International Civic and Citizenship Education Study

- Only international study dedicated to investigating civic and citizenship education
- Assessing students in their eighth school year (typically grade 8)
- 2022 marks the third cycle of ICCS and the transition to a digital assessment
  - Computer-based delivery in two thirds of participating systems
- Gathered information about how young people are prepared for citizenship (learning outcomes and contexts)
  - Civic knowledge, attitudes, and engagement
  - Contextual data at student, school, and system level
Focus Areas for ICCS 2022

• Environmental sustainability
  • Growing concerns about climate change and increasing importance of education for sustainable development as a learning area

• Engagement with digital technologies
  • Recognition of changes of how citizens inform themselves, interact with others and engage in society

• Diversity
  • Increasing levels of diversity across societies and within schools, related to issues like migration, gender diversity, or socioeconomic differences

• Views of the political system
  • Growing instability of political systems and alienation of citizens from democratic processes

• Global citizenship
  • Increasing interconnectedness of societies and recognition as important aspect of student learning in many education systems
Country Participation

22 participating countries & 2 German benchmarking participants in 2022

Participating countries

- Bulgaria
- Brazil
- Chinese Taipei
- Colombia
- Croatia
- Cyprus
- Denmark
- Estonia
- France
- Italy
- Latvia
- Lithuania
- Malta
- Netherlands
- North Rhine-Westphalia
- Norway
- Poland
- Romania
- Schleswig-Holstein
- Serbia
- Slovak Republic
- Slovenia
- Spain
- Sweden

*German benchmarking participants
Data Collection

ICCS 2022 collected high-quality data from:

- ~3,400 School Principals
- ~40,000 Teachers
- ~82,000 Eighth-Grade Students
- 22 Countries and 2 Benchmarking Entities

Conducted in adherence to ICCS standards that ensure comparable results across countries.
ICCS 2022 Instruments

• **Student instruments**
  • A test of civic knowledge (incl. 55 ICCS 2016 test items)
    • 11 cluster with items for paper- and computer-based assessments
    • 3 clusters with computer-enhanced items (CBA only)
    • Questionnaire assessment of background, attitudes, and engagement

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

• **Regional questionnaires**
  • European student questionnaire (18 countries and 2 benchmarking participants)
  • Latin American student questionnaire (Brazil and Colombia)

• **National centers**
  • Questions about education system, policy and practice, teacher preparation and assessment in learning areas
Key Results from the ICCS 2022 International Report
Contexts for Civic and Citizenship Education (CCE)

• **Large variations** in contexts across participating countries (education/political system, demographics, human development index)

• In **22 out of 24 participating systems**, civic and citizenship education is designed as integrated in subjects related to human/social sciences
  • In 12 systems it is **also** taught as a separate subject
  • In 2 systems it is **only** taught as a separate subject

• Participation in training courses during pre-service and/or in-service training was, on average, most frequently reported for responsible internet use and conflict resolution, while voting and elections was less frequently mentioned
Civic Knowledge Results
Distributions of civic knowledge

- Chinese Taipei: ~50 points above 2022 average
- Sweden: ~50 points above 2022 average
- Poland: ~50 points above 2022 average
- Estonia: Achievement significantly higher than international average
- Croatia: Achievement significantly higher than international average
- Norway: Achievement significantly higher than international average
- Italy: Achievement significantly higher than international average
- Spain: Achievement significantly higher than international average
- Lithuania: Achievement significantly higher than international average
- Netherlands: Achievement significantly higher than international average
- France: Achievement significantly higher than international average
- Slovenia: Achievement significantly higher than international average
- Slovak Republic: ~50 points below 2022 average
- Latvia: ~50 points below 2022 average
- Malta: ~50 points below 2022 average
- Romania: ~50 points below 2022 average
- Serbia: ~50 points below 2022 average
- Cyprus: ~50 points below 2022 average
- Bulgaria: ~50 points below 2022 average
- Colombia: ~50 points below 2022 average
- North Rhine-Westphalia: Achievement significantly lower than international average

Proficiency level:
- Below D
- D
- C
- B
- A

Mean and Confidence Interval (±SE)
While civic knowledge increased across countries that participated in 2009 and 2016, it did not increase across countries that participated in 2016 and 2022.

Trends 2016–2022

- 7 countries with the same average achievement
- 0 countries with higher average achievement
- 6 countries with lower average achievement
Associations of Civic Knowledge with Background Variables

Average score-point differences

Gender (female vs. male)
Parental occupation (above vs. below 50)
Parental education (tertiary vs. others)
Home literacy (> 25 books vs. fewer)
Immigrant background (yes vs. no)
Home use of test language (yes vs. no)

- Immigrant background (yes vs. no): -42
- Parental education (tertiary vs. others): 47
- Parental occupation (above vs. below 50): 53
- Home literacy (> 25 books vs. fewer): 65
- Gender (female vs. male): 26
- Home use of test language (yes vs. no): 47
Civic Engagement
Around one third of students on average reported they were quite or very interested in political and social issues.

This proportion was higher among those students with parents or guardians who were more interested in civic issues.
Aspects of Students’ Civic Engagement

• **Few students** reported active civic engagement with digital technologies
  • More frequent among students with higher levels of civic interest

• **The majority of students** believed they could undertake civic engagement activities (such as organizing a group of students) fairly or very well
Changes in students’ reports of what communications activities they use between ICCS 2022 and 2016:

<table>
<thead>
<tr>
<th>Activity</th>
<th>2009</th>
<th>2016</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching TV news to inform oneself</td>
<td>70%</td>
<td>66%</td>
<td>50%</td>
</tr>
<tr>
<td>Reading newspaper to inform oneself</td>
<td>41%</td>
<td>25%</td>
<td>22%</td>
</tr>
<tr>
<td>Using the internet to find information about political/social issues</td>
<td>31%</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>Talking to parents about political/social issues</td>
<td>24%</td>
<td>25%</td>
<td>34%</td>
</tr>
</tbody>
</table>
Expected Engagement Among Young People

• On average, almost **two thirds of students** expected to talk about political or social issues to others
  • However, less than half of students expected more active involvement to express their opinions (such as organizing an online campaign)

• Less than **a quarter of students** expected participation in illegal protest activities
  • For example, blocking traffic or spray-painting slogans

• On average, **most students** thought they would engage in environmental protection activities
  • For example, by refusing to buy products that are harmful for the environment
Around three quarters of students expected to probably or certainly participate in national or local elections.

But only every fourth student thought that they might join a political party as an adult.
Associations of Engagement with Civic Knowledge

Average score-point differences

-8 -6 -4 -2 0 2 4 6 8

Below level B

Level A or B

Discussions of political and social issues
Civic engagement with digital media
Expected electoral participation
Expected active political participation
Expected legal activities to express opinions
Expected illegal protest activities
Expected environmental protection activities

-8 -6 -4 -2 0 2 4 6 8

Level A or B

-1,7

0,1

5,7

3,0
Civic Attitudes
Three quarters of students on average believed that democracy is still the best form of government.

However, only 55% of students thought their political system worked well, and more than two thirds believed that members of parliament usually forget the needs of the people who voted for them.
Declines in the percentage of students reporting having trust in different institutions between ICCS 2016 and ICCS 2022:

- **Courts of justice**
  - 2016: 72%
  - 2022: 69%

- **National government**
  - 2016: 63%
  - 2022: 58%

- **Traditional media**
  - 2016: 57%
  - 2022: 52%

- **Parliament/congress**
  - 2016: 58%
  - 2022: 53%
Students' endorsement of restrictions in national emergencies (International average)

- Fine people whose behaviour might put others at risk: 77%
- Close schools: 67%
- Impose travel restrictions: 61%
- Prohibit larger gatherings of people at sporting and entertainment events: 61%
- Postpone meetings of the parliament/congress: 53%
- Make peaceful protests, marches or rallies illegal: 45%
- Close shops and businesses: 42%
- Oblige people to provide information about their movements: 39%
- Make it illegal for people to leave their homes without sufficient cause: 35%
Support for equal rights

- **High levels** of young people’s support for gender equality across countries
  - Stronger among female students and some variation across countries

- **Most students** endorsed equal opportunities for immigrants in their countries
  - On average, 73% agreed that immigration brought benefits to their country

- On average, **most students** expressed support for equal rights for all ethnic groups in their countries
  - Considerable variation across countries
  - No increases since 2016 but higher levels of endorsement than in 2009
High levels of support for environmental protection seen across countries, and concerns about climate change as a global threat increased since 2016.

90% of students thought that every citizen needs to contribute to the reduction of pollution.
Changes in students’ perceptions of large threats to the world’s future between 2016 and 2022:

- **Pollution**
  - 2016: 75%
  - 2022: 78%

- **Water shortages**
  - 2016: 65%
  - 2022: 72%

- **Climate change**
  - 2016: 55%
  - 2022: 69%

- **Violent conflict**
  - 2016: 47%
  - 2022: 52%

- **Infectious diseases**
  - 2016: 60%
  - 2022: 52%

- **Global financial crisis**
  - 2016: 44%
  - 2022: 50%
Associations of attitudes with civic knowledge

Average score-point differences

-8 -6 -4 -2 0 2 4 6 8 10 12

-2.8

Satisfaction with the political system
Critical views of the political system
Beliefs about threats to democracy
Endorsement of gender equality
Endorsement of immigrant rights
Endorsement of equal rights for all ethnic...
Beliefs in globally oriented citizenship
Endorsement of environmental protection
Concern about global environmental threats

Level A or B
Below level B

1.6

6.9

4.2

9.7

6.6

3.8

3.3

7.3
School and Classroom Contexts
Perceptions of an open classroom climate for discussions were positively associated with civic knowledge (as in previous surveys).

Most students reported open classroom climates for discussions of civic issues.
School and classroom contexts—1

• Mostly **high levels** of reported student participation (at the target grade) in school-wide elections
  • However, some education systems do not offer as many opportunities for student participation

• **More than half** of the surveyed students reported that they had opportunities to learn about topics such as:
  • Environmental protection, evaluating the veracity of online civic information, citizens’ rights, and the protection of these rights
School and classroom contexts—2

- **Most schools** reported optional and remedial courses for students on topics related to diversity, while courses on gender issues were observed less frequently
  - On average, more than 80% of surveyed teachers reported cultural and ethnic differences as important resources for their teaching
- **Most schools** developed initiatives related to environmental sustainability such as:
  - Differential waste collection and reduction, waste recycling, and energy saving
- Teachers reported that **high percentages** of students participated in activities intended to develop an awareness of different cultures and global issues such as:
  - Climate change, world poverty, and child labor
Summary of Findings
Selected Main Findings and Implications—1

• Substantial gap in civic knowledge persists both across and within countries and illustrates room for improvement
  • Results show that students with higher levels of civic knowledge tend to be more open to diversity, more supportive of environmental protection, and more likely to expect to vote in elections

• Following increases in civic knowledge between 2009 and 2016, we recorded decreases or no significant changes between 2016 and 2022
  • Possible impact of disruptions caused by the COVID-19 pandemic on civic learning, which might have been more affected due to receiving less attention in times of crisis?
Selected Main Findings and Implications—2

- Teachers and principals emphasized goals such as critical thinking or safeguarding the environment, but voting/elections and institutions were named less frequently and less present in teacher training reports
  - Raises question about continued presence of core topics for CCE in times of political instability and students not expecting to engage in conventional political participation

- Results highlight the importance of open classroom climates and opportunities for students’ engagement within schools for their civic knowledge and understanding, as well as their prospective engagement
  - Variation in opportunities for student engagement at school suggest that not all young people are able to experience civic activities in their learning environment
Selected Main Findings and Implications—3

- While relatively few students report active civic engagement with digital technologies, internet as a source of information is more frequently reported than newspapers (incl. online format), and almost half of the students expect participation in civic-related online discussions
  - Digital technology will continue to be an important context for civic learning and engagement

- Results show that schools and teachers incorporated aspects such as digital technologies, environmental sustainability and global citizenship issues in civic learning
  - Considerable differences across countries that should be reviewed based on ICCS 2022 results
Thank you!
Merci bien!
¡Muchas gracias!
Mille grazie!
Bedankt!
Dzięki!
Obrigado!
Vielen Dank!
谢谢你
Хвала вам
Mange tak!
БЛАГОДАРЯ МНОГО
MULŢUMESC MULT