (2.2)	45 (2.4)	8 (1.6)	91 (1.5)	12 (1.9)	6 (1.3)	18 (1.9)
Estonia	43 (2.3)	27 (2.0)	25 (2.5)	43 (3.2)	63 (2.0)	23 (2.2)	73 (1.7)	22 (2.1)	6 (1.4)	8 (1.6)
Korean Republic	38 (1.3)	34 (1.9)	27 (1.5)	64 (1.4)	53 (1.7)	11 (0.9)	24 (1.4)	34 (1.5)	2 (0.4)	14 (1.0)
Netherlands	23 (1.3)	34 (1.5)	38 (1.5)	56 (1.6)	23 (1.2)	21 (1.2)	70 (1.6)	17 (1.1)	13 (1.2)	9 (0.8)
Russian Federation	33 (2.1)	53 (2.4)	35 (1.8)	43 (1.9)	64 (2.5)	22 (1.7)	36 (2.3)	29 (2.5)	10 (1.4)	18 (1.9)

3.6 Teacher participation in training courses on CCE topics

Studies have shown that teacher preparation is one of the most important factors influencing student achievement. Regarding civic and citizenship education, teacher training is a particular challenge for educational policies, and in many countries no specific training is provided to teachers in this area. Teacher knowledge may relate to topics related to civic and citizenship education (content knowledge), or to teaching methods and approaches (pedagogical knowledge). Furthermore, there are a wide range of teaching approaches in this learning area. Results from ICCS 2009 showed that teachers of civic-related subjects tended to be most confident about teaching citizens' rights and responsibilities and human rights, while they were less confident in teaching topics related to the economy, business and legal institutions.

Table 3.12: Teacher participation in training courses on topics related to CCE, by school type

How well prepared do you feel to teach the following topics and skills?	School Type	Very well prepared	Quite well prepared	Not very well prepared	Not prepared at all
Human rights	State	25.6%	62.8%	11.5%	0.0%
	Church	30.0%	58.3%	10.0%	1.7%
	Independent	25.0%	62.5%	12.5%	0.0%
Voting and elections	State	26.0%	42.9%	28.6%	2.6%
	Church	25.0%	51.7%	18.3%	5.0%
	Independent	26.7%	46.7%	20.0%	6.7%
The global community and international organisations	State	16.9%	44.2%	37.7%	1.3%
	Church	10.2%	59.3%	27.1%	3.4%
	Independent	13.3%	46.7%	40.0%	0.0%
The environment and environmental sustainability	State	32.1%	51.3%	16.7%	0.0%
	Church	36.7%	50.0%	10.0%	3.3%
	Independent	53.3%	40.0%	6.7%	0.0%
Emigration and immigration	State	24.4%	52.6%	23.1%	0.0%
	Church	33.3%	51.7%	11.7%	3.3%
	Independent	37.5%	50.0%	12.5%	0.0%
Equal opportunities for men and women	State	51.3%	46.2%	2.6%	0.0%
	Church	45.0%	48.3%	3.3%	3.3%
	Independent	50.0%	37.5%	12.5%	0.0%
Citizens' rights and responsibilities	State	42.3%	50.0%	6.4%	1.3%
	Church	45.0%	48.3%	5.0%	1.7%
	Independent	37.5%	56.3%	0.0%	6.3%
The constitution and political systems	State	19.2%	34.6%	37.2%	9.0%
	Church	15.3%	37.3%	40.7%	6.8%
	Independent	13.3%	46.7%	33.3%	6.7%
Responsible Internet use (e.g. privacy, source reliability)	State	48.7%	41.0%	10.3%	0.0%
	Church	45.0%	38.3%	13.3%	3.3%
	Independent	68.8%	25.0%	0.0%	6.3%
Critical and independent thinking	State	47.4%	42.3%	10.3%	0.0%
	Church	38.3%	43.3%	15.0%	3.3%
	Independent	43.8%	31.3%	25.0%	0.0%
Conflict resolution	State	49.4%	40.3%	9.1%	1.3%
	Church	30.0%	50.0%	16.7%	3.3%
	Independent	50.0%	25.0%	18.8%	6.3%

Table 3.13: Teacher participation in training courses on topics related to CCE, clustered by country

Country	The global community and environment				The environment and sustainability				The global community and environment				The environment and sustainability				The global community and environment					
	Human rights	Voting and elections	international organisations	and environmental sustainability	Emigration and immigration	Equal opportunities for men and women	Citizens' rights and responsibilities	The constitution and political systems	Responsible Internet use	Critical and independent thinking	Conflict resolution	Human rights	Voting and elections	international organisations	and environmental sustainability	Emigration and immigration	Equal opportunities for men and women	Citizens' rights and responsibilities	The constitution and political systems	Responsible Internet use	Critical and independent thinking	Conflict resolution
Belgium (Flemish)	36 (2.5) ▼	34 (2.1) ▼	32 (1.9) ▼	41 (2.0) ▼	33 (2.0) ▼	35 (2.0) ▼	36 (1.9) ▼	35 (1.9) ▼	56 (2.4) ▼	56 (2.0) ▼	54 (2.2)	43 (5.6) ▼	34 (5.5) ▼	41 (5.6)	40 (5.6)	42 (4.8)	38 (4.8)	51 (6.1)	45 (6.1)	41 (5.3) ▼	46 (5.3) ▼	66 (5.4)
Bulgaria	41 (4.2) ▼	32 (4.1) ▼	23 (3.4) ▼	40 (4.4) ▼	24 (3.5) ▼	36 (3.7) ▼	42 (4.1) ▼	31 (4.1) ▼	41 (3.6) ▼	43 (4.3) ▼	56 (3.8) ▼	87 (2.7) ▲	82 (3.4) ▲	63 (4.1) ▲	86 (2.8) ▲	42 (3.2) ▲	93 (2.5) ▲	88 (2.8) ▲	80 (3.6) ▲	80 (3.1) ▲	80 (3.8) ▲	82 (3.0) ▲
Chile	74 (4.1) ▲	82 (3.1) ▲	47 (2.7) ▼	82 (2.4) ▲	49 (3.1) ▲	71 (3.1) ▲	80 (2.2) ▲	67 (3.2) ▲	72 (2.8) ▲	75 (4.0) ▲	82 (2.2) ▲	32 (1.4) ▼	17 (1.0) ▼	16 (1.1) ▼	28 (1.5) ▼	16 (1.2) ▼	23 (1.3) ▼	29 (1.5) ▼	19 (1.1) ▼	41 (1.5) ▼	32 (1.4) ▼	44 (2.2) ▼
Chinese Taipei	32 (1.4) ▼	17 (1.0) ▼	16 (1.1) ▼	28 (1.5) ▼	16 (1.2) ▼	23 (1.3) ▼	29 (1.5) ▼	19 (1.1) ▼	41 (1.5) ▼	32 (1.4) ▼	44 (2.2) ▼	70 (5.0) ▲	68 (4.6) ▲	50 (5.6)	77 (3.9) ▲	57 (4.4) ▲	70 (5.7) ▲	76 (5.0) ▲	65 (5.9) ▲	68 (5.8)	69 (5.9)	75 (5.1) ▲
Colombia	46 (2.8) ▼	25 (2.1) ▼	41 (2.0) ▼	60 (2.3) ▼	34 (2.3) ▼	45 (3.0) ▼	46 (2.7) ▼	28 (2.1) ▼	63 (1.8)	67 (2.4) ▲	48 (1.9) ▼	47 (2.2) ▼	18 (1.8) ▼	27 (2.0) ▼	49 (2.5) ▼	44 (2.4) ▼	31 (2.2) ▼	43 (2.4) ▼	34 (2.2) ▼	62 (2.5) ▼	36 (2.5) ▼	47 (2.7) ▼
Croatia	87 (2.6) ▲	64 (4.2) ▲	77 (3.9) ▲	80 (3.0) ▲	64 (4.5) ▲	70 (3.9) ▲	89 (2.6) ▲	68 (4.1) ▲	86 (2.7) ▲	94 (1.4) ▲	94 (1.6) ▲	59 (3.8)	46 (3.5)	59 (4.5)	59 (3.0)	56 (3.7) ▲	43 (3.8) ▼	65 (4.0)	60 (4.0) ▲	66 (2.5)	72 (2.7) ▲	82 (3.1) ▲
Dominican Republic	34 (4.5) ▼	11 (2.9) ▼	27 (4.3) ▼	42 (4.3) ▼	37 (4.4) ▼	49 (4.7) ▼	46 (4.6) ▼	16 (3.2) ▼	62 (4.2)	48 (5.5) ▼	45 (5.1) ▼	85 (2.9) ▲	60 (4.4) ▲	49 (5.1)	76 (4.7)	64 (5.8) ▲	82 (3.9) ▲	81 (4.3) ▲	57 (4.3)	66 (5.1)	72 (4.2) ▲	85 (3.4) ▲
Finland	38 (3.8) ▼	28 (2.5) ▼	38 (4.2)	32 (3.6) ▼	35 (2.8) ▼	32 (3.7) ▼	28 (3.1) ▼	39 (3.3) ▼	43 (3.8) ▼	35 (3.7) ▼	34 (3.0)	86 (3.1) ▲	89 (2.8) ▼	67 (3.2)	89 (2.9) ▲	84 (3.1) ▲	91 (2.9) ▲	92 (2.4) ▲	80 (3.9) ▲	77 (3.2) ▲	87 (2.9) ▲	88 (3.3) ▲
France	86 (3.1) ▲	89 (2.8) ▲	67 (3.2) ▲	89 (2.9) ▲	84 (3.1) ▲	91 (2.9) ▲	92 (2.4) ▲	80 (3.9) ▲	87 (2.9) ▲	88 (3.3) ▲	81 (1.6) ▲	65 (2.1) ▲	47 (2.8)	42 (2.5)	55 (2.4)	43 (2.5)	48 (2.6) ▼	63 (2.2) ▼	64 (2.4) ▲	80 (1.5) ▲	75 (1.6) ▲	81 (1.6) ▲
Germany	50 (4.4)	44 (4.7)	54 (4.0) ▲	56 (4.3)	44 (4.3)	47 (4.3)	54 (4.2)	50 (4.3)	37 (3.7) ▼	49 (4.1) ▼	43 (3.8) ▼	58 (0.9)	46 (0.8)	44 (0.9)	58 (0.8)	44 (4.3)	47 (4.3)	54 (4.2)	50 (4.3)	37 (3.7) ▼	49 (4.1) ▼	43 (3.8) ▼
Greece	58 (0.9)	46 (0.8)	44 (0.9)	58 (0.8)	45 (0.9)	53 (0.9)	59 (0.9)	49 (0.9)	61 (0.8)	61 (0.9)	65 (0.8)	61 (6.8)	69 (5.4)	65 (6.5)	50 (5.6)	48 (7.2)	52 (6.8)	75 (4.9)	77 (5.4)	34 (5.9)	75 (5.2)	56 (6.5)
Denmark	53 (6.9)	41 (5.9)	50 (7.9)	71 (5.6)	55 (7.3)	51 (7.7)	57 (9.3)	49 (7.4)	78 (6.3)	68 (5.8)	73 (4.9)	54 (4.2)	32 (3.7)	35 (3.3)	45 (3.9)	28 (2.7)	54 (4.1)	52 (3.8)	37 (3.5)	69 (3.3)	49 (4.2)	61 (3.6)
Estonia	29 (2.8)	33 (2.6)	39 (2.6)	46 (3.1)	39 (3.0)	37 (2.9)	36 (3.2)	39 (2.8)	57 (2.8)	61 (2.2)	51 (2.7)	94 (2.0)	93 (2.1)	90 (2.1)	90 (2.7)	86 (3.1)	89 (2.6)	95 (2.0)	96 (1.2)	90 (2.5)	89 (3.1)	91 (2.6)
Korean Republic	94 (2.0)	93 (2.1)	90 (2.1)	90 (2.7)	86 (3.1)	89 (2.6)	95 (2.0)	96 (1.2)	90 (2.5)	89 (3.1)	91 (2.6)	58 (0.9)	46 (0.8)	44 (0.9)	58 (0.8)	45 (0.9)	53 (0.9)	59 (0.9)	49 (0.9)	61 (0.8)	61 (0.9)	65 (0.8)
Netherlands	61 (6.8)	69 (5.4)	65 (6.5)	50 (5.6)	48 (7.2)	52 (6.8)	75 (4.9)	77 (5.4)	34 (5.9)	75 (5.2)	56 (6.5)	61 (6.8)	69 (5.4)	65 (6.5)	50 (5.6)	48 (7.2)	52 (6.8)	75 (4.9)	77 (5.4)	34 (5.9)	75 (5.2)	56 (6.5)
Russian Federation	53 (6.9)	41 (5.9)	50 (7.9)	71 (5.6)	55 (7.3)	51 (7.7)	57 (9.3)	49 (7.4)	78 (6.3)	68 (5.8)	73 (4.9)	54 (4.2)	32 (3.7)	35 (3.3)	45 (3.9)	28 (2.7)	54 (4.1)	52 (3.8)	37 (3.5)	69 (3.3)	49 (4.2)	61 (3.6)

Table 3.12 shows that across school types, Maltese teachers are more prepared in ‘The environment and environmental sustainability’, ‘Equal opportunities for men and women’, ‘Citizens’ rights and responsibilities’, ‘Responsible Internet use’, ‘Critical and independent thinking’ and ‘Conflict resolution’. However, they are less prepared in ‘Voting and elections’, ‘Constitution and political systems’ and ‘Global community and international organisations’.

Table 3.13 shows the percentages of teachers reporting to have participated in training courses on civic-related topics during pre-service and/or in-service training across participating countries. 62% of Maltese teachers stated that they attended a training course on ‘Responsible Internet use’. This is followed by ‘Equal opportunities for men and women’ (49%), ‘Critical and independent thinking’ (48%), ‘Citizens’ rights and responsibilities’ (46%), ‘Conflict resolution’ (45%), ‘The environment and environmental sustainability’ (42%), ‘Emigration and immigration’ (37%), ‘Human Rights’ (34%), ‘The global community and international organisations’ (27%), ‘The Constitution and political systems’ (16%) and ‘Voting and elections’ (11%).

Table 3.13 also shows that across participating countries, 65% of teachers attended training courses on ‘Conflict resolution’. This is followed by ‘Critical and independent thinking’ (61%), ‘Responsible Internet use’ (61%), ‘Citizens’ rights and responsibilities’ (59%), ‘Human Rights’ (58%), ‘The environment and environmental sustainability’ (58%), ‘Equal opportunities for men and women’ (53%), ‘The Constitution and political systems’ (49%), ‘Voting and elections’ (46%), ‘Emigration and immigration’ (45%) and ‘The global community and international organisations’ (44%).

3.7 Civic and citizenship education in initial and in-service training

Table 3.4 displays the extent of training opportunities for civic and citizenship education that are available to teachers in both initial teacher education and in-service training and the status of that training as reported by the ICCS 2016 National Contexts Survey.

On the issue of training for those teaching civic and citizenship education, CIVED drew attention to the lack of training in this area and called for more resources to be invested. The Eurydice and Council of Europe studies jointly identified training as a considerable challenge because of the variety of ways of approaching civic and citizenship education and the range of those teaching it in schools. Both studies found training for teachers in this area, at both pre- and in-service levels, to be limited, sporadic and not provided in a formal and consistent way.

Figure 3.4 shows that in terms of training, more countries offer provision through in-service training than through initial teacher education for specialist teachers and for teachers of subjects not related to civic and citizenship education. Eighteen countries provide initial teacher education training to teachers of subjects related to civic and citizenship education, seven countries offer this training to specialist teachers and another seven countries provide this training to teachers of subjects not related to civic and citizenship education. Malta provides initial teacher education solely to teachers of subjects related to civic and citizenship education.

Nineteen countries provide in-service training to teachers of subjects related to civic and citizenship education, ten countries offer this training to specialist teachers and another twelve countries provide this training to teachers of subjects not related to civic and citizenship education. Malta provides in-service training to teachers of subjects both related and not related to

civic and citizenship education. Five countries, including Colombia, Croatia, Hong Kong, Slovenia and Dominican Republic do not offer training for civic and citizenship education through initial teacher education, while four countries, including Denmark, Korean Republic, Netherlands and Norway do not offer training through in-service training. The patterns of training provision in initial teacher education and in-service training are similar and fit the approaches that ICCS countries take to deliver citizenship in the curriculum.

Figure 3.4: Civic and citizenship education in initial and in service training

Country	Civic and citizenship education mandatory part of pre-service/initial teacher education?			In-service, continuing education or professional development for civic and citizenship education offered?		
	Specialist teachers	Teachers of subjects related to civic and citizenship education	Teachers of subjects not related to civic citizenship education	Specialist teachers	Teachers of subjects related to civic and citizenship education	Teachers of subjects not related to civic and citizenship education
Belgium (Flemish)		●	●		●	●
Bulgaria		●			●	●
Chile		●			●	
Chinese Taipei	●	●		●	●	
Colombia				●	●	●
Croatia					●	●
Denmark		●	●			
Dominican Republic					●	
Estonia	●	●	●	●	●	●
Finland		●			●	
Hong Kong				●	●	●
Italy		●		●	●	●
Korean Republic		●				
Latvia	●	●	●	●	●	●
Lithuania		●		●	●	●
Malta		●			●	●
Mexico	●	●	●	●	●	●
Netherlands		●				
Norway	●	●	●			
Peru	●	●		●	●	
Russian Federation	●	●		●	●	
Slovenia					●	
Sweden		●	●		●	●

3.8 Learning objectives for civic and citizenship education

Figure 3.5 displays eleven learning objectives for civic and citizenship education at the target grade as reported by the ICCS 2016 National Contexts Survey. These include ‘Knowing basic facts’, ‘Understanding key concepts’, ‘Understanding key values and attitudes’, ‘Communicating through discussion and debate’, ‘Understanding decision-making and active participation’, ‘Becoming involved in decision-making in schools’, ‘Participating in community-based activities’, ‘Developing a sense of national identity and allegiance’, ‘Developing positive attitudes toward participation and engagement’, ‘Understanding how to resolve conflicts’ and ‘Understanding principles of voting and elections’. With the exception of ‘Understanding how to resolve conflicts’, Maltese schools include all learning objectives in the curriculum for the target grade at a national level.

Figure 3.5: Learning objectives for civic and citizenship education at the target grade as reported by the ICCS 2016 National Contexts Survey

Country	Inclusion of learning objectives in the curriculum for the target grade at a national level										
	Knowing basic facts	Understanding key concepts	Understanding key values and attitudes	Communicating through discussion and debate	Understanding decision-making and active participation	Becoming involved in decision-making in school	Participating in community-based activities	Developing a sense of national identity and allegiance	Developing positive attitudes toward participation and engagement	Understanding how to resolve conflicts	Understanding principles of voting and elections
Belgium (Flemish)	•	•	•	•	•	•	•	•	•	•	•
Bulgaria	•	•	•	•	•	•	•	•	•	•	•
Chile	•	•	•	•	•	•	•	•	•	•	•
Chinese Taipei	•	•	•	•	•	•	•	•	•	•	•
Colombia	•	•	•	•	•	•	•	•	•	•	•
Croatia	•	•	•	•	•	•	•	•	•	•	•
Denmark	•	•	•	•	•	•	•	•	•	•	•
Dominican Republic	•	•	•	•	•	•	•	•	•	•	•
Estonia	•	•	•	•	•	•	•	•	•	•	•
Hong Kong	•	•	•	•	•	•	•	•	•	•	•
Italy	•	•	•	•	•	•	•	•	•	•	•
Korean Republic	•	•	•	•	•	•	•	•	•	•	•
Latvia	•	•	•	•	•	•	•	•	•	•	•
Lithuania	•	•	•	•	•	•	•	•	•	•	•
Malta	•	•	•	•	•	•	•	•	•	•	•
Mexico	•	•	•	•	•	•	•	•	•	•	•
Netherlands	•	•	•	•	•	•	•	•	•	•	•
Norway	•	•	•	•	•	•	•	•	•	•	•
Peru	•	•	•	•	•	•	•	•	•	•	•
Russian Federation	•	•	•	•	•	•	•	•	•	•	•
Slovenia	•	•	•	•	•	•	•	•	•	•	•
Sweden	•	•	•	•	•	•	•	•	•	•	•

4

Perceptions of Heads of School

4.1 Introduction

Schools are located in communities that vary in their economic, cultural, and social resources, and in their organizational features. Inclusive communities that value community relations and facilitate active citizen engagement tend to offer civic and citizenship opportunities for partnerships and involvement to schools and individuals, particularly if they are well resourced. Social and cultural stimuli arising from the local community, as well as the availability of social and cultural resources, may influence students' civic and citizenship knowledge, dispositions, and competencies in relation to their roles as citizens. Data on the contexts and characteristics of the local community are based on a number of scales derived from the school questionnaire, which include:

- Availability of resources in local community
- Heads of school's perceptions of social tension in the community
- Heads of school's perceptions of student opportunities to participate in community activities
- Heads of school's reports on activities related to environmental sustainability

ICCS 2016 considers students' learning outcomes in the field of civic and citizenship education not only as a result of teaching and learning processes, but also as the result of their daily experience at school. School experiences and their impact on learning outcomes are important in the context of civic and citizenship education, which is meant to develop learning outcomes that are not confined to the area of cognitive achievement, but also include attitudes and dispositions. A large number of countries place emphasis on non-formal aspects of civic learning through participation and engagement or social interaction at schools.

School climate generally refers to 'the shared beliefs, the relations between individuals and groups in the organization, the physical surroundings, and the characteristics of individuals and groups participating in the organization'. In a civic and citizenship education context, school climate can be referred to as 'impressions, beliefs, and expectations held by members of the school community about their school as a learning environment, their associated behaviour, and the symbols and institutions that represent the patterned expressions of the behaviour'. A variety of learning situations can affect civic and citizenship education at schools. These include management, everyday activities within the school, the support for professional relationships inside the school itself, and the quality of links between the school and the outside community.

School climate also relates to the school culture and ethos that contribute to defining the school as a social organization, as well as distinguishing each individual school from others. School culture refers to patterns of meaning that include norms, beliefs, and traditions shared by the members of the school community, and that contribute to shaping their thinking and the way they act.

School climate and culture may contribute to the development among students and teachers of a sense of belonging to the school, thereby enhancing the commitment and motivation that these groups have toward improving school educational activities. Participative governance practices contribute to characterizing the schools as democratic learning environments, and promoting teachers' participation in school governance helps the school to understand the variety of student learning needs and secure teachers' commitment to supporting school educational activities.

The ICCS 2016 school questionnaire includes a wide range of questions related to school climate, which measure perceptions of heads of school about teachers' and students' sense of belonging to the school; about teachers' participation in school governance; about the extent of bullying at school, and about activities carried out at school to prevent it. Data on the contexts and characteristics of the school are based on a number of scales derived from the school questionnaire, which include:

- Heads of school's perceptions of teacher participation in school governance
- Heads of school's perceptions of student sense of belonging to the school
- Heads of school's perception of teacher sense of belonging to the school
- Heads of school's perception of bullying at school
- Heads of school's reports on activities to prevent bullying at school
- Heads of school's perceptions of the engagement of the school community

4.2 Availability of resources in the local community

Differences in the quantity and quality of resources for citizenship learning available in the local area may have a dual effect. On one hand, they may favour the organization of community-oriented projects and student participation in projects requiring the development of activities involving the community, both of which can contribute to developing skills and competencies related to civic and citizenship education. On the other hand, community participation in the life of the school and in its various levels can be a factor for greater openness and democratization of the school itself. Furthermore, the level of resources may influence the possibilities for the provision of local support to schools, which may have an impact on school improvement. In ICCS 2009, differences regarding the availability of resources in the local community were associated with students' civic knowledge in several countries. They also provided an additional measure of the schools' economic and social contexts.

A scale was generated using the IRT Rasch Partial Credit model by considering the evaluations of heads of school regarding the availability of ten facilities including a public library, cinema, theatre/concert hall, language school, museum/historical site/art gallery, playground, public garden, religious centre, sport facilities and a music school. The larger the scale score, the higher is the availability of resources in the local community.

Table 4.1: Availability of resources in the local Maltese community

Are the following resources available in the immediate area where the school is located?	Yes	No
Public library	65.2%	34.8%
Cinema	37.0%	63.0%
Theatre or Concert Hall	45.7%	54.3%
Language school	39.1%	60.9%
Museum, Historical Site or Art Gallery	50.0%	50.0%
Playground	89.1%	10.9%
Public garden or Park	80.4%	19.6%
Religious centre (e.g. church, mosque, synagogue)	97.8%	2.2%
Sports facilities	82.6%	17.4%
Music schools	32.6%	67.4%

Table 4.1 shows that religious centres are the most prevalent resource available on the Maltese Islands. These are followed by playgrounds, sports facilities and public gardens, public libraries and museums/historical sites/art galleries. Music schools, cinemas and language schools are the least prevalent resource locally.

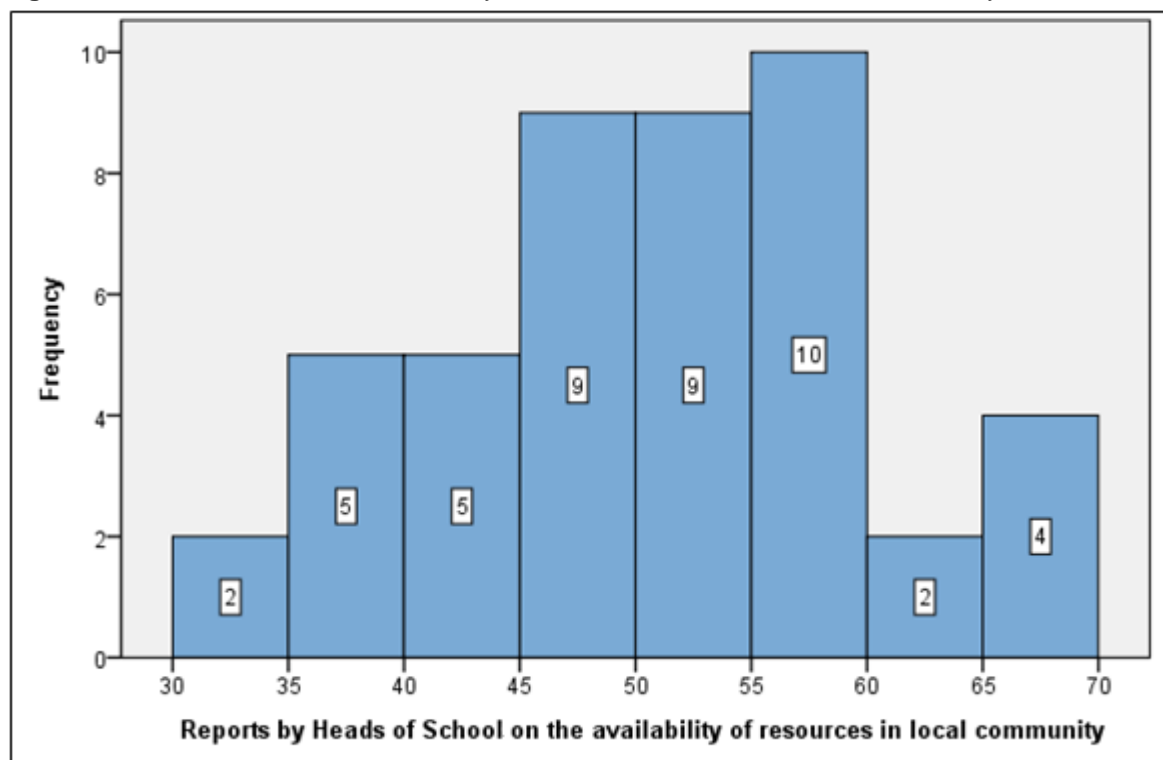
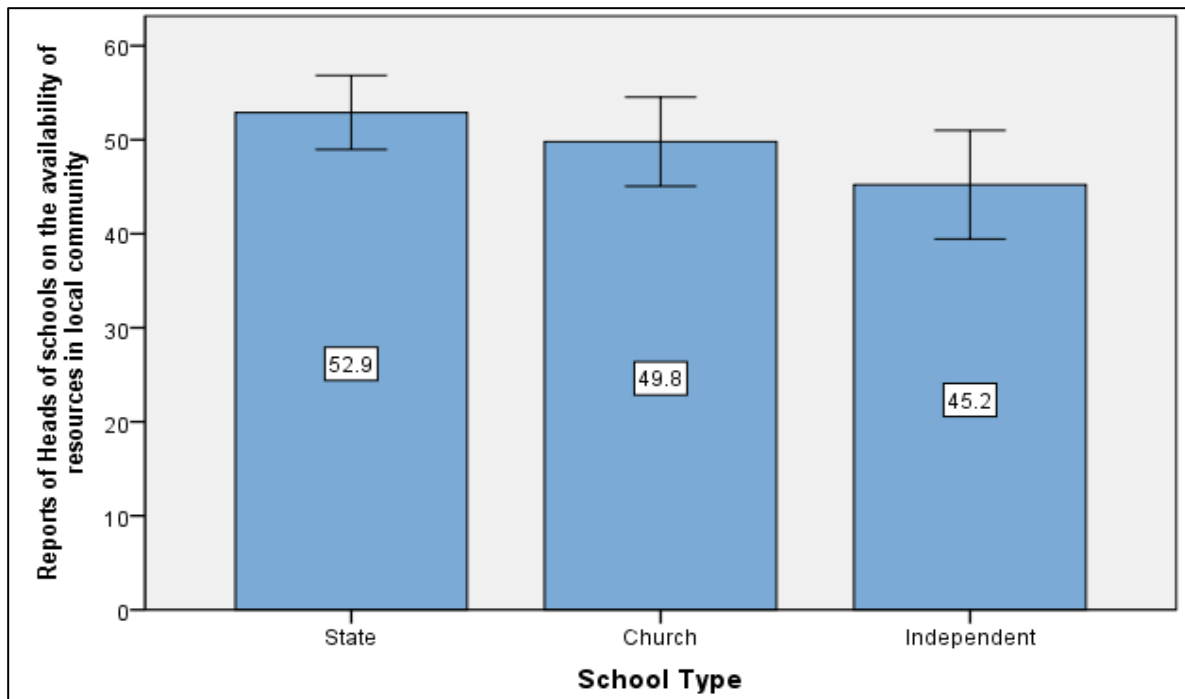
Figure 4.1: Score distribution for availability of resources in the local Maltese community


Figure 4.1 shows the score distribution for the availability of resources in the local Maltese community, according to heads of school. The scale score has mean 50.2 and standard deviation 9.05 and ranges from 31.4 to 67.1. Figure 4.2 shows that the mean scale score of State schools (52.9) exceeds the mean scale scores of Church (49.8) and Independent (45.2) schools; however the difference is not significant at the 0.05 level of significance. The error bars display the 95% confidence intervals for the actual mean scale scores.

Figure 4.2: Availability of resources in the local Maltese community, clustered by school type



4.3 Social tensions in the local community

As part of the community within which it is located, the school may be affected by issues and problems existing at the community level. Issues of social tension within the local community may influence students' social relationships and the quality of their social lives and everyday experiences, both outside and inside the school. In addition, the students' actual opportunities to volunteer or participate in civic-related activities in the communities may be influenced by the social climate existing in the local communities within which schools are located. A safe social environment is likely to enhance students' activities and participation in the local community. Conversely, issues creating social tensions and conflicts in the local community may discourage students' involvement in civic activities.

Table 4.2: Sources of social tension in the local Maltese community

To what extent are these issues a source of social tension in the immediate area where the school is located?	Large extent	Moderate extent	Small extent	Not at all
Presence of immigrants	4.3%	19.6%	41.3%	34.8%
Poor quality of housing	2.2%	11.1%	40.0%	46.7%
Unemployment	4.4%	2.2%	55.6%	37.8%
Religious intolerance	0.0%	2.2%	37.0%	60.9%
Ethnic conflicts	0.0%	2.2%	23.9%	73.9%
Extensive poverty	0.0%	2.2%	19.6%	78.3%
Organised crime	0.0%	2.2%	26.1%	71.7%
Youth gangs	0.0%	8.7%	28.3%	63.0%
Petty crime	0.0%	10.9%	39.1%	50.0%
Sexual harassment	0.0%	6.5%	30.4%	63.0%
Drug abuse	4.3%	15.2%	39.1%	41.3%
Alcohol abuse	4.3%	13.0%	37.0%	45.7%

In ICCS 2009, heads of school were asked about their perceptions of social tension in the community, and the results showed a negative association between higher levels of perceived social tension and students' civic knowledge. The ICCS 2016 school questionnaire includes a similar question, with minor modifications, to that used in the previous survey.

Figure 4.3: Score distributions of sources of social tension related to crime, conflict and poverty in Malta

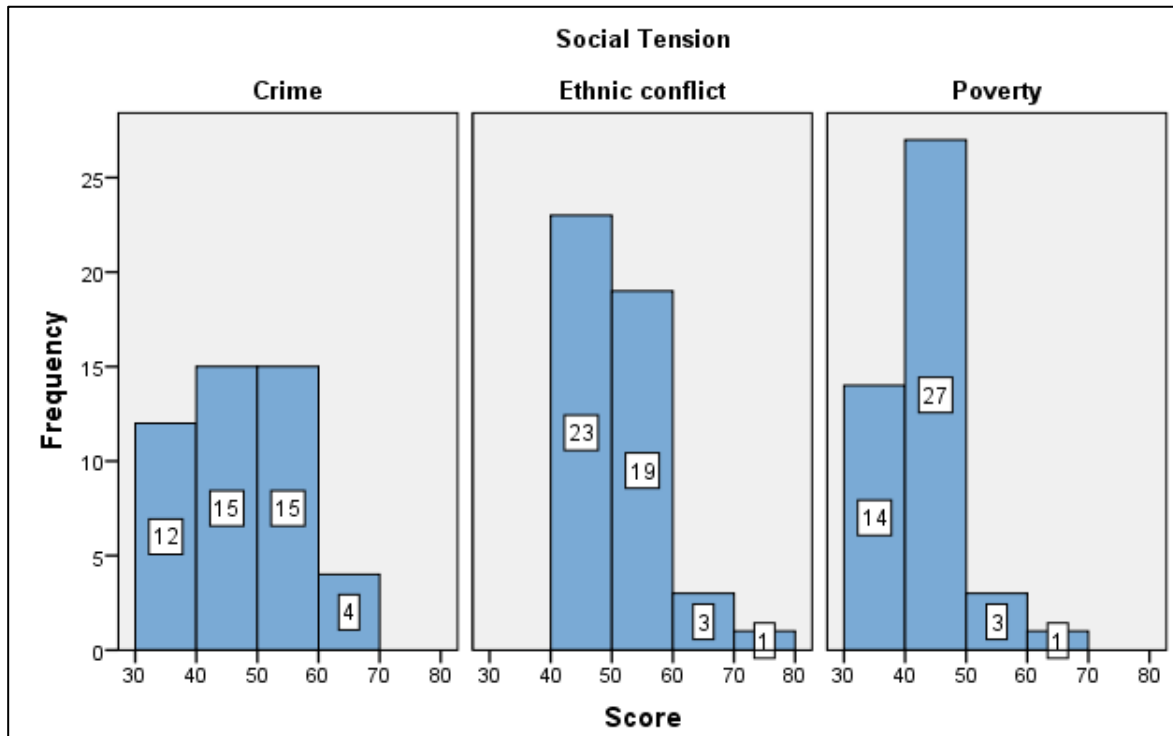
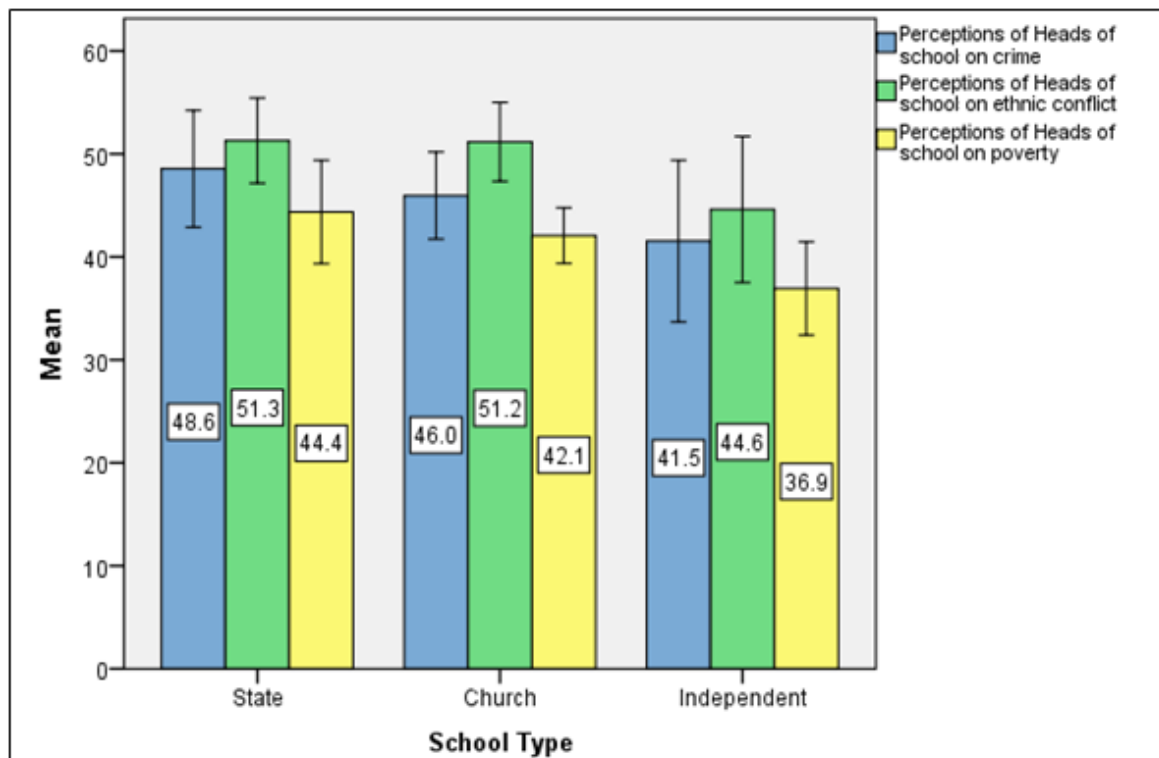


Figure 4.4: Sources of social tension related to crime, conflict and poverty in Malta, by school type



Three scales were generated using the IRT model by considering the evaluations of heads of school regarding the prevalence of twelve sources of social tension including Crime (organised crime, youth gangs, petty crime, sexual harassment, drug abuse and alcohol abuse); Ethnic and Religious conflict (presence of immigrants, religious intolerance and ethnic conflicts); and Poverty (poor quality of housing, unemployment and extensive poverty). The larger the scale score, the higher is the prevalence of social tension in the local community.

Figure 4.3 shows the score distributions for crime, ethnic/religious conflict and poverty in the local Maltese community, according to heads of school. Their respective scale scores have means 46.5, 50.3, 42.0 and standard deviations 10.14, 8.51, 7.80 indicating that presence of immigrants and ethnic/religious conflict are more common than poverty issues. Figure 4.4 shows that the mean scores vary marginally between school types and differences are not significant at the 0.05 level.

4.4 Student opportunities to participate in community activities

Research has illustrated the importance of students' activities in the community and their reflection on them for the construction and the development of knowledge and skills for active citizenship. The links between the school and its community represent an opportunity for motivating student participation in activities related to civic and citizenship education, and for offering them opportunities for civic engagement. Schools' interactions with their local communities, and the links that have been established with other civic-related and political institutions, can also influence student perceptions of their relationship with the wider community and of the different roles they may play in it. ICCS 2009 showed that most of the students in almost all the participating countries had at least some opportunities to participate in such activities. The ICCS 2016 school questionnaire includes a modified form of the ICCS 2009 question about the perceptions of Heads of schools about the opportunities students have to participate in activities carried out by the school in cooperation with external groups or organizations.

Table 4.3: Opportunities provided to Maltese students to participate in community activities

During the current school year, how many students in this school have had the opportunity to take part in any of these activities?	All or nearly all	Most of them	Some of them	None or hardly any	Not offered at school
Activities related to environmental sustainability	19.1%	27.7%	46.8%	6.4%	0.0%
Human rights projects	8.5%	14.9%	44.7%	14.9%	17.0%
Activities for underprivileged people or groups	14.9%	19.1%	46.8%	12.8%	6.7%
Cultural activities	17.0%	48.9%	27.7%	4.3%	2.1%
Multicultural and intercultural activities within the local community	12.8%	19.1%	29.8%	19.1%	19.1%
Campaigns to raise people's awareness	12.8%	27.7%	25.5%	12.8%	21.3%
Activities aimed at protecting the cultural heritage within the local community	2.1%	27.7%	29.8%	25.5%	14.9%
Visits to political institutions	6.4%	23.4%	42.6%	17.0%	10.6%
Sports events	74.5%	21.3%	4.3%	0.0%	0.0%

Figure 4.5: Score distribution of students' opportunities to participate in community activities

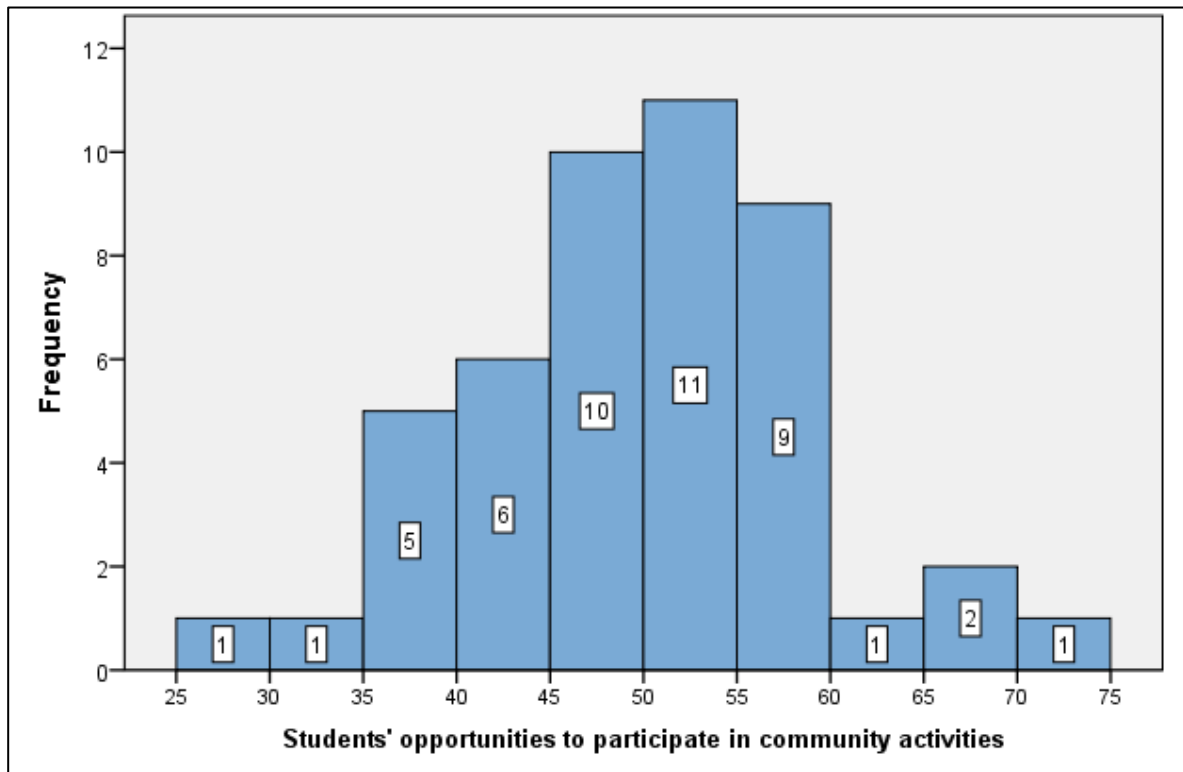
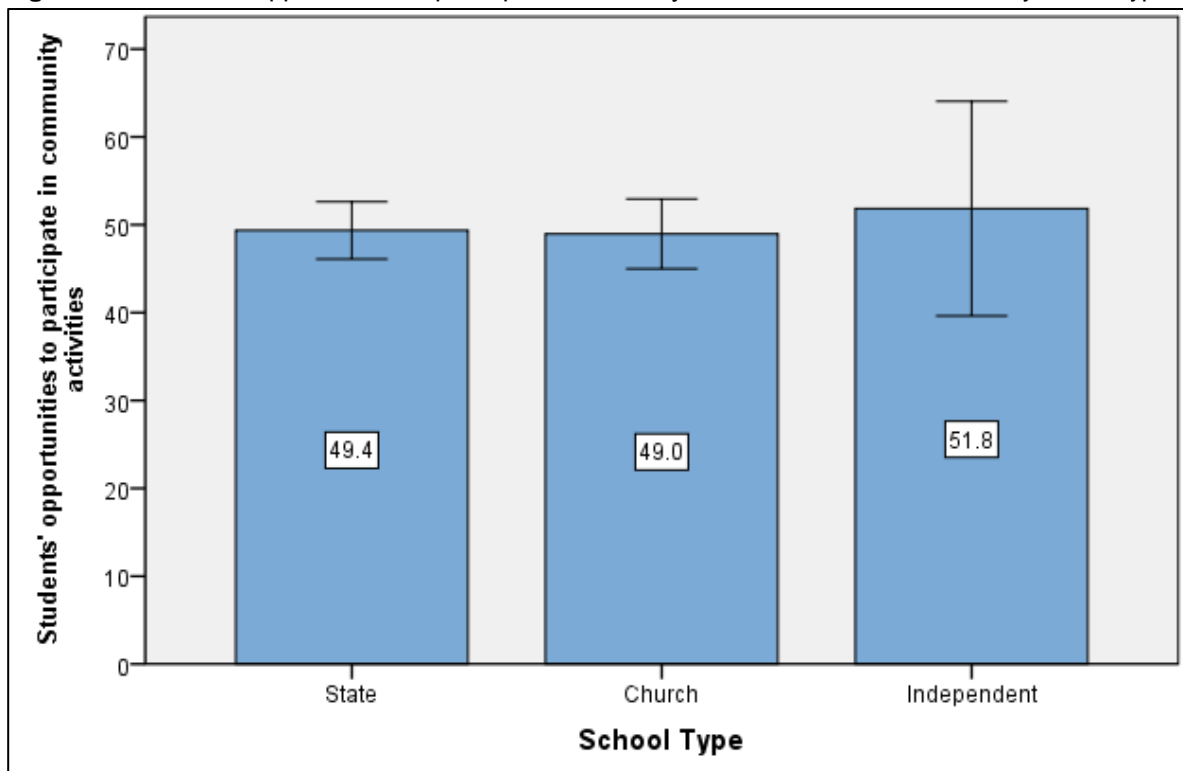


Figure 4.6: Students' opportunities to participate community activities in Malta, clustered by school type



A scale was generated using the IRT model by considering the evaluations of heads of school regarding nine opportunities provided to students to participate in community activities, which include activities related to environmental sustainability, human rights projects, activities for

underprivileged people or groups, cultural activities, multicultural/intercultural activities, visits to political institutions, campaigns to raise people's awareness, activities aimed at protecting the cultural heritage and sports events. The larger the scale score, the higher is the opportunity to participate in these community activities.

Figure 4.5 shows the score distribution of the opportunities provided to Maltese students to participate in community activities, according to heads of school. The scale score has a mean of 49.6 and a standard deviation of 9.09 and ranges from 28.1 to 74.5. Figure 4.6 shows that the mean scale scores of State (49.4), Church (49.0) and Independent (51.8) schools vary marginally and that the differences are not significant at the 0.05 level.

4.5 Environment-friendly practices at school

Education for sustainable development, which aims at developing the learner's competence as a community member and global citizen, is widely viewed as an important aspect of citizenship education. Education for sustainable development is intended to be interdisciplinary and holistic and therefore should be represented throughout the curriculum. In view of this aim, it is argued that it needs to involve the whole school community rather than just being a teacher-driven activity. The ICCS 2016 school questionnaire includes questions on initiatives related to environmental sustainability. Heads of schools were asked about the initiatives undertaken by the schools to become environments that respect the principles of sustainable development and to enable students to experience these principles directly.

Table 4.4: Engaging students in environment-friendly practices

To what extent are the following practices implemented at this school?	Large extent	Moderate extent	Small extent	Not at all
Differential waste collection	47.8%	37.0%	10.9%	4.3%
Waste reduction	34.8%	43.5%	15.2%	6.5%
Purchasing of environmentally friendly items	30.4%	43.5%	19.6%	6.5%
Energy-saving practices	50.0%	39.1%	10.9%	0.0%
Posters to encourage students' environmental friendly behaviours	37.0%	54.3%	8.7%	0.0%

A scale was generated using the IRT model by considering the evaluations of heads of school regarding five practices implemented at school that respect the principles of sustainable development, which include the school's initiatives to save energy, reduce and separate waste, purchase environmentally-friendly items, and to encourage students' environmental-friendly behaviours. The larger the scale score, the higher are the school's initiatives to engage students in environment-friendly practices.

Figure 4.7 shows the score distribution of the school's initiatives to engage students in practices that are environment-friendly, according to Heads of schools. The scale score has a mean of 53.3, a standard deviation of 9.98 and ranges from 32.9 to 70.1. Figure 4.8 shows that the mean scale scores of State (51.2), Church (54.7) and Independent (54.6) schools vary marginally and differences are not significant at the 0.05 level.

Figure 4.7: Score distribution of environment-friendly practices at school

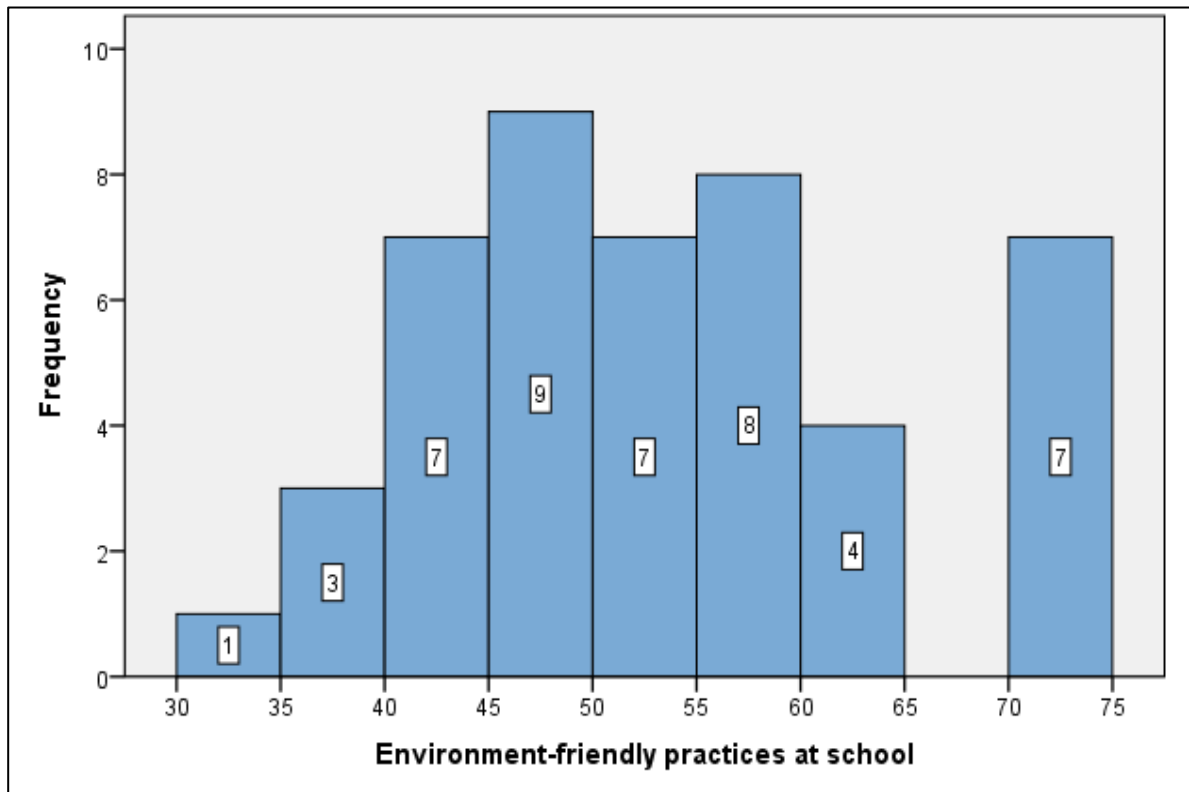
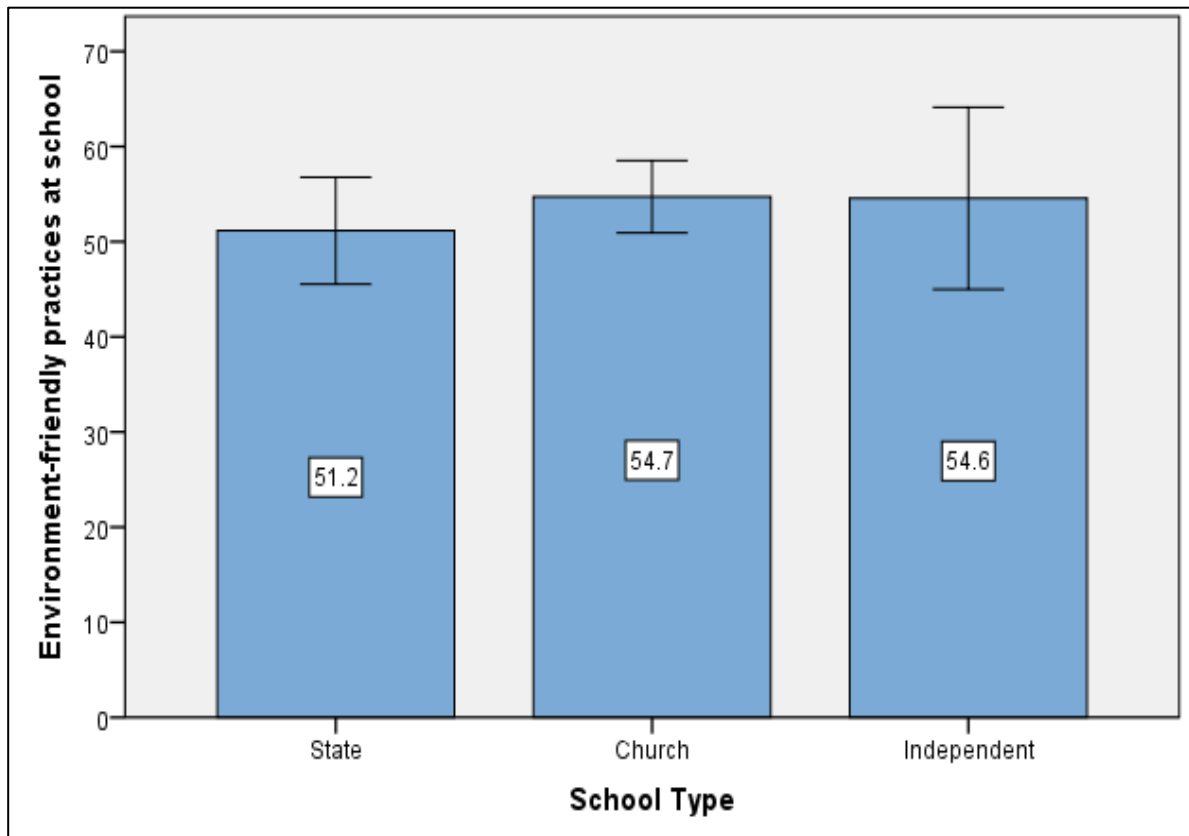


Figure 4.8: Environment-friendly practices in Maltese schools, clustered by school type



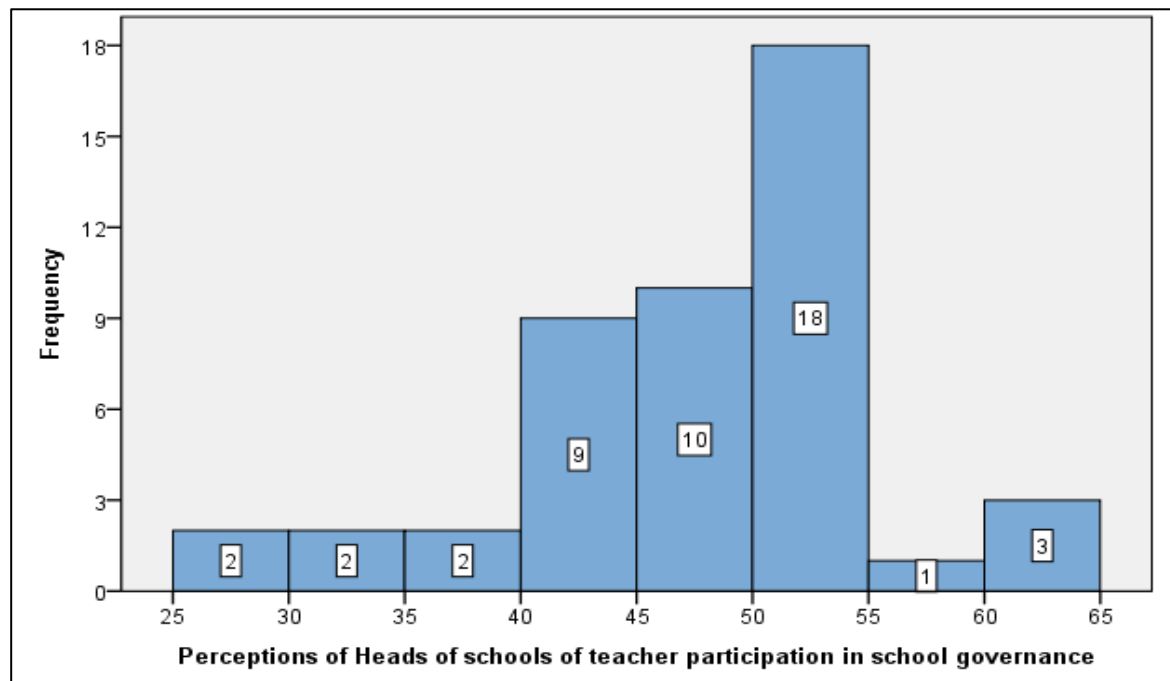
4.6 Teachers' participation in school governance

Empowering teachers to participate in decision-making at schools may contribute to active citizenship behaviour within schools. The ICCS 2009 school questionnaire included items concerned with heads of school's perceptions of teacher participation in school governance. These questions were intended to provide information about the extent to which teachers were willing to accept responsibilities beyond teaching. The ICCS 2016 school questionnaire includes five items which measures perceptions of heads of school regarding teachers' participation in school development activities, improving school governance and encouraging students to participate in school life, teachers' support for maintaining good discipline, and teachers' willingness to become members of the school council.

Table 4.5: Teachers' participation in school governance

How many teachers participate as follows at this school?	All or nearly all	Most of them	Some of them	None or hardly any
Making useful suggestions for improving school governance	8.5%	68.1%	19.1%	4.3%
Supporting good discipline throughout the school	36.2%	46.8%	17.0%	0.0%
Actively taking part in school development/improvement activities	27.7%	61.7%	10.6%	0.0%
Encouraging students' active participation in school life	27.7%	53.2%	19.1%	0.0%
Being willing to be members of the school council as teacher representatives	4.3%	85.1%	10.6%	0.0%

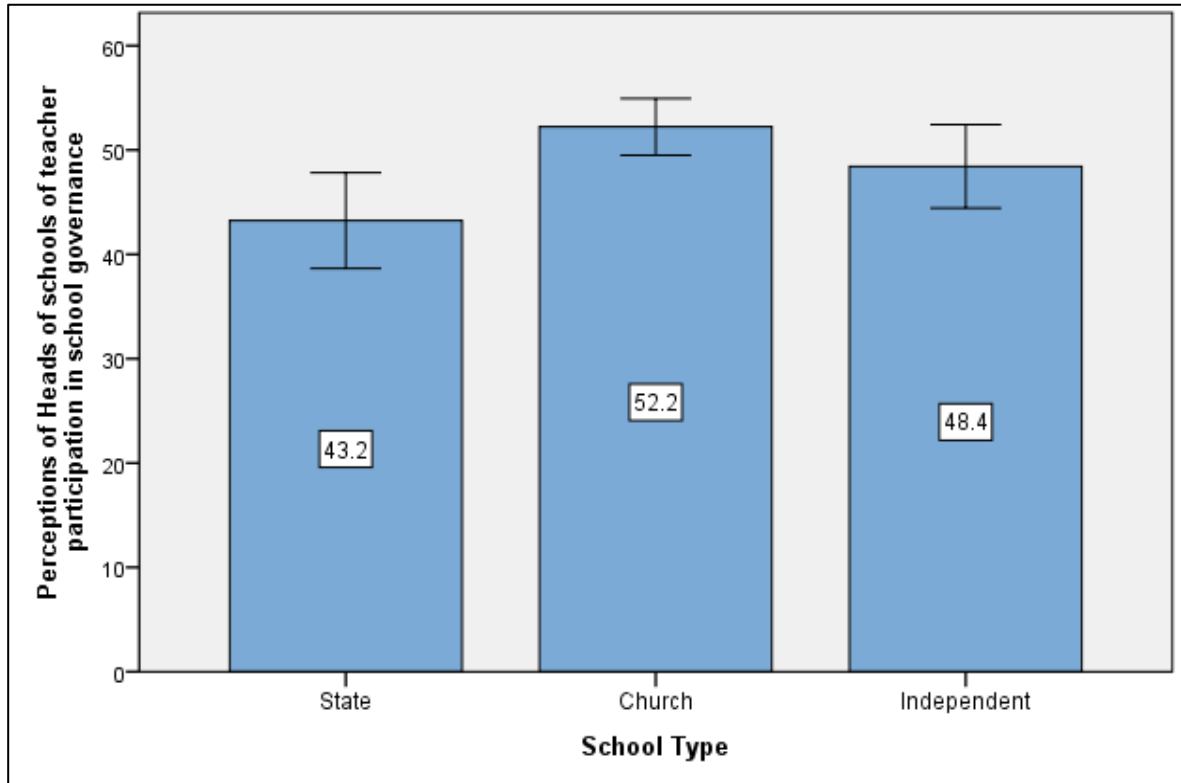
Figure 4.9: Score distribution of teachers' participation in school governance



A scale was generated using the IRT model by considering the evaluations of heads of school regarding teachers' participation in school governance. The larger the scale score, the higher is teachers' participation in school governance. Figure 4.9 shows the score distribution of teachers' participation in school governance, according to heads of school. The scale score has a mean of

48.1, a standard deviation of 8.21 and ranges from 25.1 to 64.9. Figure 4.10 shows that the mean score of Church schools (52.2) is largest indicating higher participation in school governance; followed by Independent (48.4) and State (43.2) schools. The differences between mean scores are significant at the 0.05 level.

Figure 4.10: Teachers' participation in school governance, clustered by school type



4.7 Teachers' and Students' sense of belonging to school

Sense of belonging to school is an important attribute that enhances enthusiasm and pride, and augments active participation within the school community and a positive attitude towards the school. Two scales were generated using the IRT model by considering the evaluations of Heads of schools regarding teachers' and students' sense of belonging to school. The larger the scale scores, the higher is the sense of belonging to schools.

Table 4.6: Teachers' and Students' sense of belonging to school

To what extent do the following statements describe the current situation at this school?	Large extent	Moderate extent	Small extent	Not at all
Teachers have a positive attitude towards the school	85.1%	14.9%	0.0%	0.0%
Teachers feel part of the school community	83.0%	17.0%	0.0%	0.0%
Teachers work with enthusiasm	68.1%	31.9%	0.0%	0.0%
Teachers take pride in this school	74.5%	25.5%	0.0%	0.0%
Students enjoy being in school	66.0%	34.0%	0.0%	0.0%
Students are actively involved in school work	57.4%	40.4%	2.1%	0.0%
Students take pride in this school	70.2%	29.8%	0.0%	0.0%
Students feel part of the school community	72.3%	27.7%	0.0%	0.0%

Figure 4.11 shows the score distributions of teachers' and students' sense of belonging to school, according to heads of school. Their respective scale scores have means of 53.3, 54.1 and standard deviations of 7.93, 8.02 indicating that, on average, students' and teachers' sense of belonging to school are comparable. Figure 4.12 shows that the mean scores of teachers' sense of belonging to school is significantly higher in Church compared to State schools.

Figure 4.11: Score distribution of Teachers' and Students' sense of belonging to school

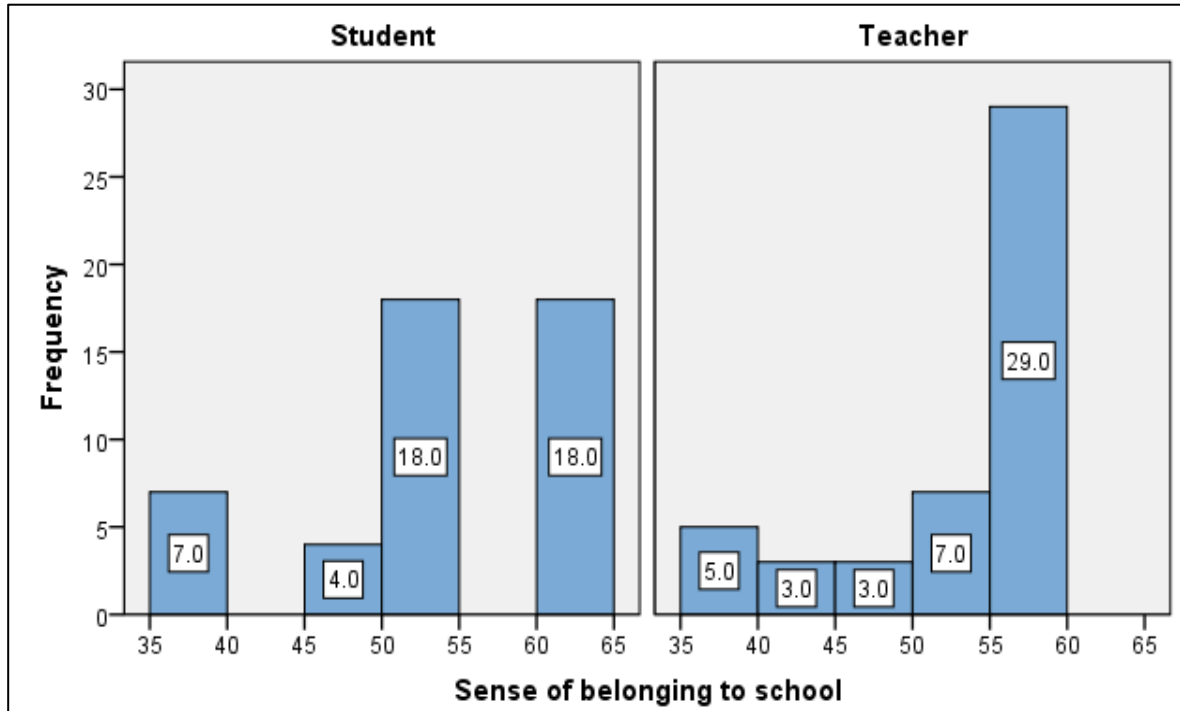
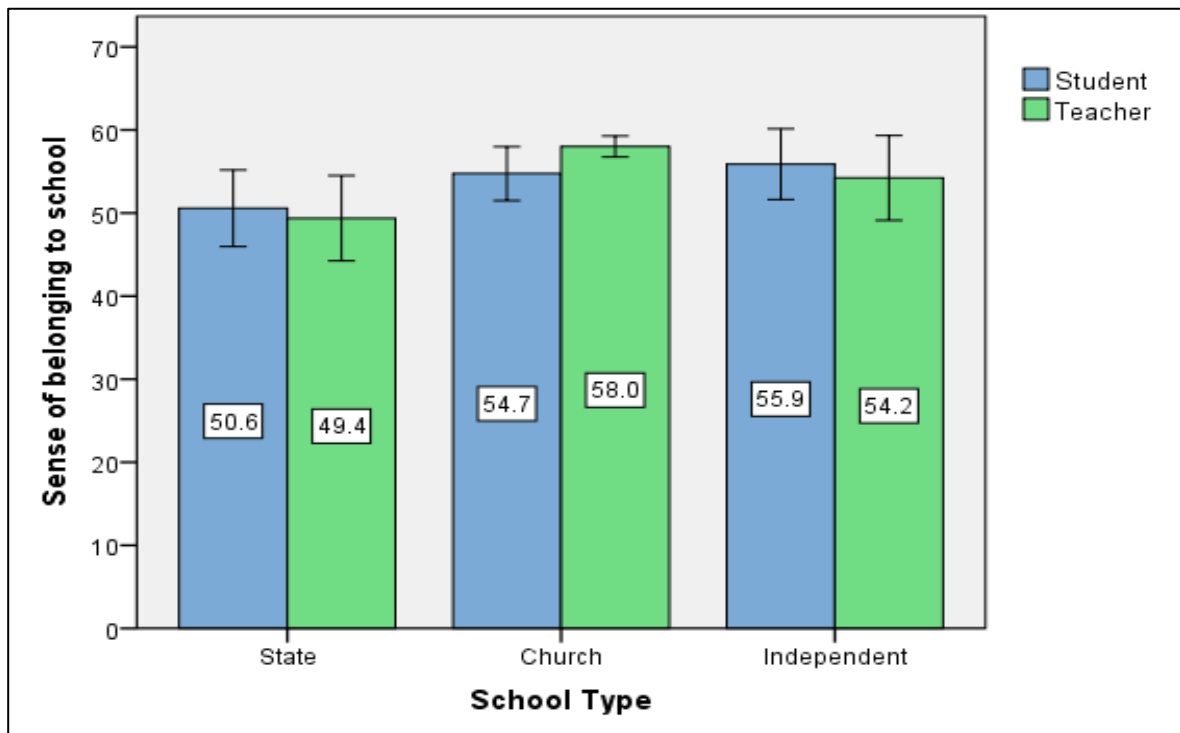


Figure 4.12: Teachers' and Students' sense of belonging to school, clustered by school type



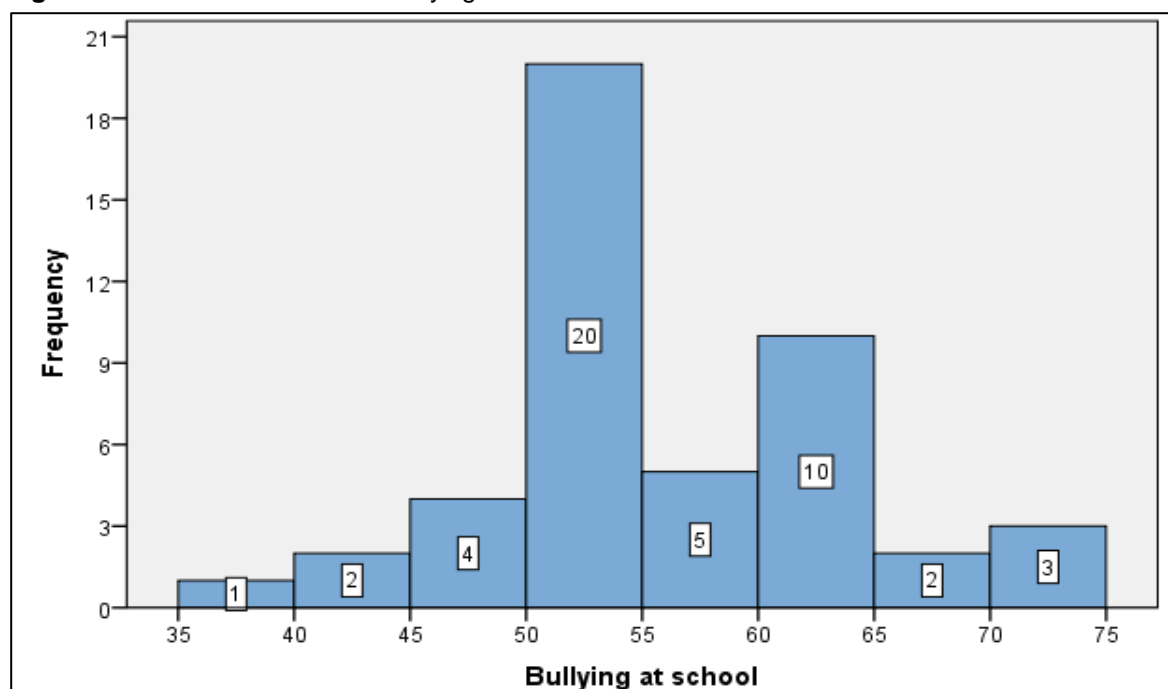
4.8 Bullying at school

Bullying includes aggressive behaviours intended to hurt someone either physically, emotionally, verbally or through the internet. Schools are currently facing the problem of bullying both in the school context and in a cyber context. Research has shown that bullying shows considerable variation between classes within schools. In the ICCS 2016 school questionnaire, heads of school were asked to report on the frequency of aggressive behaviours they observe within the school.

Table 4.7: Types of reported bullying at school

To what extent do the following statements describe the current situation at this school?	Never	Less than once a month	1-5 times a month	More than 5 times a month
A student reported to the head of school aggressive or destructive behaviours by other students	17.0%	55.3%	17.0%	10.6%
A student reported to the head of school that s/he was bullied by a teacher	55.3%	40.4%	2.1%	2.1%
A teacher reported to the head of school that a student was bullied by other students	6.4%	63.8%	25.5%	4.3%
A teacher reported to the head of school that a student helped another student who was being bullied	12.8%	57.4%	25.5%	4.3%
A teacher reported to the head of school that s/he was being bullied by students	68.1%	31.9%	0.0%	0.0%
A parent reported to the head of school that his/her son/daughter was bullied by other students	2.1%	68.1%	27.7%	2.1%

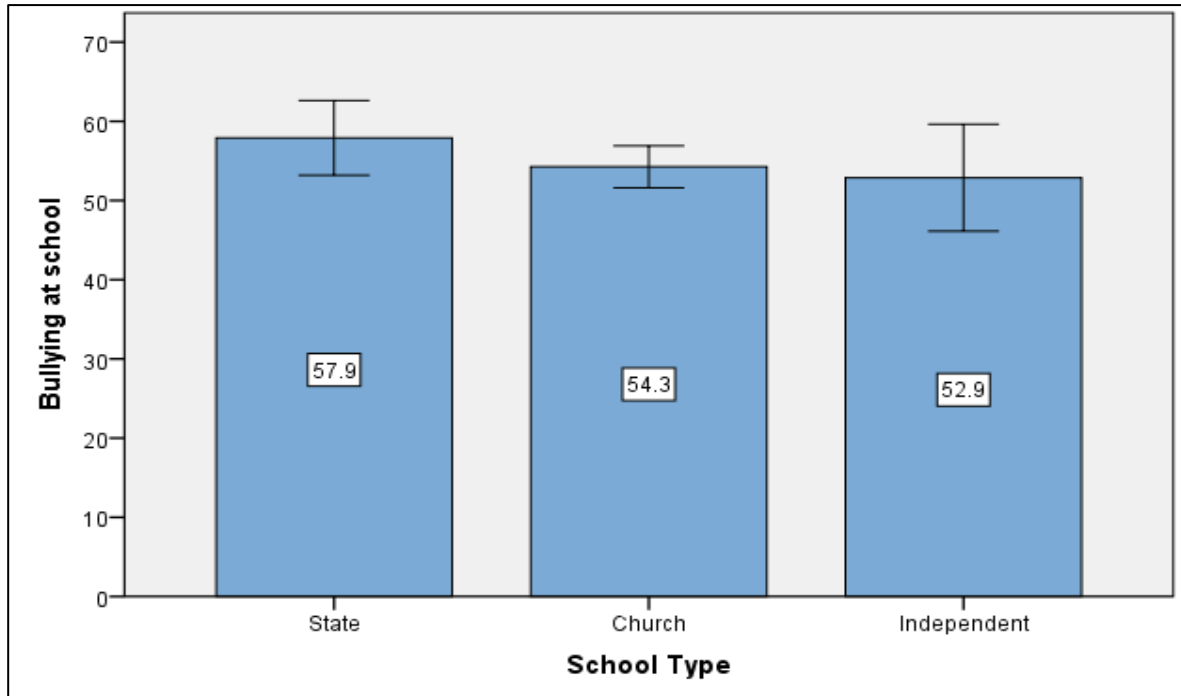
Figure 4.13: Score distribution of bullying at school



A scale was generated using the IRT model by considering the evaluations of heads of school regarding types of bullying at school reported by teachers and students. The larger the scale score, the higher is the prevalence of bullying at school. Figure 4.13 shows the score distribution of bullying at school, according to Heads of schools. The scale score has a mean of 55.4, a

standard deviation of 7.89 and ranges from 37.6 to 74.3. Figure 4.14 shows that the mean score of State schools (57.9) is larger than Church (54.3) and Independent (52.9) schools; however the differences between mean scores are not significant at the 0.05 level.

Figure 4.14: Bullying at school, clustered by school type

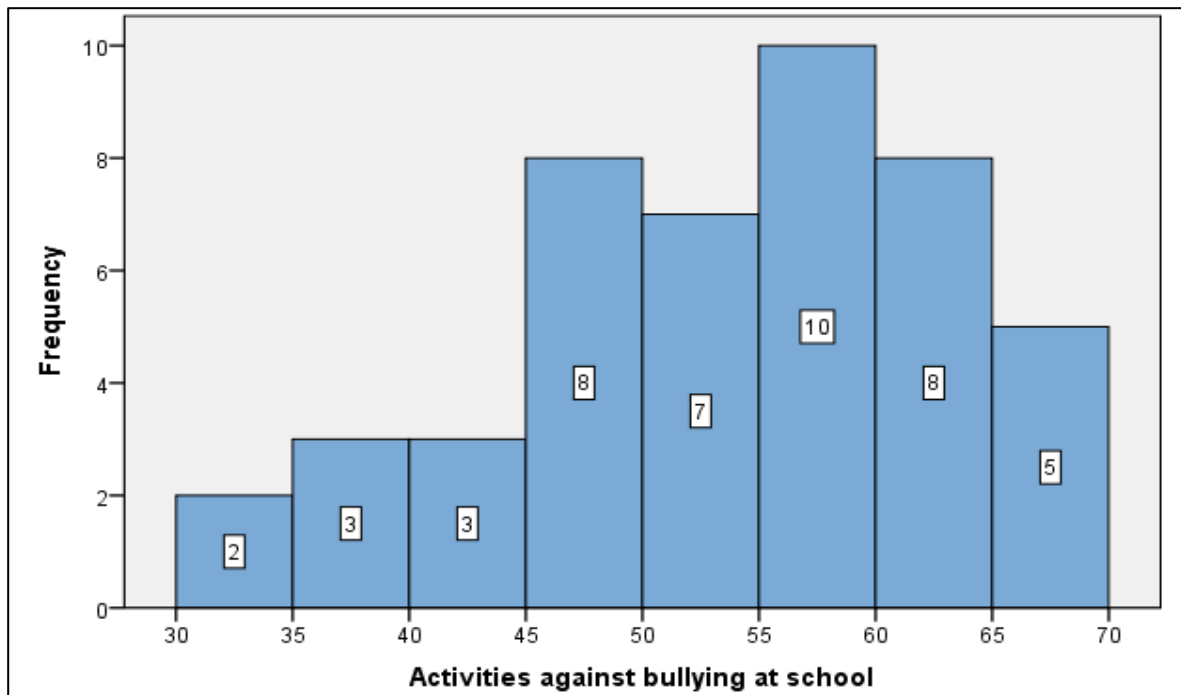
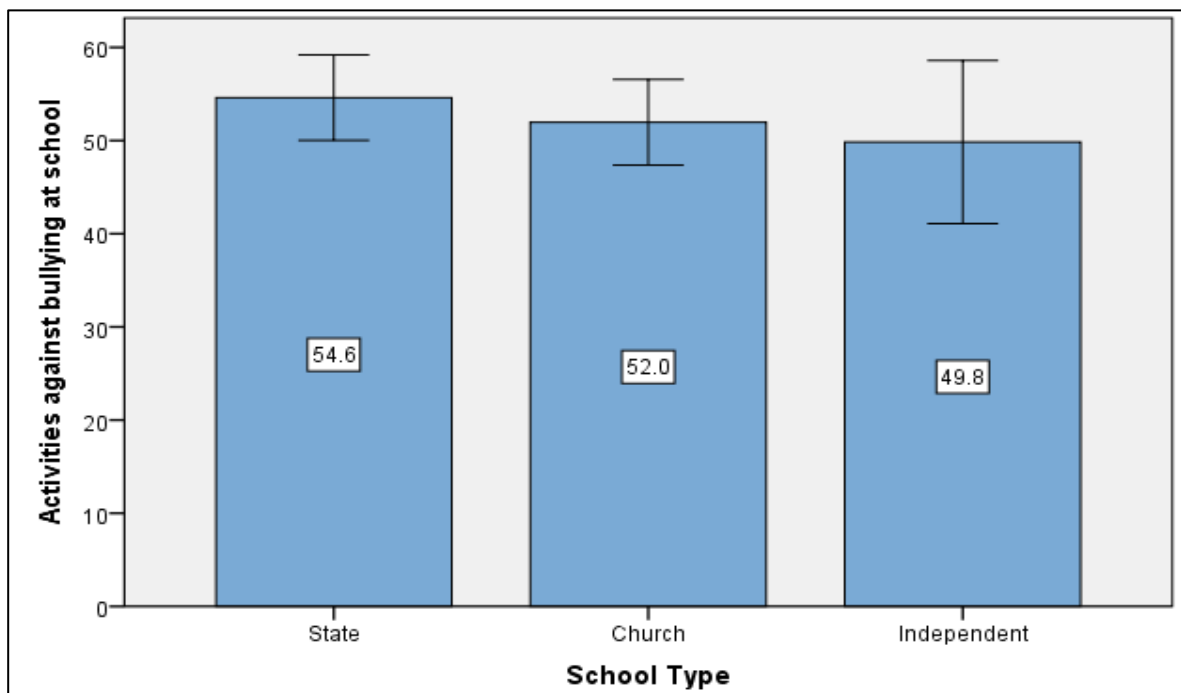


4.9 Activities to prevent bullying at school

Although a ‘culture of silence’ still persists among victims, activities to highlight bullying seem to have an impact, and may help to reduce bullying inside schools. Prevention programs seem to have greater effect at the classroom level than at the school level. The school questionnaire includes a question on the initiatives implemented by schools intended to prevent bullying, including specific professional training aimed at the prevention of ‘cyberbullying’.

Table 4.8: Activities to prevent bullying at school

During the current school year, are any of the following activities against bullying (including cyber-bullying) being undertaken at this school?	Yes	No
Meetings aiming at informing parents about bullying at school	71.7%	28.3%
Specific training to provide teachers with knowledge, skills and confidence to make students aware of bullying	56.5%	43.5%
Teacher training sessions on safe and responsible internet use to avoid cyber-bullying	65.2%	34.8%
Student training sessions for responsible internet use to avoid cyber-bullying	93.5%	6.5%
Meetings aiming at raising parents' awareness on cyber-bullying	67.4%	32.6%
Development of a system to report anonymously incidents of cyber- bullying among students	28.3%	71.7%
Classroom activities aiming at raising students' awareness on bullying	95.7%	4.3%
Anti-bullying conferences held by experts and/or by local authorities on bullying at school	43.5%	56.5%

Figure 4.15: Score distribution of activities against bullying at school

Figure 4.16: Activities against bullying at school, clustered by school type


A scale was generated using the IRT model by considering the evaluations of heads of schools regarding activities against bullying at school. The larger the scale score, the more enhanced are the activities against bullying. Figure 4.15 shows the score distribution of the activities against bullying at school, according to heads of schools. The scale score has a mean of 52.6, a standard deviation of 9.64 and ranges from 31.7 to 70.0. Figure 4.16 shows that the mean score of State schools (54.6) is larger than Church (52.0) and Independent (49.8) schools; however, the differences between mean scores are not significant at the 0.05 level.

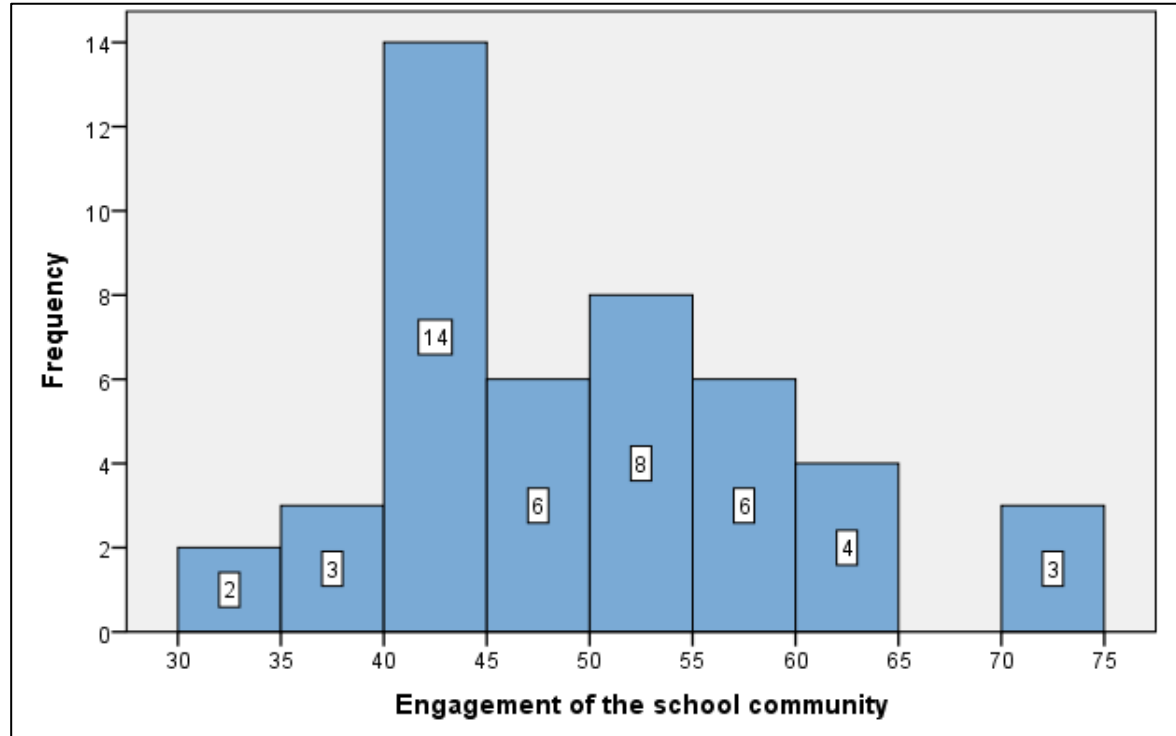
4.10 Engagement of the school community

Different styles of leadership and different strategies and procedures available to heads of school when exercising their role may also impact on the school climate and culture. Therefore, a study of contexts for civic and citizenship education also needs to investigate how heads of school exercise their role in relation to the development of a democratic school environment, which is open to teachers', students', and parents' participation in decision-making processes. ICCS 2016 includes a question on the extent to which teachers, parents and students are involved in decision-making processes.

Table 4.9: Engagement of the school community

To what extent do the following statements apply to the current situation at this school?	Large extent	Moderate extent	Small extent	Not at all
Teachers are involved in decision-making processes	63.0%	37.0%	0.0%	0.0%
Parents are involved in decision-making processes	8.7%	43.5%	47.8%	0.0%
Students' opinions are taken into account in decision making processes	32.6%	54.3%	13.0%	0.0%
Rules and regulations are followed by teaching and non-teaching staff, students, and parents	84.8%	13.0%	2.2%	0.0%
Students are given the opportunity to actively participate in school decisions	26.1%	47.8%	23.9%	2.2%
Parents are provided with information on the school and student performance	82.6%	15.2%	2.2%	0.0%

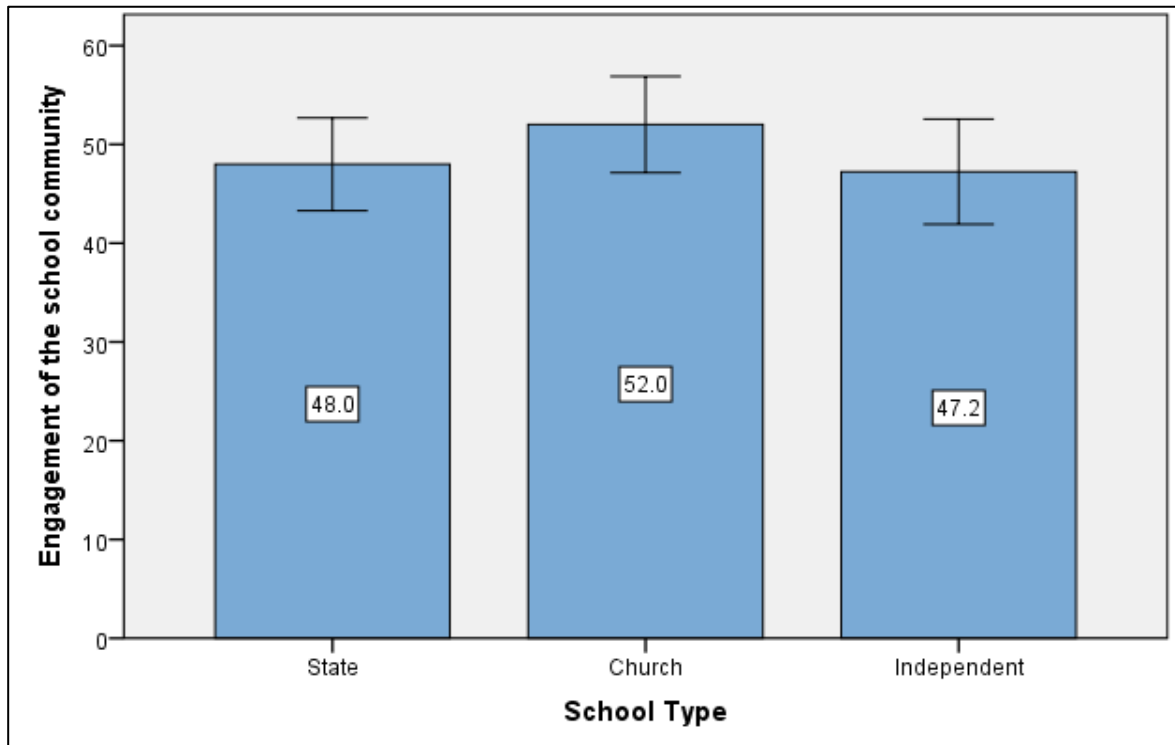
Figure 4.17: Score distribution of engagement of the school community



A scale was generated using the IRT model by considering the evaluations of heads of school regarding the engagement of the school community. The larger the scale score, the higher is the engagement of the school community. Figure 4.17 shows the score distribution of engagement of

the school community, according to Heads of schools. The scale score has a mean of 49.6, a standard deviation of 9.51 and ranges from 34.1 to 70.8. Figure 4.14 shows that the mean score of Church schools (52.0) is larger than State (48.0) and Independent (47.2) schools; however the differences between mean scores are not significant at the 0.05 level.

Figure 4.18: Engagement of the school community, clustered by school type



5

Roles of Teachers in Civic and Citizenship Education

5.1 Introduction

The ICCS 2016 teacher questionnaire is administered to all teachers teaching at each country target grade regardless of their subject area. It is designed to capture the background of teachers, as well as a wide range of perceptions of school and classroom contexts. As in ICCS 2009, the ICCS 2016 teacher questionnaire includes an international option, with questions about civic and citizenship education (CCE) at school and teaching practices actually adopted in this learning area.

Research has shown the importance of students' activities in the community and their reflection on them for the construction and the development of knowledge and skills for active citizenship. The links between the school and its community represent an opportunity for motivating student participation in activities related to civic and citizenship education, and for offering them opportunities for civic engagement. Schools' interactions with their local communities, and the links that have been established with other civic-related and political institutions, can also influence student perceptions of their relationship with the wider community and of the different roles they may play in it. The ICCS 2016 teacher questionnaire includes a question on student participation in civic-related activities in the local community.

- Teachers' perceptions of student activities in the community

Students' experience at school not only depends on the teaching and learning developed at a classroom level, but also on the possibilities they have to experience the classroom and the school as a 'democratic learning environment' through participation at a school level, the school and classroom climate, as well as the quality of the relationships within the school, between teacher and students, and among students. The possibility of establishing and experiencing relationships and behaviours based on openness, mutual respect, and respect for diversity allow students to practice a democratic lifestyle, to begin exercising their own autonomy, and to develop a sense of self-efficacy. Recent research has also stressed the importance of informal learning at school for the development of students' active citizenship.

The ICCS 2016 teacher questionnaire includes a wide range of questions related to school and classroom climate, which measure teachers' perceptions of social problems, classroom climate, students' behaviour and bullying at school. Data on the contexts and characteristics of the school/classroom are based on a number of scales derived from the teacher questionnaire, which include:

- Teachers' perceptions of social problems at school
- Teachers' perceptions of student behaviour at school
- Teachers' perceptions of bullying at school
- Teachers' perceptions of classroom climate

Different countries take different distinct approaches to the implementation of civic and citizenship education in their curricula and the ways civic and citizenship education is generally implemented vary considerably across countries. Some educational systems have it in the national curriculum as a compulsory or optional (stand-alone) subject, whereas others include it through integration into other subjects. An alternative approach to civic and citizenship education is to implement it as a cross-curricular theme or through the so-called 'whole school approach'. ICCS 2009 results showed that in many education systems and/or schools more than one approach is implemented at the same time. School curriculum approaches for civic and citizenship education vary in three ways: (i) promoting through steering documents such a national curricula or other recommendations/regulations, (ii) support for school-based programs and projects, and (iii) the establishment of political structures (such as school parliaments).

Teacher questionnaires in previous ICCS surveys showed considerable diversity in the subject-matter background, professional development, and work experience of those teachers involved in civic and citizenship education. With regard to teacher training in this field, research showed a rather limited and inconsistent approach to in-service training and professional development. The results of the ICCS 2009 national contexts survey showed that, in most participating countries, pre-service and in-service training was provided but, in most cases, this provision was reported as non-mandatory.

To assess the variety of different approaches to teacher education in the field at the level of education systems, the national contexts survey in ICCS 2016 collects general data about the requirements for becoming a teacher and about licensing or certification procedures for teachers. More specifically, the survey also gathers data about the characteristics of teachers of civic and citizenship education and the extent to which civic and citizenship education is part of pre-service or initial teacher education, and on the availability of in-service or continuing professional development education in general, and for civic and citizenship education in particular, from the providers of these activities.

Comparisons of assessment and quality assurance for civic and citizenship education are difficult and complex due to the diversity of approaches to teaching this subject area across countries. In particular, research in Europe shows that, in most countries, and compared to other subject areas, monitoring and quality assurance in civic and citizenship education are often unconnected and carried out on a small scale.

The ICCS 2016 teacher questionnaire includes a wide range of questions related to the teachers' teaching and training in topics related to civic and citizenship education. Data on the context of the educational system are based on a number of scales derived from the teacher questionnaire, which include:

- Teachers' reports on class activities related to civic and citizenship education
- Teachers' preparation for teaching related to civic and citizenship education
- Teachers' reports on their training in topics related to civic and citizenship education
- Teachers' reports on their training in teaching methods
- Teachers' perception of teacher participation at school

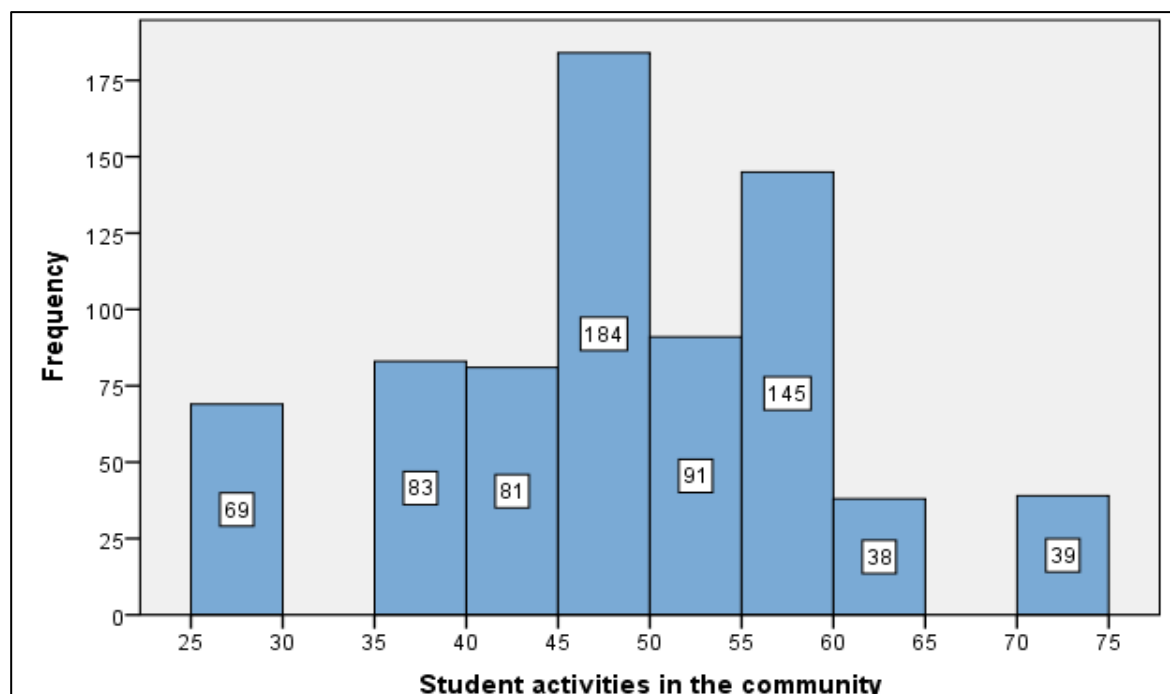
5.2 Students' activities in the community

In ICCS 2009 the teacher questionnaire also included a question on student participation in civic-related activities in the local community, which was similar to the question included in the school questionnaire. Results were generally consistent with those associated with the evaluations of heads of school. Comparisons between the heads' of school and teachers' reports provide a broader picture of what schools actually do from different perspectives and viewpoints. The ICCS 2016 teacher questionnaire uses a similar question to that in the previous survey, which comprises nine items and asks teachers whether they had participated with their students in activities in cooperation with external groups or organizations.

Table 5.1: Participation of Maltese students in community activities

During the current school year, have you and your Year 9 students taken part in any of these activities?	Yes	No
Activities related to environmental sustainability	57.9%	42.1%
Human rights projects	28.7%	71.3%
Activities for underprivileged people or groups	39.3%	60.7%
Cultural activities (e.g. theatre, music, cinema)	65.1%	34.9%
Multicultural and intercultural activities within the local community	32.9%	67.1%
Campaigns to raise people's awareness, such as AIDS World Day	33.2%	66.8%
Activities aimed at protecting the cultural heritage in the local community	34.8%	65.2%
Visits to political institutions	32.3%	67.7%
Sports events	76.0%	24.0%

Figure 5.1: Score distribution of students' participation in community activities

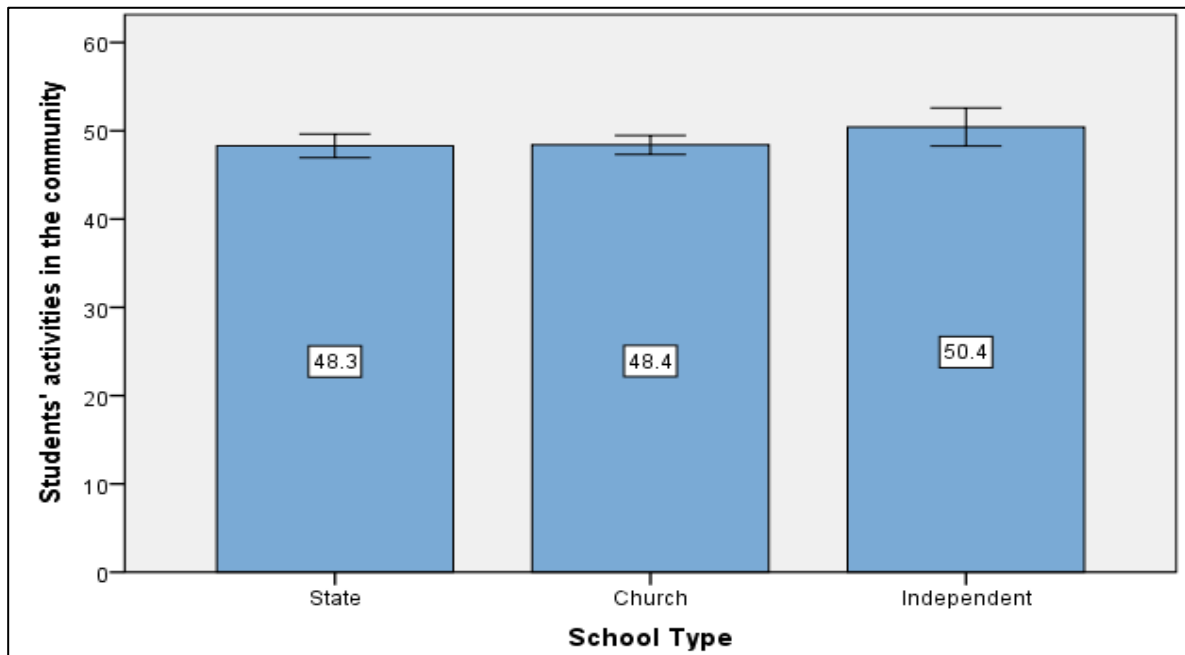


A scale was generated using the IRT model by considering teachers' evaluations regarding participation in nine community activities, which include activities related to human rights projects, environmental sustainability activities for underprivileged people or groups, cultural activities, multicultural/intercultural activities, visits to political institutions, campaigns to raise

people's awareness, activities aimed at protecting the cultural heritage and sports events. The larger the scale score, the higher is the opportunity to participate in these community activities.

Figure 5.1 shows the score distribution of Maltese students' participation in community activities, according to teachers. The scale score has a mean of 48.7, a standard deviation of 10.9 and ranges from 28.9 to 73.0. Figure 5.2 shows that the mean scale scores of State (48.3), Church (48.4) and Independent (50.4) schools vary marginally and differences are not significant at the 0.05 level.

Figure 5.2: Students' participation in Maltese community activities, clustered by school type

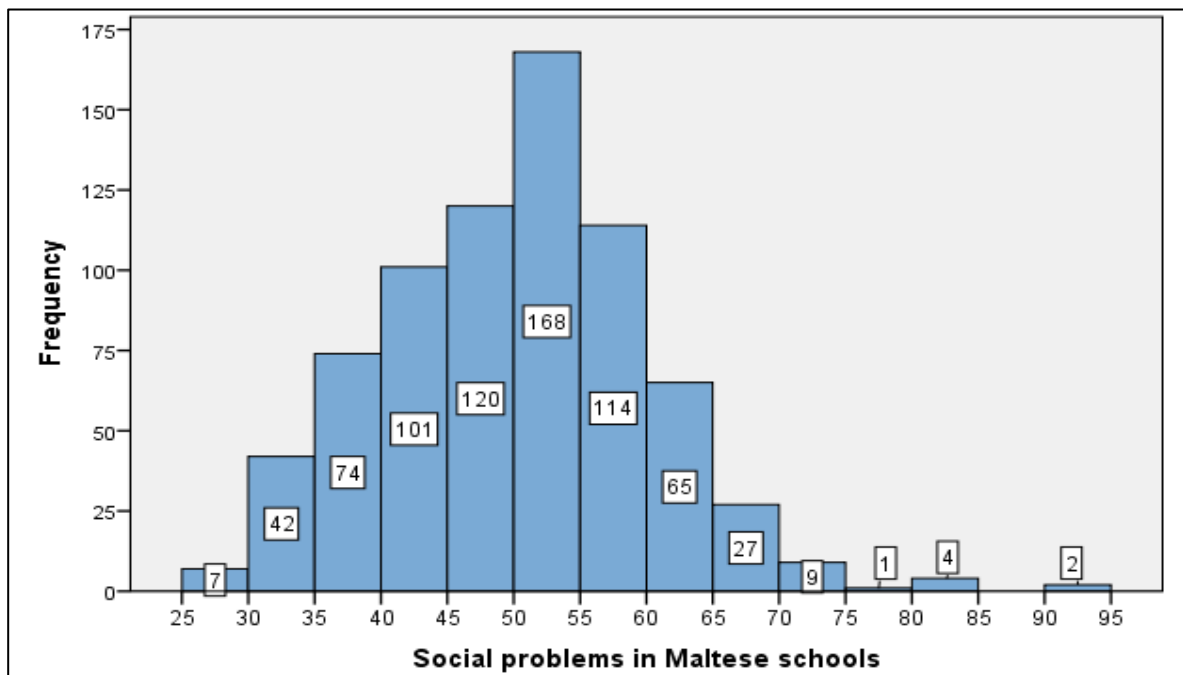
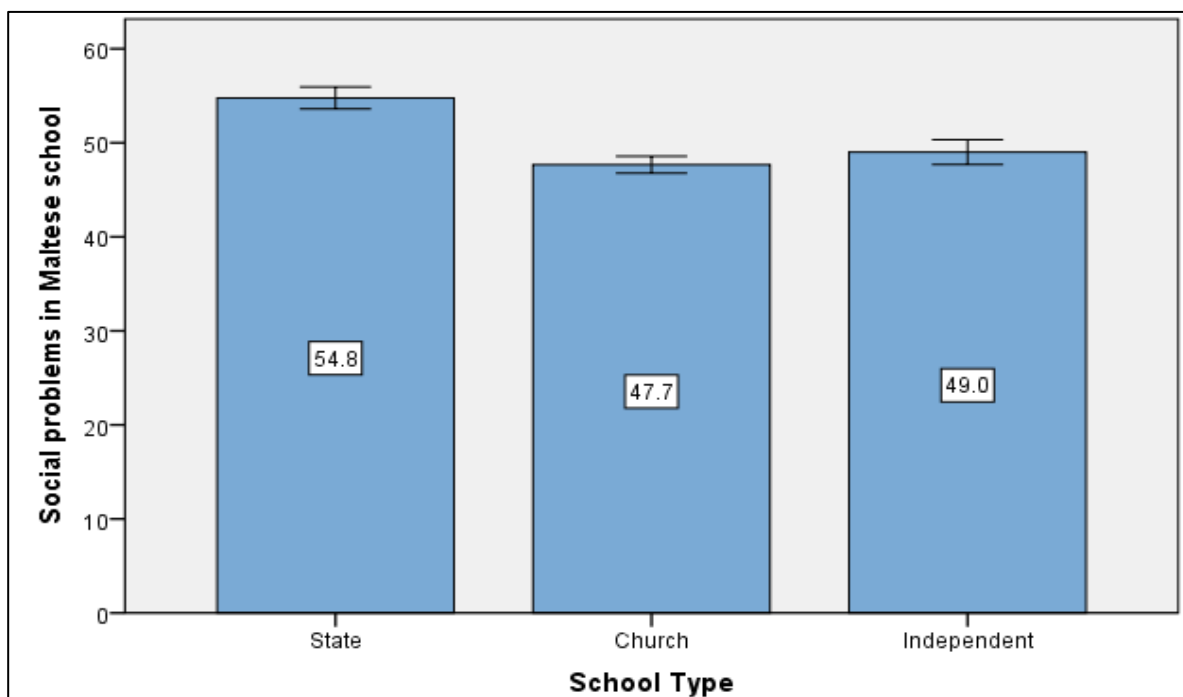


5.3 Social problems at school

The school climate and the quality of the relations within the school (student-teacher relations and student-student relations) may influence student academic achievement and may also be associated with bullying at school. The ICCS 2009 teacher questionnaire included a set of items related to teachers' perceptions of school climate. The items referred to teachers' perceptions on social problems at school are also included in the 2016 teacher questionnaire.

Table 5.2: Social problems in Maltese schools

Indicate how frequently each of the following problems occurs among students at this school.	Never	Sometimes	Often	Very often
Vandalism	29.0%	62.4%	6.8%	1.8%
Truancy	26.4%	64.1%	7.8%	1.8%
Ethnic intolerance	42.2%	49.9%	6.4%	1.5%
Religious intolerance	58.3%	36.9%	3.7%	1.1%
Bullying	2.0%	64.4%	28.8%	4.8%
Violence	42.7%	50.2%	6.1%	1.0%
Sexual harassment	77.2%	21.0%	1.2%	0.5%
Drug abuse	85.4%	13.9%	0.4%	0.3%
Alcohol abuse	82.3%	16.9%	0.5%	0.3%

Figure 5.3: Score distribution of social problems in Maltese schools**Figure 5.4:** Social problems in Maltese schools, clustered by school type

A scale was generated using the IRT model by considering teachers' evaluations regarding nine social problems at school, which include vandalism, truancy, ethnic/religious intolerance, bullying, violence, sexual harassment and drug/alcohol abuse. The larger the scale score, the more prevalent are social problems at school. Figure 5.3 shows the score distribution of social problems in Maltese schools, according to teachers. The scale score has a mean of 50.8, a standard deviation of 9.59 and ranges from 25.1 to 92.4. Figure 5.4 shows that the mean scale score of State schools (54.8) is significantly larger than Church (47.7) and Independent (49.0) schools at the 0.05 level.

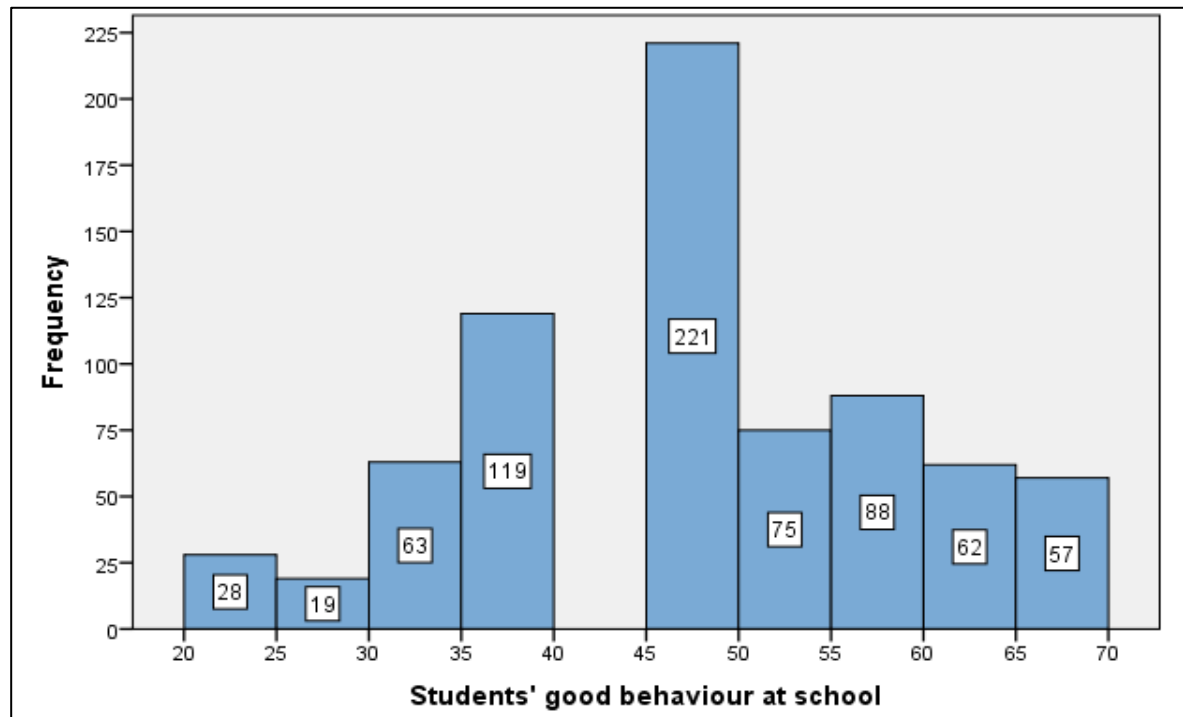
5.4 Students' behaviour at school

Another way of assessing school climate is by investigating positive attitude towards school; good behaviour; sense of belonging to school; and the quality of the relationships between students and teacher and between students themselves. The ICCS 2009 teacher questionnaire included a set of items related to teachers' perceptions of school climate. The items referred to teachers' perceptions of student behaviours at school are also included in the 2016 teacher questionnaire.

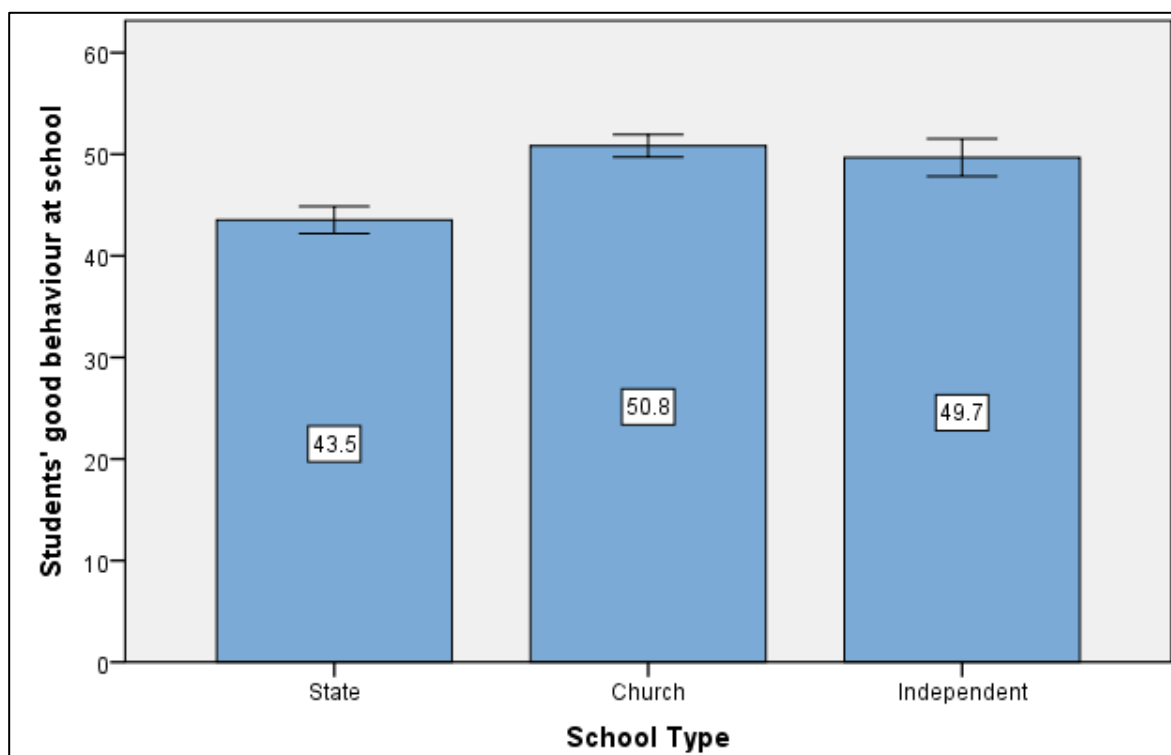
Table 5.3: Students' good behaviour at school

In your opinion, how many students in this school ...	All or nearly all	Most of them	Some of them	None or hardly any
Are well behaved on entering and leaving the school premises?	28.3%	59.2%	11.9%	0.7%
Have a positive attitude towards their own school?	17.4%	61.3%	20.4%	1.0%
Have a good relationship with the school teachers and staff?	25.3%	66.8%	7.7%	0.3%
Show care for school facilities and equipment?	16.9%	62.3%	19.9%	0.8%
Are well behaved during breaks?	21.7%	66.8%	10.9%	0.5%
Show they feel part of the school community?	20.4%	58.7%	19.7%	1.2%

Figure 5.5: Score distribution of students' good behaviour at school



A scale was generated using the IRT model by considering teachers' evaluations regarding six items related to good behaviours, which include positive attitudes, sense of belonging and good relationships. The larger the scale score, the more positive is the behaviour of the students at school. Figure 5.5 shows the score distribution of students' good behaviour in Maltese schools, according to teachers. The scale score has a mean of 47.7, a standard deviation of 11.3 and ranges from 23.6 to 68.4. Figure 5.6 shows that the mean scale score of State schools (43.5) is significantly smaller than Church (50.8) and Independent (49.7) schools at the 0.05 level.

Figure 5.6: Students' good behaviour at school, clustered by school type

5.5 Bullying at school

Teacher behaviour has been identified as an explanatory variable of bullying at schools, which may be related to their function as role models and authorities in classroom interactions. The teacher questionnaire includes a question, which is also included in the school questionnaire, and is designed to capture teachers' perceptions of bullying within the school.

Table 5.4: Bullying in Maltese schools

How often have any of the following situations happened during the current school year?	Never	Less than once a month	1-5 times a month	More than 5 times a month
A student informed you about aggressive or destructive behaviours by other students	37.2%	50.8%	10.8%	1.2%
A student informed you that s/he was bullied by another student	34.6%	50.1%	14.3%	1.0%
A teacher informed you that a student was bullied by other students	33.7%	54.2%	11.3%	0.8%
A teacher informed you that a student helped another student who was being bullied	52.7%	42.4%	4.9%	0.0%
A student informed you that s/he was bullied by a teacher	84.4%	14.3%	1.0%	0.3%
A parent informed you that his/her son/daughter was bullied by other students	57.4%	39.5%	3.1%	0.0%
A teacher informed you that s/he was bullied by students	70.0%	25.3%	4.0%	0.7%
You witnessed students' bullying behaviours.	35.9%	48.6%	13.2%	2.3%

Figure 5.7: Score distribution of bullying at school

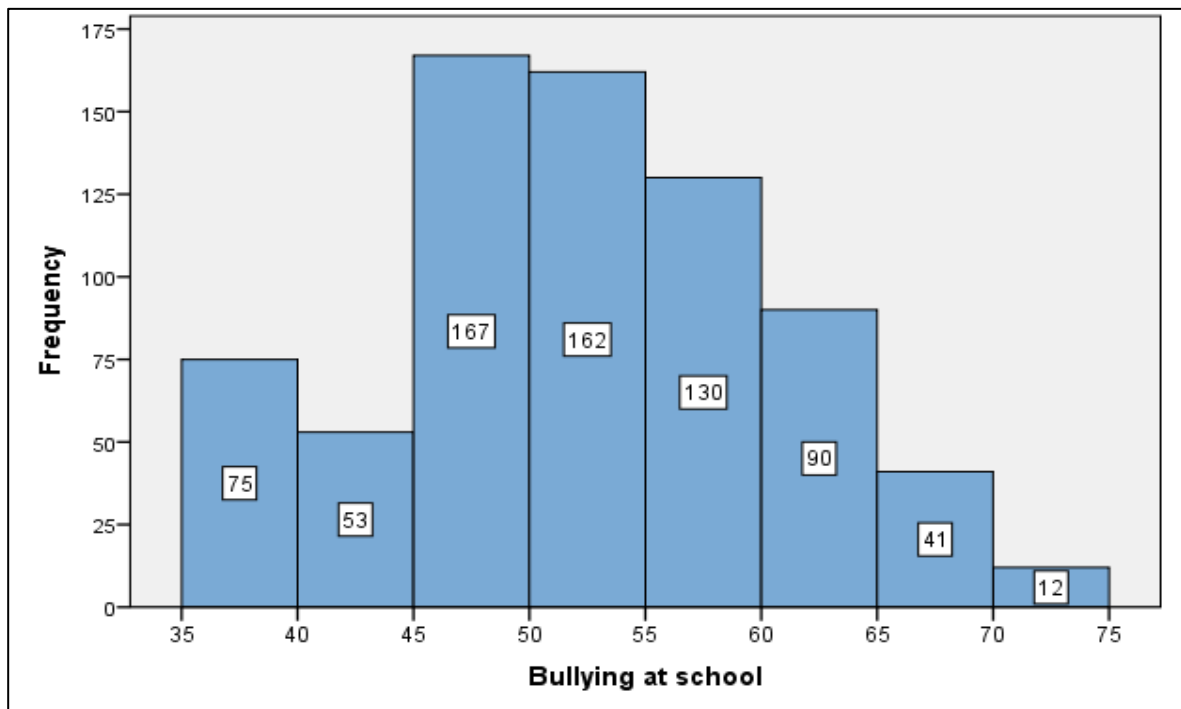
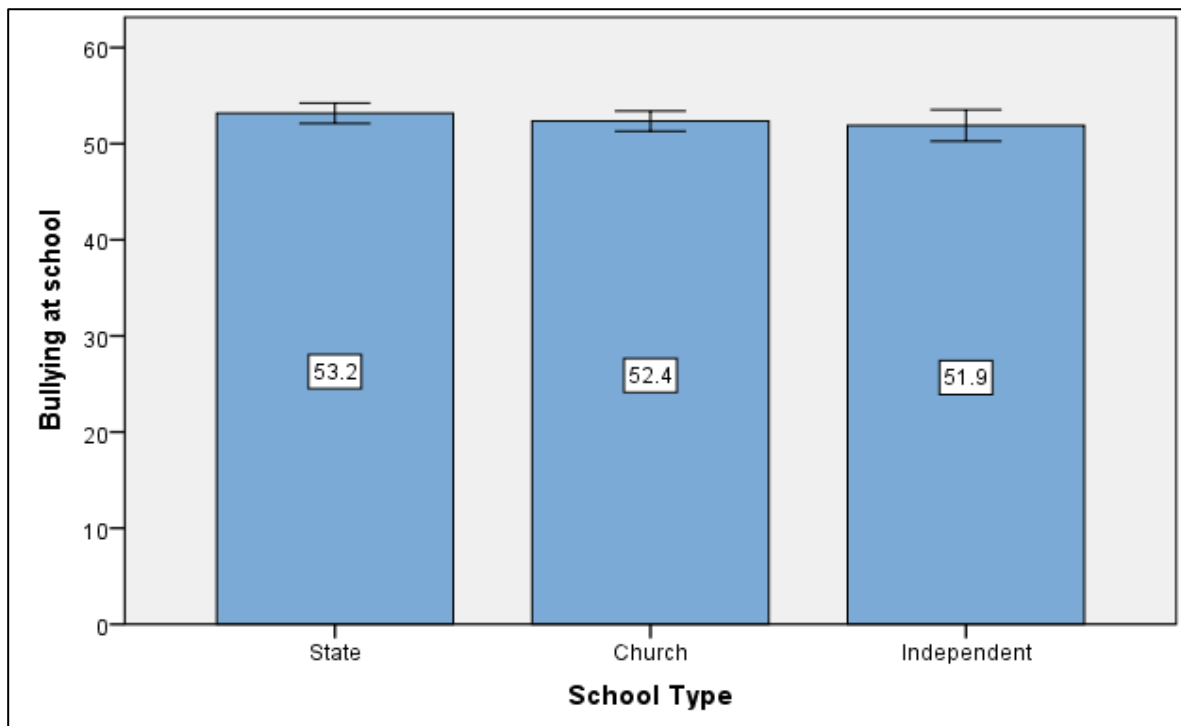


Figure 5.8: Bullying in Maltese schools, clustered by school type



A scale was generated using the IRT model by considering teachers' evaluations regarding eight items related to bullying at school. The larger the scale score, the more prevalent is bullying at school. Figure 5.7 shows the score distribution of bullying behaviour in Maltese schools, according to teachers. The scale score has a mean of 52.6, a standard deviation of 9.35 and ranges from 35.1 to 76.2. Figure 5.8 shows that the mean scale scores of State (53.2), Church (52.4) and Independent (51.9) schools vary marginally and differences are not significant at the 0.05 level.

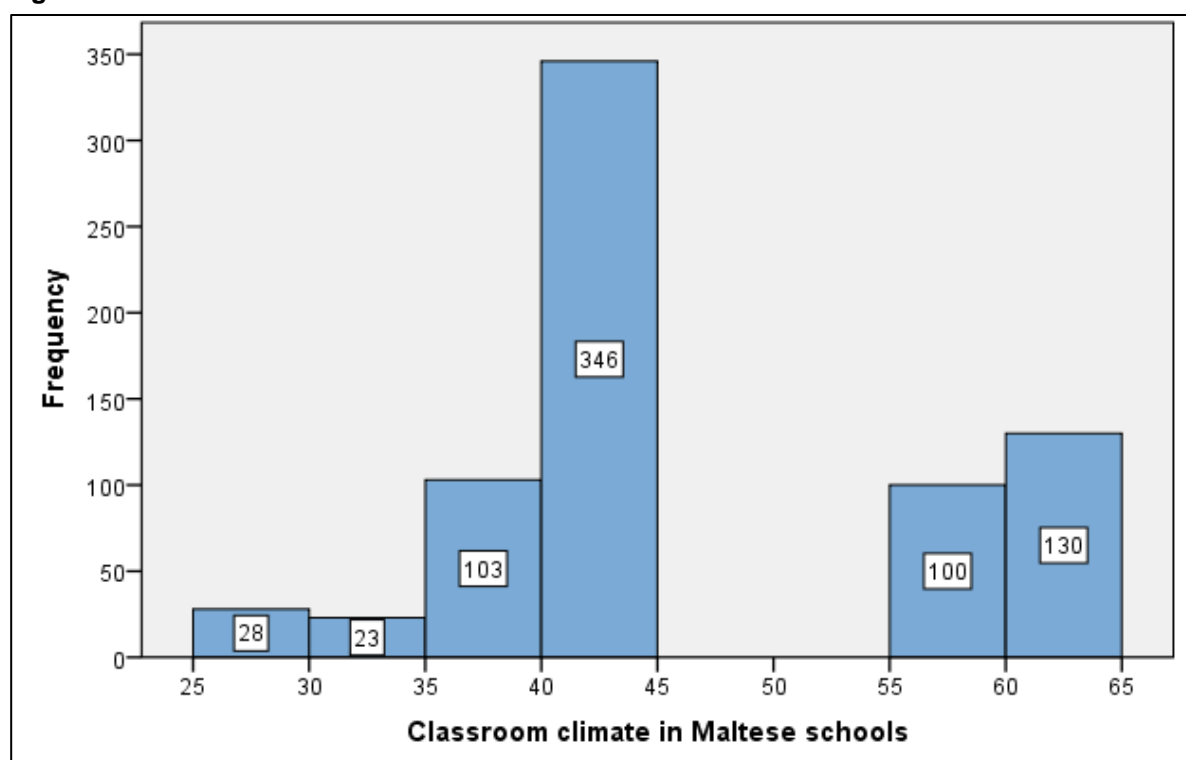
5.6 Classroom climate

Classroom climate is a general concept, where definitions focus on the level of cooperation in teaching and learning activities, fairness of grading, and social support. Democratic classroom climate focuses mainly on the implementation of democratic and liberal values in the classroom. A democratic classroom climate may assist students in understanding the advantages of democratic values and practices, and may have a positive effect on their active assimilation. As some studies have pointed out, aside from teachers' perceptions, what critically matters are the students' perceptions of classroom climate. The ICCS 2009 teacher questionnaire included a set of items asking teachers about their perception of classroom climate and about students' participation in classroom activities. The four items formed a scale that was included in the ICCS 2009 database. Results showed positive associations with civic knowledge in a number of countries. The question is also included in the ICCS 2016 teacher questionnaire.

Table 5.5: Classroom climate in Maltese schools

In your opinion, how many of your Year 9 students ...	All or nearly all	Most of them	Some of them	None or hardly any
Get on well with their classmates?	24.4%	68.9%	6.4%	0.3%
Are well integrated in the class?	24.2%	67.2%	8.2%	0.4%
Respect their classmates even if they have different opinions?	18.4%	61.2%	19.9%	0.5%
Have a good relationship with other students?	21.6%	70.1%	8.2%	0.0%

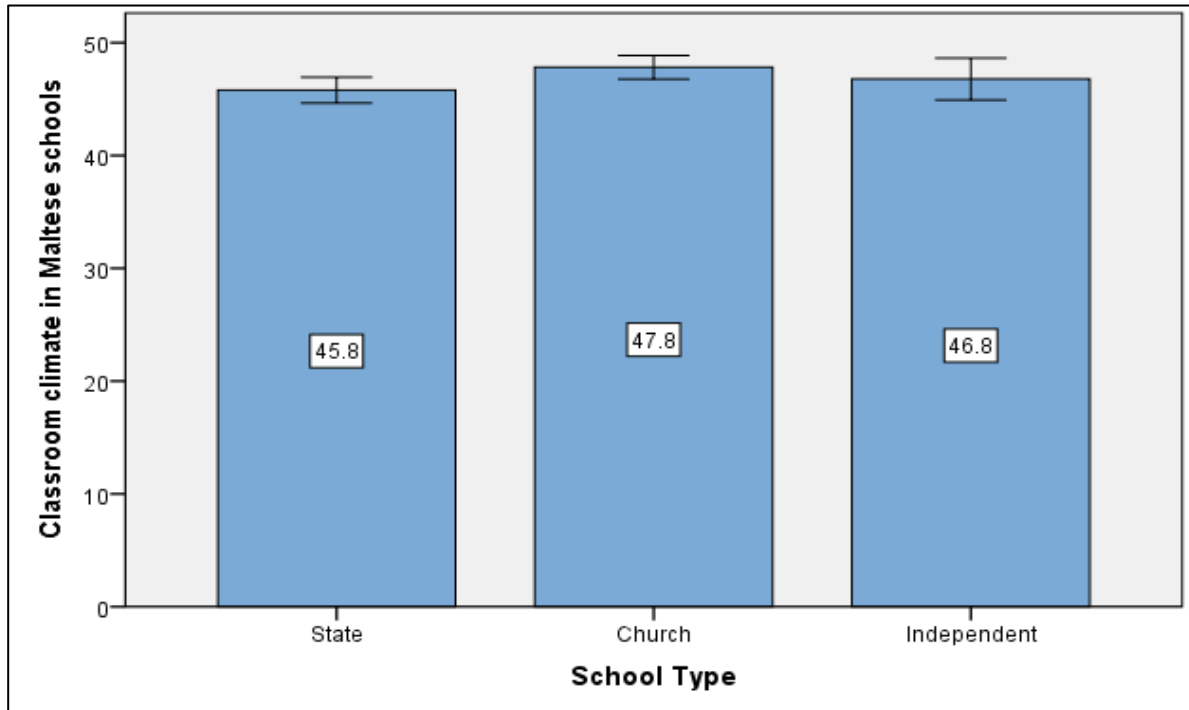
Figure 5.9: Score distribution of classroom climate in Maltese schools



A scale was generated using the IRT model by considering teachers' evaluations regarding four items related to classroom climate. The larger the scale score, the more positive is the classroom climate. Figure 5.9 shows the score distribution of classroom climate in Maltese schools, according

to teachers. The scale score has a mean 46.8, a standard deviation of 9.84 and ranges from 29.3 to 63.8. Figure 5.10 shows that the mean scale score of State schools (45.8) is significantly smaller than Church schools (47.8) at the 0.05 level.

Figure 5.10: Classroom climate in Maltese schools, clustered by school type



5.7 Class activities related to civic and citizenship education

Different teachers use distinct approaches to classroom activities related to civic and citizenship education. Table 5.6 shows that the most prevalent forms of classroom activities organized by Maltese teachers include the discussion of current issues and the organization of small groups to work on topics related to civic and citizenship education. The least prevalent forms include working on projects that require gathering information outside school and the proposal of CCE subjects by students.

Table 5.6: Classroom activities related to civic and citizenship education

How often do the following activities take place during your Year 9 lessons related to civic and citizenship education?	Never	Sometimes	Often	Very often
Students work on projects that involve gathering information outside school	44.4%	45.1%	7.8%	2.6%
Students work in small groups on different topics/issues	5.2%	39.2%	34.0%	21.6%
Students participate in role plays	17.6%	42.5%	28.8%	11.1%
Students take notes during teacher's lectures	34.6%	39.2%	19.6%	6.5%
Students discuss current issues	0.7%	13.7%	39.2%	46.4%
Students research and/or analyse information gathered from multiple Web sources	15.0%	52.3%	24.8%	7.8%
Students study textbooks	53.6%	23.5%	19.0%	3.9%
Students propose topics/issues for the following lessons.	27.5%	62.7%	4.6%	5.2%

A scale was generated using the IRT model by considering teachers' evaluations regarding eight items related to classroom activities. The larger the scale score, the more varied are the classroom activities. Figure 5.11 shows the score distribution of classroom activities in Maltese schools, according to teachers. The scale score has a mean 50.5, a standard deviation of 9.22 and ranges from 21.5 to 68.9. Figure 5.12 shows that the mean scale scores of State (51.0), Church (50.0) and Independent (49.5) schools are similar and differences are not significant at the 0.05 level.

Figure 5.11: Score distribution of classroom activities related to civic and citizenship education

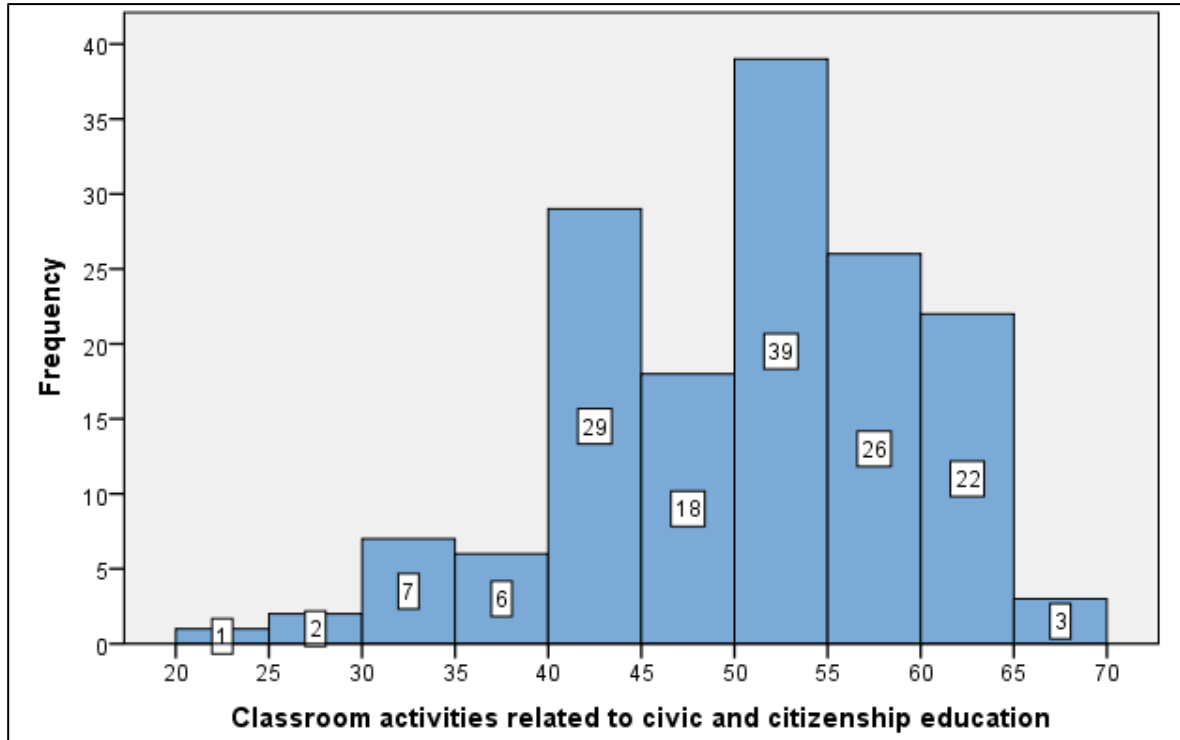
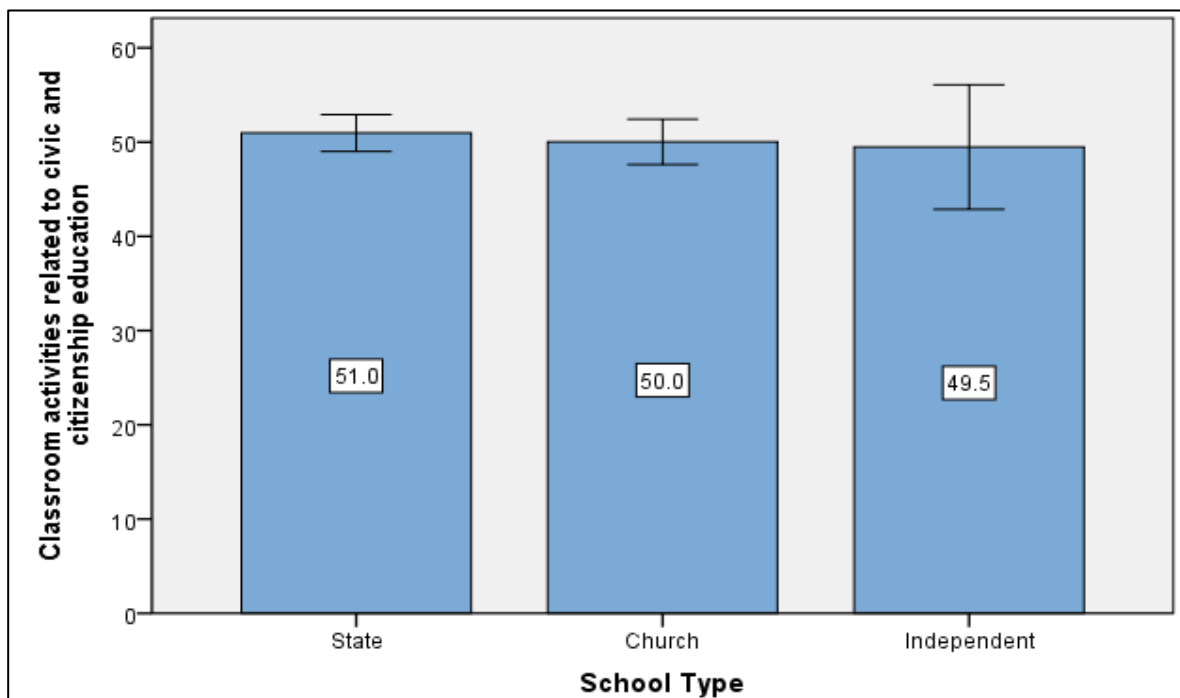


Figure 5.12: Classroom activities related to civic and citizenship education, clustered by school type



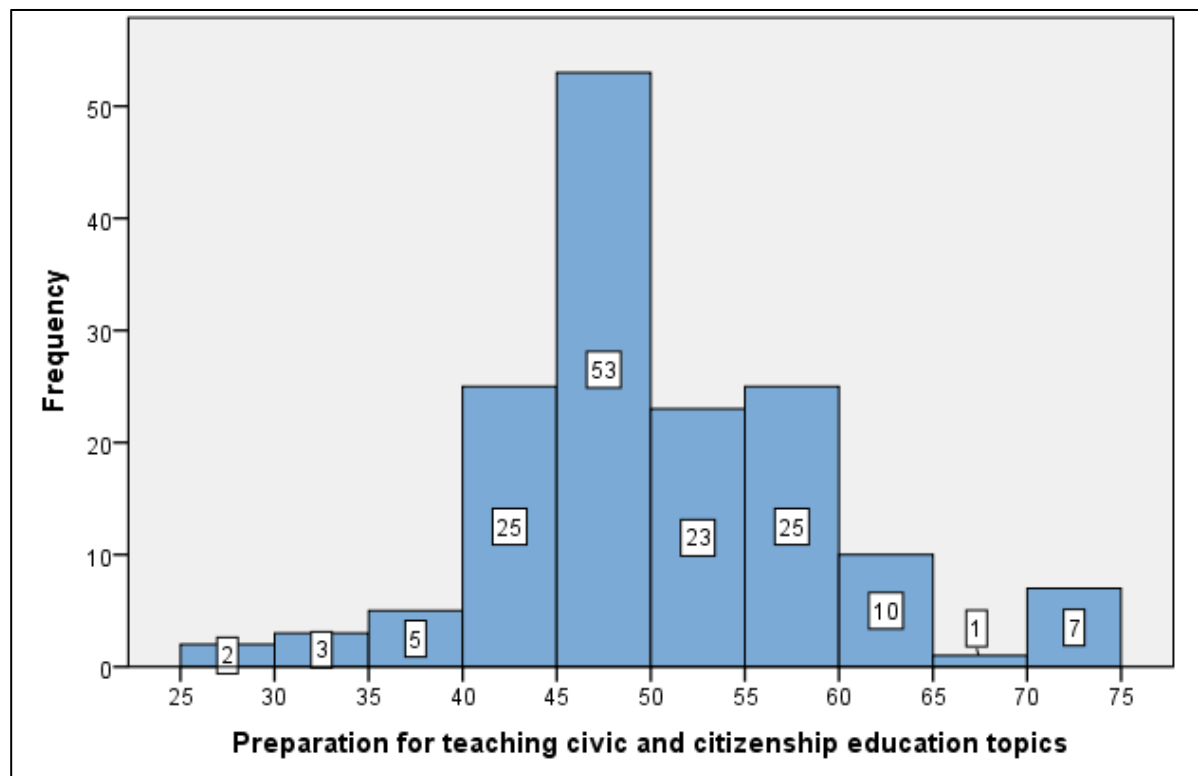
5.8 Preparation for teaching civic and citizenship education topics

Studies have shown that teacher preparation is one of the most important factors influencing student achievement. Table 5.6 shows that teachers of civic-related subjects tend to be most confident about teaching citizens' rights and responsibilities, equal human rights for men and women and responsible internet use, while they were less confident in teaching topics related to the constitution, political systems, global community and international organisations.

Table 5.7: Preparation for teaching civic and citizenship education topics

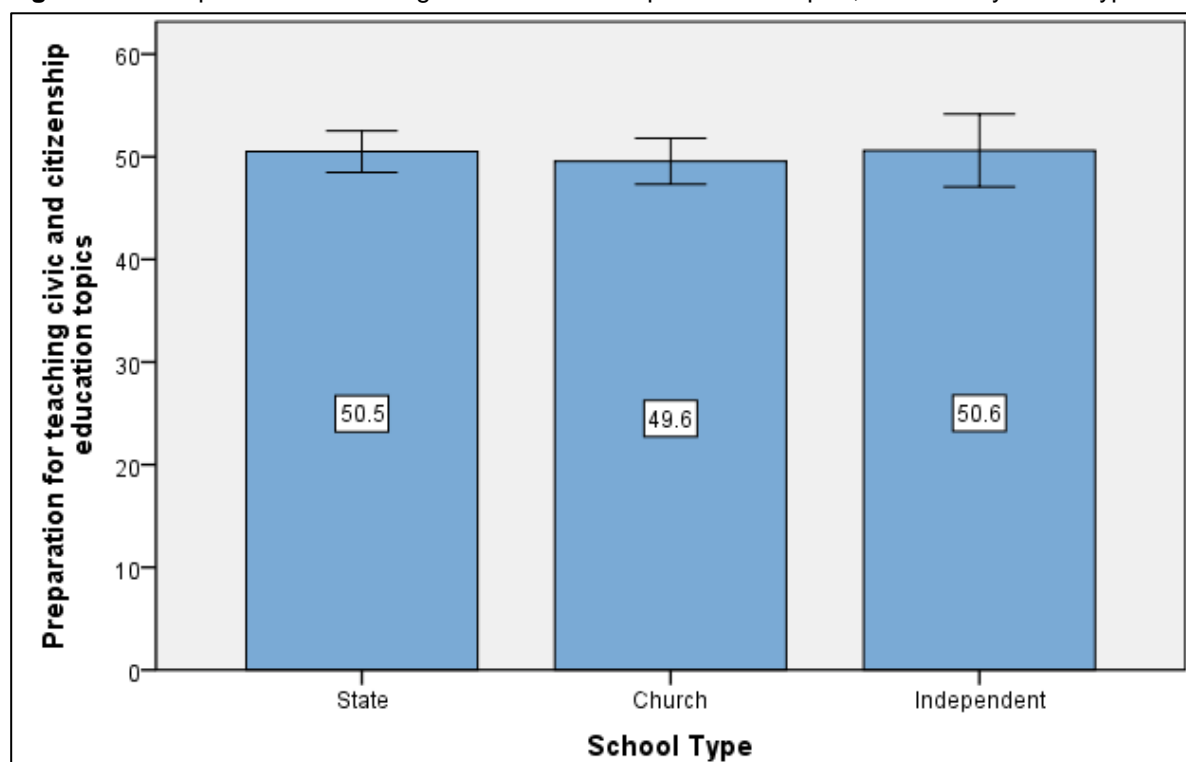
How well prepared do you feel to teach the following topics and skills?	Very well prepared	Quite well prepared	Not very well prepared	Not prepared at all
Human rights	27.3%	61.0%	11.0%	0.6%
Voting and elections	25.7%	46.7%	23.7%	3.9%
The global community and international organisations	13.9%	50.3%	33.8%	2.0%
The environment and environmental sustainability	35.9%	49.7%	13.1%	1.3%
Emigration and immigration	29.2%	51.9%	17.5%	1.3%
Equal opportunities for men and women	48.7%	46.1%	3.9%	1.3%
Citizens' rights and responsibilities	42.9%	50.0%	5.2%	1.9%
The constitution and political systems	17.1%	36.8%	38.2%	7.9%
Responsible Internet use (e.g. privacy, source reliability)	49.4%	38.3%	10.4%	1.9%
Critical and independent thinking	43.5%	41.6%	13.6%	1.3%
Conflict resolution	41.8%	42.5%	13.1%	2.6%

Figure 5.13: Score distribution of preparation for teaching civic and citizenship education topics



A scale was generated using the IRT model by considering teachers' evaluations regarding eleven items related to the teachers' preparedness to teach CCE topics. The larger the scale score, the more prepared teachers are to teach CCE topics. Figure 5.13 shows the score distribution of the preparedness to teach CCE topics, according to teachers. The scale score has a mean of 50.1, a standard deviation of 8.60 and ranges from 26.3 to 73.5. Figure 5.14 shows that the mean scale scores of State (50.5), Church (49.6) and Independent (50.6) schools are similar and differences are not significant at the 0.05 level.

Figure 5.14: Preparation for teaching civic and citizenship education topics, clustered by school type



5.9 Training in teaching methods and approaches

Regarding civic and citizenship education, teacher training is a specific challenge for educational policies, and in many countries no specific training is provided to teachers in this area.

Table 5.8: Training in teaching method and approaches

Have you attended any teacher training courses addressing the following teaching methods and approaches?	Yes, during pre-service training	Yes, during in-Service training	Yes, during both Pre and in-Service training	No
Pair and group work	30.7%	20.3%	25.5%	23.5%
Classroom discussion	32.7%	19.6%	21.6%	26.1%
Role play	31.4%	15.7%	16.3%	36.6%
Research work	29.4%	9.8%	11.1%	49.7%
Problem solving	29.4%	13.7%	17.0%	39.9%

Figure 5.15: Score distribution of training in teaching method and approaches

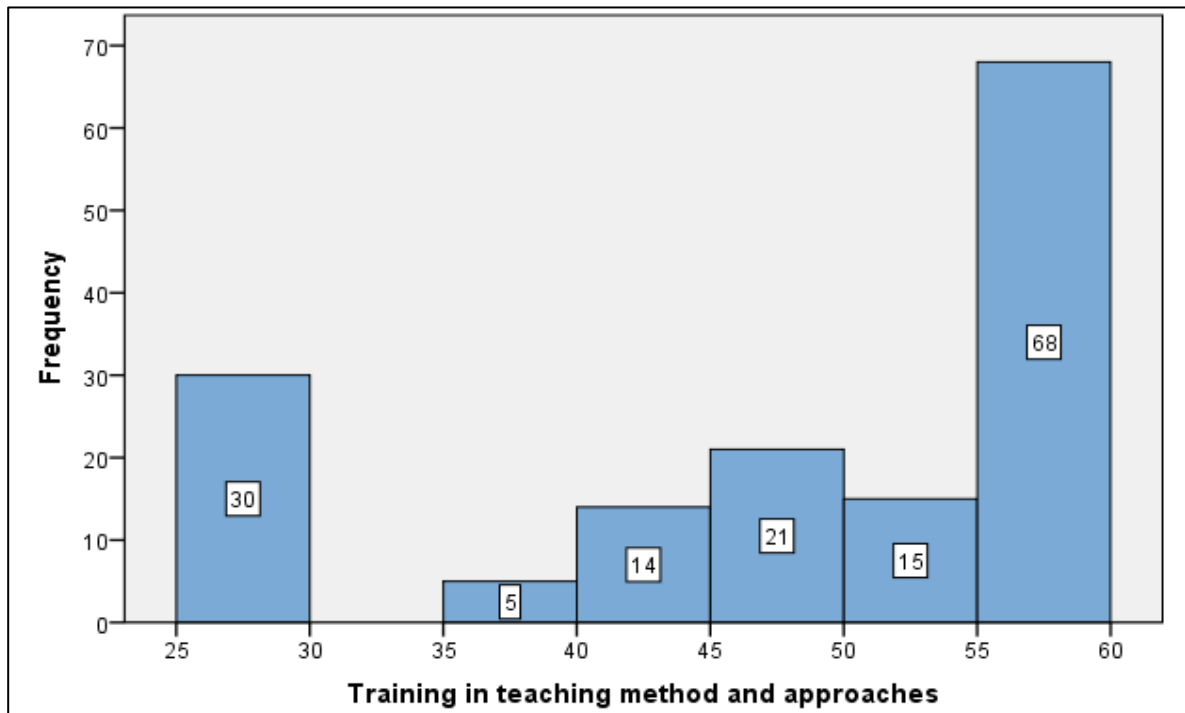
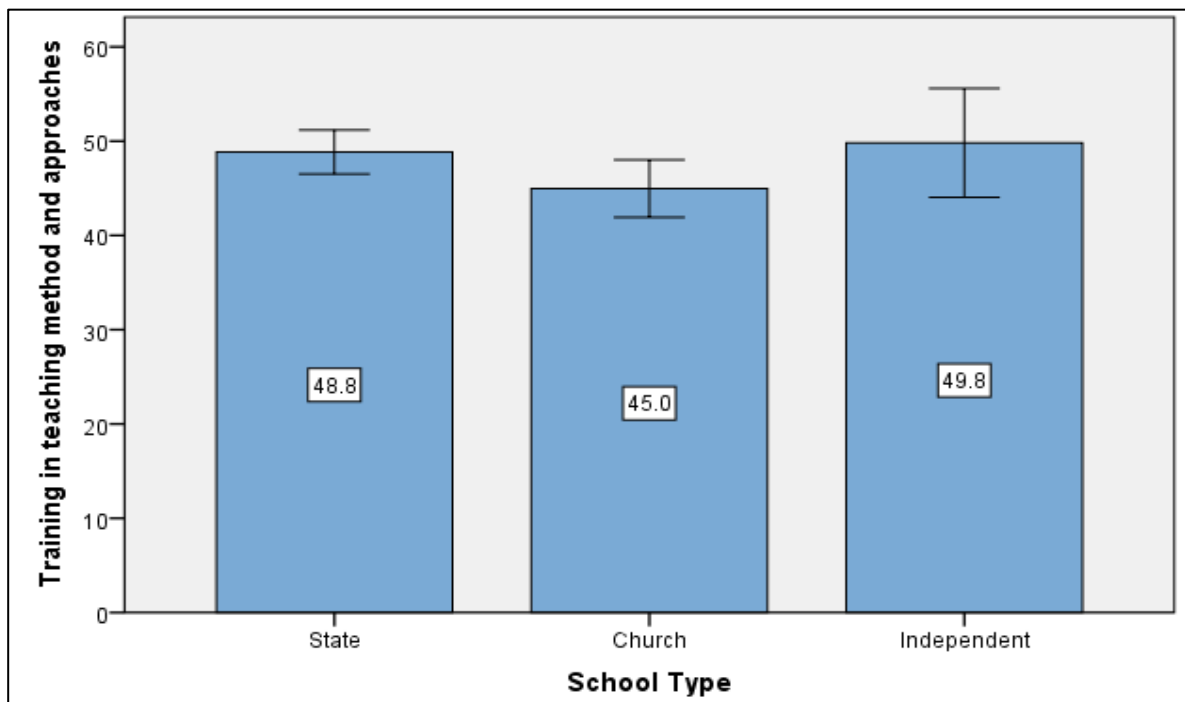


Figure 5.16: Training in teaching method and approaches, clustered by school type



A scale was generated using the IRT model by considering teachers' evaluations regarding five items related to training in teaching methods and approaches. The larger the scale score, the more varied is the training. Figure 5.15 shows the score distribution of teacher training, according to teachers. The scale score has a mean of 45.7, a standard deviation of 8.42 and ranges from 34.0 to 63.6. Figure 5.16 shows that the mean scale scores of State (48.8), Church (45.0) and Independent (49.8) schools are similar and differences are not significant at the 0.05 level.

5.10 Training in topics related to civic and citizenship education

Studies have shown that teacher training is an important factor influencing student achievement. Table 5.9 shows that Maltese CCE teachers had more training in topics related to responsible internet use, equal human rights for men and women, critical and independent thinking, conflict resolution, and the environment and its sustainability. They had less training in topics related to voting and elections and the constitution and political systems.

Table 5.9: Training in topics related to civic and citizenship education

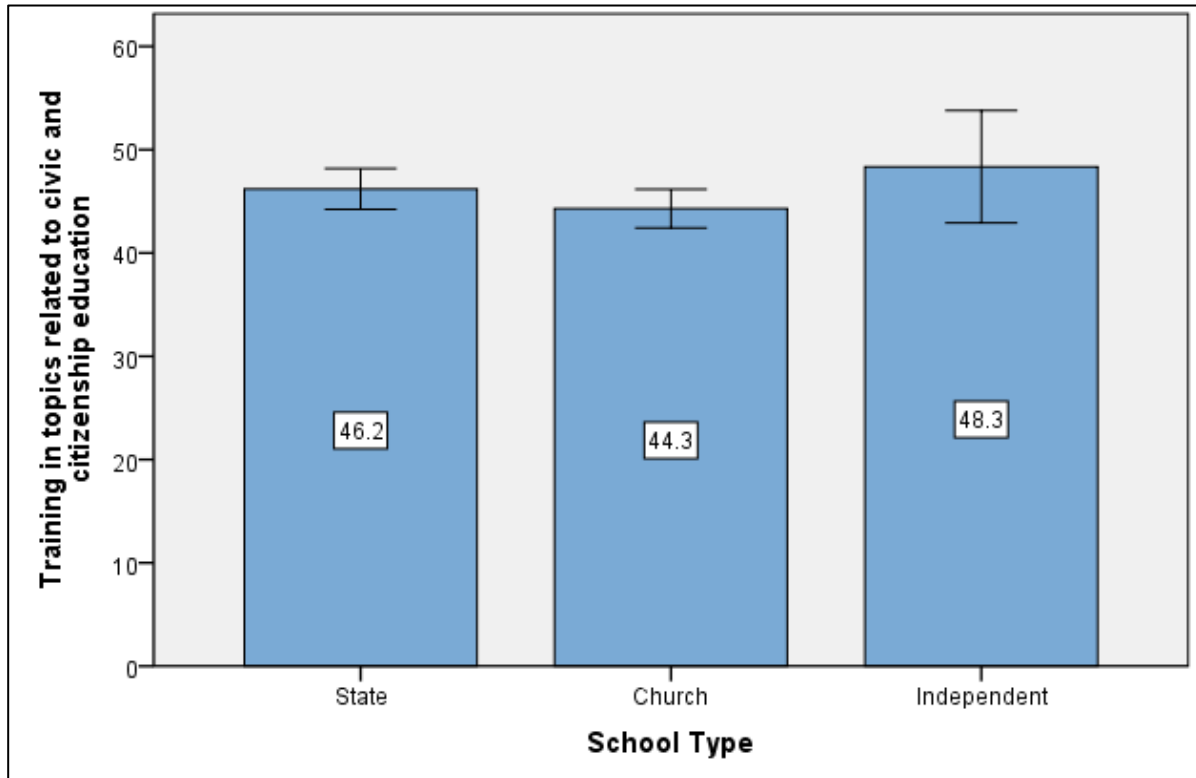
Have you attended any teacher training courses addressing the following topics and skills?	Yes, during pre-service training	Yes, during in-Service training	Yes, during both Pre and in-Service training	No
Human rights	15.6%	11.7%	8.4%	64.3%
Voting and elections	7.8%	0.7%	2.0%	89.5%
The global community and international organisations	11.8%	7.8%	5.2%	75.2%
The environment and environmental sustainability	11.1%	12.4%	19.0%	57.5%
Emigration and immigration	18.2%	9.7%	7.1%	64.9%
Equal opportunities for men and women	19.5%	13.6%	14.9%	51.9%
Citizens' rights and responsibilities	18.8%	15.6%	9.7%	55.8%
The constitution and political systems	11.1%	3.3%	2.0%	83.7%
Responsible Internet use (e.g. privacy, source reliability)	14.3%	26.6%	24.0%	35.1%
Critical and independent thinking	22.2%	13.1%	14.4%	50.3%
Conflict resolution	20.8%	9.7%	13.6%	55.8%

Figure 5.17: Score distribution of training in topics related to civic and citizenship education



A scale was generated using the IRT model by considering teachers' evaluations regarding eleven items related to training in CEE topics. The larger the scale score, the more varied and frequent is the training. Figure 5.17 shows the score distribution of teacher training, according to teachers. The scale score has a mean of 47.4, a standard deviation of 11.1 and ranges from 28.9 to 57.6. Figure 5.18 shows that the mean scale scores of State (46.2), Church (44.3) and Independent (48.3) schools vary marginally and differences are not significant at the 0.05 level.

Figure 5.18: Training in topics related to civic and citizenship education, clustered by school type

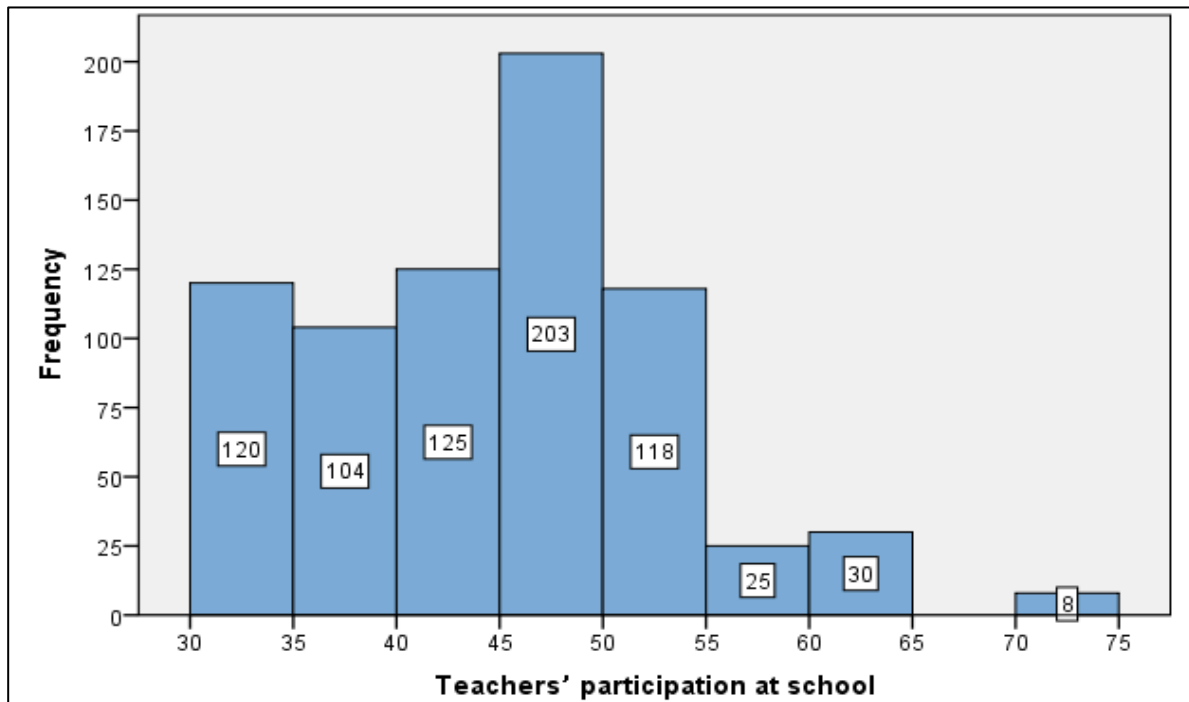
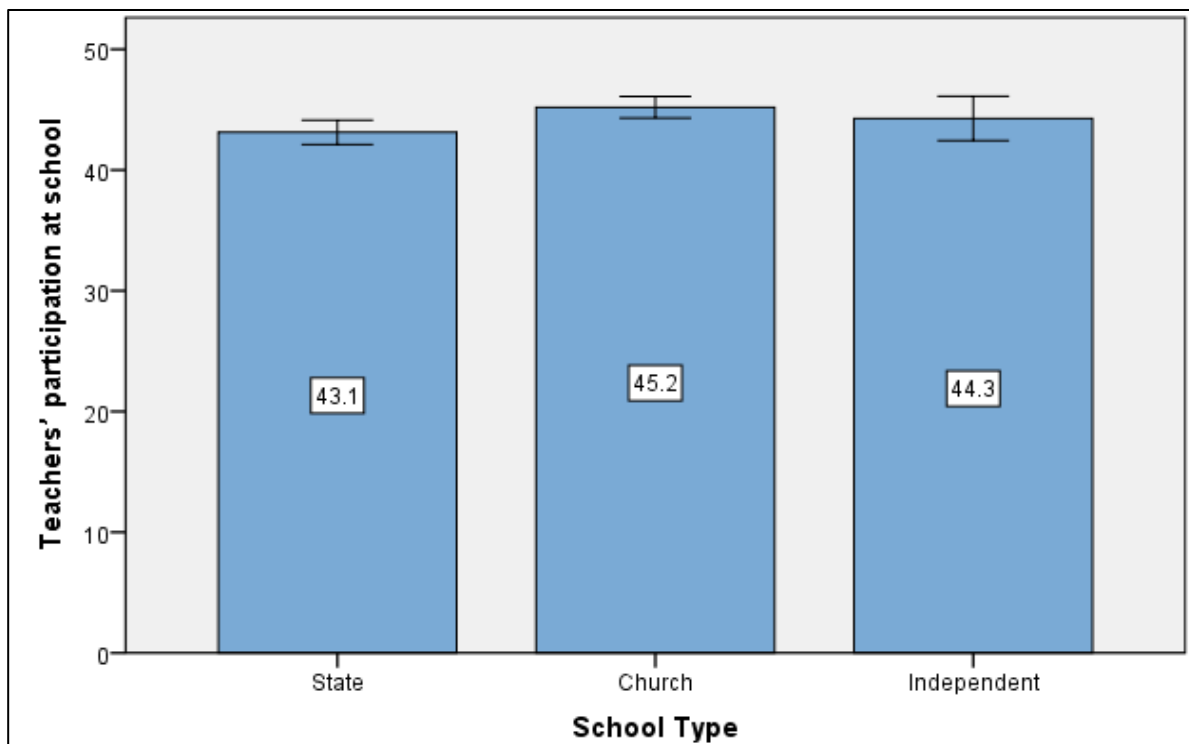


5.11 Teachers' participation at school

The 2016 teacher questionnaire includes a question composed of five items that refer to teachers' willingness to take on responsibilities besides teaching, and their reflections on the extent to which they are willing to cooperate with other teachers, cooperate to solve conflicts within the school, and engage in guidance and counselling activities.

Table 5.10: Maltese teachers' participation at school

In your opinion, how many teachers have participated as follows in the current school year?	All or nearly all	Most of them	Some of them	None or hardly any
Working with one another in devising teaching activities	10.0%	37.4%	46.3%	6.3%
Helping in solving conflict situations arising among students in the school	12.3%	43.0%	42.0%	2.7%
Taking on tasks and responsibilities in addition to teaching	12.0%	40.2%	45.6%	2.2%
Actively taking part in school development/improvement activities	20.6%	40.7%	36.4%	2.3%
Engaging in guidance activities	4.1%	18.7%	68.2%	9.0%

Figure 5.19: Score distribution of teachers' participation at school**Figure 5.20:** Teachers' participation at school, clustered by school type

A scale was generated using the IRT model by considering teachers' evaluations regarding eleven items related to training in CEE topics. The larger the scale score, the more varied and frequent is the training. Figure 5.19 shows the score distribution of teacher training, according to teachers. The scale score has a mean 44.2, a standard deviation of 8.80 and ranges from 30.2 to 71.8. Figure 5.20 shows that the mean scale score of State schools (43.1) is significantly smaller than Church schools (45.2) at the 0.05 level.

6

Students' Civic Engagement

6.1 Introduction

Civic engagement of citizens is a central characteristic in a democratic society and one of the key points when undertaking ICCS was to measure the extent of students' engagement with aspects included in civic and citizenship education. Civic engagement comprises students' personal involvement in activities related to this area like learning or active participation, their motivation, confidence in the effectiveness of participation and their beliefs about their own capacity to become actively involved should not be restricted solely to the sphere of politics. Given the age group to be surveyed in ICCS 2016 and the limitations that adolescents face in participating as active citizens, students' dispositions towards engagement are of particular importance when collecting data about active citizenship. In addition to active involvement in those civic forms open to this age group (such as school-based activities, youth organizations, or community groups), young people may now become involved in virtual networks through new social media. These relatively new forms of engagement are considered more explicitly in ICCS 2016.

While indicators of engagement are mainly related to the content domain civic participation, they are also concerned with other content domains (mainly at the level of individual items). For instance, students' expected membership in a political party is related to the content domain *civic society and systems*, students' expected engagement in political consumerism to the content domain *civic principles*, and students' participation in a group to help the local community to *civic identity*.

One important aspect of measuring dispositions toward civic engagement in the area of civics and citizenship, which has traditionally been a central focus in political science research, is political participation. It can be defined as 'an activity that has the intent or effect of influencing government action, either directly by affecting the making or implementation of public policy or indirectly by influencing the selection of people who make those policies'. There is a general consensus regarding the importance of formal education in influencing the extent of adult engagement in society.

It is important to distinguish civic participation (latent political participation) from manifest political participation, as well as individual forms from collective forms of engagement. It is also important to distinguish between forms of latent involvement such as attentiveness and interest from more active forms of engagement in individual or collective activities. With regard

to political passivity, which has been observed as a growing phenomenon especially among young people, it is important to distinguish unengaged from disillusioned citizens. While unengaged passive citizens are still keeping themselves informed and are willing to consider civic engagement if needed, disillusioned passive citizens have lost faith in the possibility of influencing and have become alienated. Therefore, in addition to active engagement, basic dispositions toward engagement (interest or self-efficacy) and behavioural intentions (underlying preparedness to take action) are of crucial importance when studying young people's engagement. In recognition of the above, and also in view of the fact that students aged between 13-15 years are limited with respect to the extent in which they can participate in society, indicators of engagement are conceptualized according to the following typology:

- Dispositions
- Behavioural intentions
- Civic participation

ICCS 2016 will distinguish between the following two types of dispositions:

- Students' interest in political and social issues
- Students' sense of citizenship self-efficacy

ICCS 2016 will also distinguish between the following three types of behavioural intentions:

- Expectations to participate in legal and illegal forms of civic action in support of or protest against important issues
- Expectations of electoral and political participation as adults
- Participation in school-based activities

Students at the age group under study in ICCS are not yet old enough to have access to many forms of citizenship participation in society. However, there is evidence of links between youth participation and later engagement as adult citizens. Furthermore, having been part of civic-related activities at school has been suggested as a factor influencing future citizenship engagement. In view of the latter, it needs to be acknowledged that current or past involvement in youth groups, school governance or campaigns may play a role as contextual factors in determining civic-related learning outcomes. ICCS 2016 will distinguish between the following three types of active students' civic engagement:

- Students' engagement with social media
- Students' engagement in organizations and groups (outside of school)
- Students' engagement in school activities

6.2 Students' interest in political and social issues

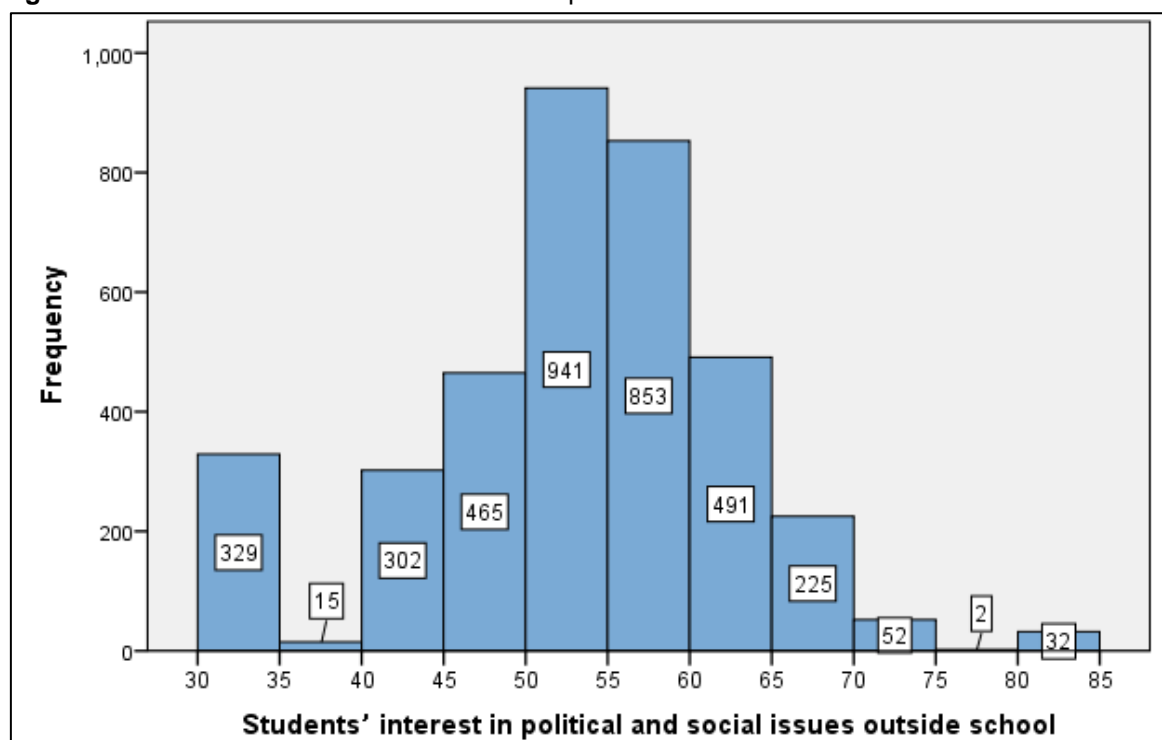
The first IEA Civic Education Study in 1971 included measures of interest in public affairs television, which turned out to be a positive predictor of civic knowledge and participation. An item on political interest was used in the CIVED survey. Similar to earlier findings, CIVED results also showed interest in politics as a positive predictor of civic knowledge and likelihood to vote. ICCS 2009 used a list of items covering students' interest in a broader range of six

different political and social issues, including an optional item referring to interest in European politics. The results showed that students tended to have considerable interest in social and also political issues in their own countries, but were less interested in international politics. ICCS 2016 will assess students' interest using an additional item about their interest in political and social issues, in conjunction with a question about their parents' interest in these issues.

Table 6.1: Students' interest in political and social issues

How often are you involved in each of the following activities outside school?	Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily
Talking with your parent(s) about political or social issues	46.0%	24.4%	18.9%	10.6%
Watching television to inform yourself about national and international news	17.2%	17.7%	27.4%	37.7%
Reading the newspaper to inform yourself about national and international news	66.0%	18.4%	12.4%	3.2%
Talking with friends about political or social issues	55.2%	24.8%	13.8%	6.2%
Talking with your parent(s) about what is happening in other countries	18.9%	30.2%	34.0%	16.9%
Talking with friends about what is happening in other countries	29.6%	34.0%	26.5%	10.0%

Figure 6.1: Score distribution of students' interest political and social issues outside school



A scale was generated using the IRT model by considering students' evaluations regarding six activities they do outside school to discuss political or social issues. The larger the scale score, the higher is their interest in discussing political/social issues. Figure 6.1 shows the score distribution of students' interest in discussing political/social issue, according to students. The scale score has a mean of 53.3, a standard deviation of 8.97 and ranges from 34.8 to 80.0.

Figure 6.2 shows that students attending Independent schools score higher on discussion of political/social issues than students attending State and Church schools. Boys attending Church and Independent schools engage more in political/social discussion than their female counterparts, however there is no gender bias in State schools. Figure 6.3 shows that there is a positive relationship between civic knowledge attainment and students' interest in discussing political/social issues, particularly for students attending State and Independent schools.

Figure 6.2: Students' interest political/social issues, clustered by school type and gender

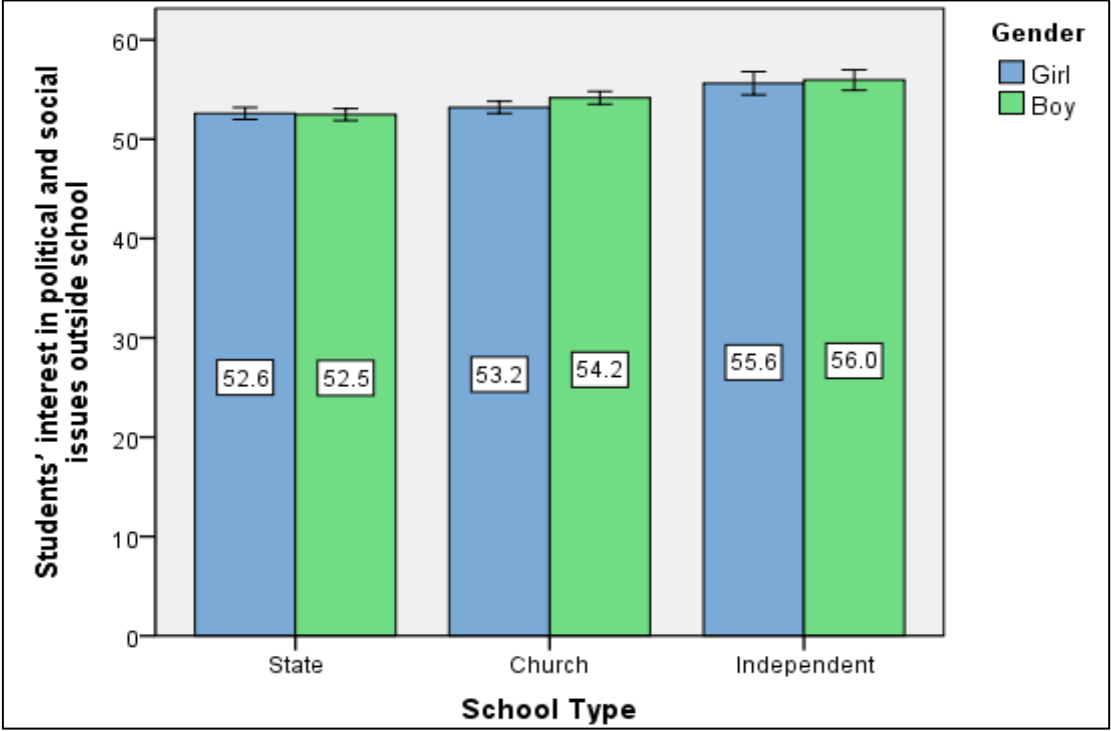
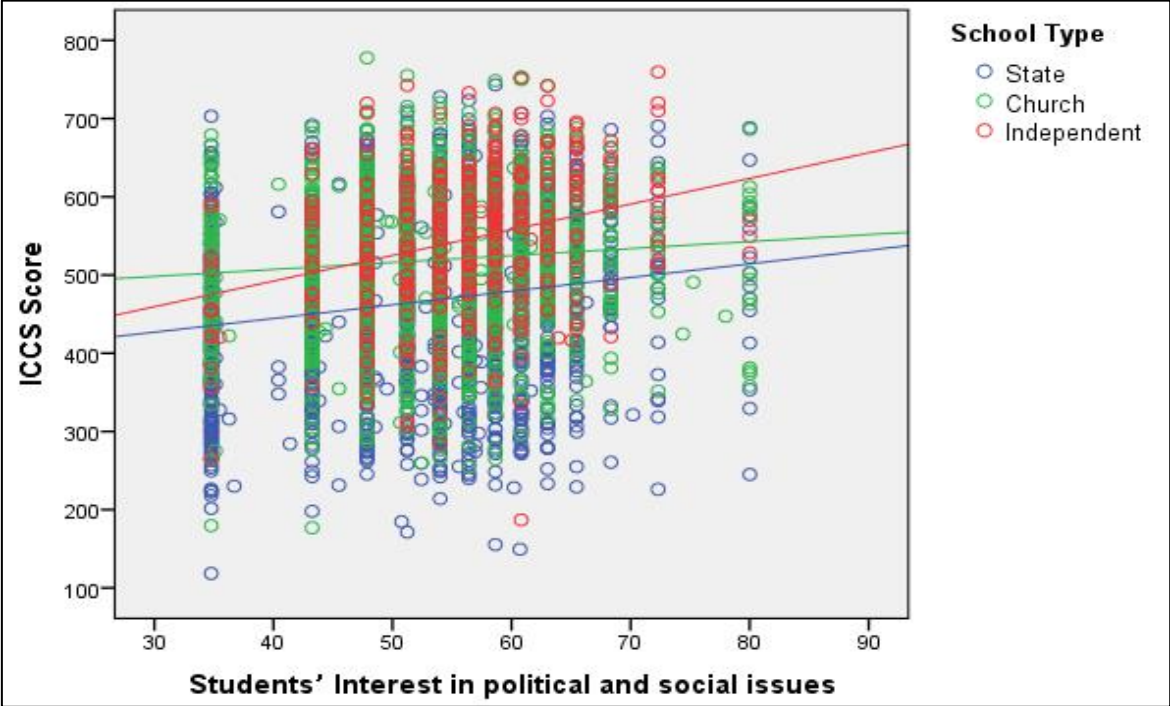


Figure 6.3: Relationship between ICCS score and students' interest political/social issues



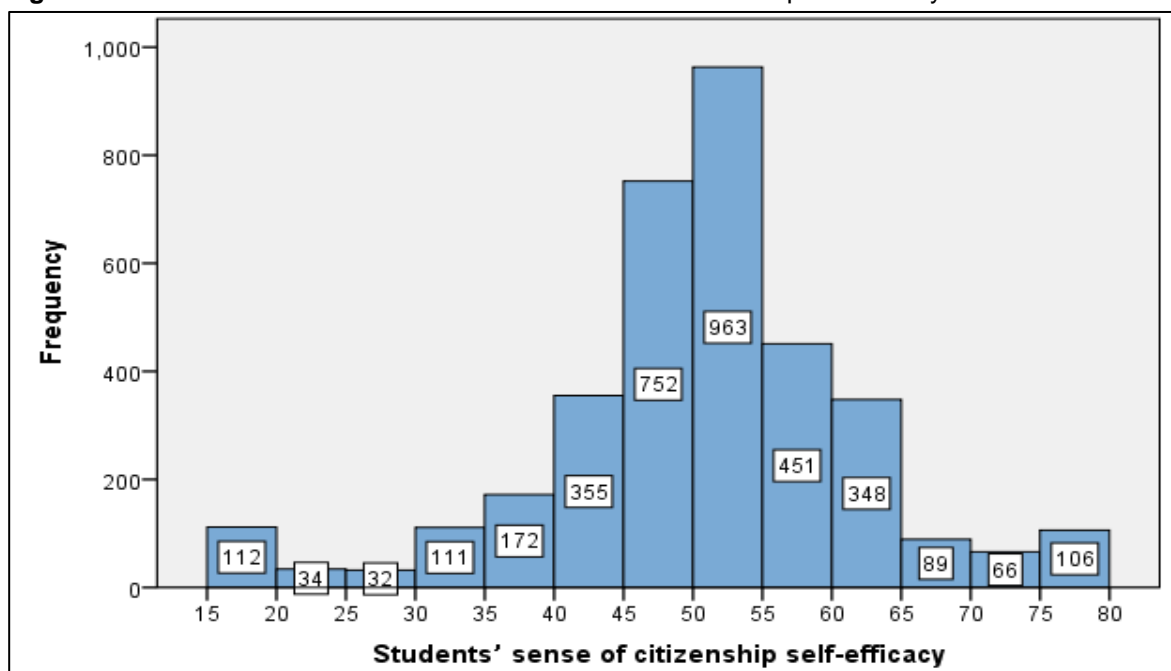
6.3 Students' sense of citizenship self-efficacy

This construct reflects students' self-confidence in active citizenship behaviour. Individuals' judgments of their capabilities to organize and execute courses of action required to attain designated types of performances are deemed to have a strong influence on individual choices, efforts, perseverance, and emotions related to the tasks. The concept of self-efficacy constitutes an important element of Bandura's social cognitive theory about the learning process, in which learners direct their own learning. The distinction between self-concept regarding political participation (political internal efficacy) and citizenship self-efficacy is that; whereas internal political efficacy asks about global statements regarding students' general capacity to act politically, citizenship self-efficacy asks about the students' self-confidence to undertake specific tasks in the area of civic participation. ICCS 2009 included seven items reflecting different activities that were relevant for students of this age group, which are also included in the ICCS 2016 student questionnaire.

Table 6.2: Maltese students' sense of citizenship self-efficacy

At school, to what extent have you learned about the following topics?	Large extent	Moderate extent	Small extent	Not at all
How citizens can vote in local or national elections	18.5%	37.1%	29.6%	14.8%
How laws are introduced and changed in Malta	12.0%	34.0%	36.8%	17.2%
How to protect the environment	48.1%	33.3%	14.4%	4.2%
How to contribute to solve problems in the local community	15.3%	36.2%	34.7%	13.7%
How citizen rights are protected in Malta	28.2%	34.7%	24.8%	12.3%
Political issues and events in other countries	12.2%	31.8%	37.3%	18.8%
How the economy works	19.2%	30.9%	30.7%	19.2%

Figure 6.4: Score distribution of Maltese students' sense of citizenship self-efficacy



A scale was generated using the IRT model by considering students' evaluations regarding how much they learned about seven civic and citizenship topics. The larger the scale score, the higher is their knowledge in these topics.

Figure 6.5: Students' sense of citizenship self-efficacy, clustered by school type and gender

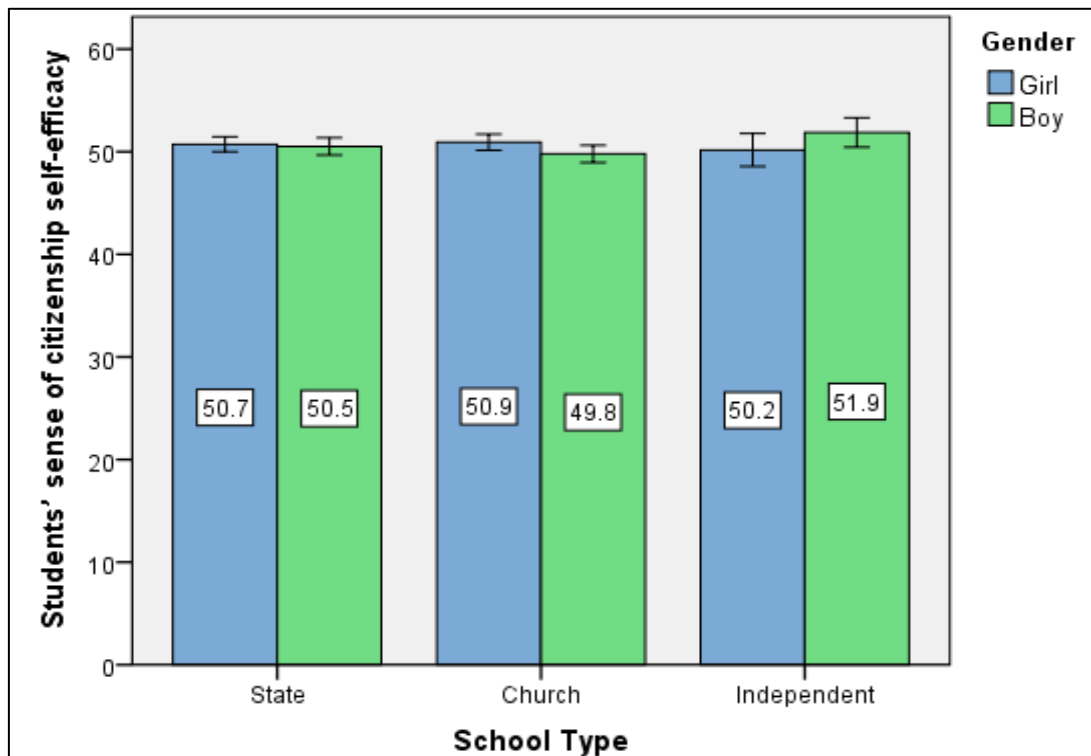


Figure 6.6: Relationship between ICCS score and students' sense of citizenship self-efficacy

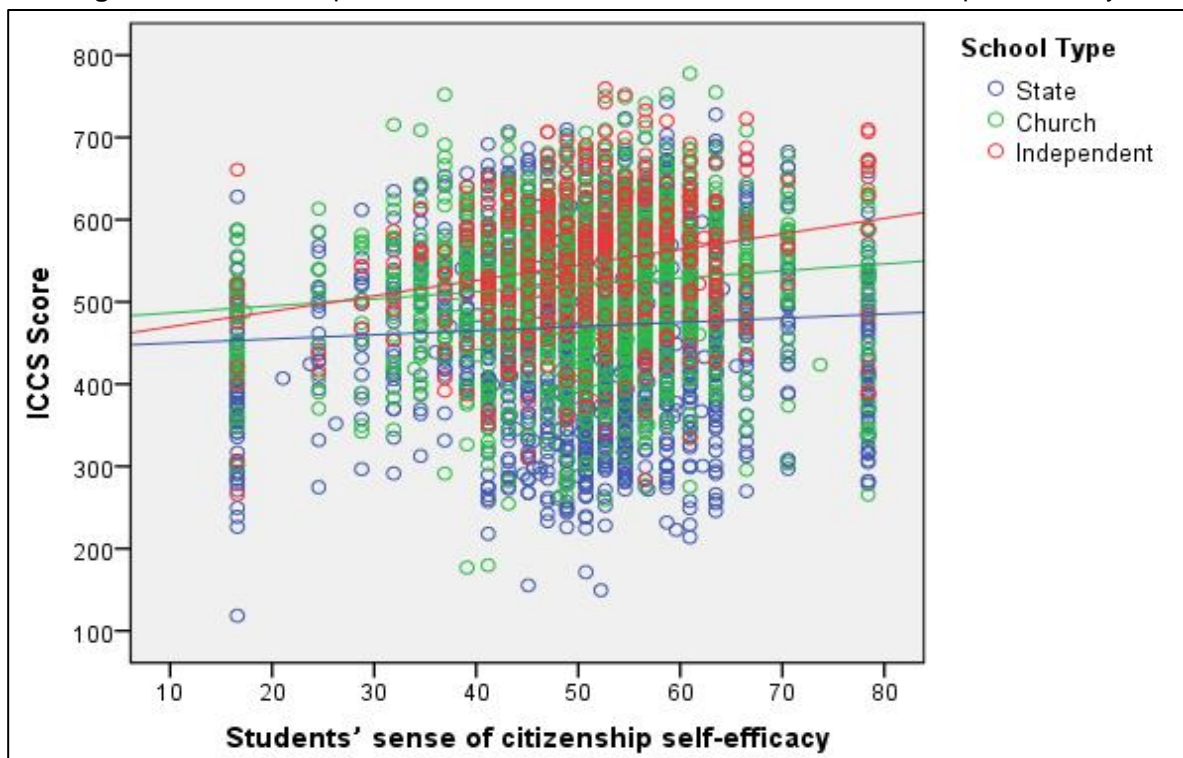


Figure 6.4 shows the score distribution of students' sense of citizenship self-efficacy, according to students. The scale score has a mean of 50.6, a standard deviation of 11.45 and ranges from 16.6 to 78.4. Figure 6.5 shows that girls attending State and Church schools scored higher on the perceived citizenship self-efficacy than their male counterparts, which is consistent with their

attainment in the civic knowledge test. On the other hand, boys attending Independent schools scored higher on the perceived citizenship self-efficacy than their female counterparts, while girls did better than boys in the civic knowledge test. Figure 6.6 displays a positive relationship between civic knowledge attainment and students' sense of citizenship self-efficacy, particularly for students attending Church and Independent schools.

6.4 Students' participation in legal activities to support an issue

In ICCS 2016 a set of eight items reflect students' expectations for future involvement in legal activities to support an issue, such as collecting petitions, participating in online campaigns and protest marches, organizing online groups to support an issue and contribute to online discussion.

Table 6.3: Maltese students' participation in legal activities to support an issue

Would you take part in any of the following activities to express your opinion in the future?	Certainly do this	Probably do this	Probably not do this	Certainly not do this
Talk to others about your views on political / social issues	21.4%	41.7%	26.8%	10.1%
Contact a member of parliament	10.6%	29.5%	39.4%	20.4%
Take part in a peaceful march or rally	18.4%	34.6%	33.5%	13.5%
Collect signatures for a petition	15.5%	33.8%	36.4%	14.3%
Contribute to an online discussion forum about social or political issues	13.7%	31.0%	38.5%	16.8%
Organise an online group to take a stance on a controversial political or social issue	11.2%	24.4%	42.5%	22.0%
Participate in an online campaign	15.7%	35.4%	32.8%	16.1%
Choose to buy certain products in support of social justice	24.0%	39.2%	25.7%	11.1%

Figure 6.7: Score distribution of students' expected participation in legal activities to support an issue

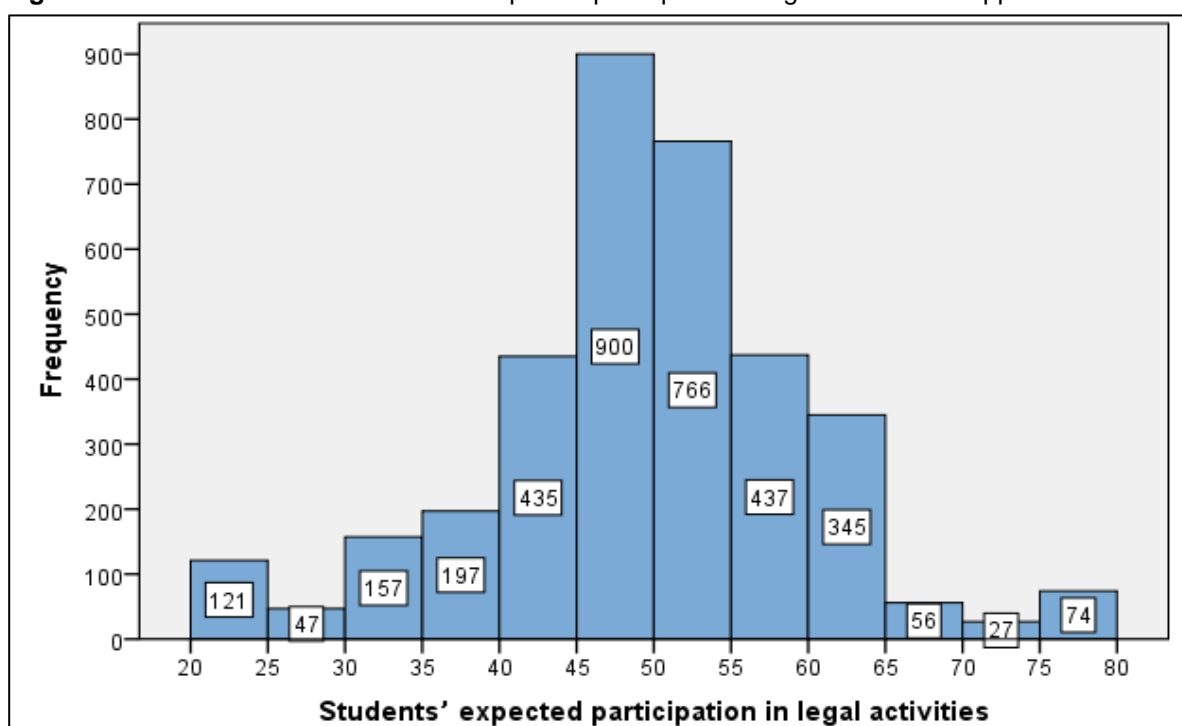


Figure 6.8: Students' expected participation in legal activities, clustered by school type and gender

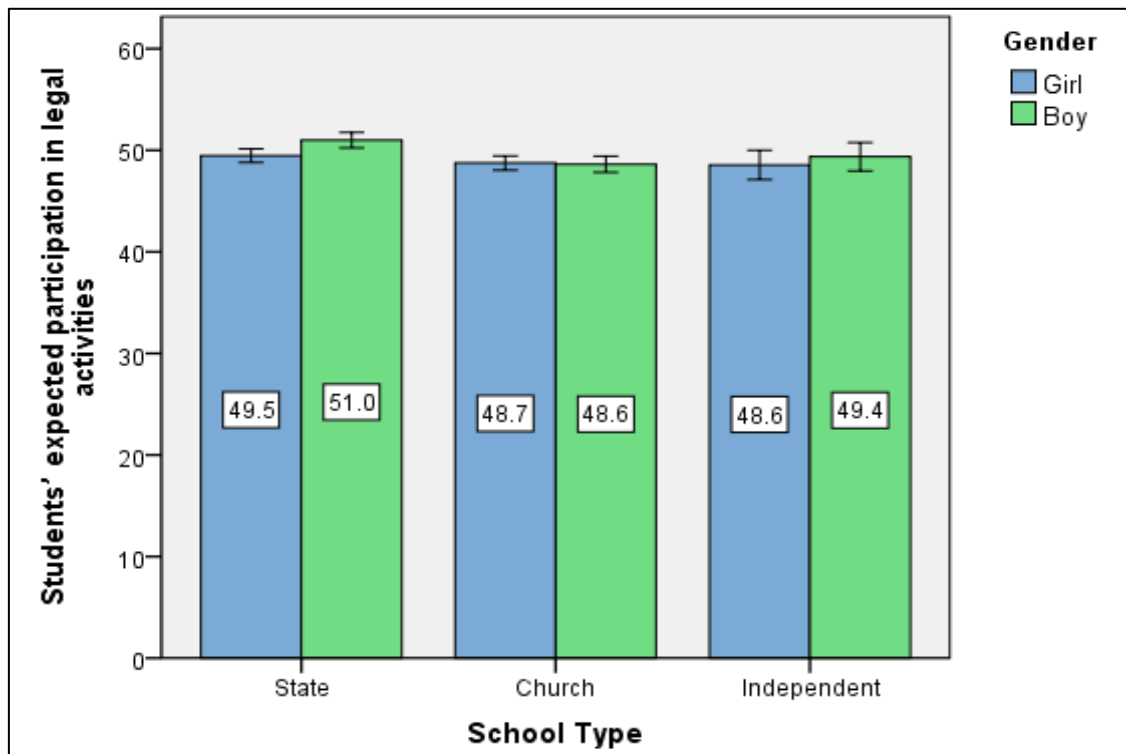
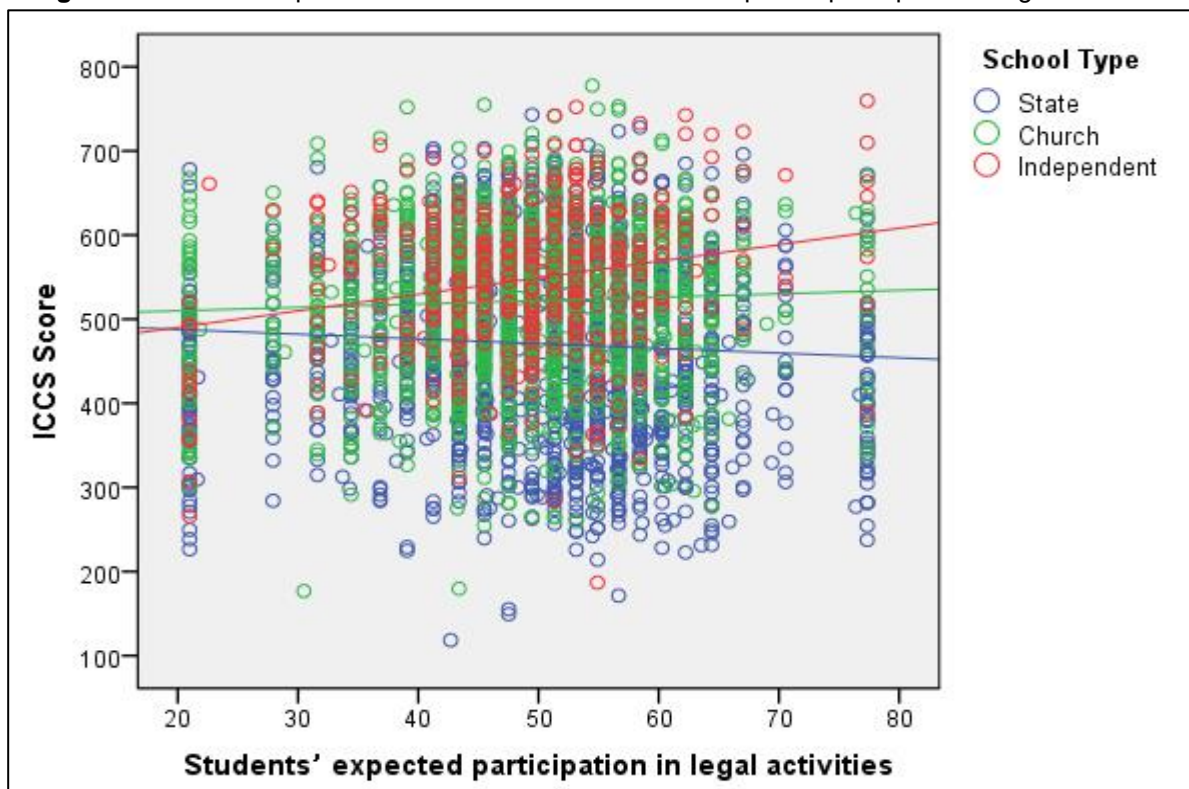


Figure 6.9: Relationship between ICCS score and students' expected participation in legal activities



A scale was generated using the IRT model by considering students' evaluations regarding their expected participation in legal activities to support an issue or protest against a controversial law. The larger the scale score, the higher is the expected participation in legal activities.

Figure 6.7 shows the score distribution of students' expected participation in legal activities, according to students. The scale score has a mean of 49.5, a standard deviation of 10.51 and ranges from 21.0 to 77.3. Figure 6.8 shows that boys attending State and Independent schools scored higher on expected participation in legal activities than their female counterparts, however there was no gender bias for students attending Church schools. Figure 6.9 displays a positive relationship for students attending Independent schools and a negative relationship for students attending State schools between civic knowledge attainment and students' expected participation in legal activities.

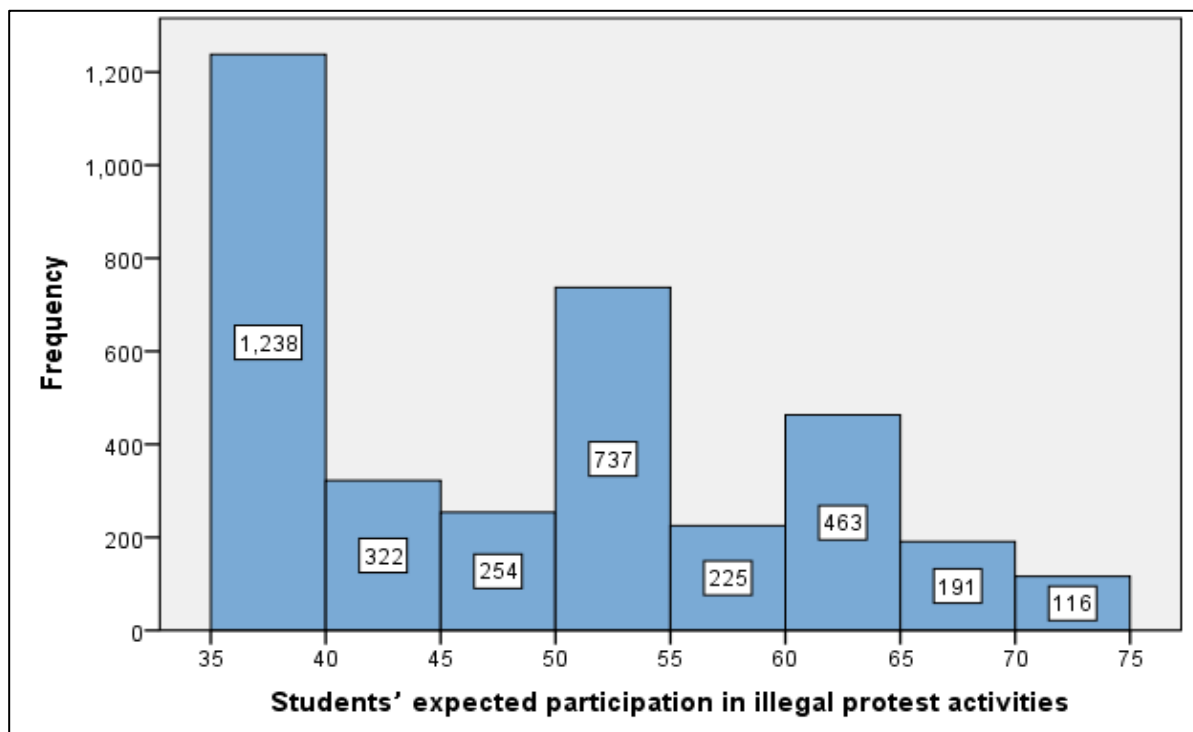
6.5 Students' participation in illegal activities to support an issue

In ICCS 2016 a set of three items reflect students' expectations for future involvement in illegal activities to support an issue, such as blocking traffic, spraying-paint protest slogans on walls and occupying public buildings as a sign of protest.

Table 6.4: Maltese students' participation in illegal activities to support an issue

Would you take part in any of the following activities to express your opinion in the future?	Certainly do this	Probably do this	Probably not do this	Certainly not do this
Spray-paint protest slogans on walls	9.9%	16.1%	32.2%	41.8%
Stage a protest by blocking traffic	7.7%	13.3%	29.7%	49.3%
Occupy public buildings as a sign of protest	7.8%	12.9%	30.5%	48.8%

Figure 6.10: Score distribution of students' expected participation in illegal activities to support an issue



A scale was generated using the IRT model by considering students' evaluations regarding their expected participation in illegal activities to support an issue or protest against a controversial law. The larger the scale score, the higher is the expected participation in illegal activities.

Figure 6.10 shows the score distribution of students' expected participation in illegal activities, according to students. The scale score has a mean of 50.3, standard deviation of 10.29 and ranges from 39.2 to 74.1. Figure 6.11 shows that students attending State schools scored significantly higher on expected participation in illegal activities than students attending other schools. On average boys scored significantly higher than their female counterparts in all school types. Figure 6.12 displays a strong negative relationship for students attending all school types between civic knowledge attainment and students' expected participation in illegal activities.

Figure 6.11: Students' expected participation in illegal activities, clustered by school type and gender

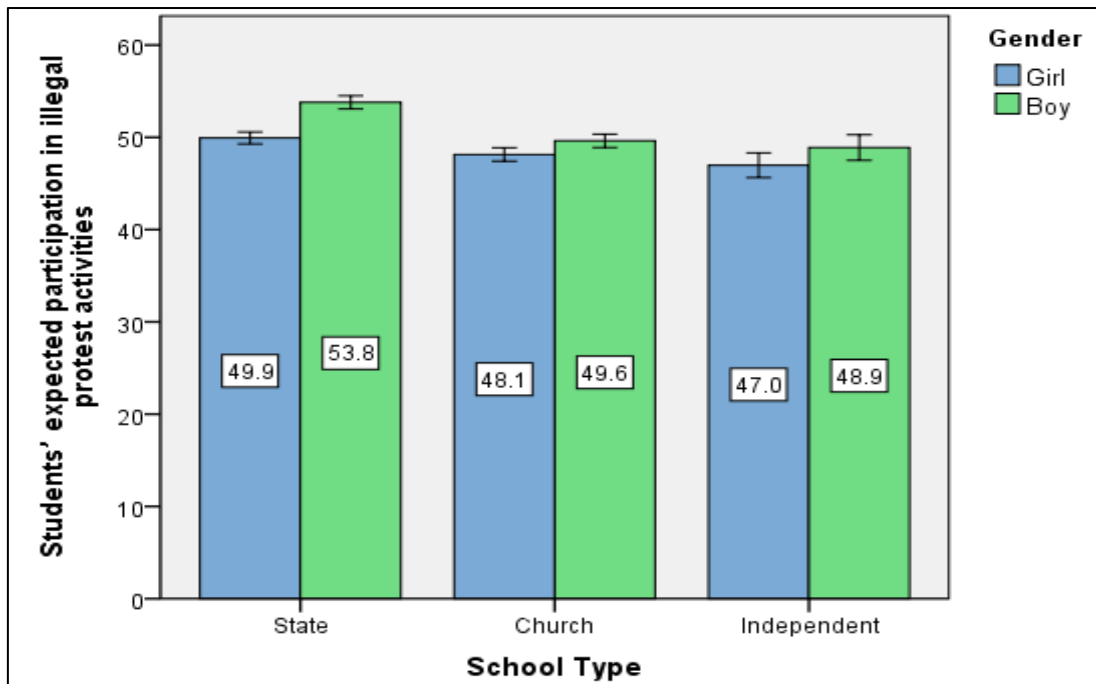
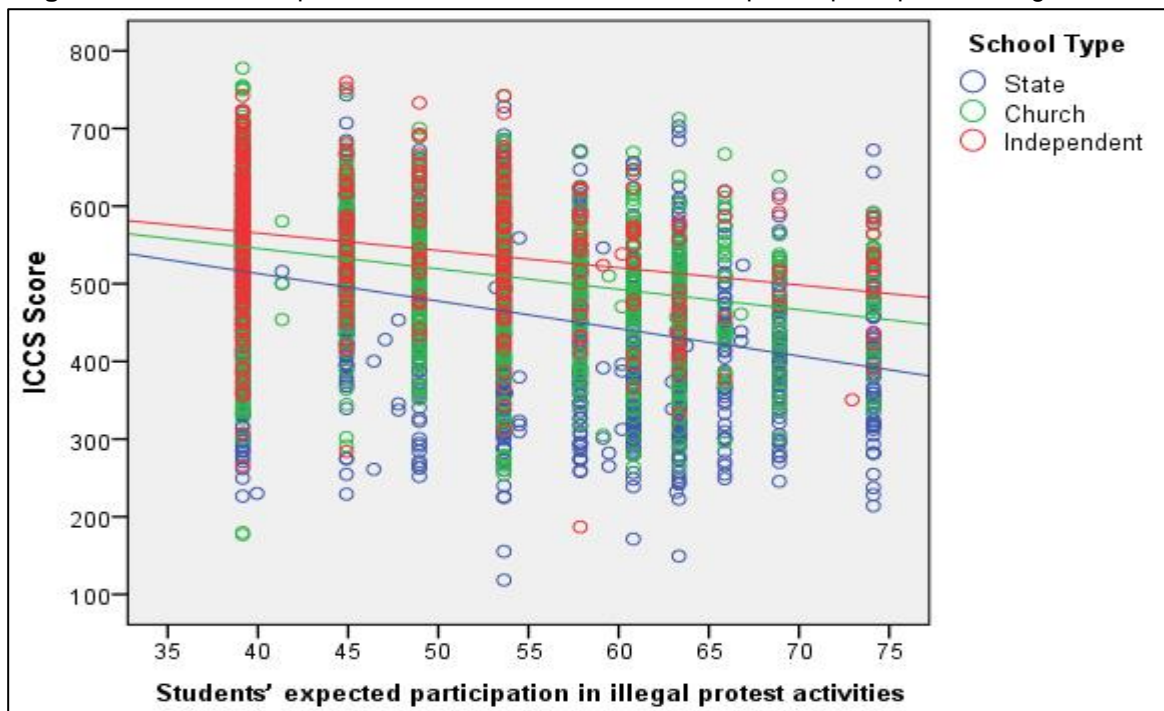


Figure 6.12: Relationship between ICCS score and students' expected participation in illegal activities



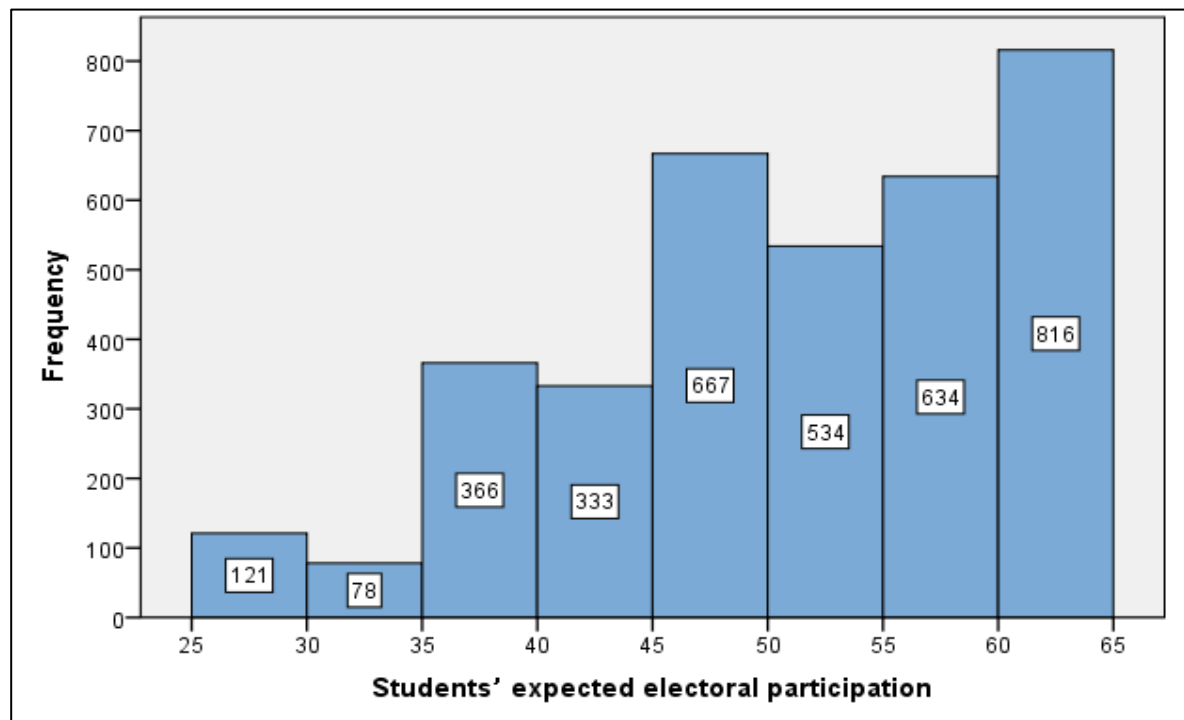
6.6 Students' expected electoral participation

Young people who intend to participate in political activities have been shown to be much more likely to actually participate at a later point in time. In ICCS 2016 these types of behavioural intentions were measured with a set of nine items which measured two different constructs (expected electoral participation and expected participation in political activities). While majorities of students across participating countries expected to participate in elections, relatively few students expressed intentions to engage in more active forms of political participation.

Table 6.5: Maltese students' expected electoral participation

When you are an adult, what do you think you will do?	Certainly do this	Probably do this	Probably not do this	Certainly not do this
Vote in local council elections	45.8%	35.5%	12.7%	6.1%
Vote in general elections	53.1%	32.0%	9.9%	5.0%
Vote in European elections	33.8%	35.3%	20.7%	10.2%

Figure 6.13: Score distribution of students' expected electoral participation



A scale was generated using the IRT model by considering students' evaluations regarding their expected participation in local council elections, general elections and European elections. The larger the scale score, the higher is the expected electoral participation. Figure 6.13 shows the score distribution of students' expected electoral participation. The scale score has a mean of 50.0, a standard deviation of 9.28 and ranges from 25.2 to 61.5. Figure 6.14 shows that students attending Church and Independent schools scored significantly higher on expected electoral participation than students attending State schools. On average girls scored significantly higher than their male counterparts in all school types. Figure 6.15 displays a strong positive relationship for students attending all school types between civic knowledge attainment and students' expected electoral participation.

Figure 6.14: Students' expected electoral participation, clustered by school type and gender

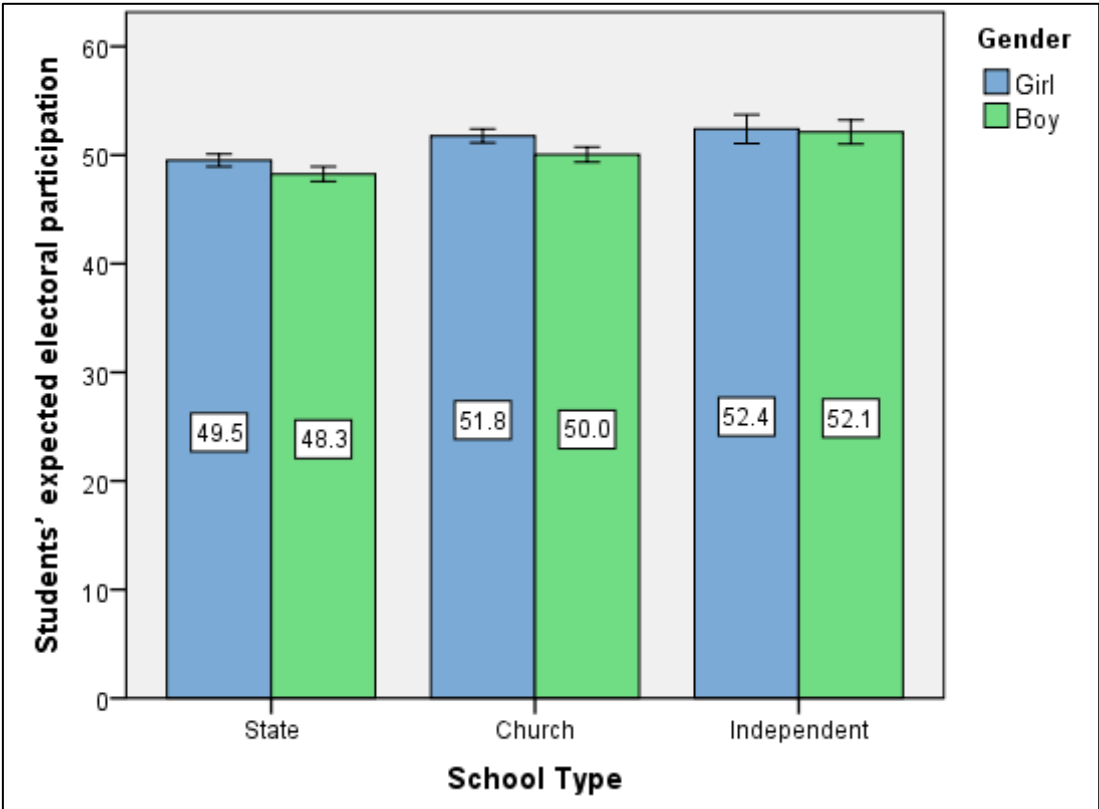
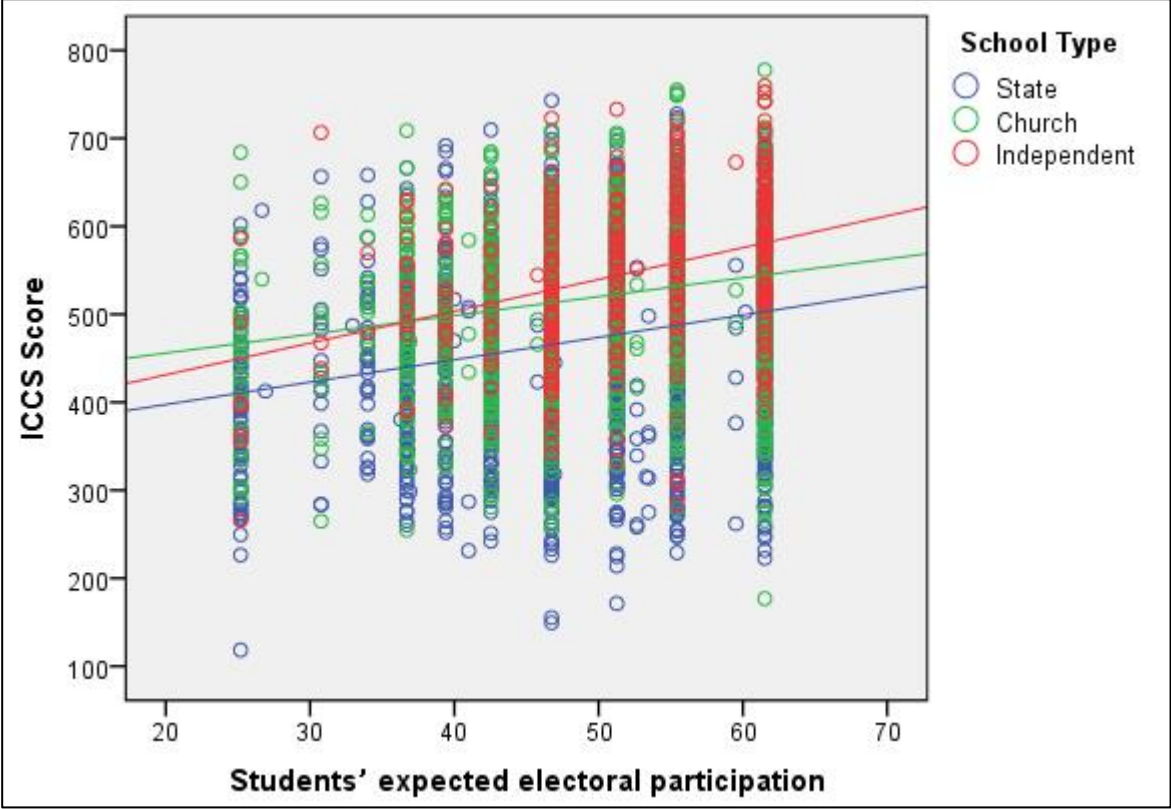


Figure 6.15: Relationship between ICCS score and students' expected electoral participation



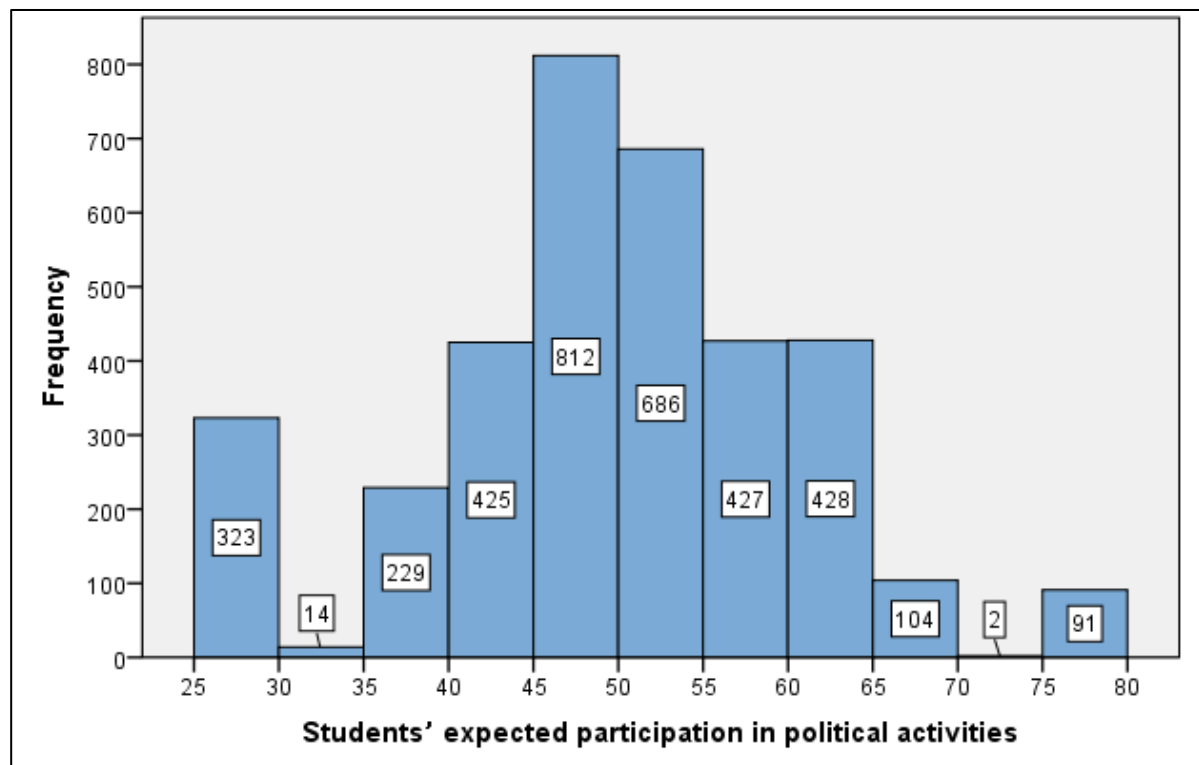
6.7 Students' expected participation in political activities

In ICCS 2016 the expected participation in political activities was assessed by asking students their views in joining a political party, standing out in local council elections, helping a candidate in an election campaign, getting information about candidates before voting in an election and joining an organisation for a political/social issue.

Table 6.6: Maltese students' expected participation in political activities

When you are an adult, what do you think you will do?	Certainly do this	Probably do this	Probably not do this	Certainly not do this
Get information about candidate before voting in election	37.0%	34.9%	19.9%	8.2%
Help a candidate or party during an election campaign	13.5%	26.4%	41.6%	18.5%
Join a political party	11.7%	19.2%	39.4%	29.7%
Stand as a candidate in local council elections	9.9%	16.6%	37.8%	35.6%
Join an organisation for a political or social cause	10.2%	23.4%	41.0%	25.4%

Figure 6.16: Score distribution of students' expected participation in political activities



A scale was generated using the IRT model by considering students' evaluations regarding their expected participation in local council elections, general elections and European elections. The larger the scale score, the higher is the expected electoral participation. Figure 6.16 shows the score distribution of students' expected electoral participation. The scale score has a mean of 50.0, a standard deviation of 10.52 and ranges from 29.9 to 75.1. Figure 6.17 shows that boys scored significantly higher on expected participation in political activities than girls across all school types. Contrary to expectation, Figure 6.18 displays a strong negative relationship for students attending State and Church school between civic knowledge attainment and students' expected participation in political activities.

Figure 6.17: Students' expected participation in political activities, clustered by school type and gender

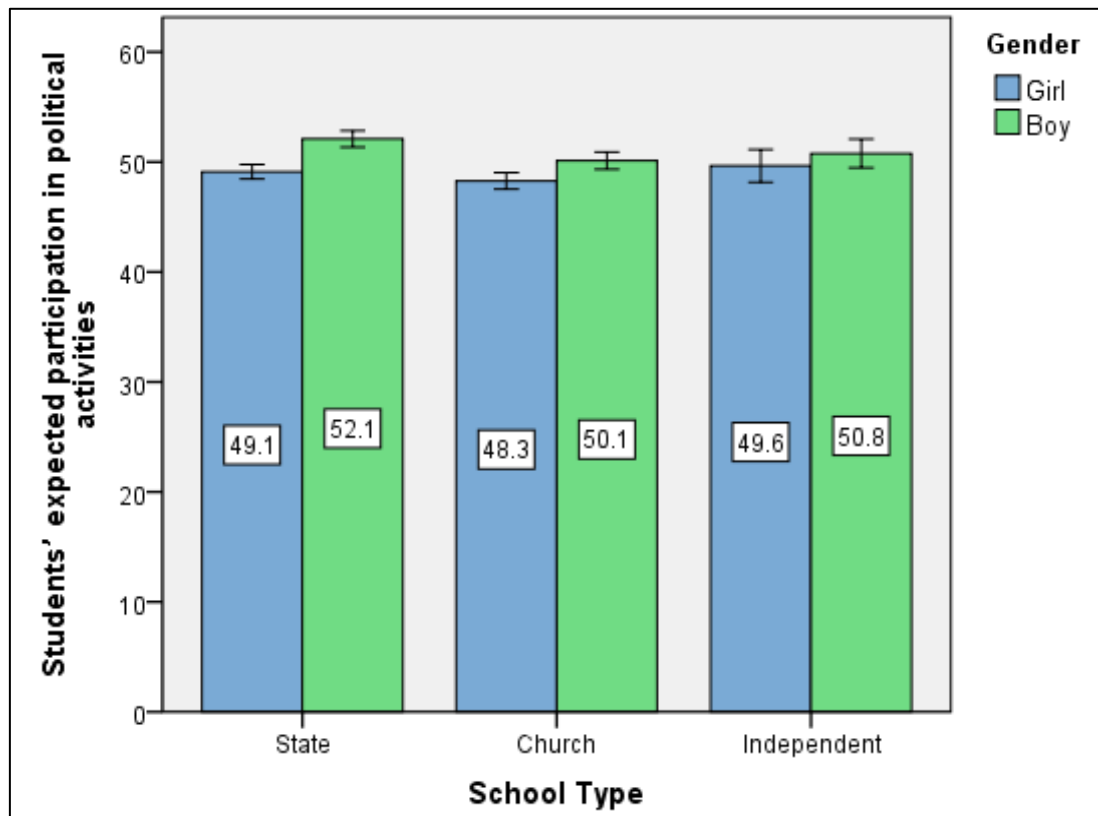
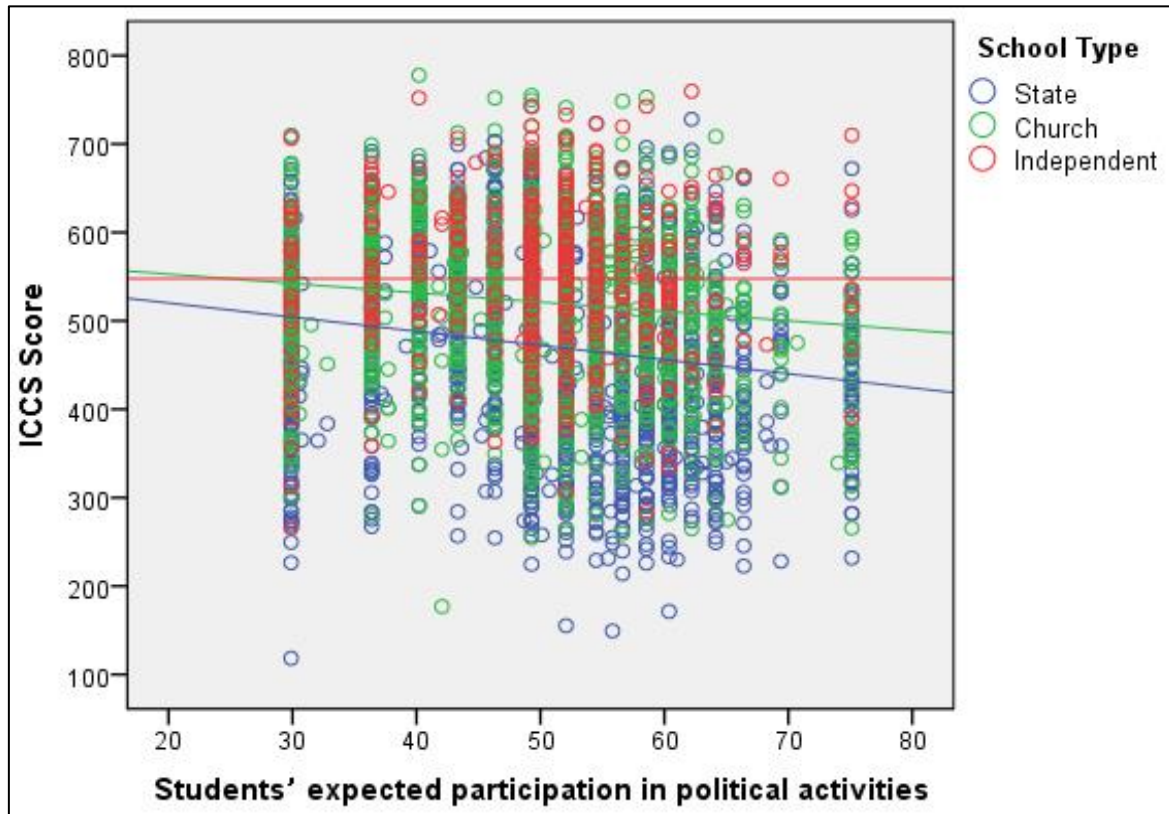


Figure 6.18: Relationship between ICCS score and students' expected participation in political activities



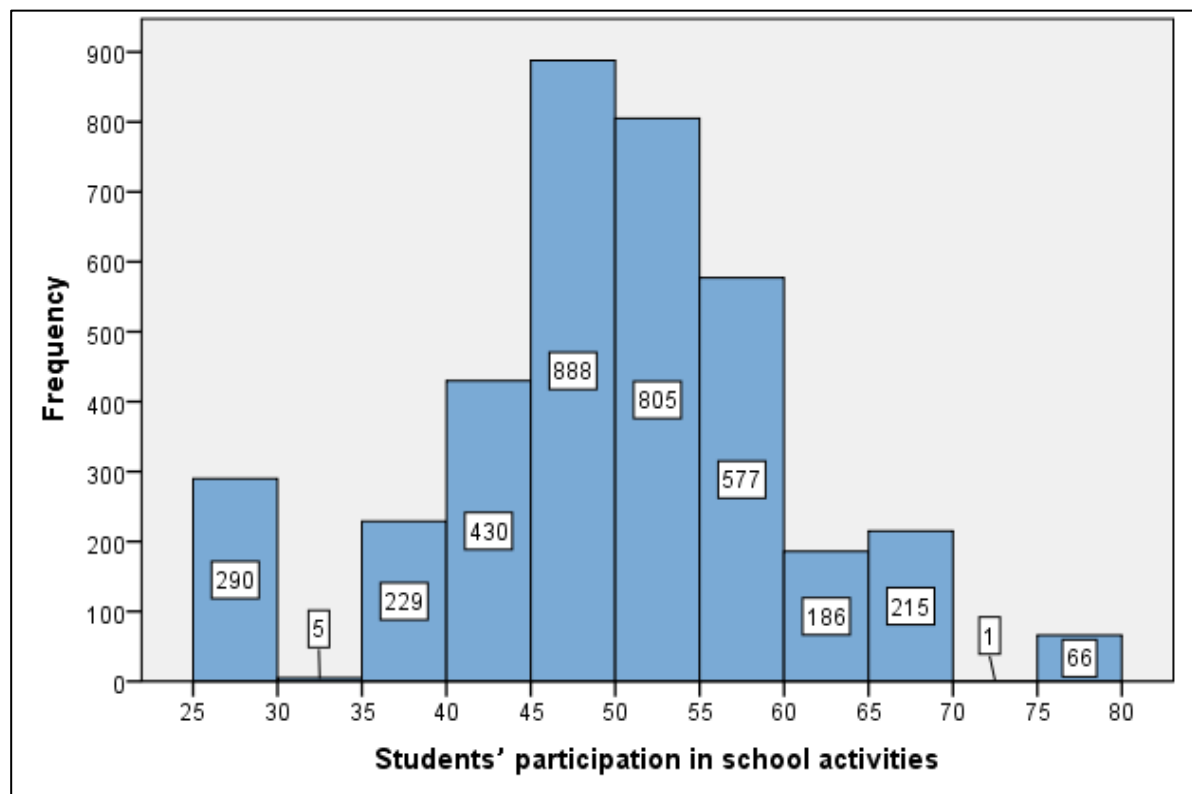
6.8 Expected participation in future school-based activities

The theory of planned behaviour links attitudes to behaviours through intentions. This theory posits that attitudes influence actions through reasoned processes that are manifested as intentions. For instance, intentions formed relatively early in secondary school are powerful predictors of subsequent participation in education. Several analysts reported that participation in school-based political activities has a positive influence on future electoral and political engagement. A set of seven items measuring this construct were developed for ICCS 2016 to reflect students' beliefs about their expectation of undertaking future civic activities within the school context.

Table 6.7: Maltese students' expected participation in future school-based activities

If you were given the chance, how likely is it in the future that you would participate in each activity?	Very likely	Quite likely	Not very likely	Not at all likely
Vote in a school election of class representatives or students' council	54.7%	28.3%	10.7%	6.3%
Join a group of students campaigning for an issue you agree with	29.8%	41.8%	20.2%	8.2%
Become a candidate for class representative or students' council	28.0%	25.6%	30.4%	15.9%
Take part in discussions in a student assembly	22.3%	32.0%	30.6%	15.0%
Participate in writing articles for a school newspaper or website	16.3%	25.5%	35.1%	23.1%

Figure 6.19: Score distribution of students' participation in future school-based activities



A scale was generated using the IRT model by considering students' evaluations regarding their participation in school-based activities such as voting in school elections or engaging in a public debate about school-related issues. The larger the scale score, the higher is the participation.

Figure 6.20: Students' participation in future school-based activities, clustered by school type and gender

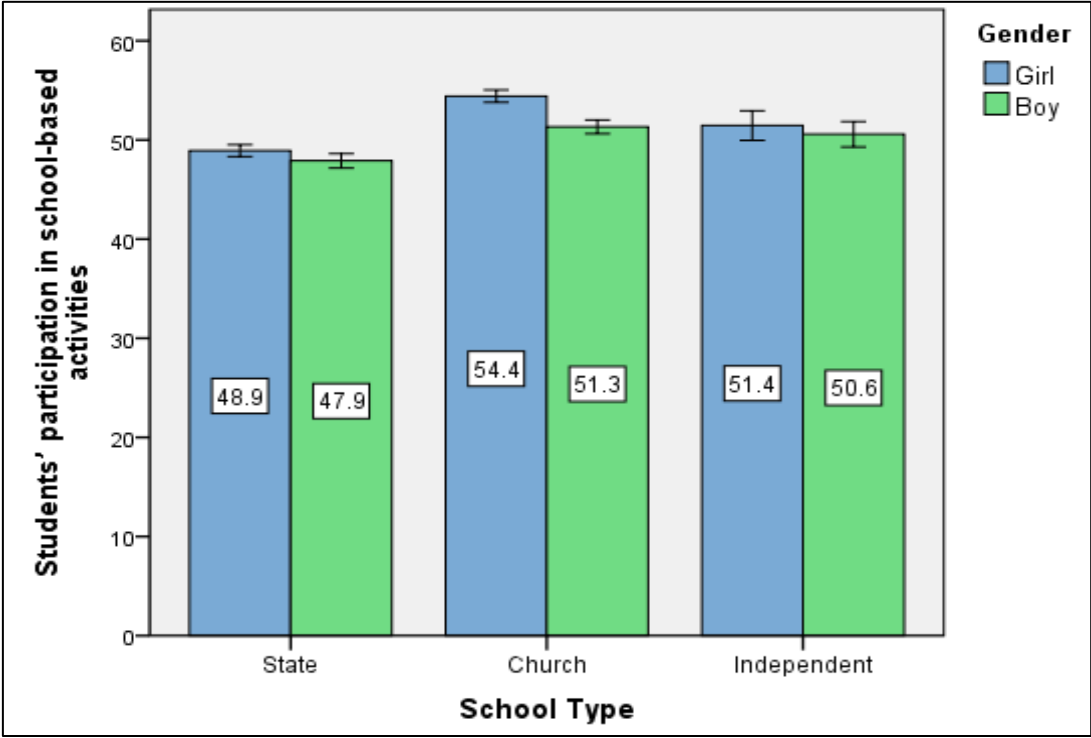


Figure 6.21: Relationship between ICCS score and students' participation in future school-based activities

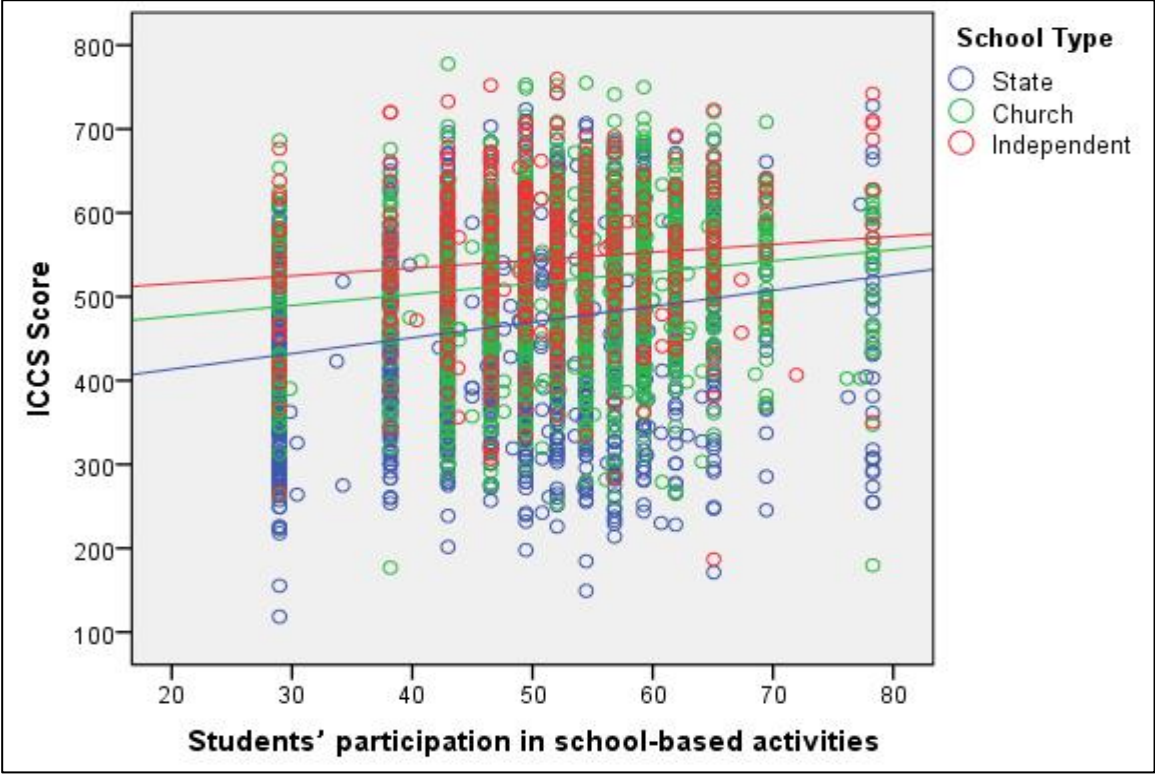


Figure 6.19 shows the score distribution of students' participation in school-based activities. The scale score has a mean of 50.3, a standard deviation of 10.1 and ranges from 29.0 to 78.3. Figure 6.20 shows that students attending Church and Independent schools scored significantly higher on participation in school-based activities than students attending State schools. On average girls scored significantly higher than their male counterparts in all school types. Figure 6.21 displays a strong positive relationship for students attending all school types between civic knowledge attainment and students' participation in school-based activities.

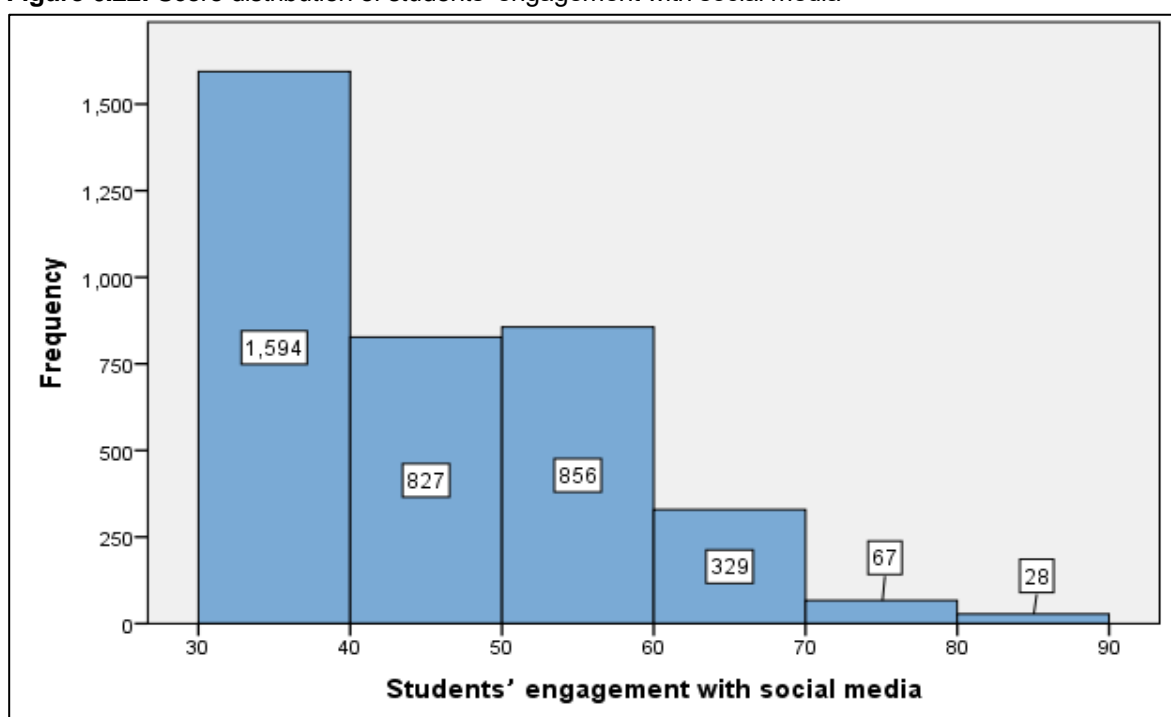
6.9 Students' civic participation through social media

The importance of social media has risen exponentially over the past years and research suggests a potential enhancement of civic participation among people when content is interactive, through chat rooms or message boards, instead of the one-way communication of more traditional media. The ICCS 2016 student questionnaire includes three new items that measure the extent to which students engage with political and social issues via social media.

Table 6.8: Participation of Maltese students through social media

How often are you involved in each of the following activities outside school?	Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily
Using the internet to find information about political or social issues	49.1%	25.4%	16.1%	9.4%
Posting a comment or image regarding a political or social issue on the internet or social media	83.8%	9.0%	4.7%	2.5%
Sharing or commenting on another person's online post regarding a political or social issue	82.2%	10.0%	5.1%	2.7%

Figure 6.22: Score distribution of students' engagement with social media



A scale was generated using the IRT model by considering students' evaluations regarding three activities they do outside school to engage in a political or social issue through social media. The larger the scale score, the higher is the engagement with social media.

Figure 6.23: Students' engagement with social media, clustered by school type and gender

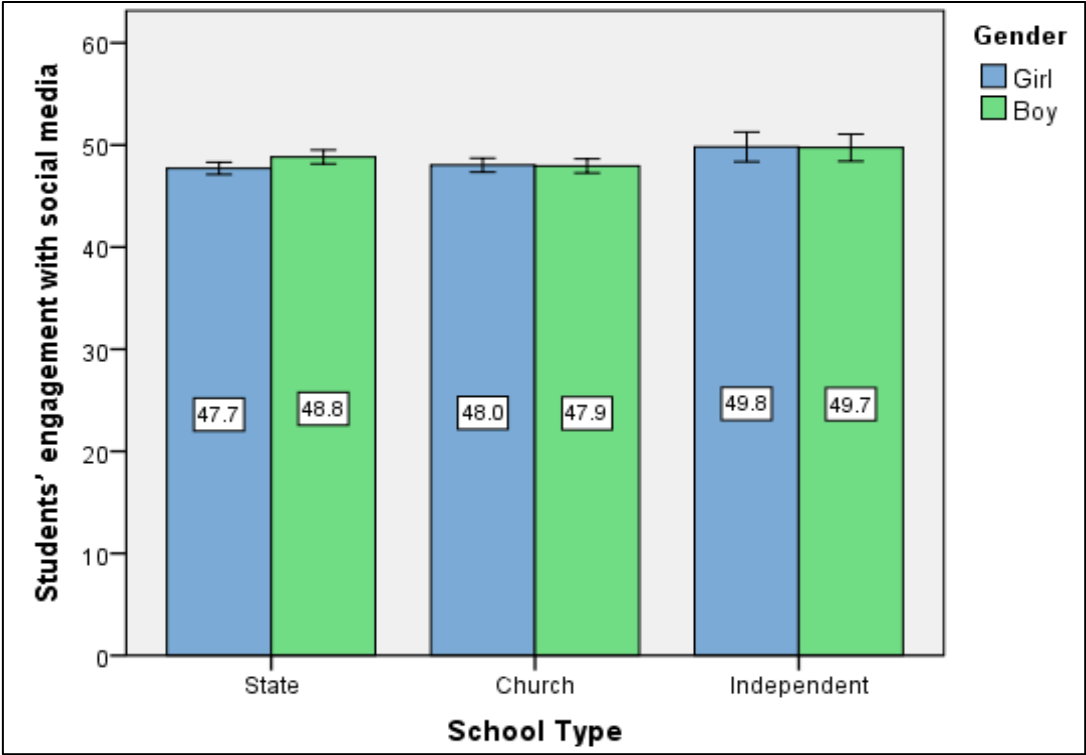


Figure 6.24: Relationship between ICCS score and students' engagement with social media

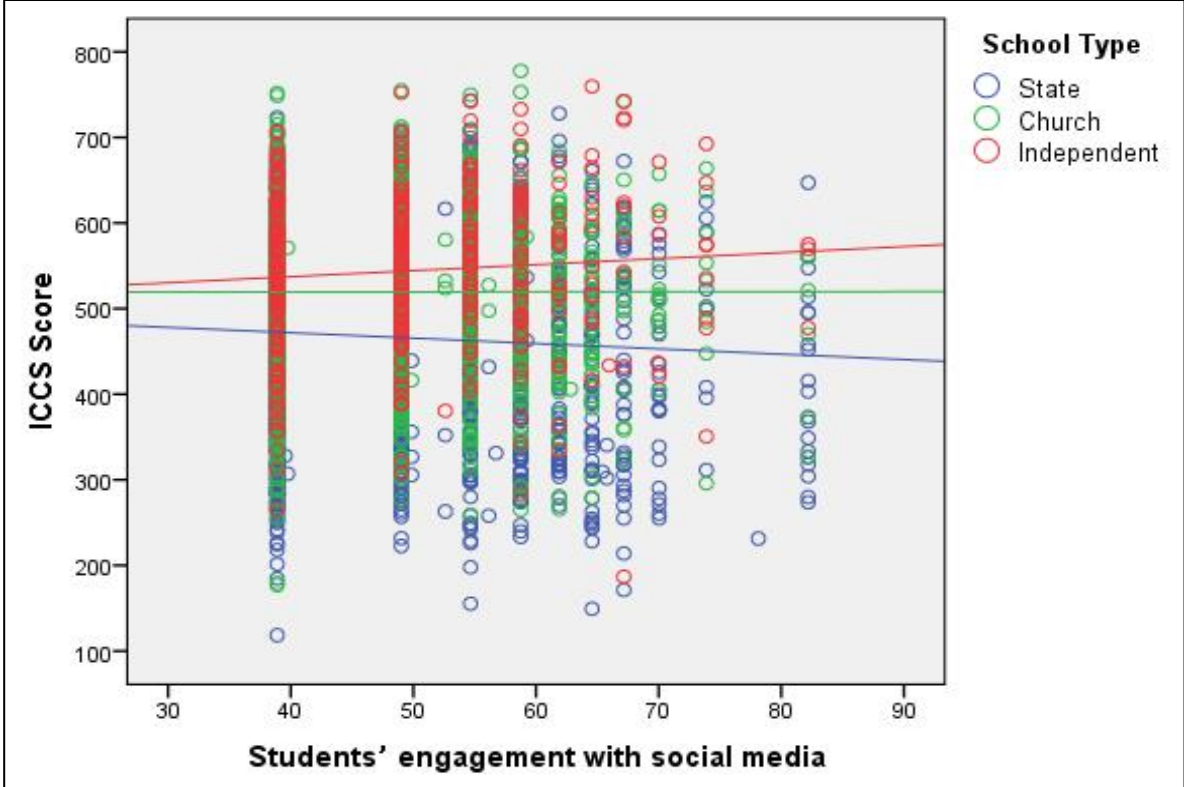


Figure 6.22 shows the score distribution of students' engagement in a political or social issue through social media, according to students. The scale score has a mean of 48.3, a standard deviation of 9.72 and ranges from 38.9 to 82.2. Figure 6.23 shows that students attending Independent schools score higher on engagement with social media than students attending State and Church schools. Boys attending State schools engage more in a political or social issue through social media than their female counterparts, however there is no gender bias in Church and Independent schools. Figure 6.24 shows that attainment in civic knowledge is weakly related to the students' engagement in political/social issues through social media.

6.10 Students' civic participation in the wider community

Citizens' involvement in organizations and groups can be seen as a clear indicator of civic engagement. However, it can also be regarded as a resource for future engagement. The ICCS 2009 student questionnaire asked students about their current or past participation in organizations in their communities, such as human-rights groups, religious associations, and youth clubs. The ICCS 2009 results showed that only minorities among students reported to have participated in these organizations or groups. ICCS 2016 assesses students' participation in the community with a slightly modified set of 10 items (including three optional items).

Table 6.9: Maltese students' participation in the wider community

Have you ever been involved in activities of any of the following organisations, clubs or groups?	Yes, I have done this within the last twelve months	Yes, I have done this but more than a year ago	No, I have never done this
A youth organisation affiliated with a political party or union	9.0%	7.4%	83.6%
An environmental action group or organisation	10.0%	23.8%	66.2%
A Human Rights organisation	5.7%	10.3%	84.0%
A voluntary group doing something to help the community	21.3%	24.8	53.9%
An organisation collecting money for a social cause	17.6%	19.8%	62.6%
A group of young people campaigning for an issue	7.6%	11.5%	80.9%
An animal rights or animal welfare group	10.9%	18.6%	70.5%
A religious group or organisation	33.7%	31.0%	35.3%
A community youth group (such as boy/girl scouts, YMCA)	25.0%	21.0%	54.0%
A sports team	53.5%	27.4%	19.1%

A scale was generated using the IRT model by considering students' evaluations regarding their involvement in ten activities with organisations, clubs and religious/youth groups. The larger the scale score, the higher is the involvement in the wider community.

Figure 6.25 shows the score distribution of students' participation in the wider community, according to students. The scale score has a mean 51.0, a standard deviation of 10.3 and ranges from 38.1 to 86.2. Figure 6.26 shows that students attending Church and Independent schools score higher on their involvement in the wider community than students attending State schools. Girls attending Church schools participate more in these activities outside school than their male

counterparts, however there is no significant gender bias in State and Independent schools. Figure 6.27 shows that attainment in civic knowledge is negatively related to the students' involvement in the wider community, particularly for students attending State and Church schools.

Figure 6.25: Score distribution of students' participation in the wider community

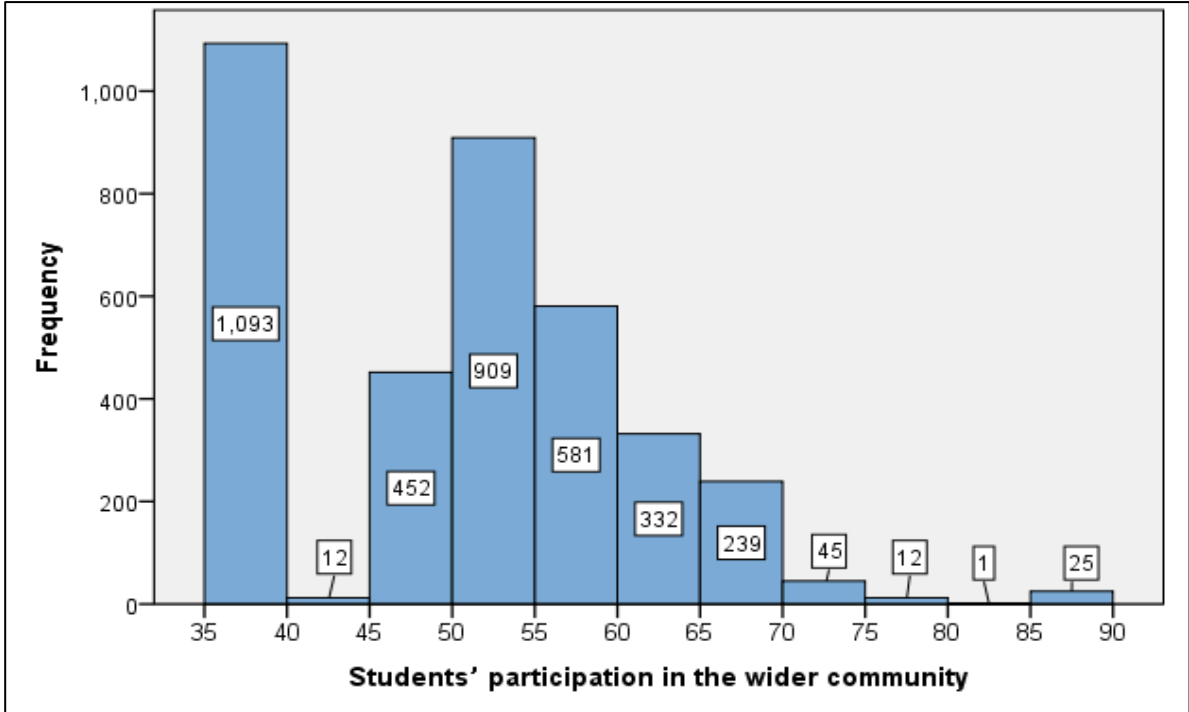


Figure 6.26: Students' participation in the wider community, clustered by school type and gender

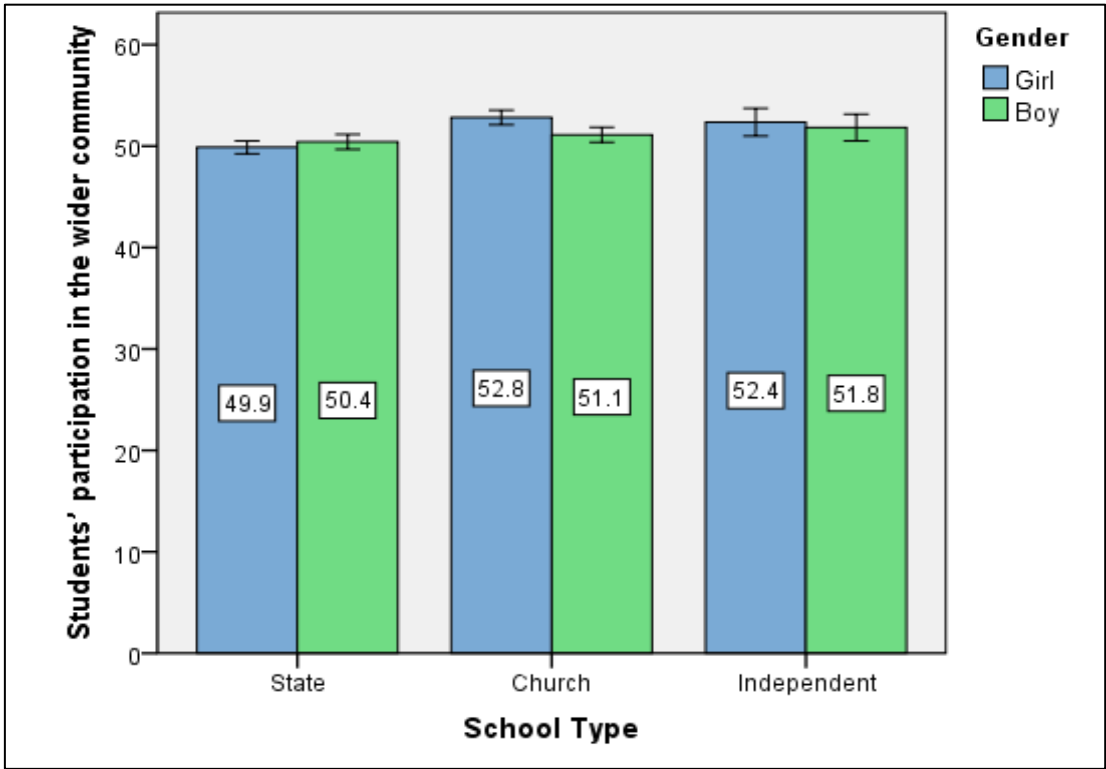
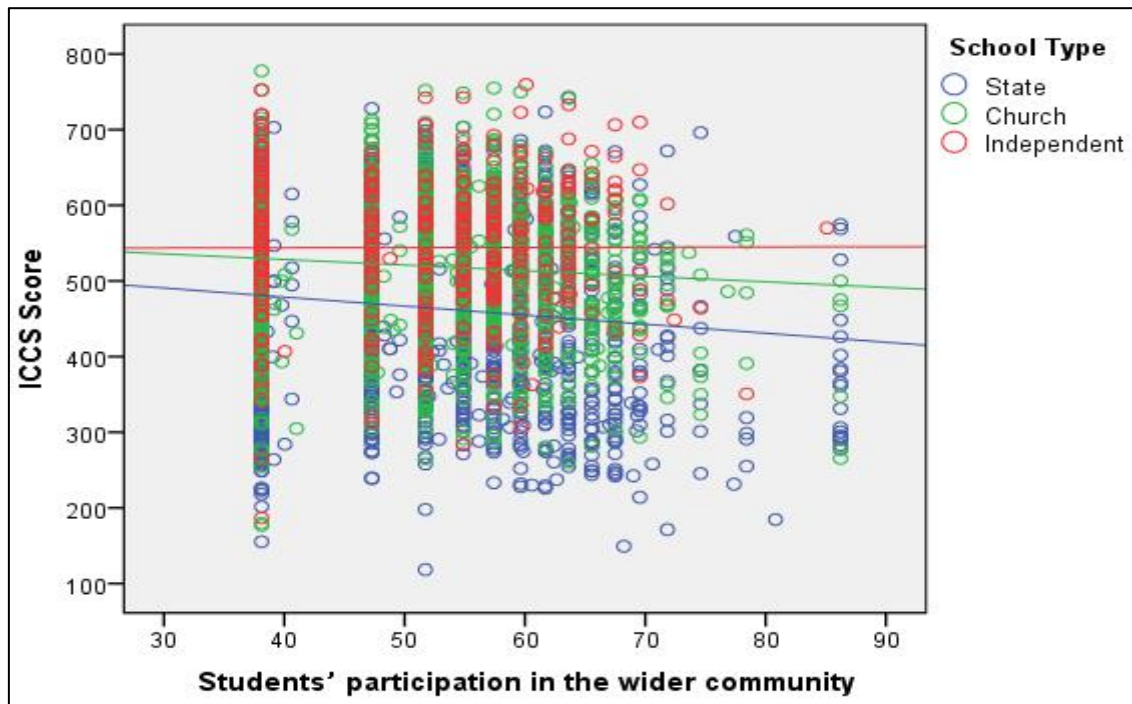


Figure 6.27: Relationship between ICCS score and students' participation in the wider community

6.11 Students' civic participation in school activities

Numerous researchers have underlined the importance of students' experience at school for developing a sense of having power to influence matters in the community. Research has provided evidence that more democratic forms of school governance can contribute to higher levels of political engagement. The ICCS 2009 student questionnaire asked students about a wide range of civic-related participation at school and the results showed that majorities of students reported to have participated in many of these activities in school, and that there were positive associations with civic knowledge and engagement. ICCS 2016 assesses students' participation at school with a slightly modified set of seven items.

Table 6.10: Maltese students' civic participation in school activities

At school, have you ever done any of the following activities?	Yes, I have done this within the last twelve months	Yes, I have done this but more than a year ago	No, I have never done this
Active participation in an organised debate	22.3%	21.2%	56.6%
Voting for class representative or students' council	52.4%	26.3%	21.4%
Taking part in decision-making about how the school is run	20.4%	21.6%	58.1%
Taking part in discussions at a school assembly	20.9%	24.9%	54.2%
Becoming a candidate for class representative or students' council	21.5%	26.9%	51.5%
Participating in an activity to make the school more environmentally friendly	25.3%	31.6%	43.2%
Voluntary participation in school-based music or drama activities outside of regular classes	29.8%	28.5%	41.7%

A scale was generated using the IRT model by considering students' evaluations regarding their participation in seven activities within the school, such as student debates, class representative, drama or music activities outside regular classes. The larger the scale score, the higher is the involvement in these school activities.

Figure 6.28: Score distribution of Maltese students' civic participation in school activities

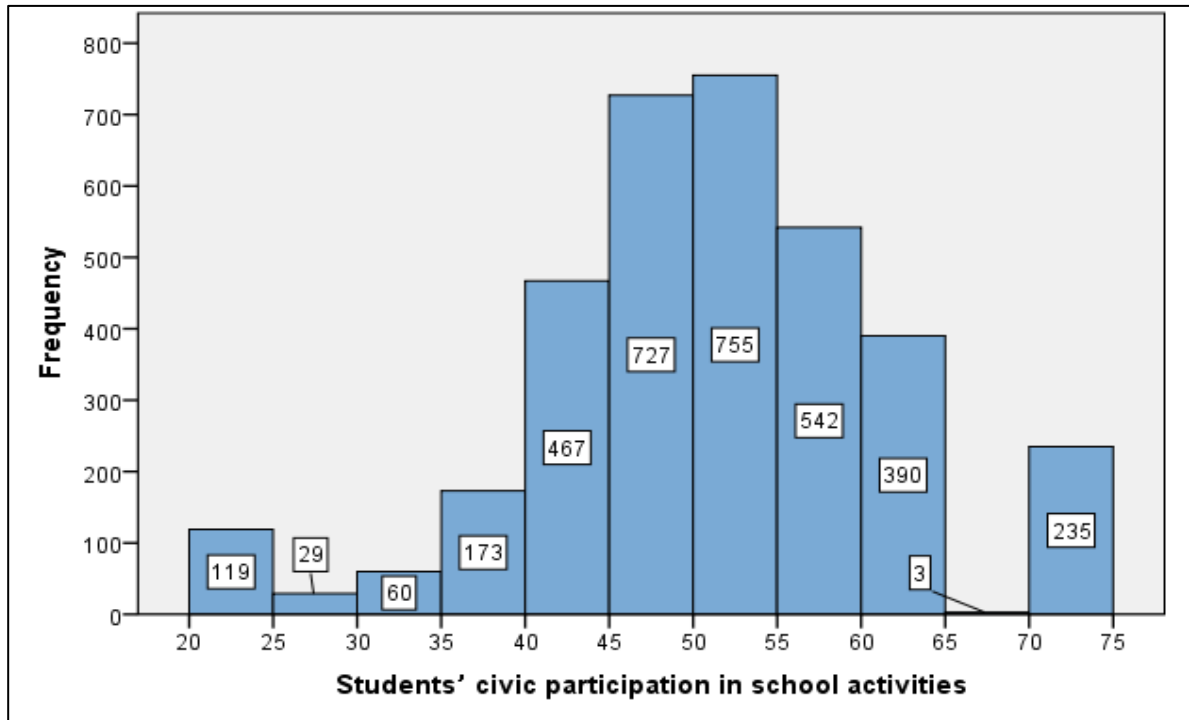


Figure 6.29: Students' civic participation in school activities, clustered by school type and gender

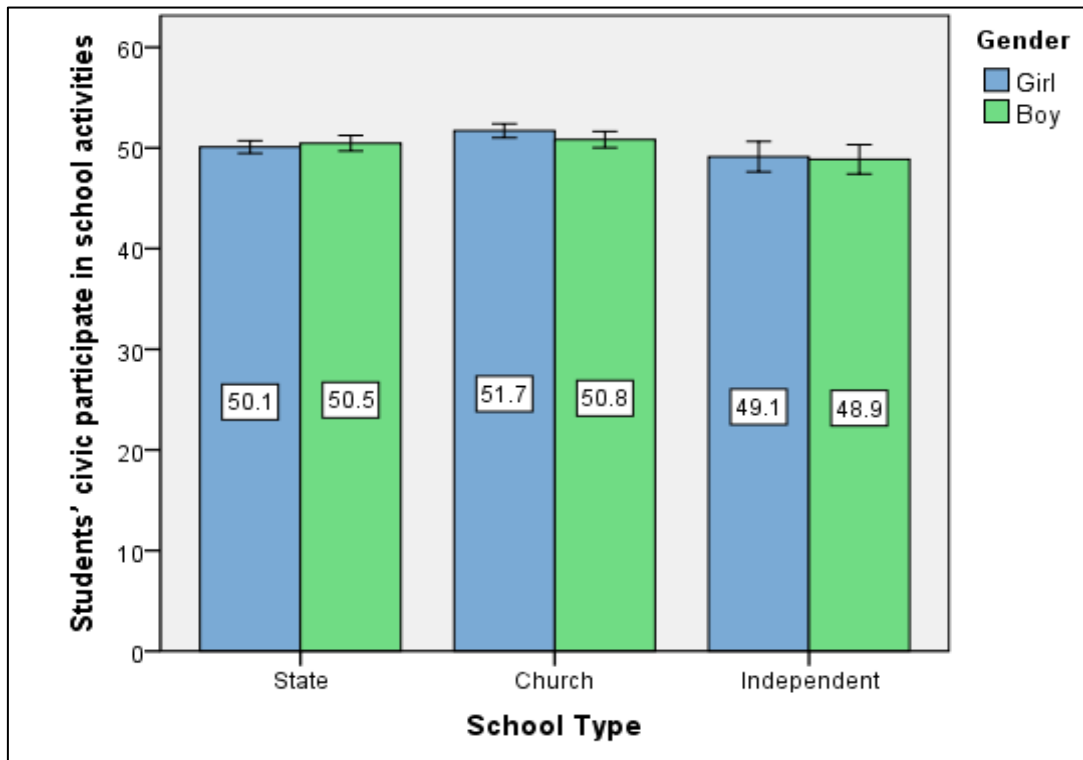
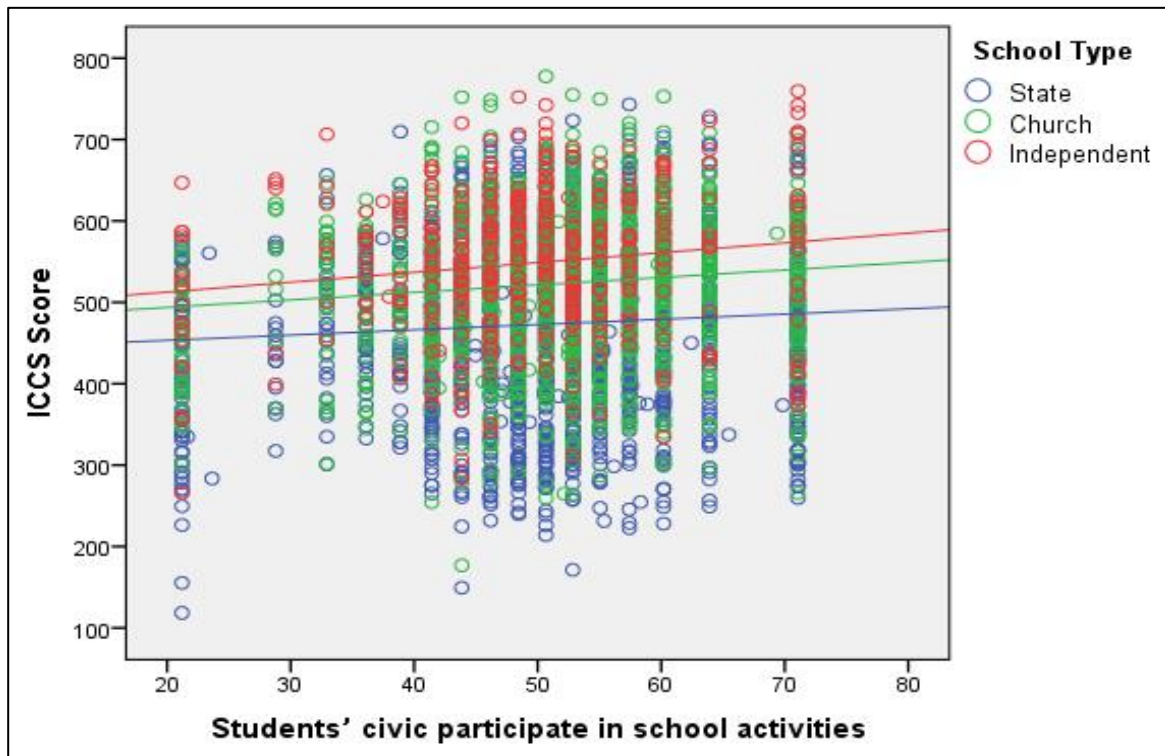


Figure 6.28 shows the score distribution of students' civic participation in school activities, according to students. The scale score has a mean of 50.5, a standard deviation of 10.3 and ranges from 21.2 to 71.1. Figure 6.29 shows that students attending Church schools score higher on their involvement in school activities than students attending State and Independent schools. There is no significant gender bias across school types. Figure 6.30 shows that attainment in civic knowledge is positively related to the students' civic participation in school activities, across all school types.

Figure 6.30: Relationship between ICCS score and students' civic participation in school activities



6.12 Regression model relating ICCS score to engagement predictors

The main advantage of using regression analysis is that the civic knowledge scores can be related to all engagement predictors collectively. Moreover, the significant predictors can be ranked by their contribution in explaining variation in the ICCS scores. Regression analysis was used to relate the civic knowledge score to ten predictors related to students' engagement. The regression model explains 28.2% of the total variation in the ICCS scores. With the exception 'Students' willingness to participate in school activities' all students' engagement traits were found to be significant predictors of civic knowledge score since their p-values are less than the 0.05 level of significance. 'Students' expected participation in illegal protest activities' was found to be the best predictor of the ICCS score since it has the lowest p-value. This is followed by 'Students' expected electoral participation', 'Students' expected active political participation', 'Students' participation at school', 'Students' participation in the wider community', 'Students' discussion of political and social issues outside school', 'Students' expected participation in legal activities', 'Students' engagement with social media' 'Students' sense of citizenship self-efficacy' and 'Students' willingness to participate in school activities'.

Table 7.10: Regression Coefficients, standard errors, T-values and p-values

	Reg. Coef.	Std. Error	T-value	P-value
Constant	484.6	13.63	35.55	0.000
Students' discussion of political and social issues outside school	1.292	0.189	6.836	0.000
Students' sense of citizenship self-efficacy	0.464	0.169	2.736	0.006
Students' expected participation in legal activities	1.111	0.196	5.652	0.000
Students' expected participation in illegal protest activities	-2.895	0.164	-17.62	0.000
Students' expected electoral participation	2.820	0.184	15.32	0.000
Students' expected active political participation	-2.214	0.179	-12.38	0.000
Students' participation at school	1.870	0.172	10.86	0.000
Students' engagement with social media	-0.798	0.174	-4.589	0.000
Students' participation in the wider community	-1.378	0.159	-8.691	0.000
Students' willingness to participate in school activities	0.022	0.187	0.119	0.905

- For every 1-unit increase in the 'Students' expected participation in illegal protest activities' score, the ICCS score is expected to decrease by 2.895 given that other effects are kept fixed.
- For every 1-unit increase in the 'Students' expected electoral participation' score, the ICCS score is expected to increase by 2.820 given that other effects are kept fixed.
- For every 1-unit increase in the 'Students' expected active political participation' score, the ICCS score is expected to decrease by 2.214 given that other effects are kept fixed.
- For every 1-unit increase in the 'Students' participation at school' score, the ICCS score is expected to increase by 1.870 given that other effects are kept fixed.
- For every 1-unit increase in the 'Students' participation in the wider community' score, the ICCS score is expected to decrease by 1.378 given that other effects are kept fixed.
- For every 1-unit increase in the 'Students' discussion of political and social issues outside school' score, the ICCS score is expected to increase by 1.292 given that other effects are kept fixed.
- For every 1-unit increase in the 'Students' expected participation in legal activities' score, the ICCS score is expected to increase by 1.111 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' engagement with social media' score, the ICCS score is expected to decrease by 0.798 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' sense of citizenship self-efficacy' score, the ICCS score is expected to increase by 0.464 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' willingness to participate in school activities' score, the ICCS score is expected to increase by 0.022 given that other effects are kept constant; however this increment is not significant.

7

Students' Value Beliefs and Attitudes

7.1 Introduction

The ICCS assessment framework defined four affective-behavioural domains including value beliefs, attitudes, behavioural intentions and behaviours. The international student questionnaire, which consists mainly of Likert-type items, allows assessment of a broad range of constructs from these domains. The affective-behavioural domain *attitudes* refers to judgments or evaluations regarding ideas, persons, objects, events, situations, and/or relationships. It is possible for individuals to harbour contradictory attitudes at the same time. Attitudes encompass responses that are focused on specifics and can change over time, as well as those reflecting broader and more fundamental, deeply-rooted beliefs that tend to be constant over longer periods of time. The different types of attitudes assessed in ICCS 2016 can be classified depending on their primary location in the four content domains:

- Students' attitudes toward civic society and systems
- Students' attitudes toward civic principles
- Students' attitudes toward civic participation
- Students' attitudes toward civic identities

ICCS 2016 will distinguish between the following four types of civic society and systems

- Students' perceptions of good citizenship
- Students' trust in institutions
- Students' attitudes toward the influence of religion in society

ICCS 2016 will distinguish between the following three types of civic principles

- Students' attitudes toward equal rights for all ethnic/racial groups
- Students' attitudes toward gender rights
- Students' reports on personal experiences of bullying and abuse

ICCS 2016 assesses students' attitudes toward civic participation by:

- Students' assessment of the value of student participation at school

ICCS 2016 assesses students' attitudes toward civic identities by:

- Students' attitudes toward their country of residence

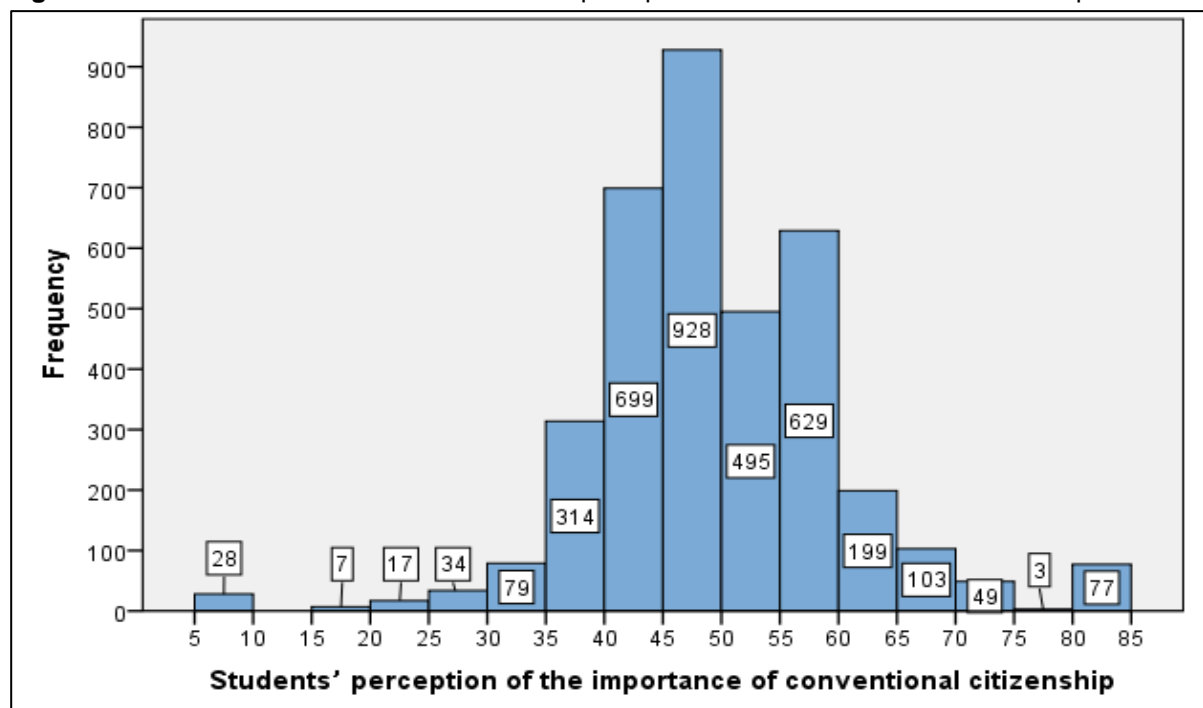
7.2 Students' perceptions of conventional-related citizenship

This construct refers to student beliefs regarding 'good citizenship'. Items asking about the importance of certain behaviours for 'good citizenship' were included in the first IEA study on civic education in 1971, a set of fifteen items asked students to rate the importance of certain behaviours for being a good citizen. Kennedy (2006) distinguished active (conventional and social-movement-related) from passive citizenship elements (national identity, patriotism, and loyalty). ICCS 2016 included eight items on conventional-related citizenship to evaluate the importance students give to voting in elections, respecting leaders, learning about the country's history, following political issues in media, obeying laws, engaging in political discussion and joining a political party.

Table 7.1: Maltese students' perception of conventional-related citizenship

How important are the following behaviours for being a good adult citizen?	Very important	Quite important	Not very important	Not at all important
Voting in every national election	36.8%	42.1%	17.7%	3.4%
Joining a political party	8.1%	24.9%	53.2%	13.8%
Learning about the country's history	30.1%	42.4%	22.3%	5.2%
Following political issues in the newspaper, on the radio, on TV or on the Internet	23.6%	45.2%	25.0%	6.2%
Showing respect for government representatives	38.6%	45.1%	12.4%	3.9%
Respecting rights of others to have their own opinions	61.0%	31.5%	5.7%	1.8%
Engaging in political discussions	10.6%	32.2%	46.4%	10.8%
Always obeying the law	69.5%	22.8%	5.2%	2.4%

Figure 7.1: Score distribution of Maltese students' perception of conventional-related citizenship



A scale was generated using the IRT model by considering students' evaluations regarding the importance of good citizenship in conventional-related behaviours. The larger the scale score, the better is the student's citizenship in conventional-related behaviours.

Figure 7.2: Students' perception of conventional citizenship, clustered by school type and gender

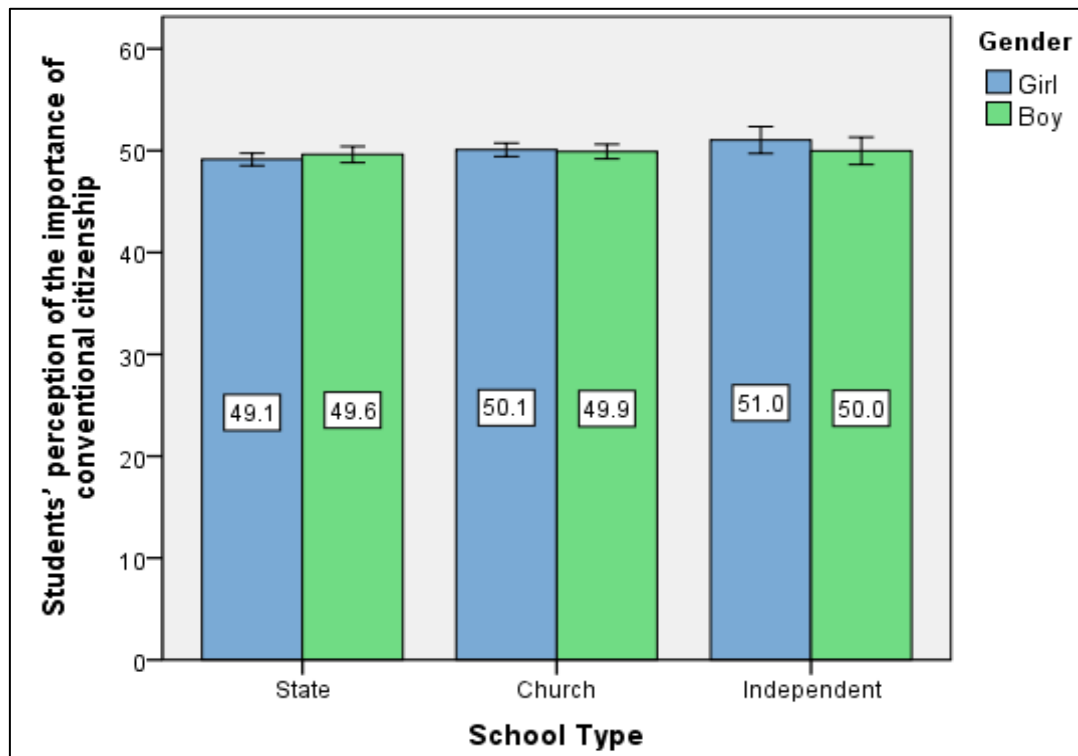


Figure 7.3: Relationship between ICCS score and students' perception of conventional citizenship

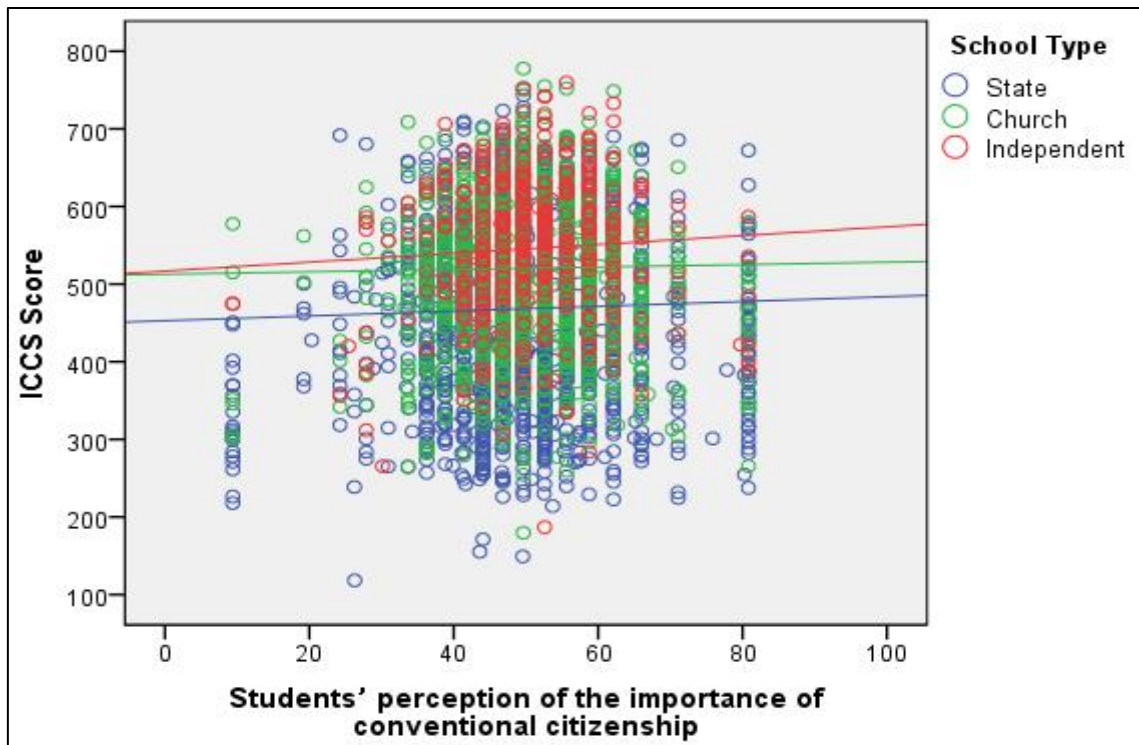


Figure 7.1 shows the score distribution of students' perception of the importance of conventional-related citizenship, according to students. The scale score has a mean of 49.7, standard deviation of 10.2 and ranges from 9.4 to 80.8. Figure 7.2 shows that girls attending Independent schools scored marginally higher on the importance of conventional-related citizenship than their male

counterparts; however mean scores vary marginally between school types. Figure 7.3 displays a weak positive relationship between civic knowledge attainment and students' perception of conventional citizenship and this applies to all school types.

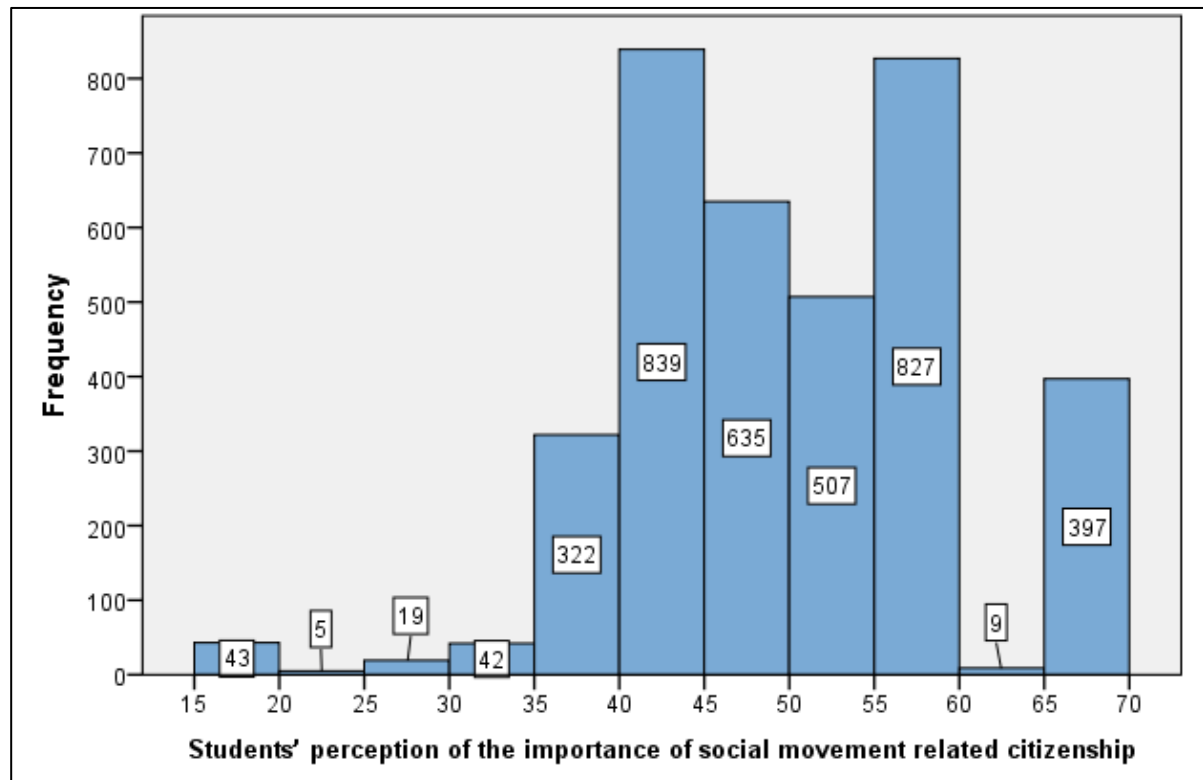
7.3 Students' perceptions of social movement related-citizenship

ICCS 2016 included eight items on social movement-related citizenship to assess the importance students give to promote human rights, protect the environment and natural resources, engage in activities to help the community, respect the rights of others and support people who require assistance.

Table 7.2: Maltese students' perception of social movement-related citizenship

How important are the following behaviours for being a good adult citizen?	Very important	Quite important	Not very important	Not at all important
Participating in peaceful protests against laws believed to be unjust	24.0%	39.2%	28.4%	8.4%
Participating in activities to benefit people in the local community	32.7%	47.6%	16.4%	3.4%
Taking part in activities promoting human rights	41.6%	43.3%	12.2%	2.9%
Taking part in activities to protect the environment	41.3%	42.1%	13.5%	3.2%
Ensuring the economic welfare of their families	58.0%	33.1%	6.7%	2.2%
Making personal efforts to protect natural resources	52.6%	37.1%	8.2%	2.1%
Supporting people who are worse off than you	48.9%	38.5%	8.8%	3.7%
Engaging in activities to help people in less developed countries	40.1%	44.8%	11.6%	3.6%

Figure 7.4: Score distribution of Maltese students' perception of social movement-related citizenship



A scale was generated using the IRT model by considering students' evaluations regarding the importance of good citizenship in social movement-related behaviours. The larger the scale score, the better is the students' citizenship in conventional-related behaviours.

Figure 7.5: Students' perception of social movement citizenship, clustered by school type and gender

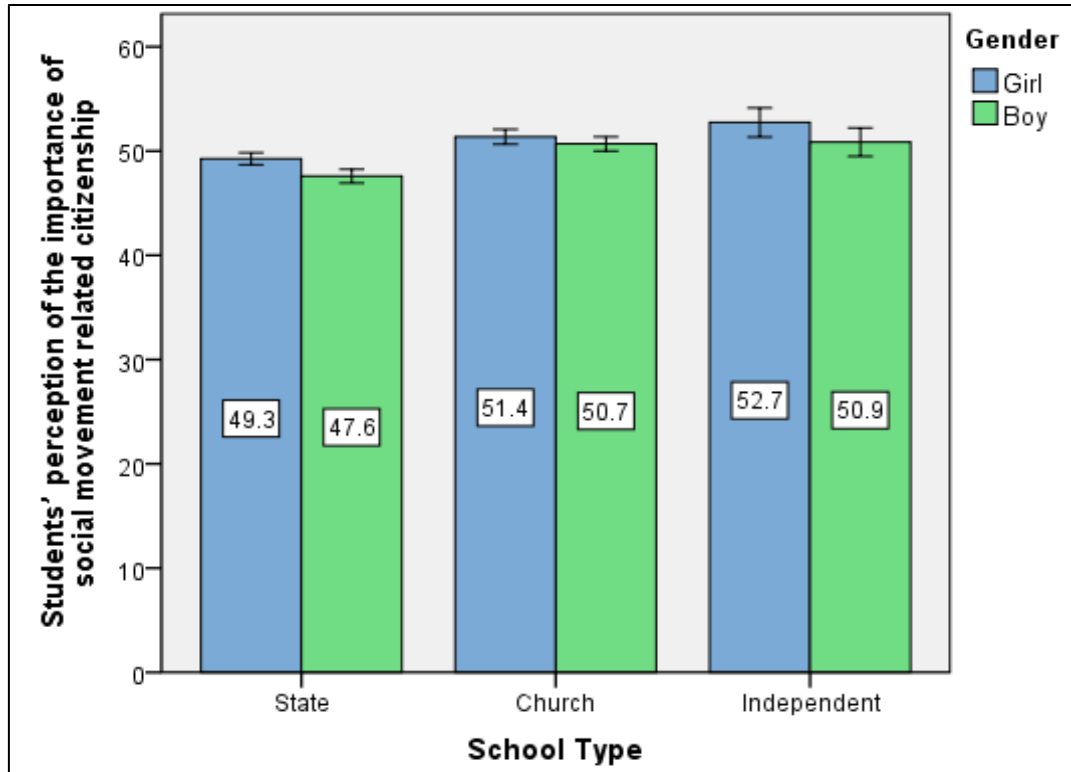


Figure 7.6: Relationship between ICCS score and students' perception of social movement citizenship

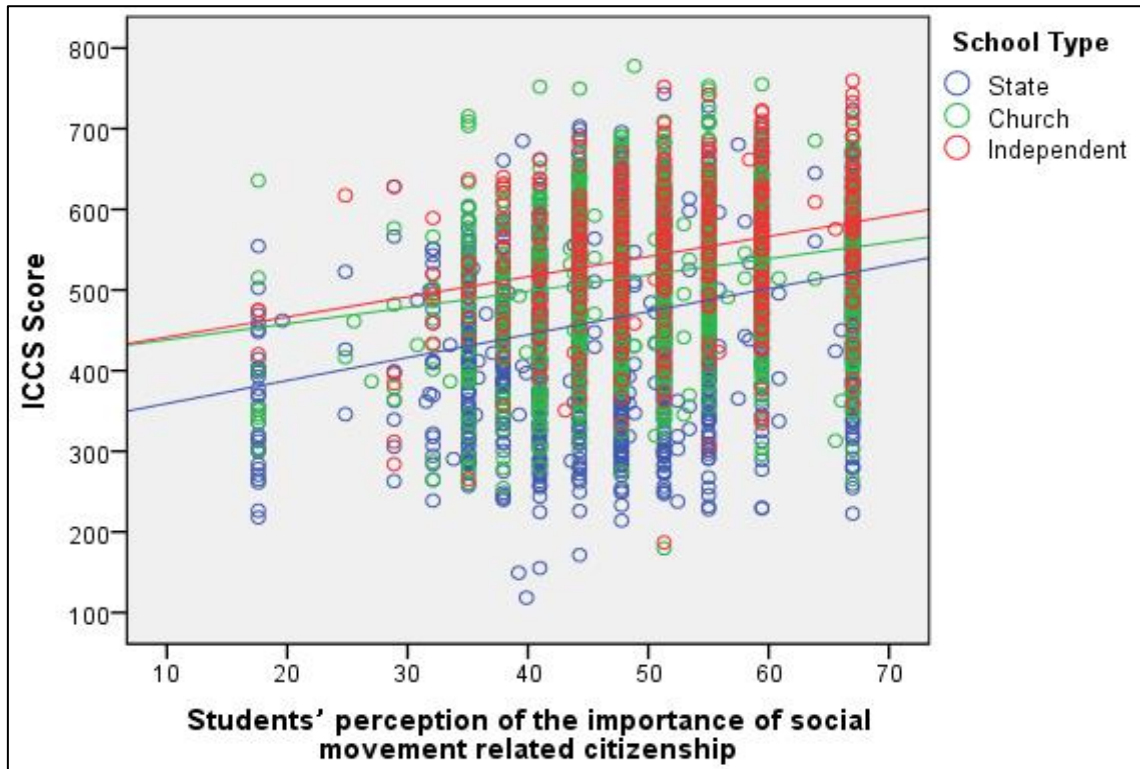


Figure 7.4 shows the score distribution of students' perception of the importance of social movement-related citizenship, according to students. The scale score has a mean of 49.8, standard deviation of 9.63 and ranges from 17.6 to 67.0. Figure 7.5 shows that female students scored significantly higher on the importance of social movement-related citizenship than their male counterparts. Moreover, students attending State schools scored significantly lower than students attending Church and Independent schools. Figure 7.6 displays a strong positive relationship between civic knowledge attainment and students' perception of social movement-related citizenship and this applies to all school types.

7.4 Students' trust in institutions

This construct reflects students' feelings of trust in a variety of state and civic institutions in society. The first IEA civic education study included one item on trust in government. CIVED used a set of 12 items covering political and civic institutions, media, United Nations, schools, and people in general. ICCS 2009 used a similar range of 11 core items in a modified format together with three optional items on European institutions and state/provincial institutions. Across countries, results showed that students tended to express the lowest levels of trust in political parties and the highest levels of trust in courts of justice. In countries with relatively high scores on indices of corruption, and low scores on indices of government efficiency, more knowledgeable students expressed less trust in civic institutions, whereas positive correlations between civic knowledge and trust were recorded in countries with low indices of corruption. In ICCS 2016 student trust is measured with the same item set as in ICCS 2009, augmented by an item measuring trust in social media.

Table 7.3: Maltese students' trust in institutions

How much do you trust each of the following groups, institutions or sources of information?	Completely	Quite a lot	A little	Not at all
The government of Malta	22.4%	43.8%	22.9%	11.0%
The local council of your town or city	19.5%	50.2%	23.6%	6.7%
Courts of justice	30.5%	46.0%	18.0%	5.5%
The police	38.2%	40.6%	14.7%	6.4%
Political parties	12.5%	38.4%	33.5%	15.6%
Parliament	17.1%	42.4%	28.5%	11.9%
Media (television, newspapers, radio)	22.9%	43.3%	27.2%	6.6%
Social media (e.g. Twitter, blogs, YouTube)	21.7%	37.8%	32.4%	8.1%
The Armed Forces	44.7%	37.0%	14.2%	4.1%
Schools	34.2%	44.0%	14.5%	7.3%
The United Nations	34.0%	41.2%	18.8%	6.1%
People in general	12.6%	36.3%	39.6%	11.5%
European Commission	26.0%	43.8%	22.9%	7.3%
European Parliament	29.8%	42.2%	19.6%	8.4%

A scale was generated using the IRT model by considering students' evaluations regarding their trust in institutions. The larger the scale score, the higher is the student's trust in the institutions. Figure 7.7 shows the score distribution of students' trust in institutions, according to students. The scale score has a mean of 52.2, standard deviation of 9.85 and ranges from 21.8 to 75.7. Figure 7.8 shows that female students scored marginally higher than their male counterparts on trust in institutions. Moreover, students attending State schools scored significantly higher than students attending Church and Independent schools, indicating that trust in institutions vary

considerably between school types. Figure 7.9 displays a weak positive relationship between civic knowledge attainment and students' trust in institutions for students attending State and Independent schools; however there is no relationship between these two variables for students attending Church schools.

Figure 7.7: Score distribution of Maltese students' trust in institutions

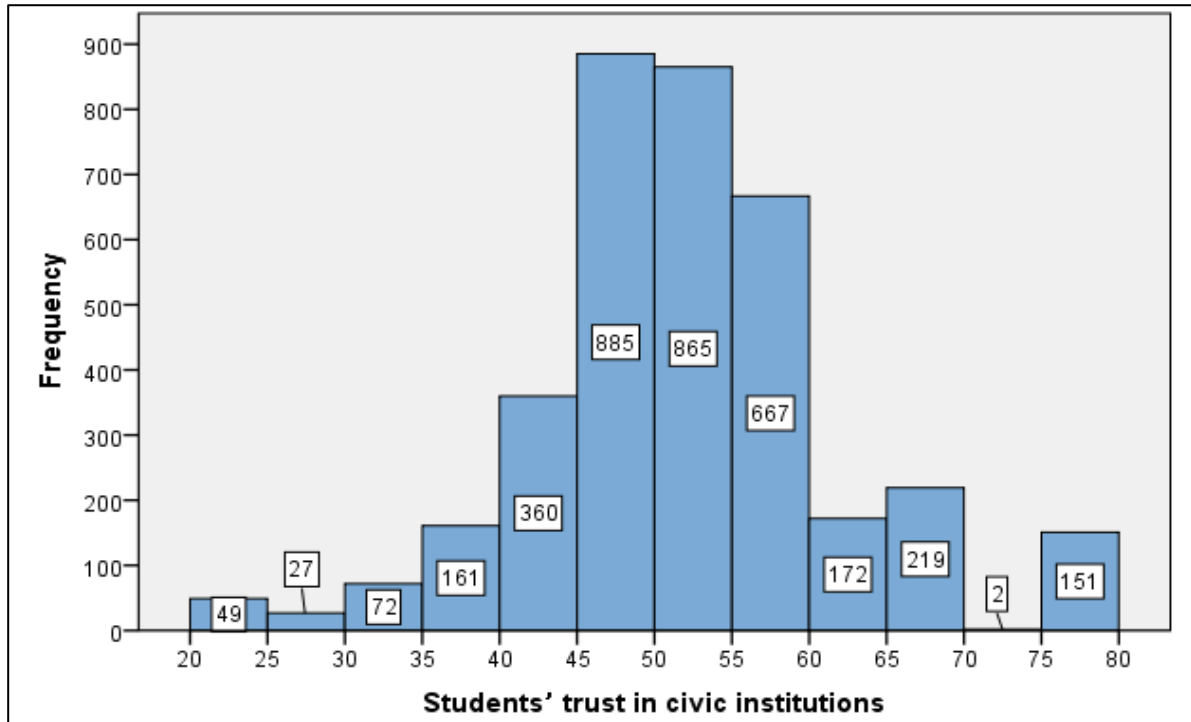


Figure 7.8: Students' trust in institutions, clustered by school type and gender

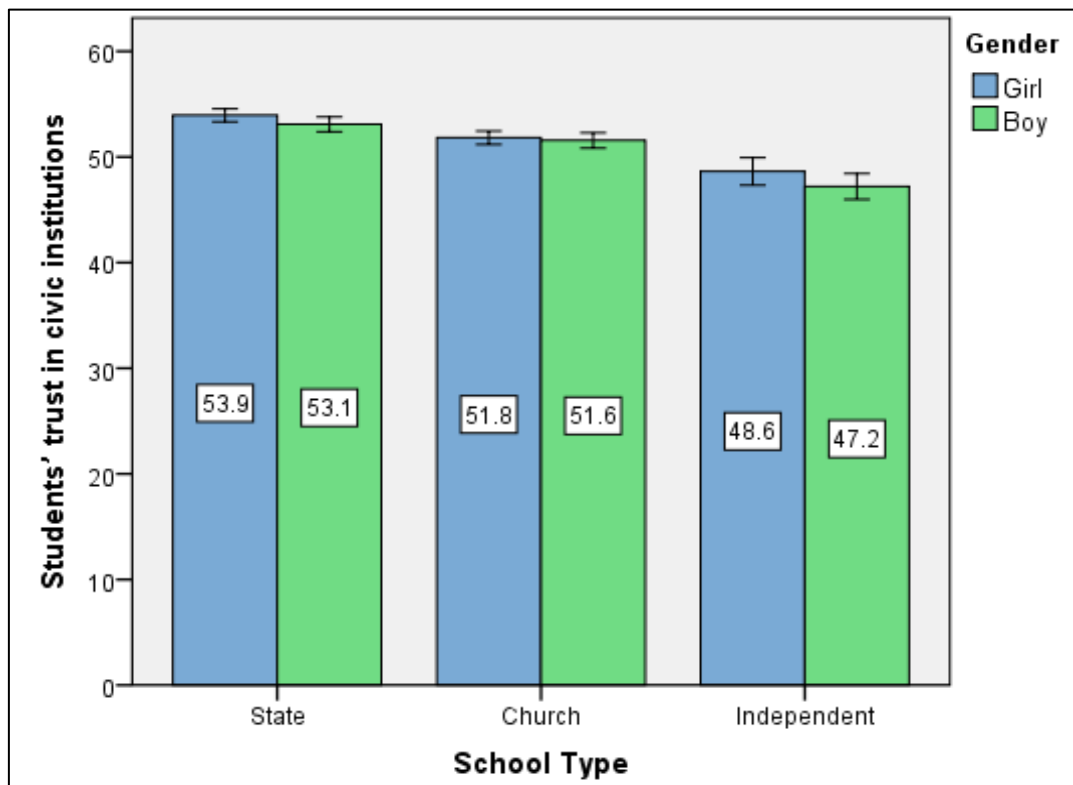
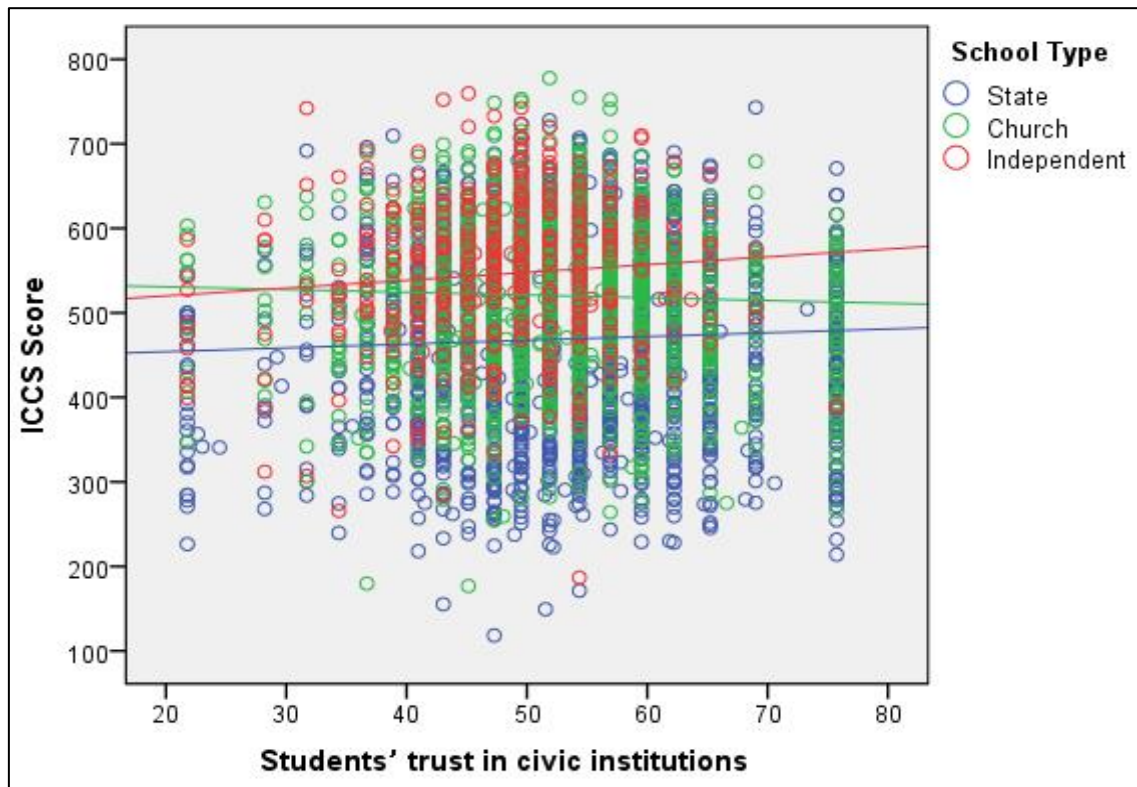


Figure 7.9: Relationship between ICCS score and students' trust in institutions



7.5 Students' attitudes toward the influence of religion in society

Religion is often regarded as an important catalyst of civic participation. Smidt (1999) suggested that in the United States and Canada religious tradition and church attendance were associated with civil participation, even after controlling for the effects of other factors generally associated with civic participation. Similar findings have been reported for the United Kingdom. ICCS 2009 used a set of six items to assess students' attitudes toward religion. The set of items was part of an international option on religious denomination, practices, and attitudes toward the influence of religion in society. The results showed that in most countries students who attended religious services also held more positive attitudes towards the desirability of religious influence on society. ICCS 2016 includes a slightly modified set of questions regarding religion as an international option.

Table 7.4: Maltese students' attitudes toward the influence of religion in society

How much do you agree or disagree with the following statements about religion?	Strongly agree	Agree	Disagree	Strongly disagree
Religion is more important to me than what is happening in national politics	29.4%	41.2%	21.0%	8.4%
Religion helps me decide what is right and what is wrong	33.5%	44.6%	14.6%	7.2%
Religious leaders should have more power in society	16.1%	34.6%	36.5%	12.8%
Religion should influence people's behaviour towards others	27.4%	44.5%	17.7%	10.3%
Rules of life based on religion are more important than civil laws	15.7%	35.9%	35.2%	13.2%
All people should be free to practice the religion they choose.	56.6%	32.4%	7.6%	3.3%
Religious people are better citizens	17.6%	30.1%	31.1%	21.1%

A scale was generated using the IRT model by considering students' evaluations regarding their attitudes toward the influence of religion in society. The larger the scale score, the more positive is the students' attitudes toward the influence of religion in society. Figure 7.10 shows the score distribution of students' attitude toward the influence of religion in society, according to students. The scale score has a mean of 53.8, standard deviation of 8.86 and ranges from 28.3 to 72.9.

Figure 7.10: Score distribution of Maltese students' attitude toward the influence of religion

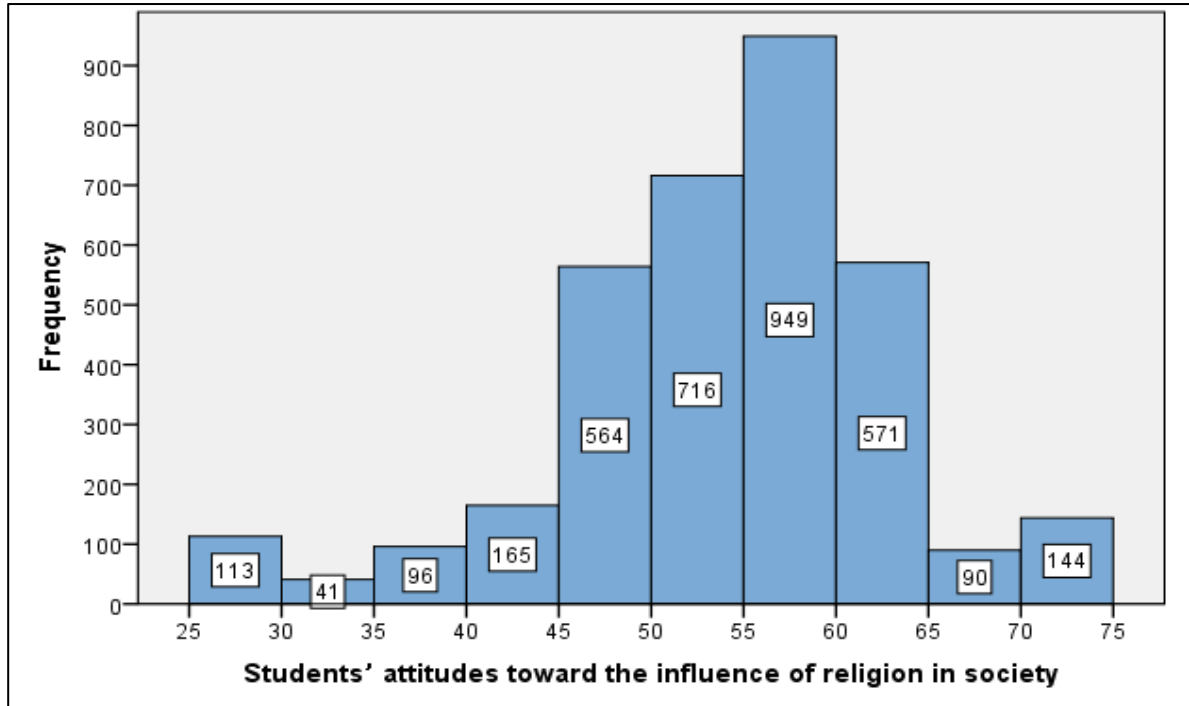


Figure 7.11: Students' attitude toward the influence of religion, clustered by school type and gender

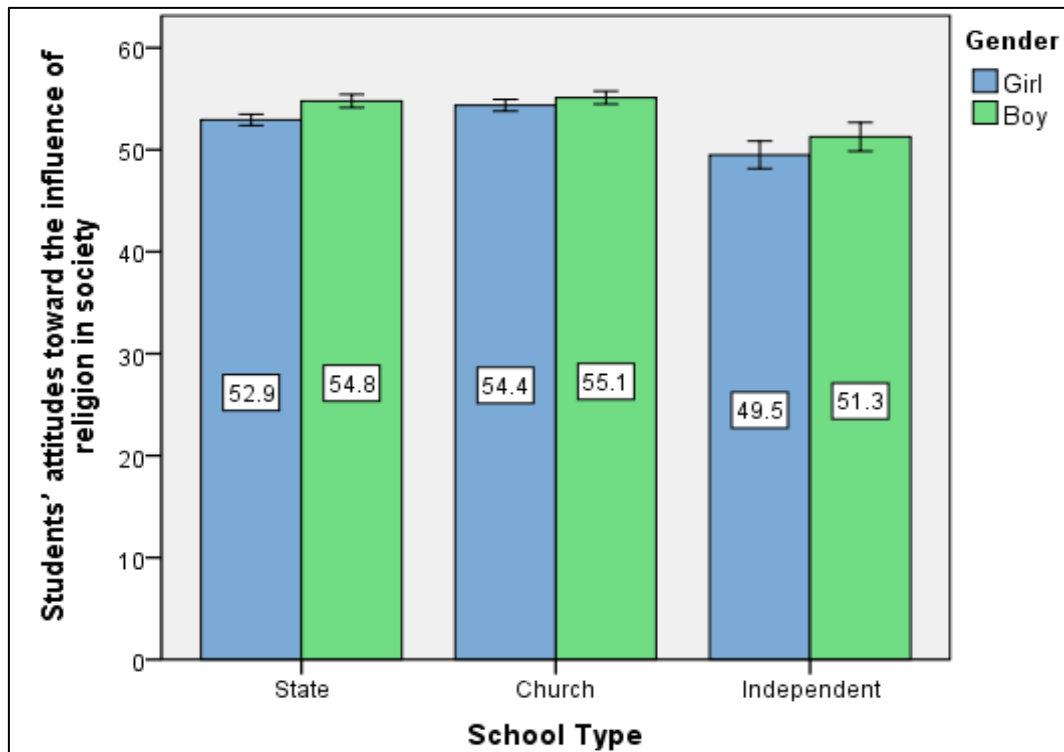


Figure 7.12: Relationship between ICCS score and students' attitudes toward the influence of religion

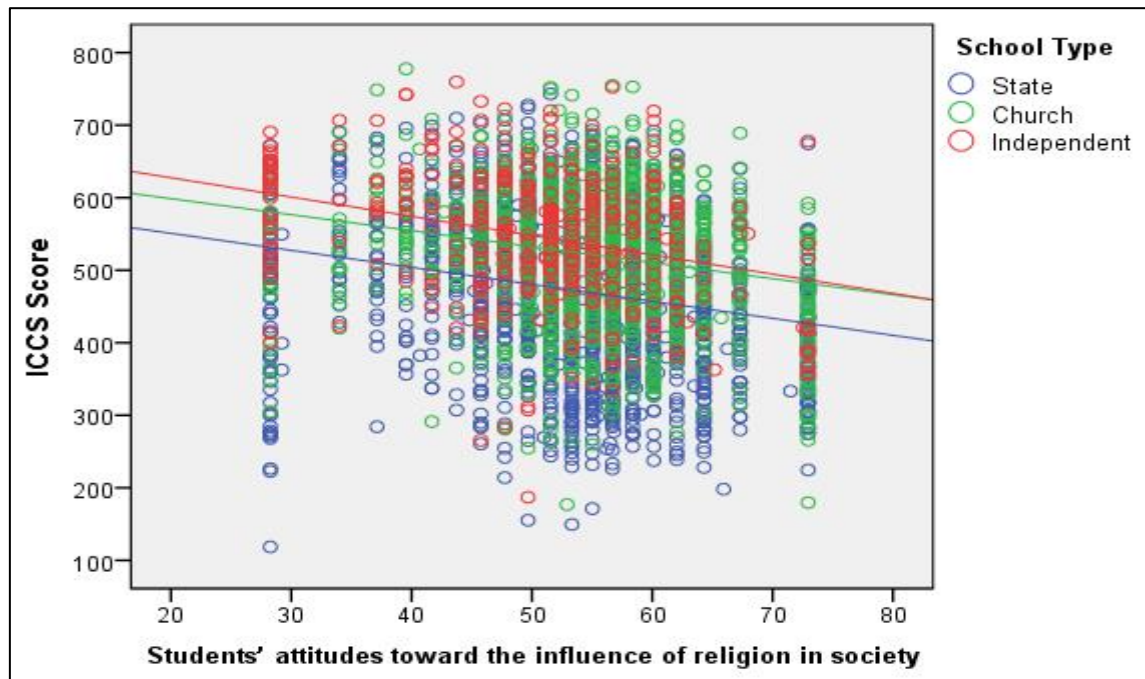


Figure 7.11 shows that male students scored significantly higher than their female counterparts on their positive attitude toward the influence of religion in society. Moreover, students attending Independent schools scored significantly lower than students attending Church and State schools. Figure 7.12 displays a strong negative relationship between civic knowledge attainment and students' attitude toward the influence of religion and this applies to all school types. This implies that students with more positive attitudes towards the influence of religion in society tend to score lower in civic knowledge.

7.6 Students' attitudes toward equal rights for all ethnic groups

This construct reflects students' beliefs about equal rights for all ethnic/racial groups in a country. CIVED measured this construct with four items, while ICCS 2009 used five statements to derive a scale reflecting attitudes toward equal rights for all ethnic/racial groups. ICCS 2016 uses the same set of items to measure this construct.

Table 7.5: Maltese students' attitudes toward equal rights for all ethnic groups

How much do you agree or disagree with the following statements about the rights and responsibilities of different ethnic groups in society?	Strongly agree	Agree	Disagree	Strongly disagree
All ethnic groups should have an equal chance to get a good education in Malta	52.1%	39.6%	5.4%	2.9%
All ethnic groups should have an equal chance to get good jobs in Malta	45.3%	43.8%	8.0%	2.9%
Schools should teach students to respect members of all ethnic groups	52.0%	39.4%	6.8%	1.8%
Members of all ethnic groups should be encouraged to run in elections for political office	27.5%	49.0%	18.6%	5.0%
Members of all ethnic groups should have the same rights and responsibilities	51.9%	39.0%	6.5%	2.6%

A scale was generated using the IRT model by considering students' evaluations regarding their attitudes toward equal rights for all ethnic/racial groups. The larger the scale score, the more positive is the student's attitudes toward equal rights for these groups. Figure 7.13 shows the score distribution of students' attitudes toward equal rights for all ethnic groups, according to students. The scale score has a mean of 50.6, standard deviation of 9.93 and ranges from 19.3 to 66.4.

Figure 7.13: Score distribution of Maltese students' attitude toward equal rights for all ethnic groups

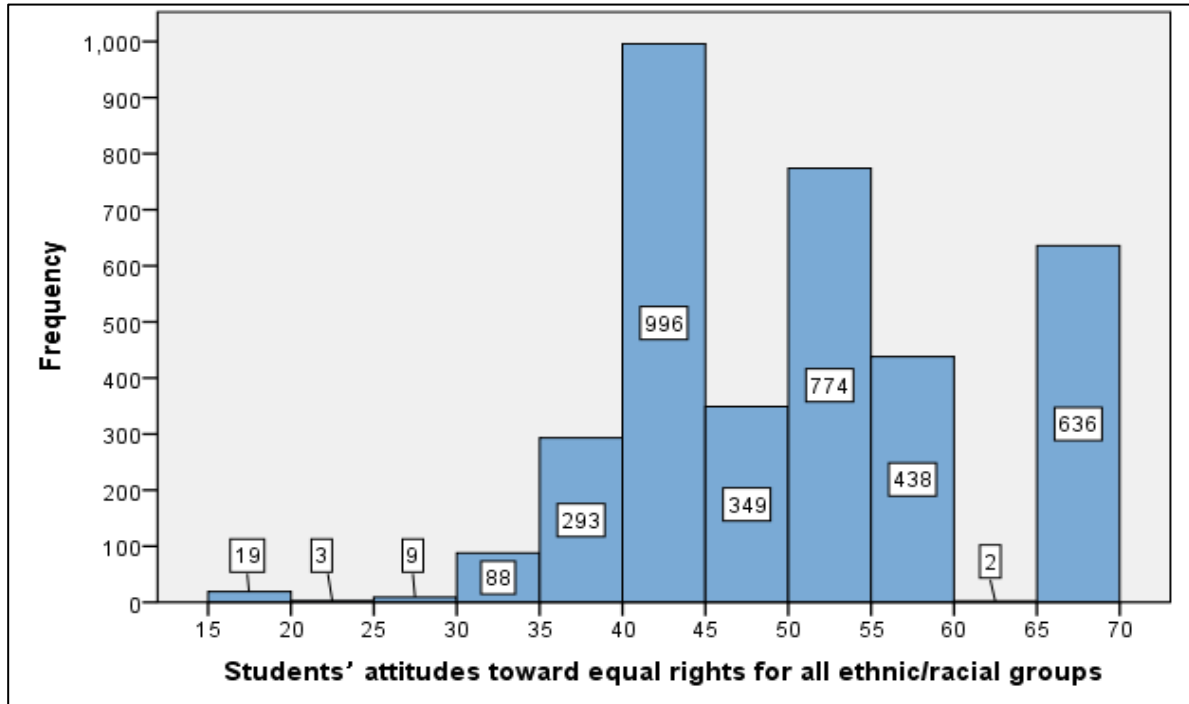


Figure 7.14: Students' attitude toward equal rights for all ethnic groups, by school type and gender

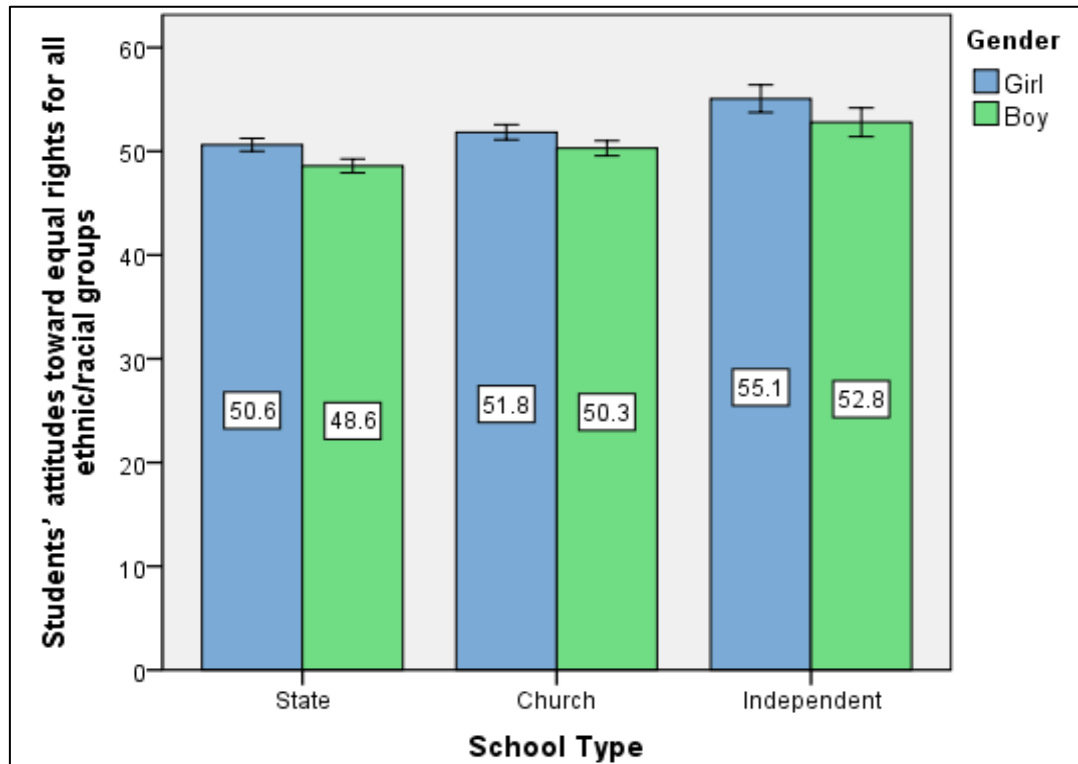


Figure 7.15: Relationship between ICCS score and students' attitudes for equal rights to all ethnic groups

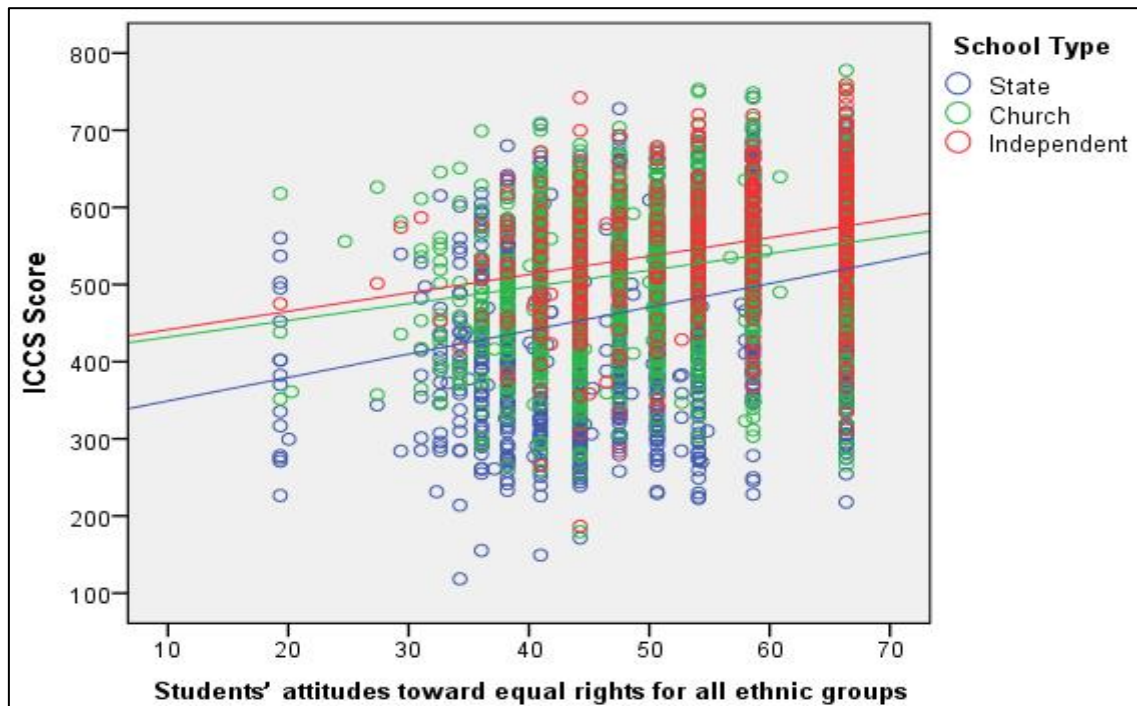


Figure 7.14 shows that female students scored significantly higher than their male counterparts on their positive attitude toward equal rights for all ethnic/racial groups. Moreover, students attending Independent schools scored significantly higher than students attending Church and State schools. Figure 7.15 displays a strong positive relationship between civic knowledge attainment and students' attitude toward equal rights for all ethnic groups and this applies to all school types.

7.7 Students' attitudes toward gender equality

This construct reflects student beliefs about rights for different gender groups in society. ICCS 2009 included seven items on gender rights and the results showed large majorities agreeing with the positive and disagreeing with negative statements about gender equity; female students expressed more support for gender equity than males. The ICCS 2016 student questionnaire includes the same set of seven items to measure student attitudes toward gender equality

Table 7.6: Maltese students' attitudes toward gender equality

How much do you agree or disagree with the following statements about the roles of women and men in society?	Strongly agree	Agree	Disagree	Strongly disagree
Men and women should have equal opportunities to take part in government	77.7%	18.6%	2.5%	1.2%
Men and women should have the same rights in every way	74.2%	18.5%	5.6%	1.7%
Women should stay out of politics	4.3%	6.7%	20.0%	68.9%
When there are not many jobs available, men should have more right to a job than women	6.8%	10.3%	23.1%	59.8%
Men and women should get equal pay when they are doing the same jobs	74.6%	17.5%	4.8%	3.2%
Men are better qualified to be political leaders than women	7.5%	13.7%	25.4%	53.4%
Women's first priority should be raising children	16.1%	32.0%	26.9%	25.0%

A scale was generated using the IRT model by considering students' evaluations regarding their attitudes toward gender equality. The larger the scale score, the more positive is the student's attitude toward gender equality.

Figure 7.16: Score distribution of Maltese students' attitude toward gender equality

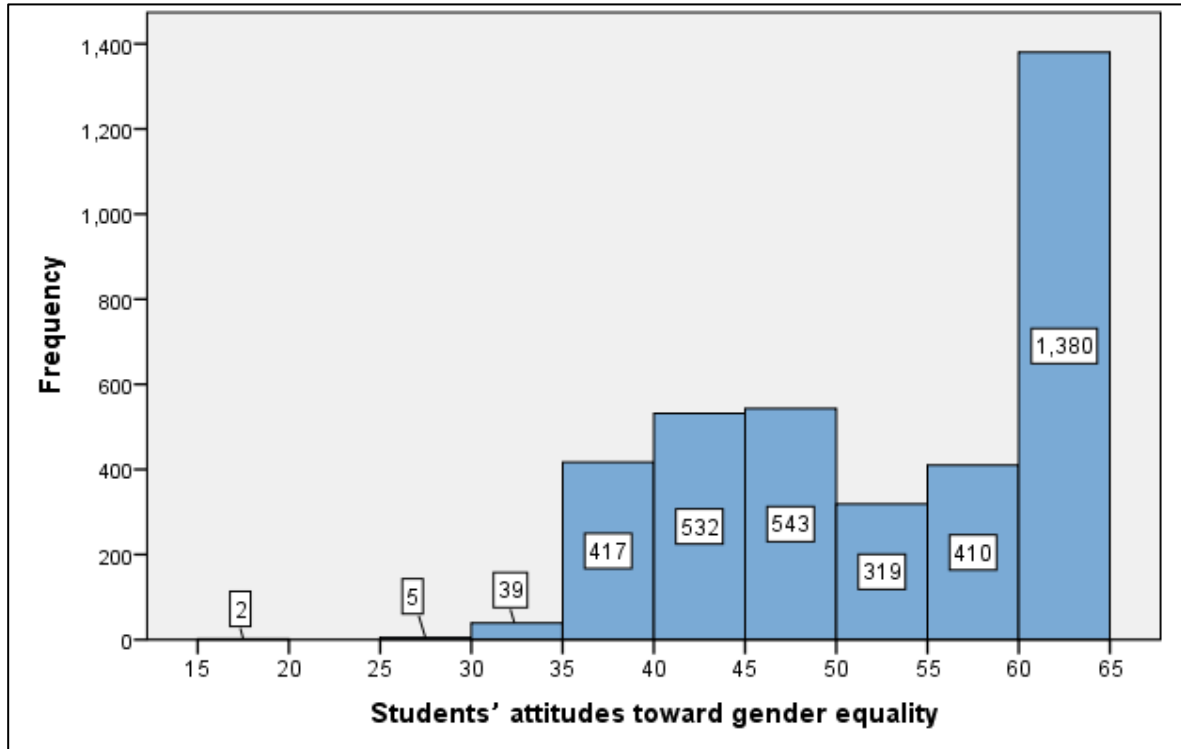


Figure 7.17: Students' attitude toward gender equality, clustered by school type and gender

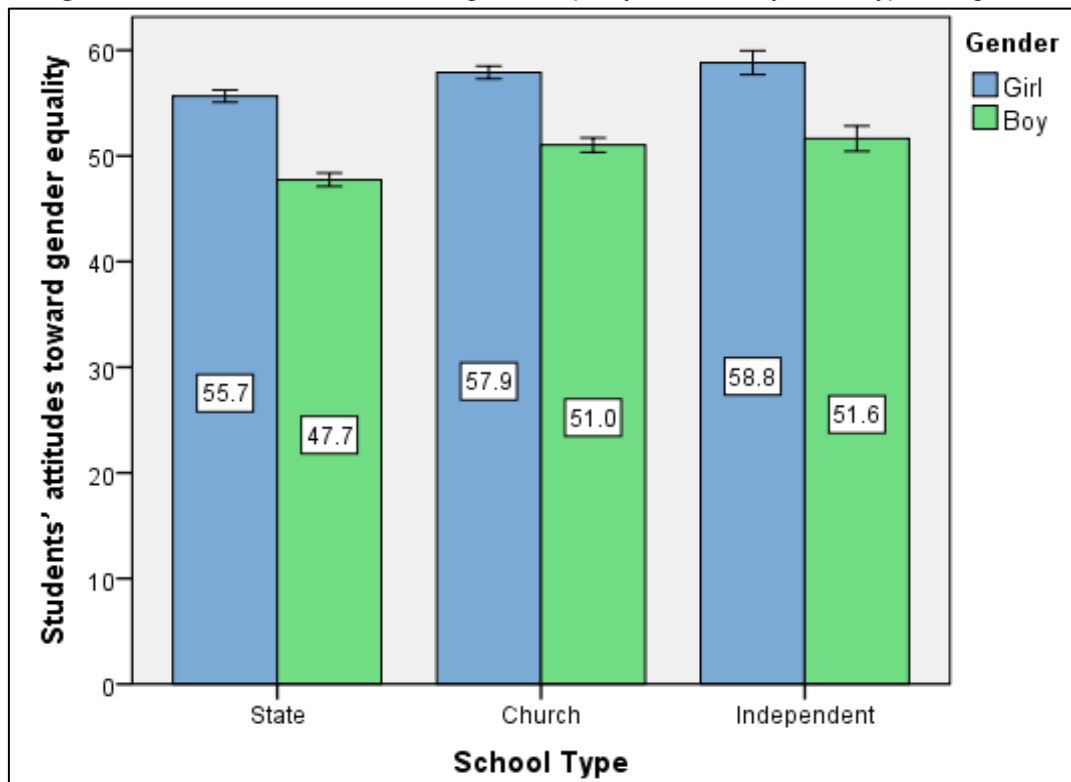


Figure 7.18: Relationship between ICCS score and students' attitudes toward gender equality

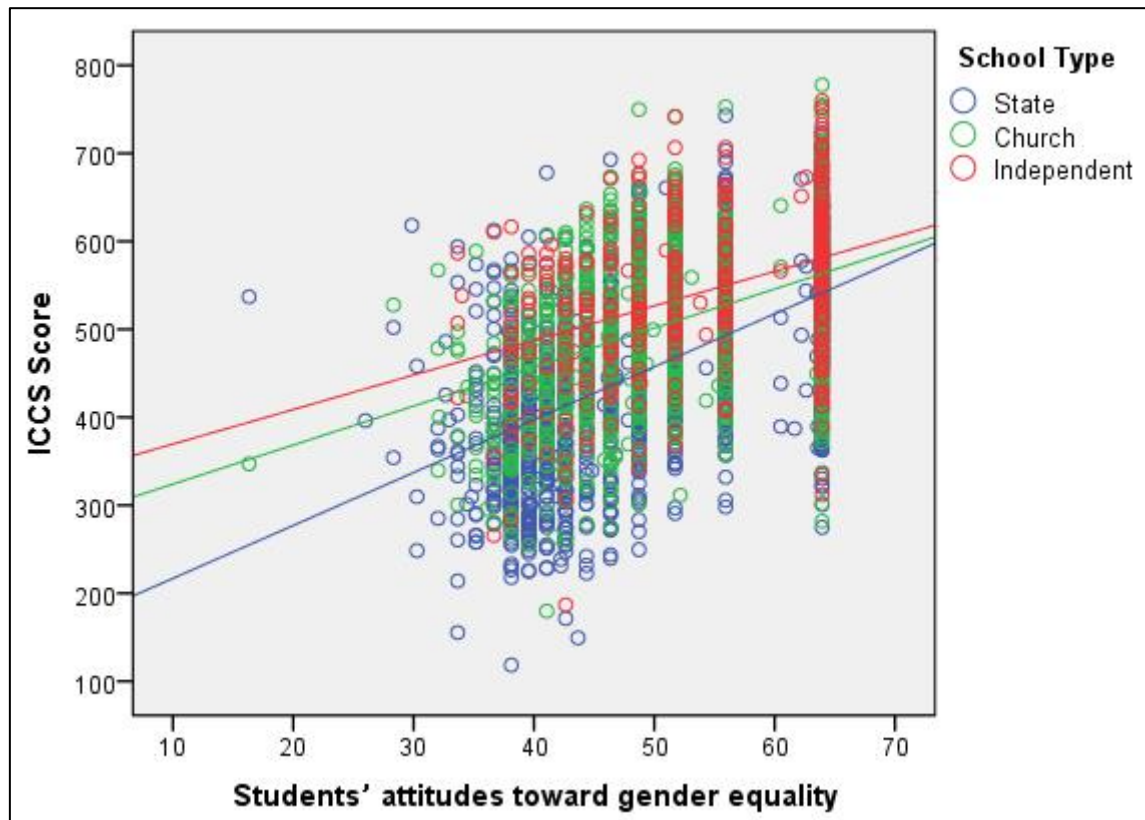


Figure 7.16 shows the score distribution of students' attitudes toward gender equality according to students. The scale score has a mean of 53.1, standard deviation of 9.87 and ranges from 16.3 to 63.9. Figure 7.17 shows that female students scored significantly higher than their male counterparts on their positive attitude toward gender equality and this applies across all school types; however, mean scores vary marginally across school types. Figure 7.18 shows a strong positive relationship between civic knowledge attainment and students' attitude toward gender equality and this applies to all school types.

7.8 Students' reports on experiences of bullying and abuse

One symptom of social disintegration and dysfunctional social interaction at school is bullying. Bullying has continued to be a focus for educational researchers as well as practitioners and the emergence of cyber bullying has raised awareness of bullying even further. Bullying has also been identified as a factor affecting school perceptions.

Table 7.7: Students' reports on personal experiences of bullying and abuse

During the last three months, how often did you experience the following situations at your school?	Not at all	Once	2-4 times	5 times or more
A student called you by an offensive nickname	42.0%	23.3%	17.3%	17.4%
A student said things about you to make others laugh	34.8%	24.4%	22.9%	18.0%
A student threatened to hurt you	70.7%	14.8%	8.8%	5.7%
You were physically attacked by another student	75.8%	14.6%	5.8%	3.8%
A student broke something belonging to you on purpose	80.6%	12.3%	4.5%	2.6%
A student posted offensive text about you on the Internet	87.6%	7.1%	3.5%	1.9%

The ICCS 2009 included items measuring students' experience of verbal or physical aggression at school, and results showed that, in the participating countries in this region, many students reported physical aggression in their school environment. The international student questionnaire for ICCS 2016 asks students about the level of verbal or physical abuse faced by students at school using a set of six items.

Figure 7.19: Score distribution of Maltese students' reports on experiences of bullying and abuse

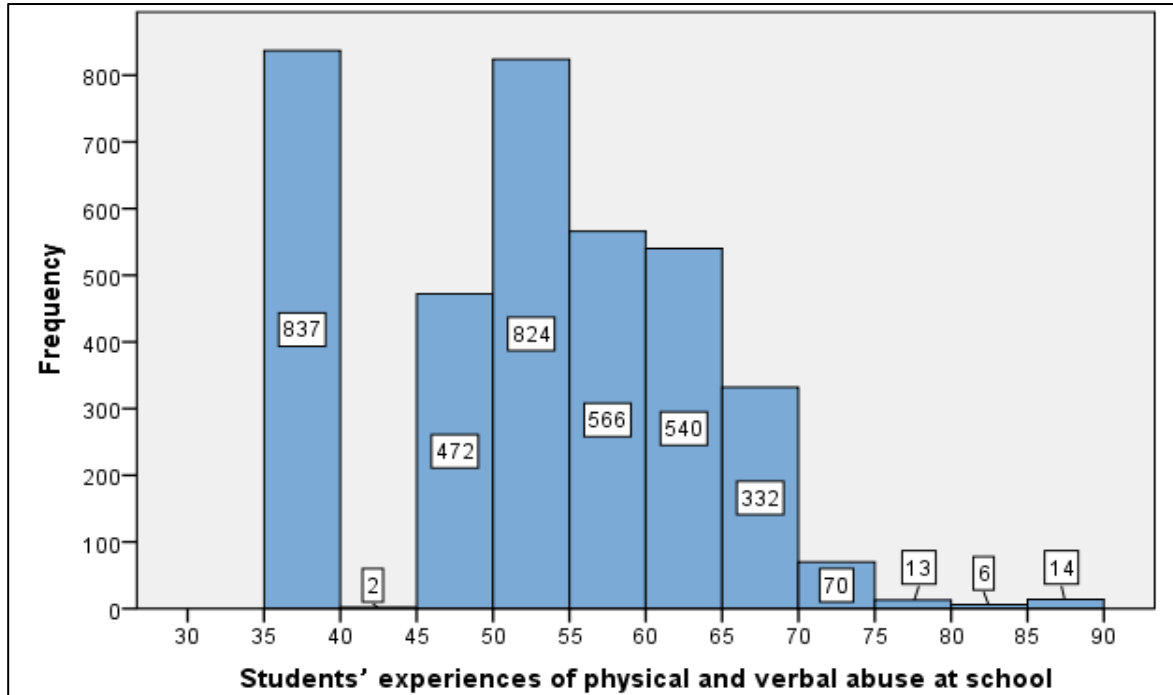
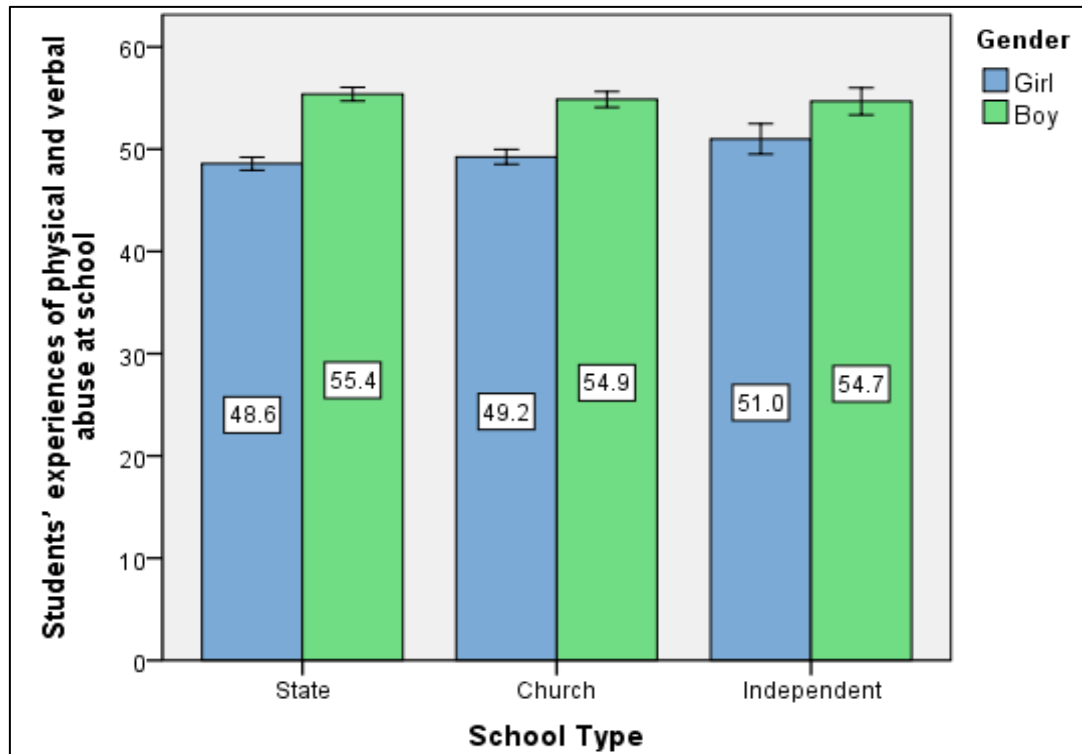


Figure 7.20: Students' reports on bullying and abuse, clustered by school type and gender



A scale was generated using the IRT model by considering students' evaluations regarding personal experiences of physical and verbal abuse. The larger the scale score, the harsher the bullying and abuse inflicted on the student.

Figure 7.21: Relationship between ICCS score and students' reports of bullying and abuse

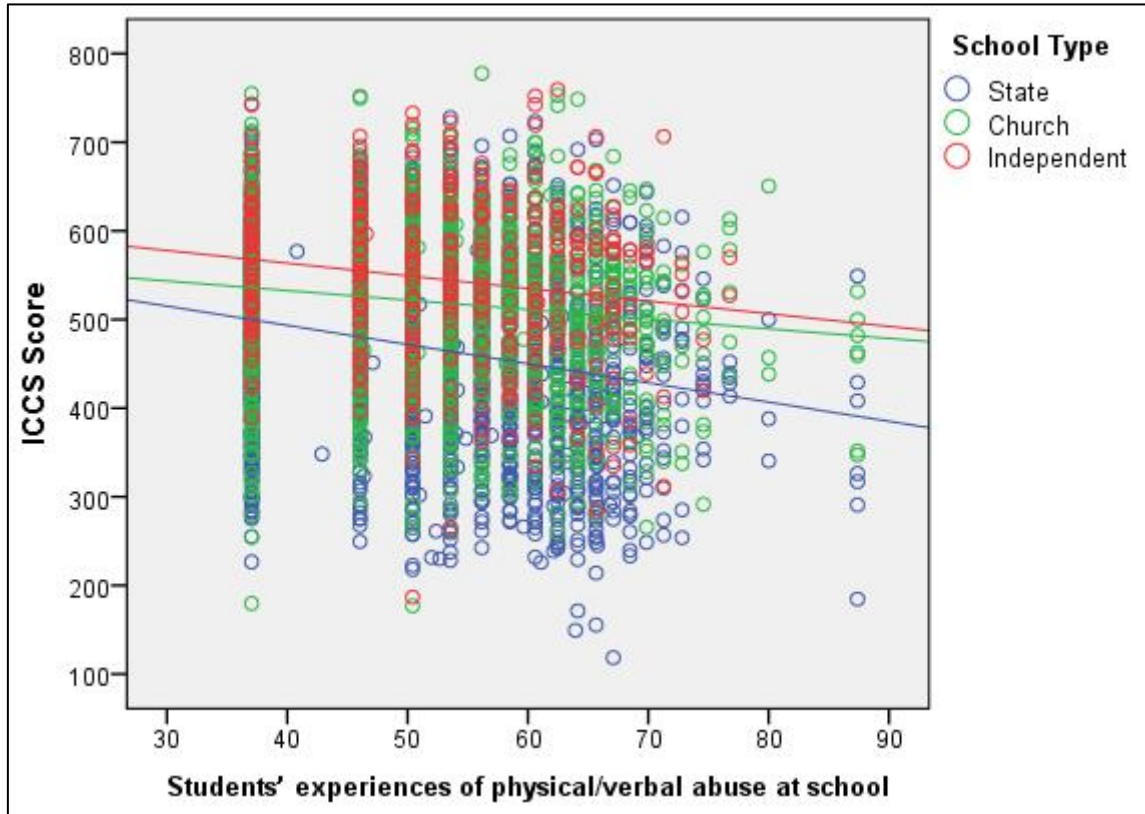


Figure 7.19 shows the score distribution of students' inflicted physical and verbal abuse reported by the students. The scale score has a mean of 52.1, standard deviation of 10.6 and ranges from 37.0 to 87.4. Figure 7.20 shows that across all school types, male students scored significantly higher than their female counterparts on bullying and abuse inflicted on them; however, mean scores vary marginally across school types. Figure 7.21 shows a strong negative relationship between civic knowledge attainment and students' experiences of physical and verbal abuse and it applies to all school types. This implies that students who are bullied regularly tend to score lower in civic knowledge.

7.9 Students' value assessment of student participation at school

This construct reflects students' beliefs regarding the usefulness of participating in civic-related activities at school and is as such closely related to the more general concept of political efficacy. Adolescents are generally unable to vote or run for office in 'adult politics' but they experiment as students to determine what degree of power they have to influence the ways schools are run. CIVED included seven items asking about students' perceptions of their influence at school. Four of these questions focused on general confidence in school participation. ICCS 2009 used a set of four modified CIVED items and one additional item reflecting student attitudes toward the value of student participation in civic-related activities at

school. Most students across participating countries valued student participation at school, and females tended to be more supportive than male students. ICCS 2016 uses a set of five items, including four from the previous survey, to measure students' attitudes toward participation in school activities.

Table 7.8: Students' perception of the value of participation at school

If you were given the chance, how likely is it that you would participate in each activity?	Very likely	Quite likely	Not very likely	Not at all likely
Vote in a school election of class representatives or students' council	54.7%	28.3%	10.7%	6.3%
Join a group of students campaigning for an issue you agree with	29.8%	41.8%	20.2%	8.2%
Become a candidate for class representative or students' council	28.0%	25.6%	30.4%	15.9%
Take part in discussions in a student assembly	22.3%	32.0%	30.6%	15.0%
Participate in writing articles for a school newspaper or website	16.3%	25.5%	35.1%	23.1%

A scale was generated using the IRT model by considering students' evaluations regarding their perception of the value of participation at school. The larger the scale score, the higher is the value students give to their participation at school.

Figure 7.22: Score distribution of Maltese students' perception of the value of participation at school

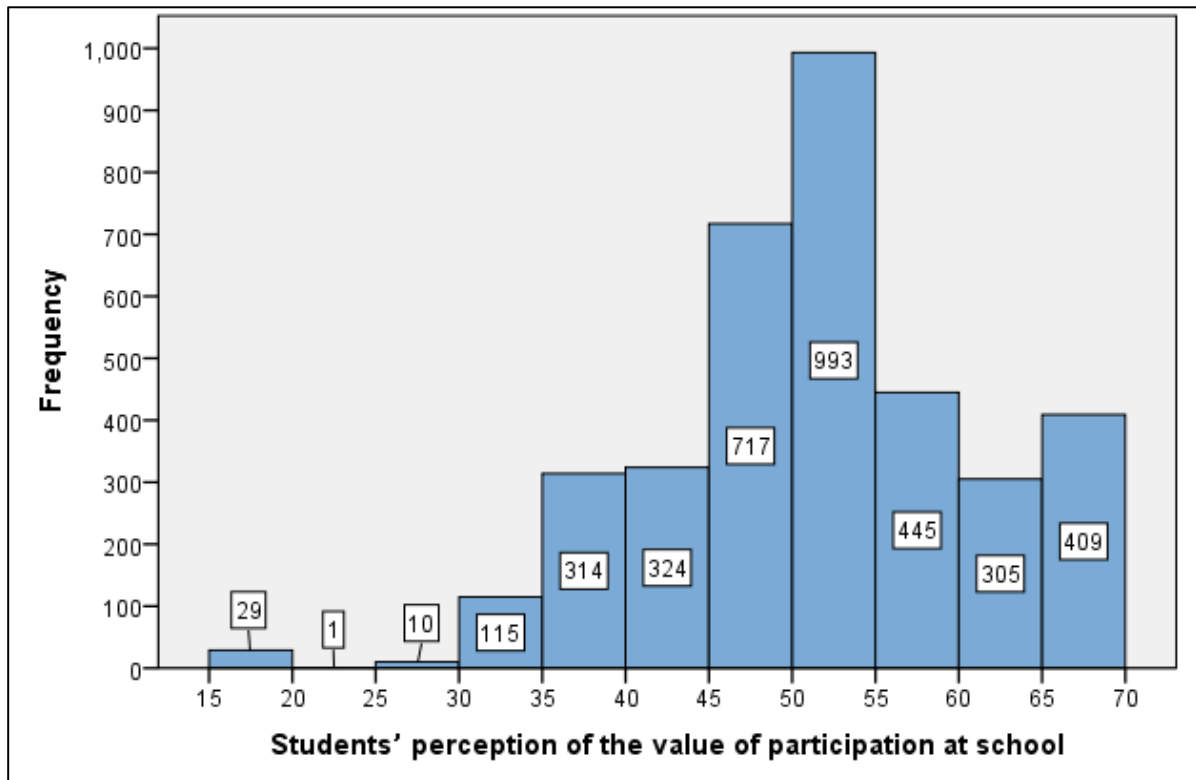


Figure 7.22 shows the score distribution of students' perception of the value of participation at school. The scale score has a mean of 50.9, standard deviation of 9.86 and ranges from 17.2 to 68.4. Figure 7.23 shows that across all school types, female students scored significantly higher than their male counterparts on the value they give to their participation at school; however, mean scores vary marginally across school types. Figure 7.24 shows a strong positive relationship

between civic knowledge attainment and students' perception of the value of participation at school and it applies to all school types. This implies that students who value their participation at school highly tend to score higher in civic knowledge.

Figure 7.23: Students' perception of the value of participation at school, by school type and gender

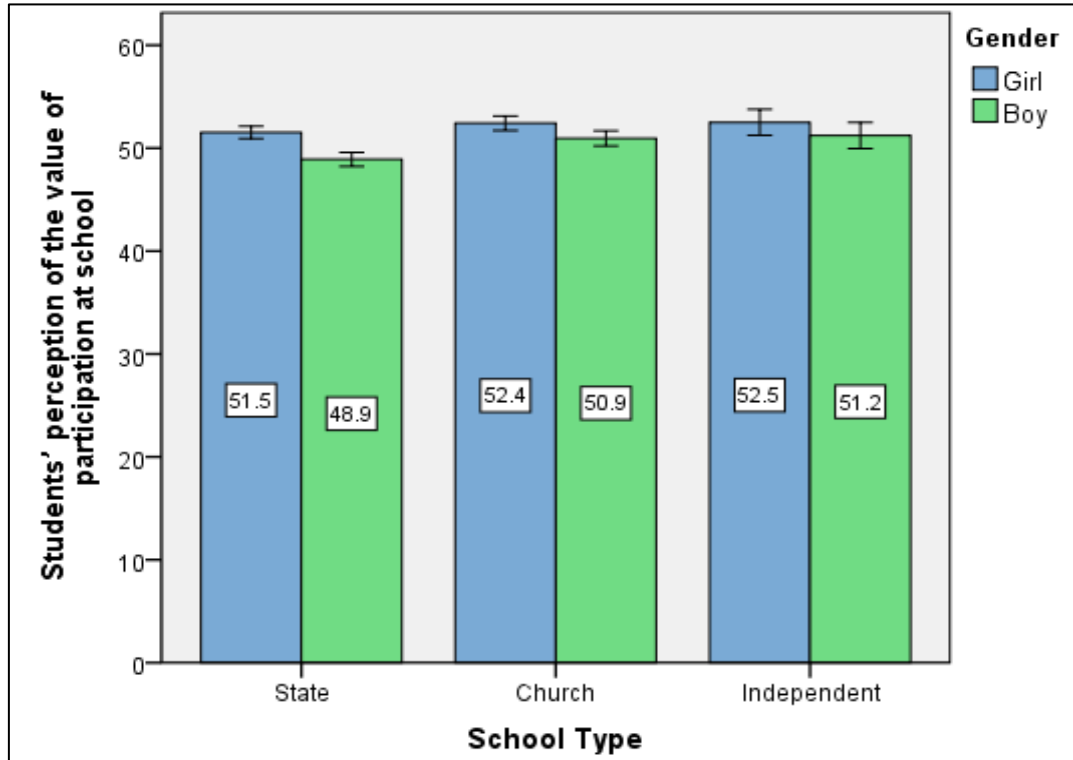
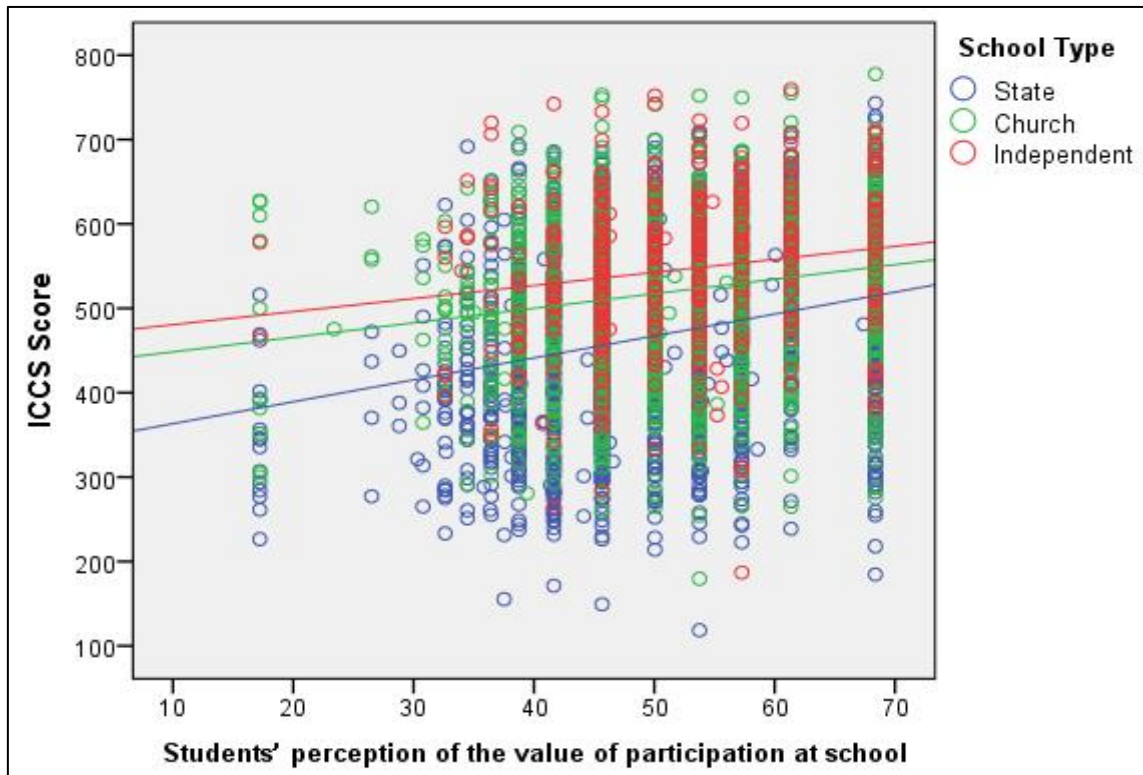


Figure 7.24: Relationship between ICCS score and students' views of the value of participation at school



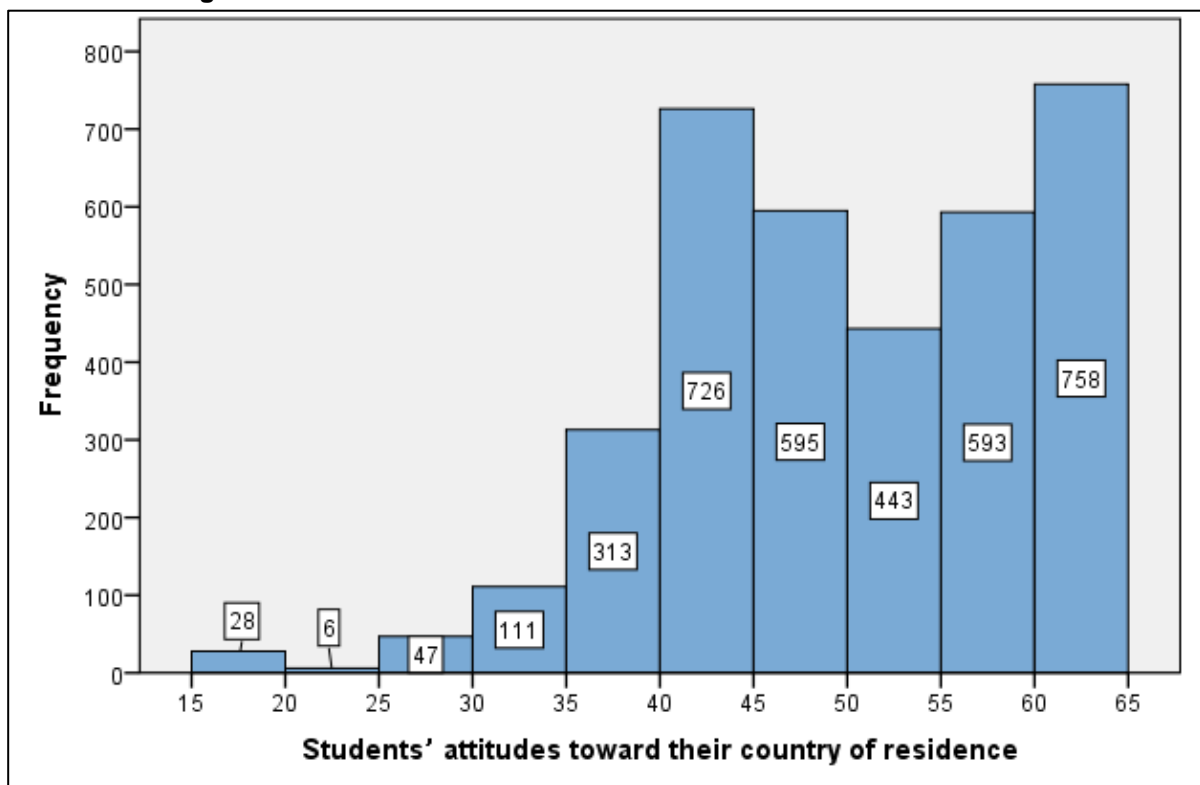
7.10 Students' attitudes toward their country of residence

This construct reflects students' attitudes toward abstract concepts of nation. Various forms of national attachment may be distinguished (symbolic, constructive, uncritical patriotism, or nationalism), which differ from feelings of national identity. Kennedy (2010) argued that students in Hong Kong viewed citizenship as involving legal obligations to authorities, personal obligations to support others, and patriotic obligations to support the nation state. The CIVED survey included 12 items reflecting attitudes toward the students' country. Four of these items were used to measure a construct called *positive attitudes toward one's nation* while another set of four items reflected *protective nationalism*. ICCS 2009 used a set of eight items, four of them taken from CIVED, to measure students' attitudes toward the country they live in. The results showed that large majorities across participating countries endorsed positive statements about their countries of residence; however, notable differences were recorded between young people with and without immigrant backgrounds. ICCS 2016 assesses attitudes toward their country of residence using a slightly reduced set of items measuring students' attitudes toward their country of residence.

Table 7.9: Students' attitudes toward their country of residence (Malta)

How much do you agree or disagree with the following statements about Malta?	Strongly agree	Agree	Disagree	Strongly disagree
The Maltese flag is important to me	49.6%	38.9%	8.3%	3.2%
I have great respect for Malta	55.9%	37.5%	5.0%	1.6%
In Malta we should be proud of what we have achieved	56.5%	35.2%	6.3%	2.0%
I am proud to live in Malta	55.0%	31.6%	9.3%	4.1%
Generally speaking, Malta is a better country to live in than most other countries	36.8%	38.4%	18.1%	6.8%

Figure 7.25: Score distribution of Maltese students' attitudes toward Malta



A scale was generated using the IRT model by considering students' evaluations regarding their attitude toward Malta. The larger the scale score, the more positive is the attitude of the students toward their country of residence.

Figure 7.26: Students' attitudes toward Malta, by school type and gender

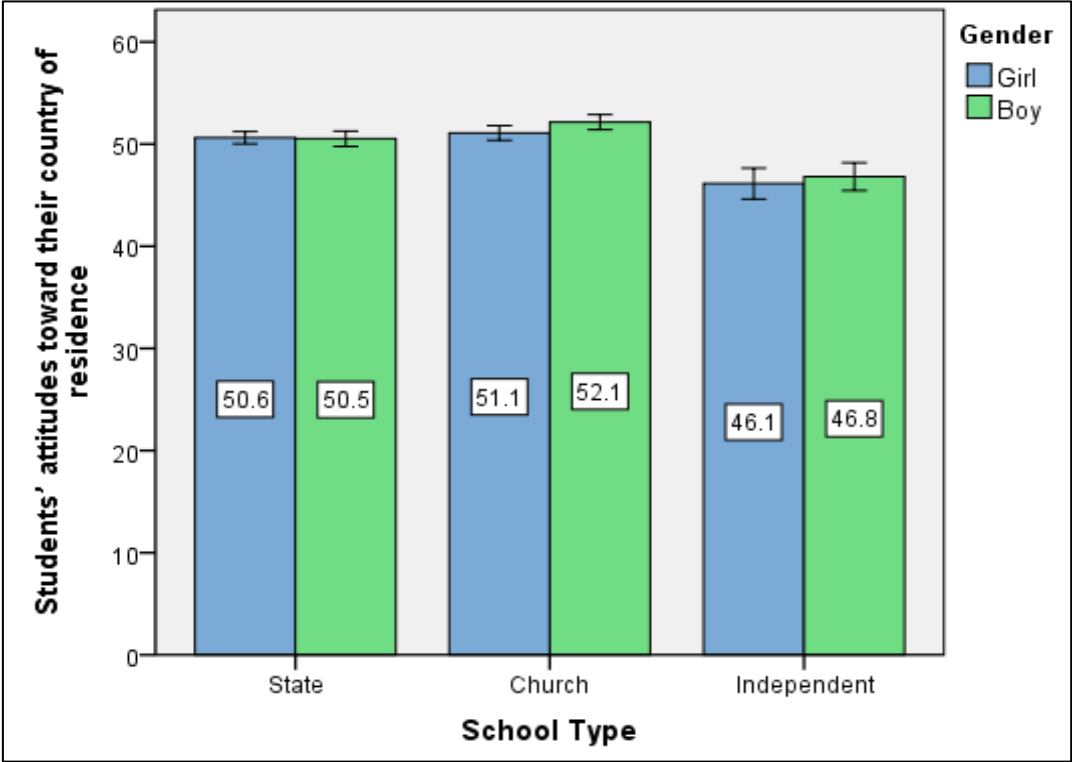


Figure 7.27: Relationship between ICCS score and students' attitudes toward Malta

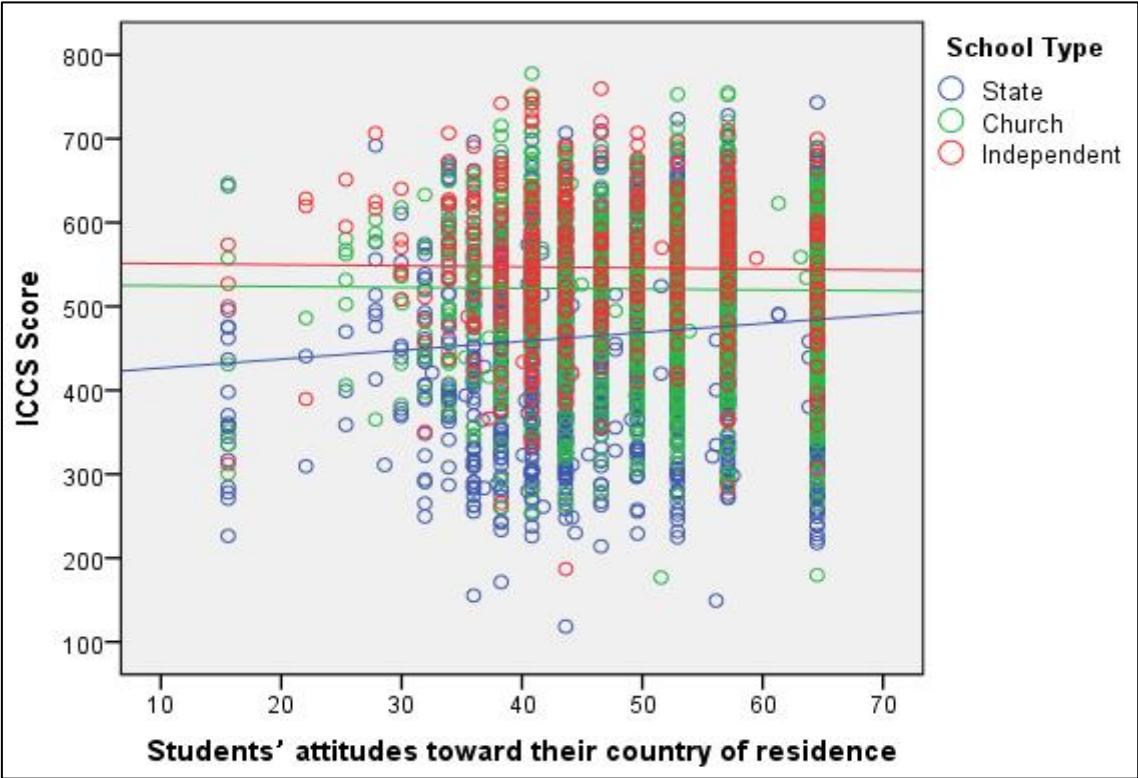


Figure 7.25 shows the score distribution of students' perception of the value of participation at school. The scale score has a mean of 50.5, standard deviation of 10.3 and ranges from 15.6 to 64.5. Figure 7.26 shows that students attending Independent schools scored significantly lower than students attending State and Church schools; however, mean scores vary marginally between male and female students. Figure 7.27 shows a weak positive relationship between civic knowledge attainment and students' attitude toward Malta for students attending State schools; there is no relationship between the two variables for students attending Church and Independent schools.

7.11 Regression model relating ICCS score to attitude predictors

Regression analysis was used to relate the civic knowledge score to nine predictors related to students' value beliefs and attitudes. The regression model explains 34.9% of the total variation in the ICCS scores. With the exception 'students' attitudes toward their country of residence' all students' value beliefs and attitudes were found to be significant predictors of civic knowledge score since their p-values are less than the 0.05 level of significance. 'Students' attitudes toward gender equality' was found to be the best predictor of the ICCS score since it has the lowest p-value. This is followed by 'Students' attitudes toward the influence of religion in society', 'Students' perception of the importance of social movement related citizenship', 'Students' experiences of physical and verbal abuse at school', 'Students' attitudes toward equal rights for all ethnic groups', 'Students' perception of the value of participation at school', 'Students' trust in civic institutions', 'Students' perception of the importance of conventional citizenship' and 'Students' attitudes toward their country of residence'.

Table 7.10: Regression Coefficients, standard errors, T-values and p-values

	Reg. Coef.	Std. Error	T-value	P-value
Constant	309.9	16.8	18.49	0.000
Students' perception of the importance of conventional citizenship	0.537	0.174	3.089	0.002
Students' perception of the importance of social movement related citizenship	1.557	0.177	8.791	0.000
Students' trust in civic institutions	0.571	0.165	3.472	0.001
Students' attitudes toward the influence of religion in society	-1.758	0.172	-10.20	0.000
Students' attitudes toward equal rights for all ethnic/racial groups	0.785	0.164	4.776	0.000
Students' attitudes toward gender equality	4.257	0.164	26.04	0.000
Students' experiences of physical and verbal abuse at school	-0.718	0.135	-5.326	0.000
Students' perception of the value of participation at school	0.740	0.166	4.447	0.000
Students' attitudes toward their country of residence	0.042	0.156	0.269	0.788

- For every 1-unit increase in the 'Students' attitudes toward gender equality' score, the ICCS score is expected to increase by 4.257 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' attitudes toward the influence of religion in society' score, the ICCS score is expected to decrease by 1.758 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' perception of the importance of social movement related citizenship' score, the ICCS score is expected to increase by 1.557 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' experiences of physical/verbal abuse at school' score, the ICCS score is expected to decrease by 0.718 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' attitudes toward equal rights for all ethnic groups' score, the ICCS score is expected to increase by 0.785 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' perception of the value of participation at school' score, the ICCS score is expected to increase by 0.740 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' trust in civic institutions' score, the ICCS score is expected to increase by 0.571 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' perception of the importance of conventional citizenship' score, the ICCS score is expected to increase by 0.537 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' attitudes toward their country of residence' score, the ICCS score is expected to increase by 0.042 given that other effects are kept constant; however this increment is not significant.

8

Students' European Perspective

8.1 Introduction

An important feature of ICCS 2009 was the establishment of regional modules in Asia, Europe and Latin America. The regional modules were composed of groups of countries from the same geographic region, which together administered additional instruments to assess region-specific aspects of civic and citizenship education. ICCS 2016 includes regional instruments for countries in Europe and Latin America. The content of the regional instruments focuses on topics that are not covered in the international survey material and of particular relevance in the countries of the particular geographic region.

European identity and expectation for European future, and freedom/restriction of migration within Europe and equal rights for immigrants were regional priorities in the European student questionnaire. The questions in the European student questionnaire are mainly Likert-type items that allow assessment of a broad range of constructs from the four affective-behavioural domains of value beliefs, attitudes, behavioural intentions and behaviours. This chapter describes and discusses students' views of identity and citizenship at European level and in relation to national and global identities, as well as their views about belonging. It also explores students' perceptions and attitudes towards freedom/restriction of migration within Europe and equal rights for immigrants across the fourteen European countries that participated in the European regional module. These include Belgium (Flemish), Bulgaria, Croatia, Denmark, Estonia, Finland, Italy, Latvia, Lithuania, Malta, Netherlands, Norway, Slovenia and Sweden.

Most of the items in the European student questionnaire are related to 'Attitude' in the ICCS assessment framework. The affective-behavioural domain refers to judgements or evaluations regarding ideas, persons, objects, events, situations, and relationships. The different types of attitude assessed in ICCS 2016 European student questionnaire can be classified depending on their primary location in these three content domains:

- Students' attitudes toward civic society and systems
- Students' attitudes toward civic principles
- Students' attitudes toward civic identities

ICCS 2016 will distinguish between the following three types of civic society and systems

- Students' perceptions of European future
- Students' attitudes toward European cooperation
- Students' attitudes toward the European Union

ICCS 2016 will distinguish between the following three types of civic principles

- Students' attitudes toward equal rights for immigrants
- Students' attitudes toward freedom of worker migration within Europe
- Students' attitudes toward restricting worker migration within Europe

ICCS 2016 will distinguish between the following three types of civic identities

- Students' sense of European identity
- Students' perceptions of their own individual future
- Students' opportunities to learn about Europe at school.

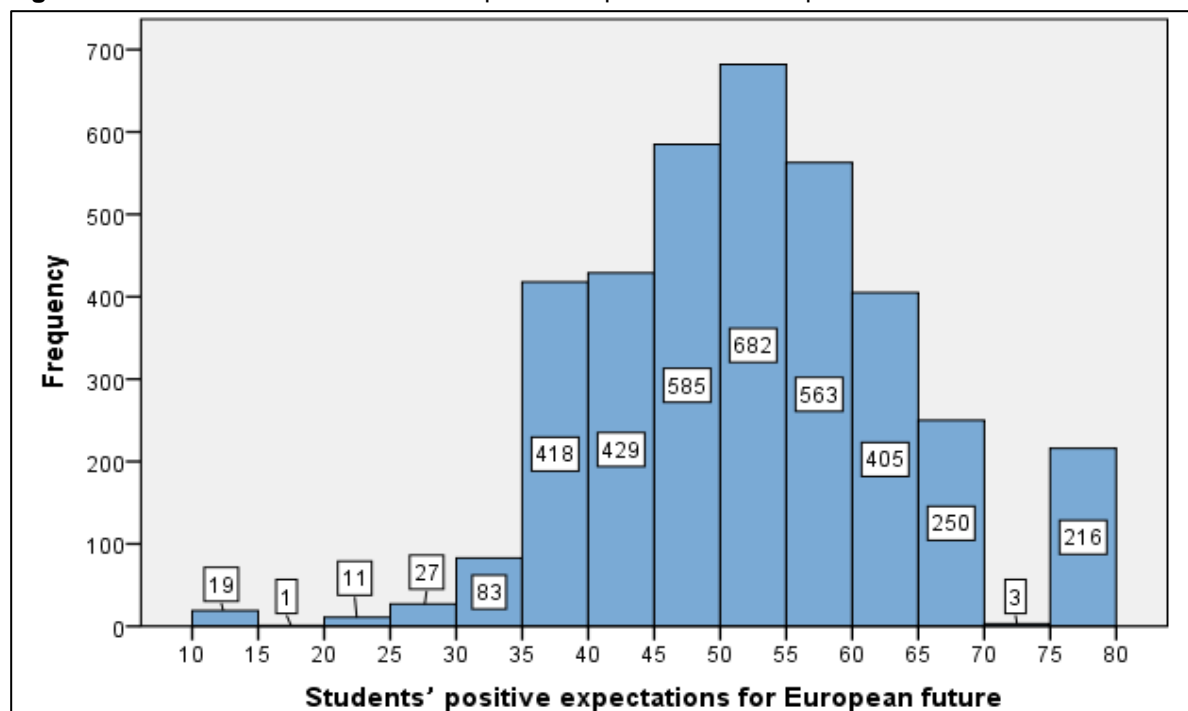
8.2 Students' positive expectation for European future

Recent opinion surveys among European citizens have shown that some people believe that there will be peace across Europe and democracy will strengthen in the future. Moreover, there will be less air and water pollution and more cooperation between European countries. The ICCS 2016 European regional questionnaire contains a question with these scenarios for a European positive future, asking students to rate the extent of their likelihood of occurring.

Table 8.1: Students' positive expectation for European future

What is Europe likely to look like in 10 years?	Very likely	Likely	Unlikely	Very unlikely
There will be stronger cooperation among European countries	41.2%	45.8%	10.4%	2.7%
There will be greater peace across Europe	28.4%	40.3%	26.4%	4.9%
There will be less air and water pollution in Europe	18.4%	33.0%	34.5%	14.1%
Democracy will be strengthened across Europe	32.4%	48.6%	14.6%	4.4%

Figure 8.1: Score distribution of students' positive expectation for European future



A scale was generated using the IRT model by considering students' evaluations regarding four positive prospects. The larger the scale score, the more positive is the expectation for European future.

Figure 8.2: Students' positive expectation for European future, clustered by school type and gender

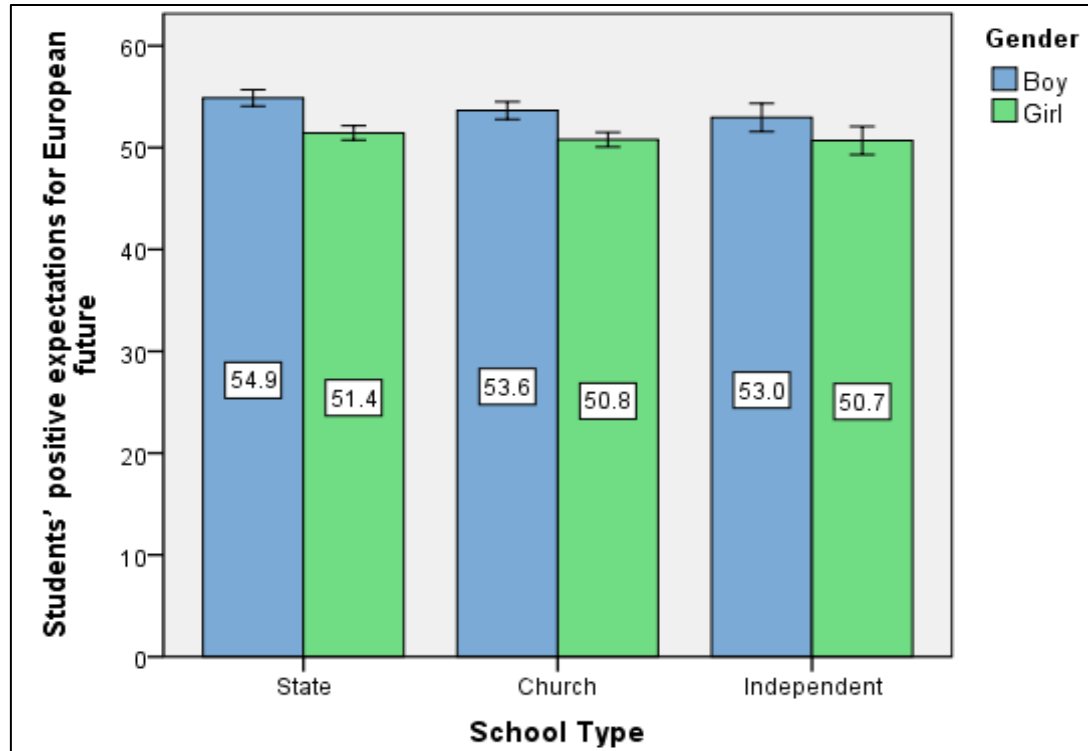


Figure 8.3: Relationship between ICCS score and students' positive expectation for European future

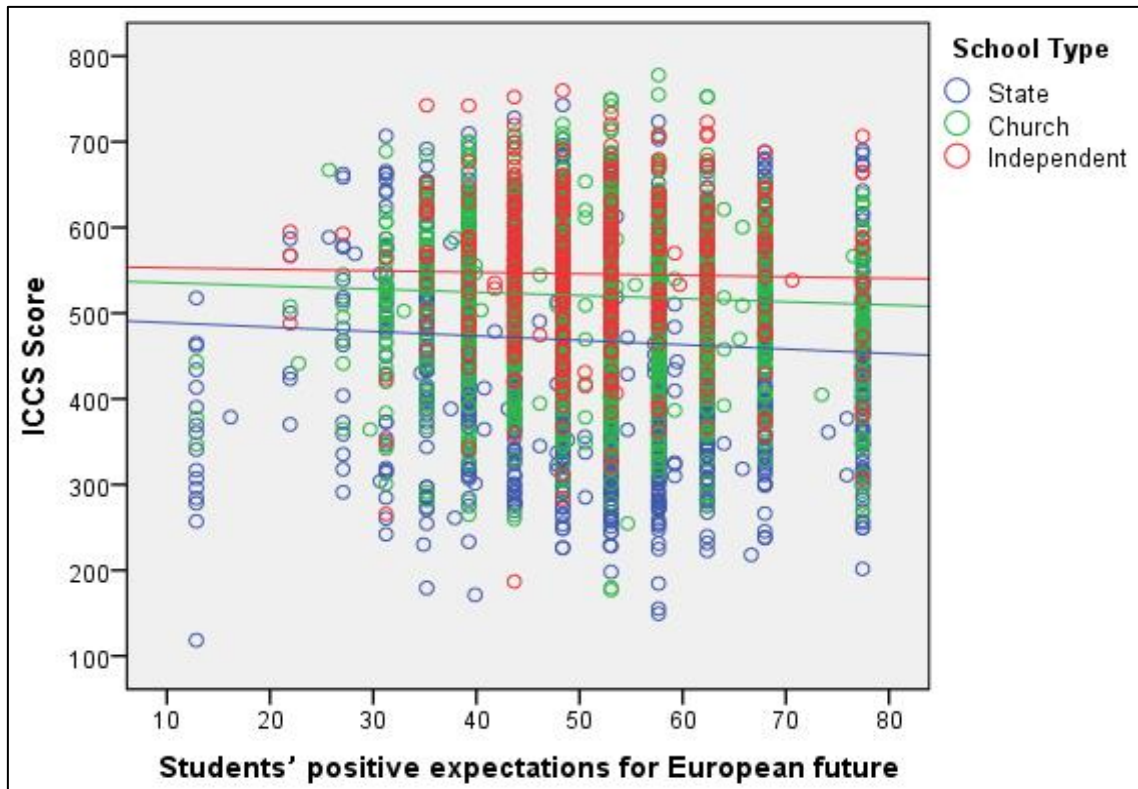


Figure 8.1 shows the score distribution of students' positive expectation for European future, according to students. The scale score has mean 52.7 and standard deviation 11.4 and ranges from 12.8 to 77.4. Figure 8.2 shows that male students have a significantly more positive expectation for European future than females and this applies to all school types; however mean scores vary marginally between State, Church and Independent schools. Figure 8.3 shows that there is no relationship between civic knowledge attainment and students' positive expectation for European future.

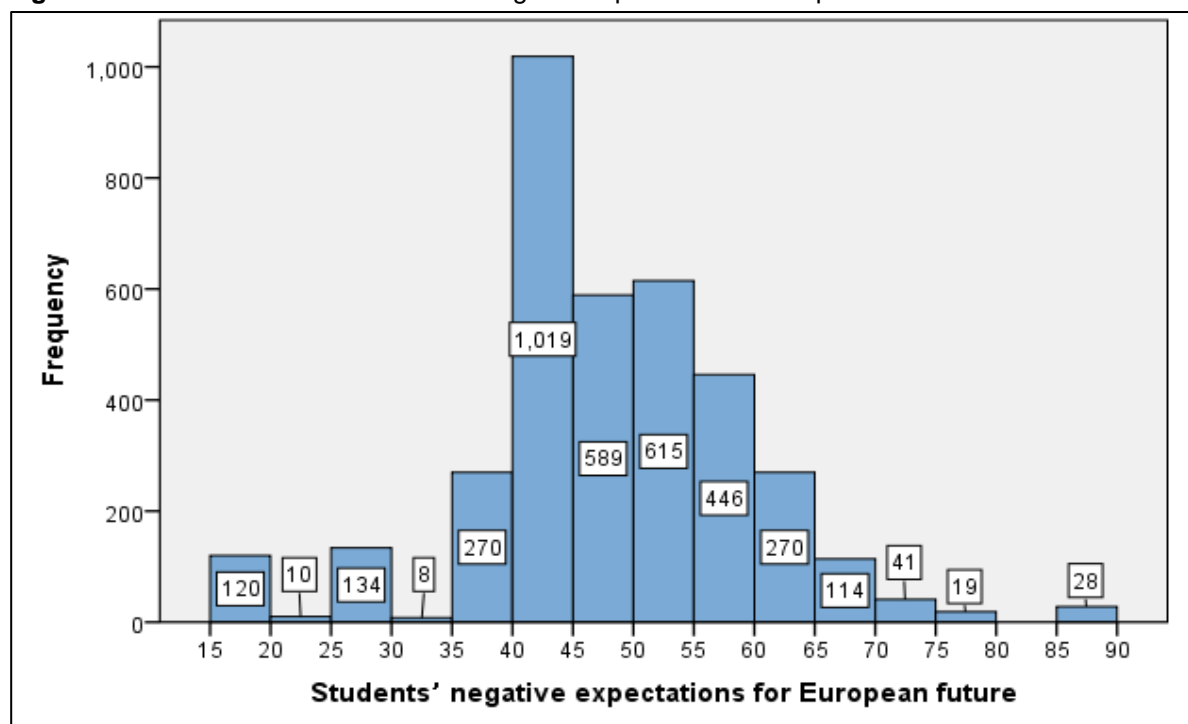
8.3 Students' negative expectation for European future

Recent opinion surveys among European citizens have shown that majorities expect that their children's life will be more difficult than theirs due to terrorism, poverty and unemployment and a weaker European economy. Moreover, they believe that Europe's influence will be weakened in comparison with the influence of China or the United States. The ICCS 2016 European regional questionnaire contains a new question with these scenarios for the European negative future, asking students to rate the extent of their likelihood of occurring.

Table 8.2: Students' negative expectation for European future

What is Europe likely to look like in 10 years?	Very likely	Likely	Unlikely	Very unlikely
Terrorism will be more of a threat all across Europe	34.2%	42.7%	18.6%	4.4%
Europe will be more influenced by non-European powers like China, India and the United States	20.6%	44.1%	26.7%	8.6%
The economy will be weaker in all European countries	14.5%	34.8%	40.5%	10.3%
There will be a rise in poverty and unemployment in Europe	18.6%	40.1%	31.8%	9.5%

Figure 8.4: Score distribution of students' negative expectation for European future



A scale was generated using the IRT model by considering students' evaluations regarding four negative forecasts. The larger the scale score, the more negative is the expectation for European future.

Figure 8.5: Students' negative expectation for European future, clustered by school type and gender

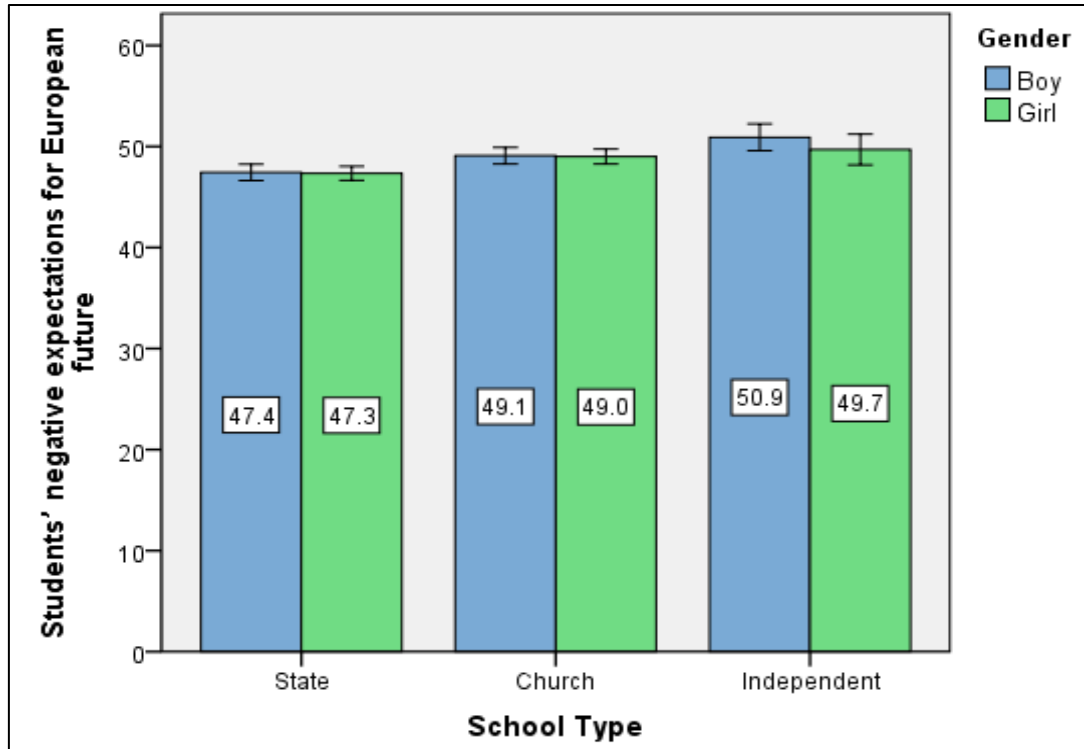


Figure 8.6: Relationship between ICCS score and students' negative expectation for European future

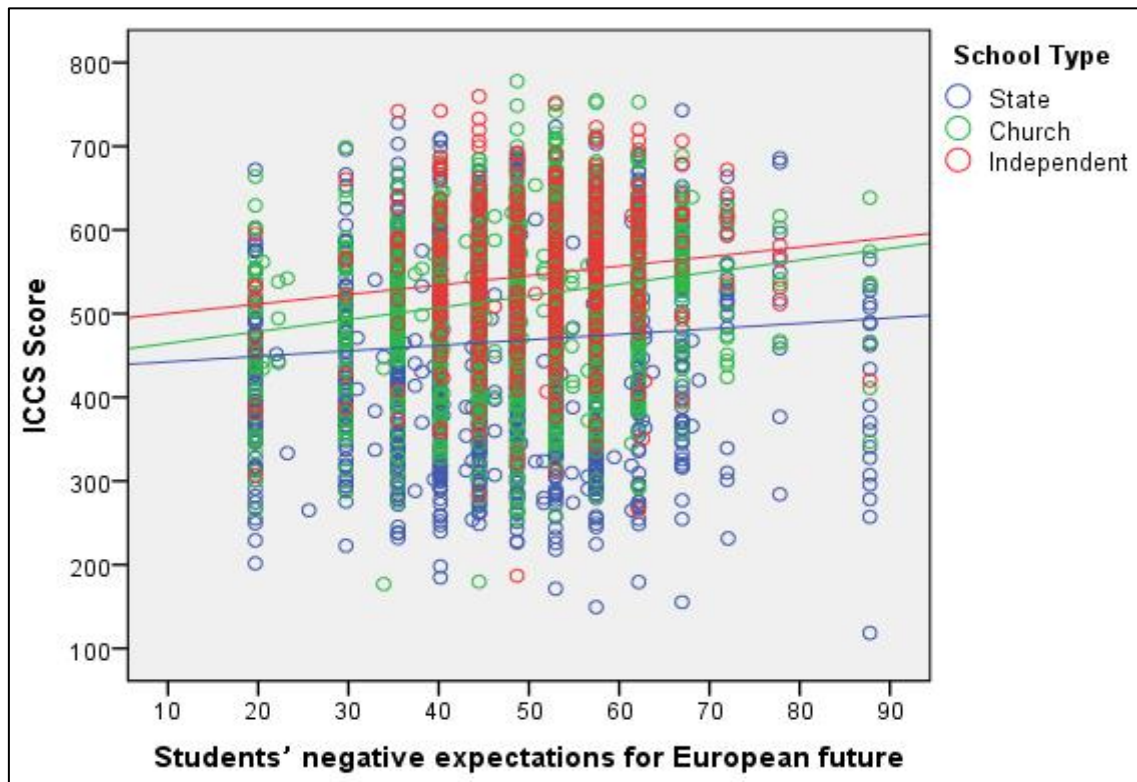


Figure 8.4 shows the score distribution of students' negative expectation for European future, according to students. The scale score has a mean of 48.3, standard deviation of 11.2 and ranges from 19.7 to 87.8. Figure 8.5 shows that students attending State schools have significantly less negative expectation for European future than students attending Independent and Church schools; however mean scores vary marginally between male and female students in all school types. Figure 8.6 shows that there is a positive relationship between civic knowledge attainment and students' negative expectation for European future, which implies that the students who are sceptic about the prospect for European future are more likely to score high in civic knowledge.

8.4 Students' attitudes toward European cooperation

Recent opinion polls have indicated that, in spite of a general surge in anti-European sentiment in some countries, majorities among Europeans support decision-making about important issues at the European level. In addition to this, results from Standard Eurobarometer surveys showed that European citizens consider immigration as one of the major challenges that the EU is facing, and that it should be addressed through member states cooperation. The European regional questionnaire in ICCS 2009 included a question measuring students' perception of harmonization in the European context, and results showed high levels of agreement with common European policies. The European regional questionnaire includes a new question planned to measure students' endorsement of cooperation between European countries regarding a range of different issues

Table 8.3: Students' attitudes towards European cooperation

How much do you agree or disagree with the following statements about cooperation with European countries?	Strongly agree	Agree	Disagree	Strongly disagree
European countries should cooperate to protect the environment	61.1%	36.3%	1.7%	0.9%
European countries should cooperate to guarantee high levels of employment	45.1%	50.4%	3.6%	0.9%
European countries should cooperate to strengthen their economies	48.1%	45.0%	5.8%	1.1%
European countries should recognize all educational qualifications achieved in any other European country	41.8%	50.1%	5.6%	2.5%
European countries should have a European army for peace keeping missions	45.5%	45.1%	7.6%	1.9%
European countries should cooperate to prevent and combat terrorism	62.3%	30.9%	4.9%	2.0%
European countries should cooperate to combat illegal entry from non-European countries	40.5%	44.2%	12.1%	3.3%
European countries should cooperate to provide shelter to people escaping persecution in their countries for reasons of race, religion, or political opinions	41.1%	47.8%	7.7%	3.4%

A scale was generated using the IRT model by considering students' evaluations regarding eight statements about cooperation with European countries. The larger the scale score, the higher the agreement to enhance European cooperation. Figure 8.7 shows the score distribution of students' attitudes towards European cooperation. The scale score has a mean of 51.0, standard deviation of 8.2 and ranges from 8.2 to 70.7. Figure 8.8 shows that female students tend to agree more with this European cooperation than males. Moreover, students attending State schools tend to agree less with this European cooperation than students attending Independent

and Church schools. Figure 8.9 shows a significant positive relationship between civic knowledge attainment and students' attitudes towards European cooperation, which implies that students who agree with cooperation among European countries are more likely to score high in civic knowledge.

Figure 8.7: Score distribution of students' attitudes towards European cooperation

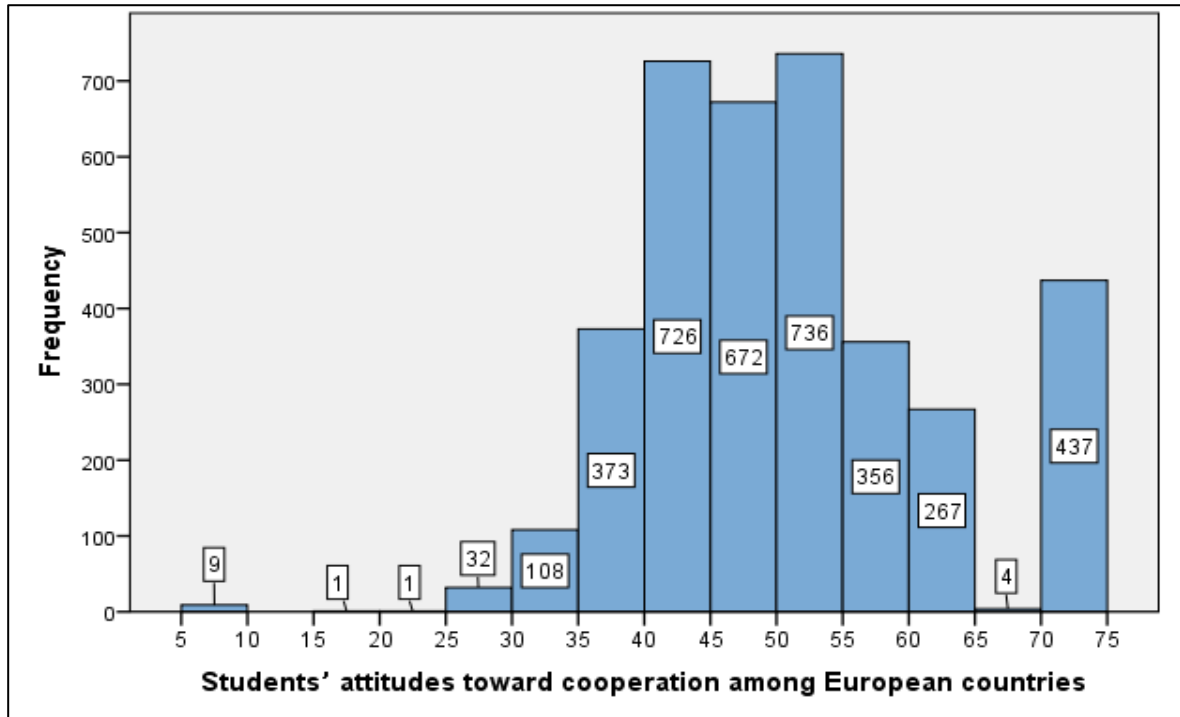


Figure 8.8: Students' attitudes towards European cooperation, clustered by school type and gender

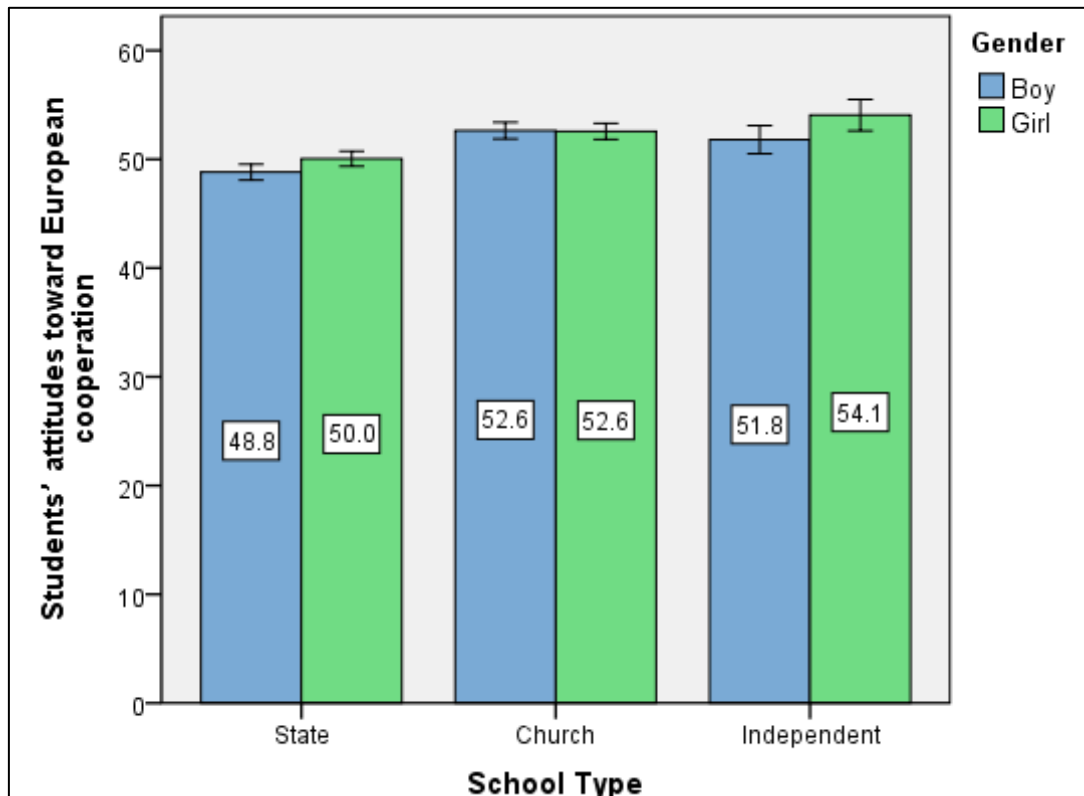
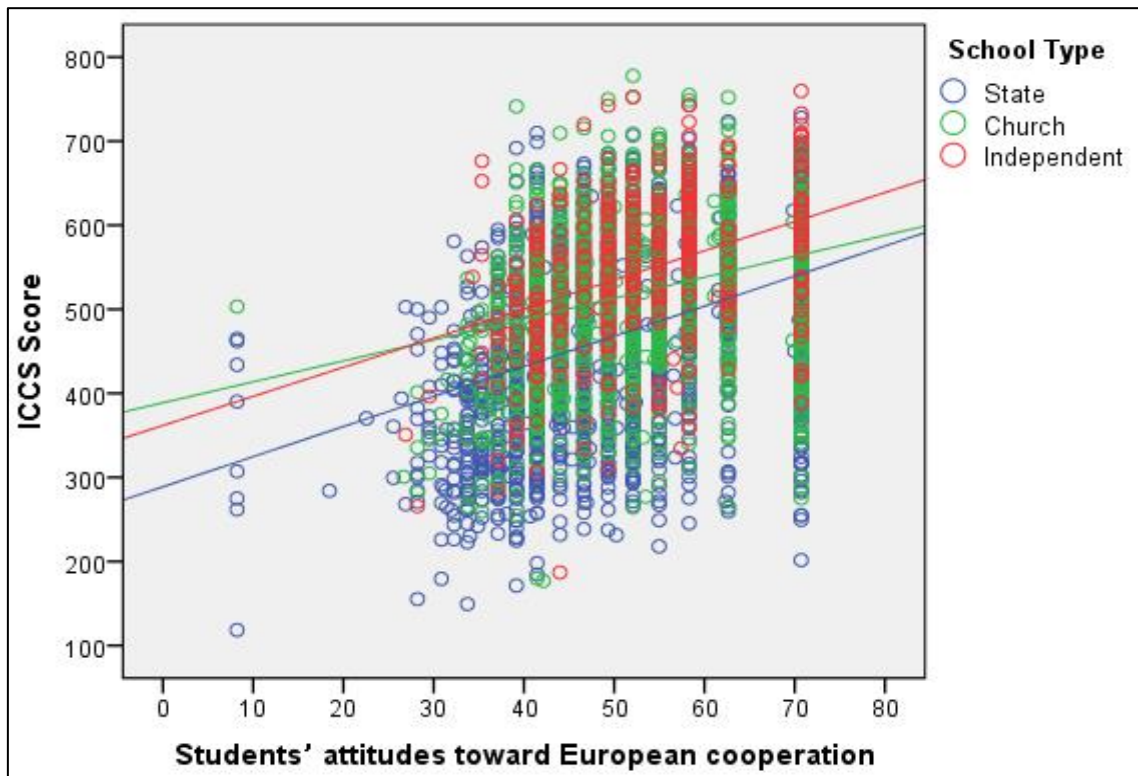


Figure 8.9: Relationship between ICCS score and students' attitudes towards European cooperation



8.5 Students' attitudes toward the European Union

Younger people have been reported to have a stronger identification with European citizenship than older age groups. The European regional survey of ICCS 2009 showed that support for the establishment of centralized European institutions was not particularly strong, and that support for further enlargement varied considerably across participating countries. The European regional questionnaire for ICCS 2016 includes a question containing statements about the EU designed to measure students' attitudes toward this institution.

Table 8.4: Students' attitudes toward the European Union

How much do you agree or disagree with the following statements related to the European Union?	Strongly agree	Agree	Disagree	Strongly disagree
The EU guarantees respect for human rights all over Europe	46.4%	46.6%	5.5%	1.5%
The EU makes Europe a safe place to live	36.5%	52.0%	9.4%	2.1%
The EU takes care of the environment	33.9%	51.9%	12.2%	2.0%
The EU is good for the economy of individual countries	29.6%	57.1%	9.9%	3.4%
The EU is good because countries share a common set of rules and laws	37.7%	50.2%	9.5%	2.6%

A scale was generated using the IRT model by considering students' evaluations regarding five statements related to the European Union. The larger the scale score, the more positive is the attitude toward the European Union. Figure 8.10 shows the score distribution of students' attitudes toward the European Union. The scale score has a mean of 54.4, standard deviation of 11.0 and ranges from 15.9 to 71.6.

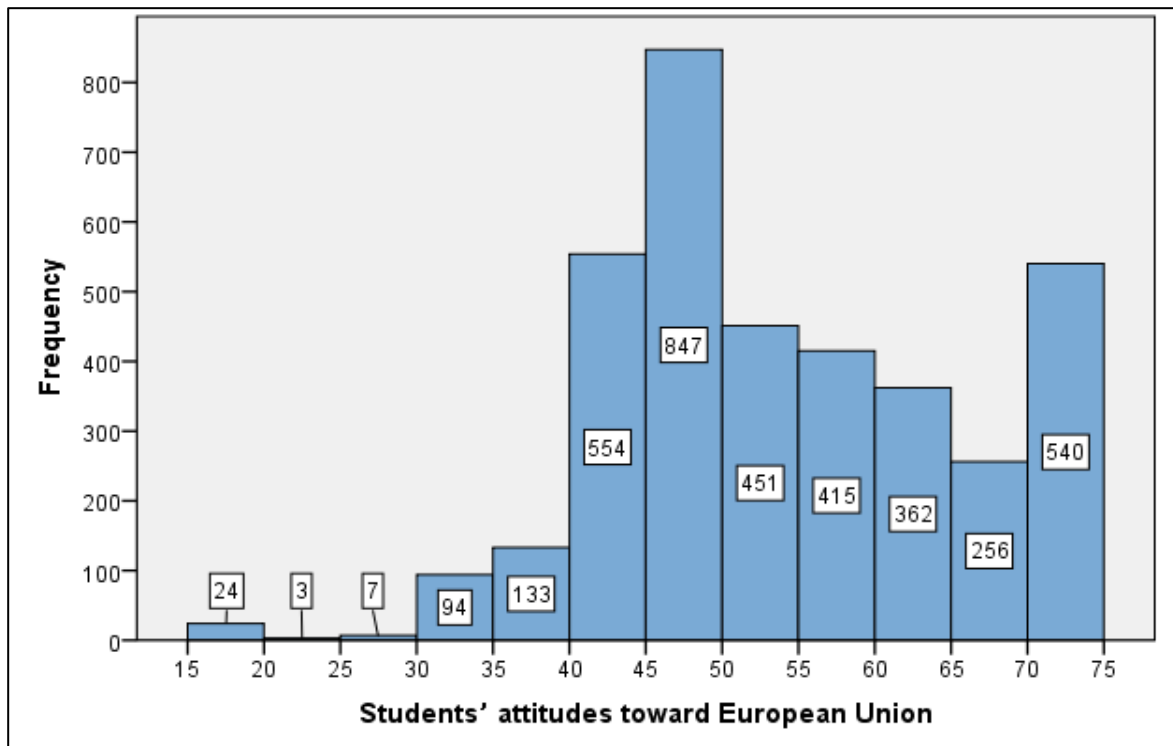
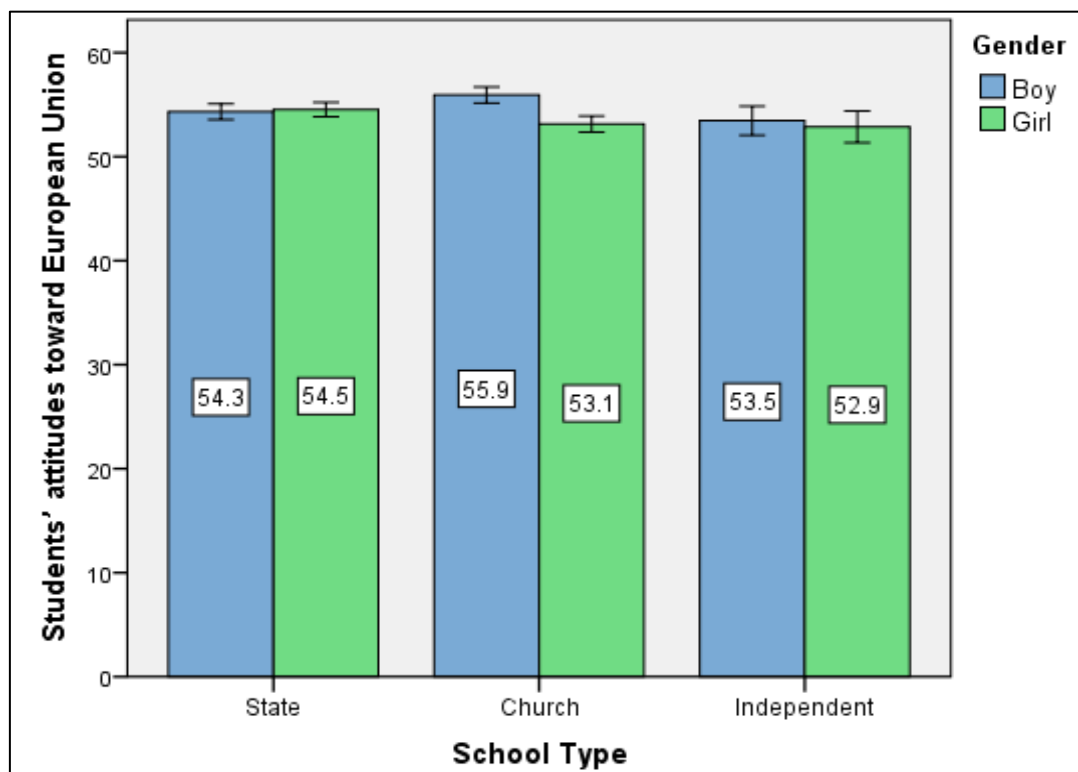
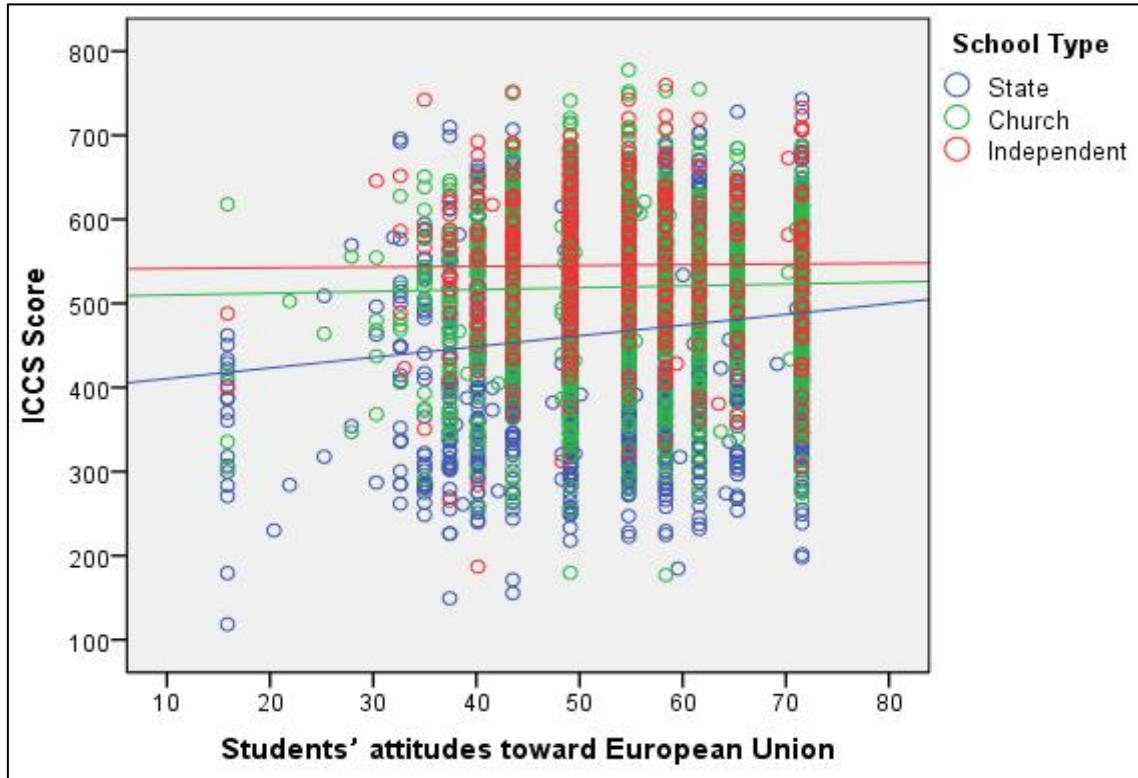
Figure 8.10: Score distribution of students' attitudes toward the European Union**Figure 8.11:** Students' attitudes toward the European Union, clustered by school type and gender

Figure 8.11 shows that male students attending Church schools have a more positive attitude toward the European Union than their female counterparts; however, there is no gender bias for students attending State and Independent schools. Figure 8.12 shows a positive relationship

between civic knowledge attainment and students' attitudes toward EU for students attending State schools; however, there is no relationship between the two variables for students attending Church and Independent schools.

Figure 8.12: Relationship between ICCS score and students' attitudes toward the European Union



8.6 Students' attitudes toward equal rights for immigrants

This construct reflects students' beliefs about rights for immigrants. CIVED measured this construct with eight items, five of which were included in a scale reflecting attitudes toward immigrants. ICCS 2009 included a slightly modified version of the same five items used for scaling, together with one additional item. In ICCS 2009, students tended to be overwhelmingly in favour of equal rights for immigrants with female students being more supportive than males.

Table 8.5: Students' attitudes toward equal rights for immigrants

How much do you agree or disagree with the following statements about immigrants?	Strongly agree	Agree	Disagree	Strongly disagree
Immigrants should have the opportunity to continue speaking their own language	25.5%	53.3%	16.3%	5.0%
Immigrant children should have the same opportunities for education that other children in the country have	43.2%	46.7%	7.3%	2.8%
Immigrants who live in a country for several years should have the opportunity to vote in elections	23.7%	43.3%	25.2%	7.8%
Immigrants should have the opportunity to continue their own customs and lifestyle	23.5%	49.0%	20.0%	7.6%
Immigrants should have the same rights that everyone else in the country has	39.5%	43.8%	12.0%	4.6%

Results from the European Social Survey among adults suggest that public attitudes towards immigration are closely linked to people's educational background. Some studies show an increase in anti-immigrant attitudes among European youth and further growth in refugee intake from the Middle East may have resulted in further changes. The regional European questionnaire in ICCS 2016 uses the same set of items to measure students' attitudes toward rights of immigrants in their country of residence.

Figure 8.13: Score distribution of students' attitudes toward equal rights for immigrants

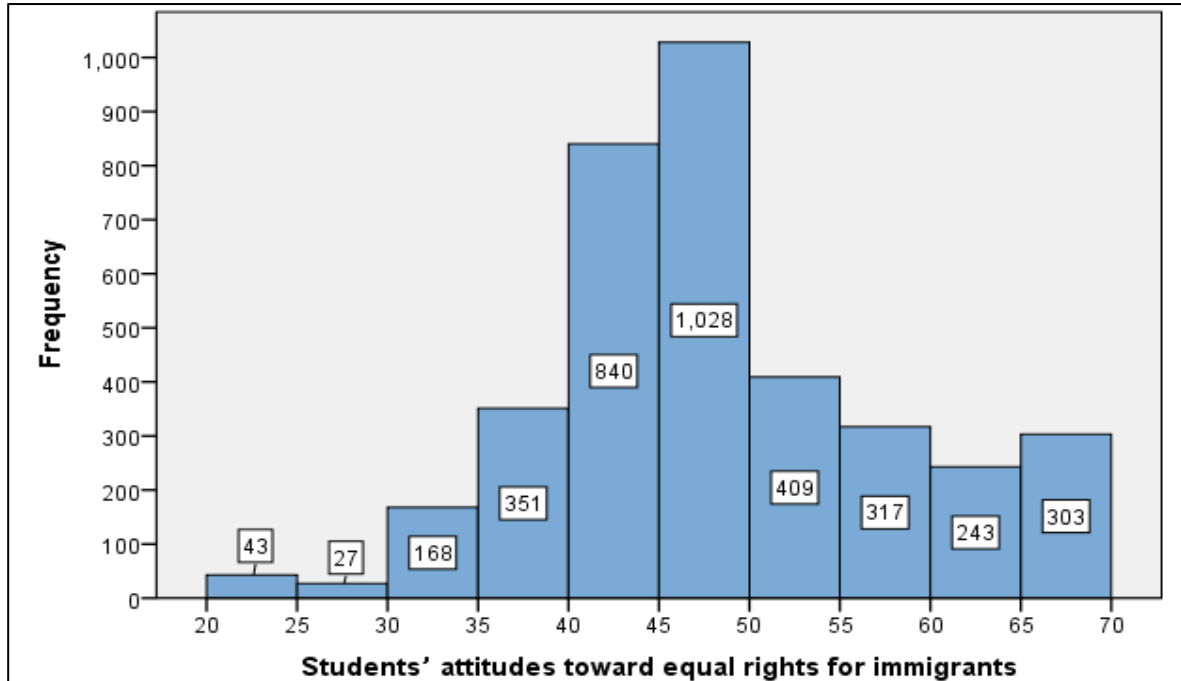
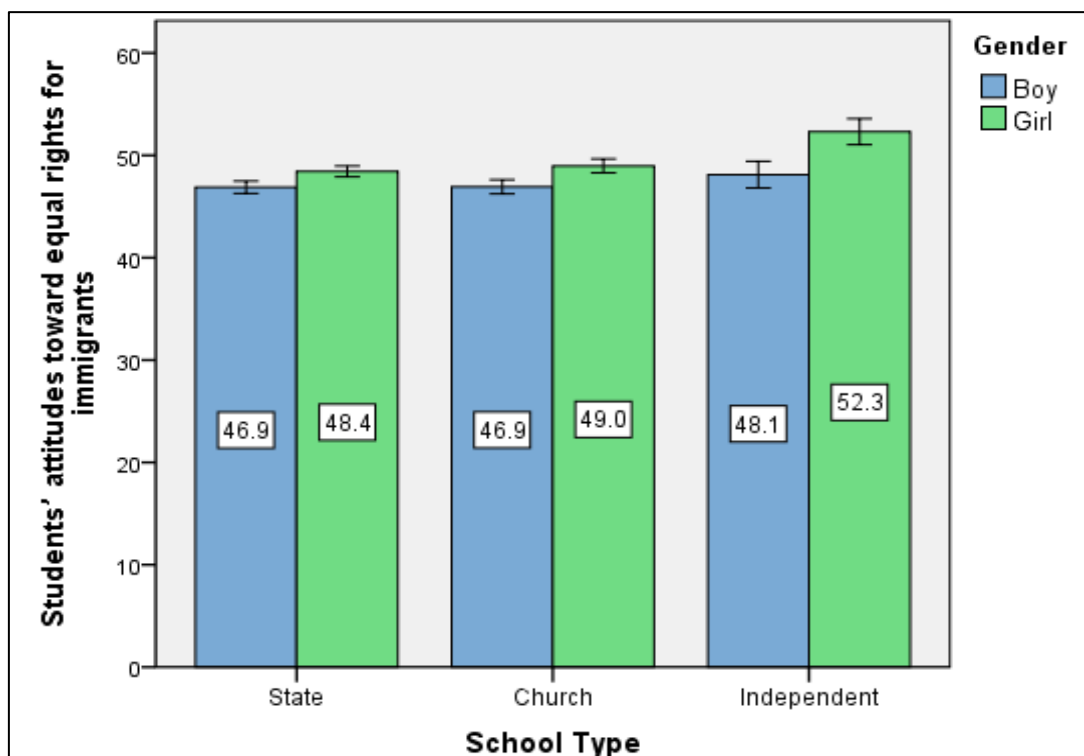
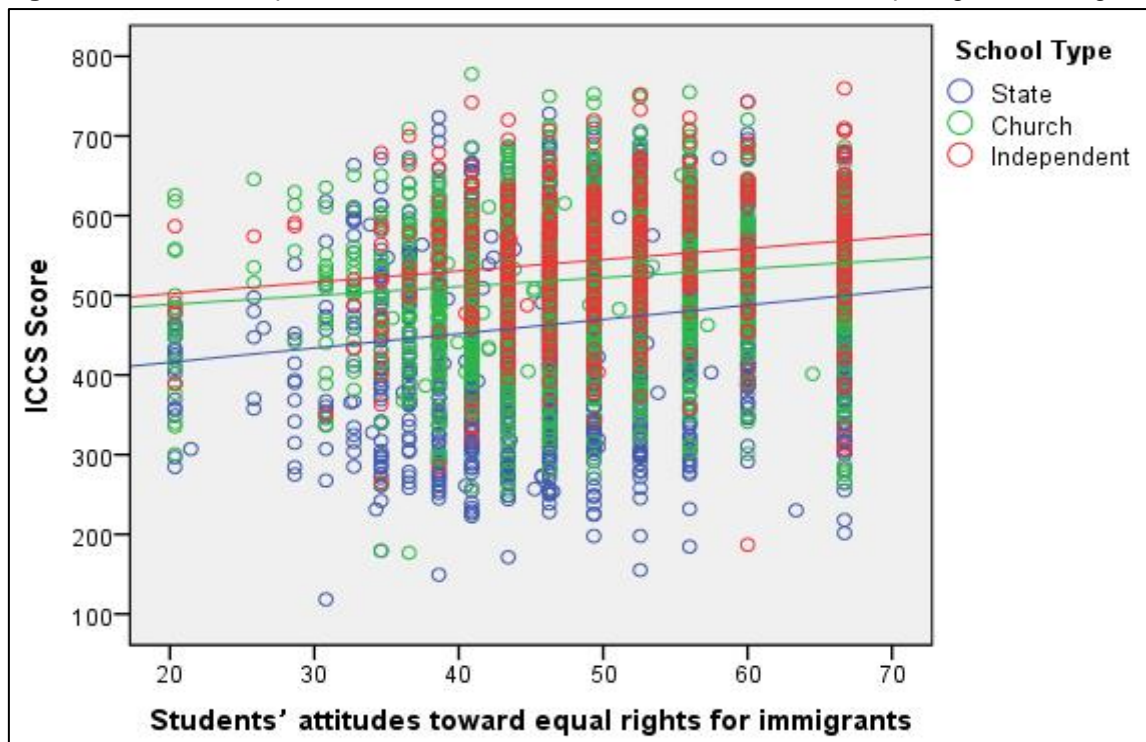


Figure 8.14: Students' attitudes toward equal rights for immigrants, clustered by school type and gender



A scale was generated using the IRT model by considering students' evaluations regarding five statements related to attitudes toward equal rights for immigrants. The larger the scale score, the more positive is the attitude toward equal rights for all immigrants. Figure 8.13 shows the score distribution of students' attitudes toward equal rights for immigrants. The scale score has a mean of 48.0, standard deviation of 9.22 and ranges from 20.4 to 66.7. Figure 8.14 shows that across all school types, female students have a more positive attitude toward equal rights for all ethnic and racial groups than their male counterparts. Moreover, students attending Independent schools tend to agree more with equal rights for immigrants than students attending State and Church schools. Figure 8.15 shows a positive relationship between civic knowledge attainment and students' positive attitudes toward equal rights for immigrants.

Figure 8.15: Relationship between ICCS score and students' attitudes toward equal rights for immigrants



8.7 Attitudes toward freedom of worker migration in Europe

Freedom of movement for European citizens across EU member countries was an essential part of the Lisbon Strategy. A recent survey of adults within Europe showed that just under half of all respondents were worried about immigration from within the European Union. EU member countries tend to have the highest share of free-movement flows in total permanent migration movements. Main challenges to the principle of free movement of persons involve an uneven monitoring and surveillance of movement of all individuals, together with other hidden, as well as visible barriers to make movement and residence more inclusive. The European regional questionnaire in ICCS 2009 included a set of items measuring students' perceptions regarding the freedom of movement between EU countries for European citizens, which were used to derive a construct reflecting support freedom of movement. ICCS 2009 results showed student recognition of the benefits of free movement. The ICCS 2016 European regional questionnaire includes three items measuring students' attitudes toward freedom of worker movement.

Table 8.6: Students' attitudes toward freedom of worker migration in Europe

How much do you agree or disagree with the following statements related to the possibilities for European citizens to work in other European countries?	Strongly agree	Agree	Disagree	Strongly disagree
Allowing citizens of European countries to work anywhere in Europe is good for the European economy	43.9%	50.1%	5.0%	1.0%
Citizens of European countries should be allowed to work anywhere in Europe	42.9%	49.3%	6.6%	1.1%
Allowing citizens of European countries to work anywhere in Europe helps to reduce unemployment	36.3%	51.7%	10.4%	1.6%

A scale was generated using the IRT model by considering students' evaluations regarding three statements related to attitudes toward freedom of worker migration within Europe. The larger the scale score, the higher the support for free movement and freedom of worker migration in Europe.

Figure 8.16: Score distribution of students' attitudes toward freedom of worker migration in Europe

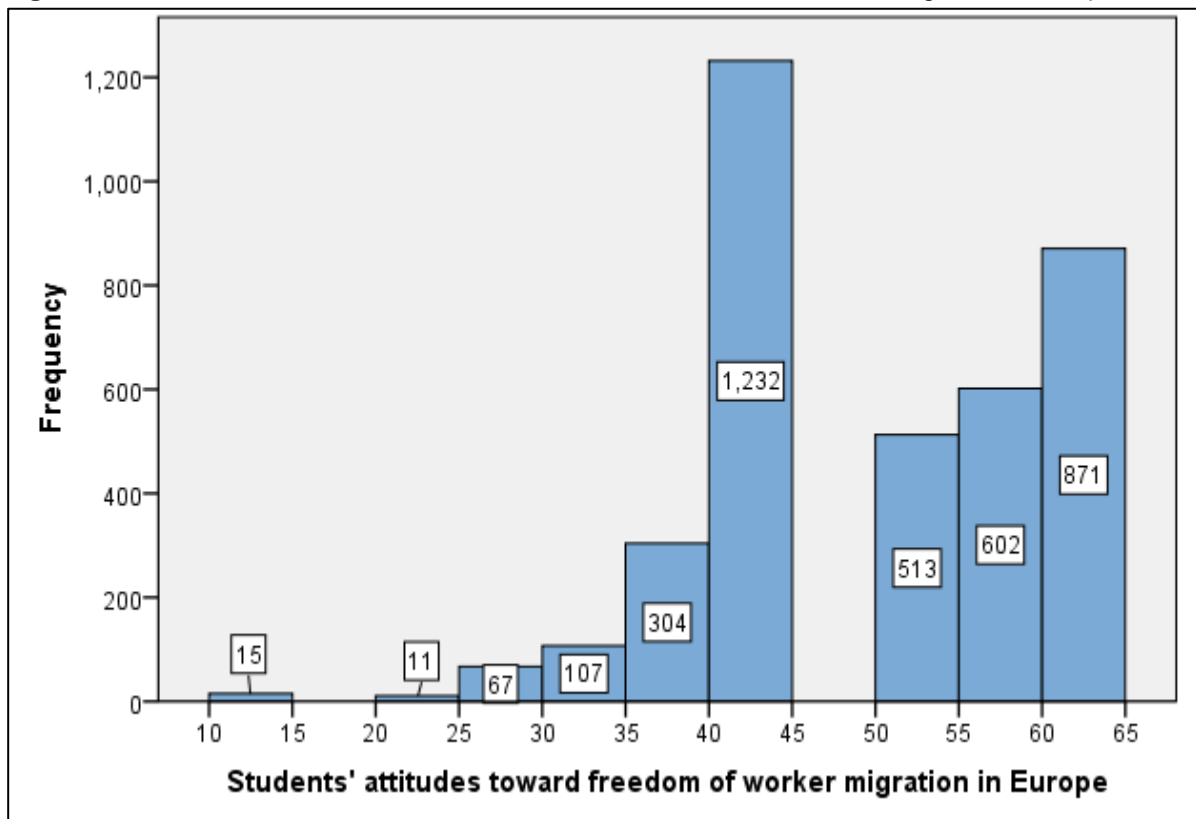


Figure 8.16 shows the score distribution of students' attitudes toward freedom of worker movement. The scale score has a mean of 50.3, standard deviation of 10.2 and ranges from 14.8 to 63.5. Figure 8.17 shows students attending State schools tend to agree less with freedom of worker movement within Europe than students attending Church and Independent schools. However, mean scores vary marginally between male and female students across all school types. Figure 8.15 shows a significant positive relationship between civic knowledge attainment and students' positive attitudes toward freedom of worker migration in Europe. This implies that students who agree with freedom of worker movement in Europe tend to score higher in civic knowledge.

Figure 8.17: Students' attitudes toward freedom of worker migration, clustered by school type and gender

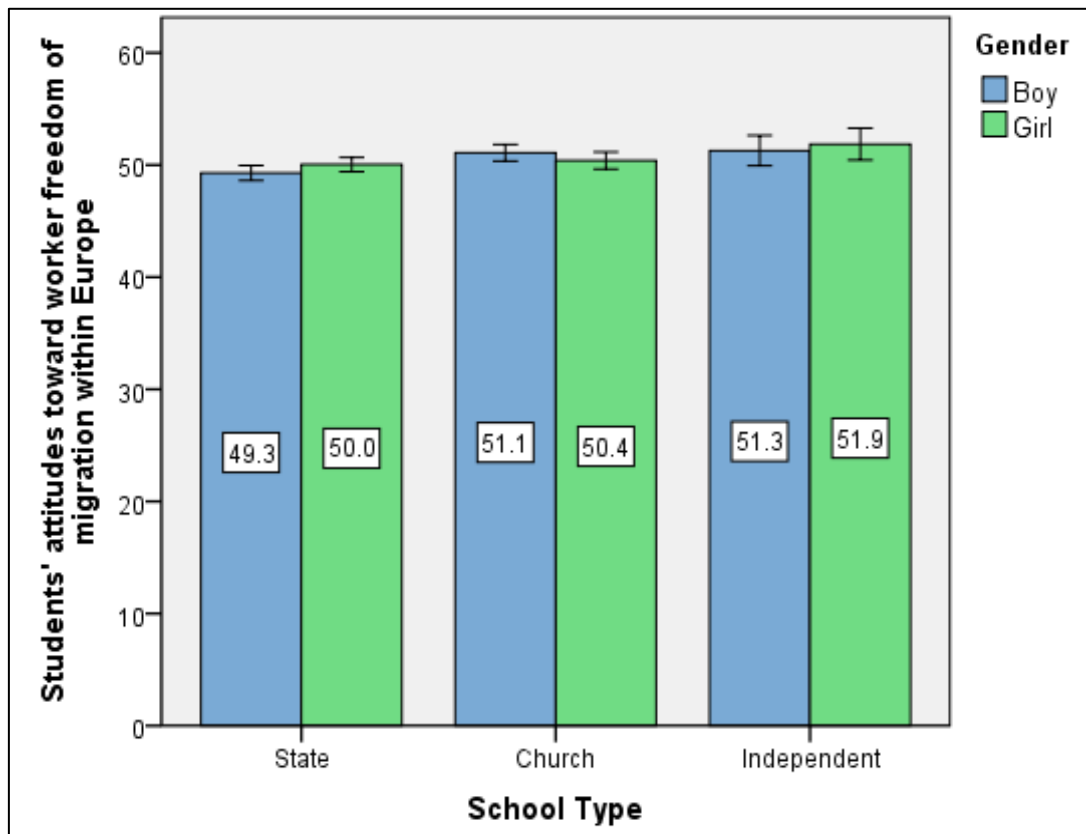
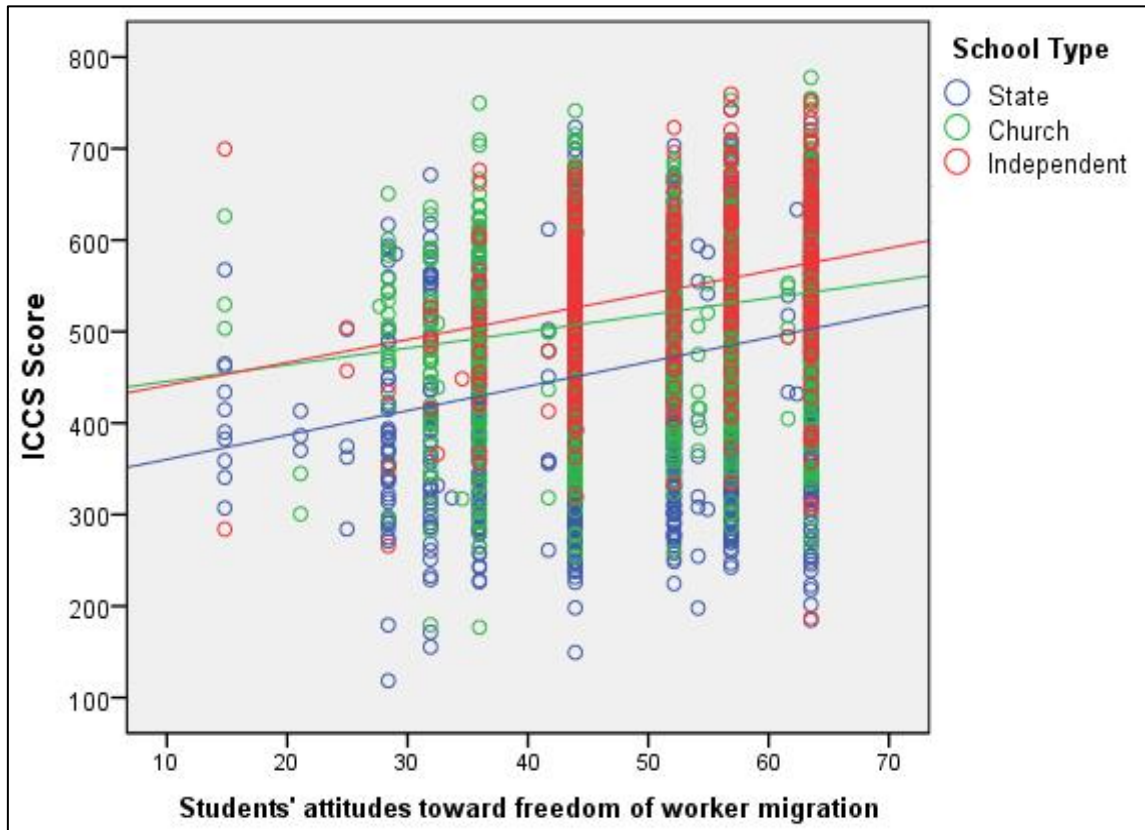


Figure 8.18: Relationship between ICCS score and students' attitudes toward freedom of worker migration



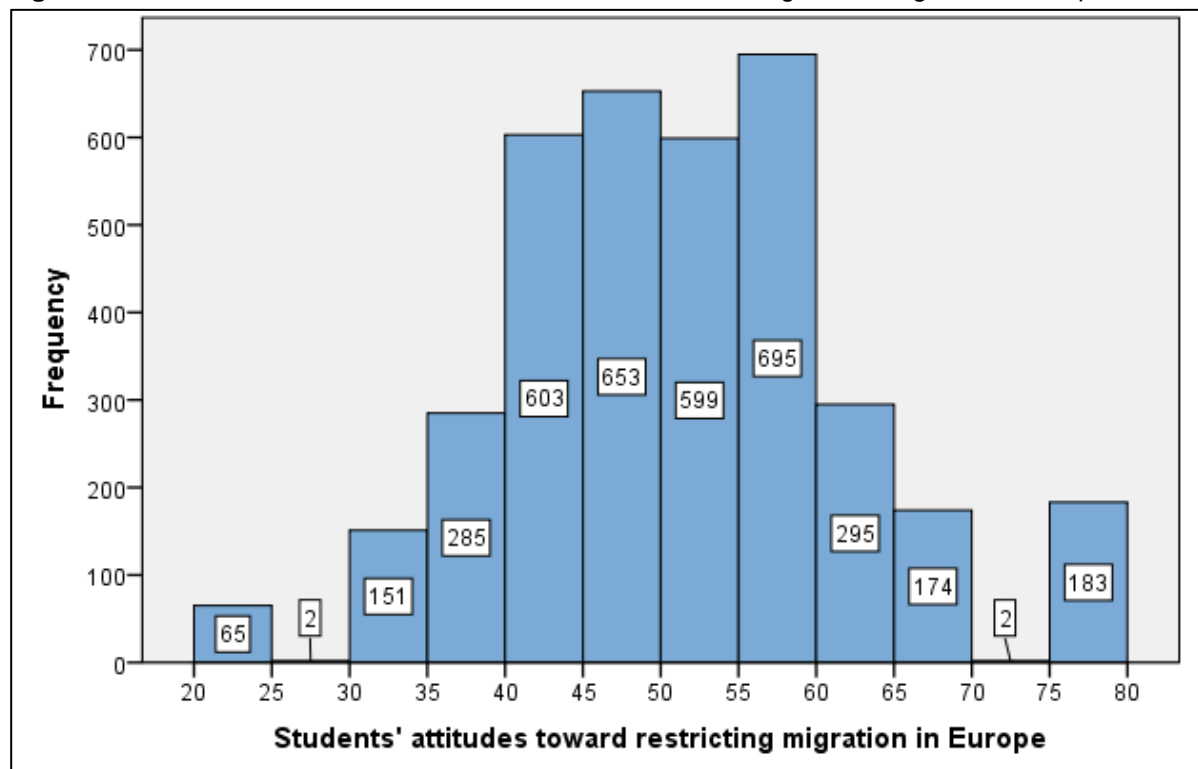
8.8 Attitudes toward restricting worker migration in Europe

The European regional questionnaire in ICCS 2009 included a set of items measuring students' perceptions regarding the restriction of movement between EU countries for European citizens. ICCS 2009 results showed a large proportion of students in favour of restricting the movement of workers across borders. This principle may come into greater prominence in public discussions with the advent of large numbers of refugees and displaced people moving to and across Europe. The ICCS 2016 European regional questionnaire includes a modified set of three items measuring students' attitudes toward restriction of free worker movement in Europe.

Table 8.7: Students' attitudes toward restricting worker migration in Europe

How much do you agree or disagree with the following statements related to the possibilities for European citizens to work in other European countries?	Strongly agree	Agree	Disagree	Strongly disagree
Citizens of European countries should be allowed to work in another European country only if their skills are needed	23.3%	46.4%	25.4%	4.9%
Citizens of European countries who wish to work in another country should be allowed to take only the jobs that no one in the other country wants to do	15.0%	31.4%	36.6%	17.0%
Only a limited number of people should be allowed to move for work from one European country to another	13.4%	31.0%	35.6%	20.1%

Figure 8.19: Score distribution of students' attitudes toward restricting worker migration in Europe



A scale was generated using the IRT model by considering students' evaluations regarding three statements related to attitudes toward the restriction of worker migration within Europe. The larger the scale score, the higher the support for restricting free movement to workers within Europe.

Figure 8.20: Students' attitudes toward restricting worker migration, clustered by school type and gender

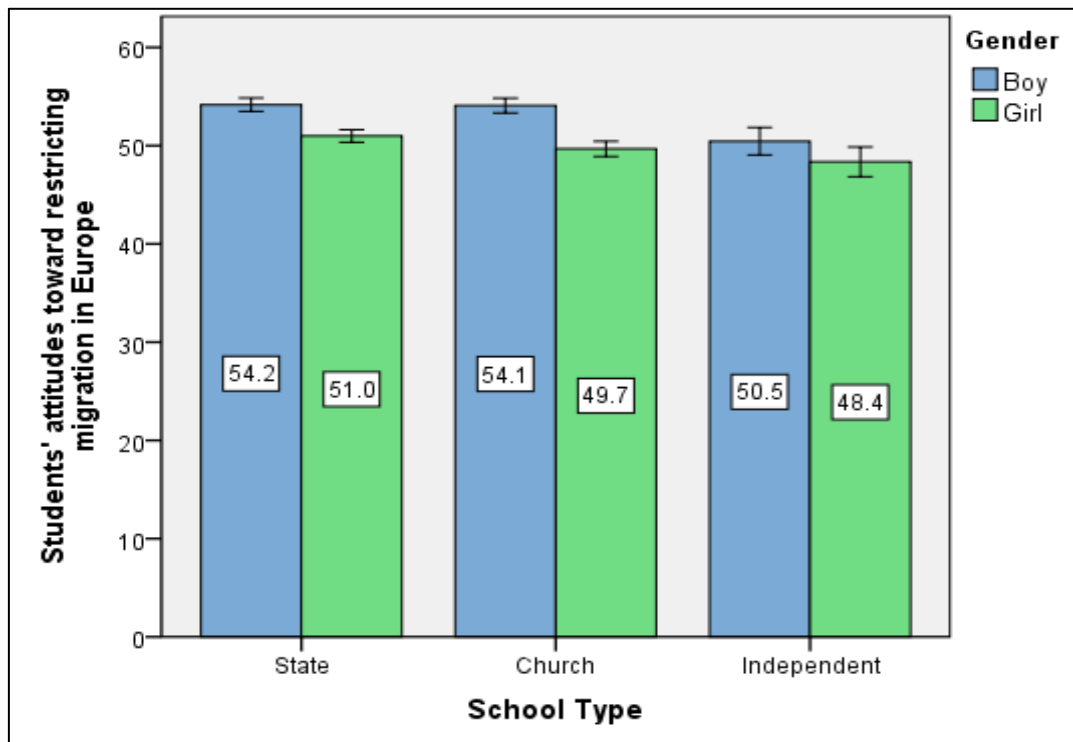


Figure 8.21: Relationship between ICCS score and students' attitudes toward restricting worker migration

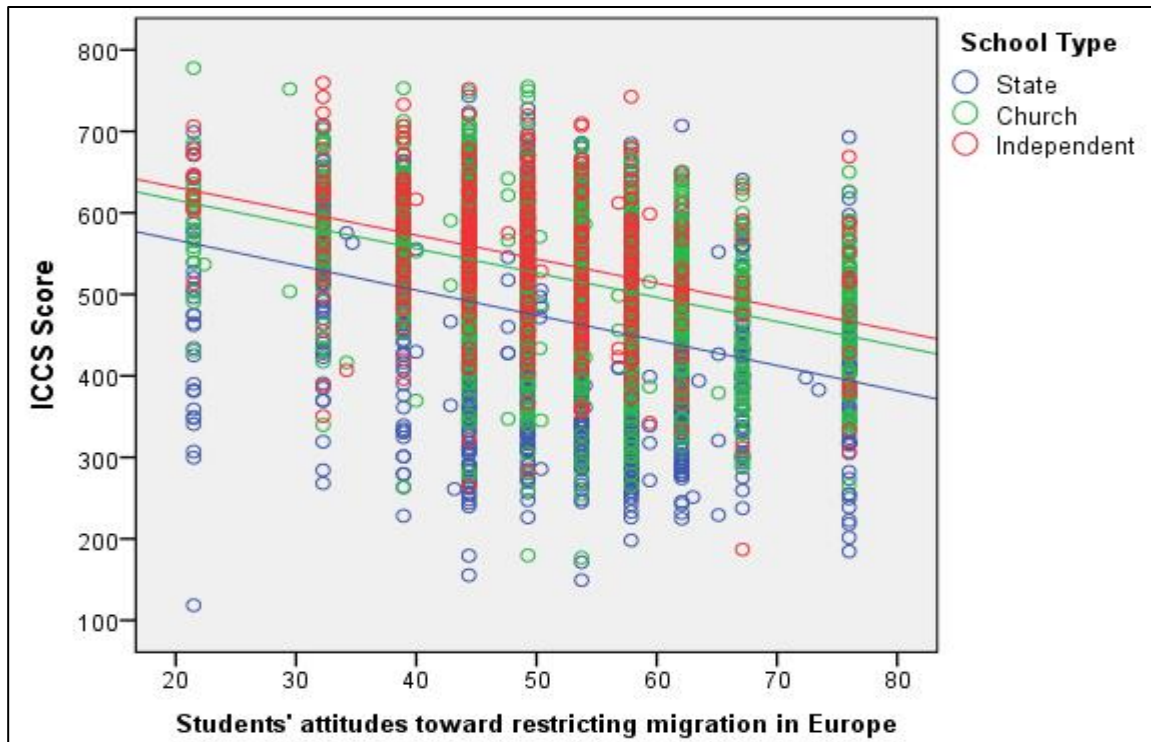


Figure 8.19 shows the score distribution of students' attitudes toward restriction of worker movement in Europe. The scale score has a mean of 52.1, standard deviation of 10.5 and ranges from 21.5 to 76.0. Figure 8.20 shows that male students tend to agree more with restricting worker movement within Europe than female students across all school types. Moreover

students attending Independent schools tend to agree less with worker movement restrictions than students attending State and Church schools. Figure 8.21 shows a significant negative relationship between civic knowledge attainment and students' attitudes toward restriction worker migration in Europe.

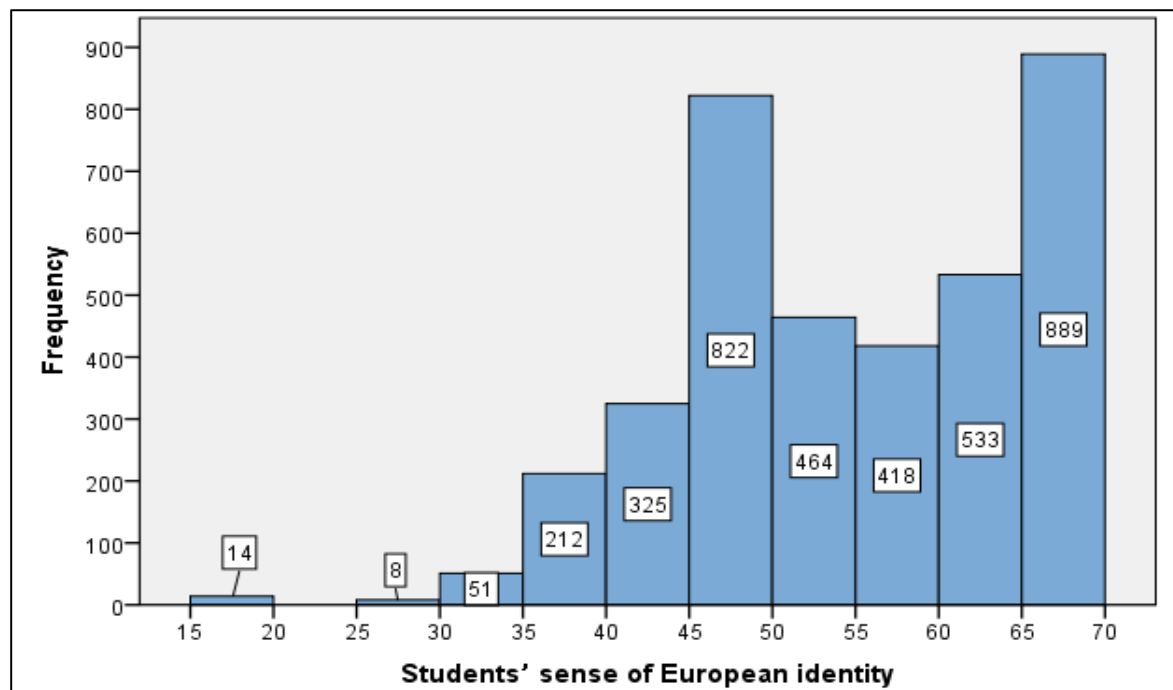
8.9 Students' sense of European identity

European identity and its citizens' sense of belonging have been important themes of debate over the past decade within the EU. While some scholars claim that supra-national identities have superseded national identities, others hold that notions of national citizenship still remain dominant. The European questionnaire of ICCS 2009 included a question about the extent to which lower-secondary students have developed a sense of European identity. Results showed that, while most students regarded themselves as Europeans, relatively few students viewed their European identity as more important than their national identity. The European regional questionnaire for ICCS 2016 includes the same question as in the previous survey in order to measure changes in the sense of European identity over time.

Table 8.8: Students' sense of European identity

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
I see myself as European	56.6%	38.6%	3.5%	1.3%
I am proud to live in Europe	51.2%	43.3%	4.3%	1.1%
I feel part of Europe	42.9%	48.1%	7.8%	1.1%
I see myself first as a citizen of Europe and then as a citizen of the world	32.8%	50.1%	14.7%	2.3%
I feel part of the European Union	34.2%	49.8%	13.8%	2.2%
I am proud that my country is a member of the European Union	47.7%	43.0%	6.3%	3.0%

Figure 8.22: Score distribution of students' sense of European identity



A scale was generated using the IRT model by considering students' evaluations regarding six statements related to European identity. The larger the scale score, the higher is the sense of European identity.

Figure 8.23: Students' sense of European identity, clustered by school type and gender

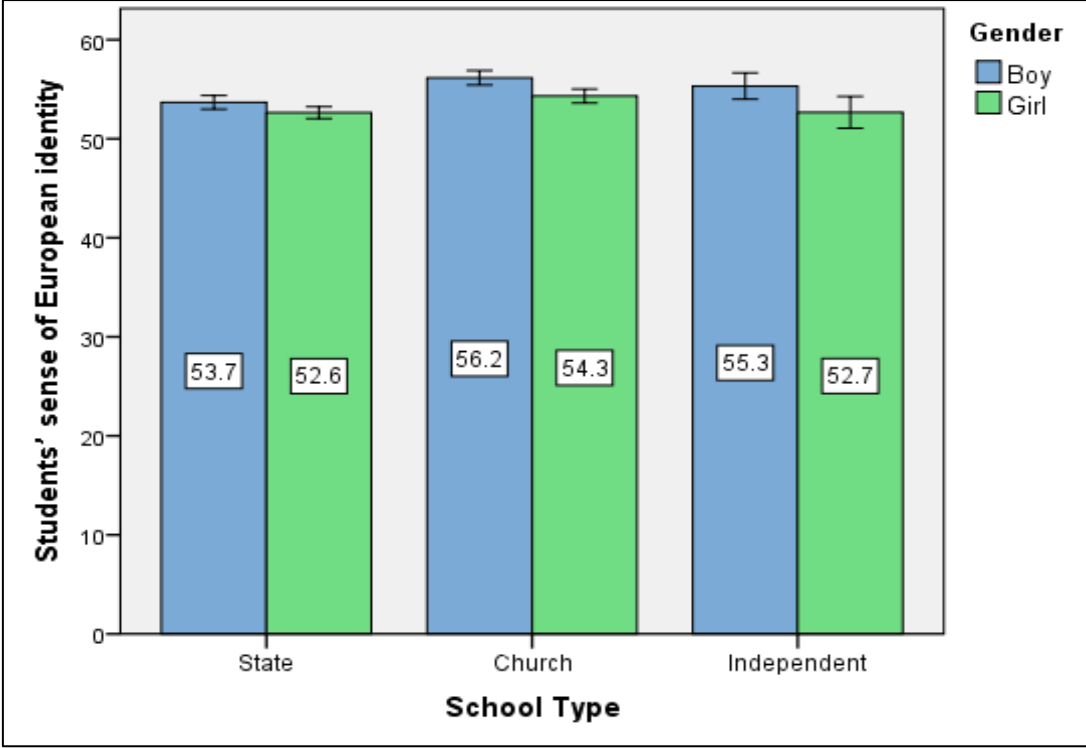


Figure 8.24: Relationship between ICCS score and students' sense of European identity

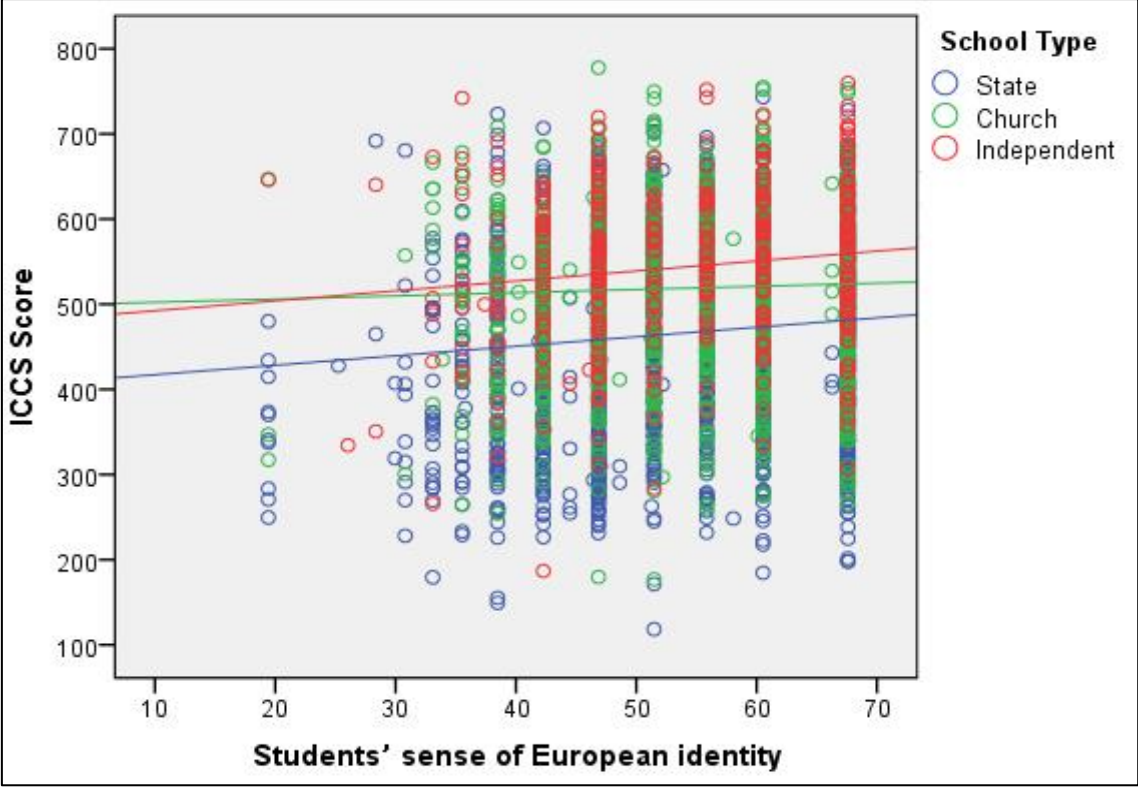


Figure 8.22 shows the score distribution of students' sense of European identity. The scale score has a mean of 54.1, standard deviation of 10.1 and ranges from 19.4 to 67.6. Figure 8.23 shows that male students tend to have a higher sense of European identity than female students across all school types. Moreover, students attending State schools tend to have a lower sense of European identity than students attending Church and Independent schools. Figure 8.24 shows a significant positive relationship between civic knowledge attainment and students' sense of European identity across all school types.

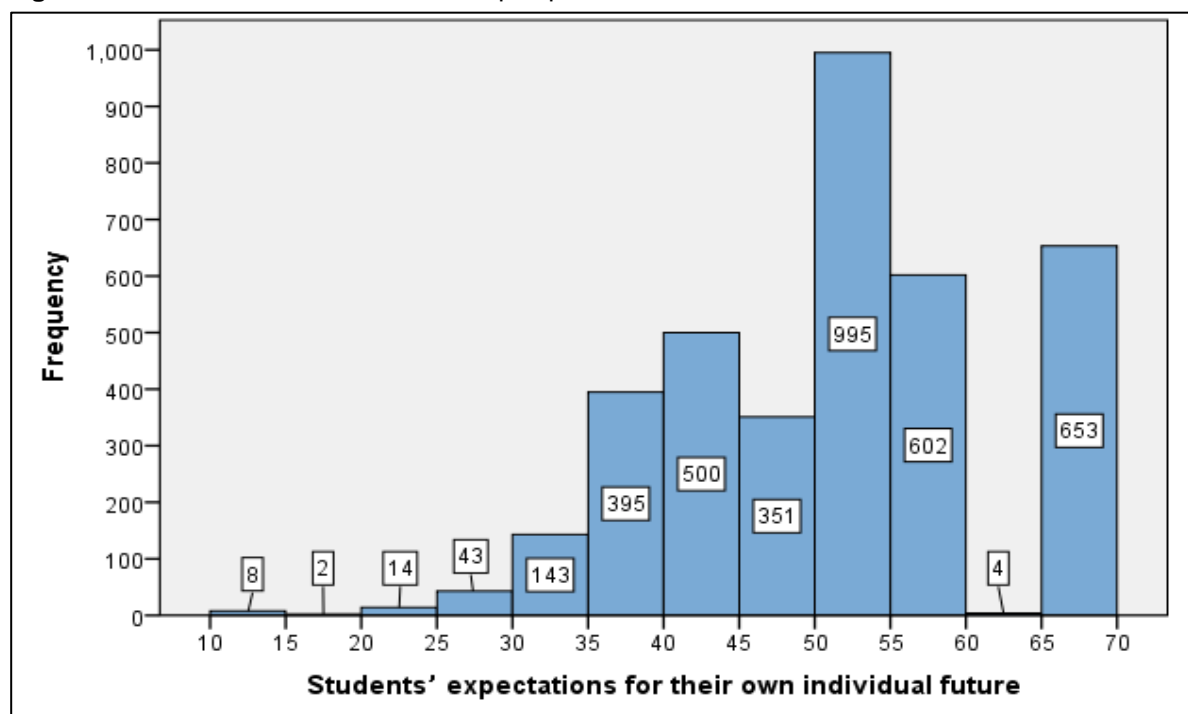
8.10 Students' perceptions of their own individual future

There is a body of literature concerned with the measurement of beliefs about perceptions and perspectives of the future. This measurement goes beyond simple measures of dispositional optimism and pessimism. Examining perceptions of the future involve an element of appraisal, as well as a response to that appraisal. There is evidence that adults in European countries think that life for the next generation will be more difficult that it was for them. The ICCS 2016 European regional questionnaire asks students about the likelihood of finding employment and better financial conditions in the future.

Table 8.9: Students' perspective of their own individual future

How likely do you think it is that your future will look like this?	Very likely	Likely	Unlikely	Very unlikely
I will find a steady job	53.7%	39.1%	5.6%	1.5%
My financial situation will be better than my parents	31.6%	53.3%	13.1%	2.0%
I will find a job I like	57.9%	31.6%	9.0%	1.5%
I will have the opportunity to travel abroad for leisure	52.3%	35.4%	9.0%	3.3%
I will earn enough money to start a family	60.5%	31.9%	5.5%	2.2%

Figure 8.25: Score distribution of students' perspective of their own individual future



A scale was generated using the IRT model by considering students' evaluations regarding five statements related to students' future expectations. The larger the scale score, the higher is their future expectations.

Figure 8.26: Students' perspective of their future, clustered by school type and gender

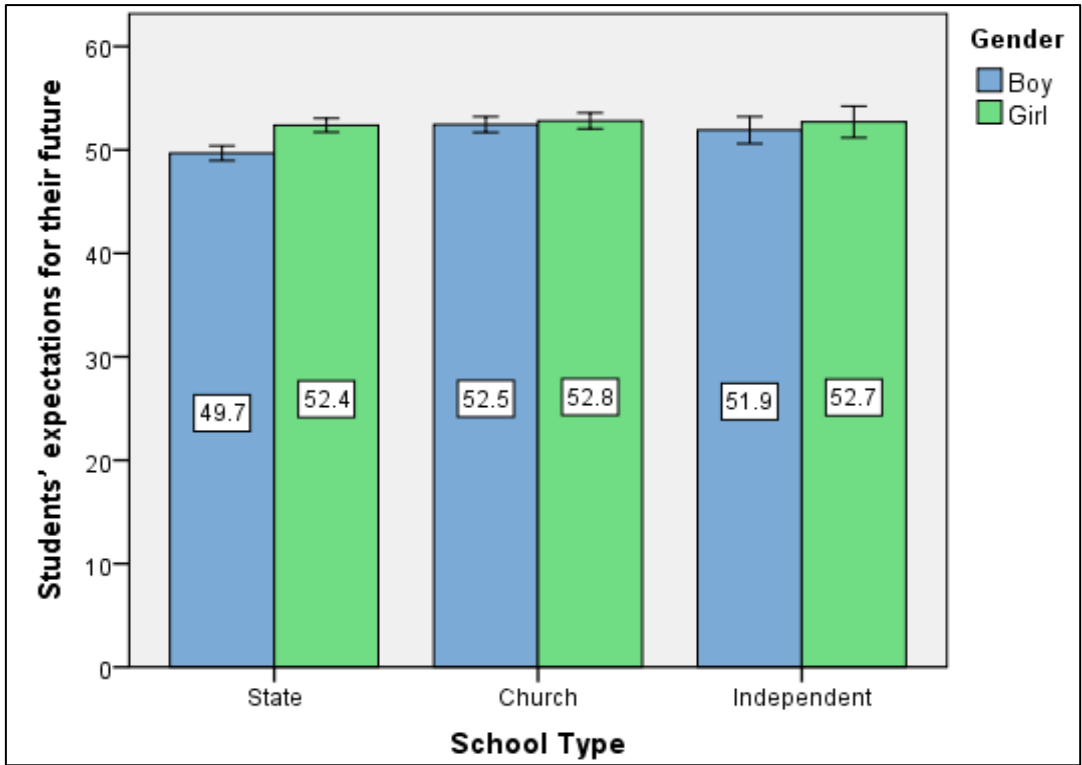


Figure 8.27: Relationship between ICCS score and students' perspective of their future

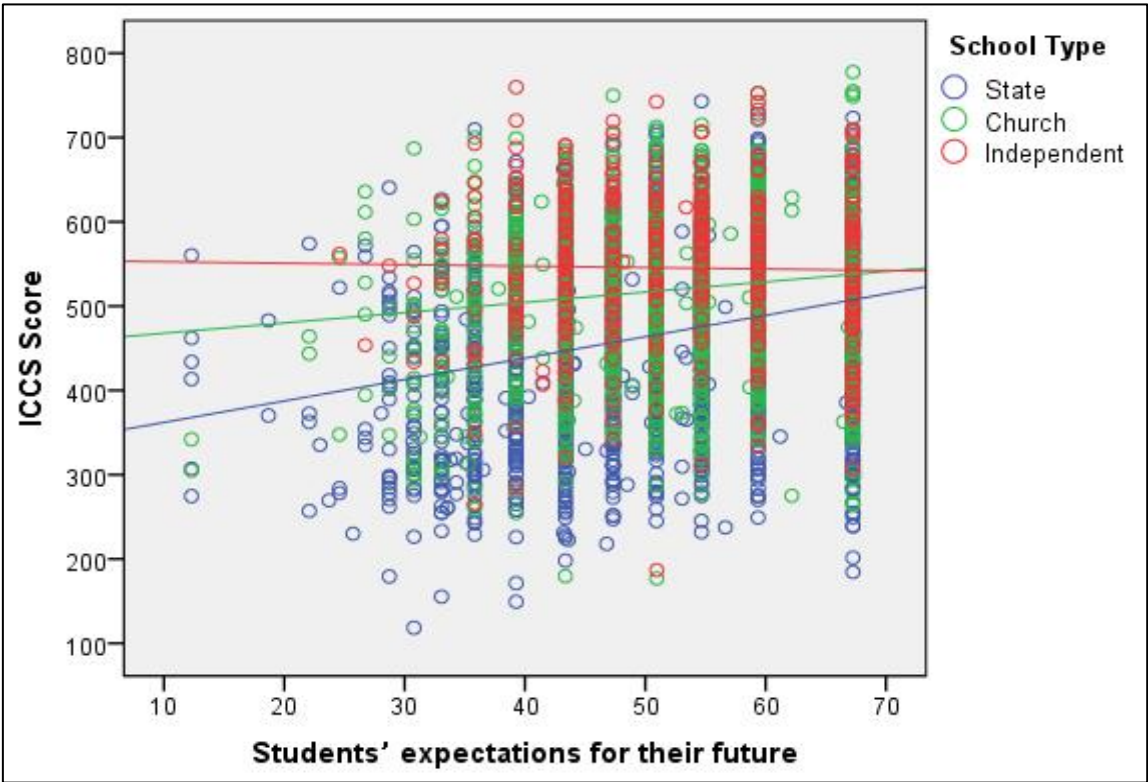


Figure 8.25 shows the score distribution of students' perspective of their own future. The scale score has mean 51.8 and standard deviation 10.6 and ranges from 12.3 to 67.3. Figure 8.26 shows that female students tend to have a more positive perspective of their future than male students across all school types. Moreover, students attending State schools, particularly males, tend to have a less positive perspective of their future than students attending Church and Independent schools. Figure 8.27 shows a positive relationship between civic knowledge attainment and students' perspective of their own future for students attending State and Church schools; however, this is not the case for students attending Independent schools.

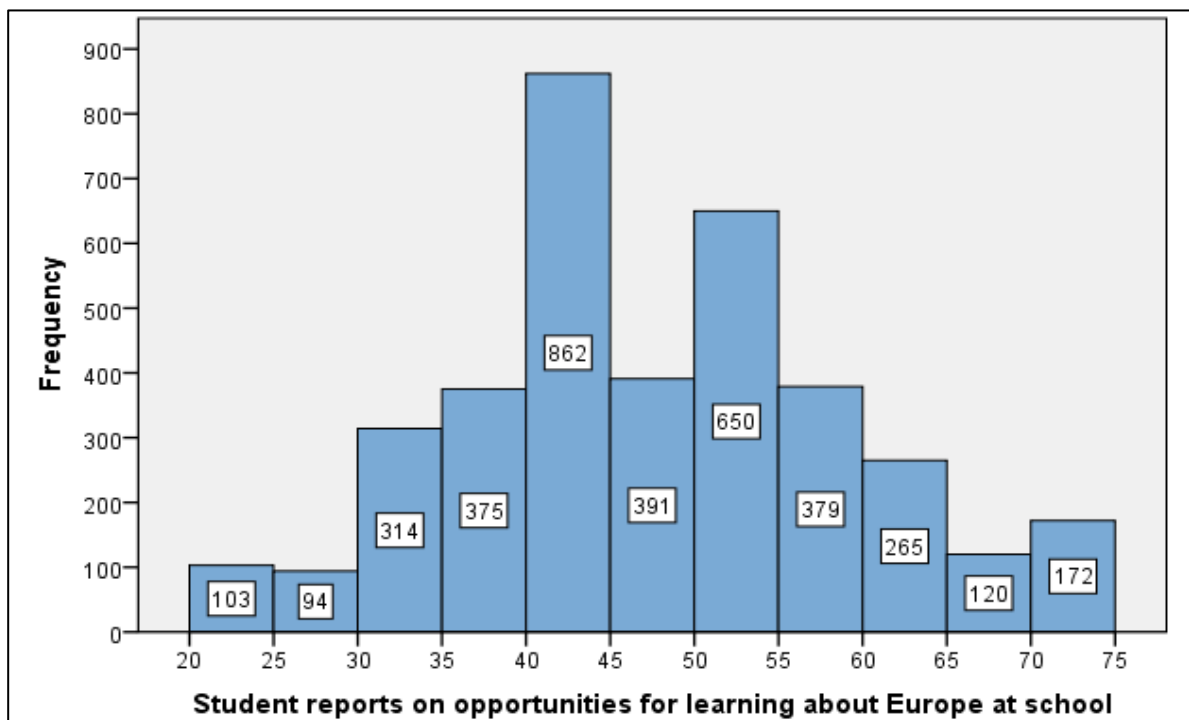
8.11 Students' opportunities to learn about Europe at school

The European regional questionnaire of ICCS 2009 asked students about the opportunities they had to learn about Europe at school, and results showed that majorities of students across participating countries reported learning about a wide range of issues. The European regional questionnaire for ICCS 2016 includes a modified question designed to measure the extent of the opportunities given to students to learn about civic issues related to Europe.

Table 8.10: Students' opportunities to learn about Europe at school

To what extent are the following practices implemented at this school?	Large extent	Moderate extent	Small extent	Not at all
Political and economic systems of other European countries	14.4%	45.0%	30.1%	10.6%
The history of Europe	25.3%	40.8%	24.8%	9.2%
Political and social issues in other European countries	13.0%	38.9%	35.4%	12.7%
Political and economic integration between European countries	17.4%	40.5%	28.6%	13.5%

Figure 8.28: Score distribution of students' opportunities to learn about Europe at school



A scale was generated using the IRT model by considering students' evaluations regarding four statements related to opportunities to learn about Europe at school. The larger the scale score, the higher the opportunities to learn about Europe at school.

Figure 8.29: Students' opportunities to learn about Europe at school, clustered by school type and gender

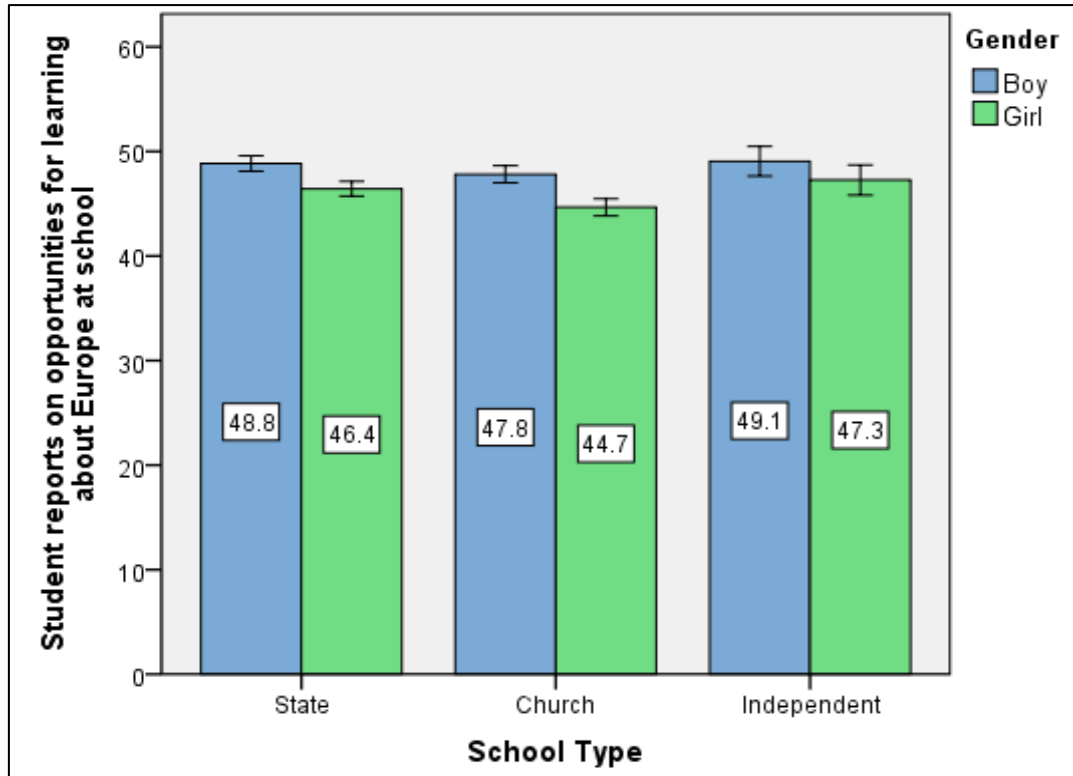


Figure 8.30: Relationship between ICCS score and students' opportunities to learn about Europe at school

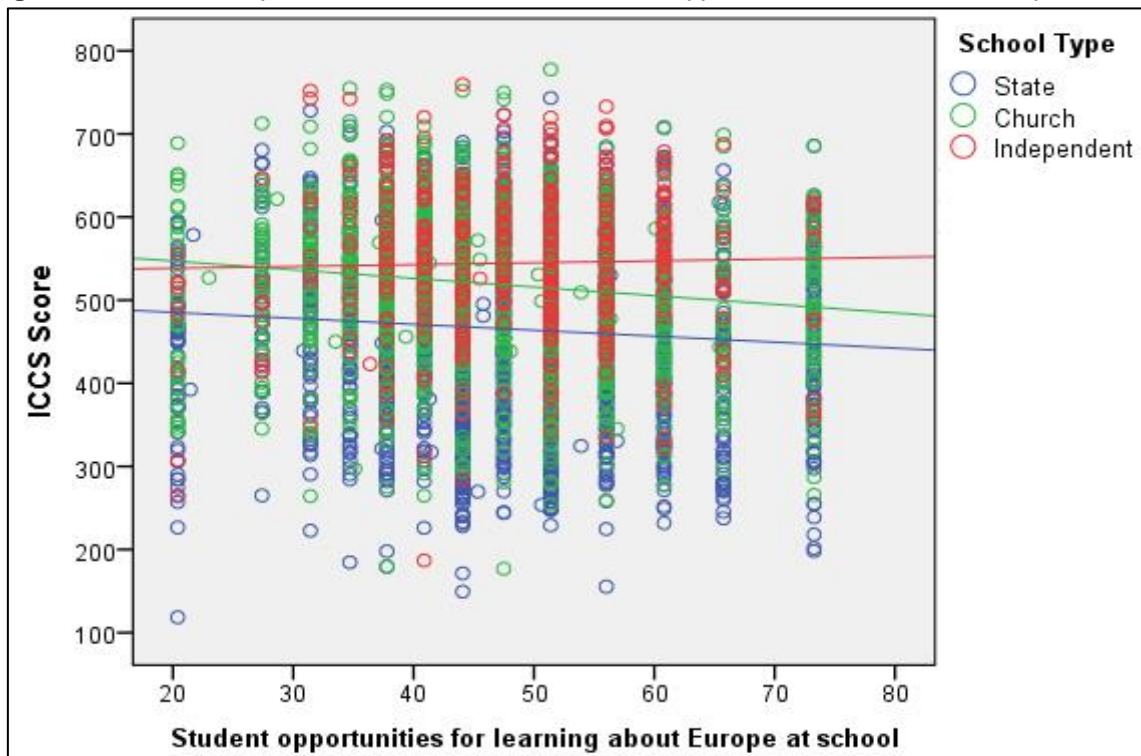


Figure 8.28 shows the score distribution of students' opportunities to learn about Europe at school. The scale score has a mean of 47.2, standard deviation of 11.3 and ranges from 20.4 to 73.3. Figure 8.29 shows that male students report more opportunities to learn about Europe at school than female students across all school types; however, these opportunities vary marginally across school types. Figure 8.30 displays no relationship between civic knowledge attainment and students' opportunities to learn about Europe at school for all school types.

8.12 Regression model relating ICCS score to European perspectives

Regression analysis was used to relate the civic knowledge score to ten predictors related to students' European perspectives. The regression model explains 32.3% of the total variation in the ICCS scores. With the exception of 'Students' sense of European identity' and 'Students' attitudes toward equal rights for immigrants' all students' European perspectives were found to be significant predictors of civic knowledge score since their p-values are less than the 0.05 level of significance. 'Students' attitudes toward restricting migration within Europe' was found to be the best predictor of the ICCS score since it has the lowest p-value. This is followed by 'Students' attitudes toward cooperation among European countries', 'Students' expectations for their own individual future', 'Students' positive expectations for European future', 'Students' attitudes toward freedom of migration within Europe', 'Students' negative expectations for European future', 'Student reports on opportunities for learning about Europe at school', 'Students' attitudes toward European Union', 'Students' sense of European identity' and 'Students' attitudes toward equal rights for immigrants'.

Table 8.11: Regression Coefficients, standard errors, T-values and p-values

	Reg. Coef.	Std. Error	T-value	P-value
Constant	423.76	15.25	27.79	0.000
Students' positive expectations for European future	-1.241	0.140	-8.837	0.000
Students' negative expectations for European future	0.878	0.129	6.793	0.000
Students' attitudes toward cooperation among European countries	3.238	0.166	19.45	0.000
Students' attitudes toward European Union	0.321	0.158	2.035	0.042
Students' attitudes toward equal rights for immigrants	0.119	0.165	0.721	0.471
Students' attitudes toward freedom of migration within Europe	1.223	0.168	7.271	0.000
Students' attitudes toward restricting migration within Europe	-3.004	0.141	-21.34	0.000
Students' sense of European identity	0.168	0.164	1.023	0.306
Students' expectations for their own individual future	1.326	0.148	8.978	0.000
Student reports on opportunities for learning about Europe at school	-0.852	0.135	-6.294	0.000

- For every 1-unit increase in the 'Students' attitudes toward restricting migration within Europe' score, the ICCS score is expected to decrease by 3.004 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' attitudes toward cooperation among European countries' score, the ICCS score is expected to increase by 3.238 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' expectations for their own individual future' score, the ICCS score is expected to increase by 1.326 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' positive expectations for European future' score, the ICCS score is expected to decrease by 1.241 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' attitudes toward freedom of migration within Europe' score, the ICCS score is expected to increase by 1.223 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' negative expectations for European future', score, the ICCS score is expected to increase by 0.878 given that other effects are kept constant.
- For every 1-unit increase in the 'Student reports on opportunities for learning about Europe at school', score, the ICCS score is expected to decrease by 0.852 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' attitudes toward European Union', score, the ICCS score is expected to increase by 0.321 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' sense of European identity', score, the ICCS score is expected to increase by 0.168 given that other effects are kept constant; however, this increment is not significant.
- For every 1-unit increase in the 'Students' attitudes toward equal rights for immigrants', score, the ICCS score is expected to increase by 0.119 given that other effects are kept constant; however, this increment is not significant.

APPENDIX

A. Head of School Questionnaire

How long have you been the Head of this School including the current year?	Frequency	Percentage
1 - 2 years	15	31.9%
3 - 5 years	18	38.3%
6 years or more	14	29.8%

How many teachers participate as follows at this school?	All or nearly all	Most of them	Some of them	None or hardly any
Making useful suggestions for improving school governance	8.5%	68.1%	19.1%	4.3%
Supporting good discipline throughout the school	36.2%	46.8%	17.0%	0.0%
Actively taking part in school development/improvement activities	27.7%	61.7%	10.6%	0.0%
Encouraging students' active participation in school life	27.7%	53.2%	19.1%	0.0%
Being willing to be members of the school council as teacher representatives	4.3%	85.1%	10.6%	0.0%

To what extent do the following statements describe the current situation at this school?	Large extent	Moderate extent	Small extent	Not at all
Teachers have a positive attitude towards the school	85.1%	14.9%	0.0%	0.0%
Teachers feel part of the school community	83.0%	17.0%	0.0%	0.0%
Teachers work with enthusiasm	68.1%	31.9%	0.0%	0.0%
Teachers take pride in this school	74.5%	25.5%	0.0%	0.0%
Students enjoy being in school	66.0%	34.0%	0.0%	0.0%
Students are actively involved in school work	57.4%	40.4%	2.1%	0.0%
Students take pride in this school	70.2%	29.8%	0.0%	0.0%
Students feel part of the school community	72.3%	27.7%	0.0%	0.0%

During the current school year, how many Year 9 students in this school have had the opportunity to take part in any of these activities?	All or nearly all	Most of them	Some of them	None or hardly any	Not offered at school
Activities related to environmental sustainability	19.1%	27.7%	46.8%	6.4%	0.0%
Human rights projects	8.5%	14.9%	44.7%	14.9%	17.0%
Activities for underprivileged people or groups	14.9%	19.1%	46.8%	12.8%	6.7%
Cultural activities	17.0%	48.9%	27.7%	4.3%	2.1%
Multicultural and intercultural activities within the local community	12.8%	19.1%	29.8%	19.1%	19.1%
Campaigns to raise people's awareness	12.8%	27.7%	25.5%	12.8%	21.3%
Activities aimed at protecting the cultural heritage within the local community	2.1%	27.7%	29.8%	25.5%	14.9%
Visits to political institutions	6.4%	23.4%	42.6%	17.0%	10.6%
Sports events	74.5%	21.3%	4.3%	0.0%	0.0%

How many Year 9 students at this school ...	All or nearly all	Most of them	Some of them	None or hardly any	Not applicable
elect their class representatives?	68.1%	17.0%	0.0%	2.1%	12.8%
vote in students' council elections?	68.1%	12.8%	2.1%	2.1%	14.9%

To what extent do the following statements describe the current situation at this school?	Never	Less than once a month	1-5 times a month	More than 5 times a month
A student reported to the Head of School aggressive or destructive behaviours by other students	17.0%	55.3%	17.0%	10.6%
A student reported to the Head of School that s/he was bullied by a teacher	55.3%	40.4%	2.1%	2.1%
A teacher reported to the Head of School that a student was bullied by other students	6.4%	63.8%	25.5%	4.3%
A teacher reported to the Head of School that a student helped another student who was being bullied	12.8%	57.4%	25.5%	4.3%
A teacher reported to the Head of School that s/he was being bullied by students	68.1%	31.9%	0.0%	0.0%
A parent reported to the Head of School that his/her son/daughter was bullied by other students	2.1%	68.1%	27.7%	2.1%

During the current school year, are any of the following activities against bullying (including cyber-bullying) being undertaken at this school?	Yes	No
Meetings aiming at informing parents about bullying at school	71.7%	28.3%
Specific training to provide teachers with knowledge, skills and confidence to make students aware of bullying	56.5%	43.5%
Teacher training sessions on safe and responsible internet use to avoid cyber-bullying	65.2%	34.8%
Student training sessions for responsible internet use to avoid cyber-bullying	93.5%	6.5%
Meetings aiming at raising parents' awareness on cyber-bullying	67.4%	32.6%
Development of a system to report anonymously incidents of cyber-bullying among students	28.3%	71.7%
Classroom activities aiming at raising students' awareness on bullying	95.7%	4.3%
Anti-bullying conferences held by experts and/or by local authorities on bullying at school	43.5%	56.5%

To what extent do the following statements apply to the current situation at this school?	Large extent	Moderate extent	Small extent	Not at all
Teachers are involved in decision-making processes	63.0%	37.0%	0.0%	0.0%
Parents are involved in decision-making processes	8.7%	43.5%	47.8%	0.0%
Students' opinions are taken into account in decision making processes	32.6%	54.3%	13.0%	0.0%
Rules and regulations are followed by teaching and non-teaching staff, students, and parents	84.8%	13.0%	2.2%	0.0%
Students are given the opportunity to actively participate in school decisions	26.1%	47.8%	23.9%	2.2%
Parents are provided with information on the school and student performance	82.6%	15.2%	2.2%	0.0%

To what extent are the following practices implemented at this school?	Large extent	Moderate extent	Small extent	Not at all
Differential waste collection	47.8%	37.0%	10.9%	4.3%
Waste reduction	34.8%	43.5%	15.2%	6.5%
Purchasing of environmentally friendly items	30.4%	43.5%	19.6%	6.5%
Energy-saving practices	50.0%	39.1%	10.9%	0.0%
Posters to encourage students' environmental friendly behaviours	37.0%	54.3%	8.7%	0.0%

Are the following devices with internet access provided by the school to Year 9 students for their learning activities?	Yes	No
Desktop computers	87.0%	13.0%
Portable computers (laptop, notebook, netbook)	6.5%	93.5%
Tablet devices (e.g. iPad)	6.5%	93.5%
E-readers (e.g. Kindle, Kobo, Nook)	0.0%	100.0%
Interactive whiteboards	93.5%	6.5%

Are the following resources available in the immediate area where the school is located?	Yes	No
Public library	65.2%	34.8%
Cinema	37.0%	63.0%
Theatre or Concert Hall	45.7%	54.3%
Language school	39.1%	60.9%
Museum, Historical Site or Art Gallery	50.0%	50.0%
Playground	89.1%	10.9%
Public garden or Park	80.4%	19.6%
Religious centre (e.g. church, mosque, synagogue)	97.8%	2.2%
Sports facilities	82.6%	17.4%
Music schools	32.6%	67.4%

To what extent are these issues a source of social tension in the immediate area where the school is located?	Large extent	Moderate extent	Small extent	Not at all
Presence of immigrants	4.3%	19.6%	41.3%	34.8%
Poor quality of housing	2.2%	11.1%	40.0%	46.7%
Unemployment	4.4%	2.2%	55.6%	37.8%
Religious intolerance	0.0%	2.2%	37.0%	60.9%
Ethnic conflicts	0.0%	2.2%	23.9%	73.9%
Extensive poverty	0.0%	2.2%	19.6%	78.3%
Organised crime	0.0%	2.2%	26.1%	71.7%
Youth gangs	0.0%	8.7%	28.3%	63.0%
Petty crime	0.0%	10.9%	39.1%	50.0%
Sexual harassment	0.0%	6.5%	30.4%	63.0%
Drug abuse	4.3%	15.2%	39.1%	41.3%
Alcohol abuse	4.3%	13.0%	37.0%	45.7%

How is civic and citizenship education taught at this school at Year 9?	Yes	No
It is taught as a separate subject by teachers of Social Studies, Environmental Studies, PSCD	80.4%	19.6%
It is taught by teachers of subjects related to human/social sciences	73.9%	26.1%
It is integrated into all subjects taught at school	45.7%	54.3%
It is an extra-curricular activity	26.1%	73.9%
It is considered the result of school experience as a whole	80.4%	19.6%

How much autonomy does this school have with regard to these activities related to civic and citizenship education?	Full autonomy	A lot of autonomy	Little autonomy	No autonomy
Choice of textbooks and teaching materials	47.8%	15.2%	26.1%	10.9%
Establishing student assessment procedures and tools	39.1%	26.1%	30.4%	4.3%
Curriculum planning	19.6%	39.1%	30.4%	10.9%
Determining the content of in-service professional development programmes for teachers	54.3%	19.6%	17.4%	8.7%
Extra-curricular activities	71.7%	26.1%	2.2%	0.0%
Establishing cooperation agreements with organisations and institutions	58.7%	23.9%	13.0%	4.3%
Participating in projects in partnership with other schools at national and international levels	65.2%	21.7%	13.0%	0.0%
Participating in European projects	65.2%	28.3%	6.5%	0.0%

In this school, are specific tasks for civic and citizenship education assigned to any of the following teachers?	Frequency	Percentage
The head of department of human/social sciences	12	26.1%
The civic and citizenship education coordinator	7	15.2%
The teacher responsible for cross-curricular projects	6	13.0%
No specific tasks are assigned to individual teachers	21	45.7%

What do you consider the most important aims of civic and citizenship education at school? (Select three options)	Frequency	Percentage
Promoting knowledge of social, political and civic institutions	12	26.1%
Promoting respect for and safeguard of the environment	29	63.0%
Promoting the capacity to defend one's own point of view	4	8.7%
Developing students' skills and competencies in conflict resolution	11	23.9%
Promoting knowledge of citizens' rights and responsibilities	34	73.9%
Promoting students' participation in the local community	10	21.7%
Promoting students' critical and independent thinking	30	65.2%
Promoting students' participation in school life	15	32.6%
Supporting the development of effective strategies to reduce racism	5	10.9%
Preparing students for future political engagement	1	2.2%

Is this school a public or a private school?	Frequency	Percentage
A public school	18	38.3%
A private school	29	61.7%

On 1 April 2016, what was the total school enrolment?	Boys	Girls
0	27.7%	42.6%
1-100	2.1%	2.1%
101-200	8.5%	6.4%
201-300	23.4%	12.7%
301-400	17.0%	15.1%
401-500	2.2%	12.7%
More than 500	19.1%	8.4%

On 1 April 2016, what was the total enrolment fore Year 9?	Boys	Girls
0	36.2%	42.6%
1-50	27.6%	21.2%
51-100	21.3%	23.4%
More than 100	14.9%	12.8%

Which best describes the immediate area in which this school is located?	Frequency	Percentage
A village, hamlet or rural area (fewer than 3,000 people)	5	10.9%
A small town (3,000 to about 15,000 people)	33	71.7%
A town (over 15,000 people)	8	17.4%

What percentage of students in your school comes from economically affluent homes?	Frequency	Percentage
0-10%	13	28.3%
11-25%	6	13.0%
26-50%	9	19.6%
More than 50%	18	39.1%

What percentage of students in your school comes from economically disadvantaged homes?	Frequency	Percentage
0-10%	25	54.3%
11-25%	11	23.9%
26-50%	8	17.4%
More than 50%	2	4.3%

B. Teacher Questionnaire

What subject are you teaching for the majority of hours per week in this school during the current school year?	Frequency	Percentage
Language Arts (Maltese, English, Arabic, French, German, Italian, Spanish, etc.)	217	29.6%
Human/Social Sciences (History, Geography, Social Studies, Economics, etc.)	131	17.9%
Mathematics	47	6.4%
Sciences (Integrated Science, Physics, Chemistry, Biology etc.)	103	14.1%
Religion/Ethics (Religion, Ethics)	27	3.7%
Other (Music, Art, Physical education, Home economics, PSCD, ICT, etc.)	244	33.3%

What percentage of your classroom teaching time is at Year 9 during the current school year at this school?	Frequency	Percentage
Less than 20%	158	21.5%
20–39%	322	43.8%
40–59%	165	22.4%
60–79%	55	7.5%
80% or more	36	4.9%

In the current school year, how many schools are you teaching in at Year 9?	Frequency	Percentage
Only in this school	713	97.0%
In this and another school	21	2.9%
In this and in two other schools	1	0.1%
In this and in three or more other schools	0	0.0%

Are you a male or a female?	Frequency	Percentage
Female	495	67.2%
Male	242	32.8%

How old are you?	Frequency	Percentage
Less than 25	63	8.5%
25-29	177	24.0%
30-39	248	33.6%
40-49	153	20.8%
50-59	86	11.7%
60 or more	10	1.4%

In your opinion, how many teachers have participated as follows in the current school year?	All or nearly all	Most of them	Some of them	None or hardly any
Working with one another in devising teaching activities	10.0%	37.4%	46.3%	6.3%
Helping in solving conflict situations arising among students in the school	12.3%	43.0%	42.0%	2.7%
Taking on tasks and responsibilities in addition to teaching	12.0%	40.2%	45.6%	2.2%
Actively taking part in school development/improvement activities	20.6%	40.7%	36.4%	2.3%
Engaging in guidance activities	4.1%	18.7%	68.2%	9.0%

Indicate how frequently each of the following problems occurs among students at this school.	Never	Sometimes	Often	Very often
Vandalism	29.0%	62.4%	6.8%	1.8%
Truancy	26.4%	64.1%	7.8%	1.8%
Ethnic intolerance	42.2%	49.9%	6.4%	1.5%
Religious intolerance	58.3%	36.9%	3.7%	1.1%
Bullying	2.0%	64.4%	28.8%	4.8%
Violence	42.7%	50.2%	6.1%	1.0%
Sexual harassment	77.2%	21.0%	1.2%	0.5%
Drug abuse	85.4%	13.9%	0.4%	0.3%
Alcohol abuse	82.3%	16.9%	0.5%	0.3%

During the current school year, have you and your Year 9 students taken part in any of these activities?	Yes	No
Activities related to environmental sustainability	57.9%	42.1%
Human rights projects	28.7%	71.3%
Activities for underprivileged people or groups	39.3%	60.7%
Cultural activities (e.g. theatre, music, cinema)	65.1%	34.9%
Multicultural and intercultural activities within the local community	32.9%	67.1%
Campaigns to raise people's awareness, such as AIDS World Day	33.2%	66.8%
Activities aimed at protecting the cultural heritage in the local community	34.8%	65.2%
Visits to political institutions	32.3%	67.7%
Sports events	76.0%	24.0%

In your opinion, how many students in this school ...	All or nearly all	Most of them	Some of them	None or hardly any
are well behaved on entering and leaving the school premises?	28.3%	59.2%	11.9%	0.7%
have a positive attitude towards their own school?	17.4%	61.3%	20.4%	1.0%
have a good relationship with the school teachers and staff?	25.3%	66.8%	7.7%	0.3%
show care for school facilities and equipment?	16.9%	62.3%	19.9%	0.8%
are well behaved during breaks?	21.7%	66.8%	10.9%	0.5%
show they feel part of the school community?	20.4%	58.7%	19.7%	1.2%

In your opinion, how many of your Year 9 students ...	All or nearly all	Most of them	Some of them	None or hardly any
get on well with their classmates?	24.4%	68.9%	6.4%	0.3%
are well integrated in the class?	24.2%	67.2%	8.2%	0.4%
respect their classmates even if they have different opinions?	18.4%	61.2%	19.9%	0.5%
have a good relationship with other students?	21.6%	70.1%	8.2%	0.0%

How frequently do you use the following devices with internet access provided by the school for your teaching activities with Year 9 students?	Never	In some lessons	In all or most lessons	Not provided by school
Desktop computers	38.3%	19.2%	31.7%	10.8%
Portable computers (laptop, notebook, netbook)	8.5%	23.9%	64.5%	3.2%
Tablet devices (e.g. iPad)	49.9%	9.2%	3.7%	37.2%
E-readers (e.g. Kindle, Kobo, Nook)	60.5%	1.8%	0.6%	37.1%
Interactive whiteboards	11.6%	25.0%	58.4%	4.9%

How often have any of the following situations happened during the current school year?	Never	Less than once a month	1-5 times a month	More than 5 times a month
A student informed you about aggressive or destructive behaviours by other students	37.2%	50.8%	10.8%	1.2%
A student informed you that s/he was bullied by another student	34.6%	50.1%	14.3%	1.0%
A teacher informed you that a student was bullied by other students	33.7%	54.2%	11.3%	0.8%
A teacher informed you that a student helped another student who was being bullied	52.7%	42.4%	4.9%	0.0%
A student informed you that s/he was bullied by a teacher	84.4%	14.3%	1.0%	0.3%
A parent informed you that his/her son/daughter was bullied by other students	57.4%	39.5%	3.1%	0.0%
A teacher informed you that s/he was bullied by students	70.0%	25.3%	4.0%	0.7%
You witnessed students' bullying behaviours.	35.9%	48.6%	13.2%	2.3%

During the current school year, have you carried out any of the following activities with your Year 9 students?	Yes	No
Writing letters to newspapers or magazines to support actions about the environment	9.5%	90.5%
Signing a petition on environmental issues	3.7%	96.3%
Posting on social network, forum or blog to support actions about the environment	12.7%	87.3%
Activities to make students aware of the environmental impact of excessive water consumption	37.6%	62.4%
Activities to make students aware of the environmental impact of excessive energy consumption	36.5%	63.5%
Cleanup activities outside the school	8.7%	91.3%
Recycling and waste collection in the local community	29.8%	70.2%

What do you consider the most important aims of civic and citizenship education at school? (Select three options)	Frequency	Percentage
Promoting knowledge of social, political and civic institutions	150	20.5%
Promoting respect for and safeguard of the environment	425	58.1%
Promoting the capacity to defend one's own point of view	121	16.6%
Developing students' skills and competencies in conflict resolution	232	31.7%
Promoting knowledge of citizens' rights and responsibilities	420	57.5%
Promoting students' participation in the local community	176	24.1%
Promoting students' critical and independent thinking	486	66.5%
Promoting students' participation in school life	165	22.6%
Supporting the development of effective strategies to reduce racism	110	15.0%
Preparing students for future political engagement	32	4.4%

Do you teach Social Studies, Environmental Studies, PSCD at Year 9?	Frequency	Percentage
Yes	154	21.0%
No	580	79.0%

In planning lessons related to civic and citizenship education for your Year 9 students, to what extent do you draw on the following sources?	Large extent	Moderate extent	Small extent	Not at all
Official curricula, curricular guidelines or frameworks	70.6%	24.2%	2.6%	2.6%
Original sources (e.g. constitutions and human rights)	31.4%	40.5%	22.9%	5.2%
Textbooks	20.3%	29.4%	32.7%	17.6%
Teaching materials published by commercial companies	7.3%	34.4%	36.4%	21.9%
Media (e.g. newspapers, magazines, television, etc.)	41.4%	42.1%	15.1%	1.3%
Teaching material directly published by the Ministry of Education or by the local education authority	27.5%	37.3%	28.8%	6.5%
Web-based sources of information (e.g. wikis, newspapers on line) and social media	40.8%	43.4%	13.2%	2.6%
Documents published by NGOs, international associations, political parties, public institutions, academic institutions	15.7%	39.9%	34.6%	9.8%

How often do the following activities take place during your Year 9 lessons related to civic and citizenship education?	Never	Sometimes	Often	Very often
Students work on projects that involve gathering information outside school	44.4%	45.1%	7.8%	2.6%
Students work in small groups on different topics/issues	5.2%	39.2%	34.0%	21.6%
Students participate in role plays	17.6%	42.5%	28.8%	11.1%
Students take notes during teacher's lectures	34.6%	39.2%	19.6%	6.5%
Students discuss current issues	0.7%	13.7%	39.2%	46.4%
Students research and/or analyse information gathered from multiple Web sources	15.0%	52.3%	24.8%	7.8%
Students study textbooks	53.6%	23.5%	19.0%	3.9%
Students propose topics/issues for the following lessons.	27.5%	62.7%	4.6%	5.2%

How well prepared do you feel to teach the following topics and skills?	Very well prepared	Quite well prepared	Not very well prepared	Not prepared at all
Human rights	27.3%	61.0%	11.0%	0.6%
Voting and elections	25.7%	46.7%	23.7%	3.9%
The global community and international organisations	13.9%	50.3%	33.8%	2.0%
The environment and environmental sustainability	35.9%	49.7%	13.1%	1.3%
Emigration and immigration	29.2%	51.9%	17.5%	1.3%
Equal opportunities for men and women	48.7%	46.1%	3.9%	1.3%
Citizens' rights and responsibilities	42.9%	50.0%	5.2%	1.9%
The constitution and political systems	17.1%	36.8%	38.2%	7.9%
Responsible Internet use (e.g. privacy, source reliability)	49.4%	38.3%	10.4%	1.9%
Critical and independent thinking	43.5%	41.6%	13.6%	1.3%
Conflict resolution	41.8%	42.5%	13.1%	2.6%
The European Union	13.7%	43.8%	35.9%	6.5%

When assessing Year 9 students in civic and citizenship education, how often do you make use of the following assessment tools?	Never	Sometimes	Often	Very often
Written assessment tests (e.g. multiple choice, essay)	41.3%	22.7%	20.7%	15.3%
Oral examinations	57.0%	22.1%	14.1%	6.7%
Observation (e.g. checklist and rating scale)	37.3%	32.7%	20.7%	9.3%
Peer assessment	46.7%	37.3%	10.7%	5.3%
Project work	28.7%	45.3%	20.0%	6.0%

How well prepared do you feel to teach the following topics and skills?	Yes, during pre-service training	Yes, during in-Service training	Yes, during both Pre and in-Service training	No
Human rights	15.6%	11.7%	8.4%	64.3%
Voting and elections	7.8%	0.7%	2.0%	89.5%
The global community and international organisations	11.8%	7.8%	5.2%	75.2%
The environment and environmental sustainability	11.1%	12.4%	19.0%	57.5%
Emigration and immigration	18.2%	9.7%	7.1%	64.9%
Equal opportunities for men and women	19.5%	13.6%	14.9%	51.9%
Citizens' rights and responsibilities	18.8%	15.6%	9.7%	55.8%
The constitution and political systems	11.1%	3.3%	2.0%	83.7%
Responsible Internet use (e.g. privacy, source reliability)	14.3%	26.6%	24.0%	35.1%
Critical and independent thinking	22.2%	13.1%	14.4%	50.3%
Conflict resolution	20.8%	9.7%	13.6%	55.8%
The European Union	11.1%	4.6%	4.6%	79.7%

Have you attended any teacher training courses addressing the following teaching methods and approaches?	Yes, during pre-service training	Yes, during in-Service training	Yes, during both Pre and in-Service training	No
Pair and group work	30.7%	20.3%	25.5%	23.5%
Classroom discussion	32.7%	19.6%	21.6%	26.1%
Role play	31.4%	15.7%	16.3%	36.6%
Research work	29.4%	9.8%	11.1%	49.7%
Problem solving	29.4%	13.7%	17.0%	39.9%

In your view, what is needed to improve civic and citizenship education in this school? (Select three options)	Frequency	Percentage
More materials and textbooks	33	21.4%
Better materials and textbooks	30	19.5%
More in-service training in teaching methods	41	26.6%
More in-service training in subject matter knowledge	45	29.2%
More pre-service training in civic and citizenship education	18	11.7%
More cooperation between teachers in different subject areas	43	27.9%
More instructional time allocated to civic and citizenship education	44	28.6%
More opportunities for projects related to civic and citizenship education	47	30.5%
Formal assessment of civic and citizenship education	8	5.2%
New civic and citizenship education national curricula	19	12.3%
More parental involvement	23	14.9%
Greater involvement of outside agencies or stakeholders	45	29.2%
More cooperation between the school and the local community	46	29.9%
More emphasis on civic and citizenship education by the education authorities	57	37.0%

C. Student Questionnaire

What is the highest level of education you expect to complete?	Frequency	Percentage
Tertiary education (degree level)	1531	41.9%
A National Diploma or a Higher National Diploma	677	18.5%
5 'O' Levels / SEC examinations or more, or 'A' Levels / the MATSEC certificate	1092	29.9%
4 'O' Levels / SEC examinations or less	351	9.6%

Do any of these people live at home with you most or all of the time?	Frequency	Percentage
Mother	3562	95.3%
Other female guardian (for example, stepmother or foster-mother)	120	3.3%
Father	2863	76.9%
Other male guardian (for example, stepfather or foster-father)	253	7.0%
Siblings (brothers or sisters including stepbrothers and stepsisters)	2770	74.6%
Grandparents	695	18.8%
Others	421	11.6%

In what country were you and your parents born?	Malta	Other
You	92.2%	7.8%
Mother or female guardian	85.5%	14.5%
Father or male guardian	83.9%	16.1%

What language do you speak at home most of the time?	Frequency	Percentage
Maltese	2610	70.9%
Other	1069	29.1%

What is the highest level of education of your mother or female guardian?	Frequency	Percentage
Tertiary education (degree level)	744	21.6%
A National Diploma or a Higher National Diploma	378	11.0%
5 'O' Levels / SEC examinations or more, or 'A' Levels / the MATSEC certificate	936	27.2%
4 'O' Levels / SEC examinations or less	738	21.5%
She did not complete secondary school	644	18.7%

What is the highest level of education of your father or male guardian?	Frequency	Percentage
Tertiary education (degree level)	794	24.0%
A National Diploma or a Higher National Diploma	380	11.5%
5 'O' Levels / SEC examinations or more, or 'A' Levels / the MATSEC certificate	694	20.9%
4 'O' Levels / SEC examinations or less	685	20.7%
He did not complete secondary school	761	23.0%

How interested are you and your parent(s) in political and social issues?	Very interested	Quite interested	Not very interested	No at all interested
You	9.0%	25.2%	42.2%	23.6%
Mother or female guardian	15.8%	43.8%	32.8%	7.7%
Father or male guardian	25.9%	41.8%	25.2%	7.1%

About how many books are there in your home?	Frequency	Percentage
None or very few (0–10 books)	267	7.2%
Enough to fill one shelf (11–25 books)	768	20.7%
Enough to fill one bookcase (26–100 books)	1381	37.2%
Enough to fill two bookcases (101–200 books)	734	19.8%
Enough to fill three or more bookcases (more than 200 books)	558	15.0%

How many of the following devices are used regularly in your home?	None	One	Two	Three or more
Desktop / portable computers (laptop, notebook, netbook)	2.9%	25.5%	34.2%	37.3%
Tablet devices or e-readers (e.g. iPad or Kindle)	13.4%	38.2%	27.5%	20.9%
Mobile phones with internet access (e.g. smart phones)	2.2%	7.2%	11.9%	78.6%

How often are you involved in each of the following activities outside school?	Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily
Talking with your parent(s) about political or social issues	46.0%	24.4%	18.9%	10.6%
Watching television to inform yourself about national and international news	17.2%	17.7%	27.4%	37.7%
Reading the newspaper to inform yourself about national and international news	66.0%	18.4%	12.4%	3.2%
Talking with friends about political or social issues	55.2%	24.8%	13.8%	6.2%
Talking with your parent(s) about what is happening in other countries	18.9%	30.2%	34.0%	16.9%
Talking with friends about what is happening in other countries	29.6%	34.0%	26.5%	10.0%
Using the internet to find information about political or social issues	49.1%	25.4%	16.1%	9.4%
Posting a comment or image regarding a political or social issue on the internet or social media	83.8%	9.0%	4.7%	2.5%
Sharing or commenting on another person's online post regarding a political or social issue	82.2%	10.0%	5.1%	2.7%

Have you ever been involved in activities of any of the following organisations, clubs or groups?	Yes, I have done this within the last twelve months	Yes, I have done this but more than a year ago	No, I have never done this
A youth organisation affiliated with a political party or union	9.0%	7.4%	83.6%
An environmental action group or organisation	10.0%	23.8%	66.2%
A Human Rights organisation	5.7%	10.3%	84.0%
A voluntary group doing something to help the community	21.3%	24.8%	53.9%
An organisation collecting money for a social cause	17.6%	19.8%	62.6%
A group of young people campaigning for an issue	7.6%	11.5%	80.9%
An animal rights or animal welfare group	10.9%	18.6%	70.5%
A religious group or organisation	33.7%	31.0%	35.3%
A community youth group (such as boy/girl scouts, YMCA)	25.0%	21.0%	54.0%
A sports team	53.5%	27.4%	19.1%

At school, have you ever done any of the following activities?	Yes, I have done this within the last twelve months	Yes, I have done this but more than a year ago	No, I have never done this
Active participation in an organised debate	22.3%	21.2%	56.6%
Voting for class representative or students' council	52.4%	26.3%	21.4%
Taking part in decision-making about how the school is run	20.4%	21.6%	58.1%
Taking part in discussions at a school assembly	20.9%	24.9%	54.2%
Becoming a candidate for class representative or students' council	21.5%	26.9%	51.5%
Participating in an activity to make the school more environmentally friendly	25.3%	31.6%	43.2%
Voluntary participation in school based music or drama activities outside of regular classes	29.8%	28.5%	41.7%

When discussing political or social issues during regular lessons, how often do the following things happen?	Never	Rarely	Sometimes	Often
Teachers encourage students to make up their own minds	10.9%	21.1%	43.2%	24.7%
Teachers encourage students to express their opinions	6.4%	10.3%	28.6%	54.7%
Students bring up current political events for discussion in class	24.9%	37.5%	26.2%	11.3%
Students express opinions in class even when their opinions are different from most of the other students	8.3%	18.0%	37.8%	36.0%
Teachers encourage students to discuss the issues with people having different opinions	11.2%	18.8%	36.9%	33.1%
Teachers present several sides of the issues when explaining them in class	14.3%	23.2%	36.8%	25.7%

At school, to what extent have you learned about the following topics?	Large extent	Moderate extent	Small extent	Not at all
How citizens can vote in local or national elections	18.5%	37.1%	29.6%	14.8%
How laws are introduced and changed in Malta	12.0%	34.0%	36.8%	17.2%
How to protect the environment	48.1%	33.3%	14.4%	4.2%
How to contribute to solve problems in the local community	15.3%	36.2%	34.7%	13.7%
How citizen rights are protected in Malta	28.2%	34.7%	24.8%	12.3%
Political issues and events in other countries	12.2%	31.8%	37.3%	18.8%
How the economy works	19.2%	30.9%	30.7%	19.2%

How much do you agree or disagree with the following statements about teachers and students at your school?	Strongly agree	Agree	Disagree	Strongly disagree
Most of my teachers treat me fairly	38.1%	46.4%	11.2%	4.3%
Students get along well with most teachers	20.5%	53.6%	21.5%	4.4%
Most teachers are interested in students' well-being	35.6%	49.2%	11.9%	3.3%
Most of my teachers listen to what I have to say	33.3%	46.9%	15.7%	4.1%
If I need extra help, I receive it from my teachers	36.4%	49.5%	11.0%	3.1%
Most teachers would stop students from being bullied	39.8%	40.8%	14.2%	5.3%
Most students at my school treat each other with respect	21.9%	44.5%	23.9%	9.7%
Most students at my school get along well with each other	20.7%	51.3%	21.0%	7.0%
My school is a place where students feel safe	26.8%	51.4%	16.1%	5.7%
I am afraid of being bullied by other students	15.1%	20.9%	25.6%	38.4%

Do you have an Internet connection at home?	Frequency	Percentage
Yes	3662	98.8%
No	43	1.2%

During the last three months, how often did you experience the following situations at your school?	Not at all	Once	2-4 times	5 times or more
A student called you by an offensive nickname	42.0%	23.3%	17.3%	17.4%
A student said things about you to make others laugh	34.8%	24.4%	22.9%	18.0%
A student threatened to hurt you	70.7%	14.8%	8.8%	5.7%
You were physically attacked by another student	75.8%	14.6%	5.8%	3.8%
A student broke something belonging to you on purpose	80.6%	12.3%	4.5%	2.6%
A student posted offensive pictures or text about you on the Internet	87.6%	7.1%	3.5%	1.9%

How much do you agree or disagree with the following statements about student participation at school?	Strongly agree	Agree	Disagree	Strongly disagree
Student participation in how schools are run can make schools better	37.9%	53.8%	6.0%	2.3%
Lots of positive changes can happen in schools when students work together	49.1%	44.0%	5.2%	1.6%
Organising groups of students to express their opinions could help solve problems in schools	37.9%	49.2%	10.1%	2.8%
Students can have more influence on what happens in schools if they act together rather than alone	37.4%	50.8%	9.1%	2.8%
Voting in student elections can make a difference to what happens at schools	30.4%	46.5%	16.9%	6.2%

How much do you agree or disagree with the following statements about the roles of women and men in society?	Strongly agree	Agree	Disagree	Strongly disagree
Men and women should have equal opportunities to take part in government	77.7%	18.6%	2.5%	1.2%
Men and women should have the same rights in every way	74.2%	18.5%	5.6%	1.7%
Women should stay out of politics	4.3%	6.7%	20.0%	68.9%
When there are not many jobs available, men should have more right to a job than women	6.8%	10.3%	23.1%	59.8%
Men and women should get equal pay when they are doing the same jobs	74.6%	17.5%	4.8%	3.2%
Men are better qualified to be political leaders than women	7.5%	13.7%	25.4%	53.4%
Women's first priority should be raising children	16.1%	32.0%	26.9%	25.0%

How much do you agree or disagree with the following statements about the rights and responsibilities of different ethnic groups in society?	Strongly agree	Agree	Disagree	Strongly disagree
All ethnic groups should have an equal chance to get a good education in Malta	52.1%	39.6%	5.4%	2.9%
All ethnic groups should have an equal chance to get good jobs in Malta	45.3%	43.8%	8.0%	2.9%
Schools should teach students to respect members of all ethnic groups	52.0%	39.4%	6.8%	1.8%
Members of all ethnic groups should be encouraged to run in elections for political office	27.5%	49.0%	18.6%	5.0%
Members of all ethnic groups should have the same rights and responsibilities	51.9%	39.0%	6.5%	2.6%

Which of the following situations do you think would be good, neither good nor bad, or bad for democracy?	Good for democracy	Neither good nor bad for democracy	Bad for democracy
Political leaders give government jobs to their family members	25.7%	38.0%	36.3%
One company or the government owns all newspapers in a country	14.2%	40.6%	45.3%
People are allowed to publicly criticise the government	35.5%	41.8%	22.6%
All adult citizens have the right to elect their political leaders	66.3%	27.2%	6.5%
People are able to protest if they think a law is unfair	66.0%	26.6%	7.5%
The police have the right to hold people suspected of threatening national security in jail without trial	27.7%	37.8%	34.5%
Differences in income between poor and rich people are small	33.4%	39.5%	27.2%
The government influences decisions by courts of justice	29.2%	44.6%	26.2%
All ethnic groups in the country have the same rights	58.0%	32.9%	9.1%

How important are the following behaviours for being a good adult citizen?	Very important	Quite important	Not very important	Not at all important
Voting in every national election	36.8%	42.1%	17.7%	3.4%
Joining a political party	8.1%	24.9%	53.2%	13.8%
Learning about the country's history	30.1%	42.4%	22.3%	5.2%
Following political issues in the newspaper, on the radio, on TV or on the Internet	23.6%	45.2%	25.0%	6.2%
Showing respect for government representatives	38.6%	45.1%	12.4%	3.9%
Engaging in political discussions	10.6%	32.2%	46.4%	10.8%
Participating in peaceful protests against laws believed to be unjust	24.0%	39.2%	28.4%	8.4%
Participating in activities to benefit people in the local community	32.7%	47.6%	16.4%	3.4%
Taking part in activities promoting human rights	41.6%	43.3%	12.2%	2.9%
Taking part in activities to protect the environment	41.3%	42.1%	13.5%	3.2%
Working hard	51.9%	31.5%	11.0%	5.6%
Always obeying the law	69.5%	22.8%	5.2%	2.4%
Ensuring the economic welfare of their families	58.0%	33.1%	6.7%	2.2%
Making personal efforts to protect natural resources	52.6%	37.1%	8.2%	2.1%
Respecting the rights of others to have their own opinions	61.0%	31.5%	5.7%	1.8%
Supporting people who are worse off than you	48.9%	38.5%	8.8%	3.7%
Engaging in activities to help people in less developed countries	40.1%	44.8%	11.6%	3.6%

How much do you trust each of the following groups, institutions or sources of information?	Completely	Quite a lot	A little	Not at all
The government of Malta	22.4%	43.8%	22.9%	11.0%
The local council of your town or city	19.5%	50.2%	23.6%	6.7%
Courts of justice	30.5%	46.0%	18.0%	5.5%
The police	38.2%	40.6%	14.7%	6.4%
Political parties	12.5%	38.4%	33.5%	15.6%
Parliament	17.1%	42.4%	28.5%	11.9%
Media (television, newspapers, radio)	22.9%	43.3%	27.2%	6.6%
Social media (e.g. Twitter, blogs, YouTube)	21.7%	37.8%	32.4%	8.1%
The Armed Forces	44.7%	37.0%	14.2%	4.1%
Schools	34.2%	44.0%	14.5%	7.3%
The United Nations	34.0%	41.2%	18.8%	6.1%
People in general	12.6%	36.3%	39.6%	11.5%
European Commission	26.0%	43.8%	22.9%	7.3%
European Parliament	29.8%	42.2%	19.6%	8.4%

How much do you agree or disagree with the following statements about Malta?	Strongly agree	Agree	Disagree	Strongly disagree
The Maltese flag is important to me	49.6%	38.9%	8.3%	3.2%
I have great respect for Malta	55.9%	37.5%	5.0%	1.6%
In Malta we should be proud of what we have achieved	56.5%	35.2%	6.3%	2.0%
I am proud to live in Malta	55.0%	31.6%	9.3%	4.1%
Generally speaking, Malta is a better country to live in than most other countries	36.8%	38.4%	18.1%	6.8%

To what extent do you think the following issues are a threat to the world's future?	Large extent	Moderate extent	Small extent	Not at all
Pollution	63.2%	26.8%	7.8%	2.2%
Energy shortages	43.3%	41.8%	12.4%	2.4%
Global financial crises	42.3%	40.8%	14.4%	2.5%
Crime	53.4%	30.9%	11.9%	3.8%
Water shortages	66.5%	21.7%	8.7%	3.0%
Violent conflict	51.3%	33.9%	12.2%	2.6%
Poverty	59.0%	26.4%	11.3%	3.2%
Food shortages	63.2%	23.0%	9.7%	4.1%
Climate change	51.5%	31.2%	13.5%	3.8%
Unemployment	33.7%	42.9%	18.6%	4.8%
Overpopulation	43.2%	35.9%	16.1%	4.8%
Infectious diseases (e.g. Ebola, AIDS)	65.7%	21.5%	8.6%	4.2%
Terrorism	75.6%	14.9%	5.6%	3.9%

How well do you think you would do the following society participation activities?	Very well	Fairly well	Not very well	Not at all well
Discuss a newspaper article about a conflict between countries	19.2%	45.7%	25.4%	9.6%
Argue your point of view about a controversial political or social issue	21.1%	41.2%	27.4%	10.3%
Stand as a candidate in a students' council election	22.4%	39.4%	25.4%	12.7%
Organise a group of students in order to achieve changes at school	28.0%	40.8%	19.8%	11.5%
Follow a television debate about a controversial issue	20.5%	39.3%	27.3%	13.0%
Write a letter or email to a newspaper giving your view on a current issue	18.7%	37.7%	27.0%	16.6%
Speak in front of your class about a social or political issue	21.3%	32.8%	26.1%	19.8%

Would you take part in any of the following activities to express your opinion in the future?	Certainly do this	Probably do this	Probably not do this	Certainly not do this
Talk to others about your views on political / social issues	21.4%	41.7%	26.8%	10.1%
Contact a member of parliament	10.6%	29.5%	39.4%	20.4%
Take part in a peaceful march or rally	18.4%	34.6%	33.5%	13.5%
Collect signatures for a petition	15.5%	33.8%	36.4%	14.3%
Contribute to an online discussion forum about social or political issues	13.7%	31.0%	38.5%	16.8%
Organise an online group to take a stance on a controversial political or social issue	11.2%	24.4%	42.5%	22.0%
Participate in an online campaign	15.7%	35.4%	32.8%	16.1%
Choose to buy certain products in support of social justice	24.0%	39.2%	25.7%	11.1%
Spray-paint protest slogans on walls	9.9%	16.1%	32.2%	41.8%
Stage a protest by blocking traffic	7.7%	13.3%	29.7%	49.3%
Occupy public buildings as a sign of protest	7.8%	12.9%	30.5%	48.8%

When you are an adult, what do you think you will do?	Certainly do this	Probably do this	Probably not do this	Certainly not do this
Vote in local council elections	45.8%	35.5%	12.7%	6.1%
Vote in general elections	53.1%	32.0%	9.9%	5.0%
Get information about candidates before voting in an election	37.0%	34.9%	19.9%	8.2%
Help a candidate or party during an election campaign	13.5%	26.4%	41.6%	18.5%
Join a political party	11.7%	19.2%	39.4%	29.7%
Join a trade union	8.5%	21.8%	43.5%	26.3%
Stand as a candidate in local council elections	9.9%	16.6%	37.8%	35.6%
Join an organisation for a political or social cause	10.2%	23.4%	41.0%	25.4%
Volunteer time to help other people in the local community	24.8%	42.7%	23.0%	9.5%
Make personal efforts to help the environment	39.3%	38.3%	15.2%	7.2%
Vote in European elections	33.8%	35.3%	20.7%	10.2%

If you were given the chance, how likely is it that you would participate in each activity?	Very likely	Quite likely	Not very likely	Not at all likely
Vote in a school election of class representatives or students' council	54.7%	28.3%	10.7%	6.3%
Join a group of students campaigning for an issue you agree with	29.8%	41.8%	20.2%	8.2%
Become a candidate for class representative or students' council	28.0%	25.6%	30.4%	15.9%
Take part in discussions in a student assembly	22.3%	32.0%	30.6%	15.0%
Participate in writing articles for a school newspaper or website	16.3%	25.5%	35.1%	23.1%

What is your religion?	Frequency	Percentage
Catholic	3230	91.6%
Other religion	296	8.4%

How often do you attend religious activities outside your home with a group of other people?	Frequency	Percentage
Never	576	16.3%
Less than once a year	256	7.2%
At least once a year	432	12.2%
At least once a month	597	16.9%
At least once a week	1671	47.3%

How much do you agree or disagree with the following statements about religion?	Strongly agree	Agree	Disagree	Strongly disagree
Religion is more important to me than what is happening in national politics	29.4%	41.2%	21.0%	8.4%
Religion helps me decide what is right and what is wrong	33.5%	44.6%	14.6%	7.2%
Religious leaders should have more power in society	16.1%	34.6%	36.5%	12.8%
Religion should influence people's behaviour towards others	27.4%	44.5%	17.7%	10.3%
Rules of life based on religion are more important than civil laws	15.7%	35.9%	35.2%	13.2%
All people should be free to practice the religion they choose.	56.6%	32.4%	7.6%	3.3%
Religious people are better citizens	17.6%	30.1%	31.1%	21.1%

D. Regional (European) Student Questionnaire

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
I see myself as European	56.6%	38.6%	3.5%	1.3%
I am proud to live in Europe	51.2%	43.3%	4.3%	1.1%
I feel part of Europe	42.9%	48.1%	7.8%	1.1%
I see myself first as a citizen of Europe and then as a citizen of the world	32.8%	50.1%	14.7%	2.3%
I feel part of the European Union	34.2%	49.8%	13.8%	2.2%
I am proud that my country is a member of the European Union	47.7%	43.0%	6.3%	3.0%

To what extent are the following practices implemented at this school?	Large extent	Moderate extent	Small extent	Not at all
Political and economic systems of other European countries	14.4%	45.0%	30.1%	10.6%
The history of Europe	25.3%	40.8%	24.8%	9.2%
Political and social issues in other European countries	13.0%	38.9%	35.4%	12.7%
Political and economic integration between European countries	17.4%	40.5%	28.6%	13.5%

How much do you agree or disagree with the following statements related to the possibilities for European citizens to work in other European countries?	Strongly agree	Agree	Disagree	Strongly disagree
Allowing citizens of European countries to work anywhere in Europe is good for the European economy	43.9%	50.1%	5.0%	1.0%
Citizens of European countries should be allowed to work anywhere in Europe	42.9%	49.3%	6.6%	1.1%
Allowing citizens of European countries to work anywhere in Europe helps to reduce unemployment	36.3%	51.7%	10.4%	1.6%
Citizens of European countries should be allowed to work in another European country only if their skills are needed	23.3%	46.4%	25.4%	4.9%
Citizens of European countries who wish to work in another country should be allowed to take only the jobs that no one in the other country wants to do	15.0%	31.4%	36.6%	17.0%
Only a limited number of people should be allowed to move for work from one European country to another	13.4%	31.0%	35.6%	20.1%

How much do you agree or disagree with the following statements about immigrants?	Strongly agree	Agree	Disagree	Strongly disagree
Immigrants should have the opportunity to continue speaking their own language	25.5%	53.3%	16.3%	5.0%
Immigrant children should have the same opportunities for education that other children in the country have	43.2%	46.7%	7.3%	2.8%
Immigrants who live in a country for several years should have the opportunity to vote in elections	23.7%	43.3%	25.2%	7.8%
Immigrants should have the opportunity to continue their own customs and lifestyle	23.5%	49.0%	20.0%	7.6%
Immigrants should have the same rights that everyone else in the country has	39.5%	43.8%	12.0%	4.6%

How much do you agree or disagree with the following statements about cooperation with European countries?	Strongly agree	Agree	Disagree	Strongly disagree
European countries should cooperate to protect the environment	61.1%	36.3%	1.7%	0.9%
European countries should cooperate to guarantee high levels of employment	45.1%	50.4%	3.6%	0.9%
European countries should cooperate to strengthen their economies	48.1%	45.0%	5.8%	1.1%
European countries should recognize all educational qualifications achieved in any other European country	41.8%	50.1%	5.6%	2.5%
European countries should have a European army for peace keeping missions	45.5%	45.1%	7.6%	1.9%
European countries should cooperate to prevent and combat terrorism	62.3%	30.9%	4.9%	2.0%
European countries should cooperate to combat illegal entry from non-European countries	40.5%	44.2%	12.1%	3.3%
European countries should cooperate to provide shelter to people escaping persecution in their countries for reasons of race, religion, or political opinions	41.1%	47.8%	7.7%	3.4%

How much do you agree or disagree with the following statements about discrimination?	Strongly agree	Agree	Disagree	Strongly disagree
In Malta it is common that women have lower salaries and fewer career opportunities than men.	12.9%	26.9%	36.0%	24.3%
In Malta immigrants are more exposed to unfair treatment than other groups	13.1%	42.3%	34.6%	10.0%
In Malta gay and lesbian people are often bullied	18.3%	40.3%	27.8%	13.6%
In Malta there is less discrimination than in other European countries	13.5%	47.6%	30.8%	8.1%
There is only a limited amount of discrimination in Malta	10.9%	47.1%	34.5%	7.5%
There is less discrimination in Europe than in other parts of the world	15.0%	51.3%	28.2%	5.5%
In Malta young people are often discriminated against	14.1%	39.8%	36.8%	9.4%

What is Europe likely to look like in 10 years?	Very likely	Likely	Unlikely	Very unlikely
There will be stronger cooperation among European countries	41.2%	45.8%	10.4%	2.7%
There will be greater peace across Europe	28.4%	40.3%	26.4%	4.9%
Terrorism will be more of a threat all across Europe	34.2%	42.7%	18.6%	4.4%
Europe will be more influenced by non-European powers like China, India and the United States	20.6%	44.1%	26.7%	8.6%
The economy will be weaker in all European countries	14.5%	34.8%	40.5%	10.3%
There will be less air and water pollution in Europe	18.4%	33.0%	34.5%	14.1%
There will be a rise in poverty and unemployment in Europe	18.6%	40.1%	31.8%	9.5%
Democracy will be strengthened across Europe	32.4%	48.6%	14.6%	4.4%

How likely do you think it is that your future will look like this?	Very likely	Likely	Unlikely	Very unlikely
I will find a steady job	53.7%	39.1%	5.6%	1.5%
My financial situation will be better than my parents	31.6%	53.3%	13.1%	2.0%
I will find a job I like	57.9%	31.6%	9.0%	1.5%
I will have the opportunity to travel abroad for leisure	52.3%	35.4%	9.0%	3.3%
I will earn enough money to start a family	60.5%	31.9%	5.5%	2.2%

How much do you agree or disagree with the following statements related to political/ethical consumerism?	Strongly agree	Agree	Disagree	Strongly disagree
People should not buy goods coming from non-democratic countries	13.1%	27.4%	48.5%	11.0%
People should not buy goods produced by companies using child labour	41.6%	34.5%	19.4%	4.5%
People should not buy products whose production has a negative impact on the environment	41.0%	43.0%	13.3%	2.8%
People should not buy goods produced by a company violating the social rights of their employees	37.9%	45.0%	13.3%	3.8%
People should buy only products that can be recycled afterwards	21.4%	38.0%	33.8%	6.8%
People should buy green products even if they are more expensive	26.5%	44.8%	22.7%	6.1%

In your opinion, regardless of the laws in Malta how old should a person be to have the right to do the following things?	Less than 14 years old	14 years old	16 years old	18 years old	20 years old or more
Buy beer	5.4%	14.3%	38.0%	32.9%	9.4%
Buy spirits	4.0%	8.4%	21.4%	45.4%	20.8%
Vote in national elections	2.9%	7.1%	36.0%	45.8%	8.3%
Get a car driving license	2.4%	4.3%	33.1%	54.3%	5.9%
Get a credit card	4.8%	19.5%	41.1%	28.4%	6.3%
Buy cigarettes	2.4%	4.2%	12.4%	38.8%	42.2%
Get a job	3.7%	17.3%	43.2%	26.4%	9.4%
Get a motorbike driving license	3.4%	6.7%	23.4%	44.0%	22.5%
Join a social network	45.3%	40.6%	8.1%	4.0%	2.0%
Vote in local elections	4.7%	16.7%	47.4%	25.0%	6.2%
Get married	2.3%	1.7%	5.9%	27.7%	62.4%

How much do you agree or disagree with the following statements related to the European Union?	Strongly agree	Agree	Disagree	Strongly disagree
The EU guarantees respect for human rights all over Europe	46.4%	46.6%	5.5%	1.5%
The EU makes Europe a safe place to live	36.5%	52.0%	9.4%	2.1%
The EU takes care of the environment	33.9%	51.9%	12.2%	2.0%
The EU is good for the economy of individual countries	29.6%	57.1%	9.9%	3.4%
The EU is good because countries share a common set of rules and laws	37.7%	50.2%	9.5%	2.6%