

ICCS

INTERNATIONAL CIVIC AND
CITIZENSHIP EDUCATION STUDY

**NATIONAL REPORT
MALTA 2022**



GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH
RESEARCH AND INNOVATION

ICCS 2022

Malta Report

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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 characteristics, national characteristics, and school and community contexts.

IEA 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 and fourth IEA International Civic and Citizenship Education Study (ICCS) were conducted in 2009 and 2016 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 fifth IEA International Civic and Citizenship Education Study (ICCS), which was conducted in 2022.

Background and overview

- Malta participated in the 2009, 2016 and 2022 ICCS cycles, where the participants were students aged approximately 14 years.
- A total of 22 countries participated in ICCS 2022, where nineteen of these countries were European.
- The Maltese group participating in the ICCS 2016 study comprised 2023 (51.9%) males and 1877 (48.1%) females, making a total 3900 students, who were all selected from the 42 state, church and independent secondary schools located in Malta and Gozo.
- The participants comprised 1052 males and 1016 females from 14 State schools, 725 males and 659 females from 21 Church schools and 246 males and 202 females from 7 Independent schools.
- The selected Maltese teacher group participating in the ICCS 2016 study comprised 111 (26.7%) males and 304 (73.3%) females, making a total 415 teachers. The sample comprised 42 males and 124 females from State schools, 54 males and 142 females from Church schools and 15 males and 38 females from 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 institutions and systems*, *civic principles*, *civic participation* and *civic roles and identities*; while the two cognitive domains in the ICCS assessment framework include *knowing* and *reasoning/analysing*.

- The cognitive student test consisted of 144 items, where 30 items covered civic institutions and systems, 51 items covered civic principles, 55 items covered civic participation, and 13 items covered civic roles and identities.
- 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 at school.
- 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 in the classroom.
- 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 all related to students' attitudes, value beliefs and engagement.

Attainment in civic knowledge

- Fifteen countries scored significantly higher than Malta in civic knowledge, while six countries scored significantly lower. Malta and Latvia had the same mean civic knowledge (ICCS) score (490) and the difference was not significant.
- Malta scored higher than Romania, Serbia, Cyprus, Brazil, Bulgaria and Colombia in civic knowledge attainment
- Malta scored lower than Chinese Taipei, Sweden, Sweden, Denmark, Poland, Estonia, Croatia, Norway, Italy, Spain, Lithuania, Netherlands, France, Slovenia and Slovak Republic in civic knowledge attainment.
- The percentages of Maltese students performing at levels A, B, C, D and below level D are 25.9%, 29.3%, 25.1%, 15.2% and 4.4% respectively. The corresponding international mean percentages are 30.6%, 31.1%, 23.8%, 11.8% and 2.6%.
- In all participating countries female students scored higher than males in civic knowledge attainment, where the gap ranged from 6 to 42 scale points. Malta's gender gap was 26 scale points and was equal to the ICCS 2022 average.

- 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 (508).
- 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 the ICCS 2022 cycle (490) was 1 point lower than the ICCS 2016 cycle (491);
- For both male and female students attending State and Independent schools the changes in the mean ICCS scores between the last two cycles were marginal. For students attending Church schools there was a significant improvement for male students and a marginal reduction for females.
- Between ICCS 2016 and ICCS 2022, the gender gap in civic knowledge attainment decreased from 38 to 26 scale points
- 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 demographic, economic, political and educational characteristics in the ICCS 2022 survey show considerable variation among ICCS countries in terms of their population size, human development index, gross domestic product per capita, legal voting age, liberal democracy index, corruption perception index, adult literacy rate, public expenditure on education and percentage of individuals using the internet.
- In Maltese schools, the level of autonomy in planning aspects of CCE, such as choosing textbooks and teaching materials, establishing student assessment procedures and tools, curriculum planning, determining the content of in-service professional development programs for teachers, organizing extra-curricular activities, establishing cooperation agreements with organizations and institutions, and participating in projects in partnership with other schools at national and international levels, is lower than the ICCS 2022 average. Independent and Church schools are more autonomous in planning aspects of CCE 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.

- ‘Promoting students’ critical and independent thinking’, ‘Promoting knowledge of citizens’ rights and responsibilities’ and ‘Promoting respect for and safeguard of the environment’ were highlighted by Maltese heads of schools as the three most important aims of civic and citizenship education; while ‘Preparing students for future political engagement’, ‘Supporting the development of effective strategies to reduce racism’ and ‘Promoting the capacity to defend one’s own point of view’ were the three least important aims.
- Civic and citizenship education in the curriculum also includes a wide range of topics. Maltese teachers are more prepared in topics related to equal opportunities for men and women, environment and environmental sustainability, citizens’ rights and responsibilities, responsible internet use, critical independent thinking, diversity and inclusiveness and human rights. However, Maltese teachers are less prepared in topics related to the constitution and political systems, global community and international organisations, and emigration and immigration.
- Training for teachers teaching civic and citizenship education is provided at pre- or in-service levels. Maltese teachers participate more in training courses related to responsible internet use, diversity and inclusiveness, and equal opportunities for men and women. Maltese teachers participate less in training courses related to voting and elections, the constitution and political systems, and the global community and international organisations.

Perceptions of Heads of school

- Malta’s mean score for ‘school activities related to diversity’ (48.0) is lower than the ICCS international average (50). The prevalence of these activities varies marginally between the three school types.
- Malta’s mean score for ‘students’ involvement at school’ (43.0) is significantly lower than the ICCS international average (50). Students attending independent schools are more involved than their counterparts in these school activities.
- Malta’s mean score for ‘CCE activities of student in the community’ (44.0) is significantly lower than the ICCS international average (50). Students’ participation of CCE activities in the community varies marginally between the school types.
- Malta’s mean score for ‘environment-friendly practices at school’ (53.1) is significantly higher than the ICCS international average (50). Engagement of environment-friendly practices varies marginally between the school types.
- Malta’s mean score for ‘school activities to promote education for sustainable development (ESD) and global citizenship education development (GCED)’ (49.0) is marginally lower than the ICCS 2022 international average (50). The prevalence of these activities is higher in church and independent schools than state schools.
- Malta’s mean score for ‘teachers’ participation in school governance’ (46.9) is significantly lower than the ICCS international average (50). Teachers in church and independent schools participate more in school governance than teachers in state schools.
- Malta’s mean scale scores for ‘Parental involvement at school’ (44.0) is significantly lower than the ICCS international average (50). Parental participation in decision-making processes and in school governance is more prevalent in independent schools than church or state schools

- Malta's mean score for 'school collaboration with the local community (47.9) is lower than the ICCS international average (50). The prevalence of this school collaboration with the local community varies marginally between the school types.
- Malta's mean score for 'training activities on use of digital technology' (44.1) is significantly lower the ICCS international average (50). The prevalence of these training activities is slightly higher in state and independent schools than church schools.
- Malta's mean score for 'available resources in the local community for schools' (45.6) is significantly lower the ICCS international average (50).
- Malta's mean scores for ethnic tension (52.3) and crime-related tension (50.7) are marginally higher than the ICCS 2022 average (50); while the mean score for poverty-related tension is significantly lower than this international average (50).

Perceptions of School Teachers

- Malta's mean scale score for the prevalence of 'activities dealing with diversity' (48.9) is lower than the ICCS international average (50). The prevalence of class activities dealing with diversity varies slightly between the school types.
- Malta's mean scale score for the 'influence of cultural/ethnic differences on teaching activities' (52.8) is significantly higher than the ICCS international average (50). The positive perception of Maltese teachers toward the influence of cultural and ethnic differences on teaching activities is higher in independent schools than church and state schools.
- Malta's mean scale score for the 'influence of social/economic differences on teaching activities' (54.4) is significantly higher than the ICCS international average (50). The positive perception of Maltese teachers toward the influence of cultural and ethnic differences on teaching activities is higher in independent and church schools than state schools
- Malta's mean scale score for the prevalence of 'civic and citizenship education activities in the community' (45.1) is significantly lower than the ICCS international average (50). Students' participation civic and citizenship education activities varies slightly between the school types.
- Malta's mean scale score for 'students' opportunities to learn about civic topics and skills' (46.5) is significantly lower than the ICCS international average (50). Students in independent schools have more opportunities to learn about civic topics and skills than students in state and church schools.
- Malta's mean scale score for the prevalence of 'civic and citizenship education activities in class' (45.0) is significantly lower than the ICCS international average (50). Civic and citizenship education activities in class are more common in independent schools than state and church schools.
- Malta's mean scale score for the prevalence of 'class activities related to global issues' (46.9) is significantly lower than the ICCS international average (50). Class activities related to global issues are more common in independent schools than state and church schools.
- Malta's mean scale score for 'teacher participation in school activities other than teaching' (43.5) is significantly lower than the ICCS international average (50). Teacher participation in other school activities is more prevalent in independent schools than state and church schools.

- Malta's mean scale score for 'teacher perceptions of the classroom climate' (50.0) is similar to the ICCS international average (50). Teachers' perceptions of the classroom climate are more positive in independent and church schools than state schools.
- Malta's mean scale score for 'teachers' preparedness for teaching civic and citizenship education topics and skills' (50.8) is marginally higher than the ICCS international average (50). Teachers' preparedness for teaching civic and citizenship education topics and skills varies slightly between the school types.
- Malta's mean scale score for 'teachers' participation in professional development courses to enhance teaching methods' (48.5) is marginally lower than the ICCS international average (50). Teachers' participation in these training courses varies slightly between the school types.
- Malta's mean scale score for the prevalence of 'teachers' participation in training courses on CCE topics and skills' (48.1) is marginally lower than the ICCS international average (50). Teachers' participation in these training courses is more common in state schools than church and independent schools.
- Malta's mean scale score for the prevalence of 'students' involvement in school activities' such as establishing classroom rules, planning classroom activities and establishing assessment criteria (44.6) is significantly lower than the ICCS international average (50). Students' involvement in these school activities varies slightly between the school types.
- Malta's mean scale score for the prevalence of 'class activities related to digital technologies' (44.4) is significantly lower than the ICCS international average (50). The prevalence of these classroom activities varies slightly between the school types.
- Malta's mean scale score for the prevalence of 'social problems in Maltese schools' (52.2) is significantly higher than the ICCS international average (50). Social problems are more common in state schools than church and independent schools.

Students' Civic Engagement

- Malta's mean scale score for 'students' citizenship self-efficacy' (49.3) is lower than the ICCS international average (51). Students' citizenship self-efficacy is higher in independent and church schools than state schools.
- Malta's mean scale score for students' perceptions about their 'influence on decision making at school' (51.9) is significantly higher than the ICCS international average (50). Perceptions about their influence on decision making at school are more positive for state and church school students than independent school students.
- Malta's mean scale score for the prevalence of 'students' discussion of political/social issues outside school' (53.8) is marginally higher than the ICCS international average (53). Discussion of political/social issues outside school is more common with independent school students than church and state school students.
- Malta's mean scale score for 'students' engagement with political/social issues using digital media' (50.5) is marginally higher than the ICCS international average (50). Students' engagement with political/social issues using digital media is higher in independent schools than state and church schools.

- Malta's mean scale score for 'students' participation in the wider community' (52.4) is significantly higher than the ICCS international average (50). Students' participation in wider community groups or organisations is more prevalent in church and independent schools than state schools.
- Malta's mean scale score for 'students' participation in civic-related school activities' (49.1) is marginally lower than the ICCS international average (50). Students' participation in civic-related school activities' is more common in church and independent schools than state schools
- Malta's mean scale score for 'students' willingness to participate in future civic activities' (47.9) is significantly lower than the ICCS international average (49). Students attending church schools are more likely to participate in future civic activities than students attending state and independent schools.
- Malta's mean scale score for 'students' expected participation in legal civic and political activities' (46.6) is significantly lower than the ICCS international average (48). Students attending independent schools are more likely to participate in future legal civic and political activities than students attending state and church schools.
- Malta's mean scale score for 'students' expected participation in illegal protest activities' (49.2) is marginally lower than the ICCS international average (50). Students attending independent and church schools are more likely to participate in future illegal protests than students attending state schools.
- Malta's mean scale score for 'students' expected participation in environmental protection activities' (50.8) is marginally higher than the ICCS international average (50). Students attending independent and church schools are more likely to participate in environmental protection than students attending state schools.
- Malta's mean scale score for 'students' expected electoral participation' (46.8) is significantly higher than the ICCS international average (49). Students attending independent and church schools are more likely to participate in future elections than students attending state schools.
- Malta's mean scale score for 'students' expected active political participation' (49.4) is marginally lower than the ICCS international average (50). Students' expected active political participation varies slightly between the school types.
- Regression analysis shows that with the exception of 'students' participation in wider community organisations/groups' and 'students' willingness to participate in school activities', all other students' engagement predictors are significantly related to attainment in civic and citizenship knowledge. These twelve engagement predictors explain 33% of the total variation in the ICCS scores.

Students' Attitudes toward Issues in Society

- Malta's mean scale score for 'students' satisfaction with the Maltese political system' (52.0) is significantly higher than the ICCS international average (50). Students attending state schools are more satisfied with the Maltese political system than church and independent school students.
- Malta's mean scale score for 'students' critical views of the Maltese political system' (49.2) is marginally lower than the ICCS international average (50). Students attending independent schools are more critical to the Maltese political system than church and state school students.

- Malta's mean scale score for 'students' perceived threats to democracy' (48.2) is significantly higher than the ICCS international average (50). Students attending independent schools are more concerned about the threats to democracy than church and state school students.
- Malta's mean scale score for 'students' endorsement of restrictions in national emergencies' (51.4) is significantly higher than the ICCS international average (50). Students' endorsement of restrictions in national emergencies varies marginally between the school types.
- Malta's mean scale score for 'students' trust in civic institutions' (48.6) is significantly lower than the ICCS international average (50). Students attending state and church schools have more trust in civic institutions than independent school students.
- Malta's mean score for 'students' endorsement to gender equality' (53.9) is significantly higher than the ICCS international average (52). Students attending independent and church schools agree more with gender equality than state school students.
- Malta's mean score for 'students' endorsement of equal rights for immigrants' (51.4) is significantly higher than the ICCS international average (50). Students attending independent agree more with equal rights for immigrants than church and state school students.
- Malta's mean scale score for 'Students' endorsement of equal rights for all ethnic groups' (52.4) is comparable to the ICCS international average (52). Students attending independent schools agree more with equal rights for ethnic groups than church and state school students.
- Malta's mean scale score for 'students' perceived importance of conventional citizenship' (47.5) is significantly lower than the ICCS international average (49). Students' perceived importance of conventional citizenship varies marginally between the school types.
- Malta's mean scale score for 'students' perceived importance of social-movement related citizenship activities' (48.5) is higher than the ICCS international average (48). Students attending independent schools perceive social-movement related citizenship activities more important than church and state school students.
- Malta's mean scale score for 'students' perceived importance of global oriented citizenship' (50.6) is significantly higher than the ICCS international average (49). Students attending independent schools perceive global oriented citizenship more important than church and state school students.
- Malta's mean scale score for 'students' positive attitudes toward environmental protection' (51.5) is significantly higher than the ICCS international average (50). Students attending church and independent schools have more positive attitudes toward environmental protection than state school students.
- Malta's mean scale score for 'students' perceptions of global environmental threats' (48.9) is significantly lower than the ICCS international average (50). Students attending independent and church schools are more concerned about global environmental threats than state school students.
- Regression analysis shows that with the exception of 'students' perceived importance of global oriented citizenship' and 'students' endorsement of equal rights for immigrants', all other students' attitude predictors are significantly related to attainment in civic and citizenship knowledge. These thirteen attitude predictors explain 44.5% of the total variation in the ICCS scores.

Students' European Perspective

- Malta's mean scale score for 'students' positive expectation for European future' (52.2) is significantly higher than the ICCS international average (50). Students' positive expectation for European future varies marginally between the school types but is higher for male than female students.
- Malta's mean scale score for 'students' negative expectation for European future' (51.3) is significantly higher than the ICCS international average (50). Students attending state and church schools have more negative expectation for European future than independent school student; however gender discrepancy is negligible.
- Malta's mean scale score for 'students' positive attitudes toward European cooperation' (52.3) is significantly higher than the ICCS international average (50). Students' positive attitude toward European cooperation varies marginally between the school types but is higher for male than female students.
- Malta's mean scale score for 'students' negative attitudes toward European cooperation' (50.6) is marginally higher than the ICCS international average (50). Students attending state and church schools have more negative attitude toward the European Union than independent school student; however gender discrepancy is negligible.
- Malta's mean scale score for 'students' sense of European identity (53.9) is significantly higher than the ICCS international average (50). Students attending church and independent schools have a higher sense of European identity than state school students. Moreover, male students feel part of Europe and the European Union more than females.
- Malta's mean scale score for 'students' expectations of their own individual future' (50.1) is marginally higher than the ICCS international average (50). Students' expectations of their future vary slightly between the genders and school types.
- Malta's mean scale score for 'students' opportunities to learn about Europe at school' (46.8) is significantly lower than the ICCS international average (50). Students attending state and church schools claim that they have more opportunities to learn about Europe at school.
- Malta's mean scale score for 'students' support for cooperation among European countries' (50.7) is marginally higher than the ICCS international average (50). Students' support for cooperation among European countries varies marginally between the school types but is higher for male than female students.
- Malta's mean scale score for 'students' endorsement to workers' freedom of movement in Europe' (50.6) is marginally higher than the ICCS international average (50). Students' support for freedom of movement of workers varies marginally between the school types but is higher for male than female students.
- Malta's mean scale score for 'students' endorsement to restrictions of workers' freedom of movement in Europe' (52.0) is significantly higher than the ICCS international average (50). Students attending state and church schools support restrictions to workers' freedom of movement more than independent school students.
- Malta's mean scale score for 'students' endorsement of environmental cooperation in Europe' (51.5) is significantly higher than the ICCS international average (50). Students attending

independent schools agree to environmental cooperation in Europe more than church and state school students; however gender discrepancy is negligible.

- Malta's mean scale score for 'student political consumerism behaviour' (52.5) is significantly higher than the ICCS international average (50). Political consumerism behaviour varies marginally between the genders and school types.
- Malta's mean scale score for 'students' sustainable behaviour' (52.2) is significantly higher than the ICCS international average (50). Students attending independent and church school students engage in sustainable behaviour more than state school students. Moreover, female students are more likely to reduce water and electricity use, limit plastic use and reduce food waste than males.
- Regression analysis shows that with the exception of 'students' sense of European identity', all other students' European perspective predictors are significantly related to attainment in civic knowledge. These thirteen European perspective predictors explain 31.2% 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 organisation 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 and was implemented in ten countries. 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 based on data from 28 countries 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.

In 2009, the IEA established the International Civic and Citizenship Education Study (ICCS) with a first data collection in 38 countries, including Malta. ICCS 2009 expanded on previous IEA studies of civic education, particularly the CIVED, where it 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 to provide for a more general coverage of thinking processes.

ICCS 2016 included a wide range of common item material (both in the test and questionnaires) that allowed measuring changes over time for a broad range of aspects related to contextual aspects as well as students' civic knowledge, attitudes and engagement. However, ICCS 2016 also included new material developed to broaden the scope of the study and gather data on new areas of content related to environmental sustainability, social interaction at school, and the use of social media for civic engagement. In addition, economic awareness and the role of morality in civic and citizenship education were included as aspects for more explicit acknowledgement in the framework and instruments. A total of 24 countries, including Malta, participated in the ICCS 2016 survey.

For ICCS 2022, one major change was the decision to offer countries the option of a computer-based delivery for the student survey, with the perspective of transitioning to this assessment mode for all future ICCS data collections. Eighteen participants, including Malta, opted for this new mode while six countries decided to continue delivering ICCS student test and questionnaire material on paper. One important aspect of computer-based delivery was the development of three clusters with test item material that made use of the possibilities for measurement that are only available in a digital mode. Although the ICCS 2022 instruments included many measures from ICCS 2009 or ICCS 2016 to collect data about changes over time, the survey also set out to address new or considerably broaden the measurement of aspects that had already been included in previous cycles. To this end, five focus areas were identified for ICCS 2022, where each focus area was developed in response to recent developments that were viewed as relevant to the area of civic and citizenship education.

1.2 The Focus Areas of ICCS 2022

Since the implementation of the ICCS 2016 survey, the following focus areas were identified to broaden the scope of ICCS for this cycle:

- ***Sustainability:***

Education for sustainable development has received increased attention as an educational area of interest in view of many pre-existing and newly emerging demographic, environmental (including the potential impact of climate change), economic, and social challenges. While the ICCS 2016 framework already included environmental sustainability in civic and citizenship education as one of three areas identified for inclusion to broaden the scope of the second ICCS cycle, ICCS 2022 incorporated the broader notion of sustainability that encompasses content associated with environmental, social, and economic sustainability, with the aim of increasing the emphasis on education for sustainable development and the number of related content items compared to previous ICCS cycles.

- ***Engagement through digital technologies:***

Over the last two decades, there has been an enormous increase amongst young people in their interactions via digital communication and social media. Using digital technologies for engagement has offered new possibilities for mobilization, organisation, and interaction of wider audiences, particularly young people, including the formation of digital communities. There is evidence that using social media and digital communication has profoundly impacted and enhanced civic engagement as well as information flows, both in positive and negative

ways. While ICCS 2016 concentrated on digital social media as a means for engagement, ICCS 2022 identified the broader notion of civic engagement through digital technologies.

- ***Diversity:***

As result of recent economic, demographic and technological changes, there are now increasing levels of migration with growing diversity in many countries. This trend has affected schools and other educational institutions by posing obstacles but also providing opportunities for building multicultural and inclusive schools. While previous cycles of ICCS already addressed some issues related to migration, ICCS 2022 set out to assess a broader range of aspects related to diversity including information about how schools and civic and citizenship education accommodate increasing diversity.

- ***Young people's views of the political system:***

Recent years have witnessed growing concerns about a global democratic recession that are connected to a surge in authoritarian government practices as well as the surge of often extreme political movements leading to instability in established democratic systems often in conjunction with growing alienation also among young voters. The COVID-19 pandemic has also highlighted challenges to forms of democratic governments in view of restrictions of personal freedom and divisions in society about these responses. While previous cycles have included many aspects concerned with young people's views of their respective political views (such as trust in civic institutions), ICCS 2022 developed further measures to assess beliefs among lower-secondary students related to this focus area.

- ***Global citizenship:***

Global citizenship education has received considerable attention in recent debates about global education targets giving growing cross-national interconnectedness and globalization of political, social, economic, and environmental issues, but there have been frequently quite inconsistent definitions across the literature. While many aspects of the conceptual content associated with global citizenship education have been included in IEA studies relating to civic and citizenship education for over forty years, ICCS 2022 increased the number of related content items compared to previous ICCS cycles to increase the emphasis on global citizenship education.

1.3 Study Design and Structure of the Assessment Framework

A total of 22 countries and two benchmarking entities (North Rhine-Westphalia and Schleswig-Holstein) participated in ICCS 2022. The 19 European countries include Bulgaria, Croatia, Cyprus, Denmark, Estonia, France, Italy, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Romania, Serbia, Slovak Republic, Slovenia, Spain and Sweden. The Asian-Pacific country includes Chinese Taipei and the two Latin American countries include Brazil and Colombia.

Similar to other ICCS surveys, the participants of the ICCS 2022 survey included students in their 8th year of schooling, who were approximately 14 years of age. For Malta, grade 9 students were taken as the target population because the average age of grade 8 Maltese students was less than 13.5 years. In each sampled school, intact classrooms were selected and all students in a class were assessed. Moreover, all teachers who taught the target grade during the testing period and were employed at school since the start of the school year were selected to participate in the survey.

In all participating countries, except Malta, stratified sampling was used to guarantee that the number of selected students from each school was proportional to the school size. Classrooms were then random selected from each school and all the students in the selected classrooms participated in the student survey; while their teachers participated in the teacher survey. To achieve the necessary precision, a minimum sample size of 150 schools was required. Since in Malta there are fewer than 150 schools, the survey was conducted in all 42 schools, where the core survey using computer-based assessment was administered in 29 schools and the bridging study using paper-based delivery was administered in 13 schools.

The selected Maltese student group participating in the ICCS study comprised 2023 (51.9%) males and 1877 (48.1%) females, making a total 3900 students. This guaranteed a maximum margin of error of approximately 1% assuming a 95% confidence level. These students were selected from all 42 secondary schools ensuring a good geographical representation. The participants comprised 1052 males and 1016 females from 14 State schools, 725 males and 659 females from 21 Church schools and 246 males and 202 females from 7 Independent schools.

The selected Maltese teacher group participating in the ICCS study comprised 111 (26.7%) males and 304 (73.3%) females, making a total 415 teachers. Moreover, the sample comprised 42 males and 124 females from States schools, 54 males and 142 females from Church schools and 15 males and 38 females from Independent schools.

The following instruments were administered as part of the ICCS 2022 survey:

- The international student test consisted of items measuring students' civic knowledge and ability to analyze and reason on topics related to civic and citizenship education. The instrument was either administered on paper or using the computer-based delivery platform. While computer-based tests included 14 item clusters, paper-based tests administered in countries that chose the paper mode included 11 item clusters. Eight of the common item clusters were used to assess students that participated in the bridging study.
- The international student questionnaire consisted of items measuring student background variables, school contexts and student perceptions and beliefs. The instrument was either administered on paper or using the computer-based delivery platform.
- Regional student instruments consisted of questionnaire-type items. These instruments were only administered in countries participating in these (optional) European and Latin American data collections. The instruments were either administered on paper or using the computer-based delivery platform.
- The teacher questionnaire gathered information about teacher background variables and teachers' perceptions of factors related to the context of civic and citizenship education in their respective schools. It was administered to selected teachers teaching any subject in the target grade, while an additional (optional) section was targeted at teachers teaching civic-related subjects (as defined by national centres).
- The school questionnaire captured school characteristics and school-level variables related to civic and citizenship participation as provided by heads of schools at sampled schools. As with the teacher questionnaire, the school questionnaire was either completed on paper or online by respondents in countries participating in the option of an online delivery.

- The national contexts survey was completed online by national centre expert. It was 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 data obtained from this survey will supplement published information sources about countries and their education systems to assist with the interpretation of the results from the student, school, and teacher questionnaires, and in describing national contexts for civic and citizenship education.

1.4 The Civic Knowledge Framework

The assessment framework for ICCS 2022 identified and defined those aspects of cognitive and affective-behavioral content that were considered important learning outcomes of civic and citizenship education, as well as contextual factors that are setting the context for students' civic learning. The way students develop civic knowledge and understanding, as well as affective-behavioral dispositions towards civic and citizenship issues, potentially depends on many factors, including those beyond the learning environment at schools.

The four content domains in the ICCS assessment framework are: *civic institutions and systems*, *civic principles*, *civic participation* and *civic roles and identities*. The first domain comprises the systems, mechanisms, and organisations 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 institutions and systems* consists of three sub-domains:
 - State institutions (17 items),
 - Economic systems (4 items),
 - Civic society (9 items).
- *Civic principles* consist of five sub-domains:
 - Equity (11 items),
 - Freedom (11 items),
 - Rule of law (12 items),
 - Sustainability (11 items),
 - Solidarity (6 items).
- *Civic participation* consists of three sub-domains:
 - Decision-making (28 items),
 - Influencing (10 items),
 - Community participation (12 items).
- *Civic roles and identities* consists of three sub-domains:
 - Citizens (6 items),
 - Civic self-image (2 items),
 - Civic connectedness (5 items).

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)

	Civic institutions and systems	Civic principles	Civic participation	Civic roles and identities	Total
Knowing	9	22	5	6	42
Reasoning and applying	21	29	50	7	102
Total	30	51	55	13	144

Table 1.1 illustrates the number of items in student test and questionnaire instruments relating to the framework domains. 37 items of the 50 items pertaining to the *civic participation* content domain and the *reasoning and applying* cognitive domain were used for the computer-based assessment. Moreover, 22 items of the 50 items were used for the paper-based assessment, where some of the items were used in both assessment modes. As in previous ICCS surveys, there are more test items that pertain to the *reasoning and applying* cognitive domain, and fewer test items pertaining to the *civic roles and identities* content domain. The following nine examples illustrate nine distinct test items varying in cognitive and content domains.

1. The Universal Declaration of Human Rights declares that everyone has the right to education, where education shall be free and compulsory. Why is education considered to be a human right?
 - Because children enjoy going to school and spending time with their friends.
 - Because education provides jobs for lots of teachers.
 - Because children can be in school while their parents are working.
 - Because education develops the skills people need to participate in their communities.

The content domain relates to *civic principles* and the cognitive domain relates to *knowing*.

2. A government minister has been caught speeding in his car. He received a fine for breaking the road laws. Why does the minister have to pay the fine?
 - Because ministers have enough money to pay fines.
 - The law treats everyone as equal.
 - Because he wants people to vote for him again.
 - Because the police can arrest him if he fails to pay the fine.

The content domain relates to *civic principles*, while the cognitive domain relates to *knowing*.

3. Many people in noisy workplaces have had their hearing damaged by the noise. What is the most reasonable action the government could take to deal with the problem of noisy workplaces?
- Immediately close down all noisy workplaces.
 - Give money to the workers to help them find jobs in quieter workplaces.
 - Introduce laws stating that employers must protect workers from noise.
 - Arrest all owners of noisy workplaces.

The content domain relates to *civic institutions and systems*, while the cognitive domain relates to *reasoning and applying*.

4. Doctors Without Borders (DWB) is an organisation where health professionals volunteer their time in countries where people require medical assistance. What is the most likely reason that people volunteer their time to such an organisation?
- Because they want to influence international human rights laws.
 - Because they believe all people deserve access to medical help.
 - Because it is the only way they can get practical experience of caring for patients.
 - Because health professionals find it difficult to get jobs.

The content domain relates to *civic roles and identities*, while the cognitive domain relates to *reasoning and applying*.

5. Doctors Without Borders (DWB) limits the amount of money it receives from governments. It receives about 80% of its money from private sources. What is the most likely reason this organisation chooses to collect most of its money from private sources rather than governments?
- Governments do not like organisations like DWB.
 - Governments do not have enough money to give to organisations such as DWB.
 - DWB might want to create a political party that opposes many governments.
 - DWB wishes to remain independent of governments and their policies.

The content domain relates to *civic roles and identities*, while the cognitive domain relates to *reasoning and applying*.

6. Why is it important that journalists are freely able to research and report the news?
- It builds trust in the country's government.
 - It helps journalists to provide accurate information to the public.
 - It ensures that there are enough journalists to report all news events.
 - It makes sure that no individual journalist is paid too much money for their work.

The content domain relates to *civic principles*, while the cognitive domain relates to *reasoning and applying*.

7. 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. 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?

- Voting enables people to hold a second vote if they disagree with the outcome.
- Voting is the fastest way to decide who should be the leader.
- Voting enables every member of the club to participate in choosing the leader.
- Voting ensures that every member of the club will be happy with the choice of leader.

The content domain relates to *civic participation*, while the cognitive domain relates to *knowing*.

8. Some businesses in a particular country have begun to import fruit from abroad at a very cheap price. Farmers are angry because they cannot afford to sell fruit at the same cheap price and some people decided to buy only fruit grown locally. What is the best argument against protecting the local farmers' businesses?

- People have the right to choose who they buy their fruit from.
- The farmers will be able to find some other way to make money.
- People will always buy the best quality fruit so the price does not matter.
- The farmers should just sell their fruit for less even though they cannot afford to.

The content domain relates to *civic principles*, while the cognitive domain relates to *reasoning and applying*.

9. 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. Why do countries have these laws?

- The laws encourage people to vote for the political parties that receive fewer donations.
- The laws help the public to decide which party is likely to win the next election.
- The laws encourage more people to join the wealthy political parties.
- The laws discourage political parties from favouring the people who make the donations.

The content domain relates to *civic principles*, while the cognitive domain relates to *reasoning and applying*.

1.5 The Civic Attitudes and Engagement Framework

Similar to previous IEA studies of civic and citizenship education, ICCS places great emphasis on the measurement of affective-behavioral aspects with student questionnaire items. These measures are regarded as important learning outcomes and have a similar standing in the process of development, analysis, and reporting as cognitive measures of students' civic knowledge. Student attitudes, perceptions, and behaviors relevant to civic and citizenship issues are organized according to two affective-behavioral areas which include *attitudes* and *engagement*.

The affective-behavioral area, *attitudes*, refers to judgements 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 perceptions that are focused on specifics and can change over time, as well as those reflecting broader and more fundamental (or deeply rooted) beliefs (about values) that tend to be constant over longer periods of time. Attitudes

include attitudes toward civic principles, perceptions of civic issues and institutions, and perceptions of civic roles and identities. Constructs and measures reflecting students' attitudes are described with regard to three of the four content domains in the Civic Knowledge Framework.

- Attitudes toward civic principles:
 - Students' perceptions of threats to democracy,
 - Students' attitudes toward gender equality (7 items),
 - Students' attitudes toward equal rights for immigrants and non-immigrants,
 - Students' attitudes toward environmental sustainability,
 - Students' attitudes toward equal rights for all ethnic groups in society,
 - Attitudes toward civic issues and institutions,
 - Attitudes toward civic roles and identities,
 - Students' perceptions of discrimination,
 - Students' attitudes toward freedom of movement for European citizens within Europe,
 - Students' attitudes toward corrupt practices,
 - Students' attitudes toward disobedience to the law,
 - Students' attitudes toward homosexuality.

- Attitudes toward civic issues and institutions:
 - Students' perceptions of student participation at their schools,
 - Students' attitudes toward the political system,
 - Students' acceptance of restrictions during a national emergency,
 - Students' trust in institutions,
 - Students' perceptions of threats to the world's future,
 - Students' attitudes toward the influence of religion in society,
 - Students' expectations of the future of Europe,
 - Students' attitudes toward cooperation among European countries,
 - Students' attitudes toward the European Union,
 - Students' attitudes toward authoritarian government practices.

- Attitudes toward civic roles and identities:
 - Perceptions of good citizenship behaviour,
 - Students' sense of European identity,
 - Students' expectations of their own individual future.

The affective-behavioral area, *engagement*, refers to students' self-beliefs about their interest and capacity to engage, expectations of future civic action, past and present engagement, and also include constructs such as preparedness to participate in forms of civic protest and anticipated future political participation as adults. In addition, due to active involvement in civic practices open to this age group (such as school-based activities, youth organisations, or community groups), young people may now also become involved in virtual networks through social media. These newer forms of engagement receive more explicit recognition in ICCS 2022 than in previous cycles. Furthermore, it is also of interest to distinguish between engagement with different levels of the Contextual Framework (or organisational levels), which may range from participation in activities at a local level to activities that are organized at national or supra-national

levels. At the same time, it is important to keep in mind that issues triggering engagement do not necessarily coincide with the levels that are the focus of engagement, such as, activities related to national or global issues may be undertaken at a local level. ICCS 2022 conceptualizes the constructs and measures related to experiences of engagement, dispositions toward engagement, and expected future engagement. All these measures cover similar aspects to those included in the content domain civic participation in the Civic Knowledge Framework.

- Experiences of engagement:
 - Students' engagement in organisations and groups outside of school,
 - Students' engagement in school activities,
 - Students' engagement using digital technologies,
 - Students' reports on behaviours related to political and ethical consumerism and on their sustainable behaviours.
- Dispositions toward engagement:
 - Students' interest in political and social issues,
 - Students' sense of citizenship self-efficacy.
- Expectations of political participation as adults:
 - Expectations of participating in future school-based activities,
 - Expectations to participate in legal and illegal forms of civic action in support of, or in protest against, important issues,
 - Expectations of political participation as adults.

1.6 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, such as peer-group activities.
- *Context of the individual:* This level refers to the individual characteristics of the student, such as their gender and educational aspiration.

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

- *Antecedents* are pre-existing 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.

Antecedents and processes are variables that have potential impact on outcomes at the level of the individual student. Learning outcomes related to civic and citizenship education at the student level also can be viewed as aggregates at higher levels (school, country) where they can affect factors related to processes. For example, having higher levels of civic understanding and engagement among students may influence the way schools and educators teach content or organize activities related to civic and citizenship education.

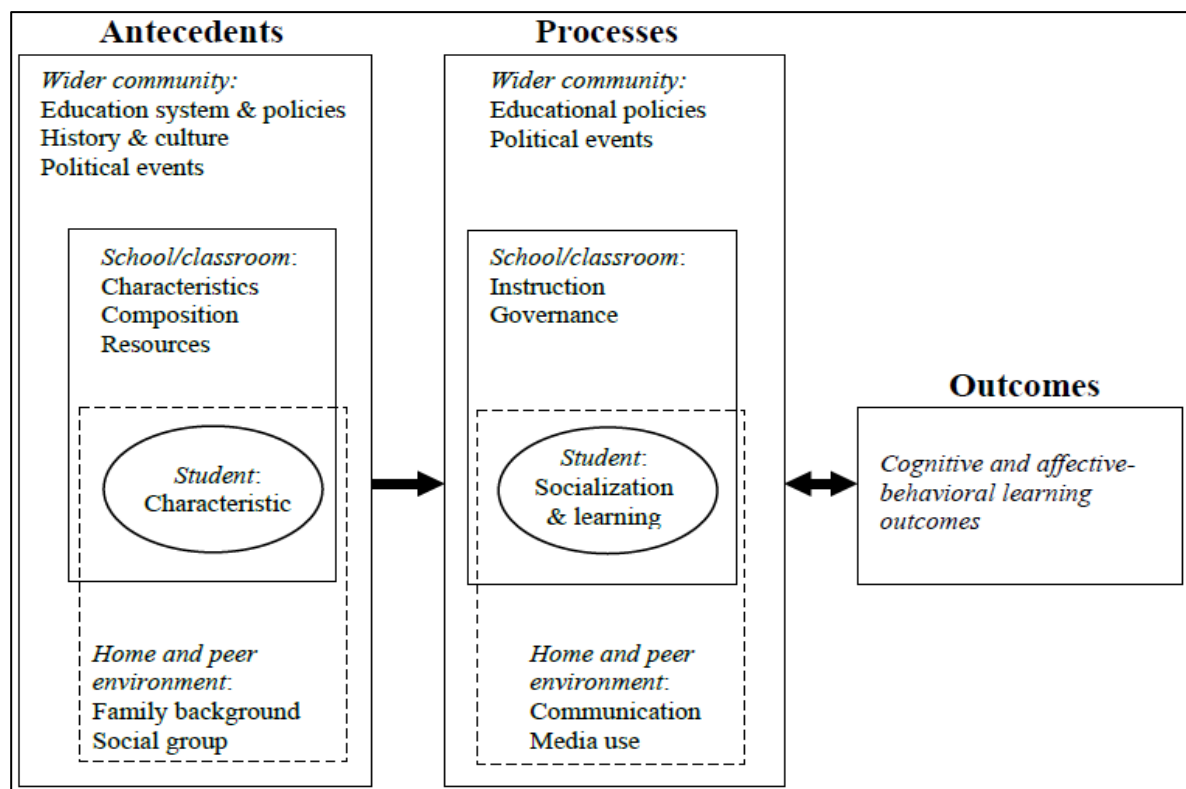


Figure 1.1: Contexts for the development of learning outcomes related to civic and citizenship education

Figure 1.1 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.

Table 1.2: Mapping of variables to contextual framework

Level	Antecedents	Processes	Outcomes
Wider community	<i>NCS and other sources:</i> Democratic history Structure of education	<i>NCS and other sources:</i> Intended curriculum Political developments	<i>StT, StQ:</i> Civic knowledge, attitudes and engagement
School/classroom	<i>ScQ and TQ:</i> School characteristics Resources	<i>StQ, ScQ and TQ:</i> Implemented curriculum Policies and practices School climate	
Student	<i>StQ:</i> Gender Age	<i>StQ:</i> Civic learning Practiced engagement	
Home and peer environment	<i>StQ:</i> Parental socio-economic status Language used at home Country of birth	<i>StQ:</i> Family communication Communication with peers Media information	

Note: NCS = national contexts survey; ScQ = school questionnaire; TQ = teacher questionnaire; StQ = student questionnaire; StT = student test.

Table 1.2 maps the 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, such as learning activities. The student test and the student questionnaire were used to collect data on outcomes and the student background questionnaire included questions about student participation in civic-related activities, which were used as indicators of active citizenship.

1.6.1 The Context of the wider community

ICCS views the context of the wider community as consisting of different levels because the students, their schools, home, and peer environments are located in their local communities, which in turn are embedded within broader contexts of regional, national, and supranational contexts. Within the scope of this study, at the level of the wider community, contexts related to local and national levels are of particular relevance. However, due to increasing globalization, connectedness via digital technologies and the growing importance of supranational organisations, it is important to consider contexts beyond the nation-state within the scope of ICCS.

For an investigation of how young people in lower-secondary education develop civic-related dispositions and competences and acquire understandings with regard to their role as citizens, it is crucial to give proper consideration to the national level. Historical background, the political system, the structure of education, and the curriculum are important contextual variables that need

to be considered when interpreting results from an international assessment of civic and citizenship education. Data from official statistics provide a range of relevant contextual data at the country level; regarding the structure of the education system, the nature of the political system, and the economic and social context of the society.

As in previous cycles, the national contexts survey for ICCS 2022 is designed to provide for a systematic collection of relevant data based on expertise provided by the national research centres. These data include information on the structure of national education systems, education policies, approaches to civic and citizenship education, teacher training in general and for civic and citizenship education in particular, and approaches to assessment and quality assurance regarding the area of civic and citizenship education. The survey also collects information on recent or current debates and reforms related to this learning area.

1.6.2 The Contexts of schools and classrooms

As in previous survey cycles, ICCS 2022 views students' learning outcomes in the field of civic and citizenship education not only as a result of teaching and learning processes but also as a result of their daily experiences at school. School experiences and their impact on learning outcomes are of particular importance in the context of civic and citizenship education, as they develop learning outcomes that are not confined to the area of cognitive achievement but also include attitudes and dispositions for engagement. The possibility of establishing and experiencing relationships and behaviors based on openness, mutual respect, and respect for diversity, as well as the possibility of giving and asserting personal opinions, allow students to practice a democratic lifestyle, to begin exercising their own autonomy, and to develop a sense of self-efficacy.

Three key areas need to be considered for making the schools a democratic learning environment: teaching and learning, school governance and culture, and cooperation with the community. Creating a democratic learning environment in this way is referred to as the whole school approach, which aims to integrate democratic values into teaching and learning practices, decision-making processes and school governance, and the general school atmosphere. In view of the importance of school and classroom contexts for civic and citizenship education, ICCS 2022 administers the following types of questions to heads of schools, teachers, and students:

- Questions that measure perceptions of heads of schools regarding school contexts and characteristics (school questionnaire).
- Questions about the background of teachers (age, gender, and their teaching of subject areas in general, and at the target grade) as well as a wide range of perceptions of school and classroom contexts (teacher questionnaire).
- Questions about students' perceptions of school and classroom contexts (student questionnaire).

As in ICCS 2016, several questions included in the school and teacher questionnaires are similar, with the aim of collecting data on the same issues from the perspective of teachers and heads of schools. In ICCS 2022, one question included in the student questionnaire was also included in the teacher questionnaire (teachers' perceptions of good citizenship).

1.6.3 The Home and Peer Context

There are many variables related to home and peer contexts that potentially could influence the development of young people's knowledge, attitudes, and dispositions for engagement. Relevant factors include interactions with family and peers, educational resources in the home (including

digital technologies), culture, religion, values, use of the test language at home, the relationship status the young person has within the family, parental education, income and employment levels, access to different forms of media, and the quality of school–home connections. Furthermore, it is also important to consider opportunities for civic-related activities that young people can exercise.

1.6.4 Context of the individual student

Individual students' development of civic understandings, attitudes, 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, include age, gender, and expected educational qualifications.

1.7 Assessment Design

1.7.1 The ICCS 2022 Instruments

The ICCS 2022 instruments collect outcome data, as well as contextual variables. Given the specific nature of a study on civic and citizenship education, outcome variables are assessed through cognitive test materials and a student questionnaire. Contextual data that explain variation in outcome variables are collected through student, teacher, and school questionnaires, as well as through the national contexts survey. For student instruments, countries chose the standard assessment mode (computer or paper) for all respondents. For teacher and school questionnaires, countries decided for each instrument whether to administer them only on paper, only in online mode, or depending on the respondent's preference, in either of the two modes. The national contexts survey was only offered in online format to national centres. In Malta, 29 schools (2720 students) used the computer-based mode, while the remaining 13 schools (1180 students) used the paper-based mode. Only Maltese heads of schools and teachers of the 29 schools using the online mode completed the teacher and head of school questionnaires.

The ICCS 2022 test of civic knowledge also includes 55 items from five clusters that were used in ICCS 2016 in order to estimate changes over time for those countries participating in both surveys. These 55 items were integrated across the eleven ICCS 2022 test item clusters that are common to both computer-based and paper-based assessments. This was done to ensure an appropriate content balance within each cluster given that, for this cycle, approximately half of the newly developed items related to two areas of increased focus: global citizenship and sustainable development. Larger numbers of items reflecting these two areas have also been included in the student, teacher, and school questionnaires. The computer-based test instrument included three clusters of items in addition to the eleven clusters common to both the computer-based and paper-based tests. The computer-based test instrument consequently comprised 14 clusters and the paper-based instrument comprised 11 clusters. Each of the three clusters of items, unique to the computer-based instrument, comprised five items associated with a narrative theme. In each cluster, at least one item provided some form of dynamic feedback to students that could not be achieved in a paper-based testing environment. For the student test and the European student questionnaire more than half of the item material was newly developed for the third ICCS cycle. For the teacher and school questionnaires slightly less than half of the content was added in ICCS 2022. For the student questionnaire, about one third of the item material addresses the areas of global citizenship and sustainable development.

1.7.2 Item types

Moreover, the ICCS 2022 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.
- *Drag and Drop items*: Students are requested to drag elements within a computer-based environment and drop them in other places in response to a question.
- *Large-task item*: Students provide answers by selecting different options on a computer in response to more complex tasks, such as through putting together web-page information) and receive some form of dynamic feedback based on their selections.

As in ICCS 2009 and ICCS 2016, the student, teacher, and school questionnaires for ICCS 2022 include the following item types that were displayed in similar ways on both computer and on paper:

- *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.

1.7.3 Questionnaire Scales

ICCS 2022 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 the value of student participation at their schools (5 items),
- Students' attitudes toward the political system (9 items),
- Students' perceptions of threats to democracy (9 items),
- Students' perceptions of good citizenship (13 items),
- Students' attitudes toward restrictions in national emergencies (9 items),
- Students' attitudes toward equal rights for immigrants and non-immigrants (5 items),
- Students' attitudes toward gender equality (7 items),
- Students' attitudes toward environmental protection (5 items),
- Students' attitudes toward equal rights for all ethnic groups (5 items),
- Students' trust in institutions (14 items),
- Students' perceptions of threats to the world's future (11 items),
- Students' attitudes toward the influence of religion in society (6 items).

Engagement

- Students' engagement with digital media (5 items),
- Students' involvement in organisations and groups outside of school (5 items),
- Students' (past or present) involvement in school activities (7 items),
- Students' sense of citizenship self-efficacy (7 items),
- Students' expectations of future school participation (4 items),
- Students' expectations to participate in civic action to express opinions about important issues (13 items),
- Students' expectations of participation as adults (10 items).

Home and School Contexts

- Students' reports on media consumption and discussions about political and social issues (7 items),
- Students' perceptions of open classroom climates for discussion of political and social issues (6 items),
- Students' reports on civic learning at school (9 items),
- Students' perceptions of their school climate (9 items).

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

- Students' sense of European identity (4 items),
- Students' reports of learning opportunities about Europe at school (5 items),
- Students' attitudes toward freedom of movement for European citizens in Europe (6 items),
- Students' attitudes toward cooperation among European countries (7 items),
- Students' attitudes toward environmental cooperation in Europe (5 items),
- Students' perceptions of discrimination in Europe (10 items),
- Students' expectations regarding the future of Europe (13 items),
- Students' expectations regarding their own individual future (5 items),
- Students' perceptions of the importance of aspects for their future life (9 items),
- Students' reports of political and ethical consumerism behaviors (6 items),

- Students' reports of their sustainable behaviors (8 items),
- Students' attitudes toward the European Union (10 items).

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

- Teachers' participation in school governance (6 items),
- Teachers' perceptions of social problems at school (9 items),
- Teachers' perceptions of student activities in the community (10 items),
- Teachers' perceptions of classroom climate (4 items),
- Teachers' perceptions of student participation in decision-making processes at classroom level (6 items),
- Teachers' reports of activities to deal with diversity among students (6 items),
- Teachers' perceptions of the effects of cultural and ethnic diversity on teaching and class contexts (6 items),
- Teachers' perceptions of the effects of social and economic diversity on teaching and class contexts (6 items),
- Teachers' reports of activities related to environmental sustainability (6 items),
- Teachers' reports of activities related to the use of digital technologies (4 items),
- Teachers' perceptions of good citizenship (13 items),
- Teachers' reports of class activities related to civic and citizenship education (10 items),
- Teachers' reports of activities related to global issues (5 items),
- Teachers' preparation for teaching topics related to civic and citizenship education (13 items),
- Teachers' reports of their participation in training courses about topics related to civic and citizenship education (13 items),
- Teachers' perceptions of students' opportunities to learn about topics related to civic and citizenship education (13 items),
- Teachers' reports of their training in teaching methods (6 items).

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

- Heads of schools' perceptions of teacher participation in school governance (5 items),
- Heads of schools' perceptions of school community participation (10 items),
- Heads of schools' perceptions of student contributions to decision-making processes at school (5 items),
- Heads of schools' reports on communication between school and parents/guardians (4 items),
- Heads of schools' reports of collaboration between school and local community (4 items),
- Heads of schools' perceptions of student opportunities to participate in community activities (10 items),
- Heads of schools' reports of activities related to diversity at school (6 items),
- Heads of schools' reports of activities related to environmental sustainability (9 items),
- Heads of schools' reports of the extent to which activities related to global citizenship education and education for sustainable development (6 items),
- Heads of schools' reports on training activities undertaken at school on the use of digital technologies for civic and citizenship education (6 items),
- Heads of schools' perceptions of availability of resources in the local community (11 items),
- Heads of schools' perceptions of social tension in the community (12 items),
- Heads of schools' perceptions of school autonomy for the delivery of civic and citizenship education (7 items).

1.8 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 (563 or higher, 479-562, 395-478, 311-394, 310 or lower) and then investigate the relative proportions of students in each level within the scale. Students scoring 310 or lower can only answer correctly test items that have a simple cognitive task; while students scoring 563 or higher 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 focus areas of ICCS 2022. 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 2022 cycles and between State, Church and Independent Maltese schools. The final section describes the relationship between civic knowledge attainment and a number of background variables.

Chapter 3 explores how different education systems define aims and principles for civic and citizenship education, which curricular approaches they use, what changes have occurred since the previous cycles of ICCS, and how the role of this learning area is perceived by education systems, schools, and educators. The chapter investigates the level of school autonomy in decision-making process and civic education planning; profiles of civic and citizenship curricula; approaches to civic and citizenship education (CCE); teacher participation in CCE training courses; and teacher preparedness to teach CCE topics. All the information was extracted from the national contexts survey, teacher and school questionnaires.

Chapter 4 explores perceptions of school and community contexts related to civic and citizenship education. A number of constructs were generated from the head of school questionnaire which include students' contribution to decision-making at school; approaches to diversity at school; students' involvement at school; CCE activities in the community; environment-friendly practices at school; school activities to education for sustainable development (ESD) and global citizenship education development (GCED); teacher participation in school governance; parental involvement at school; school collaboration with local community; training activities on the use of digital technologies for CCE; availability of resources in the local community; and social tensions in the community. For each construct, this chapter also compares mean scale scores between school types.

Chapter 5 explores teachers' perceptions of factors related to the context of civic and citizenship education in their respective schools. A number of constructs were generated from the teacher questionnaire which include activities dealing with diversity; influence of cultural and ethnic differences on teaching activities; influence of social and economic differences on teaching activities; CCE activities in the community; students' opportunities to learn about CCE topics and skills; CCE activities in the classroom; students' participation in environmental activities at school; activities related to global issues; teacher participation at school; teachers' perception of classroom climate; teachers' preparedness to teach CCE topics and skills; teacher participation in courses to enhance teaching methods; teacher participation in courses on CCE topics and skills; student involvement in school activities; activities related to digital technologies; importance of global, conventional and social movement related citizenships; and social problems at school. For each construct, this chapter also compares mean scale scores between school types.

Chapter 6 explores students' civic engagement, which is a central characteristic of democratic societies. A number of constructs were generated from the student questionnaire, which include students' citizenship self-efficacy; influence on school decision-making; sources of information about political or social issues; discussion of political or social issues outside school; students' engagement with civic issues through digital media; student participation in the wider community; student participation in school civic-related activities; students' expected future participation in civic activities; expected future expression of opinion about social and political issues; expected electoral participation; and expected active political participation. For each construct, this chapter compares mean scale scores between school types and also relates each construct to the ICCS 2022 scores. In the final section, a regression model is fitted to relate the civic knowledge scores to these twelve predictors (explanatory variables). The model identifies the significant predictors and ranks them by their impact on the civic knowledge scores.

Chapter 7 explores students' attitudes toward issues in society. A number of constructs were generated from the student questionnaire, which include students' views of their country's political systems; students' perceived threats to democracy; restriction on freedom in national emergencies; students' trust in civic institutions; endorsement to gender equality; endorsement of equal rights for immigrants; endorsement of equal rights for all ethnic groups in society; importance of global, conventional and social movement related citizenships; attitudes to environmental protection; and perceptions of global environment threats. For each construct, this chapter compares mean scale scores between school types and also relates each construct to the ICCS 2022 scores. In the final section, a regression model is fitted to relate the civic knowledge scores to these thirteen predictors to identify the significant ones.

Chapter 8 explores students' European perspective. A number of constructs were generated from the student regional module, which include students' positive and negative expectations for European future; students' positive and negative attitudes toward the European Union; students' sense of European identity; students' expectations for their own individual future; opportunities for learning about Europe at school; support for cooperation among European countries; students' endorsement of freedom of movement within Europe; students' endorsement of restrictions of movement in Europe; students' endorsement of environmental cooperation in Europe; students' political consumerism behaviours; and students' sustainable behaviour. For each construct, this chapter compares mean scale scores between genders and school types and also relates each construct to the ICCS 2022 scores. In the final section, a regression model is fitted to relate the civic knowledge scores to these thirteen predictors to identify the significant ones.

2

Attainment in Civic Knowledge

2.1 Introduction

ICCS 2022 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 provide 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 ICCS 2022 paper-based assessment comprised 11 clusters and the computer-based assessment comprised 14 clusters. The majority of the items in the 11 clusters delivered in both modes of assessment had a multiple-choice format, while a few items had a constructed-response format. The majority of the items in the three clusters delivered in the computer-based mode only had a multiple-choice or a constructed-response format, while a few items were drag and-drop items or required students to manipulate sliders to show their responses. The cognitive scale covers student knowledge/understanding encompassing the four content domains, which included civic institutions and systems (21%), civic principles (36%), civic participation (34%), and civic roles and identities (9%); while the two cognitive domains include knowing (30%), and reasoning and applying (70%). 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.

Student civic knowledge scores were derived based on students' responses to the test questions they completed. ICCS 2022 included a mode effect study in 11 countries which allowed for students' scores on the paper-based tests to be compared with the test scores of equivalent groups of students who completed the tests on computer. The results of this study within ICCS 2022 were used to support the fair reporting of student achievement on the ICCS civic knowledge scale regardless of the delivery mode of the test. The ICCS cognitive scale was derived from the 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. The item descriptors were 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.

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 • Relate democratic process to the inclusion of controversial issues in public debate • Suggest related benefits of widespread 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 to political parties • Evaluate a policy with respect to equality and inclusiveness • Identify a reason for having limited parliamentary terms • Identify factors that may influence changes in voter turnout over time • 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, including how this is enacted through global citizenship and ethical consumption.</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 the authority • 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 • Identify environmental and social motivations associated with ethical consumption • Define the main role of a constitution • Recognize the relationship between the government and the military in a democracy • Identify a behavior consistent with identification as a global citizen • Recognize the danger of government-controlled media • Relate the responsibility for environmental protection to the actions of 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. They demonstrate familiarity with sustainable development and common examples associated with environmental sustainability.

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
- Associate reducing waste from plastic packaging with living sustainably
- Identify that democratic leaders should be aware of the needs of the people over whom they have authority
- Recognize a common source of renewable energy
- Recognize that the UN Universal Declaration of Human Rights is intended to apply to all people
- Recognize citizenship as a human right
- Generalize about the value of the internet as a communicative tool in civic participation
- Identify that sustainable development is relevant to the whole world
- Recognize the value of being an informed voter
- Recognize that governments have a responsibility to all citizens
- 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 or institutions engaged in activities that contribute to equality and 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
- Relate equality of schooling to the need to understand the experiences of students with disabilities
- 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 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. The scale does not simply extend from simple content at the bottom to reasoning and analyzing 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 civic 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 characterised 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 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. Figure 2.1 displays the percentage of students in each participating country who achieved full credit for a level A test item. On average, 21% of students were able to attain full credit and across countries the percentage of correct responses ranged from 9% (Cyprus) to 45% (Chinese Taipei). Malta's percentage score (20%) is marginally below the ICCS 2022 average.

<p>Fake news is a term used to describe false or misleading information that is deliberately presented as news</p> <p>How can the presence of fake news harm a democracy?</p> <p>Give two ways</p> <p>1. _____</p> <p>2. _____</p> <p>Includes reasons from two different categories listed below.</p> <ol style="list-style-type: none"> It undermines a shared concept of truth It prompts unreasonable social reaction to issues It can be used to distort or manipulate normal democratic processes It can be used to avoid political accountability and justice for actions It erodes public trust in civic institutions/experts/political system/the mainstream media It can lead to poor political/legislative decision making 	Civic knowledge scale level	Civic knowledge scale difficulty
	Level A	690
	Item descriptors	
	Predicts how fake news can damage democracy	
	ICCS assessment framework references	
	Content domain	Cognitive domain
	1. Civic institutions and systems	2. Reasoning and applying
	Country	Percentage score
	Bulgaria	12
	Chinese Taipei	45
	Colombia	13
	Croatia	19
	Cyprus	9
	Estonia	37
	France	10
	Italy	12
	Latvia	19
	Lithuania	20
	Malta	20
	Netherlands	32
	Norway	17
	Poland	25
	Romania	27
	Serbia	14
	Slovak Republic	19
	Slovenia	14
	Spain	26
	Sweden	26
	ICCS 2022 Average	21

Figure 2.1: Level A sample item with percentage of correct responses by country

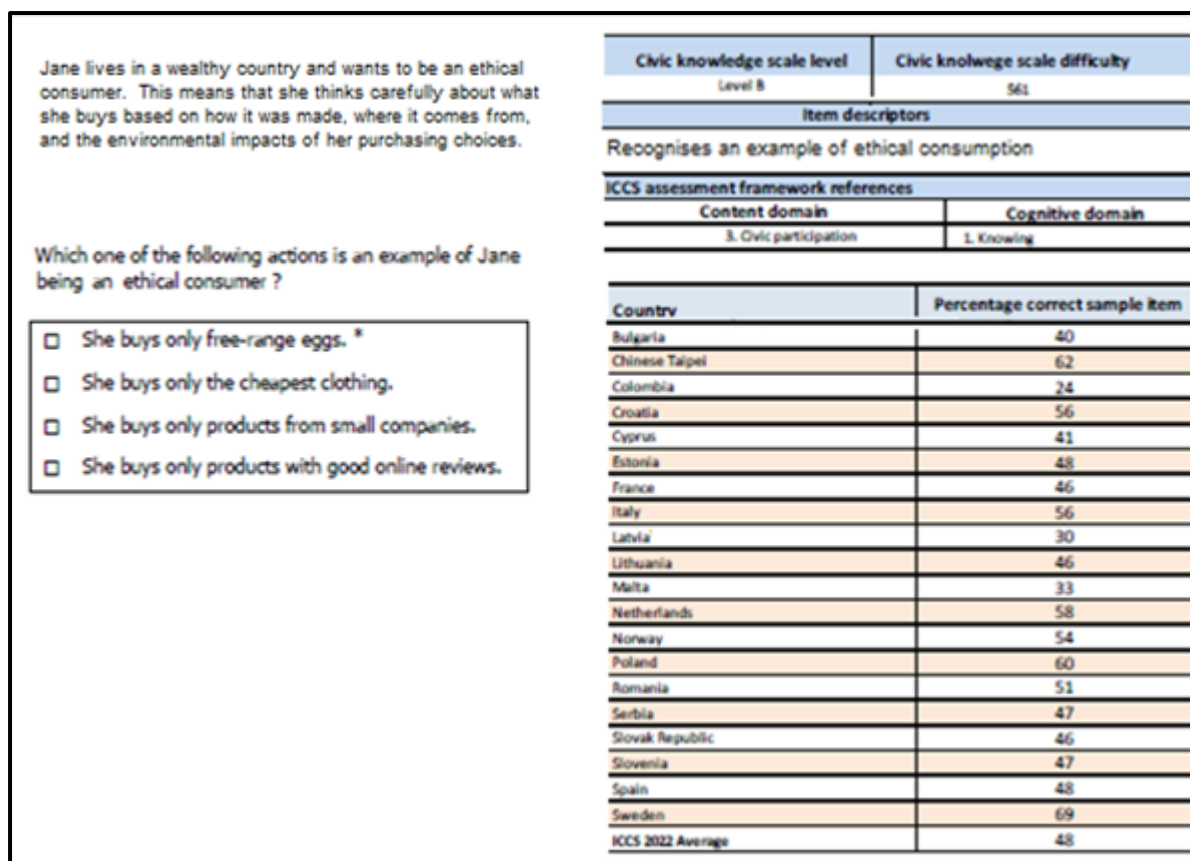


Figure 2.2: Level B sample item with percentage of correct responses by country

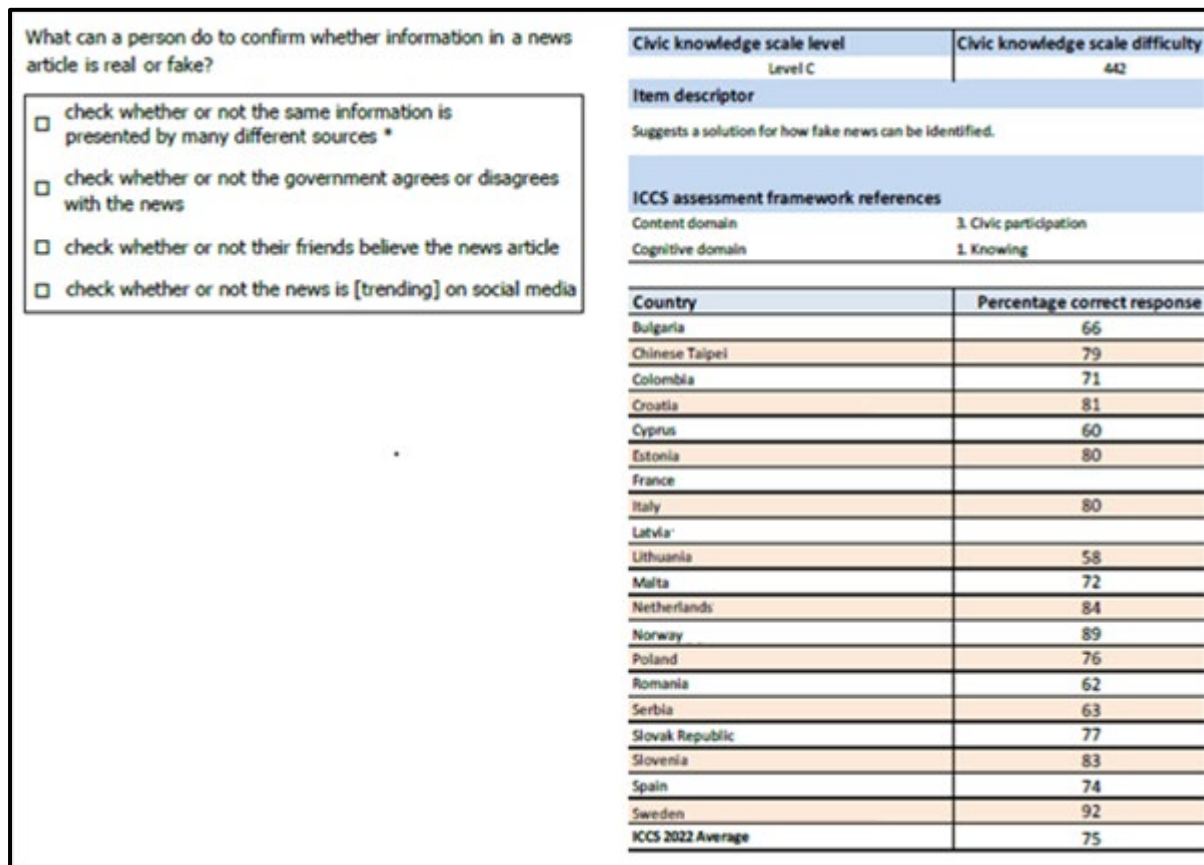


Figure 2.3: Level C sample item with percentage of correct responses by country

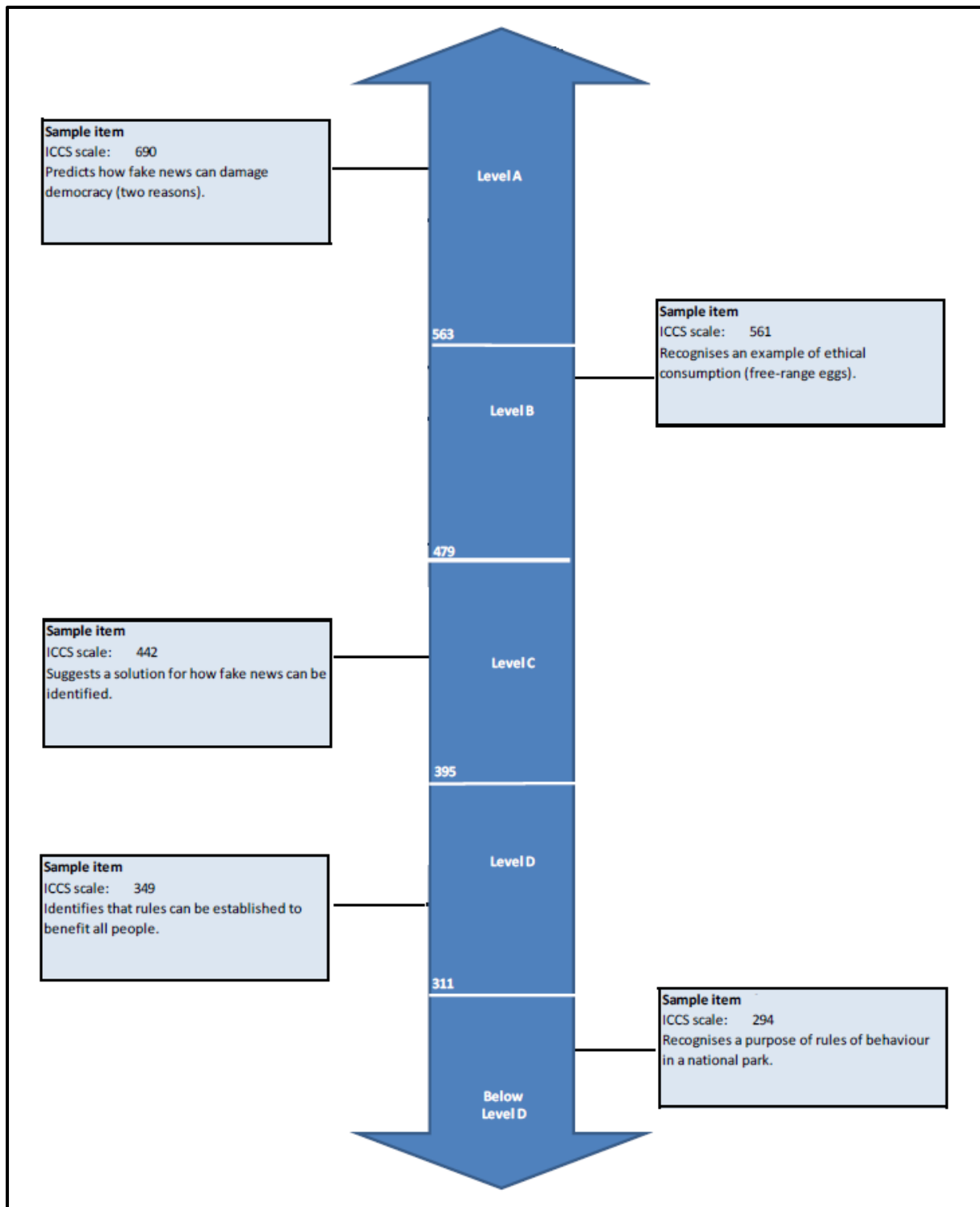


Figure 2.6: Location of the five test items on the civic knowledge scale

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 operationalisation 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. Figure 2.2 displays the percentage of students in each participating country who attained a correct response for a level B test item. On average, 48% of students were able to attain full credit and across countries the percentage of correct responses ranged from 24% (Colombia) to 69% (Sweden). Malta's percentage score (33%) is significantly lower than the ICCS 2022 average.

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 hypothesise 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. Figure 2.3 displays the percentage of students in each participating country who attained a correct response for a level C test item. On average, 75% of students were able to attain full credit and across countries the percentage of correct responses ranged from 58% (Lithuania) to 92% (Sweden). Malta's percentage score (72%) is marginally lower than the ICCS 2022 average.

Students working at Level D can only recognise basic features of democracy, identify intended outcomes of fundamental rules/laws, and recognise the motivation of important activities that contribute extensively to the common welfare of humanity. Figure 2.4 displays the percentage of students in each participating country who attained a correct response for a level D test item. On average, 86% of students were able to attain full credit and across countries the percentage of correct responses ranged from 75% (Italy) to 93% (Poland). Malta's percentage score (90%) is marginally higher than the ICCS 2022 average.

Figure 2.5 displays the percentage of students in each participating country who attained a correct response for a below level D test item. On average, 91% of students were able to attain full credit and across countries the percentage of correct responses ranged from 84% (Bulgaria and Romania) to 97% (Chinese Taipei). Malta's percentage score (93%) is marginally higher than the ICCS 2022 average.

Figure 2.6 shows the location of each of the five test items on the ICCS civic knowledge scale. It 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. 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.

2.3 Attainment in Civic Knowledge

Figure 2.7 displays the mean civic knowledge score of participating countries. The average civic knowledge score for Malta (490) is 18 scale points lower than the ICCS international average (508). Chinese Taipei (581), Sweden (583), Sweden (565), Denmark (556), Poland (554), Estonia (545), Croatia (531), Norway (529), Italy (523), Spain (510), Lithuania (509), Netherlands (508),

France (508), Slovenia (504), Slovak Republic (501) and Latvia (490) scored higher than Malta. On the other hand Malta scored higher than Romania (470), Serbia (464), Cyprus (459), Brazil (457), Bulgaria (456) and Colombia (452). Figure 2.7 also displays the 95% confidence interval (marked black) for the mean civic knowledge score and the interquartile range (marked blue) for each country. Moreover, it also displays the 5th and 95th percentiles which the endpoints of each bar. 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, Sweden, Norway, Romania and Bulgaria have the longest bars (approximately 350 scale points) between the 5% and the 95% percentiles of civic knowledge scores; whereas, Croatia, Latvia and Slovenia have the shortest bars (approximately 290 scale points) between these two percentiles. This implies that in Malta the variation in student civic knowledge scores is larger than other participating countries. Moreover, this spread is unrelated to the country's average scale score.

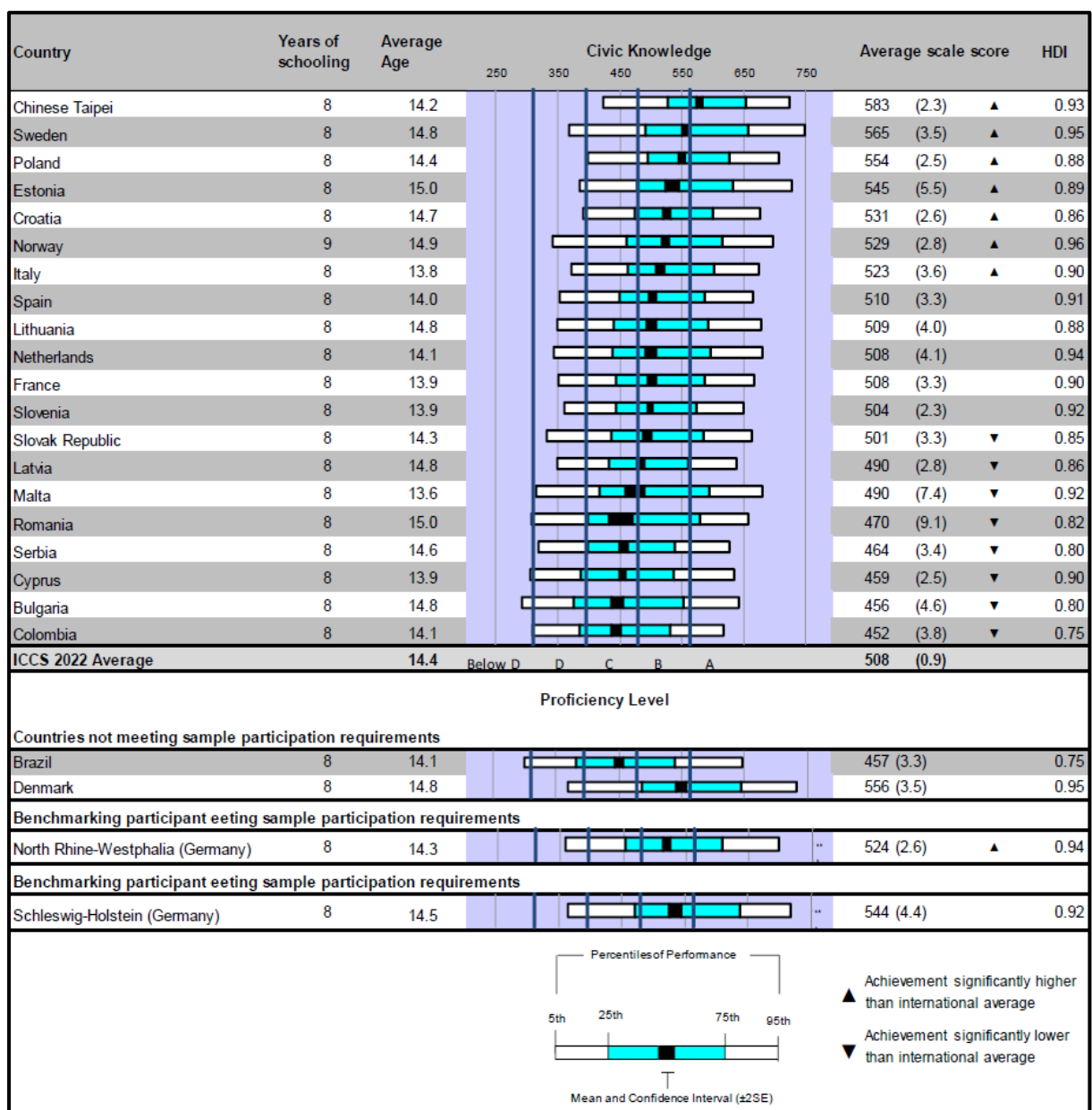


Figure 2.7: Distribution of Civic Knowledge scores

Figure 2.7 also exhibits some variation in the average age of students in the target grade across countries. The average age ranged from 13.6 years (Malta) to 15.0 years (Romania) indicating that the Maltese sample comprised the youngest age-group. The relationship between student age and civic knowledge scale scores is complex in that it varies considerably within countries and between countries.

Figure 2.8 displays the percentage of students at each proficiency level across countries. Within all countries there were students performing at Level D or below, these are students demonstrating the most basic proficiency associated with concrete and explicit civic and citizenship concepts. The percentage of students performing at Level D or below varied from 3% to 31% across countries and was 10% or more in 15 countries. For Maltese students, 25.9% of the ICCS scores fall in the Proficiency Level A cluster, 29.3% fall in Level B, 25.1% fall in Level C, 15.2% fall in Level D and the remaining 4.4% 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 (30.6% and 14.4% respectively). On the other hand, the percentages of Maltese students in the Level B and C clusters are similar to the ICCS proportions (31.1% and 23.8%) and differences are not significant at the 0.05 level of significance. Figure 2.8 also exhibits huge contrasts in the civic knowledge score distributions across countries. More than half the students sampled from Chinese Taipei and Sweden achieved scores that fall in the Proficiency Level A cluster; whereas, more than 25% sampled from Colombia, Bulgaria and Cyprus obtained scores below the 395-point threshold (Proficiency Level D or below). 15 countries, including Malta, had more than 50% of student scores in Levels A or B.

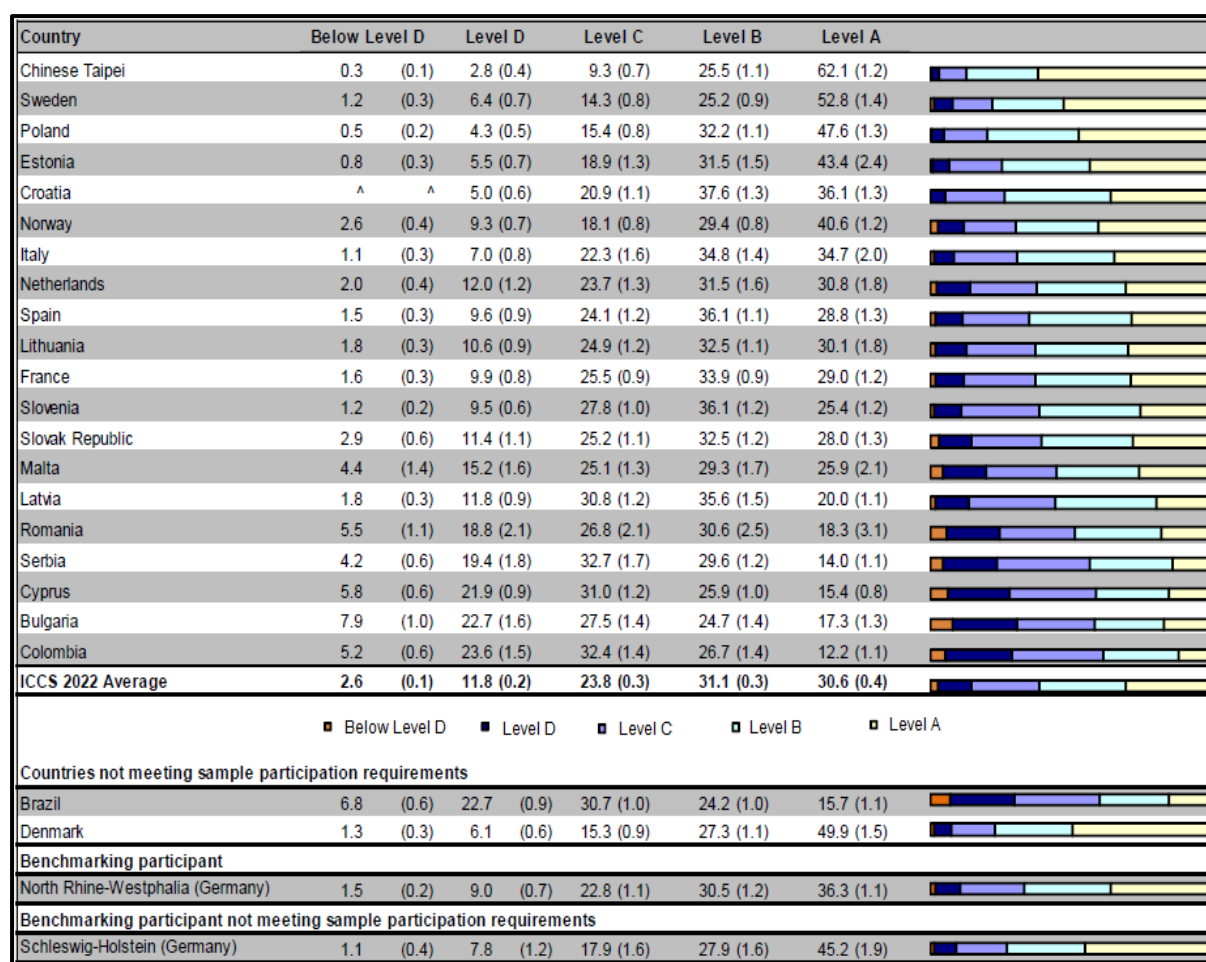


Figure 2.8: Percentages of students by proficiency levels of Civic Knowledge

2.4 Gender Difference in Civic Knowledge Attainment

Figure 2.9 shows that the magnitude of the differences in the mean ICCS scores between female and male students ranges from 6 to 42 scale points, where in all participating countries female students scored higher than their male counterparts. This gender discrepancy is significant in all countries except Colombia and the Netherlands. Malta's difference in ICCS attainment between male and female students (26) and is exceeded by Bulgaria (42), Sweden (37), Lithuania (35), Norway (36), Romania (33), Cyprus (33), Latvia (32), Croatia (31) and Slovenia (29). There is no evidence of a systematic relationship between the magnitude of differences in achievement by geographical location or average scale score.

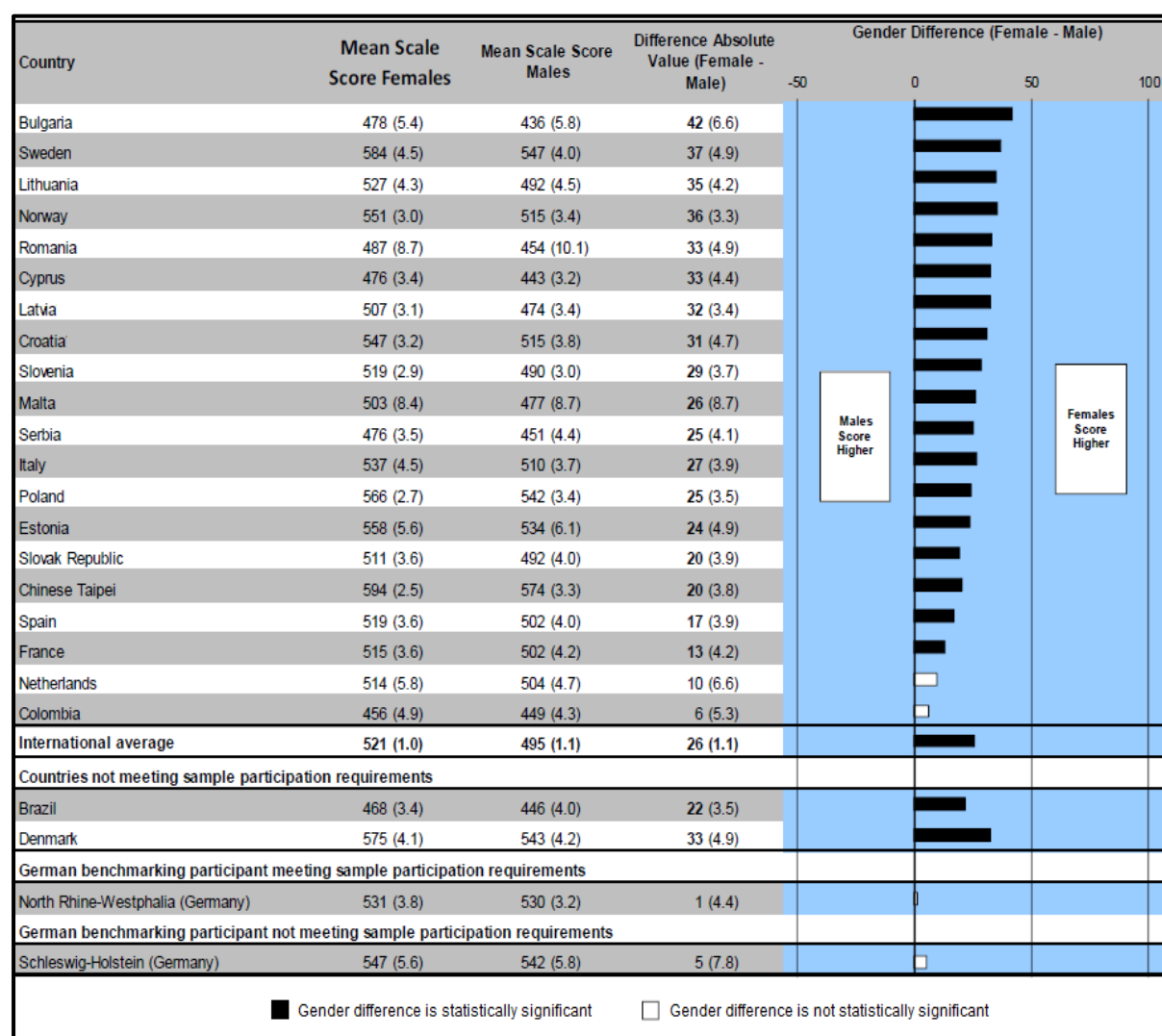


Figure 2.9: Gender difference in Mean ICCS scores across countries

Figure 2.10 displays the mean civic knowledge scores for Maltese students categorised by gender and school type. On average, students attending independent schools scored significantly higher than students attending church schools, who in turned scored significantly higher than students attending state schools. Male and female students attending independent schools and female students attending church schools scored higher than the ICCS international average (508). In State and Church schools, female students faired significantly better than males, while in Independent schools female students faired marginally better than their male counterparts.

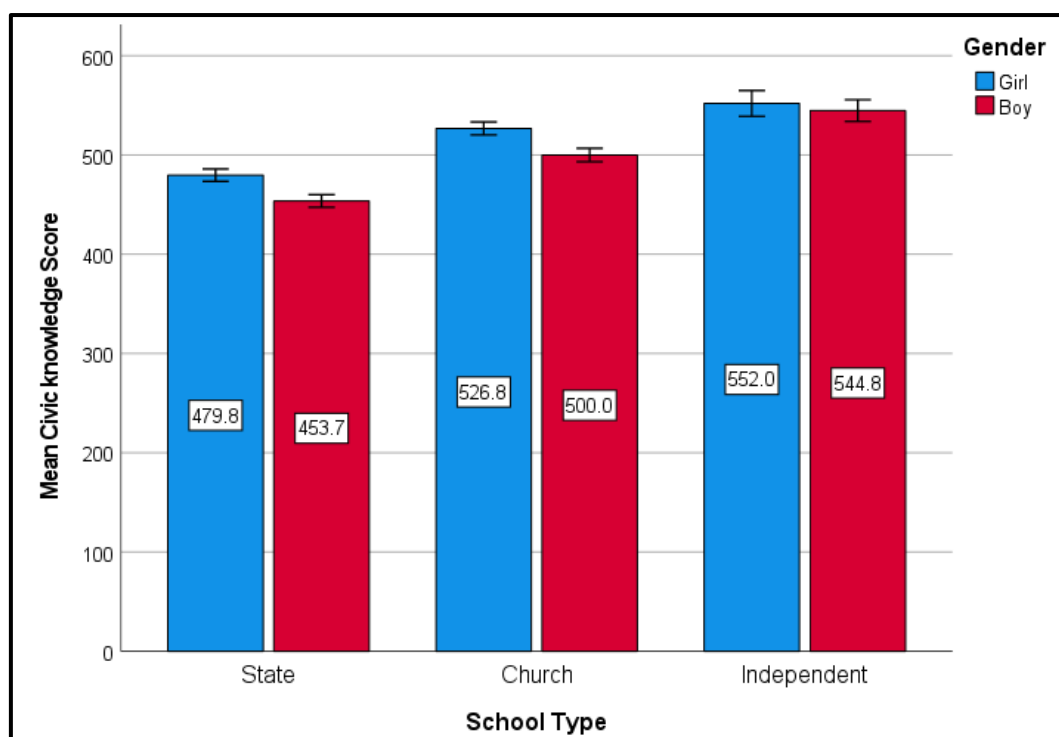


Figure 2.10: Mean ICCS scores of Maltese students clustered by school type and gender

			ICCS Proficiency Level				
School Type	Gender		Level A	Level B	Level C	Level D	Below Level D
State	Female	Count	224	312	252	184	44
		Percentage	22.0%	30.7%	24.8%	18.1%	4.3%
	Male	Count	176	258	295	234	89
		Percentage	16.7%	24.5%	28.0%	22.2%	8.5%
Church	Female	Count	225	250	134	43	7
		Percentage	34.1%	37.9%	20.3%	6.5%	1.1%
	Male	Count	193	235	202	83	12
		Percentage	26.6%	32.4%	27.9%	11.4%	1.7%
Independent	Female	Count	106	50	35	9	2
		Percentage	52.5%	24.8%	17.3%	4.5%	1.0%
	Male	Count	103	90	41	11	1
		Percentage	41.9%	36.6%	16.7%	4.5%	0.4%

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

Table 2.2 shows the percentages of Maltese female students falling in the Proficiency level A or B clusters attending State schools (52.7%), Church schools (72.0%) and Independent schools (77.3%) exceed the corresponding percentages of male students (41.2%, 59.0% and 78.5%). On the other hand, the percentages of Maltese male students falling in the Proficiency Level D or below clusters attending State schools (30.7%) and Church schools (13.1%) exceed the corresponding percentages of female students (22.4%, 7.6%). This is not the case for independent schools, where the percentage of female students falling in the Proficiency Level D or below (5.5%) was marginally higher than the percentage of male students (4.9%). The highest mark (802) attained by Maltese students in the ICCS 2022 assessment pertained to a female student attending a Church school.

2.5 Changes in Civic Knowledge since 2009

The mean Civic Knowledge score of Maltese students in the ICCS 2022 cycle (489.6) was 1.6 points lower than the ICCS 2016 cycle (491.2) and 0.1 points lower than the ICCS 2009 cycle (489.7). Table 2.3 shows the differences in mean ICCS Civic Knowledge scores between the three cycles across countries. By considering solely those countries that participated in all cycles since 2009, Sweden, Estonia, Norway, Lithuania, Slovenia, Latvia, Malta, Bulgaria and Colombia recorded an increment in the mean ICCS score between 2009 and 2016 and a decrease in the mean ICCS score between 2016 and 2022. Chinese Taipei registered an increase in the mean ICCS score since 2009, while Italy registered a decrease in all cycles.

Table 2.3: Difference in mean ICCS scores since 2009 across countries

Country	2022	2016	2009	Difference (2022-2016)	Difference (2022-2009)	Difference (2016-2009)
Chinese Taipei	583.1	581.1	558.7	1.9	24.3	22.4
Sweden	564.6	579.2	537.0	-14.6	27.6	42.2
Poland	554.2	-	536.3	-	17.9	-
Estonia	545.2	546.4	525.3	-1.3	19.9	21.1
Croatia	531.3	531.2	-	0.1	-	-
Norway	529.1	563.7	538.2	-34.5	-9.1	25.5
Italy	523.0	524.4	530.8	-1.4	-7.8	-6.3
Spain	509.7	-	504.8	-	4.9	-
Lithuania	508.9	517.8	505.2	-8.9	3.7	12.6
Netherlands	508.3	522.9	-	-14.6	-	-
France	508.3	-	-	-	-	-
Slovenia	504.1	532.1	515.9	-28.0	-11.9	16.2
Slovak Republic	501.1	-	528.6	-	-27.5	-
Latvia	490.1	492.2	481.6	-2.0	8.5	10.5
Malta	489.6	491.2	489.7	-1.6	-0.1	1.5
Romania	470.1	-	-	-	-	-
Serbia	463.9	-	-	-	-	-
Cyprus	459.0	-	453.5	-	5.5	-
Bulgaria	455.9	485.1	466.5	-29.2	-10.5	18.7
Colombia	452.1	482.1	461.9	-30.0	-9.9	20.2

Table 2.4 shows that the pattern of gender difference in civic knowledge is similar to that recorded in previous ICCS cycles. Across the three cycles of ICCS, the achievement of female students has been consistently higher than that of male students, with no clear pattern of change in these differences across the three cycles. Across the 13 countries that participated in both ICCS 2022 and ICCS 2016 the average achievement of female students was 27 scale points higher than that of male students in ICCS 2022, and 29 scale points higher than that of male students in ICCS 2016.

Figure 2.11 shows that for Maltese male students attending State and Independent schools there was a marginal improvement in the mean ICCS score since 2019. For female students attending state and church schools there was an increase in the mean ICCS score between 2009 and 2016 and a decrease in the mean score between 2016 and 2022. For male students attending church schools and female students attending independent schools there was a decrease in the mean ICCS score between 2009 and 2016 and an increase in the mean score between 2016 and 2022.

Table 2.4: Difference in mean ICCS scores since 2009 across countries

Country	2022 Female-Male	2016 Female-Male	2009 Female-Male	Difference (2022-2016)	Difference (2022-2009)	Difference (2016-2009)
Bulgaria	41.2	37.2	25.8	4.0	15.4	11.4
Sweden	36.9	35.5	21.4	1.4	15.6	14.1
Lithuania	35.2	28.3	34.6	6.8	0.6	-6.3
Norway	36.0	33.6	25.1	2.4	10.9	8.5
Romania	33.2	-	-	-	-	-
Cyprus	33.2	-	40.3	-	-7.1	-
Latvia	32.9	30.3	30.2	2.6	2.7	0.1
Croatia	31.2	26.1	-	5.2	-	-
Slovenia	28.9	35.0	29.9	-6.1	-1.0	5.1
Malta	26.3	38.2	33.5	-11.9	-7.2	4.7
Serbia	25.4	-	-	-	-	-
Italy	27.0	19.7	18.4	7.2	8.6	1.3
Poland	24.5	-	32.7	-	-8.2	-
Estonia	24.3	33.3	33.3	-9.0	-9.0	0.0
Slovak Republic	19.4	-	17.6	-	1.9	-
Chinese Taipei	20.5	34.4	26.4	-13.9	-5.9	8.0
Spain	16.8	-	18.9	-	-2.1	-
France	13.2	-	-	-	-	-
Netherlands	9.9	13.4	-	-3.5	-	-
Colombia	6.4	8.5	2.8	-2.2	3.6	5.7

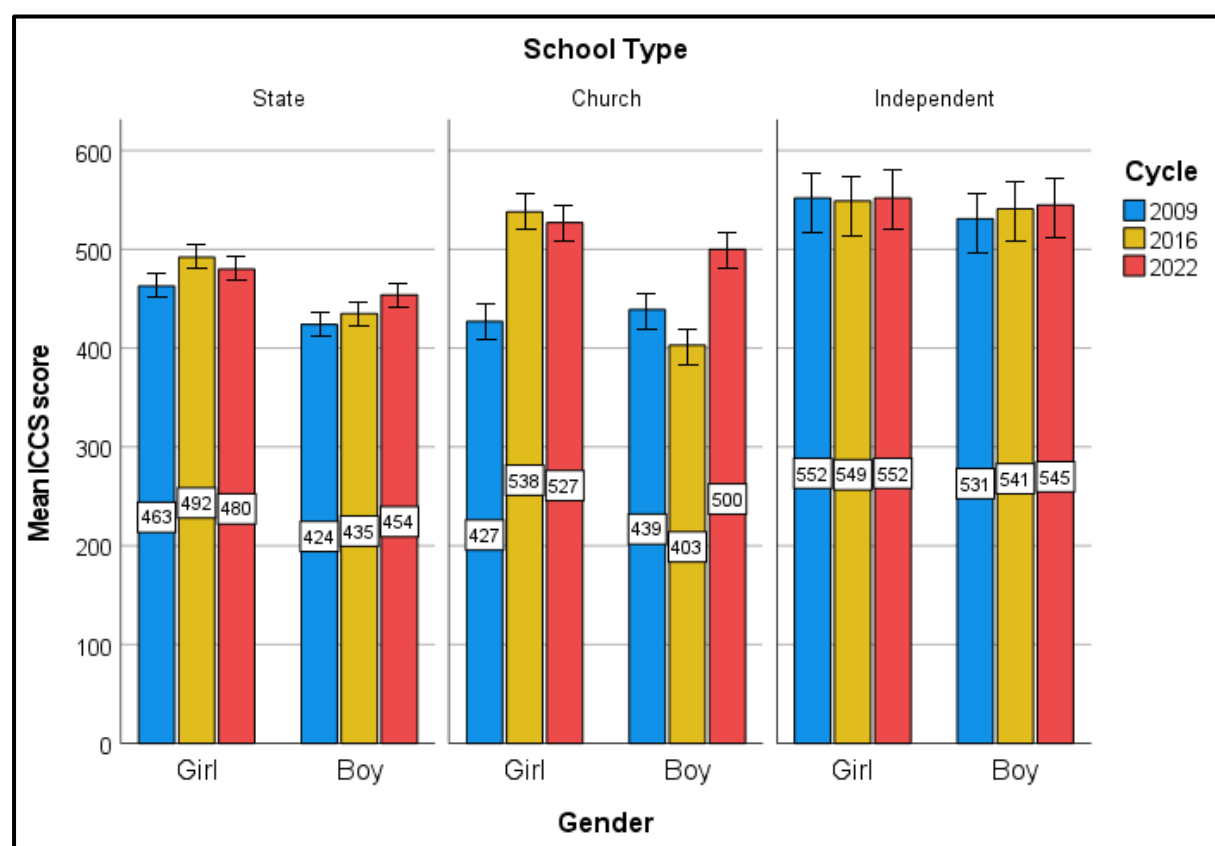

Figure 2.11: Difference in mean ICCS scores since 2009 clustered by gender and school type

Table 2.5 shows that the gender gap in civic knowledge attainment increased between the 2009 and 2016 cycles, particularly for students attending Church schools; however this gender gap in civic knowledge attainment decreased between the 2016 and 2022 cycles, particularly for students attending state and church schools. The percentage of boys attending state and church schools falling in Level A cluster increased, while the percentage boys falling below level D decreased steadily between the three cycles. The percentage of girls attending church schools falling in Level A cluster increased significantly from 2009 and 2016 but decreased in the subsequent cycle.

Table 2.5: Percentages of students within proficiency levels by school type, cycle and gender

Gender Proficiency		State			Church			Independent		
		2009	2016	2022	2009	2016	2022	2009	2016	2022
Female	Level A	22.6%	24.5%	22.0%	23.0%	41.2%	34.1%	42.6%	42.1%	52.5%
	Level B	35.9%	33.4%	30.7%	34.2%	34.8%	37.9%	39.0%	39.2%	24.8%
	Level C	27.3%	26.1%	24.8%	26.9%	18.1%	20.3%	15.6%	15.8%	17.3%
	Level D	10.8%	11.7%	18.1%	11.4%	5.1%	6.5%	2.1%	2.3%	4.5%
	Below Level D	3.4%	4.3%	4.3%	4.5%	0.8%	1.1%	0.7%	0.6%	1.0%
Male	Level A	11.6%	12.4%	16.7%	24.5%	26.3%	26.6%	47.6%	47.2%	41.9%
	Level B	21.1%	22.6%	24.5%	33.2%	37.3%	32.4%	27.8%	27.9%	36.6%
	Level C	26.8%	26.7%	28.0%	26.1%	23.6%	27.9%	15.3%	16.7%	16.7%
	Level D	24.8%	23.9%	22.2%	11.8%	10.3%	11.4%	7.5%	6.9%	4.5%
	Below Level D	15.7%	14.4%	8.5%	4.4%	2.4%	1.7%	1.8%	1.3%	0.4%

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. The HDI ranges from 0 to 1 and has four categories: very high (HDI greater than 0.9), high (HDI between 0.8 and 0.9), medium (HDI between 0.5 and 0.8), and low (HDI less than 0.5). The HDI also provides a means of classifying a country as developed (very high HDI) or developing (all other HDI categories). The extent of educational and economic development in the ICCS countries that the HDI values represent provides a point of reference during examination of the differences in civic knowledge scores across countries.

The Pearson correlation coefficient ($r = 0.655$) indicate moderate relationship between HDI and average civic knowledge scale scores of the ICCS 2022 countries. Figure 2.12 shows that the strength of the relationship between these two variables is less conspicuous for countries with a high HDI value beyond 0.85. 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. Of the eight countries with average civic knowledge scale scores statistically significantly above the ICCS 2022 international average of 508 scale points, four had very high HDI and four had high HDI. In contrast, of the eight countries with average civic knowledge scores statistically significantly below 509 scale points, one had very high HDI, five had high HDI and one had medium HDI. No countries with low HDI participated in ICCS 2022.

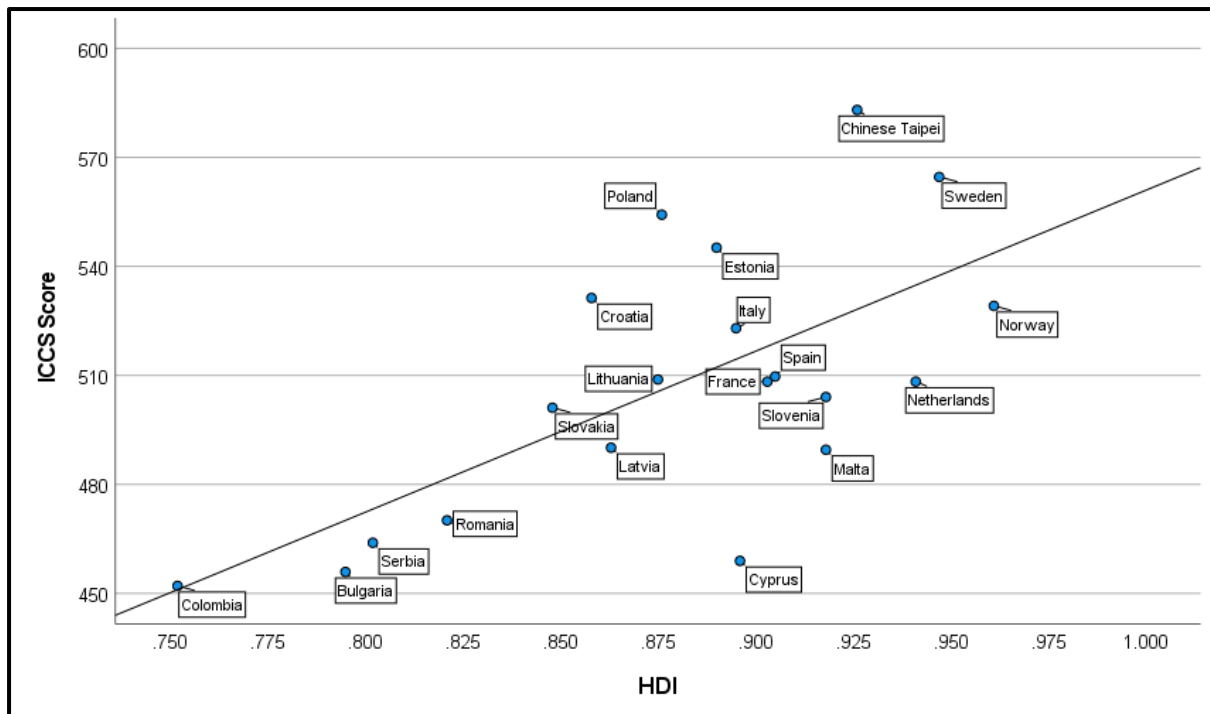


Figure 2.12: Relationship between Civic Knowledge scores and Human Development Index (HDI)

2.7 Mean ICCS scores between distinct demographic groups

The socio-economic index of occupational status (SEI) scale is continuous and ranges from 10 to 90 and it was generated from students' responses on parental occupation, where the larger the SEI score the higher is the parental occupation status. If students provided data for two parents, we used the highest SEI score as an indicator of parental occupational status. The SEI scores were categorised into two categories (less than 50, 50 or more) for ease to interpret the results.

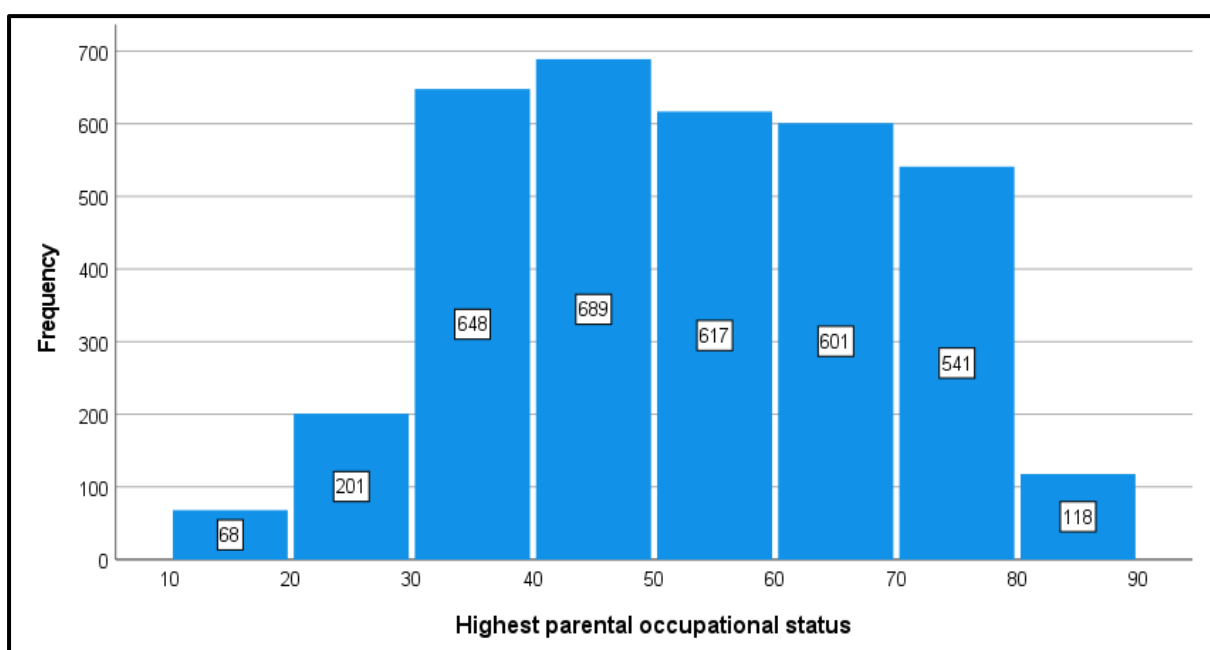


Figure 2.13: Highest parental occupational (SEI) score distribution of Maltese students

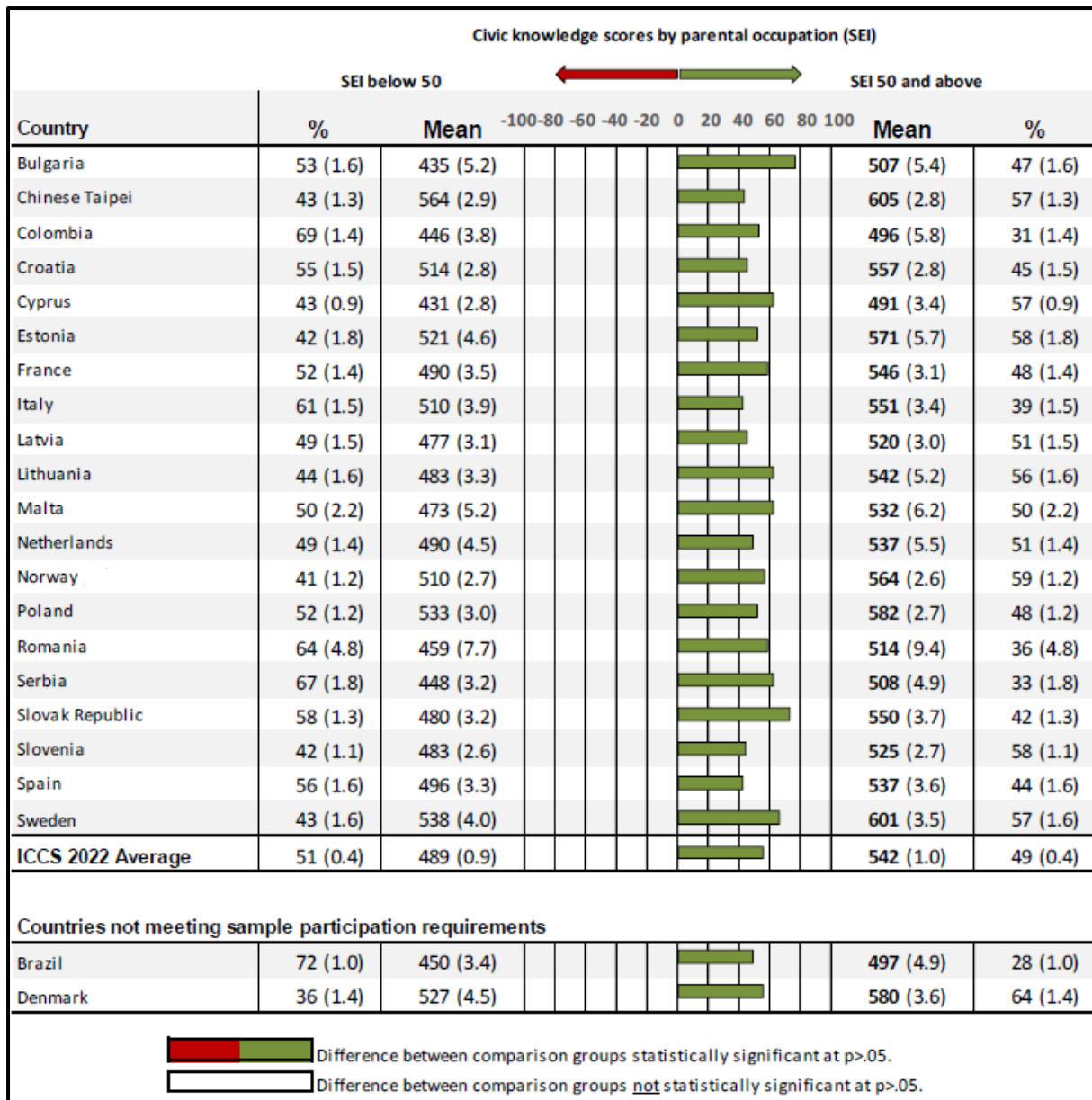


Figure 2.14: Difference in Mean ICCS scores between parental occupation groups

Figure 2.13 displays the highest parental occupational (SEI) score distribution of Maltese students where 46.1% of the students had a SEI score less than 50 and the remaining 53.9% had a SEI score at least 50. Figure 2.14 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. Across all countries, the difference between the average civic knowledge scale scores of students in the high and low parental occupation groups was 53 scale points, with a minimum of 41 scale points in the Italy and a maximum of 72 scale points in Bulgaria. The difference between the scale scores of Maltese students in the high and low groups was 58 scale points and the difference was statistically significant.

Parental education is measured by the ISCED level. Table 2.6 shows that 2.8% of the parents of Maltese students did not complete secondary education, 18.4% completed secondary education, 16.7% an A-Level/ MATSEC certificate or an MCAST/ITS certificate, 17.1% completed a diploma at MCAST/ITS or at university, and 45% completed a university degree at undergraduate and postgraduate level.

Highest Parental Education Level	Frequency	Percentage
Did not complete secondary level (ISCED Level 1)	105	2.8%
Secondary school (ISCED Level 2)	686	18.4%
A-Level/MATSEC or certificate level at MCAST/ITS (ISCED Level 3)	623	16.7%
Diploma at MCAST/ITS or at university level (ISCED Level 4 or 5)	640	17.1%
University/MCAST degree level or higher (ISCED Level 6, 7 or 8)	1681	45.0%

Table 2.6: Percentages of Maltese students clustered by their parents' highest ISCED level

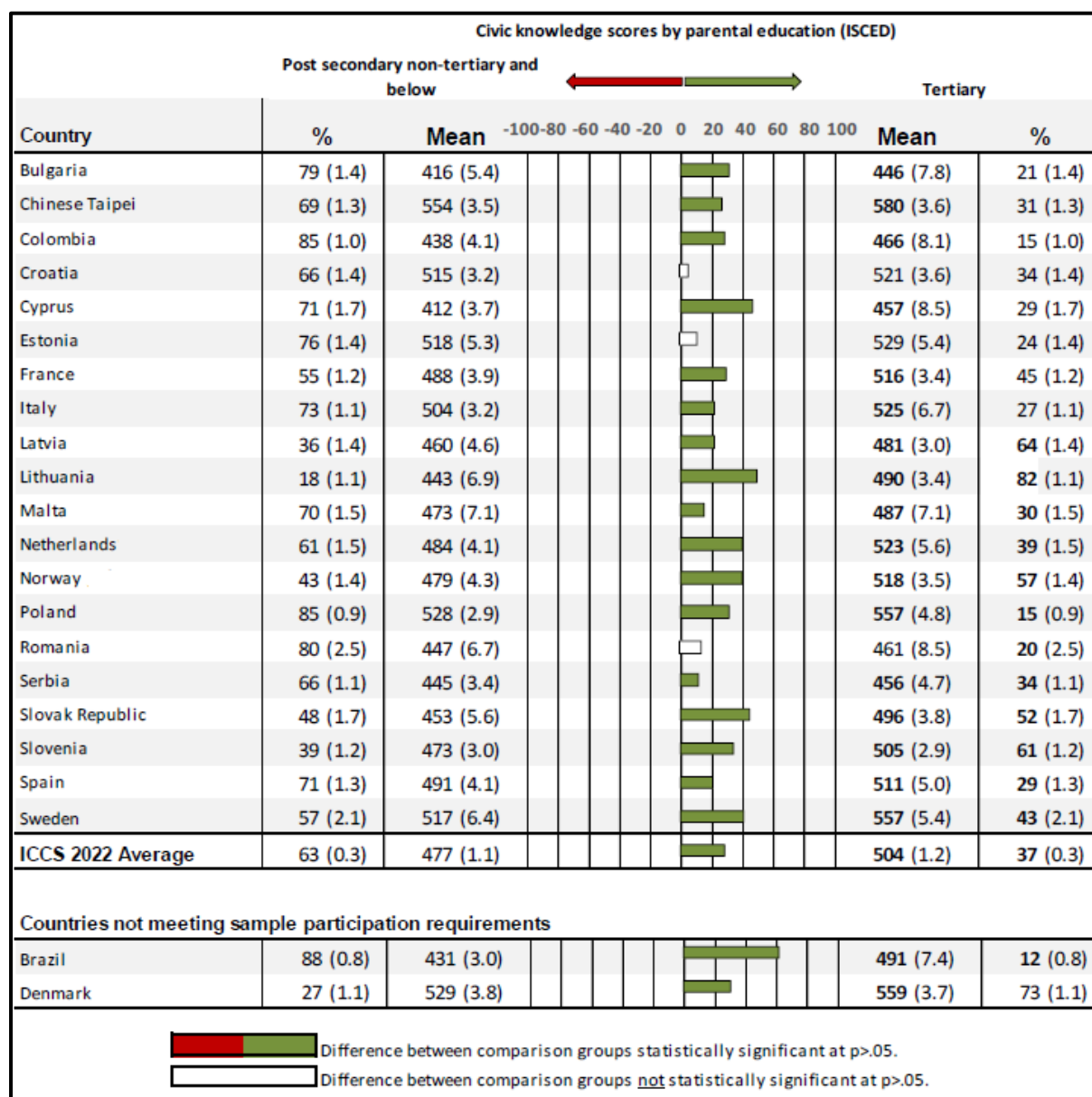


Figure 2.15: Difference in mean ICCS scores between parental education groups

Figure 2.15 shows that the difference between the average civic knowledge scale scores of students in the high (ISCED Level 6 and above: tertiary) and low (Below ISCED Level 6: postsecondary non-tertiary and below) parental education groups across all countries was 27 scale points, with a minimum of 6 scale points in Croatia and a maximum of 48 scale points in Lithuania. The difference between the scale scores of Maltese students in the high and low groups was 14 scale points and this difference was statistically significant.

Home literacy resources were measured by the number of books available at home. Table 2.7 shows that 8.2% of Maltese students own at most 10 books, 20.4% own 11 to 25 books, 35.8% own 26 to 100 books, 19.0% own 101 to 200 books and 16.5% own more than 200 books.

Home Literacy Resources	Frequency	Percentage
None or very few (0 - 10 books)	319	8.2%
Enough to fill one shelf (11–25 books)	790	20.4%
Enough to fill one bookcase (26–100 books)	1385	35.8%
Enough to fill two bookcases (101–200 books)	734	19.0%
Enough to fill three or more bookcases (more than 200 books)	639	16.5%

Table 2.7: Percentages of Maltese students clustered by the number of books available at home

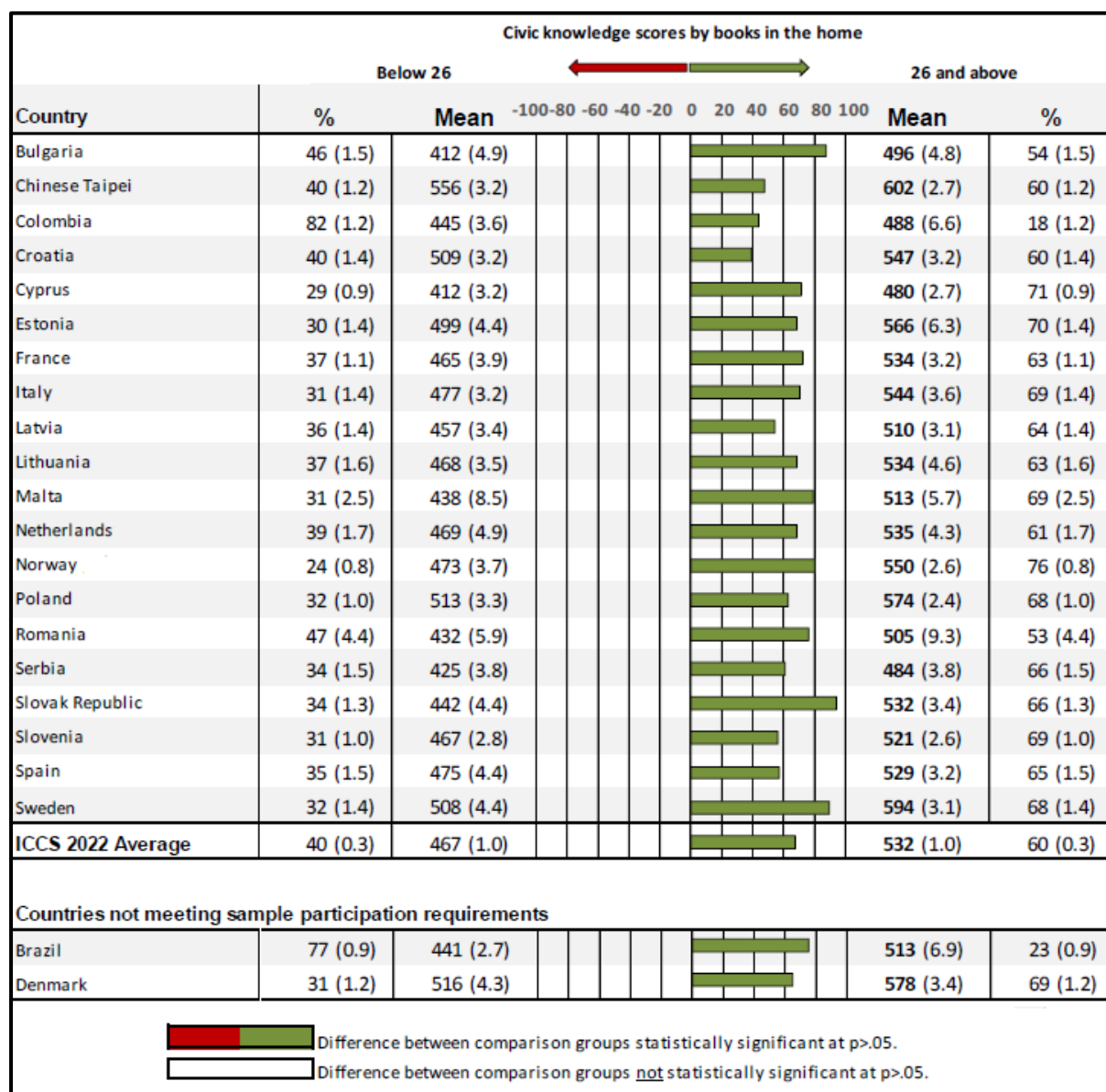


Figure 2.16: Difference in mean ICCS scores by frequency of books at home

Figure 2.16 shows that across all countries, the difference between the average civic knowledge scale scores of students who reported having 26 or more books at home and those students who reported

fewer than 26 books in the home was 65 scale points, with a minimum of 38 scale points in the Croatia and a maximum of 90 scale points in the Slovak Republic. The difference between the scale scores of Maltese students in the high and low groups was 75 scale points and the difference was statistically significant.

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 2.8 shows that 13% of Maltese students have an immigration background, while the remaining 87% have a non-immigration background.

Immigration Status	Frequency	Percentage
At least one parent born in country	3229	87.0%
Students born in country but parent(s) born abroad	131	3.5%
Students and parent(s) born abroad	351	9.5%

Table 2.8: Percentages of Maltese students clustered by their immigrant background

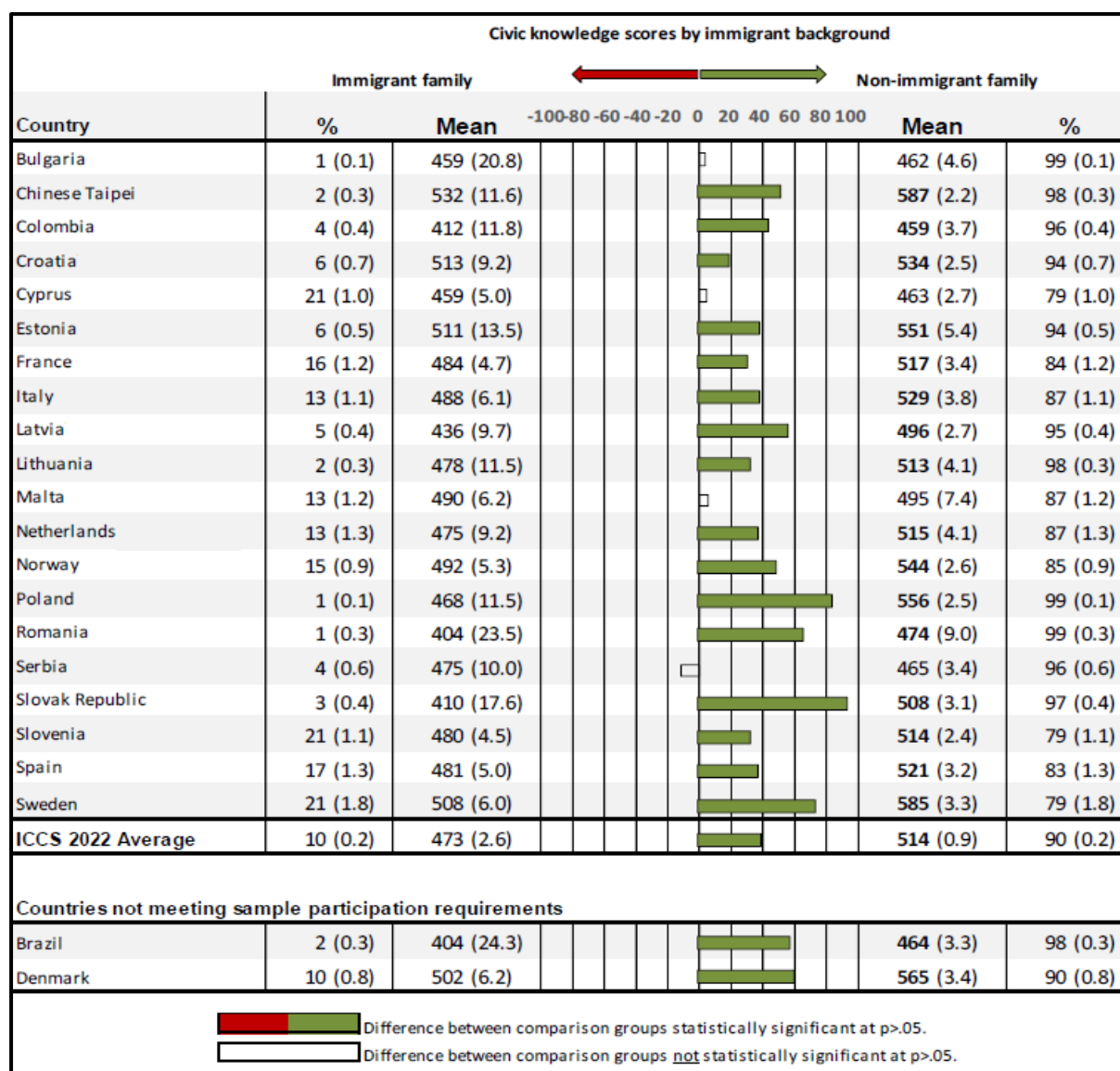


Figure 2.17: Difference in mean ICCS scores between immigrant background groups

Figure 2.17 shows that across all countries, the difference between the average civic knowledge scale scores of students from non-immigrant and immigrant families was 41 scale points. In Malta, the difference was 5 scale points and was not significant. The maximum difference was 98 scale points in the Slovak Republic, while in Serbia the difference (11%) was higher for students with an immigrant background. The percentages of students from immigrant families varied from one 1% in Bulgaria, Poland and Romania to 21% in Cyprus and Sweden.

Students were also clustered by their home language. Figure 2.18 shows that 49% of Maltese students spoke the language of the test at home, while the remaining students spoke another language. Students who spoke the language of the test at home, had statistically significantly higher average civic knowledge than those who did not in 17 of the 21 countries. On average across all countries this difference was 47 scale points. However, in contrast to this pattern of difference, in Cyprus and Malta, students who reported speaking a language other than the language of testing at home had small but nonetheless significantly higher civic knowledge than those who spoke the language of testing at home. These differences were 6 scale points in Cyprus and 14 scale points in Malta. The difference in the mean civic knowledge scores was highest in Slovak Republic, while in Colombia and Romania, there was no significant difference between the groups.

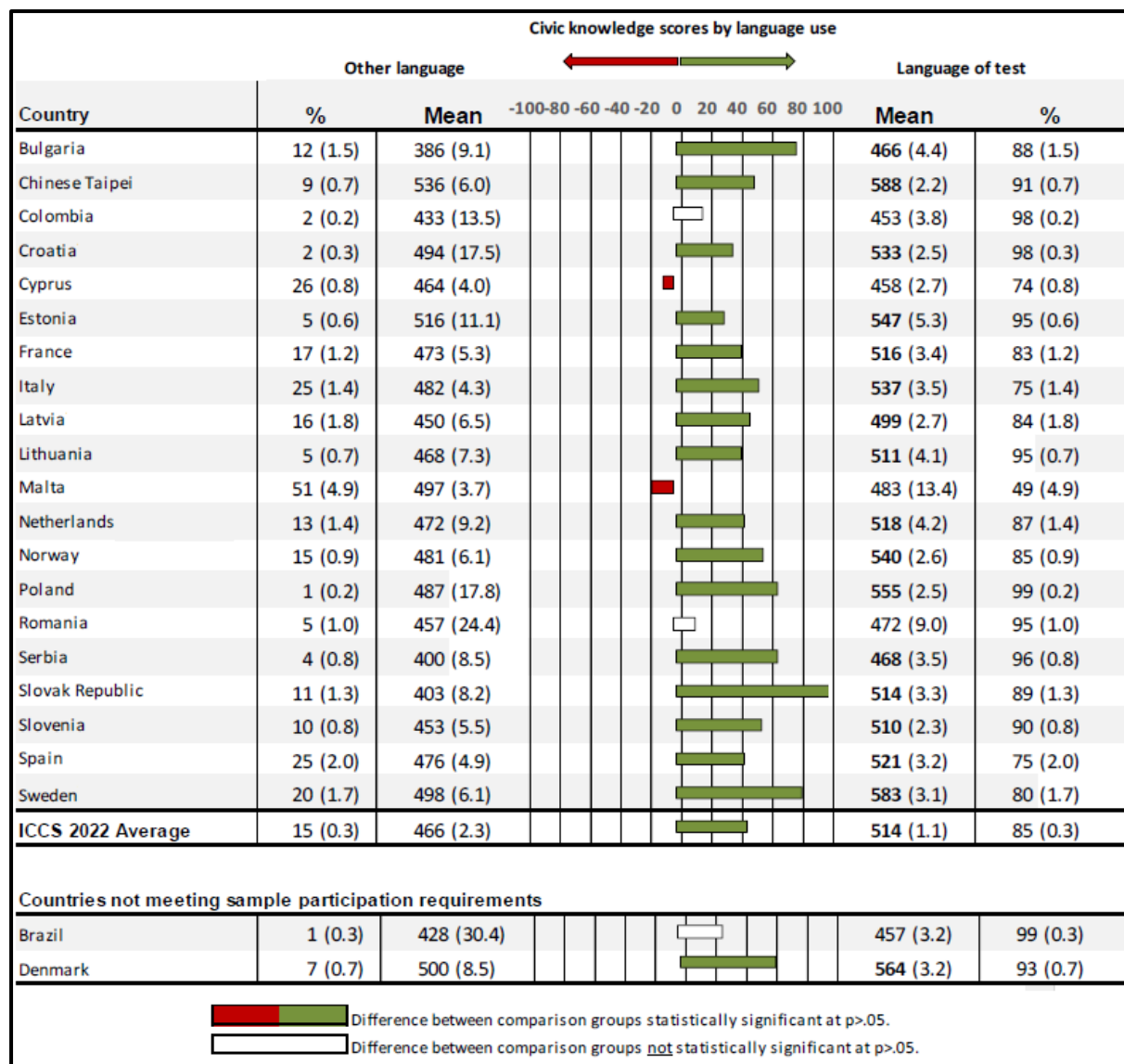


Figure 2.18: Difference in mean ICCS scores between language groups

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.

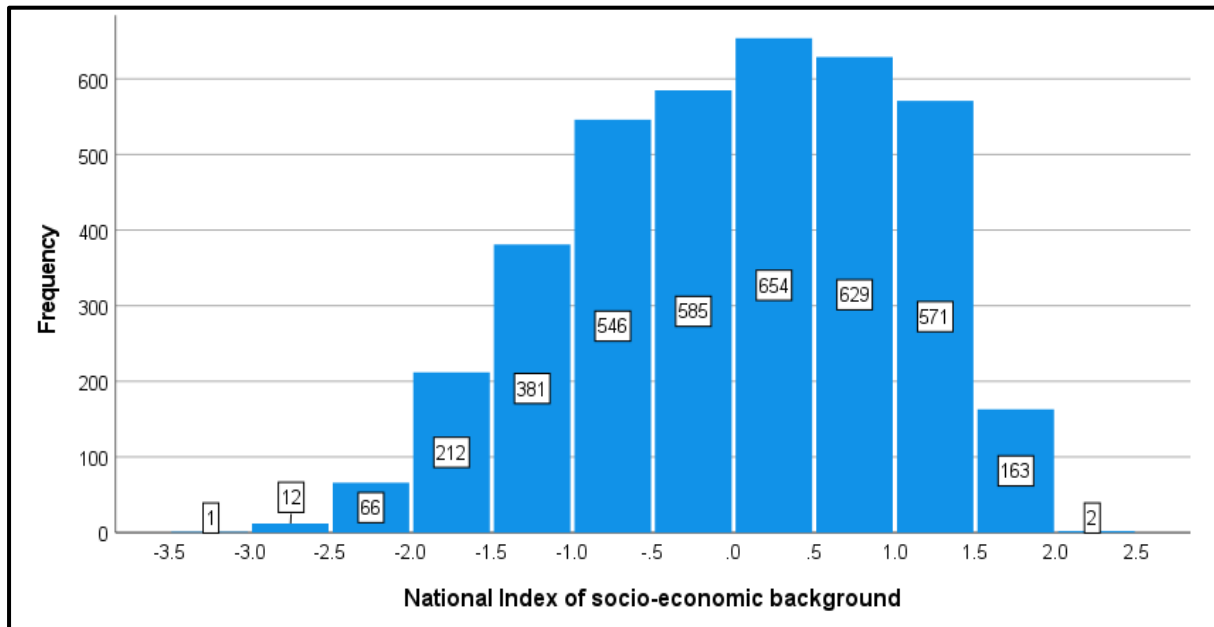


Figure 2.19: SES score distribution of Maltese students

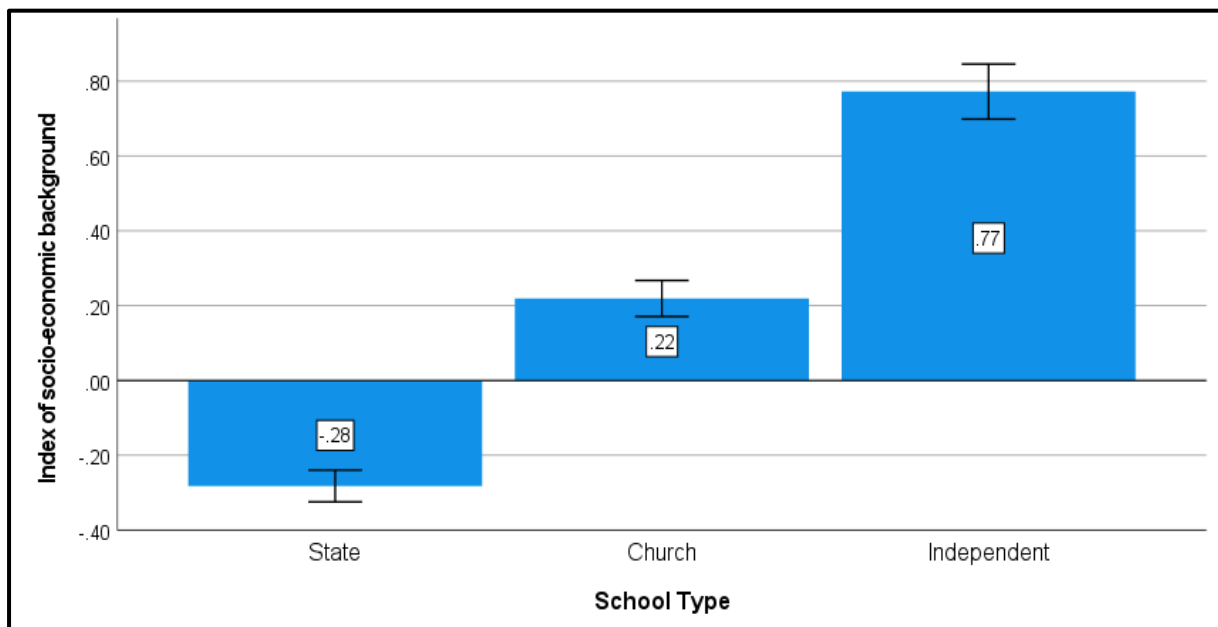


Figure 2.20: Mean SES scores of Maltese students, clustered by school type

Figure 2.19 displays the socio-economic status (SES) score distribution for Maltese students. The mean SES score (0.02) is marginally greater than zero and the distribution is left-skewed. Figure 2.16 shows that mean SES score vary significantly between school types. The mean SES score of students attending Independent schools (0.77) is significantly larger than the mean SES score of

students attending Church schools (0.22), which in turn is significantly larger than the mean SES score of students attending State schools (-0.37). Figure 2.21 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 2.21: Relationship between Civic Knowledge scores and SES, clustered by school type

3

Contexts for Civic and Citizenship Education

3.1 Introduction

Among the four levels of overlapping contexts identified in the ICCS 2022 framework, described in chapter 1, this chapter focuses on factors related to the context of the wider community, which comprises the wider context within which schools, homes, and peer environments are situated. This chapter explores the national contexts of civic and citizenship education in the participating countries of ICCS 2022. Moreover, it investigates how civic and citizenship education is implemented in the participating countries, identify the aims and principles of civic and citizenship education in each participating country, describe the curricular approaches each participating country use to provide civic and citizenship education, observe the changes and developments in the learning areas since the 2009 and 2016 cycles, and explore how education systems, schools, and educators perceive the role of civic and citizenship education across participating countries.

The ICCS National Contexts Survey evolved across many cycles and efforts to gather information about national contexts had also been part of an earlier IEA study about this learning area. During the first phase of the IEA Civic Education Study (CIVED), conducted in 1999, the CIVED research team asked country representatives to prepare a national case study depicting the contexts for civic education in their respective countries. This information informed development of the data-collection instruments used in the second phase of the study.

ICCS 2009 also incorporated an online national contexts survey to gather contextual data from the study's national research centres and from people in each country identified as having expertise in civic and citizenship education. The survey included questions concerning key antecedents and processes relevant to civic and citizenship education. It therefore sought information from each country about the education system in general; education policy and civic and citizenship education; approaches to civic and citizenship education; civic and citizenship education within the context of school curriculum approaches and, more specifically, in the school curriculum at the ICCS target grade; teacher preparation and civic and citizenship education; assessment policies and quality assurance in this learning area; and current debates and reforms.

The ICCS 2016 NCS underwent significant modification from the 2009 cycle, further developing many questions in addition to capturing information on changes over time between cycles. Outcomes from this survey were included in the ICCS 2016 reporting. The ICCS 2016 NCS was further refined as part of the ICCS 2022 instrument development. While a large proportion of the content remained the same across the 2016 and 2022 cycles, new material for 2022 include more content related to the new focus areas, alignments with content changes to the other questionnaires, and questions related to the COVID-19 pandemic and the Ukraine crisis.

The final survey contained 37 questions organised into the following content areas: Education system (background, structure of the education system, COVID-19 disruptions), Civic and citizenship education in the curriculum (education policies related to civic and citizenship education, civic and citizenship education at school, civic and citizenship education at the target grade, current reforms and debates), Teachers and teacher education (teacher education in general, teacher education for civic and citizenship education, in-service teacher education for civic and citizenship education); Assessments and quality assurance; and The 2022 Ukraine crisis. All information provided in this chapter relies on data from the NCS as well as from several other published sources. Data collected by the ICCS 2022 teacher and school questionnaires provide heads of schools' and teachers' perspectives on how their respective education systems approach civic and citizenship education. This information also provides a point of contrast with information obtained from policy and other official documentation in each of the participating countries.

3.2 Education Systems and National Contexts

Besides, the population size and the gross domestic product (GDP) of each country, Table 3.1 also list countries with their respective Human Development Index (HDI) scores. The HDI draws on components such as average life expectancy, years of schooling completed, and income in each country to calculate these scores

Table 3.1: Demographic and economic characteristics of ICCS 2022 countries

Country	Population size (in thousands)	Human development index			Gross Domestic Product (GDP) per Capita
		Value	Rank	Category	
Brazil	214,326.22	0.754	87	High	7,507
Bulgaria	6,877.74	0.795	68	High	12,222
Chinese Taipei	23,894.39	0.926	19	Very high	22,145
Colombia	51,516.56	0.752	88	High	6,104
Croatia	48,228.70	0.727	95	High	17,685
Cyprus	1,244.19	0.896	29	Very high	31,552
Denmark	5,856.73	0.948	6	Very high	68,008
Estonia	1,330.93	0.890	31	Very high	27,944
France	67,749.63	0.903	28	Very high	43,659
Italy	59,109.67	0.895	30	Very high	35,658
Latvia	1,884.49	0.863	39	Very high	21,148
Lithuania	2,800.84	0.875	35	Very high	23,723
Malta	518.54	0.918	23	Very high	33,487
Netherlands	17,533.04	0.941	10	Very high	57,768
Norway	5,408.32	0.961	2	Very high	89,154
Poland	37,747.12	0.876	34	Very high	18,000
Romania	19,119.88	0.821	53	Very high	14,858
Serbia	6,834.33	0.802	63	Very high	9,230
Slovak Republic	5,447.25	0.848	45	Very high	21,392
Slovenia	2,108.08	0.918	23	Very high	29,291
Spain	47,415.75	0.905	27	Very high	30,104
Sweden	10,415.81	0.947	7	Very high	61,029

All countries receive an international rank based on this metric. In 2022, several of the ICCS 2022 countries ranked particularly highly on the HDI, with Norway second (on the overall HDI ranking), Denmark sixth, and the Sweden seventh. Germany, the country where ICCS 2022's benchmarking participants are both located, is ranked ninth on the HDI. Eighteen of the participating countries, including Malta had 'very high' HDI values. The remaining four countries (Brazil, Bulgaria, Colombia and Croatia) all had 'high' HDI values.

To provide an economic profile of the participating countries in ICCS 2016, each country's gross domestic product (GDP) per capita was reported by taking each country's total GDP and then dividing that sum by the country's population. The last column of Table 3.1 shows GDP per capita expressed in 2011 US dollars using purchasing power parity rates. The GDP per capita for countries at the higher end of the range (Denmark, Norway and Sweden) was considerably higher than the GDP per capita of those countries at the lower end of the range (Brazil, Colombia and Serbia). The range highlights the large differences in the relative strength of the economies of the ICCS 2022 countries, particularly based on geographic location.

There was a fair degree of variation in how countries scored (and ranked) on the Liberal Democracy Index (LDI), a measure that rates countries on a scale from 0 to 1 based on their commitment to electoral integrity and respect for civil liberties, such as freedom of the judicial independence and press. Table 3.2 shows higher LDI scores for Denmark (0.89), Sweden (0.87), Norway (0.86) and Estonia (0.85) and lower scores for Serbia (0.27), Poland (0.43), Romania (0.55) and Colombia (0.55). Malta's LDI score is 0.64.

Table 3.2: Political characteristics of ICCS 2022 countries

Country	Legal age of voting	Compulsory voting (Y / N)	Percentages of voter (year of election)	% seats held by women in parliament	Liberal Democracy Index		Regime Type	Corruption Perception Index
					Score	Rank		
Brazil	16	Y	79 (2022)	15	0.53	58	ED	38
Bulgaria	18	N	39 (2022)	24	0.61	48	ED	42
Chinese Taipei	20	Y	75 (2020)	42	0.73	30	LD	68
Colombia	18	N	55 (2022)	29	0.55	54	ED	39
Croatia	18	N	47 (2020)	23	0.65	42	ED	47
Cyprus	18	N	66 (2021)	14	0.64	45	LD	53
Denmark	18	N	84 (2022)	44	0.89	1	LD	88
Estonia	18	N	64 (2019)	30	0.85	5	LD	74
France	18	N	48 (2022)	37	0.80	13	LD	71
Italy	18	N	64 (2022)	35	0.77	19	LD	56
Latvia	18	N	59 (2022)	30	0.74	25	LD	59
Lithuania	18	N	48 (2020)	27	0.73	26	ED	61
Malta	18	N	86 (2022)	5	0.64	44	ED	54
Netherlands	18	N	79 (2021)	39	0.80	14	LD	82
Norway	18	N	77 (2021)	45	0.86	3	LD	85
Poland	18	N	62 (2019)	29	0.43	78	ED	56
Romania	18	N	32 (2020)	18	0.55	55	ED	45
Serbia	18	N	59 (2022)	39	0.27	104	EA	38
Slovak Republic	18	N	66 (2020)	21	0.78	18	LD	52
Slovenia	18	N	71 (2022)	40	0.71	32	ED	57
Spain	18	N	65 (2019)	39	0.79	16	LD	61
Sweden	18	N	84 (2022)	46	0.87	2	LD	85

Regime Type:

LD - Liberal Democracy ED - Electoral Democracy EA - Electoral Autocracy CA - Closed Autocracy

Moreover, each country was designated as one of four types based on their perceived democracy and civil liberty levels: Closed Autocracies, Electoral Autocracies, Electoral Democracies, and Liberal Democracies. Liberal democracy countries have the highest perceived democratisation and lowest perceived autocratisation. Twelve of the 22 participating countries met the criteria where the 'requirements of electoral democracy are met; judicial and legislative constraints on the executive along with the protection of civil liberties and equality before the law'. Nine countries, including Malta were classified as Electoral Democracies which are categorised as 'multiparty elections for the executive are free and fair; satisfactory degrees of suffrage, freedom of expression, freedom of association'. Serbia was the lone country categorized as an Electoral Autocracy which is characterized by 'Multiparty elections for the executive exist; insufficient levels of fundamental requisites such as freedom of expression and association, and free and fair elections'. No country participating in ICCS 2022 was identified as a Closed Autocracy.

Table 3.2 also displays the Corruption Perceptions Index (CPI) for each participating country, which is compiled by Transparency International and provides each country with a score out of 100 about the perceived level of public sector corruption. A score of 0 indicates the country is perceived as highly corrupt, whereas a score of 100 indicates that the public management and governance are perceived as very transparent. The ICCS 2022 countries varied in their scores on this index. Denmark (88), Sweden (85), Norway (85) and the Netherlands (82) had the highest CPI scores indicating lower levels of perceived corruption. In comparison, Brazil (38), Serbia (38), Colombia (39), Bulgaria (42), Romania (45) and Croatia (47) had lower CPI, indicating higher levels of perceived corruption. Malta's CPI score is 54.

Table 3.3: Selected education characteristics of ICCS 2022 countries

Country	Adult literacy rate	Public expenditure on education (% of GDP)	Individuals using the internet (% of population)
Brazil	94%	6.0	81
Bulgaria	98%	4.0	75
Chinese Taipei	99%	5.0	91
Colombia	96%	4.9	73
Croatia	99%	5.5	81
Cyprus	99%	6.1	91
Denmark	99%	6.4	99
Estonia	100%	6.6	91
France	99%	5.5	86
Italy	99%	4.3	75
Latvia	100%	6.0	91
Lithuania	100%	4.0	87
Malta	95%	5.9	87
Netherlands	99%	5.3	92
Norway	100%	5.9	99
Poland	100%	5.2	85
Romania	99%	3.7	84
Serbia	99%	3.6	81
Slovak Republic	100%	4.6	89
Slovenia	100%	5.8	89
Spain	99%	4.6	94
Sweden	99%	7.2	88

Table 3.3 presents a number of education characteristics of participating countries. It highlights varying levels of adult literacy in the ICCS participating countries, ranging from a 94% adult literacy rate in Brazil to 100% adult literacy in Estonia, Latvia, Lithuania, Norway, Poland, Slovak Republic and Slovenia. 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. The expenditure of public funds on education in Malta was 5.9% of the Gross Domestic Product, while 87% of the Maltese people have internet access.

3.3 Level of school autonomy in decision-making processes

The ICCS 2022 national contexts survey asked the study's national research centers to provide information about how much autonomy the lower-secondary schools in their countries have with regard to making decisions about five school processes: school governance; allocating resources; teacher recruitment; curricula planning; pedagogy or approaches to teaching; provision of opportunities for staff to participate in in-service education in civic and citizenship education; student assessment in civic and citizenship education and student assignment to classes or courses.

Figure 3.1: Level of school autonomy reported by the ICCS 2022 National Context Survey

Country	School governance (e.g. whole school financial management, setting strategic goals, implementation of curriculum)	Allocating resources within the school budget	Teacher recruitment	Civic and citizenship curriculum planning and delivery	Pedagogy or approaches to teaching civic and citizenship education	Provision of opportunities for staff to participate in in-service education in civic and citizenship education	Student assessment in civic and citizenship education	Students' assignment to classes and/or courses
Brazil	○	○	○	○	●	●	●	●
Bulgaria	●	●	●	●	●	●	●	●
Chinese Taipei	●	●	●	●	●	●	●	●
Colombia	●	●	●	●	●	●	●	●
Croatia	●	●	●	●	●	●	●	●
Cyprus	●	○	○	●	●	●	●	○
Denmark	●	●	●	●	●	●	●	●
Estonia	●	●	●	●	●	●	●	●
France	○	○	○	○	●	●	●	●
Italy	●	●	○	●	●	○	●	●
Latvia	●	○	●	●	●	●	●	●
Lithuania	●	●	●	●	●	●	●	●
Malta	●	●	○	●	●	●	○	●
Netherlands	●	●	●	●	●	●	●	●
Norway	●	●	●	●	●	●	●	○
Poland	●	●	●	●	●	●	●	●
Romania	●	○	○	○	●	○	○	○
Serbia	●	●	●	●	●	●	●	●
Slovak Republic	●	●	●	●	●	○	●	●
Slovenia	●	○	●	○	●	●	●	●
Spain	●	●	●	●	●	●	●	●
Sweden	●	●	●	●	●	●	○	●

Respondents were asked to rate the level of autonomy as high (black circle), some autonomy (half black, half white circle) or low (white circle) in a number of school aspects. Figure 3.1 shows that in the majority of countries, school had some autonomy with elements of school governance (including school financial management, setting strategic goals, implementation of curriculum). In Brazil and France, schools had little or no autonomy for this aspect. Overall, there were slightly lower levels of autonomy for allocating resources within the school budget. In Croatia, Estonia, the Netherlands and Serbia, schools were reported as having full autonomy for this aspect, for twelve countries, including Malta, as having some autonomy, and for six countries has having little or no autonomy. There were more education systems that provided schools with some or full autonomy for selecting and appointing teachers. Full autonomy was reported in ten education systems and some autonomy in eight education systems, while six of them (including Malta) had little or no autonomy.

In thirteen countries, including Malta, schools were reported to have some degree of autonomy for curriculum planning, while in Colombia, Italy, Lithuania, the Netherlands and Serbia had full autonomy and in Brazil, France, Romania and Slovenia little or no autonomy. NCS data suggest that schools in all education systems have at least some autonomy for pedagogy or approaches to teaching, where in thirteen countries, schools were reported as having full autonomy on this issue. Provision and opportunities for staff to participate in in-service education in civic and citizenship education, was at the full discretion of schools in a majority of countries, while only in Italy, Slovak Republic and Romania, NCS data indicate that schools do not to have any autonomy. In nineteen countries, schools were reported as having at least some autonomy with regard to student assessment in the area, in 13 education systems schools were reported to have full autonomy. In Malta, Poland and Sweden, schools have little or no autonomy. In almost all countries, NCS data indicate that schools have at least some autonomy for students' assignment to classes and/or courses, while only in Cyprus, Norway and Romania, schools have no autonomy of decision-making on this matter.

3.4 Level of school autonomy in planning civic education

ICCS 2022 also examined the degree of autonomy that secondary schools in participating countries had when it comes to developing and assembling curriculum, learning activity components and teaching of civic and citizenship education. Previous studies have provided evidence that school autonomy, in conjunction with accountability measures at the national level, may have the potential of encouraging successful teaching and learning. National regulations and standards concerning the results that students should achieve, does not necessarily imply that schools deliver similar programs and approaches to teaching, and the time allocated to citizenship education, teacher qualifications, and the support heads of school provide to civic and citizenship education within schools may vary considerably. As reported in the previous section, NCS data indicates that in only few education system schools have full autonomy for deciding on the planning and delivery of civic and citizenship curricula.

The ICCS 2022 school questionnaire encompassed a set of items asking heads of school about the level of autonomy their schools had over planning the following specific aspects of their civic and citizenship education: choice of textbooks and teaching materials, establishing student assessment procedures and tools, curriculum planning, determining the content of in-service professional development programs for teachers, organising extra-curricular activities, establishing cooperation agreements with organisations and institutions (e.g. universities and research institutions, local authorities, associations, foundations), participating in projects in partnership with other schools at national and international levels.

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

Country	Choice of textbooks and teaching material	Establishing student assessment procedures and tools	Curriculum planning	Determining the content of in-service professional development programmes for teachers	Organizing extra-curricular activities	Establishing cooperation agreements with organisations and institutions (e.g. university)	Participating in projects in partnership with other schools at national and international levels
Bulgaria	98 ▲	98 ▲	93 ▲	97 ▲	100 ▲	99 ▲	96 ▲
Chinese Taipei	100 ▲	98 ▲	97 ▲	95 ▲	98 ▲	89	81
Colombia	88	96 ▲	97 ▲	88	94	87	84
Croatia	96 ▲	94 ▲	94 ▲	92 ▲	96	96 ▲	96 ▲
Cyprus	55 ▼	55 ▼	55 ▼	78 ▼	84 ▼	83 ▼	89 ▼
Estonia	97 ▲	91	77	92	100 ▲	94 ▲	98 ▲
France	96 ▲	92	62 ▼	54 ▼	89	78 ▼	84 ▼
Italy	99 ▲	99 ▲	97 ▲	97 ▲	97 ▲	93	93
Latvia	94	90	75	89	99 ▲	92	93
Lithuania	95	91	80	96 ▲	97	97 ▲	96 ▲
Malta	55 ▼	45 ▼	41 ▼	64 ▼	89	74 ▼	85 ▼
Netherlands	96 ▲	98 ▲	100 ▲	99 ▲	97	87	87
Norway	89	93	94 ▲	45 ▼	89	73 ▼	81 ▼
Poland	98 ▲	97 ▲	91 ▲	98 ▲	81 ▼	88	92
Romania	93	92	94 ▲	72 ▼	99 ▲	99 ▲	99 ▲
Serbia	97 ▲	96 ▲	86	97 ▲	97	93	94
Slovak Republic	88	95 ▲	82	93 ▲	99 ▲	97 ▲	92 ▲
Slovenia	98 ▲	96 ▲	55 ▼	92 ▲	98 ▲	94 ▲	97 ▲
Spain	97 ▲	96 ▲	81	87	99 ▲	95 ▲	95 ▲
Sweden	98 ▲	74 ▼	100 ▲	93 ▲	89	73 ▼	88 ▼
ICCS average	91	89	83	86	95	89	91
Countries not meeting sample participation requirements							
Brazil	88	91	86	65	84	69	69
Denmark	94	74	88	85	85	95	93
National ICCS 2022 results are:							
more than 10 percentage points above ICCS average ▲				significantly below ICCS average ▼			
significantly above ICCS average ▲				more than 10 percentage points below ICCS average ▼			

Table 3.4 shows that, on average across countries, schools reported greatest autonomy in organising extra-curricular activities, in line with previous cycle results, whereas least autonomy is reported for curriculum planning. 89% of Maltese heads of school reported having full or quite a lot of autonomy regarding the organisation of extracurricular activities, which is lower than the ICCS 2022 average (95%). Nine countries had percentages that were significantly higher than this international average. 55% of Maltese heads of school reported having full or quite a lot of autonomy over choosing textbooks and teaching materials, which is significantly lower than the international average (91%). Twelve countries had percentages significantly higher than this international average. 64% of Maltese heads of school reported having full or quite a lot of autonomy over determining the content

of in-service professional development programs for teachers, which is significantly lower than the international average (86%). Eleven countries had percentages that were significantly higher than this international average. 41% of Maltese heads of school reported having full or quite a lot of autonomy over curriculum planning, which is significantly lower than the international average (83%). Nine countries had percentages that were significantly higher than this international average. The percentage of Maltese heads of school reporting full or quite a lot of autonomy on establishing student assessment procedures and tools (45%), establishing cooperation agreements with organisations and institutions (74%) and participating in projects in partnership with other schools at national and international levels (85%) were all significantly lower than the corresponding international averages (89%, 89% and 91%). 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.

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%	0.0%	60.0%	40.0%
	Church	28.6%	64.3%	7.1%	0.0%
	Independent	80.0%	20.0%	0.0%	0.0%
Establishing student assessment procedures and tools	State	0.0%	11.1%	88.9%	0.0%
	Church	7.1%	71.4%	7.1%	14.3%
	Independent	20.0%	80.0%	0.0%	0.0%
Curriculum planning	State	0.0%	10.0%	80.0%	10.0%
	Church	0.0%	64.3%	21.4%	14.3%
	Independent	60.0%	40.0%	0.0%	0.0%
Determining the content of in-service professional development programmes for teachers	State	0.0%	33.3%	55.6%	11.1%
	Church	30.8%	38.5%	15.4%	15.4%
	Independent	40.0%	60.0%	0.0%	0.0%
Extra-curricular activities	State	30.0%	50.0%	20.0%	0.0%
	Church	84.6%	15.4%	0.0%	0.0%
	Independent	80.0%	20.0%	0.0%	0.0%
Establishing cooperation agreements with organisations and institutions	State	0.0%	60.0%	40.0%	0.0%
	Church	57.1%	35.7%	7.1%	0.0%
	Independent	60.0%	20.0%	20.0%	0.0%
Participating in projects in partnership with other schools at national and international levels	State	20.0%	60.0%	20.0%	0.0%
	Church	64.3%	35.7%	0.0%	0.0%
	Independent	48.3%	41.4%	10.3%	0.0%

3.5 Profiles of Civic and Citizenship Curricula and Approaches

Figure 3.2 displays information on how schools in each country teach civic and citizenship education at the target grade. In 12 education systems, civic and citizenship education was taught as a separate subject to students at the target grade. In all countries, except for Italy and Serbia, civic and citizenship education was imparted by teachers of subjects related to human/social sciences (e.g., history, geography, law or economics). In all countries, except for Malta, Poland, Romania and

Serbia, civic and citizenship education was expected to be integrated into all subjects in the school. Seven countries, including Brazil, Chinese Taipei, Croatia, Estonia, Latvia, Lithuania and Romania reported that civic and citizenship education was meant to be treated as an extracurricular activity.

Figure 3.2: Approaches to civic and citizenship education

Country	Taught as a separate subject	Integrated into subjects related to human/social sciences	Integrated into all subjects taught at school.	An extra-curricular activity
Brazil		●	●	●
Bulgaria		●	●	
Chinese Taipei	●	●	●	●
Colombia		●	●	
Croatia	●	●	●	●
Cyprus		●	●	
Denmark	●	●	●	
Estonia	●	●	●	●
France	●	●	●	
Italy	●		●	
Latvia	●	●	●	●
Lithuania		●	●	●
Malta		●		
Netherlands		●	●	
Norway		●	●	
Poland	●	●		
Romania	●	●		●
Serbia	●			
Slovak Republic	●	●	●	
Slovenia	●	●	●	
Spain		●	●	
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 specialise 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.

Approaches to implement civic and citizenship education at school vary considerably across countries and all three ICCS cycles surveyed these also at the school level. The ICCS 2022 school questionnaire included the same question as the NCS asking heads of school to report how civic and citizenship education was implemented at the sampled schools. Heads of school indicated which of these approaches applied to the teaching of civic and citizenship education at their schools. Table 2.6 displays the percentages of schools where heads of school reported applying one of the above-mentioned approaches. 42% of Maltese heads of school reported that civic and citizenship education is taught as a separate subject, which is comparable to the international average (43%); 93% of Maltese heads of school reported that civic and citizenship education is integrated into subjects related to human/social science, which is significantly larger than the international average (74%). Fewer Maltese heads of school reported that civic and citizenship education is integrated into all

subjects taught at school (37%) or is taught as an extra-curricular activity (13%) and these percentages are significantly lower than the corresponding international averages (56% and 21%).

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

Country	It is taught as a separate subject.	It is integrated into subjects related to human/social sciences	It is integrated into all subjects taught at school.	It is an extra-curricular activity.
Bulgaria	19 ▼	92 ▲	47 ▼	25
Chinese Taipei	82 ▲	70	59	45 ▲
Colombia	17 ▼	96 ▲	64	14 ▼
Croatia	5 ▼	92 ▲	78 ▲	16
Cyprus	2 ▼	90 ▲	38 ▼	15 ▼
Estonia	55 ▲	69	52	33 ▲
France	49	95 ▲	36 ▼	2 ▼
Italy	12 ▼	32 ▼	97 ▲	7 ▼
Latvia	16 ▼	99 ▲	75 ▲	81 ▲
Lithuania	17 ▼	59 ▼	79 ▲	60 ▲
Malta	42	93 ▲	37 ▼	13
Netherlands	11 ▼	79	65	39 ▲
Norway	8 ▼	94 ▲	86 ▲	10 ▼
Poland	100 ▲	77	46 ▼	18
Romania	82 ▲	56 ▼	43 ▼	17
Serbia	93 ▲	16 ▼	14 ▼	10 ▼
Slovak Republic	100 ▲	54 ▼	44 ▼	5 ▼
Slovenia	99 ▲	53 ▼	41 ▼	4 ▼
Spain	38	79	64	5 ▼
Sweden	18 ▼	96 ▲	57	4 ▼
ICCS average	43	74	56	21
Brazil	9	91	77	20
Denmark	40	89	57	1

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	State	50.0%
	Church	28.6%
	Independent	20.0%
It is taught by teachers of subjects related to human/social sciences	State	90.0%
	Church	100.0%
	Independent	80.0%
It is integrated into all subjects taught at school	State	30.0%
	Church	50.0%
	Independent	40.0%
It is an extra-curricular activity	State	10.0%
	Church	28.6%
	Independent	0.0%

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.

3.6 Approaches to Civic and Citizenship Education in Schools

Similar to past cycles, the ICCS 2022 asked teachers and heads of school to identify the most important civic and citizenship education aims, as well as their relevance for classroom instruction. The question asked respondents to choose the top three aims for civic and citizenship education from a list of thirteen aims.

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	30.0%
	Church	21.4%
	Independent	0.0%
Promoting respect for and safeguard of the environment	State	40.0%
	Church	35.7%
	Independent	60.0%
Promoting students' knowledge of the connections between local and global issues	State	20.0%
	Church	21.4%
	Independent	0.0%
Developing students' skills and competencies in conflict resolution	State	20.0%
	Church	21.4%
	Independent	20.0%
Promoting knowledge of citizens' rights and responsibilities	State	50.0%
	Church	42.9%
	Independent	40.0%
Promoting students' participation in the local community	State	20.0%
	Church	14.3%
	Independent	0.0%
Promoting students' critical and independent thinking	State	40.0%
	Church	64.3%
	Independent	80.0%
Promoting students' sense of belonging to the global community	State	20.0%
	Church	21.4%
	Independent	20.0%
Supporting the development of effective strategies to reduce racism	State	0.0%
	Church	0.0%
	Independent	20.0%
Preparing students for future political engagement	State	0.0%
	Church	0.0%
	Independent	0.0%
Promoting the capacity to defend one's own point of view	State	0.0%
	Church	0.0%
	Independent	0.0%
Promoting students' participation in school life	State	10.0%
	Church	14.3%
	Independent	60.0%
Preparing students' engagement for a fairer and more peaceful world	State	50.0%
	Church	42.9%
	Independent	0.0%

Table 3.9: Important aims of civic and citizenship education highlighted by heads of school, clustered by country

Country	Promoting knowledge of social, political and civic institutions	Promoting respect for and safeguard of the environment	Promoting students' knowledge of the connections between local and global issues	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' sense of belonging to the global community	Supporting the development of effective strategies to reduce racism	Preparing students for future political engagement	Promoting the capacity to defend one's own point of view	Promoting students' participation in school life	Promoting students' engagement for a fairer and more peaceful world
Bulgaria	35 ▲	38	16	32	50	7 ▼	48 ▼	15	0 ▼	1 ▼	12	18	28
Chinese Taipei	17 ▼	33	37 ▲	31	50	15	75 ▲	6 ▼	3	3	6 ▼	13	31
Colombia	20	41	15	66 ▲	62 ▲	7 ▼	36 ▼	4 ▼	1 ▼	2	5	15	27
Croatia	28	38	12 ▼	40	53	10	51	9	1 ▼	3	13	13	29
Cyprus	25	47 ▲	15 ▼	27 ▼	37 ▼	12	45 ▼	16 ▲	15 ▲	2 ▼	7 ▼	19	28
Estonia	30	22 ▼	36 ▲	40	47	12	67	7 ▼	0 ▼	1	9	15	15 ▼
France	49 ▲	31	4 ▼	19 ▼	73 ▲	6 ▼	63	7 ▼	1 ▼	2	13	9 ▼	23
Italy	28	49 ▲	11 ▼	26 ▼	53	6 ▼	60	28 ▲	2	0 ▼	3 ▼	8 ▼	23
Latvia	20	26 ▼	24	21 ▼	44	20 ▲	56	9	0 ▼	15 ▲	16	24	25
Lithuania	13 ▼	58 ▲	13	46 ▲	29 ▼	14	64	8	0 ▼	1 ▼	4 ▼	26 ▲	22
Malta	26	37	18	16 ▼	51	16	57	23 ▲	1 ▼	0 ▼	0 ▼	18	38 ▲
Netherlands	29	24 ▼	22	35	13 ▼	21 ▲	68 ▲	22	4	4	17	14	45 ▲
Norway	44 ▲	19 ▼	26	18 ▼	28 ▼	10	75 ▲	14	6	0 ▼	11	15	35
Poland	11 ▼	35	17	44 ▲	36 ▼	32 ▲	52	7 ▼	2	2	11	42 ▲	18 ▼
Romania	27	38	21	25	51	21 ▲	37 ▼	7 ▼	3	3	13	20	42 ▲
Serbia	26	28 ▼	13	58 ▲	57 ▲	12	56	10	3	1	14	20	19 ▼
Slovak Republic	30	43	21	26 ▼	55 ▲	11	54	9	1	4	19 ▲	18	6 ▼
Slovenia	31	37	20	29	44	13	59	9	1	1	13	16	27
Spain	9 ▼	49 ▲	4 ▼	67 ▲	32 ▼	2 ▼	62	9	4	0 ▼	6 ▼	11 ▼	45 ▲
Sweden	17	30	21	10 ▼	55	0 ▼	78 ▲	28 ▲	11 ▲	1	9	11 ▼	29
ICCS average	26	36	18	34	46	12	58	12	3	2	10	17	28
Countries not meeting sample participation requirements													
Brazil	31	39	27	35	55	6	33	9	10	2	6	8	37
Denmark	38	17	22	20	31	3	87	13	0	11	8	1	51

The aims include promoting knowledge of social, political and civic institutions, promoting respect for and safeguard of the environment, promoting students' knowledge of the connections between local and global issues, developing students' skills 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' sense of belonging to the community, supporting the development of effective strategies to reduce racism, preparing students for political engagement, promoting the capacity to defend one's point of view, promoting students' participation in school life, promoting students' engagement for a fairer and more peaceful world.

Table 3.10: Important aims of civic and citizenship education highlighted by teachers, grouped 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	13.0%
	Church	16.7%
	Independent	20.8%
Promoting respect for and safeguard of the environment	State	56.8%
	Church	51.0%
	Independent	50.9%
Promoting students' knowledge of the connections between local and global issues	State	15.4%
	Church	16.7%
	Independent	20.8%
Developing students' skills and competencies in conflict resolution	State	27.8%
	Church	25.5%
	Independent	24.5%
Promoting knowledge of citizens' rights and responsibilities	State	37.0%
	Church	35.4%
	Independent	30.2%
Promoting students' participation in the local community	State	13.6%
	Church	14.6%
	Independent	9.4%
Promoting students' critical and independent thinking	State	55.6%
	Church	67.2%
	Independent	66.0%
Promoting students' sense of belonging to the global community	State	13.0%
	Church	15.1%
	Independent	24.5%
Supporting the development of effective strategies to reduce racism	State	8.6%
	Church	7.3%
	Independent	7.5%
Preparing students for future political engagement	State	4.3%
	Church	2.6%
	Independent	0.0%
Promoting the capacity to defend one's own point of view	State	8.6%
	Church	6.3%
	Independent	5.7%
Promoting students' participation in school life	State	13.0%
	Church	13.5%
	Independent	7.5%
Preparing students' engagement for a fairer and more peaceful world	State	30.9%
	Church	27.1%
	Independent	32.1%

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

	Promoting knowledge of social, political and civic institutions	Promoting respect for and safeguard of the environment	Promoting students' knowledge of the connections between local and global issues	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' sense of belonging to the global community	Supporting the development of effective strategies to reduce racism	Preparing students for future political engagement	Promoting the capacity to defend one's own point of view	Promoting students' participation in school life	Promoting students' engagement for a fairer and more peaceful world
Bulgaria	28 ▲	45	16	38 ▼	38	9 ▼	43 ▼	8 ▼	2 ▼	2 ▼	19 ▲	19 ▲	28
Chinese Taipei	20	38 ▼	27 ▲	48 ▲	36	9 ▼	67 ▲	5 ▼	4	2	6 ▼	14	26 ▼
Croatia	21	41 ▼	13 ▼	46 ▲	42 ▲	12	52 ▼	8 ▼	3 ▼	2 ▼	22 ▲	6 ▼	29
Italy	24 ▲	60 ▲	10 ▼	23 ▼	48 ▲	6 ▼	53	20 ▲	9 ▲	1 ▼	8 ▼	5 ▼	32 ▲
Lithuania	12 ▼	56 ▲	14 ▼	45 ▲	27 ▼	20 ▲	56	8 ▼	2 ▼	1 ▼	15	20 ▲	21 ▼
Malta	14 ▼	57 ▲	16	25 ▼	35	14	61 ▲	15 ▲	8 ▲	2	6 ▼	14	31
Norway	27 ▲	29 ▼	18 ▲	35 ▼	23 ▼	10 ▼	65 ▲	16 ▲	10 ▲	3	13 ▼	12 ▼	38 ▲
Poland	17 ▼	39 ▼	21 ▲	49 ▲	27 ▼	23 ▲	47 ▼	7 ▼	5	4 ▲	16	27 ▲	17 ▼
Romania	17	54 ▲	13 ▼	45 ▲	37	21 ▲	40 ▼	8 ▼	8 ▲	5 ▲	22 ▲	21 ▲	41 ▲
Serbia	22	44	12 ▼	45	46 ▲	7 ▼	60 ▲	10	4 ▼	2	16	13	31
Slovak Republic	26 ▲	45	17	42	40 ▲	8 ▼	52 ▼	8 ▼	5	4 ▲	27 ▲	10 ▼	12 ▼
Slovenia	19	47	13 ▼	41	32 ▼	10 ▼	57	12	4 ▼	2	24 ▲	13	24 ▼
Spain	8 ▼	44	13 ▼	59 ▲	30 ▼	4 ▼	62 ▲	10	7 ▲	1 ▼	11 ▼	10 ▼	39 ▲
ICCS average	20	46	16	42	36	12	55	10	5	2	16	14	28
Countries not meeting sample participation requirements													
Brazil	33	45	28	33	40	7	34	9	9	5	11	11	30
Colombia	35	53	16	48	43	19	23	9	1	6	5	9	24
Cyprus	22	45	14	34	35	9	50	12	13	14	11	15	26
Denmark	26	15	19	30	28	6	84	13	7	16	13	4	40
Estonia	32	24	26	38	44	10	60	8	1	2	19	11	22
France	34	37	6	17	58	6	58	8	9	3	24	9	29
Latvia	21	35	22	28	35	7	58	14	1	6	26	23	21
Netherlands	23	34	10	38	18	14	64	15	10	7	31	11	44
Sweden	14	37	12	25	48	2	70	15	18	2	10	12	33

Table 3.9 shows that the most rated aims are related to the area of civic and political knowledge and skills. In detail, the highest international average (58%) was recorded for promoting students' critical and independent thinking, followed by promoting students' knowledge of citizens' rights and responsibilities (46%). The promotion of respect for and safeguard of the environment (36%) shows percentages ranging from 19% in Norway to 58% in Lithuania, whereas the average for promoting knowledge of social, political and civic institutions is lower (26%). For Maltese heads of school, the most important aims are promoting students' critical and independent thinking (57%), promoting students' knowledge of citizens' rights and responsibilities (51%), promoting students' engagement for a fairer and more peaceful world (38%), and promoting respect for and safeguard of the environment (37%). The least important aims highlighted by Maltese heads of school are preparing students for future political engagement (0%), promoting the capacity to defend one's own point of viewpoint (0%), and supporting the development of effective strategies to reduce racism (1%). Table 3.8 shows the most important aims highlighted by Maltese heads of school, clustered by school type.

Table 3.11 shows the results of the teacher survey regarding the most important aims. On average, are promoting students' independent and critical thinking (55%), promoting respect for and safeguard of the environment (46%), and developing students' skills and competencies in conflict resolution (42%). Across countries, promoting knowledge of citizens' rights and responsibilities was chosen by 36% of the teachers, while 20% of them, across countries, indicated the promotion of students' knowledge of social, political, and civic institutions. For Maltese teachers, the most important aims are promoting students' critical and independent thinking (61%), promoting respect for and safeguard of the environment (57%), promoting students' knowledge of citizens' rights and responsibilities (35%), and promoting students' engagement for a fairer and more peaceful world (31%). The least important aims highlighted by Maltese teachers are preparing students for future political engagement (2%), promoting the capacity to defend one's own point of viewpoint (6%), and supporting the development of effective strategies to reduce racism (8%). Table 3.10 shows the most important aims highlighted by Maltese teachers, clustered by school type.

Taken together, the results from the school and teacher surveys in ICCS 2022 revealed that in both surveys promoting students' critical and independent thinking was rated as one of the most important objectives of civic and citizenship education. However, while the second-highest percentage for heads of school was promoting knowledge of citizens' rights and responsibilities (46%), among teachers promoting respect for and safeguard for the environment was second-most mentioned important aim (46%). According to both school and teacher surveys, the lowest average percentages (less than 5%) for ICCS 2022 countries were recorded for aims included in the active participation area, such as preparing students for future political engagement, supporting the development of effective strategies to reduce racism.

National centres were asked to complete NCS questions relating to the use of assessment and reporting of learning objectives related to civic and citizenship education for students at the target grade. Using questions with dichotomous categories (yes or no) they were asked whether students in the target grade are expected to be formally assessed with regard to learning outcomes of civic and citizenship education or to receive formal reports or grades regarding their learning outcomes of civic and citizenship education, and whether schools are expected to inform parents about the aims of and approaches to civic and citizenship education. Figure 3.3 shows that in eleven participating countries, there was a formal assessment of target grade students in civic and citizenship education. For fourteen countries it was reported that there were formal reports or grades given for this subject area. In only seven countries, schools were expected to inform parents about the learning objectives of civic and citizenship education.

Figure 3.3: Country approaches to the assessment and reporting of civic and citizenship education

Country	Students in the target grade are expected to be formally assessed with regard to learning outcomes of civic and citizenship education	Students in the target grade receive formal reports or grades regarding their learning outcomes of civic and citizenship education at the end of school terms or years	Schools are expected to inform parents of students at the target grade about aims of and approaches to civic and citizenship education
Brazil	No	No	Yes
Bulgaria	No	No	No
Chinese Taipei	Yes	Yes	Yes
Colombia	Yes	Yes	No
Croatia	No	No	No
Cyprus	No	No	No
Denmark	No	Yes	Yes
Estonia	Yes	Yes	Yes
France	Yes	Yes	No
Italy	No	Yes	No
Latvia	No	Yes	No
Lithuania	Yes	Yes	Yes
Malta	Yes	No	No
Netherlands	No	No	No
Norway	Yes	Yes	No
Poland	No	No	No
Romania	Yes	No	No
Serbia	Yes	Yes	Yes
Slovak Republic	Yes	Yes	No
Slovenia	No	Yes	Yes
Spain	No	Yes	No
Sweden	Yes	Yes	No

3.7 Teacher participation in training courses on CCE topics

As in the previous cycle, the ICCS 2022 teacher questionnaire included a set of optional questions that were only administered to teachers of subjects that, within the national context, were considered as related to civic and citizenship education. Among these questions, there was also a question about teachers' participation in professional development courses, during pre-service and/or in-service training, on the following topics: human rights; voting and elections; the global community and international organizations; the environment and environmental sustainability; emigration and immigration; equal opportunities for men and women; citizens' rights and responsibilities; the constitution and political systems; responsible Internet use (e.g. privacy, source reliability, social media); critical and independent thinking; conflict resolution; global issues (such as world poverty, international conflicts, child labour, social justice); and diversity and inclusiveness.

A review of the national percentages of teachers who attended training courses on these topics, in pre-service and/or in in-service programs, shows a wide variation across participating countries (Table 2.14). On average across participating countries, the highest percentages were recorded for responsible internet use (66%), conflict resolution (65%), diversity and inclusiveness (59%), critical and independent thinking (57%), human rights (54%), citizens' rights and responsibilities (53%), and the environment and environmental sustainability (51%). It is interesting to note that, on average across countries, only 37% of teachers reported that they had attend teacher training courses on voting and elections, which might be considered a key topic in this learning area. However, there was also considerable variation in the national percentages ranging from 11% in Italy to 90% in

Chinese Taipei. Tables 3.12 and 3.13 shows that across all school types, Maltese teachers have participated more on training courses related to responsible internet use (67%), diversity and inclusiveness (64%) and equal opportunities for men and women (54%); however, they have participated less in voting and elections (12%) and the constitution and political systems (23%).

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

Have you attended any teacher training courses addressing the following topics and skills?	School Type	Yes, during pre-service training	Yes, during in-service training	Yes, during pre- and in-service training	No
Human rights	State	11.7%	35.0%	10.0%	43.3%
	Church	14.6%	17.1%	2.4%	65.9%
	Independent	0.0%	16.7%	0.0%	83.3%
Voting and elections	State	10.3%	6.9%	1.7%	81.0%
	Church	5.1%	2.6%	2.6%	89.7%
	Independent	0.0%	0.0%	0.0%	100.0%
The global community international organisations	State	13.8%	10.3%	8.6%	67.2%
	Church	12.2%	9.8%	7.3%	70.7%
	Independent	0.0%	0.0%	0.00%	100.0%
The environment and environmental sustainability	State	8.8%	22.8%	22.8%	45.6%
	Church	14.6%	7.3%	7.3%	70.7%
	Independent	0.0%	33.3%	16.7%	50.0%
Emigration and immigration	State	10.3%	20.7%	12.1%	56.9%
	Church	10.0%	5.0%	5.0%	80.0%
	Independent	0.0%	16.7%	16.7%	66.7%
Equal opportunities for men and women	State	14.0%	36.8%	15.8%	33.3%
	Church	12.2%	14.6%	9.8%	63.4%
	Independent	0.0%	33.3%	0.0%	66.7%
Citizens' rights and responsibilities	State	12.3%	31.6%	14.0%	42.1%
	Church	14.6%	14.6%	12.2%	58.5%
	Independent	0.0%	16.7%	0.0%	83.3%
The constitution and political systems	State	8.9%	10.7%	3.6%	76.8%
	Church	12.5%	2.5%	0.0%	85.0%
	Independent	0.0%	0.0%	0.0%	100.0%
Responsible Internet use (e.g. privacy, source reliability)	State	6.9%	36.2%	31.0%	25.9%
	Church	19.5%	24.4%	22.0%	34.1%
	Independent	0.0%	33.3%	33.3%	33.3%
Critical and independent thinking	State	22.0%	11.9%	20.3%	45.8%
	Church	22.0%	9.8%	19.5%	48.8%
	Independent	0.0%	50.0%	16.7%	33.3%
Conflict resolution	State	24.1%	10.3%	19.0%	46.6%
	Church	15.0%	7.5%	20.0%	57.5%
	Independent	0.0%	33.3%	0.0%	66.7%
Global issues (e.g. world issues, social injustice, international conflict)	State	10.3%	20.7%	17.2%	51.7%
	Church	14.6%	12.2%	4.9%	68.3%
	Independent	0.0%	16.7%	0.0%	83.3%
Diversity and inclusiveness	State	17.2%	24.1%	32.8%	25.9%
	Church	17.1%	26.8%	17.1%	39.0%
	Independent	16.7%	16.7%	0.0%	66.7%

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

Country	Human rights	Voting and elections	The global community international organisations	The environment and environmental sustainability	Emigration and immigration	Equal opportunities for men and women	Citizens' rights and responsibilities	The constitution and political systems	Responsible Internet use (e.g. privacy, source reliability)	Critical independent thinking	Conflict resolution	Global issues (e.g. world poverty, international conflict, child labour social injustice)	Diversity and inclusiveness
Bulgaria	54	37	52 ▲	58 △	44	38	60	58 ▲	60	61	73 △	53	56
Chinese Taipei	90 ▲	90 ▲	72 ▲	89 ▲	50 ▲	95 ▲	91 ▲	89 ▲	90 ▲	83 ▲	85 ▲	85 ▲	85 ▲
Croatia	32 ▼	18 ▼	18 ▼	30 ▼	17 ▼	21 ▼	26 ▼	19 ▼	46 ▼	35 ▼	43 ▼	25 ▼	34 ▼
Italy	33 ▼	11 ▼	21 ▼	54	26 ▼	30 ▼	37 ▼	24 ▼	73 △	36 ▼	44 ▼	28 ▼	79 ▲
Lithuania	59	36	50 △	53	47 △	42	62 △	44	75 △	75 ▲	86 ▲	54	52 ▼
Malta	45 ▼	12 ▼	33	48	41	54 △	49	23 ▼	67	49	44 ▼	42	64
Norway	30 ▼	26 ▼	30 ▼	28 ▼	27 ▼	27 ▼	25 ▼	29 ▼	40 ▼	36 ▼	36 ▼	37 ▼	29 ▼
Poland	84 ▲	76 ▲	75 ▲	57	68 ▲	62 ▲	83 ▲	82 ▲	90 ▲	77 ▲	89 ▲	77 ▲	59
Romania	57	46 △	47	52	47 △	51	61 △	48	65	62	67	51	58
Serbia	46	24 ▼	18 ▼	47	19 ▼	34 ▼	57	26 ▼	58	46 ▼	70	30 ▼	66
Slovak Republic	57	30 ▼	37	47	29 ▼	31 ▼	46 ▼	39	55 ▼	60	65	49	55
Slovenia	66 ▲	49 ▲	48 △	55	50 ▲	48	62 △	65 ▲	82 ▲	77 ▲	81 ▲	58 ▲	66 △
Spain	42 ▼	21 ▼	27 ▼	46	32	50	33 ▼	25 ▼	57 ▼	45 ▼	65	33 ▼	59
ICCS average	54	37	41	51	38	45	53	44	66	57	65	48	59
Countries not meeting sample participation requirements													
Brazil	77	53	65	75	69	74	77	69	70	71	70	75	83
Colombia	51	54	32	61	31	46	52	41	54	52	63	44	68
Cyprus	50	16	29	53	36	52	43	16	61	64	63	45	60
Denmark	74	73	70	38	58	53	76	74	48	65	61	64	49
Estonia	62	42	46	57	36	47	55	45	64	66	73	52	52
France	34	29	34	43	35	33	37	40	41	35	36	41	40
Latvia	74	52	63	61	50	50	72	60	82	92	85	58	63
Netherlands	61	69	82	79	75	66	69	73	81	90	79	81	76
Sweden	78	63	75	72	77	78	78	73	67	82	67	81	76

3.8 Teacher preparedness to teach CCE topics at school

Teachers of civic-related subjects were also asked to what they felt very well or quite well prepared to teach the topics and skills related to civic and citizenship education that were also included in the question on teacher training, which allows making comparisons across the two sets of items.

Table 3.14: Teachers' preparedness to teach 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	28.3%	66.7%	5.0%	0.0%
	Church	29.3%	51.2%	17.1%	2.4%
	Independent	33.3%	50.0%	16.7%	0.0%
Voting and elections	State	21.7%	60.0%	16.7%	1.7%
	Church	37.5%	40.0%	15.0%	7.5%
	Independent	0.0%	66.7%	33.3%	0.0%
The global community international organisations	State	19.3%	43.9%	36.8%	0.0%
	Church	22.0%	34.1%	36.6%	7.3%
	Independent	50.0%	33.3%	16.7%	0.0%
The environment and environmental sustainability	State	28.8%	64.4%	6.8%	0.0%
	Church	31.7%	53.7%	12.2%	2.4%
	Independent	80.0%	20.0%	0.0%	0.0%
Emigration and immigration	State	18.3%	46.7%	35.0%	0.0%
	Church	31.7%	36.6%	29.3%	2.4%
	Independent	50.0%	50.0%	0.0%	0.0%
Equal opportunities for men and women	State	43.3%	51.7%	5.0%	0.0%
	Church	53.7%	34.1%	12.2%	0.0%
	Independent	66.7%	16.7%	16.7%	0.0%
Citizens' rights and responsibilities	State	34.5%	58.6%	5.2%	1.7%
	Church	45.0%	40.0%	12.5%	2.5%
	Independent	33.3%	50.0%	16.7%	0.0%
The constitution and political systems	State	11.9%	35.6%	44.1%	8.5%
	Church	19.5%	36.6%	29.3%	14.6%
	Independent	0.0%	50.0%	50.0%	0.0%
Responsible Internet use (e.g. privacy, source reliability)	State	50.8%	47.5%	1.7%	0.0%
	Church	56.1%	29.3%	14.6%	0.0%
	Independent	50.0%	50.0%	0.0%	0.0%
Critical and independent thinking	State	41.7%	48.3%	10.0%	0.0%
	Church	53.8%	38.5%	5.1%	2.6%
	Independent	66.7%	33.3%	0.0%	0.0%
Conflict resolution	State	47.5%	37.3%	15.3%	0.0%
	Church	53.7%	31.7%	12.2%	2.4%
	Independent	50.0%	33.3%	16.7%	0.0%
Global issues (e.g. world issues, social injustice, international conflict)	State	35.0%	45.0%	18.3%	1.7%
	Church	31.7%	48.8%	17.1%	2.4%
	Independent	83.3%	16.7%	0.0%	0.0%
Diversity and inclusiveness	State	48.3%	48.3%	3.4%	0.0%
	Church	56.1%	34.1%	7.3%	2.4%
	Independent	66.7%	16.7%	16.7%	0.0%

Table 3.15: Teachers' preparedness to teach topics related to CCE, grouped by country

Country	Human rights	Voting and elections	The global community international organisations	The environment and environmental sustainability	Emigration and immigration	Equal opportunities for men and women	Citizens' rights and responsibilities	The constitution and political systems	Responsible Internet use (e.g. privacy, source reliability)	Critical independent thinking	Conflict resolution	Global issues (e.g. world poverty, international conflict, child labour social injustice)	Diversity and inclusiveness
Bulgaria	87	88 ▲	86 ▲	85	84 ▲	83	87	85	83 ▲	90	87	87	78
Chinese Taipei	93	96 ▲	85 ▲	89	41 ▼	95 △	97 △	92 △	93 ▲	90 △	82	88	88
Croatia	82 ▼	65 ▼	50 ▼	81 ▼	54 ▼	80 ▼	78 ▼	50 ▼	87 ▼	87	89 ▼	78 △	76 ▼
Italy	85 ▼	61 ▼	61 ▼	91 △	74	89 △	91 △	68	86 ▼	90	73	82 ▼	91 ▼
Lithuania	81 ▼	76	73	80 ▼	84 ▲	78 ▼	90 ▼	68	85	88	91	83 △	71
Malta	88	78	66	91 △	71	90	89	53	89 ▼	91	74	82 ▼	91
Norway	96 △	96 ▲	85 ▲	89 △	92 ▲	96 △	89 △	90	96 ▲	96 △	88 △	95	94 ▲
Poland	98 △	99 ▲	90 ▲	81	96 ▲	93 △	99 △	98 △	97 ▲	97 ▲	97 △	95 ▲	84 ▲
Romania	88	69 ▼	64 ▼	72 ▼	70	83	86	62	76 ▼	83 ▼	87 ▼	77	73 ▼
Serbia	98 △	76	64	88	71	89	94	55	92 ▼	94	97	87 ▲	90
Slovak Republic	89	80	68	87 △	72	82 ▼	91 ▼	72	87	87	89 ▼	87	73
Slovenia	85 ▼	74 ▼	57 ▼	77 ▼	66 ▼	78 ▼	88 ▼	69	84	92	87	79	79 ▼
Spain	88	69 ▼	62 ▼	84	79 △	92 △	88 △	69	72	93 ▼	82	81	80
ICCS average	89	79	70	84	73	87	90	72	87	91	86	85	82
Countries not meeting sample participation requirements													
Brazil	87	81	68	80	88	94	91	73	82	88	77	85	88
Colombia	84	80	51	83	67	90	92	71	74	84	88	70	78
Cyprus	84	51	55	80	71	90	85	42	76	91	87	84	84
Denmark	94	96	82	77	87	88	95	97	85	94	83	90	71
Estonia	83	76	56	79	51	85	91	70	88	93	83	74	75
France	91	94	84	87	89	92	94	88	76	82	59	88	65
Latvia	96	90	82	85	80	91	98	90	89	95	91	82	85
Netherlands	65	77	71	81	69	85	71	64	84	95	79	85	69
Sweden	99	96	94	92	96	97	99	94	96	97	82	97	89

Table 3.15 displays the percentages of teacher who indicated to feel very or quite well prepared for civic-related teaching. The results suggest high levels of teacher preparedness across all topics and skills. The highest percentages were recorded, on average, for critical and independent thinking (91%), citizens' rights and responsibilities (90%), human rights (89%), equal opportunities for men and women (87%), responsible internet use (87%), conflict resolution (86%), and the environment and global issues (85%). In spite of the relatively low percentages of teachers reporting attendance of training courses on this topic, 79% of teachers on average felt very or quite well prepared to teach on voting and elections (ranging from 61% in Italy to 96% in Chinese Taipei).

Tables 3.15 shows that across all school types, Maltese teachers feel more prepared to teach diversity and inclusiveness (91%), the environment and environmental sustainability (91%) critical independent thinking (91%), and equal opportunities for men and women (90%); citizens' rights and responsibilities (89%), responsible Internet use (89%), human rights (88%) and global issues (82%). However, they are less prepared to teach the constitution and political systems (53%), the global community international organisations (66%), emmigration and immigration (71%), and conflict resolution (74%) and voting and elections (78%). The percentages of Maltese teacher who feel very or quite well prepared for civic-related teaching exceeds the international averages in environment and environmental sustainability, equal opportunities for men and women, and responsible internet use. Table 3.14 shows the percentages of Maltese teachers who claim that they are very or quite well prepared to teach topics related to CCE, clustered by school type

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

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 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 2022 National Contexts Survey. The national contexts survey asked national centres to indicate whether, in their education system, civic and citizenship education was a mandatory part of teacher education at the preservice level and at the in-service level for different groups of target-grade teachers. The results show that preparation for civic and citizenship education tends to be mandatory for teachers of human/social science, and, in a majority of education systems, for teachers of the language arts and teachers of religion/ethics as well as teachers of other subjects. Less commonly, it was reported as mandatory for teachers of mathematics, sciences and for specialist teachers. There was an expectation in most education systems that teachers of human/social sciences would have in-service or continuing education or professional development in this learning area. Specialist teachers were expected to have this preparation in almost half of countries, and, in some systems, it was also mandatory for the group of teachers of other subjects.

In Malta, pre-service training is offered in human and social science, religion and ethics, science and other topics; however in-service training is offered in human and social science, religion and ethics and other topics.

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 of civic and citizenship education	Teachers of Language Arts	Teachers of Human and Social Sciences	Teachers of Mathematics	Teachers of Science	Teachers of Religion and Ethics	Teachers of other subjects	Specialist teachers of civic and citizenship education	Teachers of Language Arts	Teachers of Human and Social Sciences	Teachers of Mathematics	Teachers of Science	Teachers of Religion and Ethics	Teachers of other subjects
Brazil		•	•	•	•	•	•	•	•	•	•	•	•	•
Bulgaria		•	•			•	•	•		•			•	•
Chinese Taipei	•	•	•	•	•		•	•		•				
Colombia			•			•				•				
Croatia		•	•	•	•	•	•							
Cyprus		•	•						•	•				
Denmark			•							•				
Estonia	•		•					•		•				
France			•							•				
Italy		•	•	•	•	•	•							
Latvia														
Lithuania		•	•	•	•	•	•							
Malta			•		•	•	•			•			•	•
Netherlands	•	•	•			•	•	•	•	•	•	•	•	•
Norway	•	•	•	•	•	•	•							
Poland	•							•						
Romania			•							•				
Serbia		•	•		•		•							
Slovak Republic	•	•	•	•	•	•	•	•						
Slovenia			•			•								
Spain		•	•	•	•	•	•							
Sweden		•	•	•	•	•	•		•	•	•	•	•	•

4

Perceptions of Heads of School

4.1 Introduction

The ICCS 2022 Assessment Framework identified several contexts that may influence students' learning outcomes in the field of civic and citizenship education. This chapter explores the school and classroom contexts based on data from the school questionnaire. It investigates how schooling in participating countries is organised with regard to civic and citizenship education and its association with students' learning outcomes. In describing school and classroom contexts, this chapter focuses on the following topics:

- The extent to which schools in participating countries have participatory processes in place that facilitate civic engagement.
- The extent to which schools and communities interact to foster students' civic engagement and learning.
- The extent to which schools offer programs/activities related to civic learning and experience.

IEA studies in the field of civic and citizenship education, recognise that students' learning outcomes in the field of civic and citizenship education are influenced by their experience in the communities in which they live. The IEA CIVED study stressed the impact of different 'agents of socialisation' on developing citizenship and ICCS broadened the conceptual framework for that study by including further aspects of citizenship. The ICCS 2022 assessment framework emphasized the importance of informal learning for the development of students' civic related attitudes, values, skills, and knowledge, as well as their non-formal learning outside formal educational settings.

ICCS 2022 considered students' learning outcomes in the field of civic and citizenship education as the result of not only teaching and learning processes, but also of their experiences at school. In line with the results of several other studies, the assumption behind this is that the quality of students' experience at school is particularly important in relation to the non-cognitive aspects of students' learning in this field. Several studies also stressed the importance of informal learning at school for students' self-efficacy and for their civic engagement, as well as the importance of the quality of social and interpersonal relationships within the school and in the classroom.

As pointed out in the overview of the background of this study, ICCS incorporates a perspective referred to as the 'whole school approach' to civic and citizenship education, which aims to integrate democratic values into teaching and learning practices. Three main aspects characterise this approach: teaching and learning, school governance and participation in decision-making processes and co-operation with the local community. A whole-school approach requires the active

involvement of all stakeholders: school staff, teachers, students, and parents, as well as the co-operation with members of the local community. In schools characterised as ‘democratic learning environments’, students have the opportunity to experience relations and behaviours consistent with the principles of a democratic society, based on openness, mutual respect, and respect for diversity. Within these contexts students may practice a democratic lifestyle, exercise their own autonomy, and develop a sense of self-efficacy.

4.2 Students’ participation in school elections

Participation in decision-making processes and in school governance allows students to develop their trust in democratic and participative processes. The ICCS 2022 Assessment Framework identified different forms of students’ participation, at both a school and a classroom level. Questions included in the school questionnaire provided information on students’ contribution to shaping different aspects of the school life, such as the design of school educational plans, the definition of school rules and regulations, the planning of classroom activities.

Table 4.1: Students’ participation in school elections, reported by heads of school

Country	Elect their class representatives			Vote in school council elections		
	2022	2016	Difference	2022	2016	Difference
Bulgaria	91 ▲	68	23	64	50	14
Chinese Taipei	84	92	-8	59 ▼	45	14
Colombia	100 ▲	99	1	100 ▲	99	1
Croatia	100 ▲	100	0	95 ▲	98	-3
Cyprus	99 ▲			46 ▼		
Estonia	58 ▼	76	-17	77	79	-2
France	100 ▲			66		
Italy	24 ▼	22	3	3 ▼	1	2
Latvia	76 ▽	88	-11	67	73	-6
Lithuania	94 ▲	93	1	83 ▲	79	4
Malta	74 ▼	85	-11	63	80	-17
Netherlands	35 ▼	46	-10	16 ▼	34	-17
Norway	96 ▲	99	-3	92 ▲	95	-3
Poland	100 ▲			98 ▲		
Romania	95 ▲			74		
Serbia	99 ▲			97 ▲		
Slovak Republic	85			70		
Slovenia	96 ▲	99	-3	84 ▲	81	3
Spain	99 ▲			83 ▲		
Sweden	88	92	-3	73	78	-5
ICCS average	81	82	0	65	66	-1
Countries not meeting sample participation requirements						
Brazil	80			46		
Denmark	93			92		

more than 10 percentage points above ICCS 2022 average ▲ significantly above ICCS 2022 average ▴ significantly below ICCS 2022 average ▽ more than 10 percentage points below ICCS 2022 average ▼

ICCS 2022 also gathered insights into the ways schools provided for students to contribute to aspects of the school environment, including their participation in school and classroom elections. Results from ICCS 2016 showed substantial differences among countries in students' participation in these elections. In this study cycle, heads of school were further requested to report on students' participation in class representatives and in school elections. The question included in the ICCS 2022 school questionnaire was retained unchanged from ICCS 2016 and had been used in both CIVED and ICCS 2009. In the current study, heads of school were asked to indicate how many of the target-grade students participated in these elections.

Table 4.1 shows that in almost all participating countries high percentages of target-grade students were enrolled at schools where heads of school reported that all, nearly all or most participated in the elections of class representatives. All percentages elicited from the heads of school responses are weighted by the size of student school population. The percentages of 16 countries were higher than 80%, while in 13 countries percentages were higher than 90%. Only Italy and the Netherlands recorded participation rates less than 50%; while Malta's participation rate in class representative elections (74%) was than 11% lower than the percentage reported in the 2016 cycle (85%).

Results for percentages of students at schools, where high participation in elections for school councils was reported, showed a somewhat greater variation across countries: The percentages of nine countries were higher than 80%, while the percentages of four countries were lower than 50%. These differences in reported student participation in the two different types of elections are likely due to different school regulations across education systems. There was little change for reported student participation in both types of elections from ICCS 2016 to ICCS 2022. Malta's participation rate in school council elections (63%) was than 17% lower than the percentage reported in the 2016 cycle (80%). Table 4.2 displays the responses of heads of school to students' participation in school elections, clustered by school type. Students' participation in school elections is more prevalent in independent schools than state schools

Table 4.2: Participation of Maltese students in school elections, clustered by school type

	School type	All or nearly all	Most of them	Some of them	None or hardly any	Not applicable
Elect their class representative	State	30.0%	40.0%	10.0%	10.0%	10.0%
	Church	57.1%	21.4%	7.1%	7.1%	7.1%
	Independent	80.0%	0.0%	0.0%	0.0%	20.0%
Vote in school council elections	State	30.0%	20.0%	30.0%	10.0%	10.0%
	Church	64.3%	21.4%	7.1%	0.0%	7.1%
	Independent	80.0%	0.0%	0.0%	0.0%	20.0%

4.3 Students' contribution to decision-making at school

A question included in the ICCS 2022 school questionnaire asked the heads of school about students' opportunities to participate in decision-making processes at school. More specifically, heads of school were asked to report whether students 'can make suggestions for school improvement in class discussions', 'can participate in school assemblies', 'can submit written suggestions online or on paper', 'can attend individual and/or group meeting with the head of school', and 'can attend individual and/or group meeting with teachers'.

Table 4.3: Students' contribution to decision-making at school, reported by heads of school

Country	They can make suggestions for school improvement in class discussions.	They can participate in school assemblies	They can submit written suggestions online or on paper	They can attend individual and/or group meetings with the school principal	They can attend individual and/or group meetings with teachers
Bulgaria	96	96 ▲	94	99 △	99 △
Chinese Taipei	90 ▽	86 △	87	89 ▽	85 ▽
Colombia	97	97 ▲	97 △	98 △	98 △
Croatia	99	100 ▲	95	96	97
Cyprus	99 △	96 ▲	88 ▽	98 △	100 △
Estonia	100 △	99 ▲	96 △	98 △	100 △
France	97	83	87	78 ▼	77 ▼
Italy	97	20 ▼	71 ▼	72 ▼	75 ▼
Latvia	99 △	68 ▼	99 △	99 △	98 △
Lithuania	99	93 ▲	98 △	99 △	99 △
Malta	100 △	84	90	100 △	100 △
Netherlands	90 ▽	71	85 ▽	90	94
Norway	99	89 △	89	83 ▼	93
Poland	100 △	96 ▲	96 △	99 △	99 △
Romania	99	35 ▼	96 △	98 △	99 △
Serbia	100 △	100 ▲	96 △	99 △	97
Slovak Republic	99	33 ▼	97 △	99 △	99 △
Slovenia	99 △	100 ▲	91	97	96
Spain	97	85	96 △	89	91
Sweden	100 △	45 ▼	94	98 △	96
ICCS 2022 average	98	79	92	94	95
Countries not meeting sample participation requirements					
Brazil	98 (1.2)	94	98	96	97
Denmark	99 (1.0)	58	95	90	97

more than 10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽
significantly above ICCS 2022 average △ more than 10 percentage points below ICCS 2022 average ▼

Table 4.4: Contribution of Maltese students to decision-making at school, clustered by school type

		State	Church	Independent
They can make suggestions for school improvement in class discussions	Yes	100.0%	100.0%	100.0%
	No	0.0%	0.0%	0.0%
They can participate in school assemblies	Yes	80.0%	92.9%	100.0%
	No	20.0%	7.1%	0.0%
They can submit written suggestions online or on paper	Yes	90.0%	100.0%	80.0%
	No	10.0%	0.0%	20.0%
They can attend individual and/or group meetings with the head of school	Yes	100.0%	100.0%	100.0%
	No	0.0%	0.0%	0.0%
They can attend individual and/or group meetings with teachers	Yes	100.0%	100.0%	100.0%
	No	0.0%	0.0%	0.0%

Table 4.3 shows that according to heads of school reports, high percentages of students were provided with these opportunities in almost all participating countries, including Malta. The highest percentage was recorded for providing suggestions in class discussions (98%), while the lowest percentage was registered for ranged participation in school assemblies (79%). In Malta, the student contribution to decision-making at school is very high and Table 4.4 shows that this applies to all school types.

4.4 Approaches to diversity at school

Diversity is one of the focus areas included in ICCS 2022. Its inclusion is related to the awareness that an increasing diversity of student populations is a wide-spread trend and that the economic, demographic, and technological changes occurred at international level have made international migration so wide-spread that it affects most countries. Increasing diversity in the cultural and social and economic compositions of student populations may affect school education, both posing obstacles and providing opportunities for building multicultural and more inclusive schools. As the ICCS 2022 Assessment Framework suggested, several studies have argued that diversity can promote students' knowledge and respect for other cultures thus improving and enriching school education.

Table 4.5: School activities related to diversity, reported by heads of school

Country	Teacher training activities on teaching students from diverse backgrounds	Teacher training activities on the promotion of students' tolerance towards diversity	Teacher training activities related to students with special educational needs	Remedial programs for students from disadvantaged social and/or economic backgrounds	Optional country of test language courses for students from diverse language backgrounds	Optional courses for students on gender issues (e.g. gender equity, gender stereotypes and gender diversity)
Bulgaria	37 ▼	53	54 ▼	40 ▼	18 ▼	15 ▼
Chinese Taipei	86 ▲	87 ▲	99 ▲	97 ▲	69 ▲	86 ▲
Colombia	67	72 ▲	85	54	10 ▼	47 ▲
Croatia	59	63	91 △	69 ▲	68 ▲	13 ▼
Cyprus	90 ▲	81 ▲	84 △	67 ▲	60 ▲	35 △
Estonia	65	54	91 △	29 ▼	48	15 ▼
France	38 ▼	26 ▼	76	39 ▼	50	27
Italy	49 ▽	39 ▼	95 ▲	72 ▲	48	16 ▼
Latvia	75 ▲	74 ▲	72 ▼	37 ▼	67 ▲	17 ▽
Lithuania	85 ▲	72 ▲	98 ▲	61 △	40	21
Malta	53	44 ▼	76	35 ▼	39	33
Netherlands	33 ▼	31 ▼	83	40 ▼	69 ▲	42 ▲
Norway	56	69 ▲	86	23 ▼	15 ▼	11 ▼
Poland	65	61	98 ▲	64 ▲	74 ▲	31
Romania	46 ▼	52	58 ▼	78 ▲	14 ▼	13 ▼
Serbia	51	59	79	37 ▼	11 ▼	22
Slovak Republic	45 ▼	41 ▼	76	76 ▲	45	11 ▼
Slovenia	62	65	92 △	48	58 ▲	9 ▼
Spain	32 ▼	45 ▼	67 ▼	47	24 ▼	47 ▲
Sweden	71 ▲	69 ▲	91 △	11 ▼	46	7 ▼
ICCS 2022 average	58	58	83	51	44	26
Countries not meeting sample participation requirements						
Brazil	74	72	79	77	6	23
Denmark	33	17	90	63	60	16

more than 10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽
significantly above ICCS 2022 average △ more than 10 percentage points below ICCS 2022 average ▼

Research has shown the importance of the roles of heads of school in fostering inclusive schools for all students, as well as the importance of teacher education in preparing teachers to work in classrooms with culturally diverse students. To explore how schools address diversity within schools and classrooms, the ICCS school questionnaire included a question asking heads of school about the activities their schools had implemented to deal with different types of diversity. Three of the six items included in the question were related to teacher training activities: ‘teacher training activities on teaching students from diverse backgrounds’; ‘teacher training activities on the promotion of students’ tolerance towards diversity’; ‘teacher training activities related to students with special educational needs’. The other three items asked heads of school about courses available to students: ‘remedial programs for students from disadvantaged social and/or economic backgrounds’; ‘optional country of test language courses for students from diverse language backgrounds’; and ‘optional courses for students on gender issues’.

Table 4.6: School activities related to diversity, clustered by school type

		State	Church	Independent
Teacher training activities on teaching students from diverse backgrounds	Yes	60.0%	57.1%	40.0%
	No	40.0%	42.9%	60.0%
Teacher training activities on the promotion of students’ tolerance towards diversity	Yes	50.0%	50.0%	60.0%
	No	50.0%	50.0%	40.0%
Teacher training activities related to students with special educational needs	Yes	80.0%	71.4%	80.0%
	No	20.0%	28.6%	20.0%
Remedial programs for students from disadvantaged social and/or economic backgrounds	Yes	20.0%	64.3%	20.0%
	No	80.0%	35.7%	80.0%
Optional courses for students from diverse language backgrounds	Yes	40.0%	21.4%	40.0%
	No	60.0%	78.6%	60.0%
Optional courses for students on gender issues (e.g. gender equity and gender diversity)	Yes	40.0%	21.4%	40.0%
	No	60.0%	78.6%	60.0%

Table 4.5 shows that on average across countries, the teacher training activities that were observed the most were those related to students with special educational needs (83%), followed by training activities on teaching students from diverse backgrounds (58%) and training activities on the promotion of students’ tolerance towards diversity (58%). Percentages vary greatly across countries, with Chinese Taipei, Cyprus, Lithuania, Poland, Slovenia and Sweden recording percentages above the ICCS 2022 averages in all three types of teacher training activities; while Bulgaria, France, Malta, Slovak Republic and Spain registered percentages below the ICCS averages.

On average across countries, the courses most available to students are remedial programs for students from disadvantaged social and/or economic backgrounds (51%); country of test language courses for students from diverse language backgrounds (44%); and courses on gender issues (26%). Across countries, percentages were above the ICCS 2022 averages in Chinese Taipei, Croatia, Cyprus, Italy, Lithuania, Poland, Romania, and Slovak Republic for programs for disadvantaged students; in Chinese Taipei, Croatia, Cyprus, Latvia, Netherlands, Poland, and Slovenia for courses on country of test language; in Chinese Taipei, Colombia, Cyprus, Spain, and the Netherlands for courses on gender issues. With the exception of courses on gender issues, school activities that are organised by Maltese schools to address diversity are less common than other countries. Moreover, table 4.6 shows that the prevalence of these school activities varies marginally across school types.

Using these six items, a scale score was generated to measure the prevalence of these school activities related to diversity, where larger scores indicate higher prevalence of these school activities. Figure 4.1 shows the score distribution of the prevalence of these school activities in Malta. Malta's mean score (48.0) is marginally lower than the ICCS 2022 international average (50). Teacher training activities and courses related to diversity are less common in Malta than other countries. Figure 4.2 shows that the mean scale scores measuring the prevalence of school activities related to diversity vary marginally between the three school types. Moreover, the differences in the mean scale scores are not significant since the 95% confidence intervals overlap considerably.

Figure 4.1: Score distribution of the prevalence of school activities related to diversity

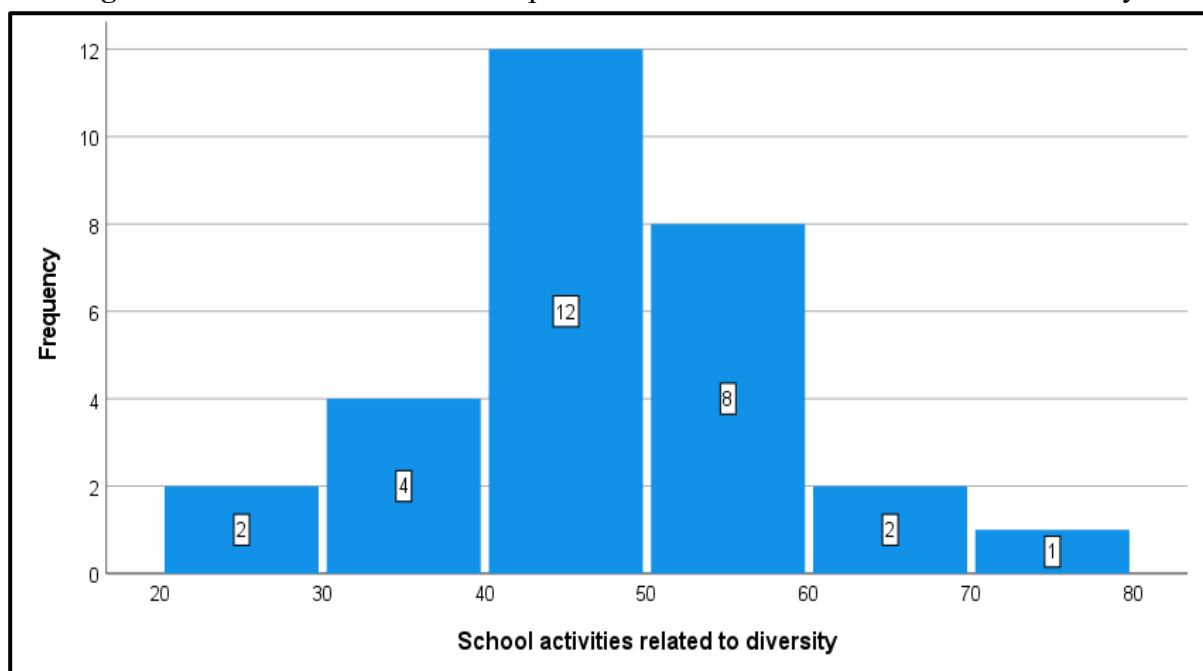
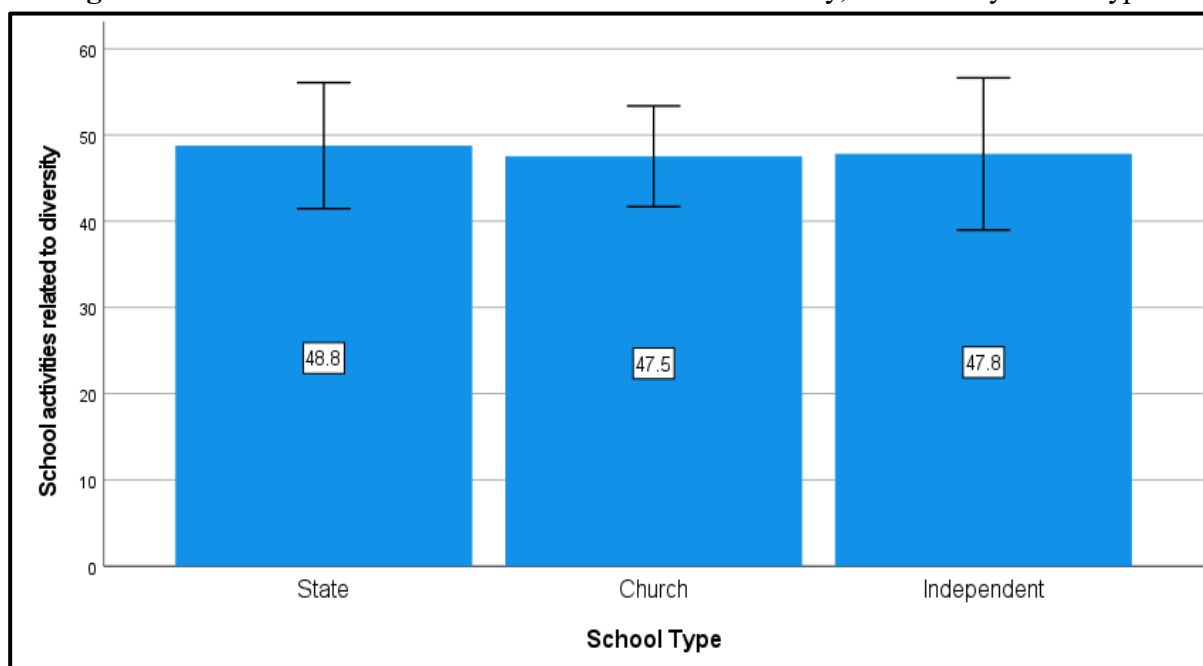


Figure 4.2: Mean scores of school activities related to diversity, clustered by school type



4.5 Students' involvement at school

Heads of school were asked to report on the extent to which students were involved in activities such as designing school educational plans, defining school rules and regulations, contributing to decisions related to teaching content and to planning classroom activities, participating in self-evaluation processes. Table 4.7 shows the results, reported as percentages, of student enrolled at schools where heads of school reported different types of involvement to large or moderate extent. The highest percentages for students' involvement were registered in planning of classroom activities (70%), and participation in self-evaluation processes (67%), and for their contribution to the definition of school rules and regulations (66%). Lower percentages were registered for students' involvement in the definition of school educational plans (44%) and of teaching contents (52%). In all forms of involvement, Malta's percentages were significantly lower than the ICCS 2022 averages, while Latvia and Lithuania registered percentages above the ICCS 2022 average in all forms of involvement. Table 4.8 shows that students in independent schools are more involved in these school activities than state and church school students.

Table 4.7: Students' involvement at school, reported by heads of schools

Country	Students are involved in designing school educational plan	Students are involved in the definition of school rules and regulations	Students are encouraged to contribute to decisions related to teaching content	Students are encouraged to contribute to classroom activities planning	Students are involved in school self-evaluation processes
Bulgaria	46	57 ▽	55	92 ▲	67
Chinese Taipei	24 ▼	47 ▼	40 ▼	60 ▽	27 ▼
Colombia	48	84 ▲	50	71	80 ▲
Croatia	55 ▲	66	48	82 ▲	75 △
Cyprus	68 ▲	67	55 △	71	51 ▼
Estonia	56 ▲	77 ▲	67 ▲	61 ▽	70
France	26 ▼	28 ▼	17 ▼	23 ▼	32 ▼
Italy	58 ▲	57 ▽	46	55 ▼	55 ▼
Latvia	61 ▲	74 △	71 ▲	100 ▲	86 ▲
Lithuania	68 ▲	92 ▲	76 ▲	80 △	89 ▲
Malta	25 ▼	30 ▼	15 ▼	51 ▼	49 ▼
Netherlands	41	63	46	34 ▼	80 ▲
Norway	41	80 ▲	83 ▲	87 ▲	82 ▲
Poland	32 ▼	77 ▲	42 ▼	77 △	71
Romania	70 ▲	87 ▲	65 ▲	69	74
Serbia	41	77 ▲	54	78 △	83 ▲
Slovak Republic	22 ▼	55 ▼	41 ▼	81 ▲	65
Slovenia	31 ▼	70	54	84 ▲	59 ▽
Spain	32 ▼	47 ▼	47	64	56 ▼
Sweden	32 ▼	90 ▲	69 ▲	81 ▲	92 ▲
ICCS 2022 average	44	66	52	70	67
Countries not meeting sample participation requirements					
Brazil	72	80	70	69	80
Denmark	38	70	74	90	66

more than 10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽
significantly above ICCS 2022 average △ more than 10 percentage points below ICCS 2022 average ▼

Using these five items, a scale score was generated to measure students' involvement at school, where larger scores indicate higher involvement of students at school. Figure 4.3 shows the score distribution of Maltese student involvement at school. Malta's mean score (43.0) is significantly lower than the ICCS 2022 international average (50). Compared to other countries, Maltese students are less involved in activities such as designing school educational plans, defining school rules, contributing to planning classroom activities, and participating in self-evaluation processes. Figure 4.4 shows that students in independent schools are more involved than their counterparts in these school activities; however, the difference is not significant.

Table 4.8: Students' involvement at school, clustered by school type

	School type	Large extent	Moderate extent	Small extent	Not at all
Students are involved in designing school educational plan	State	0.0%	10.0%	70.0%	20.0%
	Church	0.0%	35.7%	50.0%	14.3%
	Independent	0.0%	60.0%	20.0%	20.0%
Students are involved in the definition of school rules and regulations	State	0.0%	20.0%	80.0%	0.0%
	Church	0.0%	38.5%	53.8%	7.7%
	Independent	0.0%	60.0%	40.0%	0.0%
Students are encouraged to contribute to decisions related to teaching content	State	0.0%	10.0%	60.0%	30.0%
	Church	0.0%	14.3%	50.0%	35.7%
	Independent	0.0%	40.0%	40.0%	20.0%
Students are encouraged to contribute to classroom activities planning	State	0.0%	40.0%	50.0%	10.0%
	Church	0.0%	50.0%	35.7%	14.3%
	Independent	20.0%	60.0%	20.0%	0.0%
Students are involved in school self-evaluation processes	State	10.0%	20.0%	60.0%	10.0%
	Church	14.3%	42.9%	42.9%	0.0%
	Independent	20.0%	60.0%	20.0%	0.0%

Figure 4.3: Score distribution of the involvement of Maltese student at school

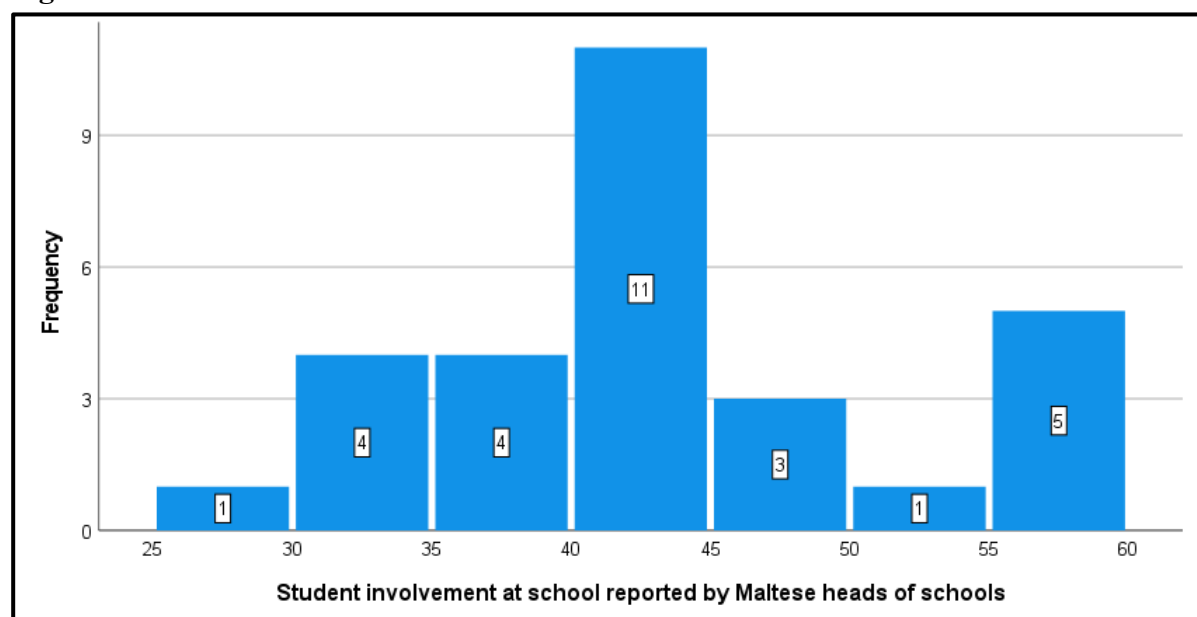
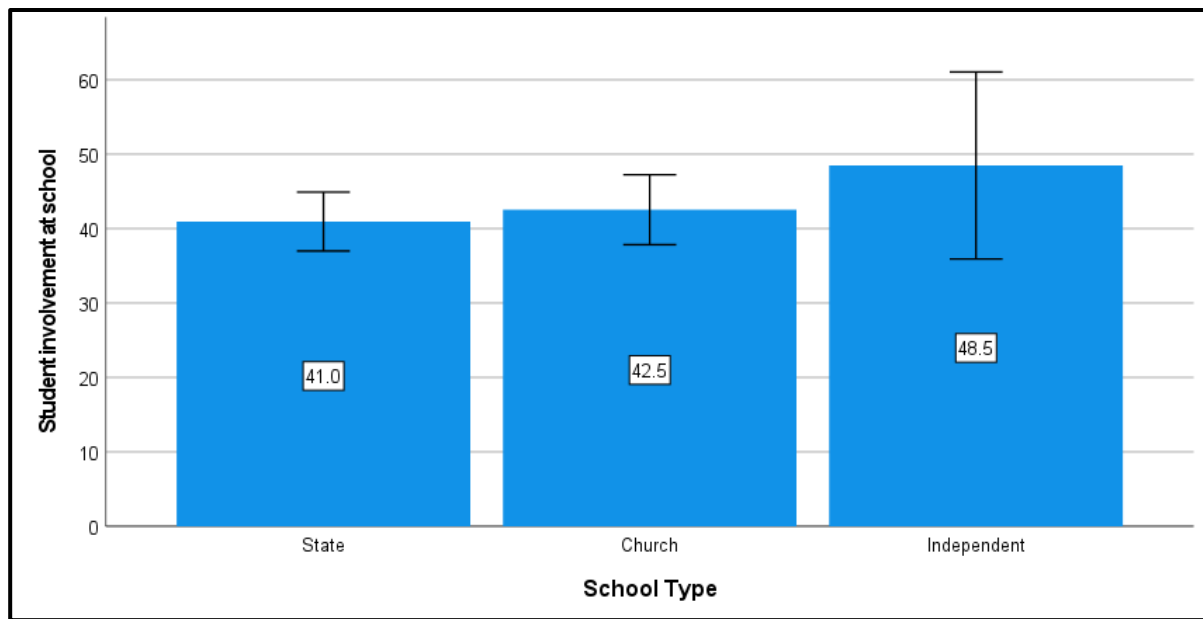


Figure 4.4: Mean scores of Maltese student involvement at school, clustered by school type

4.6 Civic and Citizenship Education Activities in the Community

Several studies showed that schools' interactions with their local communities may influence students' perceptions of their relationships with the wider community and enhance students' awareness of the different roles they may play in it. Students' participation in local community groups and organisations has the potential of supporting the development of knowledge and skills for civic involvement. So it is important to consider both students' within-school and out-of-school experiences and their membership in various communities. Cooperation with the local community is one of the important aspects of the whole school approach that was described earlier in this chapter. Through this co-operation, schools may address important community issues, combining the development of students' civic knowledge with an experience-based development of skills and attitudes. The cooperation between schools and their local communities can be organised in different ways: through students' participation in civic-related activities and campaigns; through the development of partnerships with local organisations and institutions; and through the organisation of students' visits to political, religious and cultural institutions.

The ICCS 2022 school questionnaire included a question on students' civic and citizenship education activities in the local community that were developed in cooperation with external groups and associations. The question included nine items, which are: 'activities related to environmental sustainability (e.g., energy and water saving, recycling)'; 'activities related to human rights'; 'activities for underprivileged people or groups'; 'cultural activities (e.g., theatre, music)'; 'multicultural and intercultural activities within the local community (e.g., promotion and celebration of cultural diversity, food street market)'; 'activities to raise people's awareness of social issues, such as poverty, gender equality, domestic violence against women, sexual violence against women, violence against children'; 'activities aimed at protecting cultural heritage in the local community'; 'visits to political institutions (e.g., parliament house, prime minister's/president's official residence)'; 'sports events'; and 'Activities to raise people's awareness of global issues (e.g. climate change, world poverty, international conflicts, child labour)'.

Table 4.9: Civic and Citizenship Education Activities in the Local Community, reported by heads of school

Country	Activities related to environmental sustainability (e.g. energy and water saving, recycling)	Activities related to human rights	Activities for underprivileged people or groups	Cultural activities (e.g. theatre, music)	Multicultural and intercultural activities within the local community (e.g. promotion and celebration of cultural diversity, food street market)	Activities to raise people's awareness of social issues, such as poverty, gender equality, domestic violence against women, sexual violence against women, violence against children	Activities aimed at protecting the cultural and historical heritage within the local community	Visits to political institutions (e.g. Parliament house, Prime Minister's/President's official residence)	Sports events	Activities to raise people's awareness of global issues (e.g. climate change, world poverty, international conflicts, child labour)
Bulgaria	67	48 ▽	48	76	45 △	64	64 ▲	11 ▽	80	33 ▼
Chinese Taipei	84 ▲	72 ▲	58 ▲	81	54 ▲	71 ▲	45	30 ▲	92 ▲	62
Colombia	58 ▼	55	32 ▼	54 ▼	33	61	41	11 ▽	76	57
Croatia	82 ▲	64	51	84 △	39	68 △	65 ▲	11 ▽	89 ▲	69 ▲
Cyprus	60 ▽	41 ▼	43 ▽	49 ▼	19 ▼	50 ▽	36 ▽	11 ▽	68 ▽	55
Estonia	68	45 ▼	21 ▼	90 ▲	43	60	61 ▲	44 ▲	97 ▲	70 ▲
France	59 ▽	50	40	78	17 ▼	61	21 ▼	6 ▼	50 ▼	49
Italy	80 ▲	69 ▲	48	66 ▽	24 ▼	78 ▲	59 ▲	13	62 ▼	78 ▲
Latvia	60 ▽	50	38 ▽	96 ▲	50 ▲	36 ▼	41	17	96 ▲	58
Lithuania	79 ▲	59	51	90 ▲	72 ▲	56	54 △	27 ▲	83 △	56
Malta	57 ▼	37 ▼	26 ▼	21 ▼	4 ▼	42 ▼	7 ▼	4 ▼	53 ▼	34 ▼
Netherlands	36 ▼	19 ▼	36 ▼	84 △	15 ▼	38 ▼	13 ▼	17	96 ▲	46 ▼
Norway	61	62	26 ▼	81	20 ▼	59	34 ▼	19	75	63
Poland	95 ▲	83 ▲	92 ▲	87 ▲	38	74 ▲	71 ▲	9 ▽	78	74 ▲
Romania	66	71 ▲	65 ▲	63 ▼	53 ▲	63	47	36 ▲	64 ▼	63
Serbia	66	56	62 ▲	72	41	54	42	5 ▼	75	44 ▼
Slovak Republic	83 ▲	67 △	42	82 △	43	53	55 ▲	19	82 △	66 △
Slovenia	79 ▲	68 ▲	65 ▲	85 ▲	45 △	67 △	55 ▲	7 ▽	88 ▲	55
Spain	73	72 ▲	61 ▲	81	35	88 ▲	53 △	22	64 ▼	72 ▲
Sweden	51 ▼	67 △	23 ▼	78	23 ▼	57	24 ▼	16	42 ▼	43 ▼
ICCS 2022 average	68	58	46	75	36	60	44	17	75	57
Countries not meeting sample participation requirements										
Brazil	75	72	50	67	58	78	61	12	88	73
Denmark	64	58	32	91	17	55	15	56	90	61
<div> more than 10 percentage points above ICCS 2022 average ▲ significantly above ICCS 2022 average △ </div> <div> significantly below ICCS 2022 average ▽ more than 10 percentage points below ICCS 2022 average ▼ </div>										

Table 4.10: CCE activities in the local community, clustered by school type

	School type	All or nearly all	Most of them	Some of them	None or hardly any	Not offered at school
Activities related to environmental sustainability	State	10.0%	50.0%	30.0%	10.0%	0.0%
	Church	28.6%	21.4%	50.0%	0.0%	0.0%
	Independent	20.0%	40.0%	40.0%	0.0%	0.0%
Activities related to human rights	State	0.0%	40.0%	30.0%	20.0%	10.0%
	Church	28.6%	14.3%	50.0%	7.1%	0.0%
	Independent	20.0%	20.0%	40.0%	0.0%	20.0%
Activities for underprivileged people or groups	State	0.0%	20.0%	40.0%	20.0%	20.0%
	Church	21.4%	7.1%	50.0%	21.4%	0.0%
	Independent	40.0%	0.0%	40.0%	0.0%	20.0%
Cultural activities (e.g. theatre, music)	State	0.0%	20.0%	50.0%	20.0%	10.0%
	Church	14.3%	7.1%	64.3%	7.1%	7.1%
	Independent	20.0%	20.0%	40.0%	0.0%	20.0%
Multicultural and intercultural activities within the local community	State	0.0%	0.0%	40.0%	20.0%	40.0%
	Church	0.0%	7.1%	42.9%	14.3%	35.7%
	Independent	20.0%	0.0%	40.0%	20.0%	20.0%
Activities to raise people's awareness of social issues	State	10.0%	20.0%	50.0%	20.0%	0.0%
	Church	14.3%	28.6%	28.6%	14.3%	14.3%
	Independent	40.0%	20.0%	20.0%	0.0%	20.0%
Activities aimed at protecting the cultural and historic heritage within the local community	State	0.0%	0.0%	60.0%	30.0%	10.0%
	Church	7.1%	7.1%	50.0%	28.6%	7.1%
	Independent	20.0%	0.0%	20.0%	40.0%	20.0%
Visits to political institutions (e.g. Parliament)	State	0.0%	0.0%	50.0%	30.0%	20.0%
	Church	15.4%	0.0%	30.8%	23.1%	30.8%
	Independent	0.0%	0.0%	0.0%	40.0%	60.0%
Sports events	State	20.0%	30.0%	30.0%	20.0%	0.0%
	Church	38.5%	15.4%	46.2%	0.0%	0.0%
	Independent	80.0%	0.0%	0.0%	20.0%	0.0%
Activities to raise people's awareness of global issues	State	0.0%	30.0%	60.0%	10.0%	0.0%
	Church	23.1%	15.4%	38.5%	23.1%	0.0%
	Independent	40.0%	20.0%	20.0%	20.0%	0.0%

Table 4.9 shows the percentage of schools that had the opportunity to participate in at least some civic and citizenship-related activities in the local community, according to the heads' of school responses. On average, the highest percentages were registered for sports events (75%), cultural activities (75%), and activities related to environmental sustainability (68%). On average, the lowest percentages were for visits to political institutions (17%), for multicultural and intercultural activities within the community (36%), and for activities aimed at protecting the cultural heritage (44%). There was, however, considerable variation across countries, for almost all the activities. Malta's percentages are all significantly lower than the corresponding ICCS 2022 averages.

Using these ten items, a scale score was generated to measure students' participation in civic and citizenship education activities in the community, where larger scores indicate higher student participation. Figure 4.5 shows the score distribution of Maltese student participation in CCE activities in the local community. Malta's mean score (44.0) is significantly lower than the ICCS 2022 international average (50). Compared to other countries, Maltese students participate less in CCE activities in the local community, particularly in activities aimed at protecting the cultural and historic heritage within the local community, multicultural and intercultural activities within the local community, and visits to political institutions. Figure 4.6 shows that students in state schools participate less than their counterparts in CCE activities in the community; however, the mean scores of the three school types are all lower than the ICCS 2022 average.

Figure 4.5: Score distribution of CCE activities of Maltese student in the community

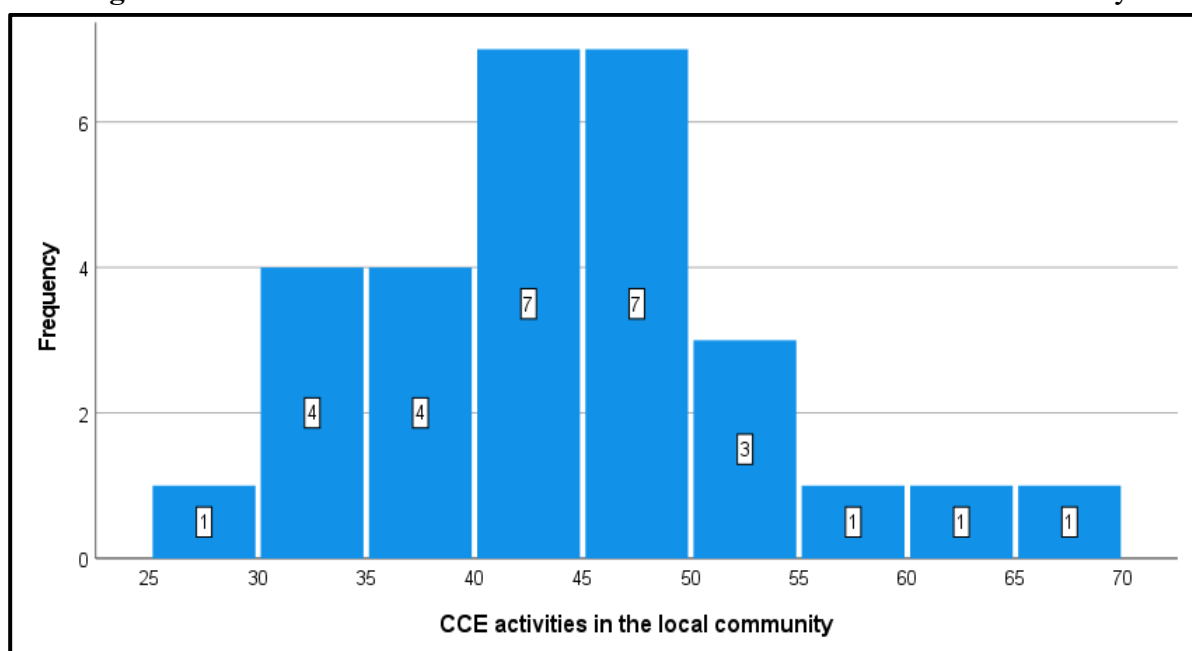
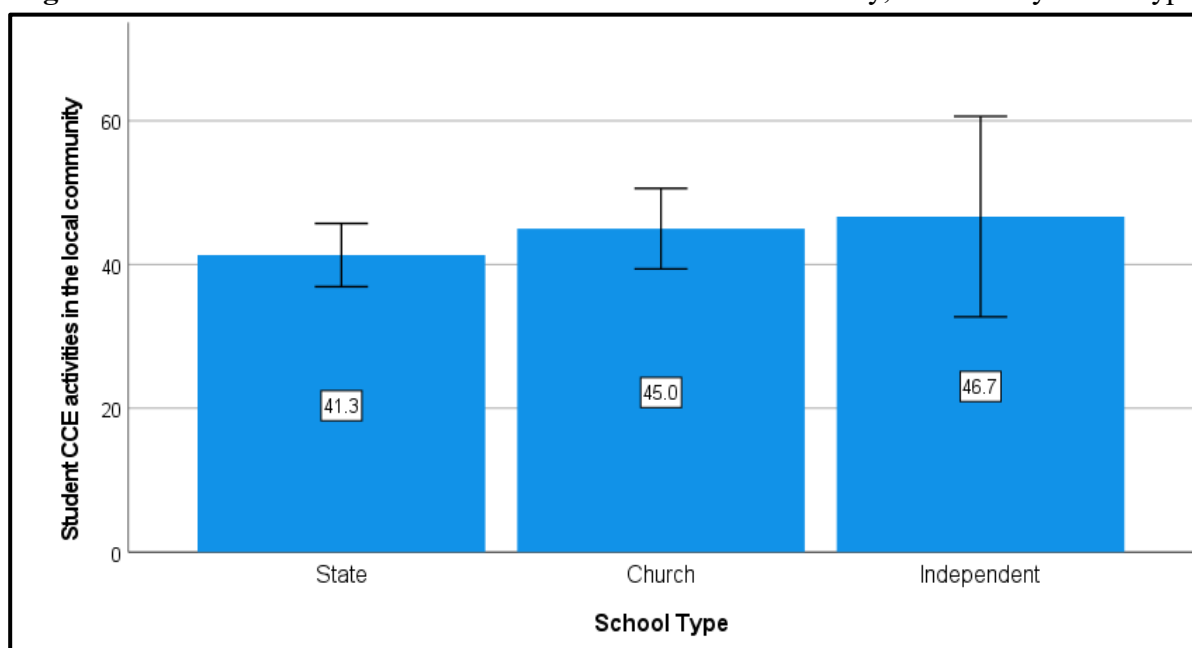


Figure 4.6: Mean scores of students' CCE activities in the community, clustered by school type



4.7 Environment-friendly practices at school

In the last decade, the content and objectives of civic and citizenship education have expanded in relation to demographic, environmental, economic, and social issues and challenges as well as increasing cross-national interconnectedness. These new issues and challenges also resulted in a broadening of the concept of citizenship itself. Education for Sustainable Development (ESD) and of Global Citizenship Education (GCED) are increasingly considered as strongly related to civic and citizenship education. Aspects associated with ESD and GCED were investigated in previous ICCS surveys. Data from ICCS 2016 have been also used for the development of ESD and GCED indicators and ICCS 2022 expanded the number of aspects related to ESD and GCED included in the survey.

Table 4.11: Environment-friendly practices at school, clustered by school type

	School type	Large extent	Moderate extent	Small extent	Not at all	Not applicable
Differential waste collection	State	50.0%	40.0%	10.0%	0.0%	0.0%
	Church	71.4%	14.3%	14.3%	0.0%	0.0%
	Independent	60.0%	40.0%	0.0%	0.0%	0.0%
Waste reduction (e.g. encouraging waste-free lunches, limiting the use of plastic disposable products)	State	30.0%	60.0%	10.0%	0.0%	0.0%
	Church	64.3%	28.6%	7.1%	0.0%	0.0%
	Independent	60.0%	20.0%	20.0%	0.0%	0.0%
Purchasing of environmentally friendly items (e.g. recycled paper for printing, biodegradable cutlery)	State	50.0%	50.0%	0.0%	0.0%	0.0%
	Church	35.7%	35.7%	14.3%	7.1%	7.1%
	Independent	40.0%	60.0%	0.0%	0.0%	0.0%
Energy-saving practices	State	40.0%	40.0%	20.0%	0.0%	0.0%
	Church	71.4%	21.4%	7.1%	0.0%	0.0%
	Independent	60.0%	20.0%	20.0%	0.0%	0.0%
Activities to encourage students' environmental-friendly behaviours (e.g. posters, leaflets)	State	22.2%	33.3%	44.4%	0.0%	0.0%
	Church	35.7%	57.1%	7.1%	0.0%	0.0%
	Independent	40.0%	60.0%	0.0%	0.0%	0.0%
Use of fair trade products (e.g. coffee or tea in staffroom, canteen food)	State	10.0%	50.0%	10.0%	20.0%	10.0%
	Church	7.7%	46.2%	15.4%	0.0%	30.8%
	Independent	0.0%	0.0%	60.0%	0.0%	40.0%
Use of local food for meals in the canteen	State	40.0%	40.0%	10.0%	0.0%	10.0%
	Church	41.7%	0.0%	0.0%	0.0%	58.3%
	Independent	20.0%	0.0%	20.0%	20.0%	40.0%
Re-allocation of intact and non-consumed foods to charities or those in need	State	10.0%	20.0%	30.0%	20.0%	20.0%
	Church	41.7%	33.3%	0.0%	0.0%	25.0%
	Independent	60.0%	0.0%	0.0%	20.0%	20.0%
Educational school gardens	State	20.0%	50.0%	20.0%	0.0%	10.0%
	Church	25.0%	25.0%	8.3%	8.3%	33.3%
	Independent	40.0%	20.0%	0.0%	20.0%	20.0%

Table 4.12: Environment-friendly practices at school, reported by heads of school

Country	Differential waste collection	Waste reduction (e.g. encouraging waste-free lunches, limiting the use of plastic disposable products)	Purchasing of environmentally friendly items (e.g. recycled paper for printing, biodegradable cutlery and dishes)	Energy-saving practices	Activities to encourage students' environmental-friendly behaviours (e.g. posters, leaflets)	Use of fair trade products (e.g. tea or coffee in the staffroom, canteen food)	Use of local food for meals in the canteen	Re-allocation of intact and non-consumed foods to charities or those in need	Educational school gardens
Bulgaria	70 ▼	61 ▼	66	82	95 ▲	9 ▼	24 ▼	9 ▼	70 ▲
Chinese Taipei	100 ▲	99 ▲	98 ▲	99 ▲	95 ▲	71 ▲	88 ▲	45 ▲	76 ▲
Colombia	80	66 ▼	59	73	81	68 ▲	49	22	48
Croatia	93 △	79	55 ▼	86	91 ▲	75 ▲	54	33 △	42
Cyprus	95 ▲	79 △	81 ▲	80	97 ▲	59 ▲	70 ▲	37 ▲	62 ▲
Estonia	78	80	51 ▼	61 ▼	77	44	72 ▲	23	12 ▼
France	84	83 △	72	73	77	49	84 ▲	18	48
Italy	90	80	69	74	70 ▽	23 ▼	38 ▼	16 ▽	43
Latvia	75 ▽	66 ▼	63	86	71	37	79 ▲	25	14 ▼
Lithuania	90 △	89 ▲	60	97 ▲	83	47	73 ▲	15 ▽	31 ▼
Malta	89	90 ▲	91 ▲	83	71	49	62	46 ▲	62 ▲
Netherlands	46 ▼	21 ▼	38 ▼	60 ▼	34 ▼	16 ▼	18 ▼	21	23 ▼
Norway	86	78	72	74	56 ▼	28 ▼	34 ▼	21	20 ▼
Poland	94 △	86 △	71	89 △	96 ▲	45	46 ▽	16 ▽	22 ▼
Romania	81	82	77 △	97 ▲	77	14 ▼	14 ▼	13 ▼	55 ▲
Serbia	72 ▼	55 ▼	34 ▼	57 ▼	87 △	43	28 ▼	23	17 ▼
Slovak Republic	97 ▲	68 ▽	64	95 ▲	96 ▲	39	77 ▲	23	52 ▲
Slovenia	99 ▲	99 ▲	87 ▲	97 ▲	95 ▲	39	89 ▲	28	62 ▲
Spain	90 △	76	66	80	87 △	26 ▼	39 ▼	31 △	54 ▲
Sweden	80	88 ▲	84 ▲	68 ▼	53 ▼	69 ▲	65 ▲	8 ▼	9 ▼
ICCS 2022 average	84	76	68	81	79	42	55	24	41
Countries not meeting sample participation requirements									
Brazil	70	79	48	79	83	54	66	31	25
Denmark	81	55	73	82	64	38	18	8	20
more than 10 percentage points above ICCS 2022 average ▲ significantly above ICCS 2022 average △ significantly below ICCS 2022 average ▽ more than 10 percentage points below ICCS 2022 average ▼									

This section explores results from the school questionnaires related to: environment-friendly activities carried out at school; environmental activities organised by teachers with their students; activities related to ESD and CGED at school; and activities related to global issues conducted by teachers with their target-grade students. A question included in the school questionnaire (similar to that already used in ICCS 2016) asked heads of school about types of environment-friendly activities schools implemented in order to enhance students' sense of responsibility toward environmental issues. The items included in this question were the following: 'differential waste collection'; 'waste reduction'; 'purchasing of environmentally friendly items'; 'energy-saving practices'; 'activities to encourage students' environmental-friendly behaviours (e.g. posters, leaflets)'; 'use of fair trade products (e.g., tea/coffee in the staffroom, canteen food)'; 'use of local food for meals in the canteen'; 're-allocation of intact and non-consumed foods to charities or those in need'; and 'educational school gardens'. The last three of these items were new for ICCS 2022.

Figure 4.7: Score distribution of environment-friendly practices adopted by Maltese schools

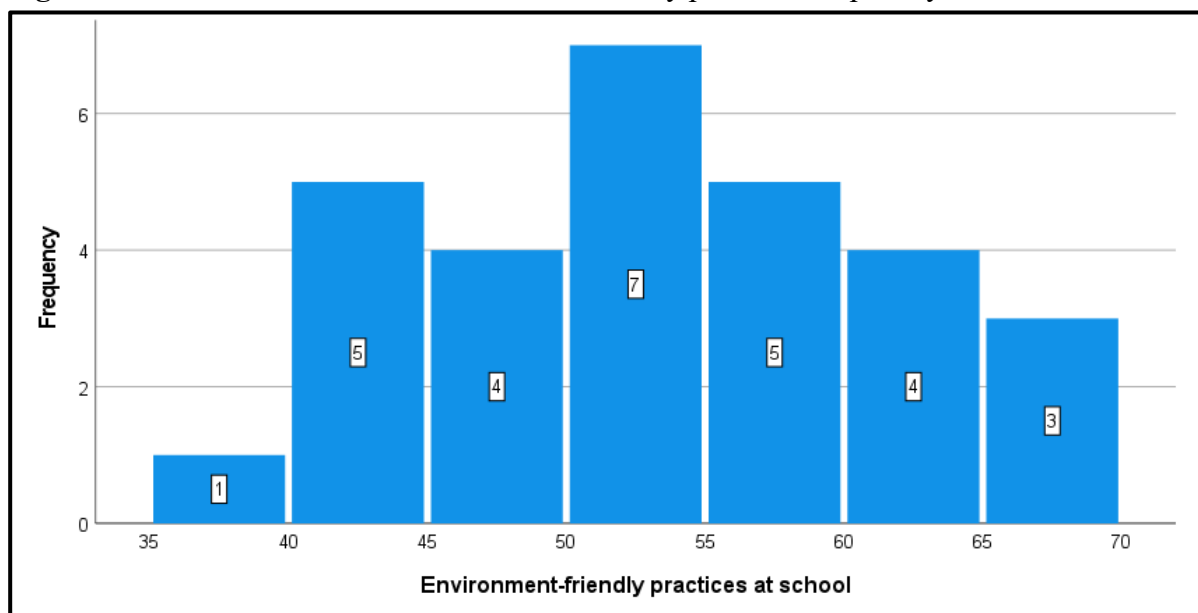


Figure 4.8: Mean scores for environment-friendly practices, clustered by school type

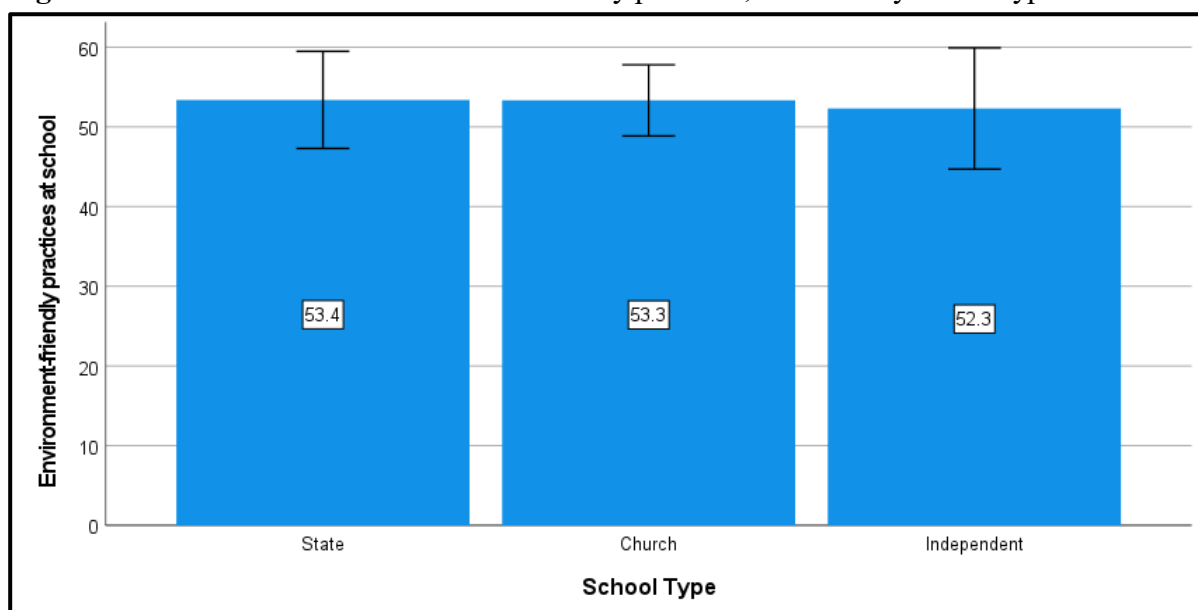


Table 4.12 shows that across participating countries, the most common practices reported by heads of school as being adopted to a large or moderate extent were those related to differential waste collection and reduction (84% and 76% respectively), to energy saving (81%) and to encouraging students' environmental-friendly behaviours, through posters and leaflets (79%). Lower percentages reported adopting practices related to the re-allocation of non-consumed foods (24%), for the use of fair-trade products (42%), and for educational school gardens (41%). There was considerable cross-national variation, mainly with respect to practices related to school organization and to the structure of the school buildings. Results for countries participating in both ICCS 2016 and 2022 are quite similar. Malta's percentages are almost all higher than the corresponding ICCS 2022 averages.

Using these nine items, a scale score was generated to measure the extent to which environment-friendly practices are implemented at school, where larger scores indicate higher implementation of these practices at school. Figure 4.7 shows the score distribution that measures implementation of environment-friendly practices in Maltese schools. Malta's mean score (53.2) is significantly higher than the ICCS 2022 international average (50). Compared to other countries, Maltese schools engage more in environment-friendly activities. Figure 4.8 shows that the mean scale scores vary marginally between the three school types and all of them are higher than the ICCS 2022 average.

4.8 School activities to promote ESD and GCED

Heads of school were asked about school activities promoting both education for sustainable development and global citizenship education. Six items were included in this question: 'Activities aimed at developing students' knowledge of different cultures (e.g., visiting speakers representative of minority groups, visits to cultural centres)'; 'Activities to raise students' awareness of important global issues (e.g., climate change, world poverty, international conflicts, child labour)'; 'Activities to promote students' respect for the environment'; 'Activities to promote students' ethical and responsible attitudes towards consumerism'; 'Activities to raise students' awareness of the relations between local and global issues (e.g., migration, trade, environmental degradation)'; and 'Projects in partnership with other schools in other countries'.

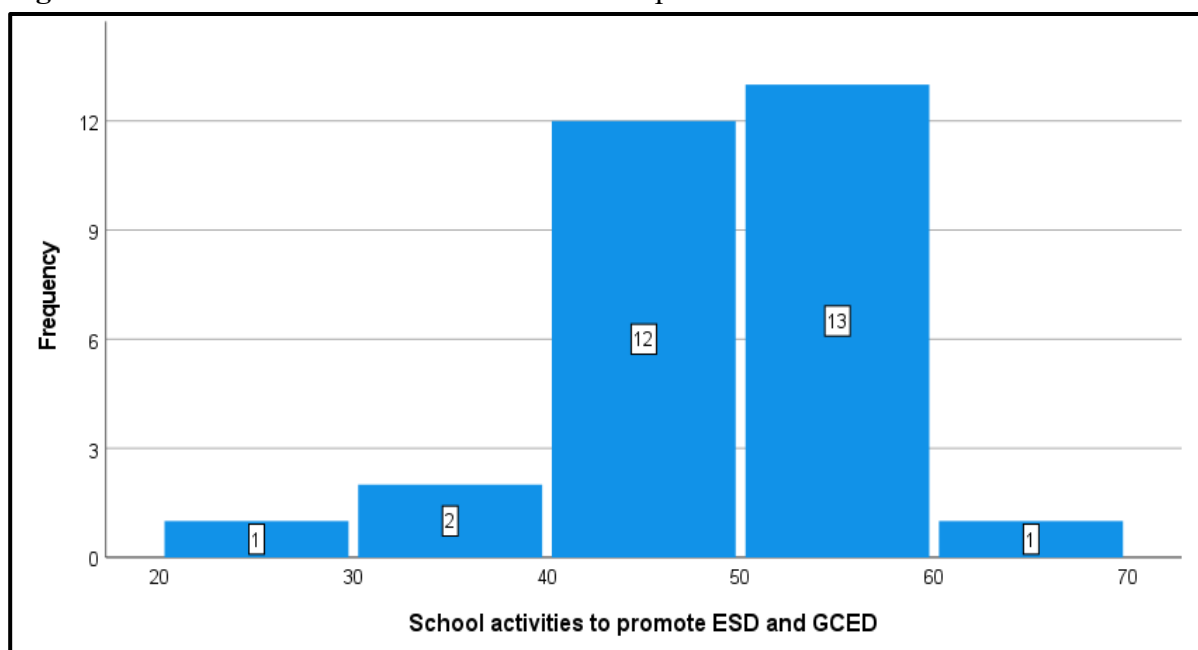
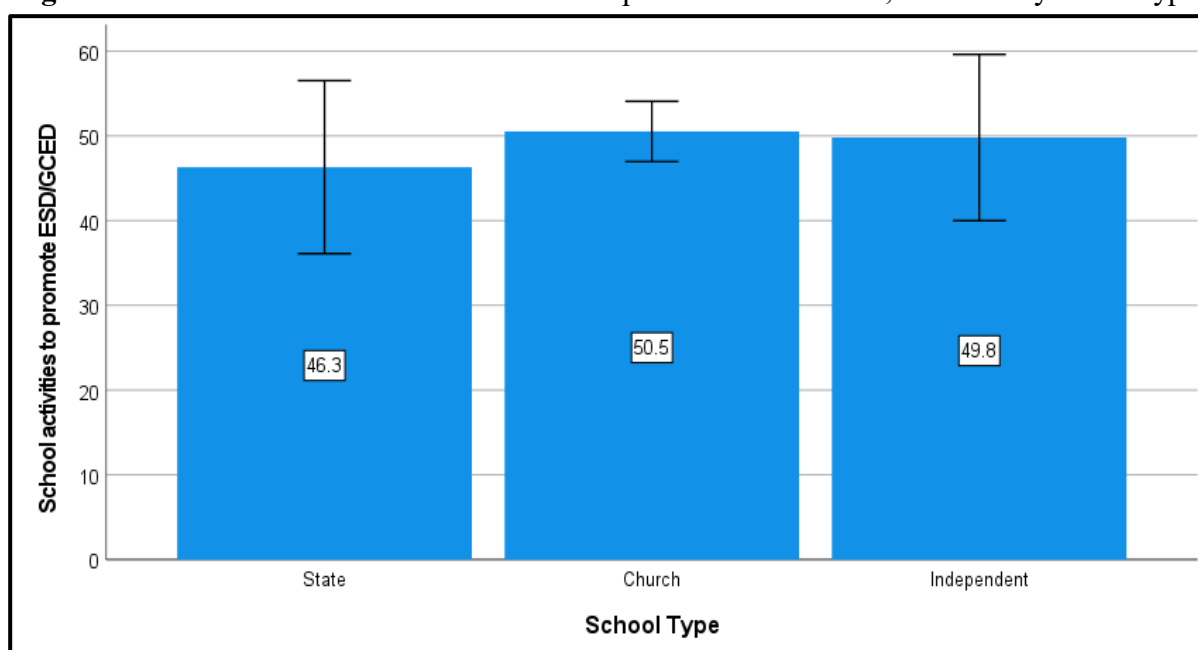
Table 4.13: School activities to promote ESD and GCED, clustered by school type

		State	Church	Independent
Activities aimed at developing students' knowledge of different cultures	Yes	40.0%	50.0%	80.0%
	No	60.0%	50.0%	20.0%
Activities to raise students' awareness of important global issues	Yes	66.7%	92.9%	80.0%
	No	33.3%	7.1%	20.0%
Activities to promote students' respect for the environment	Yes	80.0%	92.9%	80.0%
	No	20.0%	7.1%	20.0%
Activities to promote students' ethical and responsible attitudes towards consumerism	Yes	50.0%	35.7%	60.0%
	No	50.0%	64.3%	40.0%
Activities to raise students' awareness of the relations between local and global issues	Yes	40.0%	71.4%	60.0%
	No	60.0%	28.6%	40.0%
Projects in partnership with other schools in other countries	Yes	30.0%	35.7%	0.0%
	No	70.0%	64.3%	100.0%

Table 4.14: School activities to promote ESD and GCED, reported by heads of school

Country	Activities aimed at developing students' knowledge of different cultures	Activities to raise students' awareness of important global issues	Activities to promote students' respect for the environment	Activities to promote students' ethical and responsible attitudes towards consumerism	Activities to raise students' awareness of the relations between local and global issues	Projects in partnership with other schools in other countries
Bulgaria	49	75	93	75 △	54	38
Chinese Taipei	77 ▲	89 ▲	99 △	87 ▲	85 ▲	34
Colombia	32 ▽	78	97 △	75 △	68	11 ▼
Croatia	39	83 △	100 △	64	61	47 ▲
Cyprus	35 ▽	83 △	98 △	72 △	58 ▽	50 ▲
Estonia	55 ▲	64 ▼	94	83 ▲	60	48 ▲
France	19 ▼	50 ▼	90	54 ▼	42 ▼	27
Italy	36	87 ▲	99 △	85 ▲	66	27
Latvia	30 ▼	68 ▽	95	55 ▼	49 ▼	47 ▲
Lithuania	53 ▲	79	98 △	86 ▲	78 ▲	51 ▲
Malta	42	74	82	41 ▼	49 ▼	23 ▼
Netherlands	44	68	68 ▼	47 ▼	39 ▼	28
Norway	40	90 ▲	93	90 ▲	70 △	9 ▼
Poland	30 ▼	85 △	98 △	63	71 △	28
Romania	47	80	99 △	76 ▲	74 ▲	47 ▲
Serbia	35	64 ▼	93	31 ▼	76 ▲	36
Slovak Republic	31 ▽	74	93	65	69 △	22 ▼
Slovenia	44	70	95	43 ▼	46 ▼	56 ▲
Spain	47	86 △	94	70	61	28
Sweden	29 ▼	71	69 ▼	57 ▽	60	20 ▼
ICCS 2022 average	41	76	92	66	62	34
Countries not meeting sample participation requirements						
Brazil	38	81	98	88	77	9
Denmark	58	78	87	67	56	12
more than 10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽ significantly above ICCS 2022 average △ more than 10 percentage points below ICCS 2022 average ▼						

Table 4.14 high percentages of heads of school reported opportunities for students to participate in most of the activities. On average, across countries, the highest percentages were observed for activities to promote students' respect for the environment (92%) and for activities to raise students' awareness of important global issues (76%). The lowest percentages were recorded for projects in partnership with other schools in other countries (34%) and for activities aiming at developing students' knowledge of different cultures (41%). Percentages varied considerably between countries, mainly for those related to ethical and responsible consumerism and the promotion of partnership with schools of other countries. Malta's percentages are almost all lower than the corresponding ICCS 2022 averages.

Figure 4.9: Score distribution of school activities to promote ESD/GCED in Maltese schools**Figure 4.10:** Mean scores for school activities to promote ESD/GCED, clustered by school type

Using these six items, a scale score was generated to measure the extent to how much school activities promote ESD and GCED, where larger scores indicate higher promotion of ESD and GCED through school activities. Figure 4.9 shows the score distribution that measures promotion of ESD and GCED activities in Maltese schools. Malta's mean score (49.0) is marginally lower than the ICCS 2022 international average (50). Compared to other countries, Maltese schools promote slightly less ESD and GCED through school activities. Figure 4.10 shows that the mean scale scores of church and independent schools are higher than the mean scale score of state schools; however, the difference is not significant.

4.9 Teacher participation in school governance

Heads of school were asked to indicate how many teachers participate in school governance. Six items were included in this question: ‘actively taking part in school development/improvement activities’; ‘supporting good discipline throughout the school’; ‘being willing to be members of the school council as teacher representatives’; ‘making useful suggestions for improving school governance’; and ‘encouraging students’ active participation in school life’.

Table 4.15: Teacher participation in school governance, clustered by school type

	School type	All or nearly all	Most of them	Some of them	None or hardly any
Making useful suggestions for improving school governance	State	0.0%	50.0%	50.0%	0.0%
	Church	7.1%	64.3%	28.6%	0.0%
	Independent	0.0%	100.0%	0.0%	0.0%
Supporting good discipline throughout the school	State	10.0%	60.0%	30.0%	0.0%
	Church	28.6%	64.3%	7.1%	0.0%
	Independent	20.0%	80.0%	0.0%	0.0%
Actively taking part in school development/improvement activities	State	0.0%	70.0%	30.0%	0.0%
	Church	42.9%	50.0%	7.1%	0.0%
	Independent	20.0%	40.0%	40.0%	0.0%
Encouraging students’ active participation in school life	State	0.0%	70.0%	20.0%	10.0%
	Church	14.3%	57.1%	28.6%	0.0%
	Independent	20.0%	60.0%	20.0%	0.0%
Being willing to be members of the school council as teacher representatives	State	10.0%	80.0%	10.0%	0.0%
	Church	14.3%	57.1%	28.6%	0.0%
	Independent	0.0%	100.0%	0.0%	0.0%

Figure 4.11: Score distribution of teacher participation in school governance in Maltese schools

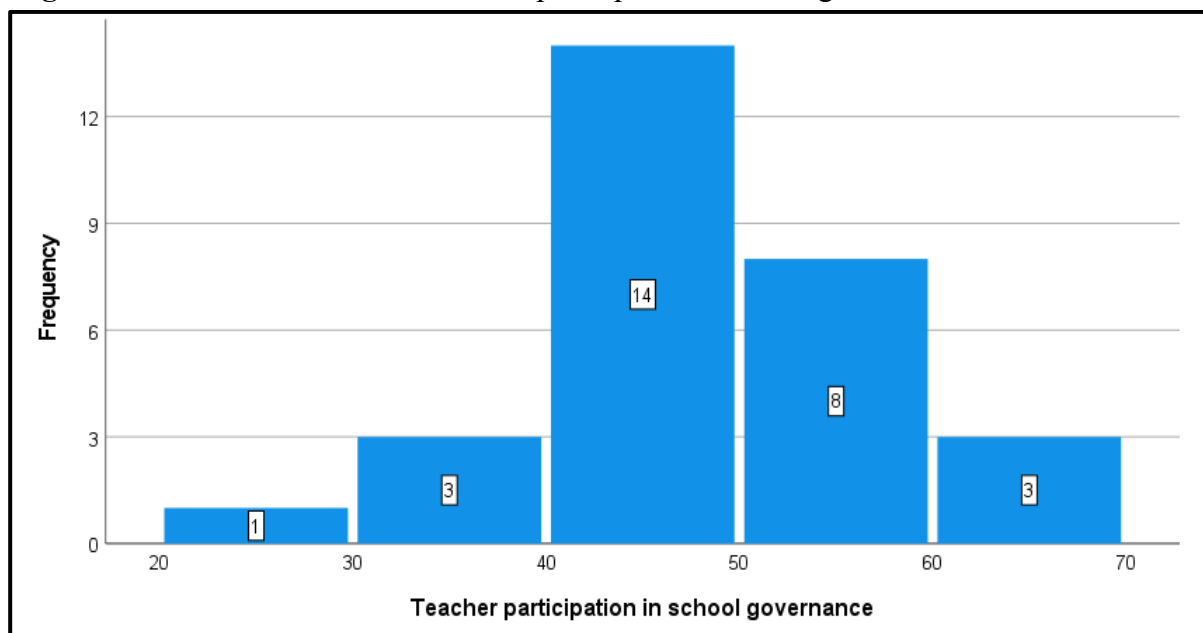
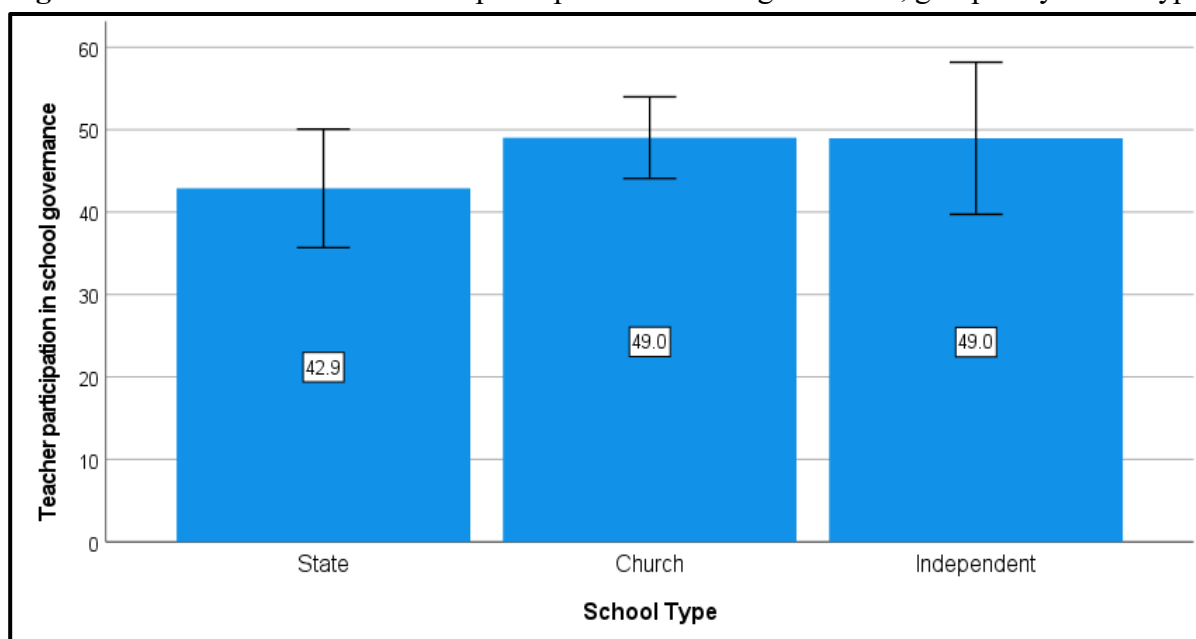


Figure 4.12: Mean scores for teacher participation in school governance, grouped by school type

Using these five items, a scale score was generated to measure the extent to how much teachers participate in school governance, where larger scores indicate higher participation. Figure 4.11 shows the score distribution that measures participation of Maltese teachers in school governance. Malta's mean score (46.9) is significantly lower than the ICCS 2022 international average (50). Compared to other countries, Maltese teachers participate less in school governance. Figure 4.12 shows that the mean scale scores of church and independent schools are higher than the mean scale score of state schools; however, all three mean scale scores are lower than the ICCS 2022 average.

4.10 Parental involvement at school

Participation in decision-making processes and in school governance allows parents/guardians to develop their trust in democratic and participative processes. The ICCS 2022 Assessment Framework identified different forms of parents' participation at school level. Heads of school were asked to report on the extent to which parents/guardians were involved in five activities including: 'involvement in designing school educational plan'; 'involvement in the development of the school rules and regulations'; 'involvement in school self-evaluation processes'; 'involvement in decisions related to the school annual budget and financial planning' and 'invitation to participate in school projects and initiatives. The results are reported as percentages of schools where the heads of school reported different types of parental involvement to large or moderate extent. Table 4.16 shows that Maltese parents are more involved in school evaluation processes and to participate in school projects and initiatives than involvement in designing school educational plan, developing of the school rules and regulations and in decisions related to the school annual budget and financial planning.

Using these five items, a scale score was generated to measure parental involvement at school, where larger scores indicate higher parental involvement. Figure 4.9 displays the score distribution that measures parental involvement in Maltese schools. Malta's mean score (44.0) is significantly lower than the ICCS 2022 international average (50). Figure 4.14 shows that the mean scale score

of independent schools (50.3) exceeds the international ICCS 2022 average by a small margin but is considerably higher than the mean scale scores of state schools (40.9) and church schools (44.0). This higher parental involvement in school affairs in independent schools is more conspicuous in designing school educational plan, developing of the school rules and regulations, school evaluation processes and participation in school projects and initiatives but is less conspicuous in decisions related to the school annual budget and financial planning.

Table 4.16: Parental involvement at school, clustered by school type

	School type	Large extent	Moderate extent	Small extent	Not at all
Parents or guardians are involved in designing school educational plan	State	0.0%	10.0%	70.0%	20.0%
	Church	0.0%	35.7%	35.7%	28.6%
	Independent	0.0%	60.0%	40.0%	0.0%
Parents or guardians are involved in the development of the school rules and regulations	State	0.0%	20.0%	40.0%	40.0%
	Church	0.0%	14.3%	57.1%	28.6%
	Independent	0.0%	40.0%	60.0%	0.0%
Parents or guardians are involved in school self-evaluation processes	State	10.0%	20.0%	70.0%	0.0%
	Church	28.6%	35.7%	28.6%	7.1%
	Independent	40.0%	40.0%	20.0%	0.0%
Parents or guardians are involved in decisions related to the school annual budget and financial planning	State	0.0%	0.0%	40.0%	60.0%
	Church	0.0%	14.3%	21.4%	64.3%
	Independent	0.0%	20.0%	20.0%	60.0%
Parents or guardians are invited to participate in school projects and initiatives	State	0.0%	50.0%	40.0%	10.0%
	Church	7.1%	64.3%	28.6%	0.0%
	Independent	60.0%	20.0%	20.0%	0.0%

Figure 4.13: Score distribution for parental involvement in Maltese schools

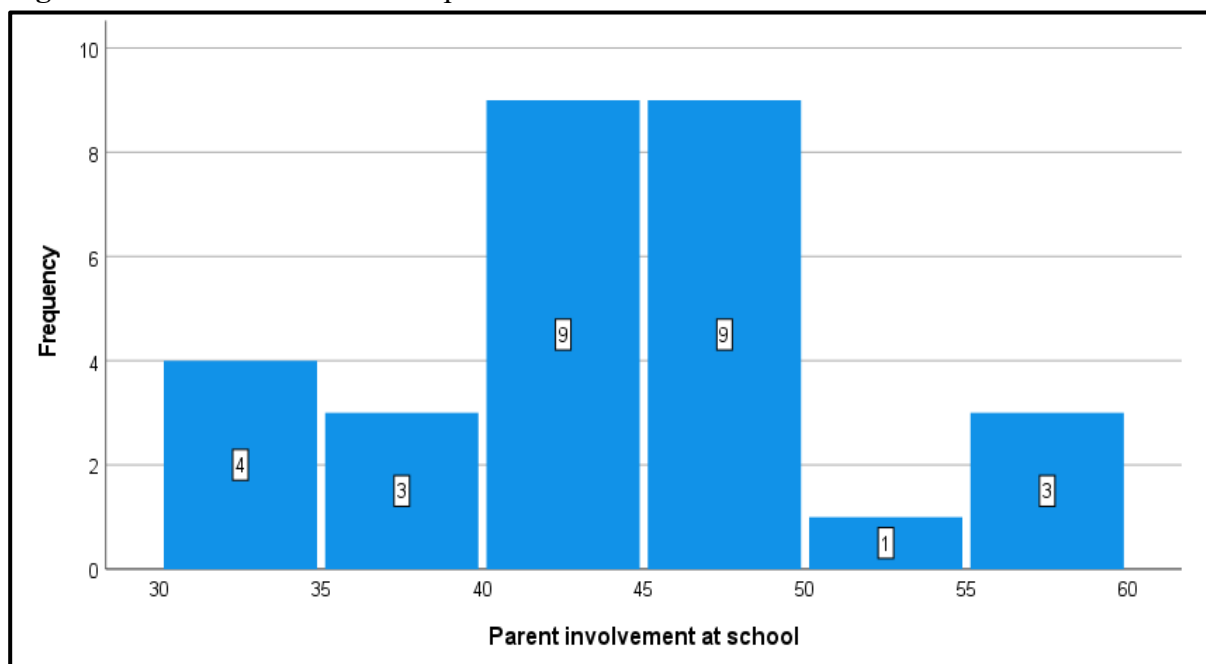
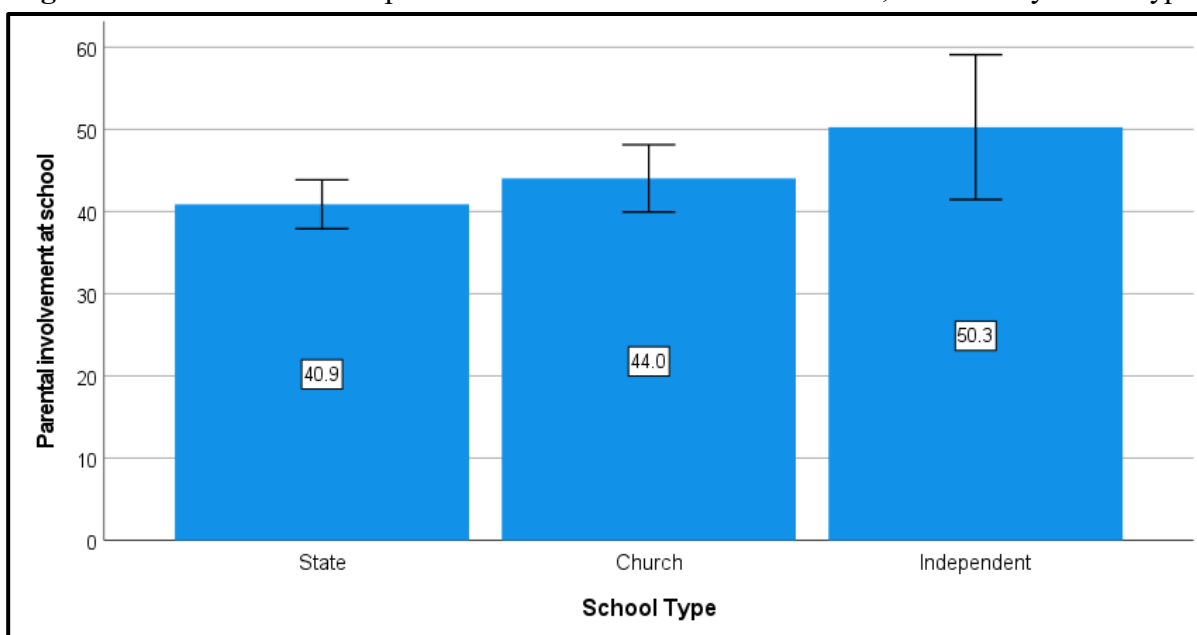


Figure 4.14: Mean scores for parental involvement in Maltese schools, clustered by school type

4.11: School collaboration with the local community

Heads of school were asked to indicate whether their school undertakes any of these five school activities: ‘cooperate with local authorities in social or educational projects’; ‘develop programmes and initiatives related to CCE that involve external partnerships’; ‘develop initiatives for encouraging students’ participation in formal governance structures representing young people in the local community’; ‘cooperates with different cultural groups in the community to involve students in intercultural dialogue’; ‘cooperates with different religious groups to enhance students’ awareness of the different religions existing in their local community’. Table 4.17 shows that cooperation with local authorities in social or educational projects and development of programmes and initiatives related to CCE that involve external partnerships are more prevalent in Maltese schools than other activities.

Table 4.17: School collaboration with the local community, clustered by school type

		State	Church	Independent
The school cooperates with local authorities in social or educational projects	Yes	100.0%	100.0%	100.0%
	No	0.0%	0.0%	0.0%
The school has programmes and initiatives related to CCE that involve external partnerships	Yes	80.0%	85.7%	80.0%
	No	20.0%	14.3%	20.0%
The school develops initiatives for encouraging students’ participation in formal governance structures	Yes	20.0%	64.3%	40.0%
	No	80.0%	35.7%	60.0%
The school cooperates with different cultural groups in the community to involve students in intercultural dialogue	Yes	30.0%	35.7%	40.0%
	No	70.0%	64.3%	60.0%
The school cooperates with different religious groups to enhance students’ awareness of the different religions	Yes	50.0%	45.7%	40.0%
	No	50.0%	54.3%	60.0%

Using these five items, a scale score was generated to measure school collaboration with the local community, where larger scores indicate higher collaboration. Figure 4.9 displays the score distribution that measures parental involvement in Maltese schools. Malta's mean score (47.9) is lower than the ICCS 2022 international average (50). Figure 4.15 shows that the mean scale score of church schools (50.1) exceeds the international ICCS 2022 average by a small margin but is considerably higher than the mean scale scores of state schools (45.1) and independent schools (47.5). This higher collaboration of church schools is more conspicuous in developing initiatives for encouraging students' participation in formal governance structures representing young people in the local community (e.g. youth councils).

Figure 4.15: Score distribution for school collaboration of with the local community

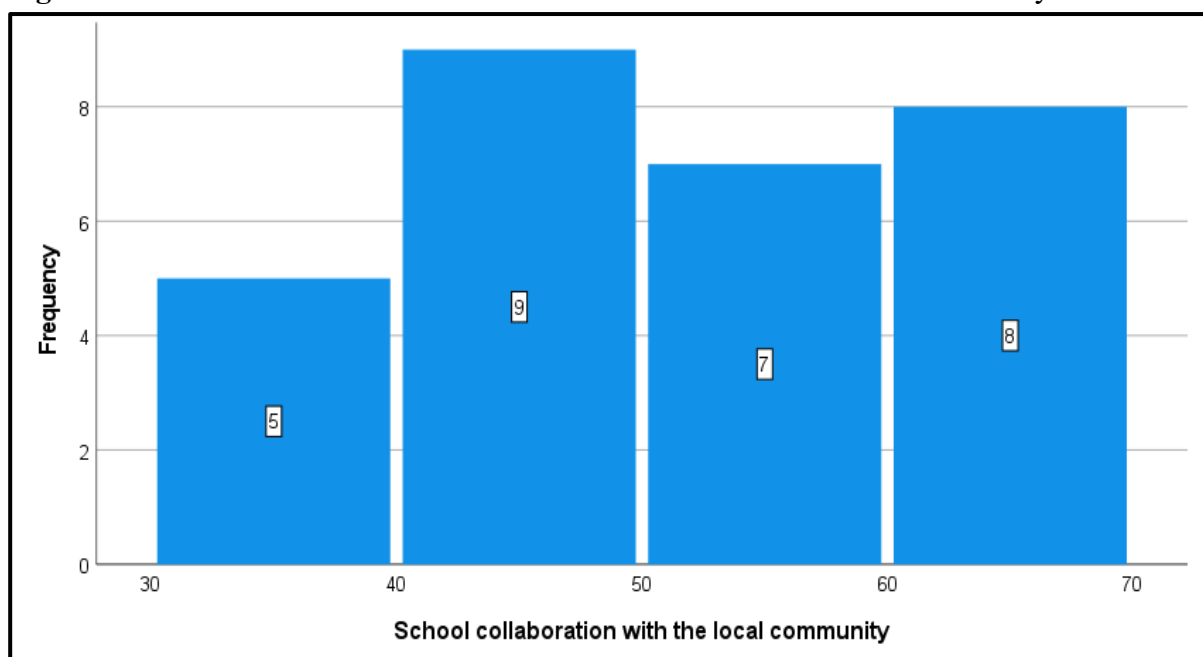
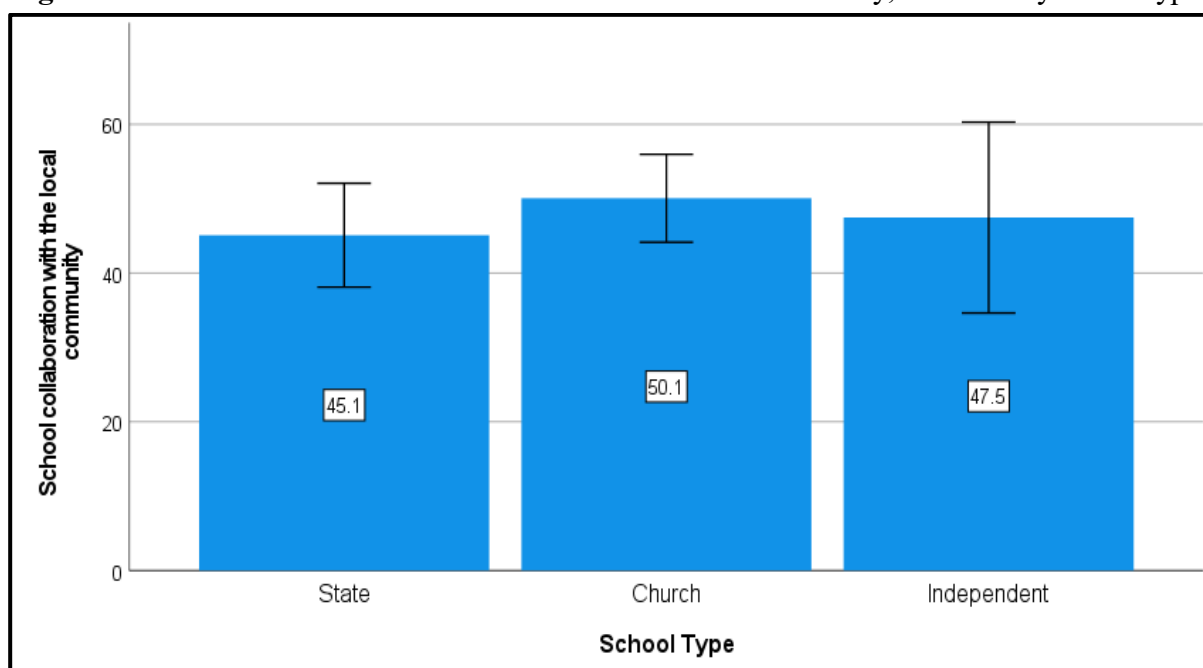


Figure 4.16: Mean scores for school collaboration with the community, clustered by school type



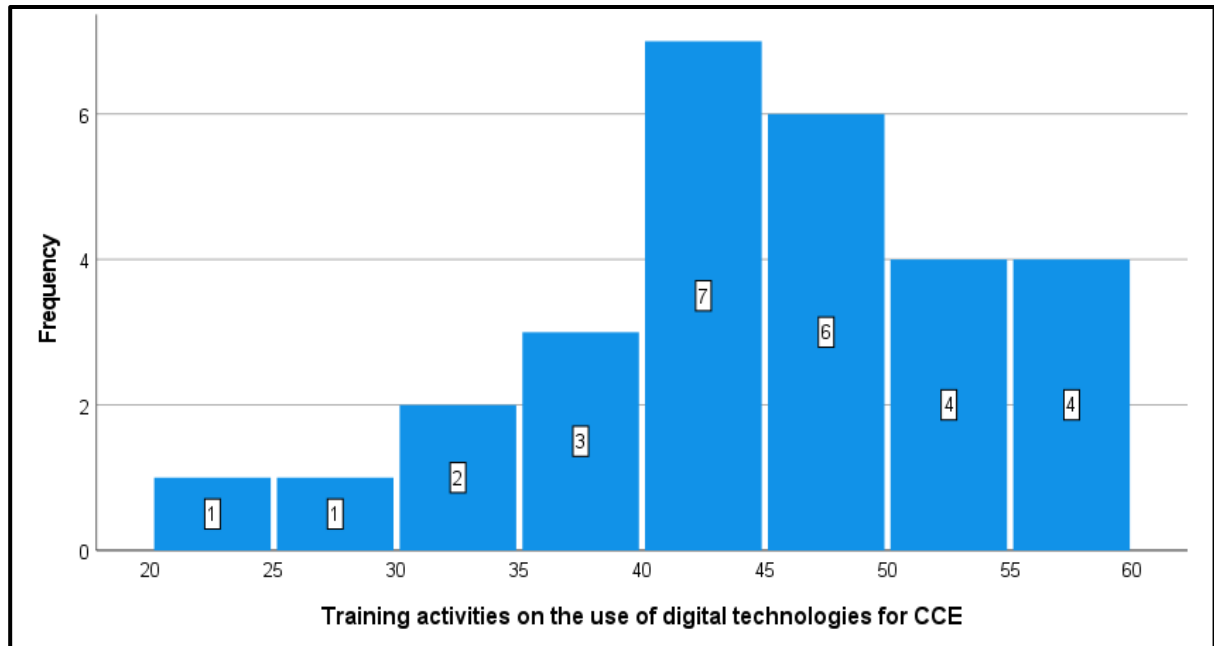
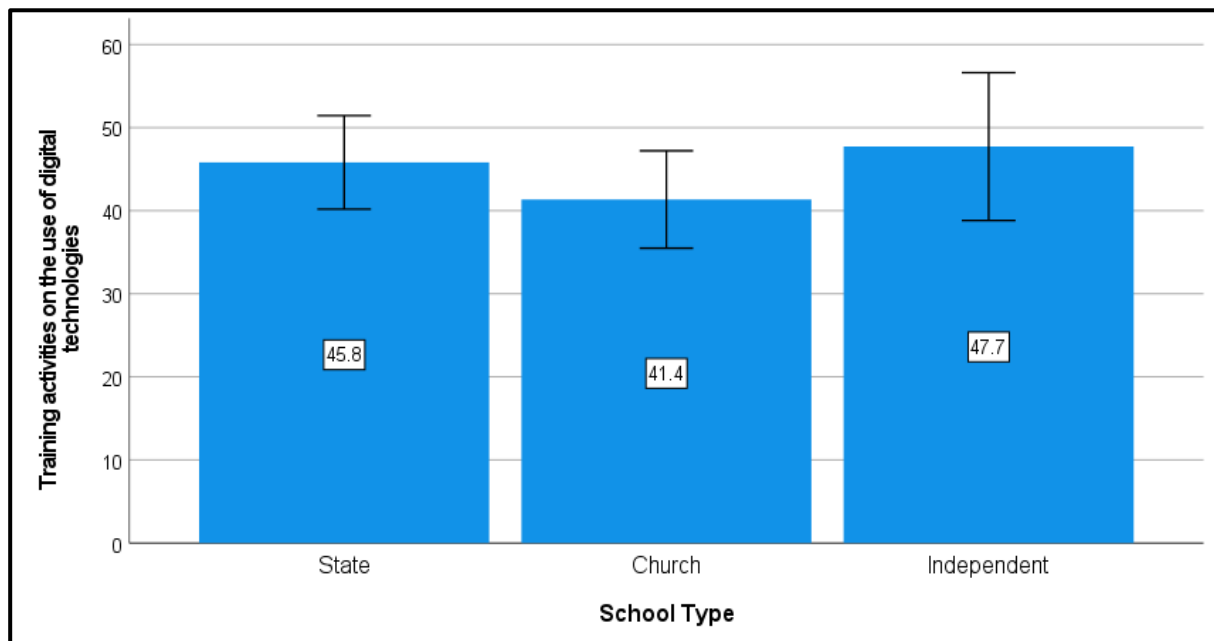
4.12: Training activities on the use of digital technologies for CCE

Heads of school were asked to indicate whether their school undertakes any of these six training related to the use of digital technologies for CCE: ‘information and data literacy (e.g. searching, managing and evaluating data, information and digital content)’; ‘communication and collaboration through digital technologies (e.g. interacting and sharing)’; ‘engaging in citizenship through digital technologies (e.g. posting and sharing or commenting on civic or social issues, participating in an online campaign)’; ‘management of digital identity (e.g. personal accountability, self-branding)’; ‘online security and self-protection (e.g. protecting devices and personal data and privacy)’; ‘online responsibility (e.g. safe and responsible internet use to prevent and contrast cyber-bullying)’. Table 4.18 shows that training activities on the use of digital technologies in Malta are more likely to be on information and data literacy and online responsibility and less likely to be on management of digital identity and engagement in citizenship through digital technologies.

Table 4.18: Training activities on the use of digital technologies, clustered by school type

	School type	Yes, for teachers and students	Yes, for teachers only	Yes, for students only	No, this is not offered
Information and data literacy (e.g. searching, managing and evaluating data, information and digital content)	State	30.0%	10.0%	30.0%	30.0%
	Church	23.1%	30.8%	0.0%	46.2%
	Independent	0.0%	20.0%	60.0%	20.0%
Communication and collaboration through digital technologies (e.g. interacting and sharing)	State	60.0%	30.0%	0.0%	10.0%
	Church	53.8%	23.1%	0.0%	23.1%
	Independent	100.0%	0.0%	0.0%	0.0%
Engaging in citizenship through digital technologies (e.g. commenting on civic or social issues)	State	20.0%	10.0%	0.0%	70.0%
	Church	0.0%	15.4%	7.7%	76.9%
	Independent	20.0%	0.0%	40.0%	40.0%
Management of digital identity (e.g. personal accountability, self-branding)	State	22.2%	0.0%	0.0%	77.8%
	Church	0.0%	7.7%	23.1%	69.2%
	Independent	20.0%	0.0%	20.0%	60.0%
Online security and self-protection (e.g. protecting devices and personal data and privacy)	State	50.0%	10.0%	0.0%	40.0%
	Church	23.1%	7.7%	30.8%	38.5%
	Independent	40.0%	0.0%	40.0%	20.0%
Online responsibility (e.g. safe and responsible internet use to prevent and contrast cyber-bullying)	State	60.0%	10.0%	20.0%	10.0%
	Church	38.5%	7.7%	46.2%	7.7%
	Independent	60.0%	0.0%	20.0%	20.0%

Using these six items, a scale score was generated to measure the school’s ability to initiate training activities on the use of digital technologies, where larger scores indicate higher commitment in initiating these training activities. Figure 4.9 displays the score distribution that measures the schools’ commitment to implement these training activities in Malta. Malta’s mean score (44.1) is significantly lower than the ICCS 2022 international average (50). Figure 4.15 shows that the mean scale scores of state (45.8) and independent (47.7) schools are higher than the mean scale score of church schools (41.4); however, all three mean scale scores are lower than the international ICCS 2022 average.

Figure 4.17: Score distribution for training activities on the use of digital technology in Malta**Figure 4.18:** Mean scores for training activities on the use of digital technology; by school type

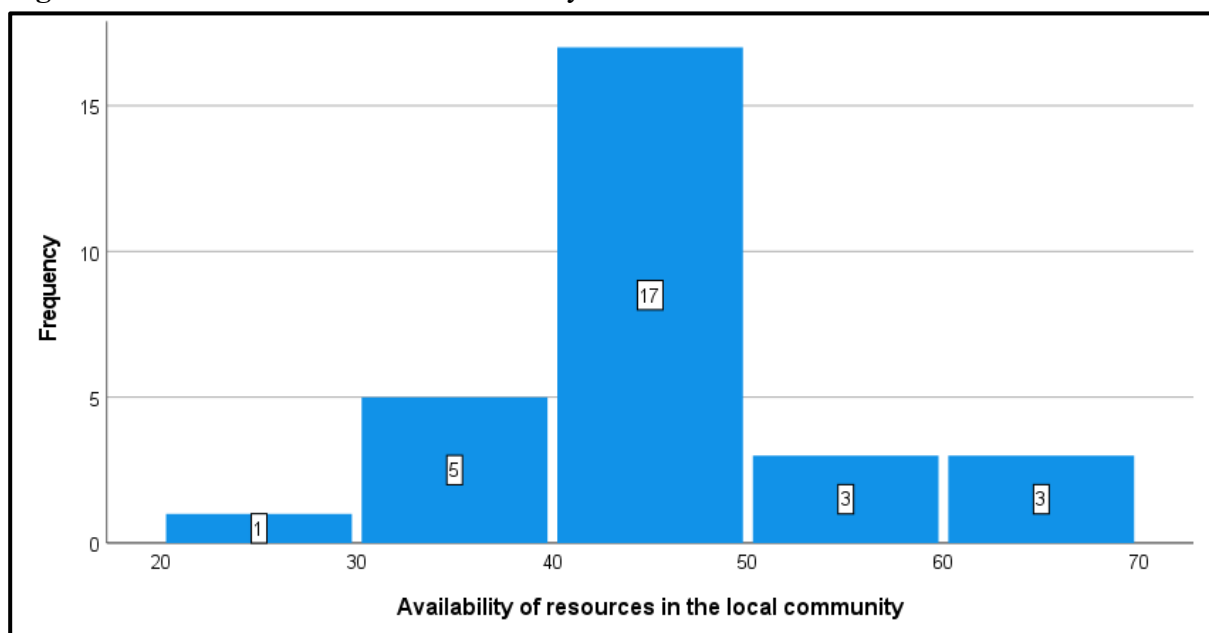
4.13: Availability of resources in the local community

Heads of school were asked to indicate whether the following resources were available in the immediate area where the school was located: 'public library'; 'cinema'; 'theatre or concert hall'; 'language school'; 'museum, historical site or art gallery'; 'playground'; 'religious centre'; 'sports facilities'; 'public garden or park'; 'music schools' and 'cultural club'. Table 4.19 shows that some facilities, including religious centres, playgrounds, public gardens and sports facilities are more available to Maltese than cinemas, museums, historical sites, art galleries and music schools.

Table 4.19: Resources available for Maltese schools

Resources available in the immediate area where the school is located	Yes	No
Public library	58.6%	41.4%
Cinema	20.7%	79.3%
Theatre or Concert Hall	37.9%	62.1%
Language school	31.0%	69.0%
Museum, Historical Site or Art Gallery	24.1%	75.9%
Playground	89.7%	10.3%
Public garden or Park	79.3%	20.7%
Religious centre (e.g. church, mosque, synagogue)	93.1%	6.9%
Sports facilities (e.g. swimming pool, tennis court, football pitch)	72.4%	27.6%
Music schools	24.1%	75.9%
Cultural clubs or centres	62.1%	37.9%

Using these eleven items, a scale score was generated to measure the availability of resources in the school neighbourhood, where larger scores indicate higher availability of resources. Figure 4.19 displays the score distribution that measures the resources available for Maltese schools. Malta's mean score (45.6) is significantly lower than the ICCS 2022 international average (50).

Figure 4.19: Score distribution for availability of resources available in Maltese schools

4.14: Social tensions in the community

Heads of school were asked to indicate the extent of social tension in the community using a 4-point likert scale ranging from 'to a large extent' and 'not at all'. Intolerance towards immigrants, religious intolerance and ethnic conflict are sources of ethnic tension. Poor quality housing, unemployment and extensive poverty are sources of poverty-related tension. Organised crime,

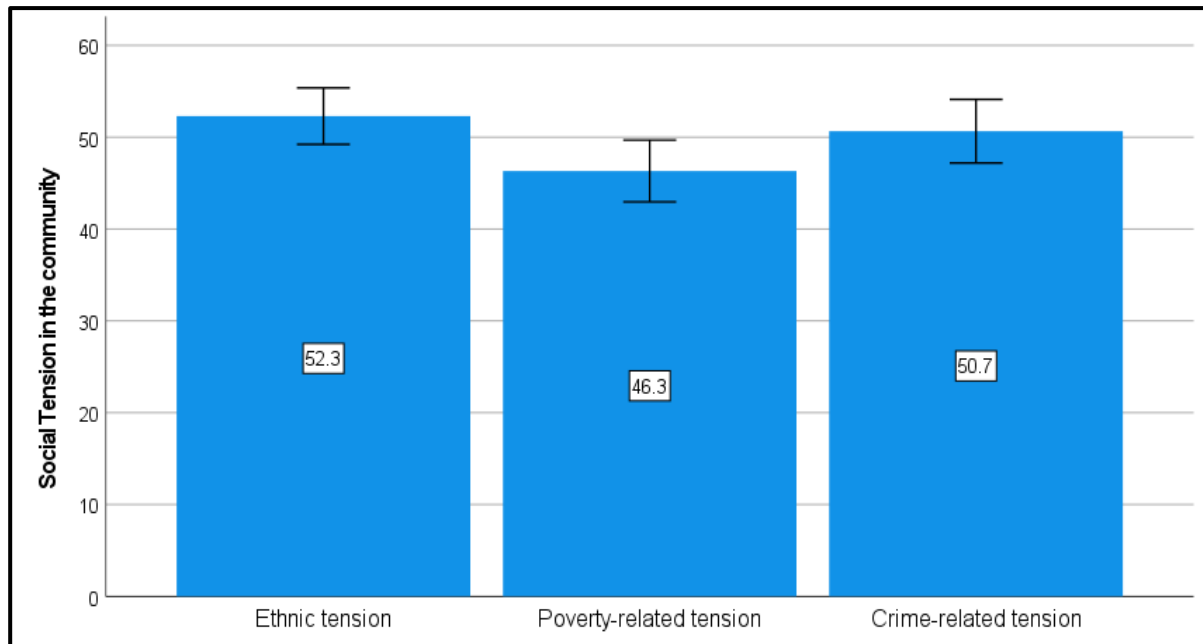
youth gangs, petty crime, sexual harassment, drug abuse and alcohol abuse are a source of crime-related tension. Table 4.20 displays the heads' of school responses to these twelve items related to social tension

Table 4.20: Social tension in the 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
Intolerance towards immigrants	0.0%	17.2%	62.1%	20.7%
Religious intolerance	0.0%	0.0%	58.6%	41.4%
Ethnic conflicts	0.0%	0.0%	44.8%	55.2%
Poor quality of housing	3.4%	10.3%	62.1%	24.1%
Unemployment	3.4%	3.4%	55.2%	37.9%
Extensive poverty	0.0%	3.4%	41.4%	55.2%
Organised crime	0.0%	6.9%	44.8%	48.3%
Youth gangs	0.0%	6.9%	44.8%	48.3%
Petty crime	3.6%	3.6%	60.7%	32.1%
Sexual harassment	0.0%	0.0%	51.7%	48.3%
Drug abuse	3.6%	0.0%	71.4%	25.0%
Alcohol abuse	3.6%	7.1%	64.3%	25.0%

Table 4.20 shows that intolerance towards immigrants, poor quality housing, alcohol abuse and drug abuse are more prevalent in Malta than ethnic conflict, extensive poverty; organised crime, youth gangs, sexual harassment, religious intolerance and unemployment.

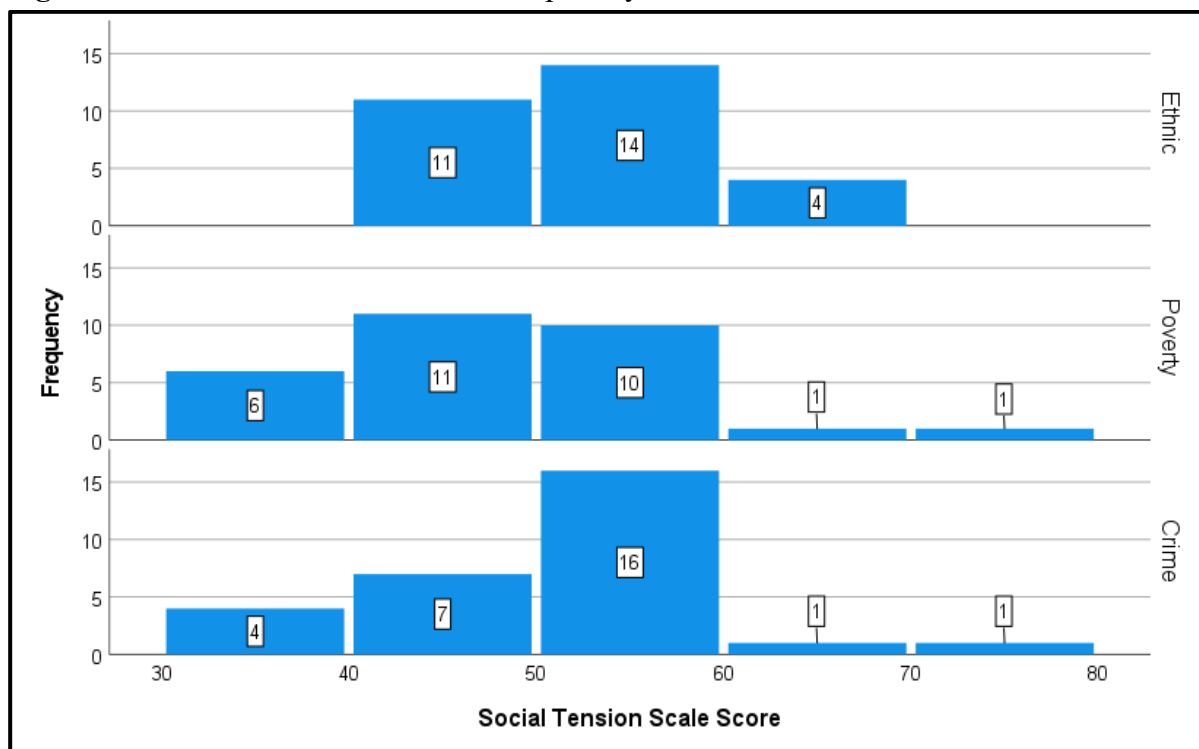
Figure 4.20: Mean scores for ethnic, poverty and crime-related tensions in the Malta



Using these twelve items, three scale scores were generated to measure ethnic, poverty, and crime related tensions in the Maltese community, where larger scores indicate higher ethnic tensions.

Figure 4.20 shows that Malta's mean score for ethnic tension (52.3) and crime-related tension in the Maltese are marginally higher than the ICCS 2022 international average (50); while poverty-related tension is significantly lower than this international average. Figure 4.21 displays the score distributions for ethnic, poverty and crime-related tensions in the Malta, generated from the heads' of school responses.

Figure 4.21: Score distributions for ethnic, poverty and crime-related tensions in the Malta



5

Perceptions of School Teachers

5.1 Introduction

Young people develop their understandings about their roles as citizens through activities and experiences within homes, schools, classrooms, and the wider community. Accordingly, ICCS 2022 collects contextual data on the organisation and content of civic and citizenship education in the curriculum, teacher qualifications and experiences, teaching practices, school environment and climate, as well as home and community support. Collecting this data enables a better understanding of how these contextual factors influence citizenship, as well as civics and citizenship education.

The ICCS 2022 teacher questionnaire was designed to gather teacher perspectives on the general school and community environment, teaching methods, and civic and citizenship education. It collects data based on the schools, classrooms and wider community. The school and classroom level comprises factors related to the instruction students receive, the school culture, and the general school environment. This includes the school contexts and characteristics, as well as teacher background and their perceptions of schools and classrooms. The wider community level comprises the context within which schools and classroom environments work.

This chapter investigates how schooling in participating countries is organised with regards to civic and citizenship education and explores the association with students' learning outcomes. In describing school and classroom contexts, this chapter focusses on the extent to which schools in participating countries have participatory processes in place that facilitate civic engagement; the extent to which schools and communities interact to foster students' civic engagement and learning; and the extent to which schools offer programs or activities related to civic learning and experiences. Other aspects investigated in this chapter are approaches to civic and citizenship education; schools' autonomy in delivering civic and citizenship education; teachers' preparedness and training experiences; schools' and teachers' perceptions of the role of civic and citizenship education across participating countries; and teachers' perceptions of the importance of different forms of citizenship behaviours.

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 regards to teacher training in this field, research showed a rather limited and inconsistent approach to in-service training and professional development. 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.

5.2 Activities dealing with diversity

Our society is evolving rapidly towards greater diversity. In the last few years, it has become more common to encounter students with different ethnical, cultural, linguistic or religious backgrounds. Hence, it becomes more challenging for teachers and schools to ensure success for all students, including children with different and diverse backgrounds.

Table 5.1: Activities dealing with diversity, reported by teachers

	I discuss cultural differences with students	I encourage students to understand different points of view in class discussion	I ask students to explore different cultural perspectives	I encourage students from different backgrounds to work together	I involve students in discussions on gender issues	I ask students to explore different social and economic perspectives
Bulgaria	78	95	75	89	68	60
Chinese Taipei	72	91	72	78	73	64
Croatia	82	96	72	83	67	65
Italy	87	98	89	92	81	74
Lithuania	78	93	70	91	56	59
Malta	62	89	60	76	54	54
Norway	85	97	79	85	83	73
Poland	81	92	77	86	65	74
Romania	88	98	89	97	76	82
Serbia	83	98	77	93	79	65
Slovak Republic	74	93	69	90	58	60
Slovenia	64	87	49	80	52	37
Spain	69	91	76	85	72	73
ICCS 2022 average	77	94	73	87	68	65
Countries not meeting sample participation requirements						
Brazil	94	95	89	92	77	87
Colombia	90	97	85	93	85	81
Cyprus	69	91	65	79	63	55
Denmark	86	96	78	81	87	77
Estonia	69	90	72	86	49	46
France	48	80	58	63	44	43
Latvia ¹	72	85	57	82	45	42
Netherlands	65	80	52	64	51	46
Sweden	71	91	63	78	76	57

10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▼
 significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼

Teachers were asked about the activities they had developed for addressing differences among students during their lessons. Six items were included in the question and teachers were asked to indicate the extent to which they had undertaken the following activities: ‘I discuss cultural difference with students’, ‘I encourage students to understand different points of view in class

discussions'; 'I ask students to explore different cultural perspectives'; 'I encourage students from different backgrounds to work together (e.g., in group works, peer learning activities)'; 'I involve students in discussions on gender issues (e.g., gender equity, gender stereotypes and gender diversity)'; and 'I ask students to explore different social and economic perspectives'.

Table 5.2: Activities dealing with diversity, clustered by school type

	School type	Large extent	Moderate extent	Small extent	Not at all
I discuss cultural difference with students	State	38.0%	33.7%	19.6%	8.6%
	Church	26.8%	36.1%	28.4%	8.8%
	Independent	28.3%	41.5%	24.5%	5.7%
I encourage students to understand different points of view in class discussions	State	63.1%	28.1%	8.1%	0.6%
	Church	57.7%	32.0%	8.2%	2.1%
	Independent	62.3%	30.2%	5.7%	1.9%
I ask students to explore different cultural perspectives	State	40.9%	27.0%	20.8%	11.3%
	Church	30.1%	32.6%	25.9%	11.4%
	Independent	34.0%	34.0%	28.3%	3.8%
I encourage students from different backgrounds to work together	State	53.2%	27.8%	15.8%	3.2%
	Church	39.1%	31.3%	21.9%	7.8%
	Independent	49.1%	37.7%	13.2%	0.0%
I involve students in discussions on gender issues	State	40.0%	23.1%	23.8%	13.1%
	Church	30.9%	23.7%	28.4%	17.0%
	Independent	30.2%	35.8%	18.9%	15.1%
I ask students to explore different social and economic perspectives	State	30.8%	32.7%	25.2%	11.3%
	Church	28.0%	26.9%	33.2%	11.9%
	Independent	32.1%	28.3%	20.8%	18.9%

Figure 5.1: Score distribution for activities dealing with diversity

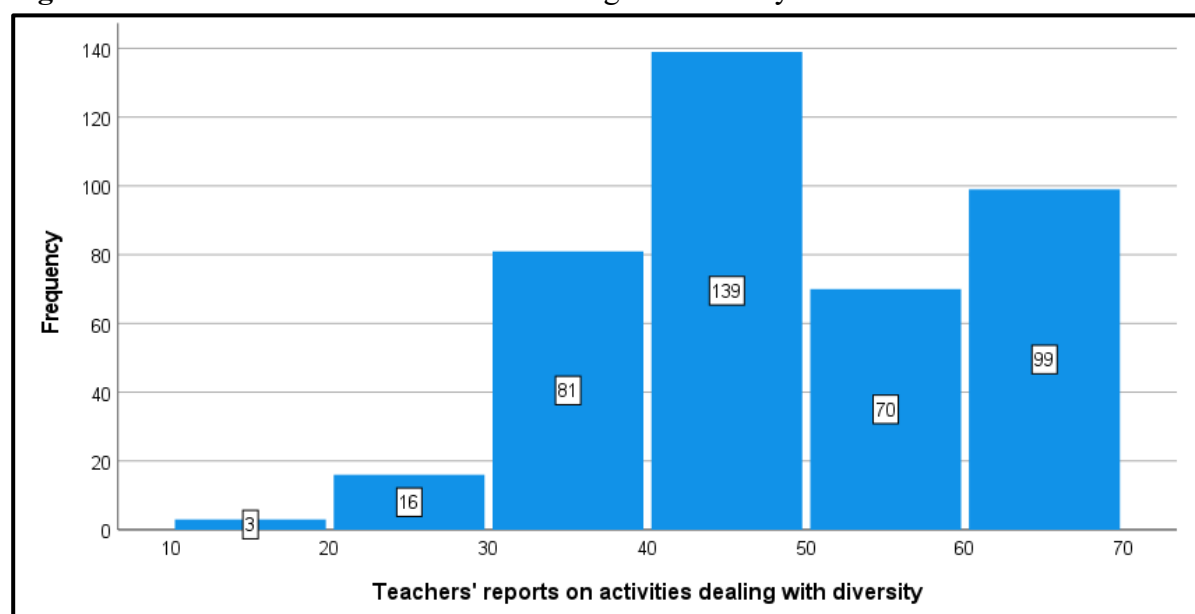
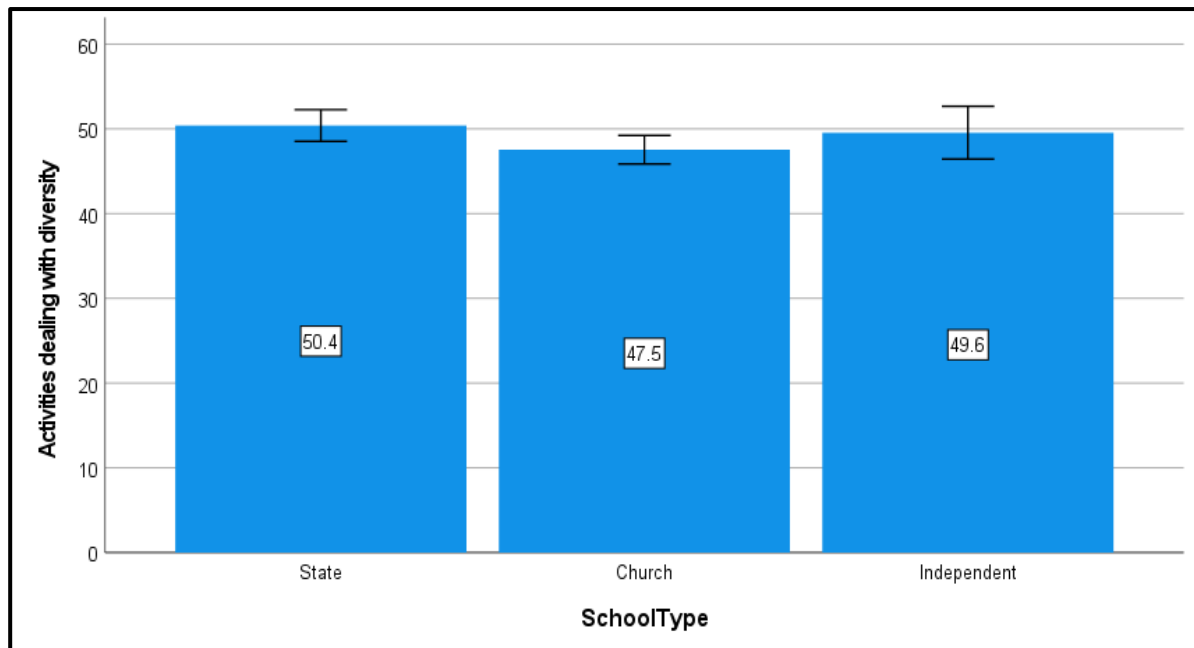


Table 5.1 shows that across countries the highest percentages of teachers reporting they had to a large/to a moderate extent were registered in activities undertaken during lessons for encouraging students to understand different point of views (94%), for encouraging student from different backgrounds to work together (87%), and for the discussion of cultural differences (77 %). Lower average percentages were registered for exploring different cultural perspectives (73%), for students' involvement in discussions on gender issues (68%), and for exploring different social and economic perspectives (65%). Malta's percentages are all significantly lower than the ICCS international averages. Table 5.2 displays the views of Maltese teachers for these six items, clustered by school type.

Figure 5.2: Mean scores for activities dealing with diversity, clustered by school type



Using these six items, a scale score was generated to measure the prevalence of these school activities related to diversity, where larger scores indicate higher prevalence of these school activities. Figure 5.1 shows the score distribution of the prevalence of these school activities in Malta. Malta's mean score (48.9) is marginally lower than the ICCS 2022 international average (50). Activities developed by teachers for addressing differences among students during their lessons are less common in Malta than other countries. Figure 5.2 shows that these class activities dealing with diversity are less common in Maltese church schools than state and independent schools.

5.3 Influence of cultural/ethnic differences on teaching activities

A question in the teacher questionnaire asked teachers about their opinions on the influence that cultural and ethnic differences may have on teaching and learning in the classroom. The items included in the question are similar and they are related to both positive and negative opinions about the implications of these differences. Teachers were asked to indicate their level of agreement with each statement. Respondents were asked to indicate whether cultural and ethnic differences among students: 'are an important resource for teaching'; 'strengthen students' sense of

empathy'; 'promote students' civic-mindedness'; 'make it difficult to deal with controversial issues during classes'; 'make teaching activities more difficult'; and 'make it difficult to have a good classroom climate'. The first three items reflect positive views about the influence of these differences, whereas the last three items indicate negative ones.

Table 5.3: Influence of cultural/ethnic differences on teaching activities, reported by teachers

	Cultural and ethnic differences among students are important resource for teaching		Cultural and ethnic differences among students strengthens students' sense of empathy		Cultural and ethnic differences among students promote students' civic mindedness		Cultural and ethnic differences among students makes it difficult to deal with controversial issues		Cultural and ethnic differences among students make teaching activities more difficult		Cultural and ethnic differences among students make it difficult to have a good classroom climate	
Bulgaria	69	▼	70	▼	69	▼	37	△	29	△	26	▲
Chinese Taipei	94	△	83		85		37	△	26		24	△
Croatia	89	△	84		88	△	33		20	▽	15	
Italy	99	▲	89	△	95	△	17	▼	16	▽	6	▽
Lithuania	84		73	▽	86		37	△	30	△	19	△
Malta	90	△	89	△	91	△	39		20	▽	16	
Norway	97	▲	91	△	92	△	37	△	32	△	11	▽
Poland	91	△	88	△	94	△	38	△	48	▲	14	
Romania	64	▼	67	▼	72	▼	25	▽	14	▼	16	
Serbia	83		76	▽	87		21	▼	11	▼	8	▽
Slovak Republic	68	▼	86	△	89	△	47	▲	33	△	18	
Slovenia	88	△	82		73	▼	34		27	△	23	△
Spain	94	△	92	△	93	△	23	▽	13	▼	10	▽
ICCS 2022 average	85		82		86		33		25		16	
Countries not meeting sample participation requirements												
Brazil	93		93		92		31		23		21	
Colombia	93		91		92		22		15		23	
Cyprus	86		91		92		47		36		22	
Denmark	92		92		96		14		8		8	
Estonia	84		81		90		48		41		26	
France	88		69		70		40		19		11	
Latvia	82		74		80		38		21		19	
Netherlands	77		76		64		34		19		21	
Sweden	94		88		93		34		24		15	
10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽ significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼												

Table 5.3 shows that in almost all the participating countries, high percentages of teachers reported to have a positive opinion of the influence that cultural and ethnic differences may have on teaching and learning processes in the classroom. For most teachers across countries, cultural and

ethnic differences were an important resource for teaching (85%), strengthened students' sense of empathy (82%), and promoted their civic mindedness (86%). Lower percentages of teachers, across countries, reported that these differences may be an obstacle for dealing with controversial issues (33%), make teaching activities more difficult (25%), and may have a negative impact on classroom climate (16%). These results are consistent with results reported in Chapter 3 (Table 3.15) regarding their beliefs about teaching topics related to cultural and ethnic differences, where they indicated higher levels of preparedness for teaching on topics such as emigration and immigration and diversity and inclusiveness. Despite these generally positive perceptions on averages across countries, lower percentages were registered in some countries such as Bulgaria, Romania, and Slovak Republic. These findings suggest that teachers from some national contexts find it more difficult to deal with cultural and ethnic differences. Differences across countries may also be related to the differences in proportions of students from diverse background in their classrooms. Malta's percentages are all significantly higher than the ICCS international averages for the three positive views; however, Malta's percentages are partly higher and partly lower than the ICCS international averages for the three negative views. Table 5.4 displays the views of Maltese teachers for these six items, clustered by school type.

Table 5.4: Influence of cultural/ethnic differences on teaching activities, clustered by school type

	School type	Strongly agree	Agree	Disagree	Strongly disagree
Cultural and ethnic differences are an important resource for teaching	State	40.2%	50.0%	9.1%	0.6%
	Church	34.4%	58.3%	5.7%	1.6%
	Independent	50.9%	41.5%	5.7%	1.9%
Cultural and ethnic differences strengthen students' sense of empathy	State	19.1%	67.3%	11.7%	1.9%
	Church	33.5%	59.2%	5.8%	1.6%
	Independent	43.4%	56.6%	0.0%	0.0%
Cultural and ethnic differences promote students' civic-mindedness	State	22.7%	66.9%	8.0%	2.5%
	Church	33.7%	60.5%	5.3%	0.5%
	Independent	35.8%	56.6%	7.5%	0.0%
Cultural and ethnic differences make it difficult to deal with controversial issues during classes	State	4.3%	35.8%	54.9%	4.9%
	Church	1.6%	37.5%	51.6%	9.4%
	Independent	3.8%	20.8%	62.3%	13.2%
Cultural and ethnic differences make teaching activities more difficult	State	2.5%	19.0%	68.1%	10.4%
	Church	2.6%	17.8%	63.4%	16.2%
	Independent	1.9%	11.3%	64.2%	22.6%
Cultural and ethnic differences make it difficult to have a good classroom climate	State	1.2%	17.2%	62.0%	19.6%
	Church	3.7%	12.0%	57.1%	27.2%
	Independent	3.8%	3.8%	52.8%	39.6%

Using the first three items, a scale score was generated to measure the prevalence of positive perceptions among teachers toward the influence of cultural and ethnic differences on teaching activities, where larger scores indicate more positive perceptions. Figure 5.3 shows the score distribution of this positive perception of Maltese teachers toward the influence of cultural and ethnic differences on teaching activities. Malta's mean score (52.8) is significantly higher than the

ICCS 2022 international average (50). Maltese teachers have a more positive perception toward the influence of cultural and ethnic differences on teaching activities, compared to other countries. Figure 5.4 shows that this positive perception of Maltese teachers toward the influence of cultural and ethnic differences on teaching activities is higher in independent schools than church and state schools; however, the mean scale score of each school type exceeds the ICCS international average (50).

Figure 5.3: Score distribution for positive perceptions among Maltese teachers toward the influence of cultural and ethnic differences on teaching activities

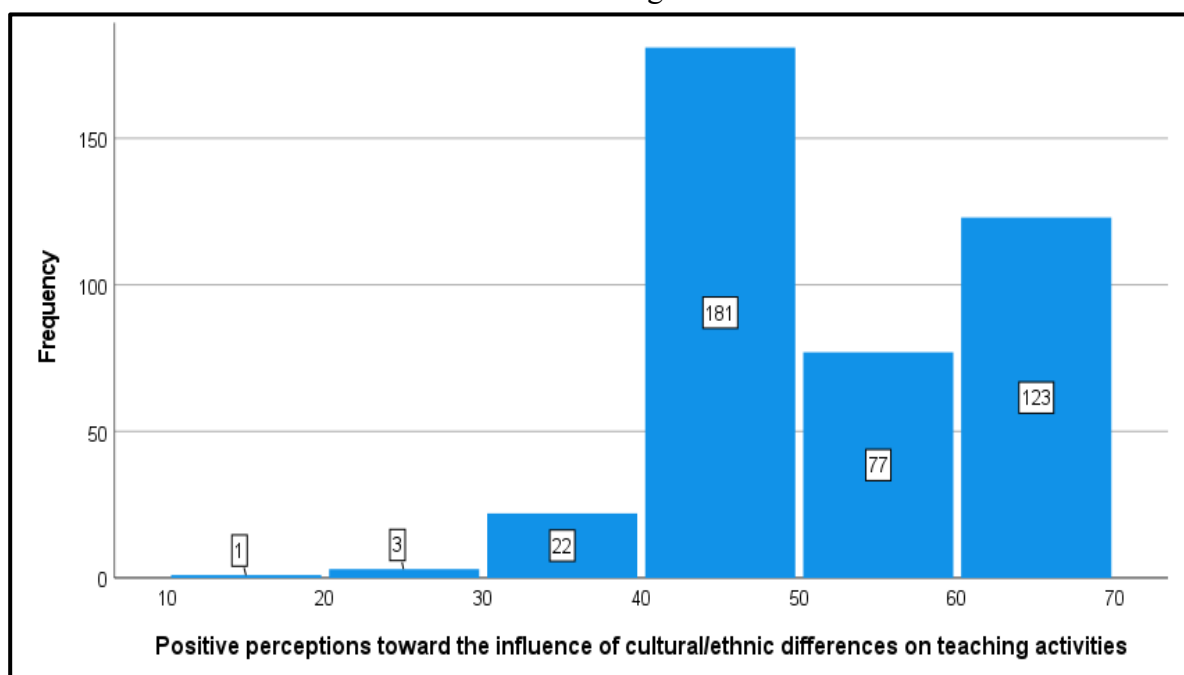
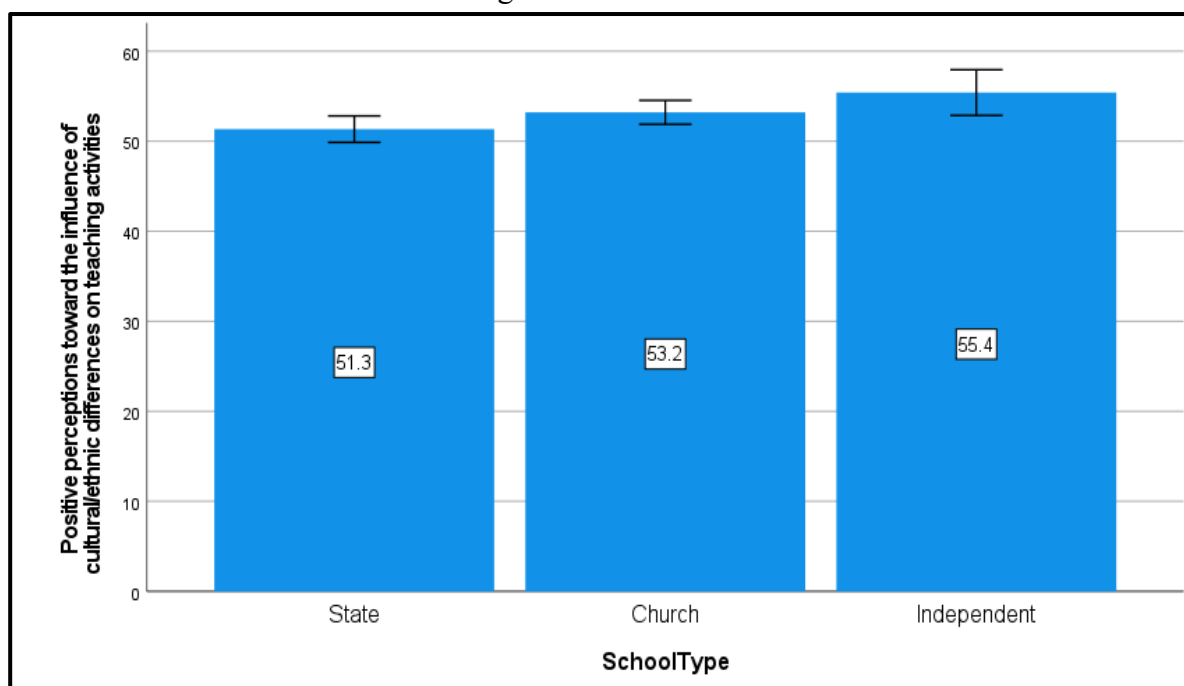


Figure 5.4: Mean scores for positive perceptions among Maltese teachers toward the influence of cultural and ethnic differences on teaching activities



5.4 Influence of social/economic differences on teaching activities

A question in the teacher questionnaire asked teachers about their opinions on the influence that social and economic differences may have on teaching and learning in the classroom. Teachers were asked to indicate their level of agreement with each statement. Respondents were asked to indicate whether social and economic differences among students: ‘are an important resource for teaching’; ‘strengthen students’ sense of empathy’; ‘promote students’ civic-mindedness’; ‘make it difficult to deal with controversial issues during classes’; ‘make teaching activities more difficult’; and ‘make it difficult to have a good classroom climate’. The first three items reflect positive views about the influence of these differences, whereas the last three items indicate negative ones.

Table 5.5: Influence of social/economic differences on teaching activities, reported by teachers

	Social and economic differences among students are important resource for teaching	Social and economic differences among students strengthens students' sense of empathy	Social and economic differences among students promote students' civic mindedness	Social and economic differences among students makes it difficult to deal with controversial issues	Social and economic differences among students make teaching activities more difficult	Social and economic differences among students make it difficult to have a good classroom climate
Bulgaria	42 ▼	62 ▽	64 ▽	33 △	23	27 △
Chinese Taipei	77 ▲	68 ▽	75	38 ▲	33 △	27 △
Croatia	67 △	74 △	81 △	25	19 ▽	18
Italy	68 △	71	81 △	13 ▼	12 ▼	8 ▼
Lithuania	64 △	60 ▼	65 ▽	36 △	35 ▲	23 △
Malta	74 ▲	81 ▲	84 ▲	34 △	29	22 △
Norway	60	67 ▽	77 △	28	31 △	14 ▽
Poland	59	73	80 △	29	37 ▲	21
Romania	41 ▼	64 ▽	67 ▽	18 ▽	13 ▼	15 ▽
Serbia	40 ▼	70	74	17 ▼	13 ▼	10 ▽
Slovak Republic	52 ▽	79 △	82 △	41 ▲	34 △	25 △
Slovenia	58	69	45 ▼	27	23	24 △
Spain	65 △	81 ▲	84 △	19 ▽	18 ▽	11 ▽
ICCS 2022 average	59	71	74	28	25	19
Countries not meeting sample participation requirements						
Brazil	65	80	78	27	28	21
Colombia	67	81	82	19	22	19
Cyprus	50	80	71	33	24	18
Denmark	71	84	88	8	6	5
Estonia	51	71	77	39	30	31
France	62	57	60	21	23	13
Latvia	49	62	54	34	24	27
Netherlands	59	70	49	17	14	16
Sweden	66	73	76	24	21	14

10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽
significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼

Table 5.5 shows high percentages of teachers in participating countries who believe that social and economic differences on their teaching are a resource for teaching (59%), strengthen students' sense of empathy (71%), and promote their civic mindedness (74%). In almost all the participating countries, the majority of teachers did not consider social and economic differences to be an obstacle for their teaching activities. Only a minority of teachers, across countries believed that social and economic differences made it difficult to deal with controversial issues (28%), made teaching activities more difficult (25%), and made it difficult to have a good classroom climate (19%). Malta's percentages are all significantly higher than the ICCS international averages for both the three positive and the three negative views; however. Table 5.6 displays the views of Maltese teachers for these six items, clustered by school type.

Table 5.6: Influence of social/economic differences on teaching activities, clustered by school type

	School type	Strongly agree	Agree	Disagree	Strongly disagree
Social and economic differences are an important resource for teaching	State	16.6%	57.1%	22.1%	4.3%
	Church	21.9%	51.6%	23.4%	3.1%
	Independent	15.1%	60.4%	22.6%	1.9%
Social and economic differences strengthen students' sense of empathy	State	11.7%	67.9%	17.9%	2.5%
	Church	28.9%	55.3%	13.2%	2.6%
	Independent	23.5%	64.7%	11.8%	0.0%
Social and economic differences promote students' civic-mindedness	State	11.7%	72.2%	14.2%	1.9%
	Church	27.2%	60.7%	10.5%	1.6%
	Independent	25.0%	63.5%	11.5%	0.0%
Social and economic differences make it difficult to deal with controversial issues during classes	State	6.2%	30.9%	56.2%	6.8%
	Church	2.1%	31.9%	57.1%	8.9%
	Independent	3.8%	22.6%	64.2%	9.4%
Social and economic differences make teaching activities more difficult	State	5.0%	28.1%	57.5%	9.4%
	Church	3.1%	24.5%	58.3%	14.1%
	Independent	1.9%	17.0%	69.8%	11.3%
Social and economic differences make it difficult to have a good classroom climate	State	3.1%	23.1%	59.4%	14.4%
	Church	4.2%	19.4%	56.5%	19.9%
	Independent	1.9%	13.2%	66.0%	18.9%

Using the first three items, a scale score was generated to measure the prevalence of positive perceptions among teachers toward the influence of social and economic differences on teaching activities, where larger scores indicate more positive perceptions. Figure 5.5 shows the score distribution of this positive perception of Maltese teachers toward the influence of socioeconomic differences on teaching activities. Malta's mean score (54.2) is significantly higher than the ICCS 2022 international average (50). Maltese teachers have a more positive perception toward the influence of socioeconomic differences on teaching activities, compared to other countries. Figure 5.6 shows that this positive perception of Maltese teachers toward the influence of cultural and ethnic differences on teaching activities is higher in independent and church schools than state schools; however, the mean scale score of each school type exceeds the ICCS international average (50). It should be noted that Malta's mean score for negative perceptions among teachers toward the influence of social and economic differences on teaching activities (51.9) is also higher

than the ICCS 2022 international average (50), implying that dealing with social and economic difference may be more demanding for Maltese teachers. Students from a disadvantaged socioeconomic background may have more learning difficulties and a lower level of academic achievement, and this may require more preparation by teaching staff to adopt more differentiated teaching methods. Further, it may also lead to a higher workload for teachers. This negative perception of Maltese teachers is higher in state schools than independent and church schools; however, differences in mean scale scores are not significant.

Figure 5.5: Score distribution for positive perceptions among Maltese teachers toward the influence of socioeconomic differences on teaching activities

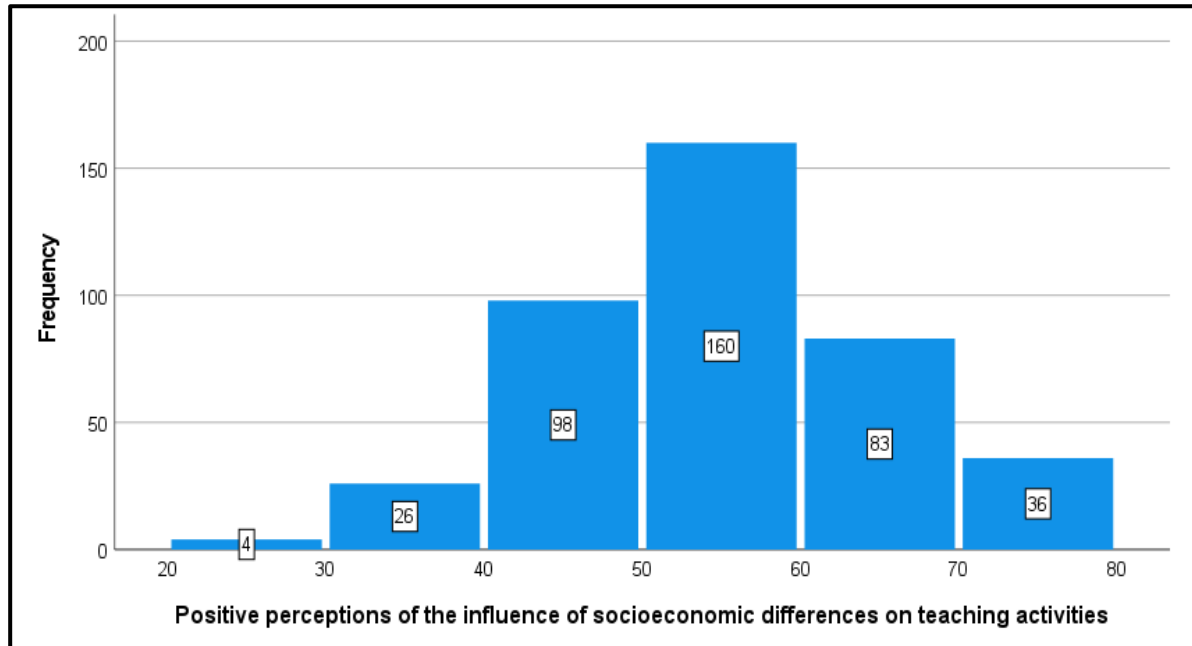
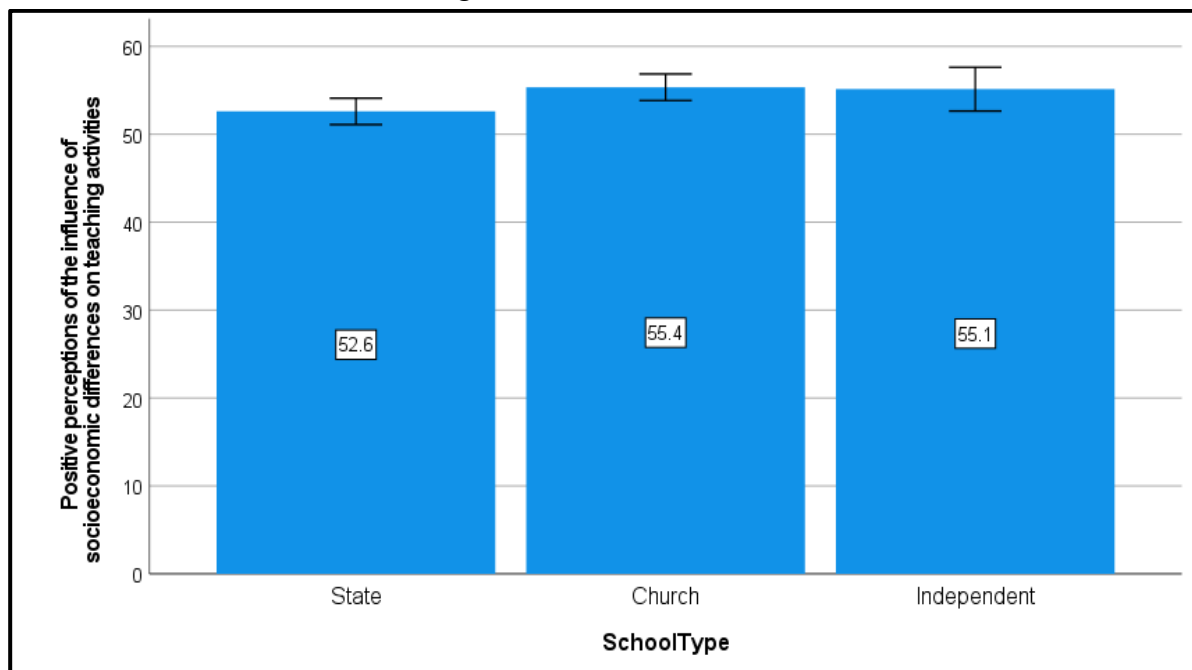


Figure 5.6: Mean scores for positive perceptions among Maltese teachers toward the influence of socioeconomic differences on teaching activities



5.5 Civic and Citizenship Education Activities in the Community

The ICCS 2022 teacher questionnaire included a question on students' civic and citizenship education activities in the local community that were developed in cooperation with external groups and associations. The question included nine items, which are: 'activities related to environmental sustainability (e.g., energy and water saving, recycling)'; 'activities related to human rights'; 'activities for underprivileged people or groups'; 'cultural activities'; 'multicultural and intercultural activities within the local community'; 'activities to raise people's awareness of social issues, such as poverty, gender equality, domestic violence against women, sexual violence against women, violence against children'; 'activities aimed at protecting cultural heritage in the local community'; 'visits to political institutions'; 'sports events'; and 'Activities to raise people's awareness of global issues'.

Table 5.7: CCE activities in the local community, clustered by school type

School type		Yes	No
Activities related to environmental sustainability	State	40.5%	59.5%
	Church	46.9%	53.1%
	Independent	39.6%	60.4%
Activities related to human rights	State	25.9%	74.1%
	Church	31.4%	68.6%
	Independent	43.4%	56.6%
Activities for underprivileged people or groups	State	27.0%	73.0%
	Church	39.2%	60.8%
	Independent	47.2%	52.8%
Cultural activities (e.g. theatre, music)	State	26.4%	73.6%
	Church	32.5%	67.5%
	Independent	45.3%	54.7%
Multicultural and intercultural activities within the local community	State	30.1%	69.9%
	Church	14.9%	85.1%
	Independent	23.5%	76.5%
Activities to raise people's awareness of social issues	State	34.8%	65.2%
	Church	47.7%	52.3%
	Independent	54.7%	45.3%
Activities aimed at protecting the cultural and historic heritage within the local community	State	23.2%	76.8%
	Church	26.3%	73.7%
	Independent	32.1%	47.9%
Visits to political institutions (e.g. Parliament)	State	6.2%	93.8%
	Church	11.8%	88.2%
	Independent	13.2%	86.8%
Sports events	State	45.6%	54.4%
	Church	46.6%	53.4%
	Independent	43.1%	56.9%
Activities to raise people's awareness of global issues	State	37.3%	62.7%
	Church	47.9%	52.1%
	Independent	50.0%	50.0%

Table 5.8: Civic and Citizenship Education Activities in the Local Community, reported by heads of schools

	Activities related to environmental sustainability		Activities related to human rights		Activities for underprivileged people or groups		Cultural activities		Multicultural and intercultural activities within the local community		Activities to raise people's awareness of social issues		Activities aimed at protecting the cultural and historical heritage in the local community		Visits to political institutions		Sports events		Activities to raise people's awareness of global issues	
Bulgaria	56	▽	40	▼	39	▽	54	▽	42	△	42	▼	47	△	7	▽	67	△	27	▼
Chinese Taipei	65	△	44	▽	37	▽	51	▽	36		56	△	21	▼	8	▽	63	△	54	▼
Croatia	57		56	△	37	▽	54	▽	29	▽	57	△	49	△	8	▽	59		63	△
Italy	64	△	73	▲	48		57		25	▽	68	▲	51	△	11		53	▽	59	△
Lithuania	72	▲	56	△	53	△	84	▲	76	▲	58	△	67	▲	25	▲	81	▲	65	▲
Malta	42	▼	25	▼	31	▼	32	▼	24	▼	39	▼	24	▼	10		47	▼	40	▼
Norway	63		60	△	31	▼	77	▲	17	▼	57	△	42		14		64		61	△
Poland	66	△	55	△	76	▲	49	▼	30	▽	59	△	47	△	6	▽	44	▼	64	▲
Romania	63		55	△	48	△	60		40	△	57	△	47	△	17	△	52	▽	55	
Serbia	56	▽	50		59	▲	51	▽	35		40	▼	43		6	▽	54	▽	50	▽
Slovak Republic	63		54		35	▼	60		30	▽	39	▼	41		7	▽	76	▲	58	
Slovenia	64	△	49	▽	51	△	81	▲	38	△	50	▽	48	△	13		79	▲	52	
Spain	55	▽	47	▽	44		66	△	29	▽	64	▲	32	▼	15	△	49	▼	58	△
ICCS 2022 average	61		51		45		60		35		53		43		11		60		54	
Countries not meeting sample participation requirements																				
Brazil	66		70		49		76		62		77		57		12		77		64	
Colombia	68		65		40		68		55		61		47		12		74		60	
Cyprus	80		59		49		85		37		59		48		17		89		63	
Denmark	53		45		26		76		19		46		18		34		69		55	
Estonia	72		42		42		87		41		49		69		31		91		60	
France	35		37		26		57		12		45		11		6		38		41	
Latvia	54		44		31		70		41		31		52		10		77		53	
Netherlands	21		17		20		46		12		25		9		5		42		32	
Sweden	33		45		20		64		16		47		19		7		35		38	
10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽ significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼																				

Table 5.8 shows that on average, the highest percentages of teachers reporting they had carried out civic- and citizenship-related activities in the local communities with their target grade students were for activities related to environmental sustainability (61%), cultural activities (60%), and sports events (60%). The lowest percentages recorded were those for visits to political institutions (11%), for multicultural and intercultural activities within the community (35%), and for activities aimed at protecting the cultural heritage (43%). Similar to the findings from the heads of schools responses, there was substantial variation across countries in data based on teachers' reports. Malta's percentages are all lower than the corresponding ICCS international averages and most of the differences are significant. Compared to schools abroad, civic and citizenship education activities in the Maltese schools are less frequent, particularly in activities related to environmental sustainability, activities related to human rights and cultural activities.

Figure 5.7: Score distribution of CCE activities of Maltese student in the community

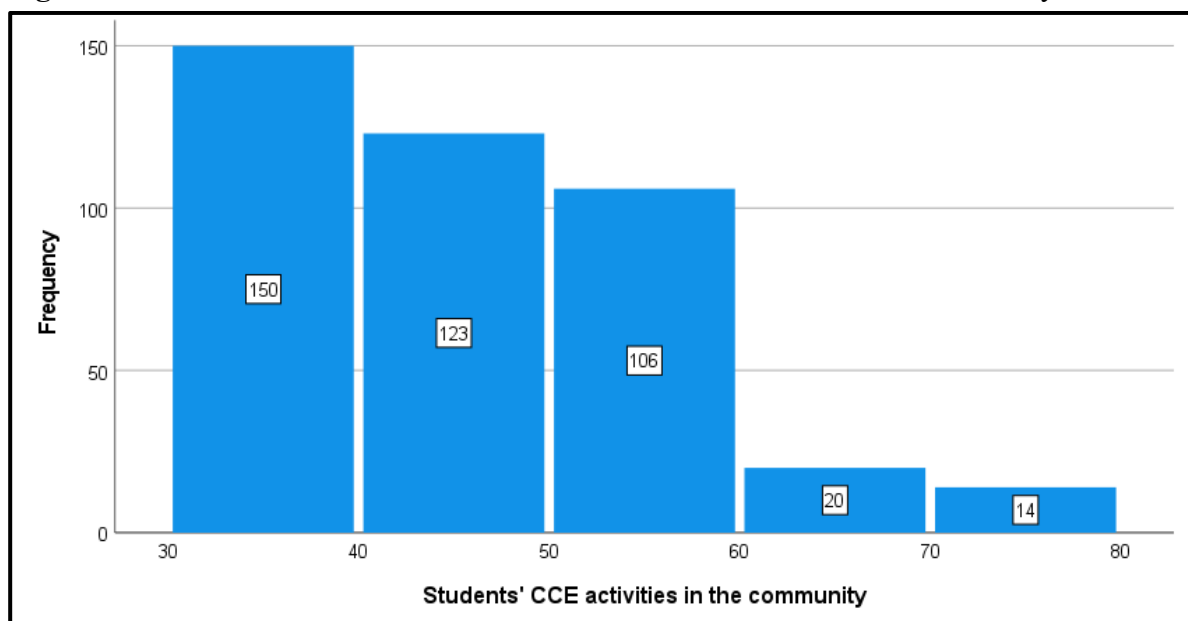
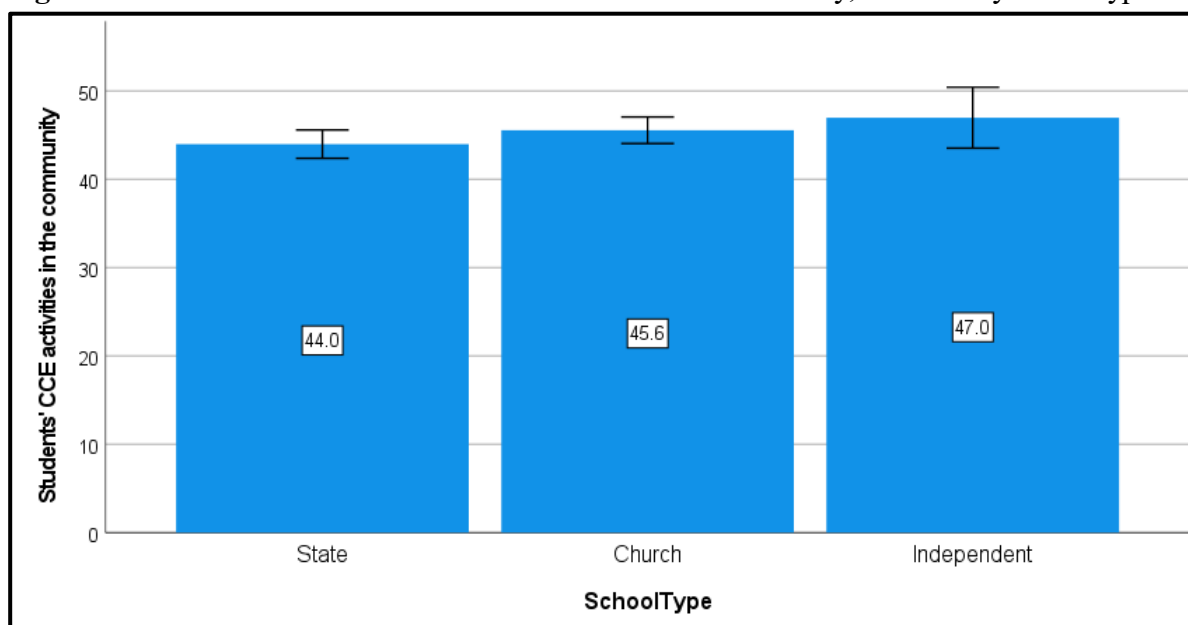


Figure 5.8: Mean scores of students' CCE activities in the community, clustered by school type



Using these ten items, a scale score was generated to measure students' participation in civic and citizenship education activities in the community, where larger scores indicate higher student participation. Figure 5.7 shows the score distribution of Maltese student participation in CCE activities in the local community, as reported by their teachers. Malta's mean score (45.1) is significantly lower than the ICCS 2022 international average (50). Compared to other countries, Maltese students participate less in CCE activities in the local community, particularly in activities aimed at protecting the cultural and historic heritage within the local community, multicultural and intercultural activities within the local community, and visits to political institutions. Figure 5.8 shows that students in state schools participate less than other school types in CCE activities in the community; however, the mean score of each school type is lower than the ICCS 2022 average.

5.6 Students' opportunities to learn about civic topics and skills

Chapter 3 described the different approaches adopted by schools for the implementation of civic and citizenship education. As reported, in this cycle and previous cycles, different approaches may coexist among schools. Chapter 3 also reported heads' of school and teachers' perceptions of the most important aims of civic and citizenship education, as well as teachers' responses to questions about their level of preparedness for teaching civic and citizenship education and about their pre- and in-service training experience. This section examines the activities conducted in participating schools during civic and citizenship education lessons using student and teacher data. It also reports on specific teaching methods reported to have been used during lessons.

The ICCS 2022 teacher questionnaire included a question on teacher perceptions of students' opportunities to learn about civic issues. The topics listed in this thirteen items question were the same as those included in the two questions on teachers' preparedness and on their participation in training activities reported in Chapter 3: human rights, voting and elections, the global community and international organizations, the environment 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, global issues (such as world poverty, international conflicts, child labour, social justice), as well as diversity and inclusiveness. This question was included in the international option of the teacher questionnaire that was administered only to teachers of subjects considered by national research centres as related to civic and citizenship education.

Table 5.9 shows that on average across countries, the highest percentages were for responsible internet use (91%), human rights (88%), citizens' rights and responsibilities (88%), and the environment and environmental sustainability (87%). The lowest percentages were for voting and elections (70%), the global community and international organizations (70%), and emigration and immigration (71%), and the constitution and political systems (74%). According to teachers' responses, high percentages of students in almost all the participating countries had opportunities to learn about almost all the topics and skills listed in the question. With the exception of the topic 'diversity and inclusiveness', Malta's percentages are all lower than the corresponding ICCS international averages and most of the differences are significant. Compared to schools abroad, Maltese students have fewer opportunities to learn CCE topics, particularly in the topics 'voting and elections', 'the global community and international organisations' and 'the constitution and political systems'. Table 5.10 shows the views of Maltese teachers regarding the students' opportunities to learn about these thirteen topics and attain proper skills, clustered by school type.

Table 5.9: Students' opportunities to learn about civic topics and skills

	Human rights		Voting and elections		The global community and international organisations		The environment 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 independent thinking		Conflict resolution		Global issues		Diversity and inclusiveness		
Bulgaria	75	▼	61		71		81	▽	67		74		79	▽	71		86		84		85		76		67	▼	
Chinese Taipei	94	△	98	▲	57	▼	74	▼	35	▼	90	△	96	△	95	▲	92		75	▼	74	▼	61	▼	77		
Croatia	76	▼	47	▼	50	▼	83	▽	51	▼	69	▼	69	▼	46	▼	86	▽	79		82		70	▽	68	▼	
Italy	95	△	54	▼	74	△	98	▲	84	▲	89	△	94	△	82	△	95	△	83	▽	76	▽	90	△	94	▲	
Lithuania	78	▼	63	▽	75	△	91	△	82	▲	71	▼	87		77		87	▽	84		85		79		69	▼	
Malta	75	▼	55	▼	56	▼	80		62		77		80		54	▼	83		79	▼	71	▼	71		85		
Norway	99	▲	99	▲	92	▲	98	▲	90	▲	95	▲	94	△	98	▲	98	△	98	△	90	△	96	▲	95	▲	
Poland	100	▲	95	▲	95	▲	85		89	▲	83		99	▲	97	▲	99	△	94	△	94	△	94	▲	80		
Romania	92		69		71		85		73		79		88		70		88		87		89		78		76		
Serbia	92		39	▼	51	▼	90		58	▼	87		91		53	▼	97	△	93	▲	97	▲	78		92	▲	
Slovak Republic	95	△	84	▲	73		91	△	71		75	▽	92	△	83	△	92		88		86		85	△	74	▽	
Slovenia	92	△	78	△	76	△	92	△	74	△	77	▽	90		77		95	△	93	△	93	△	82		85	△	
Spain	87		64		63	▽	88		81	▲	93	▲	83	▽	64	▼	85	▽	85		84		77		83		
ICCS 2022 average	88		70		70		87		71		81		88		74		91		86		85		80		80		
Countries not meeting sample participation requirements																											
Brazil	93		86		86		94		89		89		91		82		89		92		84		90		93		
Colombia	93		87		74		89		70		85		93		88		82		83		91		77		84		
Cyprus	80		42		52		89		69		75		77		41		86		88		80		77		76		
Denmark	99		97		96		90		83		94		95		99		91		98		85		82		81		
Estonia	80		74		65		84		62		74		84		74		86		88		83		73		68		
France	85		82		61		86		84		84		84		61		81		76		57		72		64		
Latvia	86		71		75		86		68		70		87		80		90		93		89		78		77		
Netherlands	58		57		52		73		62		64		56		54		77		89		55		76		54		
Sweden	98		97		93		98		93		95		97		97		95		97		71		93		85		
10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽ significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼																											

Table 5.10: Students' opportunities to learn about civic topics and skills, clustered by school type

	School type	Large extent	Moderate extent	Small extent	Not at all
Human rights	State	28.3%	46.7%	23.3%	1.7%
	Church	29.3%	41.5%	24.4%	4.9%
	Independent	66.7%	16.7%	16.7%	0.0%
Voting and elections	State	13.6%	44.1%	28.8%	13.6%
	Church	15.0%	40.0%	40.0%	5.0%
	Independent	0.0%	66.7%	33.3%	0.0%
The global community and international organizations	State	16.1%	33.9%	39.3%	10.7%
	Church	22.5%	35.0%	37.5%	5.0%
	Independent	0.0%	83.3%	16.7%	0.0%
The environment and environmental sustainability	State	28.3%	50.0%	18.3%	3.3%
	Church	29.3%	46.3%	22.0%	2.4%
	Independent	83.3%	0.0%	16.7%	0.0%
Emigration and immigration	State	22.4%	36.2%	29.3%	12.1%
	Church	12.5%	45.0%	37.5%	5.0%
	Independent	50.0%	16.7%	33.3%	0.0%
Equal opportunities for men and women	State	28.1%	50.9%	17.5%	3.5%
	Church	24.4%	46.3%	24.4%	4.9%
	Independent	66.7%	16.7%	16.7%	0.0%
Citizens' rights and responsibilities	State	31.7%	51.7%	13.3%	3.3%
	Church	34.1%	43.9%	19.5%	2.4%
	Independent	66.7%	16.7%	16.7%	0.0%
The constitution and political systems	State	10.2%	33.9%	35.6%	20.3%
	Church	12.2%	41.5%	39.0%	7.3%
	Independent	33.3%	33.3%	16.7%	16.7%
Responsible Internet use	State	58.3%	25.0%	10.0%	6.7%
	Church	46.3%	36.6%	9.8%	7.3%
	Independent	66.7%	16.7%	16.7%	0.0%
Critical and independent thinking	State	24.1%	51.7%	20.7%	3.4%
	Church	39.0%	41.5%	17.1%	2.4%
	Independent	83.3%	0.0%	16.7%	0.0%
Conflict resolution	State	35.0%	33.3%	28.3%	3.3%
	Church	29.3%	39.0%	24.4%	7.3%
	Independent	50.0%	50.0%	0.0%	0.0%
Global issues (such as world poverty, international conflicts, child labour, social justice)	State	21.7%	40.0%	30.0%	8.3%
	Church	26.8%	39.0%	31.7%	2.4%
	Independent	66.7%	33.3%	0.0%	0.0%
Diversity and inclusiveness	State	51.7%	36.2%	10.3%	1.7%
	Church	43.9%	39.0%	14.6%	2.4%
	Independent	66.7%	16.7%	16.7%	0.0%

Using these thirteen items, a scale score was generated to measure students' opportunities to learn about civic topics, where larger scores indicate higher opportunities for students. Figure 5.9 shows the score distribution for the opportunities of Maltese student to learn civic topics, as reported by their teachers. Malta's mean score (46.5) is significantly lower than the ICCS 2022 international average (50). Compared to other countries, Maltese students have fewer opportunities to learn about civic topics. Figure 5.10 shows that the mean score for independent schools is higher than the international ICCS average and is significantly higher than the mean scores for state and church schools, which are both smaller than the ICCS international threshold value.

Figure 5.9: Score distribution for opportunities to Maltese students to learn civic topics

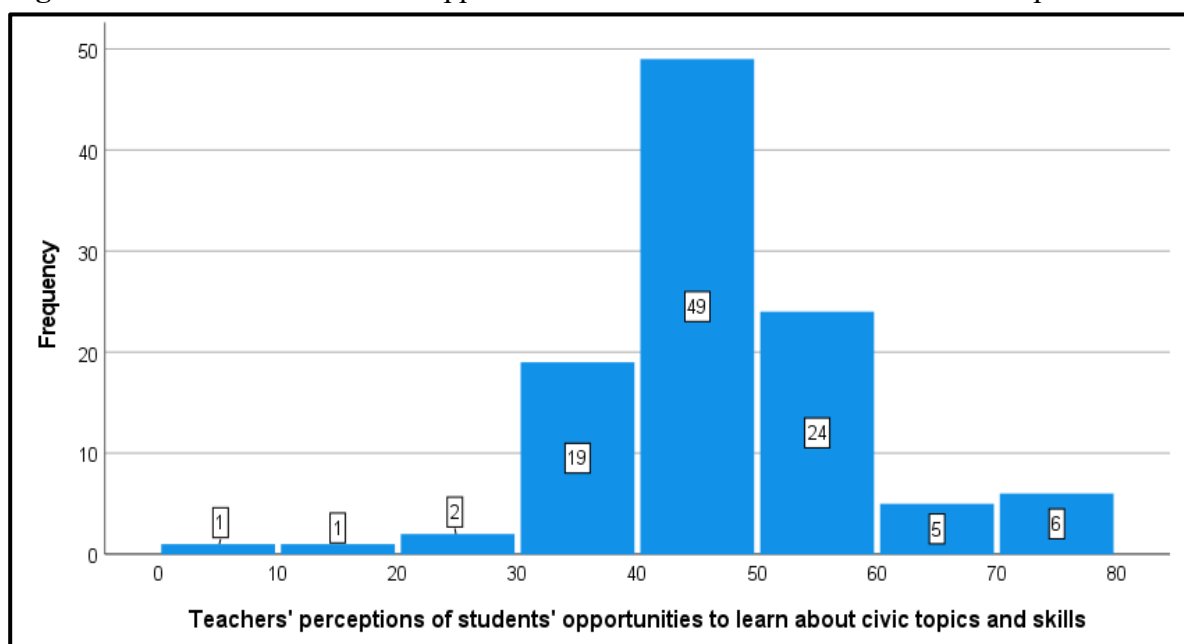
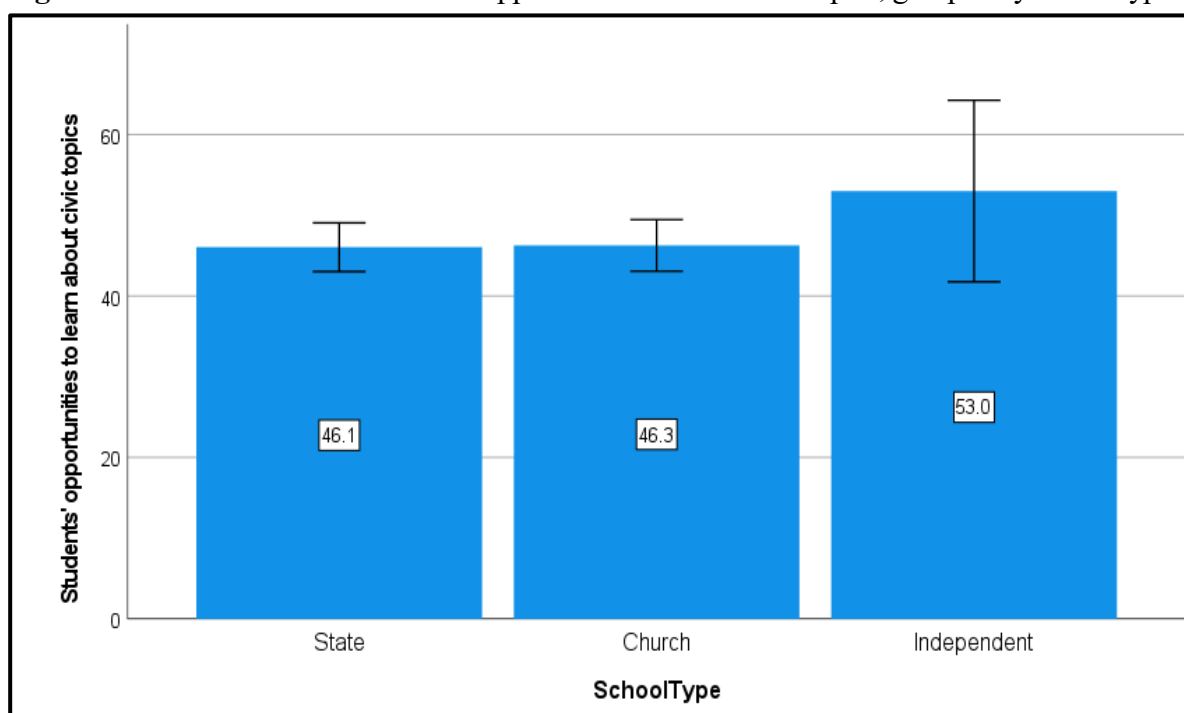


Figure 5.10: Mean scores for students' opportunities to learn civic topics, grouped by school type



5.7 Civic and citizenship education activities in the classroom

The ICCS 2022 teacher questionnaire also asked teachers how often they used specific teaching activities during lessons. It included ten items: ‘Students work on projects that involve gathering information outside school’; ‘Students work in small groups on different topics/issues’; ‘Students participate in role plays’; ‘Students take notes during teacher’s lectures’; ‘Students discuss current issues’; ‘Students research and/or analyze information gathered from multiple web sources’; ‘Students study textbooks’; ‘Students propose topics/issues for the following lessons’; ‘Students make presentations using digital technologies’; and ‘Students use digital technologies for project or class work’. Eight of these items had been included in the ICCS 2016 teacher questionnaire.

Table 5.11: Civic and citizenship education activities in class, clustered by school type

	School type	Never	Sometimes	Often	Very often
Students work on projects that involve gathering information outside school'	State	60.0%	38.3%	1.7%	0.0%
	Church	48.8%	43.9%	4.9%	2.4%
	Independent	33.3%	50.0%	16.7%	0.0%
Students work in small groups on different topics/issues	State	6.7%	48.3%	35.0%	10.0%
	Church	12.2%	34.1%	31.7%	22.0%
	Independent	16.7%	33.3%	33.3%	16.7%
Students participate in role plays	State	16.9%	55.9%	25.4%	1.7%
	Church	29.3%	34.1%	29.3%	7.3%
	Independent	33.3%	33.3%	16.7%	16.7%
Students take notes during teacher's lectures	State	31.1%	55.7%	6.6%	6.6%
	Church	31.7%	43.9%	9.8%	14.6%
	Independent	16.7%	33.3%	16.7%	33.3%
Students discuss current issues	State	1.7%	20.3%	27.1%	50.8%
	Church	2.4%	17.1%	22.0%	58.5%
	Independent	0.0%	33.3%	0.0%	66.7%
Students research and/or analyze information gathered from multiple web sources	State	10.0%	58.3%	21.7%	10.0%
	Church	26.8%	24.4%	36.6%	12.2%
	Independent	0.0%	33.3%	50.0%	16.7%
Students study textbooks	State	40.7%	37.3%	13.6%	8.5%
	Church	53.7%	24.4%	19.5%	2.4%
	Independent	33.3%	16.7%	33.3%	16.7%
Students propose topics/issues for the following lessons	State	22.0%	66.1%	6.8%	5.1%
	Church	30.8%	46.2%	15.4%	7.7%
	Independent	16.7%	50.0%	33.3%	0.0%
Students make presentations using digital technologies'	State	14.8%	68.9%	11.5%	4.9%
	Church	19.5%	58.5%	7.3%	14.6%
	Independent	0.0%	16.7%	50.0%	33.3%
Students use digital technologies for project or class work'	State	11.7%	56.7%	18.3%	13.3%
	Church	14.6%	43.9%	19.5%	22.0%
	Independent	0.0%	50.0%	16.7%	33.3%

Table 5.12: Civic and citizenship education activities in the classroom, as reported by the teacher

	Students work on projects that involve gathering information outside school	Student work in small groups on different topics/issues	Students participate in role plays	Students take notes during teacher's lectures	Students discuss current issues	Students research and/or analyse information gathered from multiple Web sources	Students study textbooks	Students propose topics for the following lessons	Students make presentations using digital technologies	Students use digital technologies for projects or class work
Bulgaria	20	45	36	64 ▲	73	39 ▼	75 ▲	11 ▼	58	53
Chinese Taipei	2 ▼	13 ▼	8 ▼	90 ▲	69 ▼	28 ▼	82 ▲	16	20 ▼	17 ▼
Croatia	12 ▼	41 ▼	28	42 ▼	64 ▼	47 ▼	51	20	50	52
Italy	13 ▼	43 ▼	17 ▼	56 △	71 ▼	63 △	57	20	64 ▲	64 △
Lithuania	15	56 △	28	55 △	89 ▲	61 △	80 ▲	28 △	58 △	69 ▲
Malta	6 ▼	44	27	20 ▼	72 ▼	41 ▼	28 ▼	19	26 ▼	42 ▼
Norway	20	76 ▲	8 ▼	42	76	61 △	42 ▼	10 ▼	64 ▲	71 ▲
Poland	25 △	56	25	51	85 △	59	57	8 ▼	59	62
Romania	21 △	58 △	50 ▲	77 ▲	83 △	68 ▲	80 ▲	34 ▲	48	58
Serbia	23 △	78 ▲	62 ▲	23 ▼	92 ▲	68 ▲	15 ▼	45 ▲	42 ▼	55
Slovak Republic	19	52	33	41 ▼	79	52	41 ▼	10 ▼	52	62
Slovenia	12 ▼	46 ▼	37 △	57 △	75	44 ▼	59 △	13 ▼	55 △	56
Spain	12	53	23 ▼	32 ▼	70	54	37 ▼	25 △	53	67 ▲
ICCS 2022 average	15	51	29	50	77	53	54	20	50	56
Countries not meeting sample participation requirements										
Brazil	19	53	22	57	67	53	77	27	31	40
Colombia	20	64	50	65	71	49	39	22	37	39
Cyprus	13	34	32	55	69	50	69	18	46	48
Denmark	29	88	12	63	86	77	44	13	72	79
Estonia	9	50	22	64	71	52	60	11	36	40
France	6	57	18	38	63	44	32	11	23	37
Latvia	19	71	32	57	78	62	54	18	67	78
Netherlands	7	29	3	78	51	44	93	7	33	50
Sweden	5	62	10	64	83	62	69	11	36	66

10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▼
 significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼

Table 5.12 shows that on average the highest percentages of teachers of civics-related subjects who used these activities often or very often were for: ‘student discuss current issues’ (77%), ‘students use digital technologies for project or class work’ (56%), and ‘students study textbook’ (54%). Across countries, the lowest percentages were for: ‘students work on projects that involve gathering information outside school’ (15%), ‘students propose topics/issues for the following lessons’ (20%), and ‘students participate in role plays’ (29%). Malta’s percentages are all lower than the corresponding ICCS international averages and most of the differences are significant. Maltese teachers carry out CCE activities in class to a lower extent compared to schools abroad. Table 5.11 shows the views of Maltese teachers regarding these ten CCE activities, clustered by school type.

Figure 5.11: Score distribution for civic-related activities in Maltese classrooms

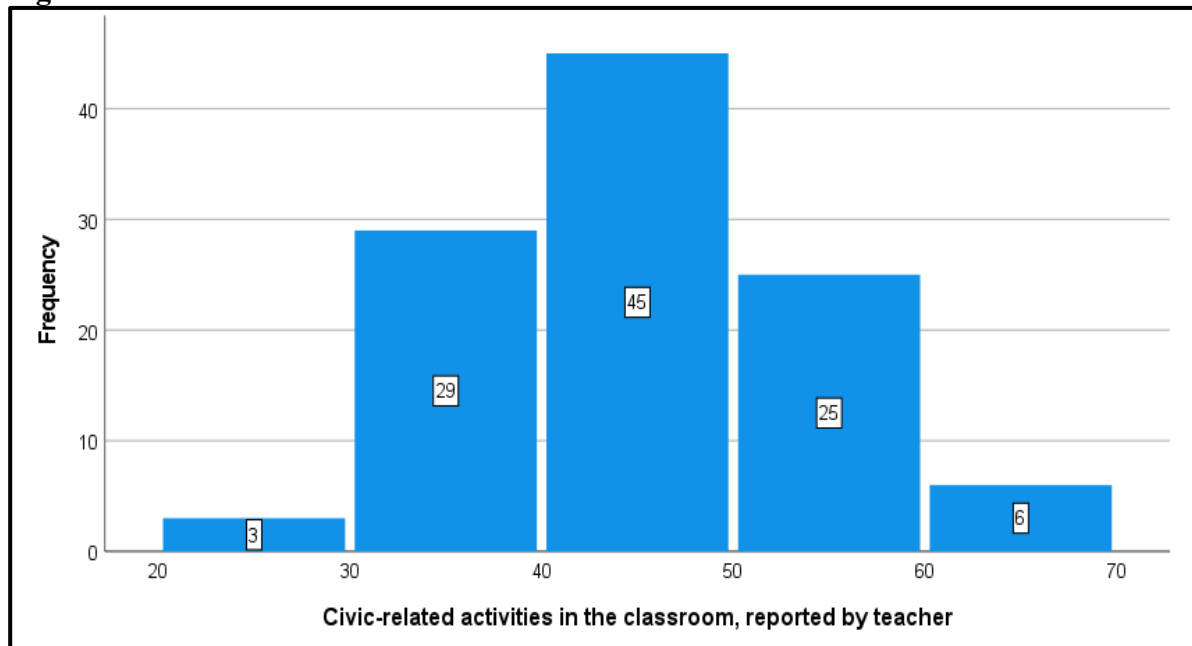
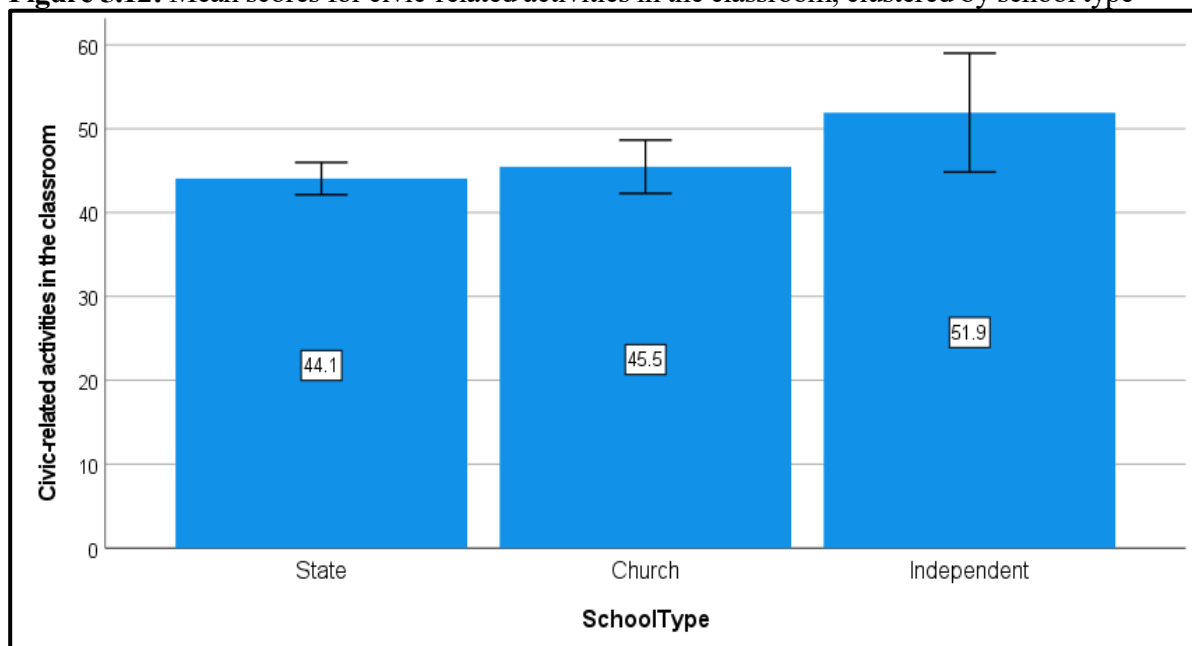


Figure 5.12: Mean scores for civic-related activities in the classroom, clustered by school type



Using these ten items, a scale score was generated to measure the prevalence of civic-related activities in classrooms, where larger scores indicate more frequent activities. Figure 5.11 shows the score distribution for the prevalence of civic-related activities in Maltese classrooms. Malta's mean score (45.0) is significantly lower than the ICCS 2022 international average (50). Compared to other countries, Maltese teachers carry out fewer civic-related activities in class. Figure 5.12 shows that the mean score for independent schools is higher than the international ICCS average and is significantly higher than the mean scores for state and church schools, which are both smaller than the ICCS international threshold value.

5.8 Students' participation in environmental activities at school

Teachers were asked whether they organised activities related to environmental issues with their target-grade students, such as writing letters to newspapers or magazines, signing a petition on environmental issues, posting comments on social networks, activities to make students aware of the environmental impact of excessive consumption of resources, and environmental activities outside the school (clean-up activities and recycling and waste collection in the local community).

Table 5.13: Students' participation in environmental activities at school

	Writing letters to newspapers or magazines to support actions about the environment	Signing a petition on environmental issues	Posting on social network, forum or blog to support actions about the environment	Activities to make students aware of the environmental impact of excessive consumption of resources	Clean-up activities outside the school	Recycling and waste collection in the local community
Bulgaria	7 ▽	3 ▽	23	58	45 △	48 △
Chinese Taipei	11	8 △	19	58 ▽	20 ▼	11 ▼
Croatia	7 ▽	5	20	63	39	46
Italy	5 ▽	4 ▽	13 ▽	80 ▲	26 ▼	49 △
Lithuania	7 ▽	6	20	52 ▽	45 △	55 ▲
Malta	11	2 ▽	8 ▼	40 ▼	9 ▼	19 ▼
Norway	2 ▽	2 ▽	2 ▼	58	59 ▲	42
Poland	5 ▽	5	25 △	64 △	40	58 ▲
Romania	23 ▲	11 △	41 ▲	71 ▲	63 ▲	61 ▲
Serbia	14 △	11 △	41 ▲	62	37	36 ▽
Slovak Republic	12 △	4 ▽	19	67 △	59 ▲	73 ▲
Slovenia	15 △	5	22	54 ▽	36	56 ▲
Spain	8	7	16 ▽	61	14 ▼	20 ▼
ICCS 2022 average	10	6	21	61	38	44
Countries not meeting sample participation requirements						
Brazil	16	13	27	74	32	32
Colombia	36	20	31	76	65	62
Cyprus	20	13	22	52	32	46
Denmark	3	2	14	55	21	24
Estonia	4	3	6	44	21	17
France	5	1	4	44	8	12
Latvia	5	3	17	45	30	38
Netherlands	4	1	3	28	11	10
Sweden	4	2	3	49	10	15

10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽
significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼

Table 5.13 shows that on average across participating countries, the most frequently reported activities were those related to the environmental impact of excessive consumption of resources (61%) and recycling and waste collection in the local community (44%). The lowest percentages were recorded for activities requiring a students' 'public' involvement outside the school, such as signing petitions on environmental issues (6%) and writing to newspapers or magazines to support action about the environment (10%). Similar low percentages were observed for these activities in almost all participating countries. With the exception of 'writing letters to newspapers or magazines to support actions about the environment', Malta's percentages are significantly lower than the corresponding ICCS international averages. Maltese teachers tend to organise fewer activities related to environmental issues compared to schools abroad. Table 5.14 shows the views of Maltese teachers regarding these six environment related activities, clustered by school type.

Table 5.14: Students' participation in environmental activities, clustered by school type

	School type	Yes	No
Writing letters to newspapers or magazines to support actions about the environment	State	8.7%	91.3%
	Church	10.9%	89.1%
	Independent	13.2%	86.8%
Signing a petition on environmental issues	State	3.1%	96.9%
	Church	2.1%	97.9%
	Independent	1.9%	98.1%
Posting on social network, forum or blog to support actions about the environment	State	8.8%	91.3%
	Church	11.4%	88.6%
	Independent	8.0%	92.0%
Activities to make students aware of the environmental impact of excessive consumption of resources	State	39.1%	60.9%
	Church	43.2%	56.8%
	Independent	45.3%	54.7%
Clean-up activities outside the school	State	6.2%	93.8%
	Church	10.4%	89.6%
	Independent	18.9%	81.1%
Recycling and waste collection in the local community	State	20.8%	79.2%
	Church	22.0%	78.0%
	Independent	28.3%	71.7%

5.9 Activities related to global issues, reported by teachers

Teachers of civic-related subjects were asked about activities related to global issues carried out with their students. The following five items were included: 'Activities to raise students' awareness of important global issues (e.g. collecting, analyzing and evaluating information in reports from NGOs or international organizations, in newspapers or online)'; 'Activities to raise students' awareness of the relations between local and global issues (e.g. activities on social and economic interconnections, on the global economy, on the roots of migration)'; 'Activities to

inform students about fair trade (e.g., activities focused on where the food comes from and on the people involved in producing it); ‘Activities to make students aware about collective engagement to achieve improvements worldwide (e.g. climate change protests, environment clean-up movements, social justice movements)’; and ‘Activities to analyze how diverse identities influence the ability to live together’.

Table 5.15: Activities related to global issues, as reported by teachers

	Activities to raise students' awareness of important global issues		Activities to raise students awareness of the relations between local and global issues		Activities to inform students about Fair trade		Activities to make students aware about collective engagement to achieve improvement worldwide		Activities to analyse how diverse identities influence the ability to live together	
Bulgaria	31	▼	59		30	▼	52		47	▼
Chinese Taipei	61	▲	61		42		68	△	69	
Croatia	33	▼	48	▼	39		55	▽	59	▽
Italy	48	▽	58	▽	31	▼	68	△	66	
Lithuania	50		74	▲	31	▼	54	▽	60	
Malta	48		49	▼	34	▽	45	▼	69	
Norway	80	▲	74	▲	67	▲	74	▲	73	▲
Poland	74	▲	90	▲	46		85	▲	79	▲
Romania	53		66		61	▲	57		56	
Serbia	44		50	▼	34		61		67	
Slovak Republic	43	▽	59		34	▽	53	▽	63	
Slovenia	44	▽	51	▼	52	▲	48	▼	40	▼
Spain	57	△	63		42		70	△	69	△
ICCS 2022 average	51		62		42		61		63	
Countries not meeting sample participation requirements										
Brazil	64		81		55		74		81	
Colombia	48		65		58		72		70	
Cyprus	46		55		25		53		47	
Denmark	58		76		16		46		88	
Estonia	53		58		52		49		59	
France	46		73		32		43		51	
Latvia	47		70		35		59		55	
Netherlands	41		58		54		34		46	
Sweden	78		85		68		63		60	
10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽ significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼										

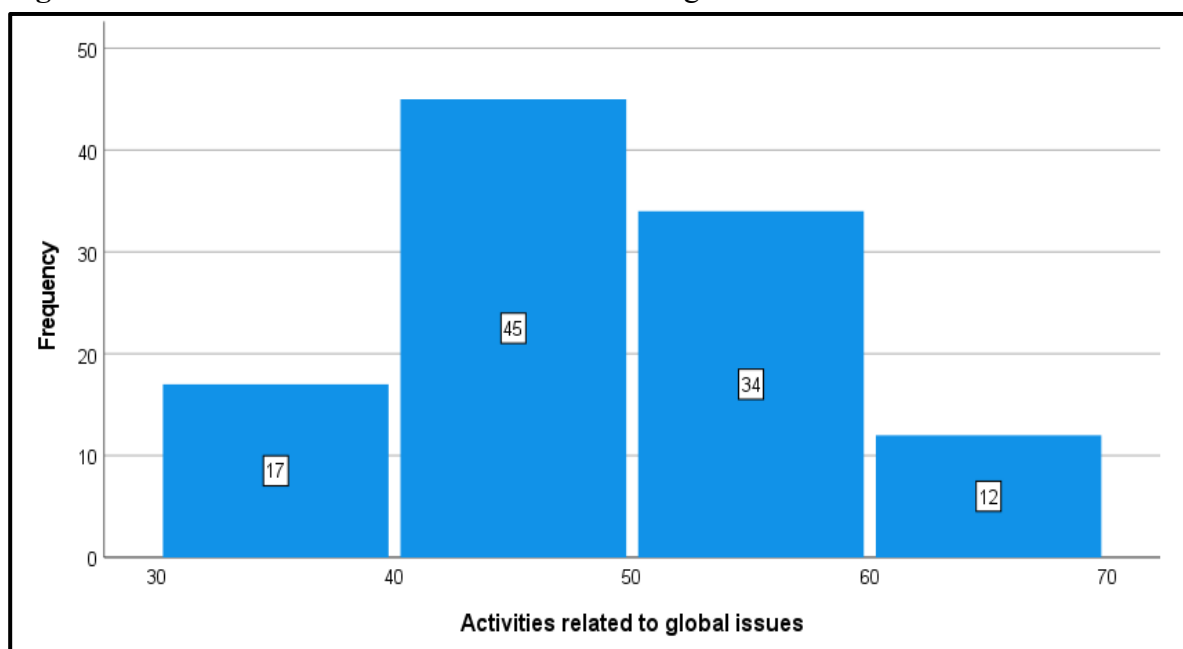
Table 5.15 shows that in almost all the participating countries quite high percentages of teachers indicated that their students were involved in the listed activities. On average, across countries, the highest percentages were registered for activities to analyze how different identities influence the ability to live together (63%), activities to raise students' awareness of the relations between local and global issues (62%) and for activities to make students aware about collective engagement to achieve improvements worldwide (61%). The results show lower percentages of teachers

indicating involvement in activities to inform students about fair trade (42%) and activities to raise students' awareness of important global issues (51%). With the exception to 'activities to analyze how different identities influence the ability to live together', Malta's percentages are lower than the corresponding ICCS international averages, where some in some items the difference is significant. Maltese teachers tend to organise fewer activities related to global issues compared to schools abroad. Table 5.16 shows the views of Maltese teachers regarding these five activities related to global issues, clustered by school type.

Table 5.16: Activities related to global issues, clustered by school type

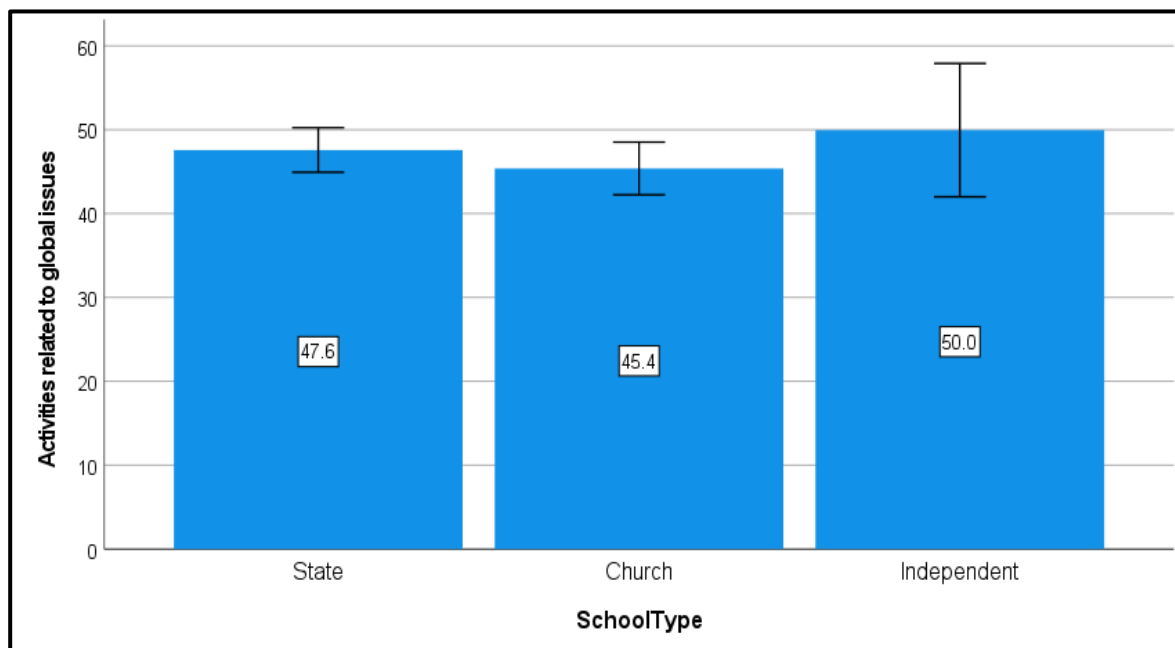
	School type	Yes	No
Activities to raise students' awareness of important global issues	State	39.3%	60.7%
	Church	36.6%	63.4%
	Independent	66.7%	33.3%
Activities to raise students' awareness of the relations between local and global issues	State	45.9%	54.1%
	Church	39.0%	61.0%
	Independent	66.7%	33.3%
Activities to inform students about fair trade	State	32.8%	67.2%
	Church	19.5%	80.5%
	Independent	0.0%	100.0%
Activities to make students aware about collective engagement to achieve improvements worldwide	State	45.8%	54.2%
	Church	35.0%	65.0%
	Independent	66.7%	33.3%
Activities to analyze how diverse identities influence the ability to live together	State	72.1%	27.9%
	Church	70.7%	29.3%
	Independent	83.3%	16.7%

Figure 5.13: Score distribution for activities related to global issues



Using these five items, a scale score was generated to measure the prevalence of class activities related to global issues, where larger scores indicate more frequent activities. Figure 5.13 shows the score distribution for the prevalence of activities related to global issues in Maltese classrooms. Malta's mean score (46.9) is significantly lower than the ICCS 2022 international average (50). Compared to other countries, Maltese teachers carry out fewer activities in class related to global issues. Figure 5.14 shows that the mean score for independent schools is equal to the international ICCS average and is higher than the mean scores for state and church schools, which are both smaller than the ICCS international threshold value.

Figure 5.14: Mean scores for activities related to global issues, clustered by school type



5.10 Teacher participation at school

Teachers were asked about their participation at school. The following six items were included: 'Working together when devising teaching activities', 'Helping each other to solve conflicts between students in the school', 'Taking on tasks and responsibilities in addition to teaching', 'Actively taking part in school development/improvement activities', 'Engaging in tutoring and counselling activities', and 'Actively cooperating with parents/guardians'. Table 5.17 shows the views of Maltese teachers regarding these five activities related to teachers' participation at school, clustered by school type. On average, Maltese teachers participate more by actively cooperating with parents/guardians and by helping each other to solve conflicts between students in the school; however, they participate less by engaging in tutoring and counselling activities and by taking on tasks and responsibilities in addition to teaching. Teachers in independent schools tend to participate more at school than teachers in church and state schools.

Using these six items, a scale score was generated to measure teachers' participation at school, where larger scores indicate higher participation. Figure 5.15 shows the score distribution for teacher participation in Maltese schools. Malta's mean score (43.5) is significantly lower than the ICCS 2022 international average (50). Compared to other countries, Maltese teachers participate

less in other school responsibilities besides teaching. Figure 5.16 shows that the mean score for independent schools is higher than the corresponding mean scores of church and state schools; however all three mean scores are significantly lower than the ICCS international threshold value.

Table 5.17: Teacher participation at school, clustered by school type

	School type	All or nearly all	Most of them	Some of them	None or hardly any
Working together when devising teaching activities	State	7.8%	32.5%	54.2%	5.4%
	Church	16.3%	37.2%	42.3%	4.1%
	Independent	26.4%	43.4%	26.4%	3.8%
Helping each other to solve conflicts between students in the school	State	10.5%	47.5%	37.7%	4.3%
	Church	17.3%	46.4%	36.2%	0.0%
	Independent	22.6%	47.2%	30.2%	0.0%
Taking on tasks and responsibilities in addition to teaching	State	6.1%	24.5%	62.0%	7.4%
	Church	10.3%	25.8%	60.8%	3.1%
	Independent	15.1%	32.1%	47.2%	5.7%
Actively taking part in school development/improvement activities	State	12.2%	33.5%	47.0%	7.3%
	Church	16.8%	35.7%	43.9%	3.6%
	Independent	19.2%	28.8%	48.1%	3.8%
Engaging in tutoring and counselling activities	State	1.8%	21.5%	71.2%	5.5%
	Church	3.1%	20.6%	67.0%	9.3%
	Independent	3.8%	24.5%	66.0%	5.7%
Actively cooperating with parents/guardians'	State	14.1%	49.1%	32.5%	4.3%
	Church	22.6%	47.7%	24.1%	5.6%
	Independent	41.5%	34.0%	22.6%	1.9%

Figure 5.15: Score distribution for teacher participation in Maltese schools

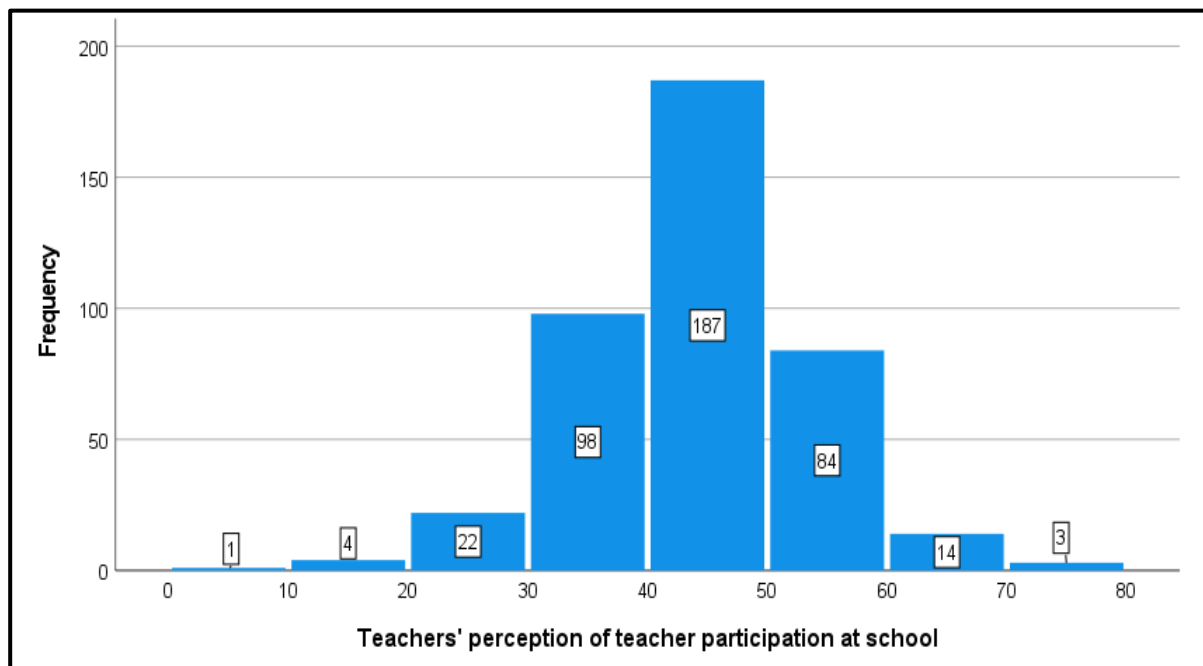
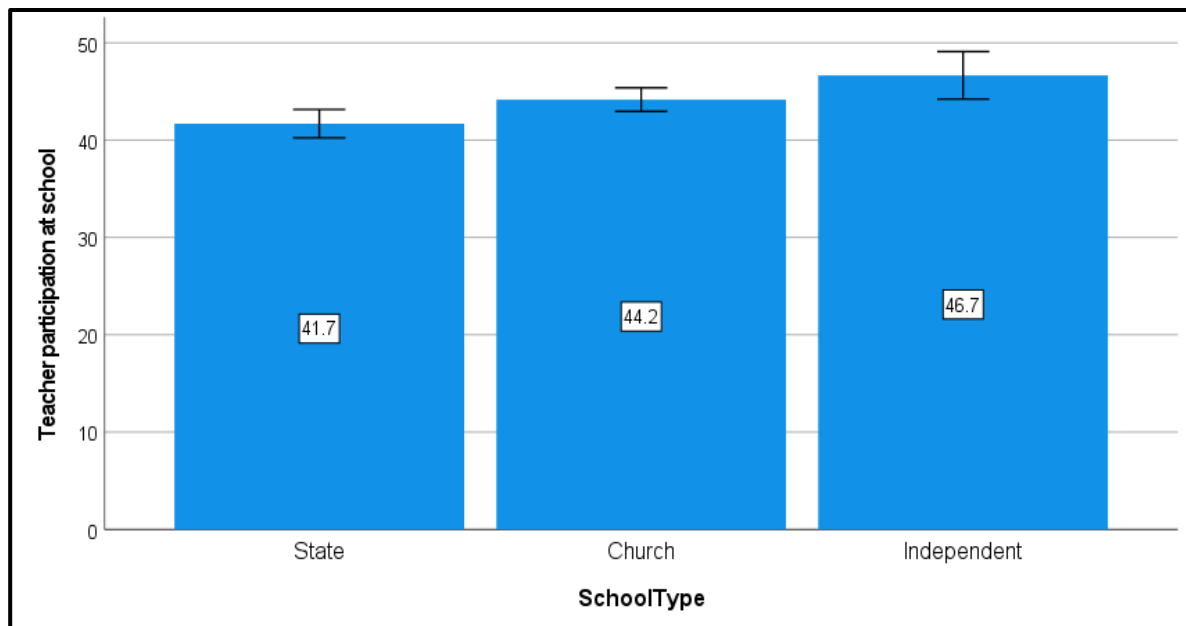


Figure 5.16: Mean scores for teacher participation in Maltese school, clustered by school type

5.11 Teachers' perception of classroom climate

Teachers were asked about their perception of the classroom climate. The following four items were included: 'Get on well with their classmates', 'Are well integrated in the classes', 'Respect their classmates even if they have different opinions', and 'Have a good relationship with other students'.

Table 5.18: Teachers' perceptions of the classroom climate in Malta, clustered by school type

	School type	All or nearly all	Most of them	Some of them	None or hardly any
Get on well with their classmates'	State	31.9%	62.0%	5.4%	0.6%
	Church	37.4%	57.4%	5.1%	0.0%
	Independent	37.7%	58.5%	3.8%	0.0%
Are well integrated in the classes	State	28.7%	64.6%	5.5%	1.2%
	Church	33.3%	59.0%	7.7%	0.0%
	Independent	30.2%	62.3%	7.5%	0.0%
Respect their classmates even if they have different opinions	State	20.2%	60.1%	17.2%	2.5%
	Church	28.0%	60.1%	11.4%	0.5%
	Independent	34.0%	56.6%	7.5%	1.9%
Have a good relationship with other students'	State	23.8%	67.7%	7.3%	1.2%
	Church	29.7%	62.6%	7.7%	0.0%
	Independent	37.7%	56.6%	5.7%	0.0%

Table 5.18 shows the perceptions of Maltese teachers regarding the classroom climate, clustered by school type. On average, Maltese teachers have positive insights of the classroom climate since

more than 80% of the teachers stated that students get on well with their classmates, are well integrated in the classes, have good relationships and respect their colleagues most of the time.

Figure 5.17: Score distribution for teachers' perceptions of classroom climate in Maltese schools

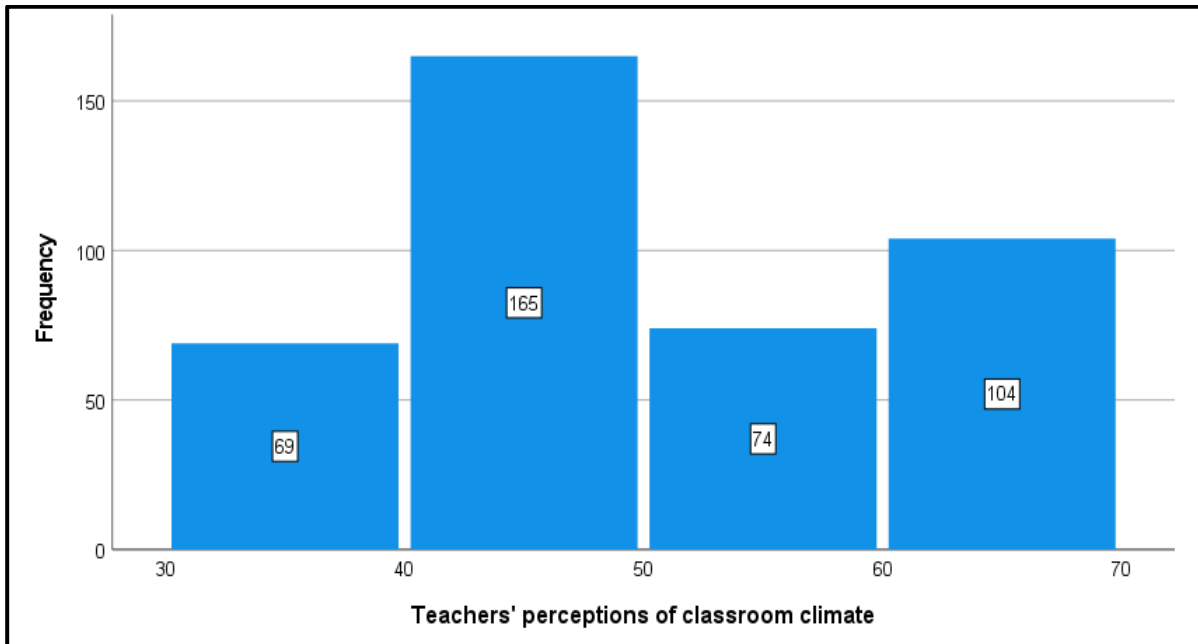
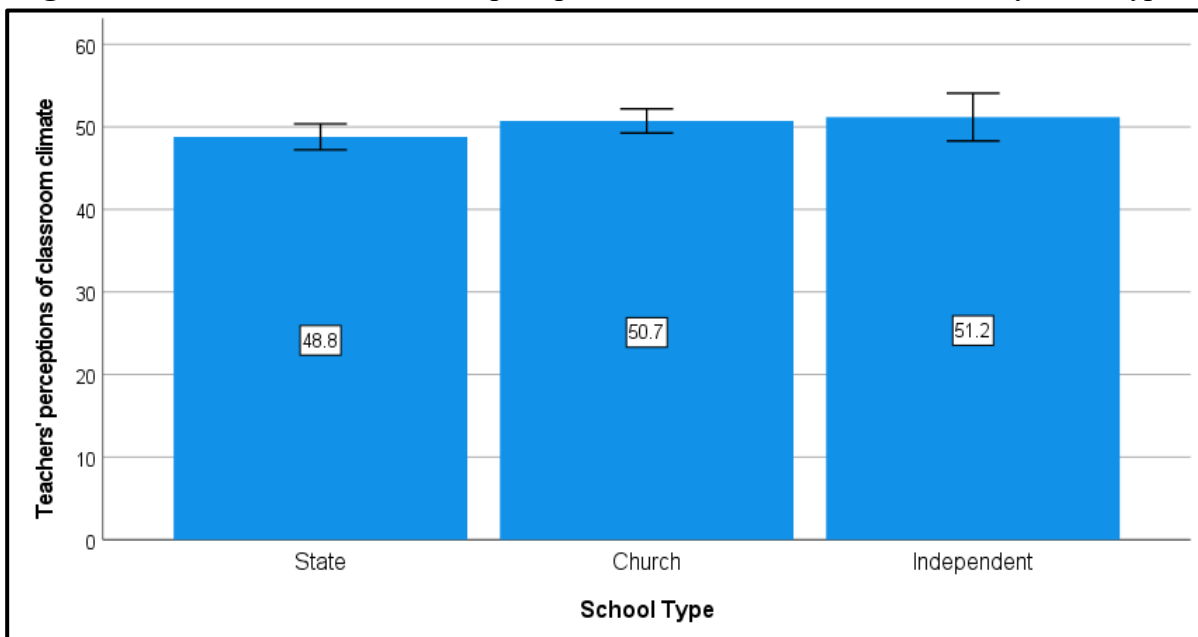


Figure 5.18: Mean scores for teachers' perceptions of Maltese classroom climate, by school type



Using these four items, a scale score was generated to measure teachers' insights of the classroom climate, where larger scores indicate better insights. Figure 5.17 shows the score distribution for teachers' perceptions of the classroom climate in Maltese schools. Malta's mean score (50.0) is equal to the ICCS 2022 international average (50). Figure 5.18 shows that the mean scores of independent and church schools are higher than the mean score of state schools; however, differences are not significant despite that two means exceed the 50 threshold values and one is lower.

5.12 Teachers' preparedness for teaching CCE topics and skills

Teachers were asked about their preparedness for teaching CCE topics and skills. The following ten items were included: 'human rights', 'voting and elections', 'the global community and international organisations', 'the environment and environmental sustainability', 'emigration and immigration', 'equal opportunities for men and women', 'citizens' rights and responsibilities', 'the constitution and political systems', 'responsible Internet use', and 'critical and independent thinking'.

Table 5.19: Teachers' preparedness for teaching CCE topics and skills, clustered by school type

	School type	Very well prepared	Quite well prepared	Not very well prepared	Not prepared at all
Human rights	State	28.3%	66.7%	5.0%	0.0%
	Church	29.3%	51.2%	17.1%	2.4%
	Independent	33.3%	50.0%	16.7%	0.0%
Voting and elections	State	21.7%	60.0%	16.7%	1.7%
	Church	37.5%	40.0%	15.0%	7.5%
	Independent	0.0%	66.7%	33.3%	0.0%
The global community and international organisations	State	19.3%	43.9%	36.8%	0.0%
	Church	22.0%	34.1%	36.6%	7.3%
	Independent	50.0%	33.3%	16.7%	0.0%
The environment and environmental sustainability	State	28.8%	64.4%	6.8%	0.0%
	Church	31.7%	53.7%	12.2%	2.4%
	Independent	80.0%	20.0%	0.0%	0.0%
Emigration and immigration	State	18.3%	46.7%	35.0%	0.0%
	Church	31.7%	36.6%	29.3%	2.4%
	Independent	50.0%	50.0%	0.0%	0.0%
Equal opportunities for men and women	State	43.3%	51.7%	5.0%	0.0%
	Church	53.7%	34.1%	12.2%	0.0%
	Independent	66.7%	16.7%	16.7%	0.0%
Citizens' rights and responsibilities	State	34.5%	58.6%	5.2%	1.7%
	Church	45.0%	40.0%	12.5%	2.5%
	Independent	33.3%	50.0%	16.7%	0.0%
The constitution and political systems	State	11.9%	35.6%	44.1%	8.5%
	Church	19.5%	36.6%	29.3%	14.6%
	Independent	0.0%	50.0%	50.0%	0.0%
Responsible Internet use (e.g. privacy, source reliability)	State	50.8%	47.5%	1.7%	0.0%
	Church	56.1%	29.3%	14.6%	0.0%
	Independent	50.0%	50.0%	0.0%	0.0%
Critical and independent thinking	State	41.7%	48.3%	10.0%	0.0%
	Church	53.8%	38.5%	5.1%	2.6%
	Independent	66.7%	33.3%	0.0%	0.0%

Table 5.19 shows the preparedness of Maltese teachers for teaching CCE topics and skills, clustered by school type. On average, Maltese teachers are more prepared to teach the topics ‘equal opportunities for men and women’, ‘critical and independent thinking’, ‘the environment and environmental sustainability’ and ‘the environment and environmental sustainability’. They are less prepared to teach ‘the constitution and political systems’, ‘the global community and international organisations’, and ‘emigration and immigration’.

Figure 5.19: Score distribution for teachers’ preparedness for teaching CCE topics and skills

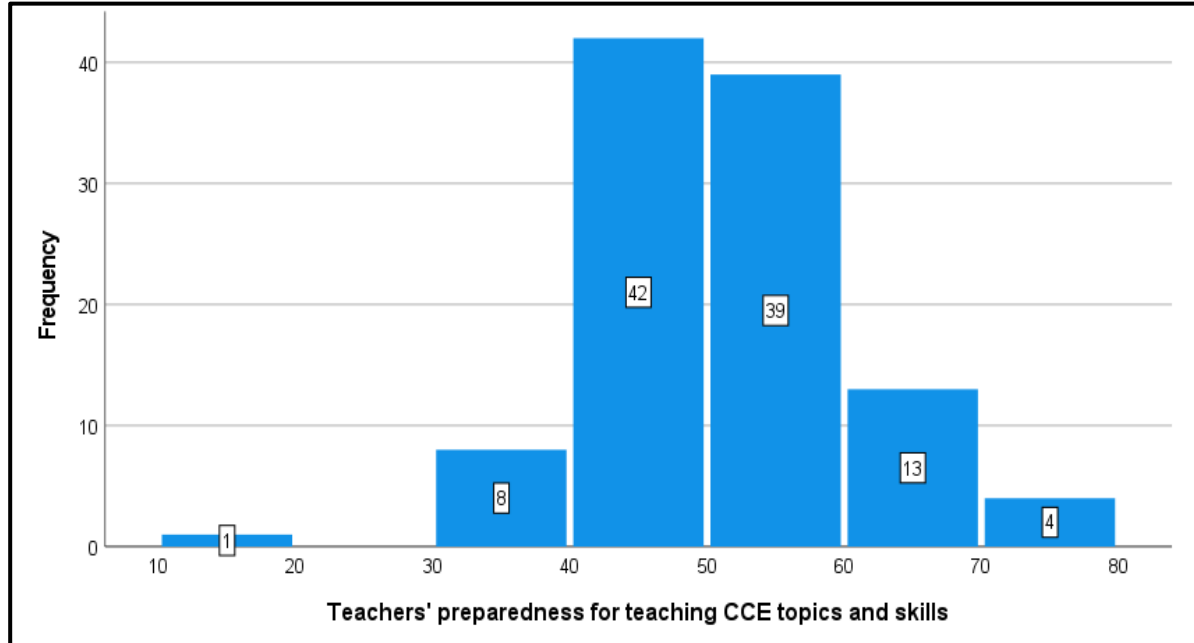
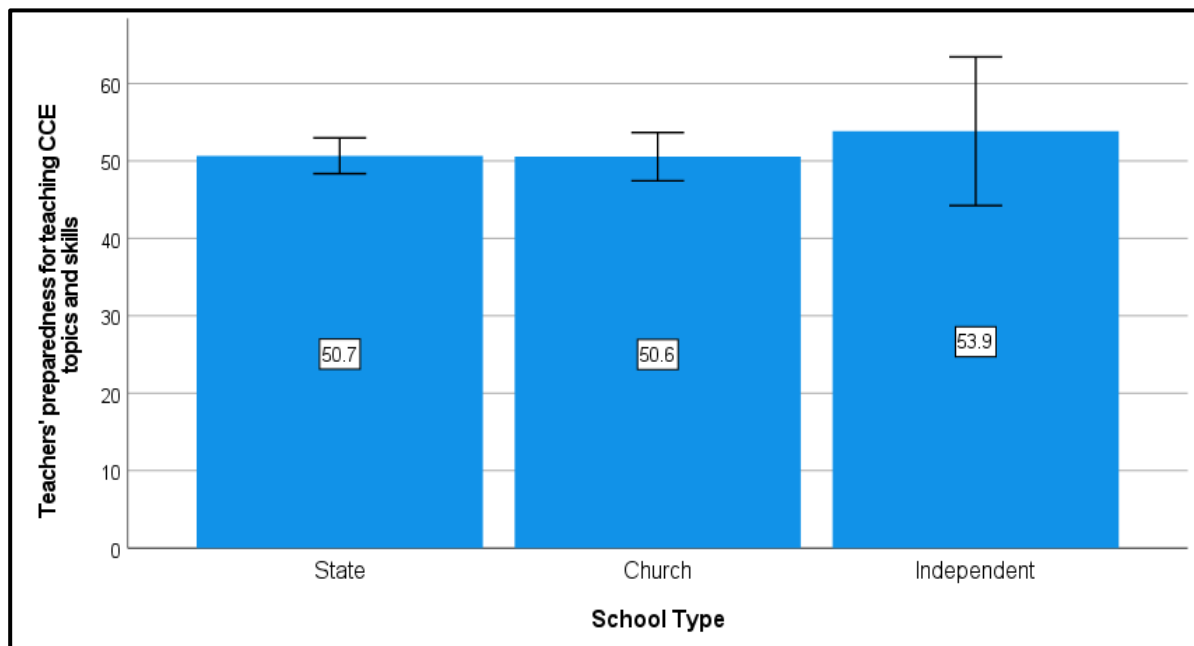


Figure 5.20: Mean scores for Maltese teachers’ preparedness for teaching CCE topics and skills



Using these ten items, a scale score was generated to measure teachers’ preparedness for teaching CCE topics and skills, where larger scores indicate better preparation. Figure 5.19 shows the score distribution for teachers’ preparedness for teaching CCE topics and skills in Maltese schools.

Malta's mean score (50.8) is marginally higher than the ICCS 2022 international average (50). Figure 5.20 shows that the mean score for independent schools is higher than the mean scores of church and state schools; however, differences are not significant. Moreover all three mean scores exceed the ICCS international threshold value.

5.13 Teacher participation in courses to enhance teaching methods

Teachers were asked whether they have attended any training courses as part of their professional development (PD) to address the following teaching methods and approaches: 'pair and group work', 'classroom discussion', 'role play', 'research work', 'problem solving', and 'project work'. Table 5.20 shows teachers' participation in training courses to enhance teaching methods, grouped by school type. On average, Maltese teachers attended more training courses to improve teaching methods on 'problem solving', 'pair and group work', and 'classroom discussion'

Table 5.20: Teacher participation in courses to enhance teaching methods, grouped by school type

	School Type	Yes, during pre-service training	Yes, during in-service training	Yes, during pre- and in-service training	No
Pair and group work	State	25.0%	13.3%	38.3%	23.3%
	Church	22.0%	34.1%	24.4%	19.5%
	Independent	33.3%	33.3%	16.7%	16.7%
Classroom discussion	State	27.9%	13.1%	36.1%	23.0%
	Church	19.5%	34.1%	22.0%	24.4%
	Independent	33.3%	50.0%	0.0%	16.7%
Role play	State	37.7%	6.6%	31.1%	24.6%
	Church	17.1%	22.0%	17.1%	43.9%
	Independent	16.7%	50.0%	16.7%	16.7%
Research work	State	35.0%	11.7%	21.7%	31.7%
	Church	24.4%	9.8%	17.1%	48.8%
	Independent	16.7%	50.0%	0.0%	33.3%
Problem solving	State	35.0%	13.3%	25.0%	26.7%
	Church	17.1%	34.1%	24.4%	24.4%
	Independent	16.7%	50.0%	16.7%	16.7%
Project work	State	31.1%	16.4%	24.6%	27.9%
	Church	9.8%	17.1%	19.5%	53.7%
	Independent	0.0%	50.0%	16.7%	33.3%

Using these six items, a scale score was generated to measure teacher participation in training courses as part of their professional development to address their teaching methods/approaches, where larger scores indicate higher participation in these courses. Figure 5.21 shows the score distribution for the participation of Maltese teachers in these training courses. Malta's mean score (48.5) is marginally lower than the ICCS 2022 international average (50). Figure 5.22 shows that the mean scores for state and independent schools are higher than the mean score of church schools. This indicates lower participation of church school teachers in these professional development courses to enhance teaching methods and approaches.

Figure 5.21: Score distribution for participation in PD training courses of Maltese teachers

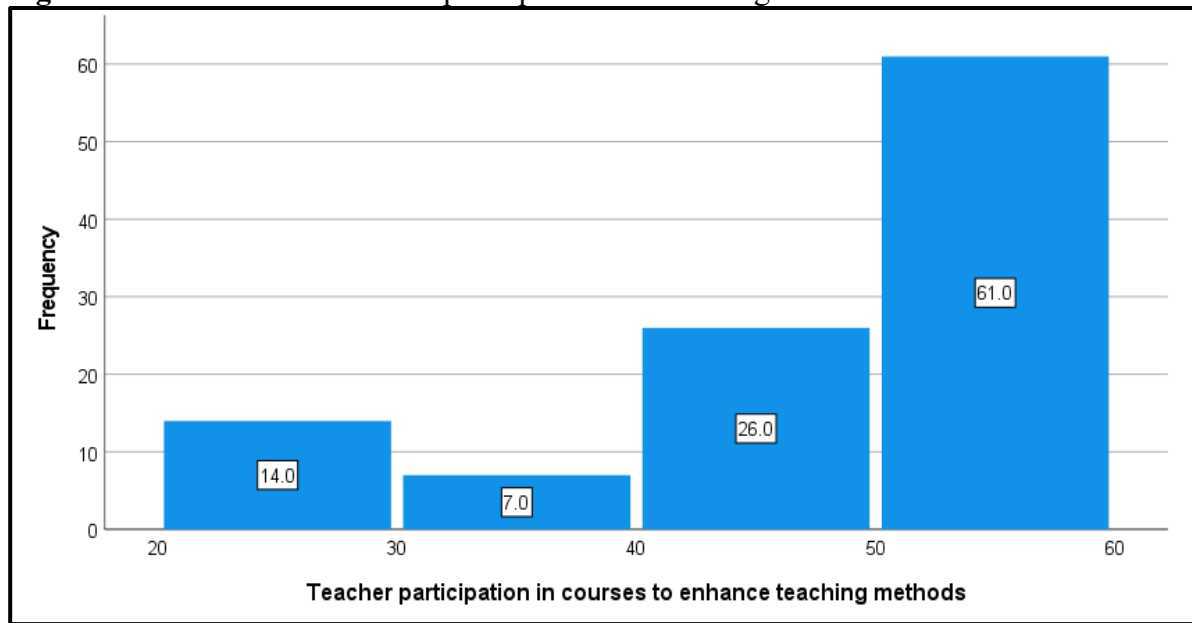
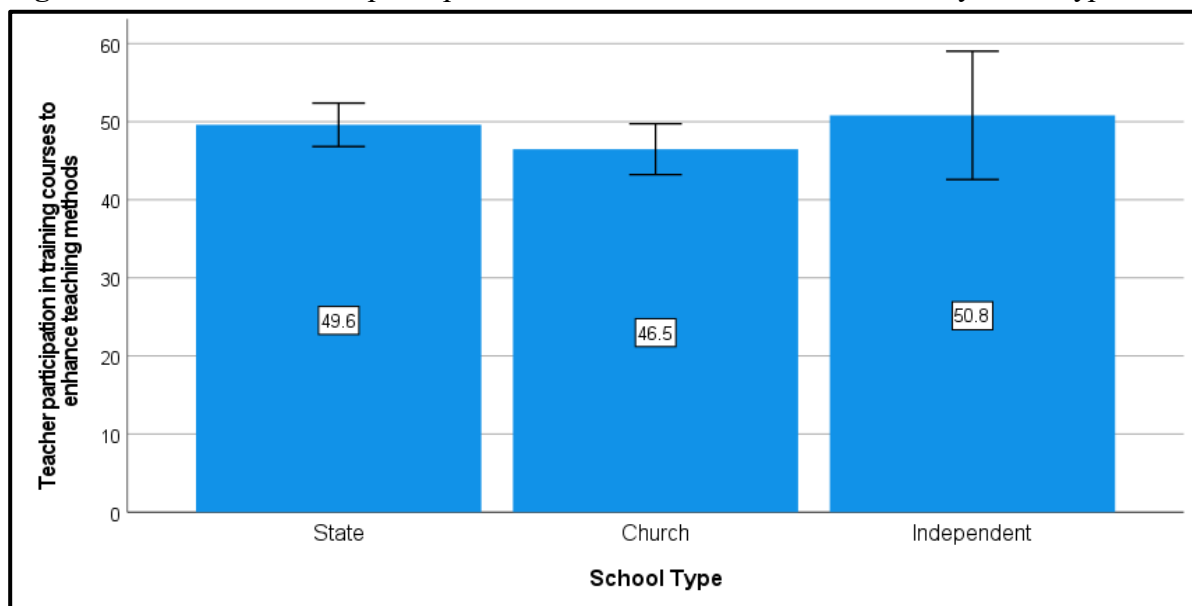


Figure 5.22: Mean scores for participation in PD courses of Maltese teachers, by school type



5.14 Teacher participation in courses on CCE topics and skills

Teachers were asked whether they have attended any training courses as part of their professional development (PD) addressing the following topics: ‘human rights’, ‘voting and elections’, ‘the global community and international organisations’, ‘equal opportunities for men and women’, ‘emigration and immigration’, ‘the environment and environmental sustainability’, ‘citizens’ rights and responsibilities’, ‘the constitution and political systems’, ‘responsible Internet use’, and ‘critical and independent thinking’. Table 5.21 shows participation of Maltese teachers in courses related to CCE topics and skills, clustered by school type. On average, Maltese teachers attended more training courses to learn more about ‘responsible internet use’, ‘critical and independent

thinking’ and ‘equal opportunities for men and women’. Participation in PD courses addressing ‘voting and elections’, ‘the constitution and political systems’ is less prevalent by Maltese teachers.

Table 5.21: Teachers’ participation in CCE-related training courses, clustered by school type

School type		Yes, during pre-service training	Yes, during in-service training	Yes, in pre- and in-service training	No
Human rights	State	11.7%	35.0%	10.0%	43.3%
	Church	14.6%	17.1%	2.4%	65.9%
	Independent	0.0%	16.7%	0.0%	83.3%
Voting and elections	State	10.3%	6.9%	1.7%	81.0%
	Church	5.1%	2.6%	2.6%	89.7%
	Independent	0.0%	0.0%	0.0%	100.0%
The global community and international organisations	State	13.8%	10.3%	8.6%	67.2%
	Church	12.2%	9.8%	7.3%	70.7%
	Independent	0.0%	0.0%	0.0%	100.0%
The environment and environmental sustainability	State	8.8%	22.8%	22.8%	45.6%
	Church	14.6%	7.3%	7.3%	70.7%
	Independent	0.0%	33.3%	16.7%	50.0%
Emigration and immigration	State	10.3%	20.7%	12.1%	56.9%
	Church	10.0%	5.0%	5.0%	80.0%
	Independent	0.0%	16.7%	16.7%	66.7%
Equal opportunities for men and women	State	14.0%	36.8%	15.8%	33.3%
	Church	12.2%	14.6%	9.8%	63.4%
	Independent	0.0%	33.3%	0.0%	66.7%
Citizens’ rights and responsibilities	State	12.3%	31.6%	14.0%	42.1%
	Church	14.6%	14.6%	12.2%	58.5%
	Independent	0.0%	16.7%	0.0%	83.3%
The constitution and political systems	State	8.9%	10.7%	3.6%	76.8%
	Church	12.5%	2.5%	0.0%	85.0%
	Independent	0.0%	0.0%	0.0%	100.0%
Responsible Internet use (e.g. privacy, source reliability)	State	6.9%	36.2%	31.0%	25.9%
	Church	19.5%	24.4%	22.0%	34.1%
	Independent	0.0%	33.3%	33.3%	33.3%
Critical and independent thinking	State	22.0%	11.9%	20.3%	45.8%
	Church	22.0%	9.8%	19.5%	48.8%
	Independent	0.0%	50.0%	16.7%	33.3%

Using these ten items, a scale score was generated to measure teacher participation in CCE-related courses as part of their professional development, where larger scores indicate higher participation in these courses. Figure 5.23 shows the score distribution for the participation of Maltese teachers in these training courses. Malta’s mean score (48.1) is lower than the ICCS 2022 international average (50). Figure 5.24 shows that the mean score of state schools is significantly higher than the mean scores of church and independent schools indicating higher participation of state school

teachers in these CCE-related courses. However, all three mean scores are lower than the ICCS international average.

Figure 5.23: Score distribution for teacher participation in PD courses on CCE topics and skills

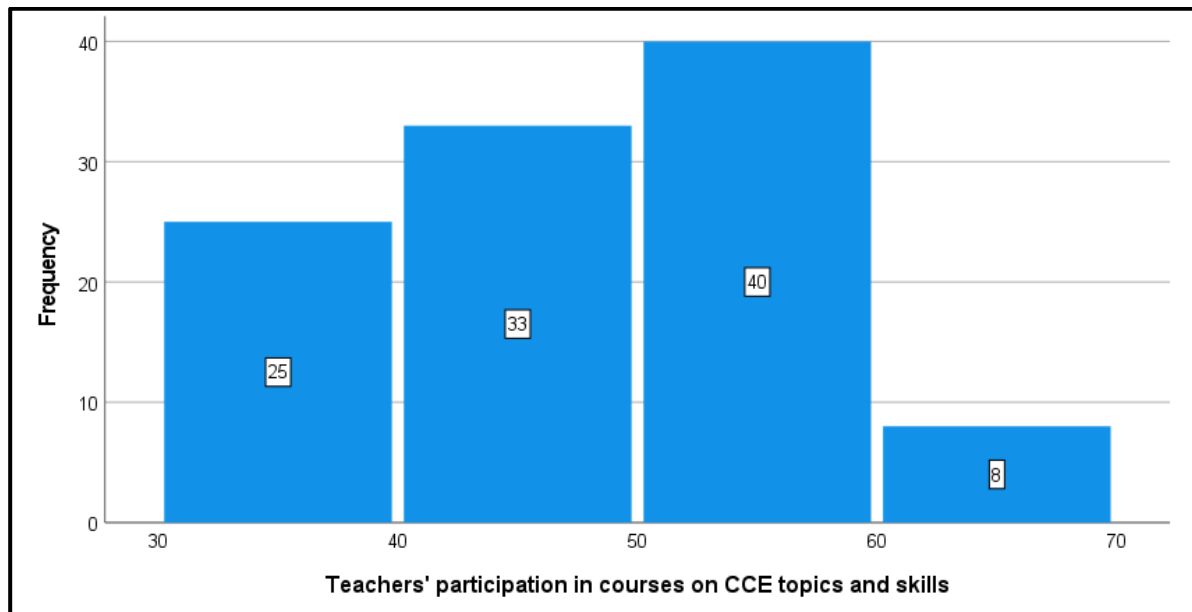
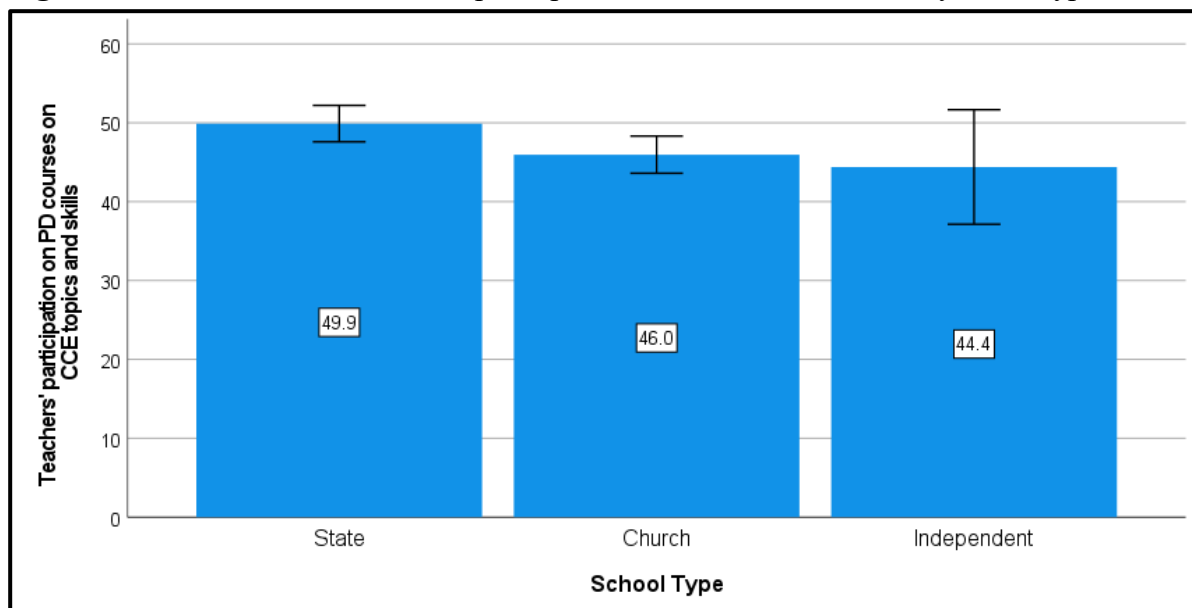


Figure 5.24: Mean scores for teacher participation in CCE-related courses, by school type



5.15 Student involvement in activities, reported by teachers

Teachers were asked about student involvement in activities and the following six items were included: ‘taking part in decisions related to teaching content’, ‘contributing to classroom activities planning’, ‘participating in establishing assessment criteria’, ‘participating in school self-evaluation processes’, ‘contributing to the choice of the teaching materials’, and ‘taking part in establishing

classroom rules’. Table 5.22 shows that Maltese students are more involved in ‘taking part in establishing classroom rules’ but less likely to be involved in ‘contributing to the choice of the teaching materials’, ‘participating in establishing assessment criteria’ and ‘participating in school self-evaluation processes’.

Table 5.22: Maltese student involvement in activities, grouped by school type

	School Type	Large extent	Moderate extent	Small extent	Not at all
Taking part in decisions related to teaching content	State	11.5%	37.6%	32.7%	18.2%
	Church	10.3%	38.7%	39.2%	11.9%
	Independent	7.5%	39.6%	37.7%	15.1%
Contributing to classroom activities planning	State	9.3%	30.9%	43.2%	16.7%
	Church	6.7%	36.1%	42.8%	14.4%
	Independent	1.9%	41.5%	49.1%	7.5%
Participating in establishing assessment criteria	State	8.1%	19.4%	30.6%	41.9%
	Church	6.8%	25.0%	35.4%	32.8%
	Independent	0.0%	18.9%	49.1%	32.1%
Participating in school self-evaluation processes	State	9.4%	24.4%	33.1%	33.1%
	Church	10.3%	27.3%	40.2%	22.2%
	Independent	9.4%	30.2%	41.5%	18.9%
Contributing to the choice of the teaching materials	State	6.8%	21.0%	32.1%	40.1%
	Church	5.2%	16.1%	36.8%	42.0%
	Independent	0.0%	17.3%	40.4%	42.3%
Taking part in establishing classroom rules	State	27.8%	34.6%	25.3%	12.3%
	Church	22.3%	34.2%	32.6%	10.9%
	Independent	20.8%	41.5%	32.1%	5.7%

Figure 5.25: Score distribution for Maltese student involvement in activities

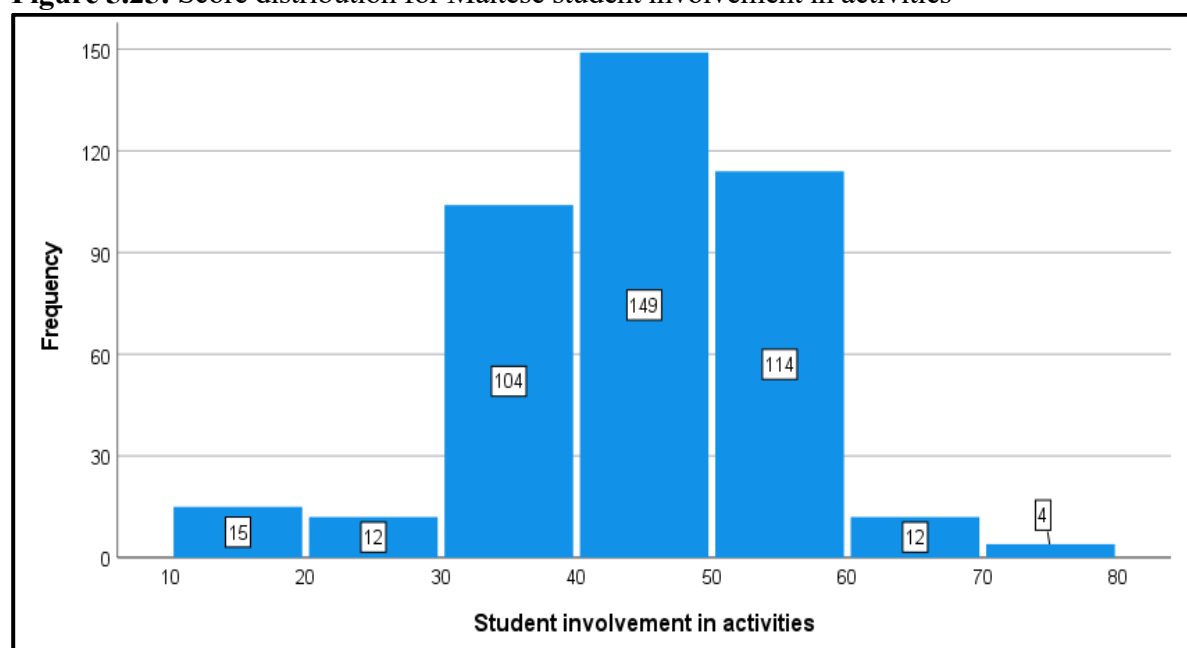
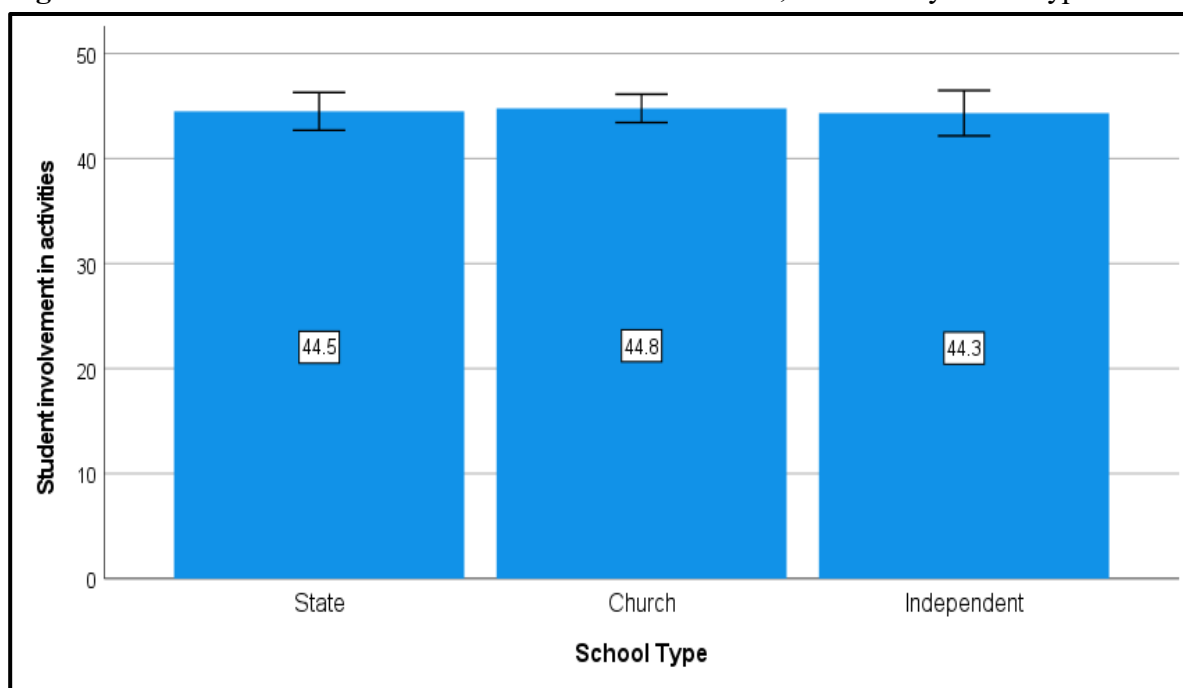


Figure 5.26: Mean scores for student involvement in activities, clustered by school type



Using these six items, a scale score was generated to measure student involvement in activities, where larger scores indicate higher involvement. Figure 5.25 shows the score distribution for the involvement of Maltese students in activities. Malta's mean score (44.6) is significantly lower than the ICCS 2022 international average (50), which implies that Maltese are less involved in these activities compared to students abroad. Figure 5.26 shows that the mean scores vary marginally between the three school types; however, all mean scores are significantly lower than the ICCS international average.

5.16 Activities related to digital technologies, reported by teachers

Teachers were asked to specify the frequency of classroom activities related to digital technologies and the following six items were included: 'activities on information and data literacy (e.g. searching and managing data, evaluating online content)', 'activities aimed at encouraging students to contribute to online discussions on civic and social issues', 'activities aimed at improving students' skills to find information about civic and social issues on the internet', and 'activities aimed at developing students' awareness of issues related to online responsibility (e.g. safe and responsible internet use to avoid cyber-bullying)'.

Table 5.23 shows the views of Maltese teachers regarding these four activities related to digital technologies, clustered by school type. On average, activities aimed at 'encouraging students to contribute to online discussions on civic and social issues' are more prevalent in Maltese schools than 'activities on information and data literacy', 'activities aimed at improving students' skills to find information about civic and social issues on the internet', and 'activities aimed at developing students' awareness of issues related to online responsibility. Moreover, the prevalence of class activities on digital technology vary marginally between the three school types and percentage differences are not significant.

Table 5.23: Classroom activities related to digital technologies, grouped by school type

	School Type	Never	Once	Once a month	More than once monthly
Activities on information and data literacy	State	49.7%	25.8%	10.1%	14.5%
	Church	49.5%	28.1%	13.5%	8.9%
	Independent	43.4%	28.3%	15.1%	13.2%
Activities aimed at encouraging students to contribute to online discussions on civic and social issues	State	67.7%	19.6%	5.7%	7.0%
	Church	67.2%	25.0%	4.7%	3.1%
	Independent	69.8%	15.1%	11.3%	3.8%
Activities aimed at improving students' skills to find information about civic and social issues on the internet	State	45.9%	32.1%	8.2%	13.8%
	Church	52.6%	22.9%	16.1%	8.3%
	Independent	57.7%	19.2%	9.6%	13.5%
Activities aimed at developing students' awareness of issues related to online responsibility	State	42.4%	32.9%	9.5%	15.2%
	Church	47.4%	32.3%	11.5%	8.9%
	Independent	43.4%	32.1%	7.5%	17.0%

Using these four items, a scale score was generated to measure the prevalence of activities related to digital technologies, where larger scores indicate higher occurrence of these activities. Figure 5.27 shows a right skewed score distribution for the prevalence of digital technology activities, which implies that most Maltese teachers rarely or never carry out these activities. In fact, Malta's mean score (44.4) is significantly lower than the ICCS 2022 international average (50). Compared to other countries, Maltese teachers engage students less on these activities. Figure 5.28 shows that the mean scores vary marginally between the three school types; however all three mean scores are significantly lower than the ICCS international threshold value.

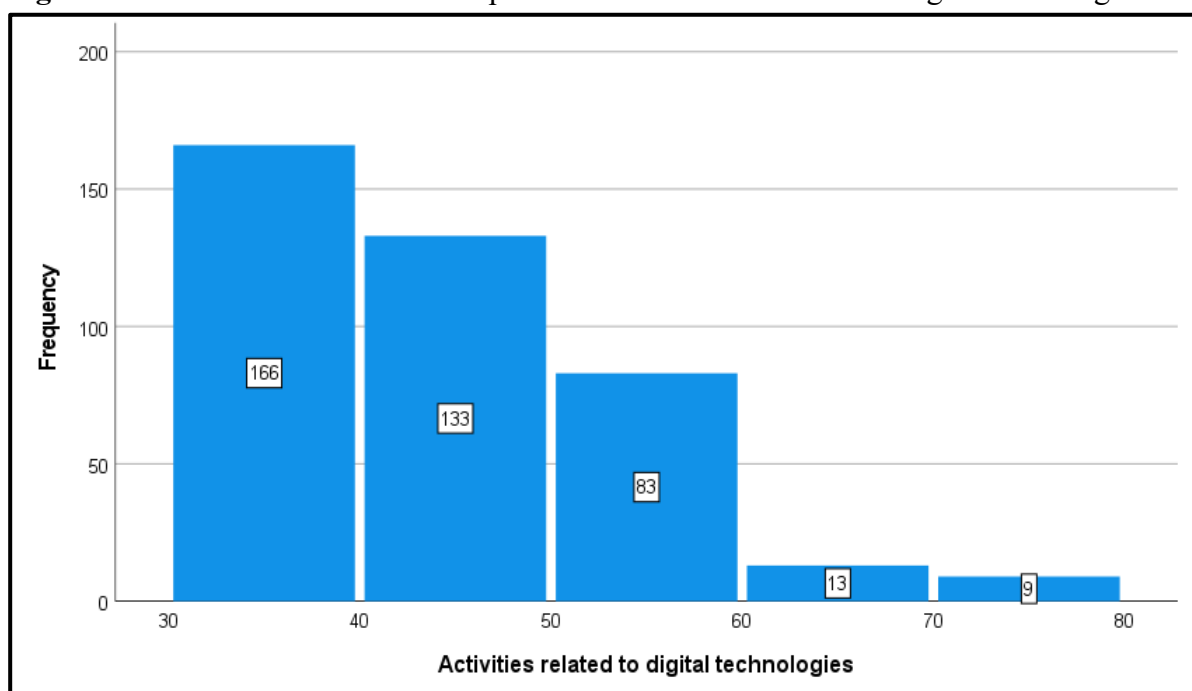
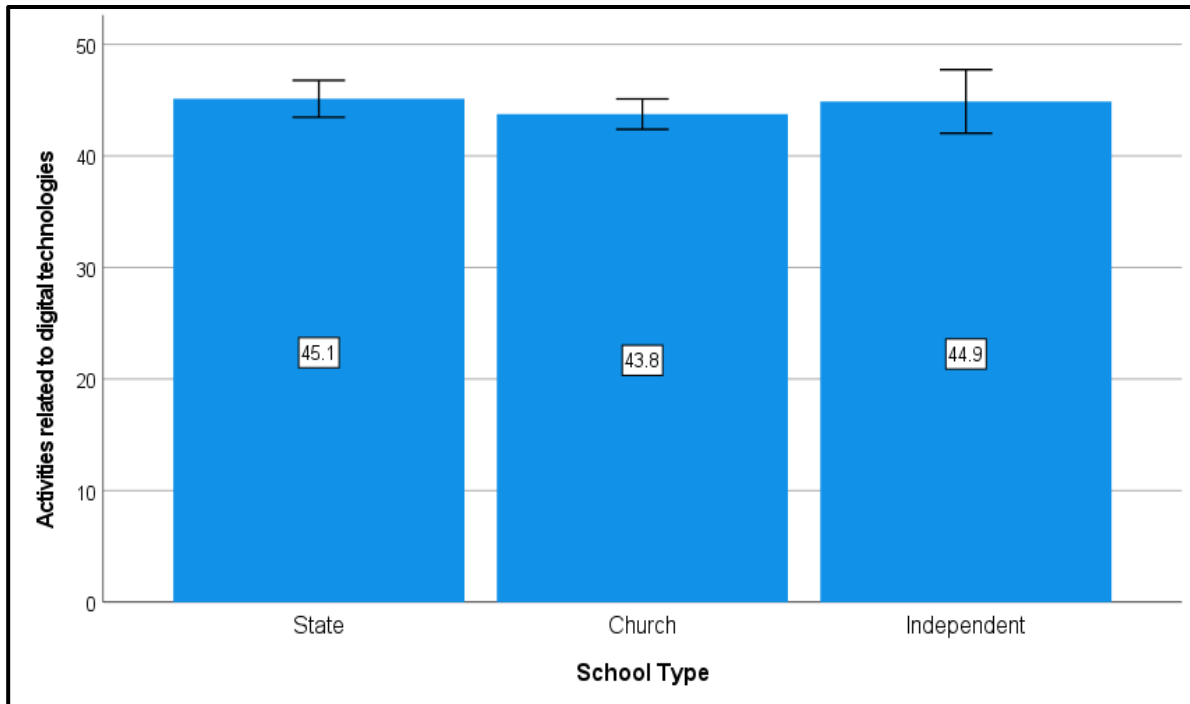
Figure 5.27: Score distribution for the prevalence of activities related to digital technologies

Figure 5.28: Mean scores for activities related to digital technologies, clustered by school type



5.17 Importance of conventional, global and social related citizenship

Table 5.24: Important behaviours for Maltese students to become good citizens

Which of the following behaviours are important for your students to become good citizens?	Very important	Quite important	Not very important	Not at all important
Voting in every national election	33.7%	44.4%	18.7%	3.2%
Joining a political party	2.5%	9.9%	51.4%	36.1%
Learning about the country's history	61.0%	33.8%	4.3%	1.0%
Following political issues in the newspaper, on the radio, on TV or on the Internet	35.7%	48.1%	12.7%	3.5%
Engaging in political discussions	13.7%	43.5%	36.9%	5.9%
Participating in peaceful protests against laws believed to be unjust	29.1%	42.8%	24.6%	3.5%
Participating in activities to benefit people in the local community	54.1%	39.8%	5.8%	0.3%
Taking part in activities promoting human rights	54.6%	41.1%	4.0%	0.2%
Taking part in activities to protect the environment	66.2%	31.1%	2.5%	0.2%
Showing interest in different cultures and languages	49.1%	45.1%	5.5%	0.2%
Making changes to one's personal lifestyle in order to become more environmental friendly	65.4%	32.1%	2.0%	0.5%
Supporting initiatives that promote equal opportunities for all people across the world	61.8%	35.3%	2.8%	0.3%
Helping people in less developed countries	50.0%	45.2%	4.3%	0.5%

Maltese teachers were asked to rate a number of student behaviours on a 4-point likert scale ranging from 'very important' to 'not at all important'. Table 5.24 displays the responses of Maltese teachers to these thirteen items describing different behaviours. The first five items were used to generate a scale score for conventional citizenship; the next four items were used to generate a scale score for social movement related citizenship; and the last four items were used to generate a scale score for global citizenship. Higher scores indicate more important behaviours attributed to students by their teachers.

Figure 5.29: Score distributions for conventional, global and social movement related citizenship

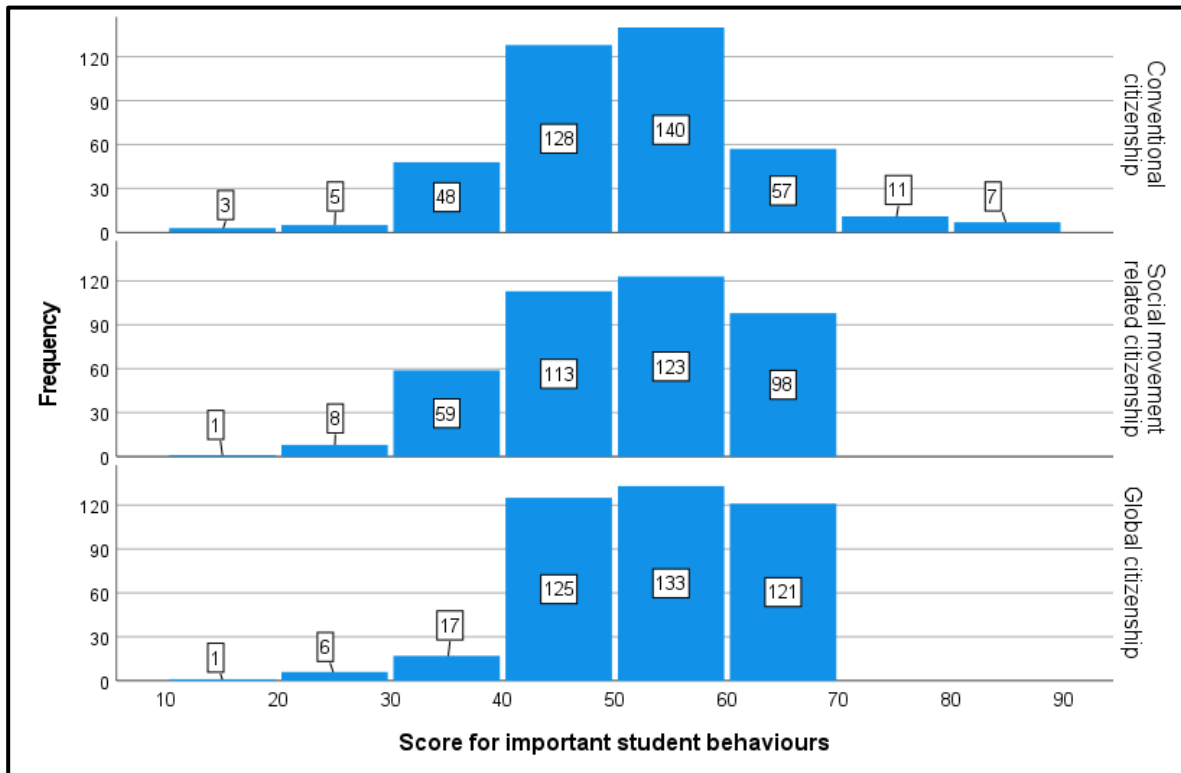
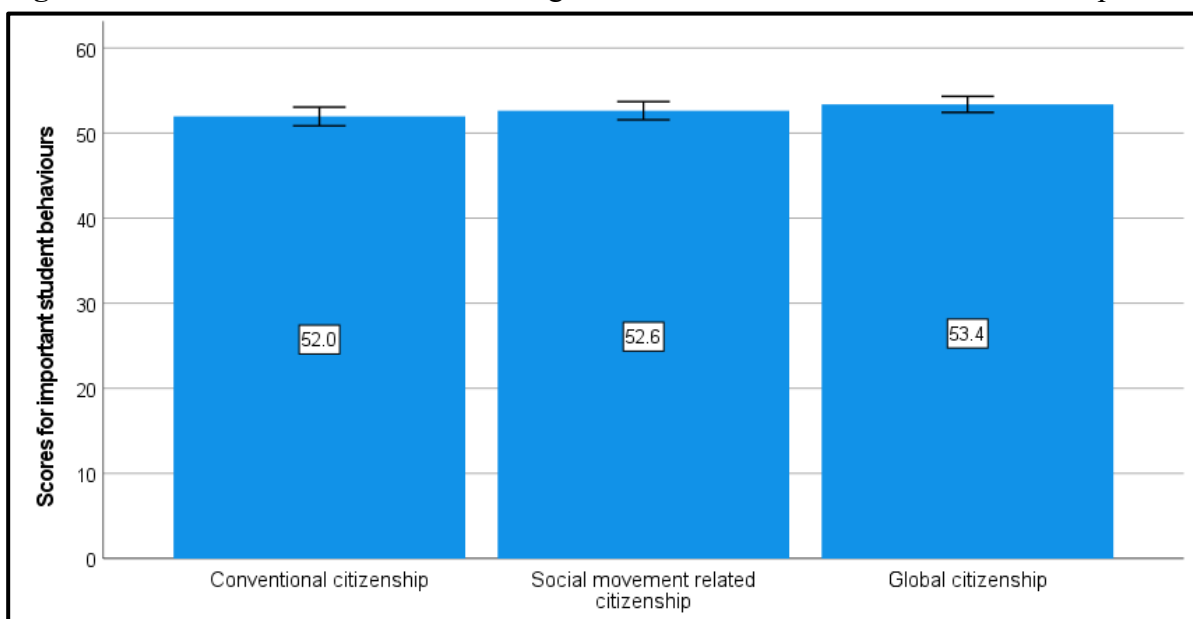


Figure 5.30: Mean scores for conventional, global and social movement related citizenship



Maltese teachers claim that it is more important for a student to learn about the country's history than joining a political party or engaging in political discussions. Figure 5.29 displays the score distributions for the importance teachers attribute to conventional citizenship, social movement related citizenship and global citizenship. Figure 5.30 displays Malta's mean scores for the three scales, which are all significantly higher than the ICCS 2022 international averages (50).

5.18 Social problems at school as reported by teachers

Teachers were also asked about social problems at school including vandalism, truancy, religious intolerance, ethnic intolerance, bullying, sexual harassment, violence, drug/alcohol abuse. Table 5.25 shows that bullying is the most prevalent in Maltese schools, followed by vandalism and truancy. Drug abuse, sexual harassment and alcohol abuse are the least prevalent in local schools.

Table 5.25: Social problems in Maltese schools

School type		Never	Sometimes	Often	Very often
Vandalism	State	13.3%	77.0%	9.1%	0.6%
	Church	39.0%	56.9%	3.1%	1.0%
	Independent	26.4%	67.9%	3.8%	1.9%
Truancy	State	13.4%	67.7%	15.9%	3.0%
	Church	39.7%	56.2%	4.1%	0.0%
	Independent	42.3%	51.9%	3.8%	1.9%
Ethnic intolerance	State	21.0%	71.6%	6.8%	0.6%
	Church	57.5%	37.3%	2.6%	2.6%
	Independent	49.1%	49.1%	0.0%	1.9%
Religious intolerance	State	38.4%	54.9%	6.7%	0.0%
	Church	68.9%	28.5%	1.6%	1.0%
	Independent	66.0%	30.2%	1.9%	1.9%
Bullying	State	1.2%	65.2%	28.0%	5.5%
	Church	2.6%	71.3%	21.5%	4.6%
	Independent	1.9%	81.1%	15.1%	1.9%
Violence	State	31.3%	59.5%	8.6%	0.6%
	Church	53.6%	40.7%	4.1%	1.5%
	Independent	57.7%	38.5%	0.0%	3.8%
Sexual harassment	State	49.1%	48.5%	2.5%	0.0%
	Church	88.1%	9.8%	1.0%	1.0%
	Independent	77.4%	15.1%	3.8%	3.8%
Drug abuse	State	70.0%	30.0%	0.0%	0.0%
	Church	89.7%	8.8%	0.0%	1.5%
	Independent	78.8%	15.4%	0.0%	5.8%
Alcohol abuse	State	73.1%	26.3%	0.6%	0.0%
	Church	89.1%	8.8%	0.5%	1.6%
	Independent	71.7%	22.6%	0.0%	5.7%

Using these nine items, a scale score was generated to measure social problems in Maltese schools, where larger scores indicate a more problematic climate. Figure 5.31 shows the score distribution for social problems at school. Malta's mean score (52.2) is significantly higher than the ICCS 2022 international average (50). On average, social problems are more prevalent in Maltese schools than schools in other countries. Figure 5.32 shows that these social problems are most prevalent in state schools and least prevalent in church schools. Moreover, the mean score of church schools is lower than the ICCS international threshold value.

Figure 5.31: Score distribution for social problems in Maltese schools

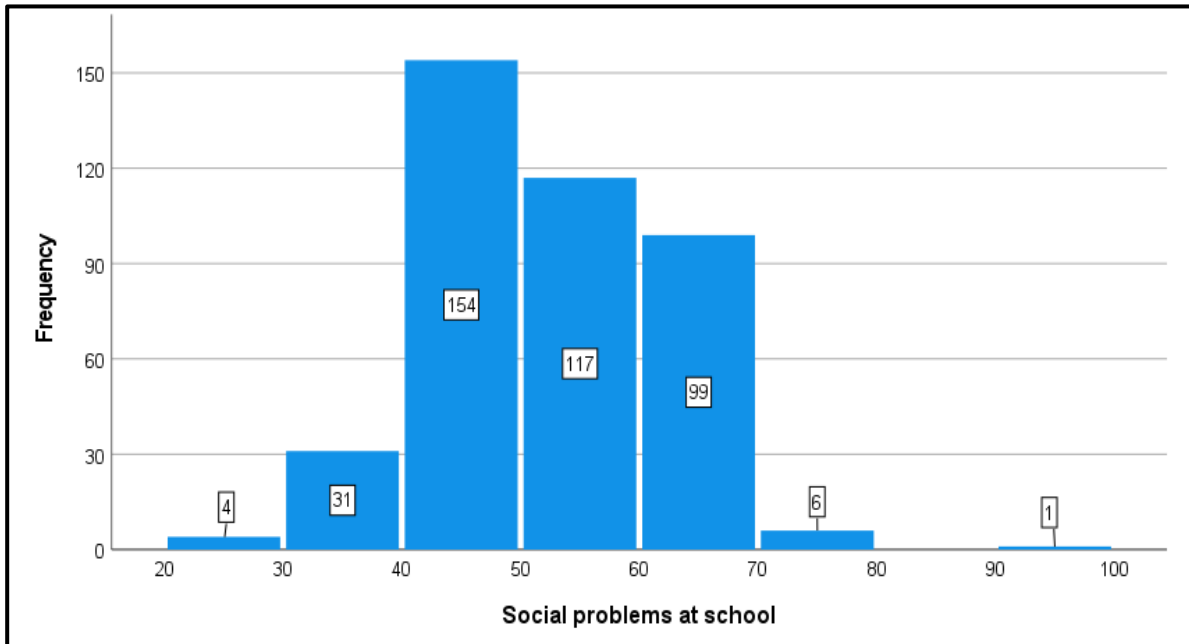
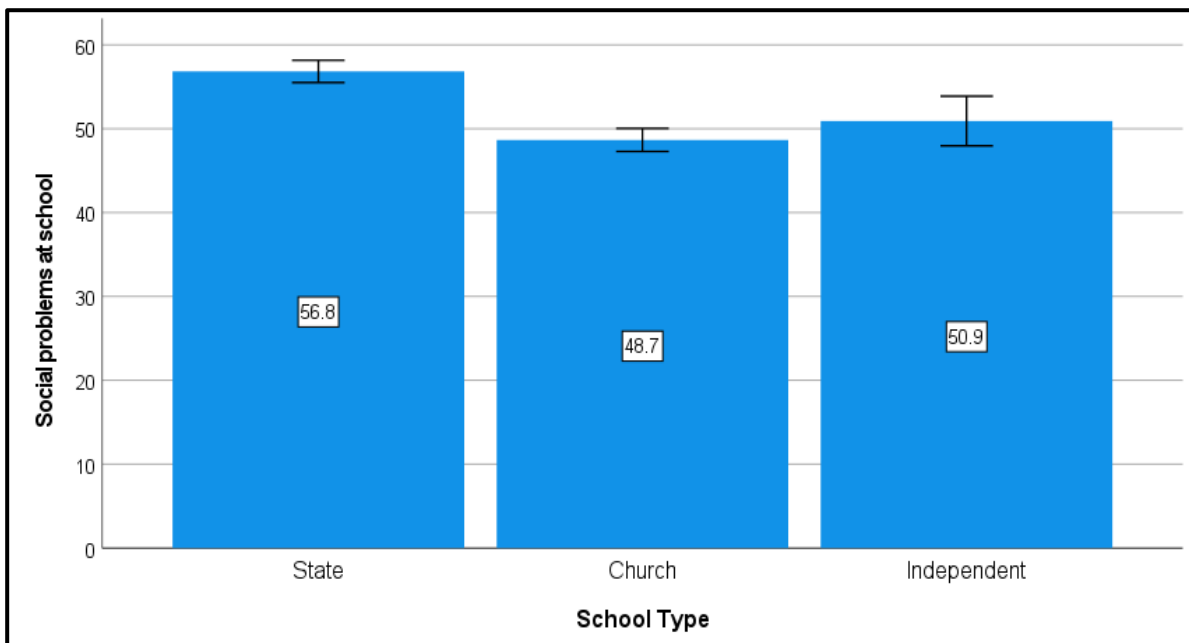


Figure 5.32: Mean score for social problems in Maltese schools, clustered by school types



6

Students' Civic Engagement

6.1 Introduction

Civic engagement is a central characteristic of democratic societies, and the nurture of civic engagement is commonly a goal of civic and citizenship education. Civic engagement was a focus of the 1999 IEA Civic Education Study which reported on opportunities for civic engagement and the relationship of civic engagement to the teaching of civic education and to civic knowledge. In As in previous ICCS cycles, civic engagement continues to be an enduring focus in the ICCS 2022 survey. In this chapter, civic engagement encompasses:

- Students' beliefs about their capacity to engage;
- Students' current civic engagement in their schools and other organisations (such as youth and community groups);
- Students' expected future civic engagement through their support of civic issues as well as contributing to political systems through electoral processes and active political participation.

Conceptually, capacity to engage and current civic engagement can be seen as being influenced by background (e.g., gender, socioeconomic and immigrant) and developed characteristics (e.g., civic knowledge and understanding and interest in social and political issues). The relationship between capacity to engage and current civic engagement is seen as bidirectional as both are influencing expected future adult engagement. The focus of the chapter is on students' beliefs about their capacity for civic engagement, their current civic engagement in their schools and other organisations and their expected future civic engagement. Moreover, this chapter investigates the associations of these aspects of engagement with selected student characteristics.

The ICCS 2022 assessment framework also identifies focus areas that permeate the study and are addressed by various new or refined aspects that are measured. The focus areas are sustainability, engagement through digital technologies, diversity, and young people's views of the political system. In addition, more explicit recognition is given to global citizenship as an overarching construct.

In this chapter, environmental protection, as an aspect of sustainability, is addressed as an issue for expected future civic engagement and how that expectation relates to students learning and development. Civic engagement through digital technologies, either to source information or exchange views with others, forms part of our investigation of various forms of civic engagement. Global citizenship is discussed in this chapter as part of our consideration of expected civic engagement as adults, whereas diversity, and young peoples' views of political systems are discussed extensively in the subsequent chapter which focusses on civic attitudes.

6.2 Students' interest in political and social issues

Interest in political issues is often regarded as pre-requisite for engagement of citizens and raising interest among students can be regarded as one important goal of civic and citizenship education. There is evidence that interest in politics is strongly influenced by socialization at home and, together with civic knowledge, may be regarded as a mediator between teaching about citizenship and students' willingness to participate.

ICCS 2016 introduced a question that asked about the students' overall interest in political and social issues as well as their parents' interest in these issues. Students' interest was identified as being positively associated with expected civic engagement in the future. Students' and parents'/guardians' interest in political and social issues was measured in ICCS 2022 with the same question as in the previous cycle. Each question was rated on a 4-point likert scale ranging from 'very interested' to 'not interested at all'.

Table 6.1: Students' and parents'/guardians' interest in political and social issues

Country	Students			Parents/Guardians		
	2022	2016	Difference (2022- 2016)	Very or quite interested	Not very or not at all interested	Difference
Bulgaria	▲	32	-	53	21	32
Chinese Taipei	35 △	29	5	66	29	37
Colombia	46 ▲	29	16	67	33	35
Croatia	27 ▽	36	-9	58	22	36
Cyprus	27 ▽	-	-	52	16	36
Estonia	33	34	-1	57	24	34
France	34 △	-	-	57	23	34
Italy	39 △	32	8	63	24	39
Latvia	26 ▽	28	-2	51	18	33
Lithuania	35 △	36	-1	54	26	28
Malta	31	34	-3	59	20	39
Netherlands	20 ▼	18	2	47	14	33
Norway	31	31	0	59	23	36
Poland	40 △	-	-	62	30	33
Romania	28 ▽	-	-	50	22	28
Serbia	17 ▼	-	-	49	12	37
Slovak Republic	21 ▽	-	-	47	13	34
Slovenia	22 ▽	24	-2	46	16	30
Spain	30	-	-	54	20	34
Sweden	38 △	44	-6	66	27	38
ICCS average	31	31	0	56	22	34
10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽ significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼						

Table 6.1 shows the national percentages of students in the ICCS 2022 cycle who indicated to be quite or very interested in political and social issues across participating countries, in comparison with the results from the ICCS 2016 cycle. It further depicts how the proportions of interested students vary by the parents' or guardians' level of interest. The results show that overall, in ICCS

2022 only somewhat less than a third of student indicated that they were quite or very interested, ranging from 17% in Serbia to 45% in Colombia. Malta's percentage (31%) is 3% lower than the ICCS 2016 cycle. Compared to the previous cycle, there are only smaller changes across countries participating in both cycles. Overall, the proportion of interested students was roughly similar. However, while in Colombia and Italy we found significantly higher percentages compared to 2016, the proportions were lower in Croatia, Malta, and Sweden. As reported by the students, across all countries, the percentage of parents or guardians who are quite or very interested in political and social issues (average 56%) exceeds the percentage of students (average 31%).

6.3 Students' citizenship self-efficacy

Self-efficacy is a long-established construct in the social sciences and is defined as based on peoples 'judgments of their capabilities to organise and execute courses of action required to attain designated types of performances'. In some domains, it has been shown to have a strong influence on individual choices, efforts, perseverance, and emotions related to the tasks. Citizenship self-efficacy is a more specific construct that reflects self-confidence in active citizenship behaviour, although there are variations in its definition. Relevant research literature suggests that developing enhanced citizenship self-efficacy is widely cited as a goal of civics and citizenship education at school. A study in Norway suggested that political self-efficacy is a stronger predictor of aspects of intended political participation than civic knowledge. In England, Germany and Denmark, citizenship self-efficacy appeared to be associated with future learning about citizenship and intended future civic engagement, but the strength of the association appeared to vary across those countries.

ICCS 2022 included seven items reflecting different activities that were relevant for students of this age group: five were unchanged from ICCS 2016, one was modified from ICCS 2016, and one was a new item. Students were asked to rate their confidence on a 4-point likert scale ranging from 'very well' to 'not well at all' to undertake the following activities: 'argue your point of view about a controversial political or social issue', 'stand as a candidate in a school election', 'organise a group of students in order to achieve changes at school', 'follow a debate about a controversial issue', 'write a letter or email to a newspaper giving your view on a current', 'speak in front of your class about a social or political issue, and assess the credibility of information about political or social issues'.

Table 6.2: Citizenship self-efficacy of Maltese students

How well do you think you would do the following activities?	Very well	Fairly well	Not very well	Not at all well
Argue your point of view about a controversial political or social issue	25.6%	41.0%	21.8%	11.6%
Stand as a candidate in a students' council election	18.9%	40.1%	24.7%	16.3%
Organise a group of students in order to achieve changes at school	23.4%	39.8%	22.7%	14.1%
Follow a debate about a controversial issue	21.3%	41.1%	24.3%	13.3%
Write a letter or email to a newspaper giving your view on a current issue	21.1%	37.3%	24.8%	16.8%
Speak in front of your class about a social or political issue	17.8%	31.5%	26.0%	24.7%
Assess the credibility of information about political or social issues	17.8%	36.0%	27.9%	18.3%

Table 6.2 shows that Maltese students are more confident to carry out the first four activities than the last two activities. Using these seven items, a scale score was generated to measure students' citizenship self-efficacy, where larger score indicate higher self-efficacy.

Table 6.3 records the national average scale scores for citizenship self-efficacy for 2009, 2016 and 2022. Focusing on the national average scores for ICCS 2022 countries, those scores ranged from 48 in the Slovak republic and the Netherlands to 54 in Romania and Chinese Taipei. Malta's mean score is lower than the international average (51). Across the 13 countries common to both ICCS 2022 and ICCS 2016, the results show a very small but statistically significant decline in average citizenship self-efficacy over the intervening six years. Comparison between 2009 and 2022 shows that confidence of Maltese students increased by 3.3 scale points; however, comparison between 2016 and 2022 shows that confidence of Maltese students decreased by 0.7 scale points.

Table 6.3: Citizenship self-efficacy of Maltese students

Country	2022	2016	2009	Differences (2022 - 2016)	Differences (2022 - 2009)
Bulgaria	52 \triangle	52	50	0.0	1.6
Chinese Taipei	54 \blacktriangle	52	48	2.1	5.7
Colombia	51 \triangle	53	53	-1.8	-1.3
Croatia	52 \triangle	54	-	-2.4	-
Cyprus	53 \triangle	-	51	-	1.1
Estonia	49 ∇	49	48	0.2	1.2
France	49 ∇	-	-	-	-
Italy	52 \triangle	52	51	0.7	1.3
Latvia	49 ∇	48	49	1.0	-0.2
Lithuania	50 ∇	51	50	-1.0	-0.2
Malta	50 ∇	50	47	-0.7	3.3
Netherlands	48 \blacktriangledown	48	-	-0.5	-
Norway	50	51	49	-0.2	1.0
Poland	51	-	51	-	-0.1
Romania	54 \blacktriangle	-	-	-	-
Serbia	49 ∇	-	-	-	-
Slovak Republic	48 ∇	-	48	-	0.0
Slovenia	50 ∇	50	50	0.1	0.3
Spain	51 \triangle	-	49	-	2.0
Sweden	51	52	49	-0.6	2.0
ICCS average	51	51	50	-0.2	1.2
Countries not meeting sample participation requirements					
Brazil	55	-	-	-	-
Denmark	50	-	-	-	-
10 percentage points above ICCS 2022 average \blacktriangle significantly below ICCS 2022 average ∇ significantly above ICCS 2022 average \triangle 10 percentage points below ICCS 2022 average \blacktriangledown					

Figure 6.1: Score distribution of citizenship self-efficacy of Maltese students

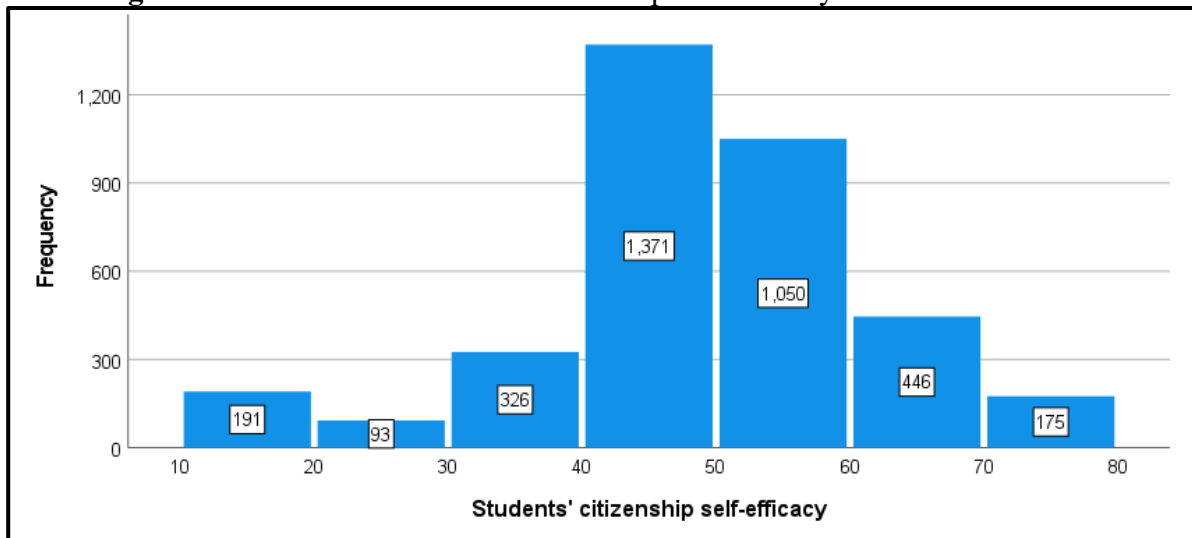


Figure 6.2: Mean scores for students' citizenship self-efficacy, clustered by school type

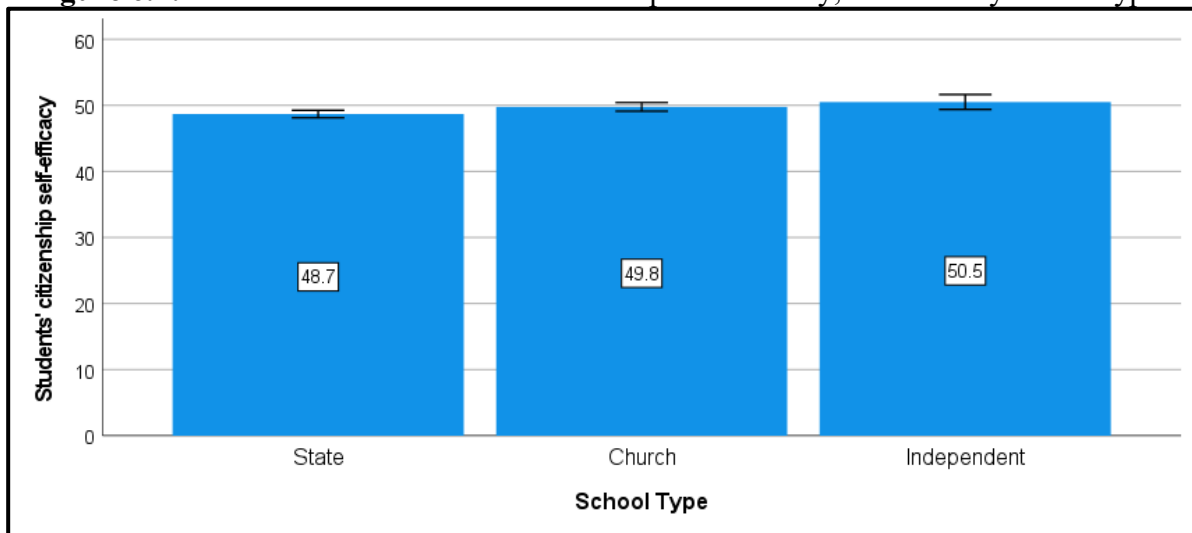


Figure 6.3: Relationship between civic knowledge and citizenship self-efficacy, by school type

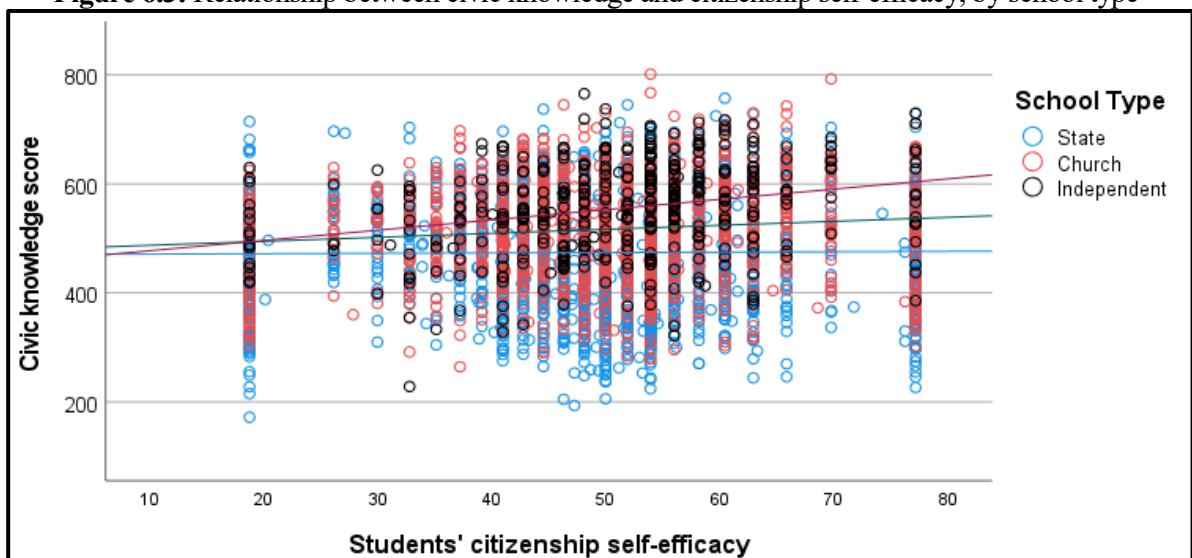


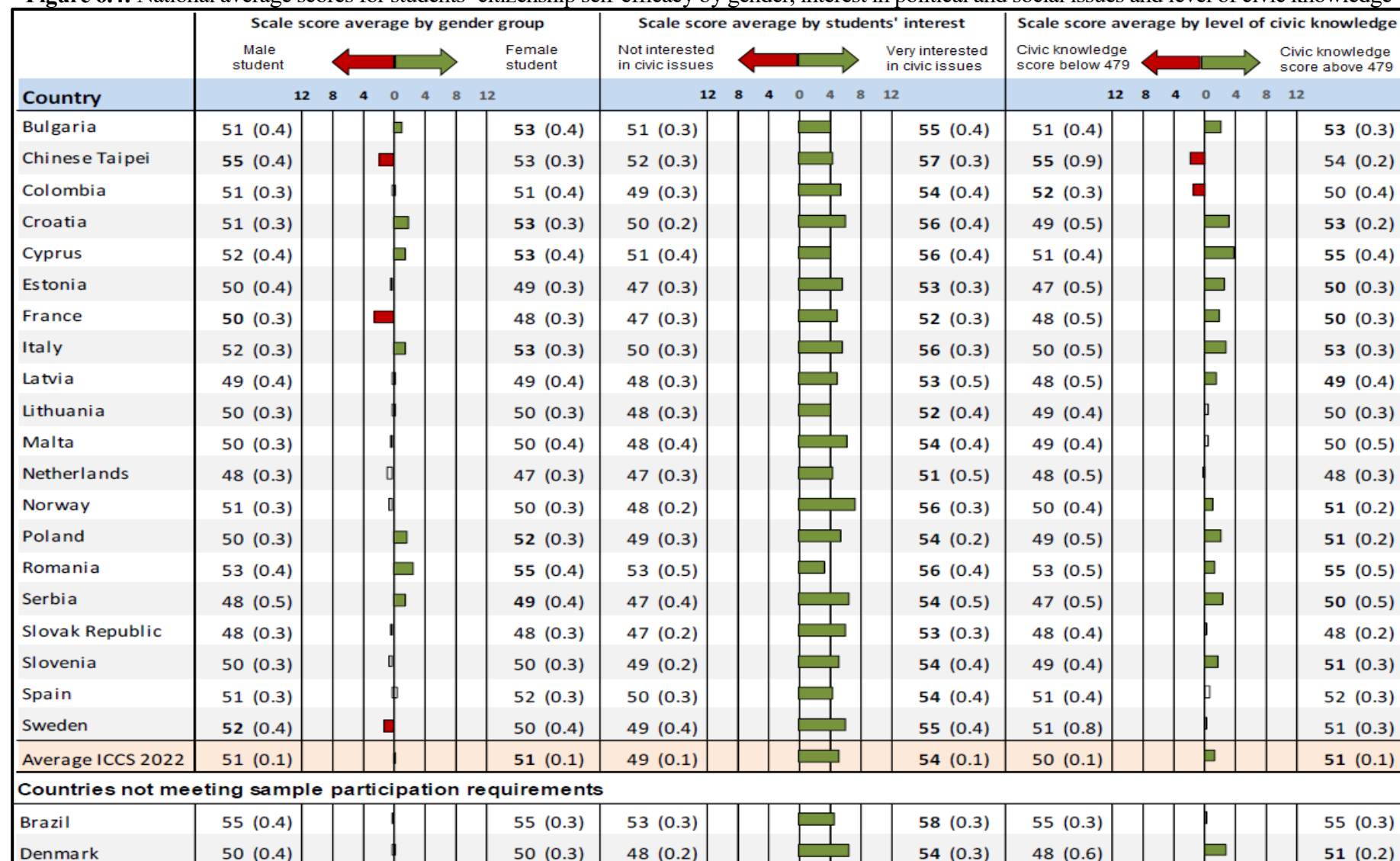
Figure 6.4: National average scores for students' citizenship self-efficacy by gender, interest in political and social issues and level of civic knowledge


Figure 6.1 displays the citizenship self-efficacy score distribution of Maltese students. Figure 6.2 shows that the mean citizenship self-efficacy scores of independent and church school students are significantly higher than the mean score of state school students. Figure 6.3 shows that there exists a positive relationship between civic knowledge and citizenship self-efficacy score, particularly for students attending church and independent schools.

Figure 6.4 shows that on average, there was no significant difference in citizenship self-efficacy between girls and boys. However, in Bulgaria, Croatia, Cyprus, Italy, Poland, and Romania female students scored higher than for males in citizenship self-efficacy, while in Chinese Taipei, France, and Sweden male students scored higher than females. Figure 6.4 shows that in all countries there was a strong positive association between citizenship self-efficacy and interest in social and political issues. On average the difference in citizenship self-efficacy between the two interest groups was more than five points. Norway registered the largest difference in Norway (8 points), Romania registered the smallest difference (3 points), while Malta registered 6-point difference. Figure 6.4 also shows smaller associations between citizenship self-efficacy and civic knowledge. Across all countries, the average difference in citizenship self-efficacy between the two civic knowledge groups was just about 1 point. In 12 countries, including Malta, students with higher levels of civic knowledge expressed more confidence, with the largest difference observed for Cyprus (4 points). In Chinese Taipei and Colombia citizenship self-efficacy scores were significantly higher among student with lower levels of civic knowledge, while the differences in some other countries were not statistically significant.

6.4 Influence on school decision-making

In ICCS 2022, students were asked about their views of student participation in their school. This question was newly developed for ICCS 2022 but was partly based on a question regarding students' valuing of student participation in general, which had been used in previous cycles of this study. The question included in the ICCS 2022 student questionnaire focused on how students' viewed participation at their own school.

Table 6.4: Perceptions of Maltese students about their influence on decision making at school

How much do you agree or disagree with the following statements about student participation at school?	Strongly agree	Agree	Disagree	Strongly disagree
Students' participation in decision-making contributes to make my school better	30.5%	54.6%	11.3%	3.6%
There are clear rules about how students can be involved in decision-making at my school	18.3%	54.7%	21.9%	5.1%
Students' interests are usually considered when making decisions at my school	18.1%	51.8%	22.2%	7.9%
Voting in student elections makes a difference to what happens at my school	18.6%	44.8%	26.8%	9.8%
My school encourages students to organise in groups to express their opinions	21.9%	49.3%	22.6%	6.2%
Students can influence decisions that affect our whole school	19.5%	49.3%	23.2%	8.0%

The student questionnaire asked students to rate their agreement on a 4-point likert scale ranging from 'strongly agree' to 'strongly disagree' with the following statements: 'Students' participation in decision-making contributes to make my school better', 'there are clear rules about how students can be involved in decision-making at my school', 'students' interests are usually considered when

decisions are made at my school', 'voting in student elections makes a difference to what happens at my school', 'my school encourages students to organise in groups to express their opinions', and 'students can influence decisions that affect our whole school'. Table 6.4 displays the responses of Maltese students regarding their participation in decision-making at school.

Table 6.5: Perceptions of students about their influence on decision making at school

Country	Students' participation in decision-making contributes to make my school better.	There are clear rules about how students can be involved in decision-making at my school.	Students' interests are usually considered when decisions are made at my school.	Voting in student elections makes a difference to what happens at my school.	My school encourages students to organize in groups to express their opinions.	Students can influence decisions that affect our whole school.	Mean scale score
Bulgaria	82	77 △	71 △	74 ▲	68 △	63 △	52 △
Chinese Taipei	91 ▲	81 ▲	86 ▲	82 ▲	74 ▲	76 ▲	56 ▲
Colombia	91 ▲	90 ▲	81 ▲	82 ▲	81 ▲	73 ▲	57 ▲
Croatia	76 ▽	68	57 ▽	62	57 ▽	47 ▼	48 ▽
Cyprus	77 ▽	68	57 ▽	58 ▽	57 ▽	57	49 ▽
Estonia	80	65 ▽	71 △	70 △	57 ▽	54 ▽	49 ▽
France	77 ▽	76 △	63 ▽	54 ▽	62	64 △	50
Italy	84 △	67 ▽	62 ▽	54 ▽	66 △	55	50
Latvia	82	67 ▽	68	61	54 ▽	57	49 ▽
Lithuania	81	69	66	71 △	52 ▽	64 △	50
Malta	85 △	73 △	71 △	64	71 ▲	69 ▲	52 △
Netherlands	74 ▽	51 ▼	65	45 ▼	42 ▼	48 ▼	46 ▼
Norway	75 ▽	66 ▽	68 △	68 △	44 ▼	63 △	50
Poland	79	66 ▽	55 ▼	80 ▲	47 ▼	60	49 ▽
Romania	89 △	66 ▽	68	59	68 △	55	51
Serbia	79	72 △	57 ▽	47 ▼	65 △	46 ▼	49 ▽
Slovak Republic	80	69	66	48 ▼	49 ▼	45 ▼	48 ▽
Slovenia	65 ▼	69	63 ▽	54 ▽	65 △	56 ▽	48 ▽
Spain	80	74 △	64	61	65 △	53 ▽	50
Sweden	83 △	63 ▽	64	53 ▽	59	60	49 ▽
ICCS average	80	70	66	62	60	58	50
Countries not meeting sample participation requirements							
Brazil	85	77	66	69	69	59	52
Denmark	79	57	61	56	37	56	47

10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽
 significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼

Table 6.5 records the percentages of students who agreed or strongly agreed with these statements. On average, across ICCS countries, most students express agreement with the statements, ranging from 80% of students for the statement 'students' participation in decision-making contributes to make my school better' to 58% of students with the statement 'students can influence decisions that affect our whole school'. All of Malta's percentages exceed the ICCS 2022 averages and most differences are significant.

These six items were used to generate a scale that measures students' participation at school in decision-making, where larger scores indicate higher participation. Table 6.5 shows Malta's mean score (52) is significantly higher than the ICCS 2022 average (50). The highest average scale scores were recorded for Colombia (57) and Chinese Taipei (56), while the lowest average score was recorded for the Netherlands (46). This 11-point difference suggests that there were considerable differences among education systems in the extent to which students viewed their schools as responsive to, and supportive of, student opinions.

Figure 6.5: Score distribution of the influence of Maltese students on decision-making at school

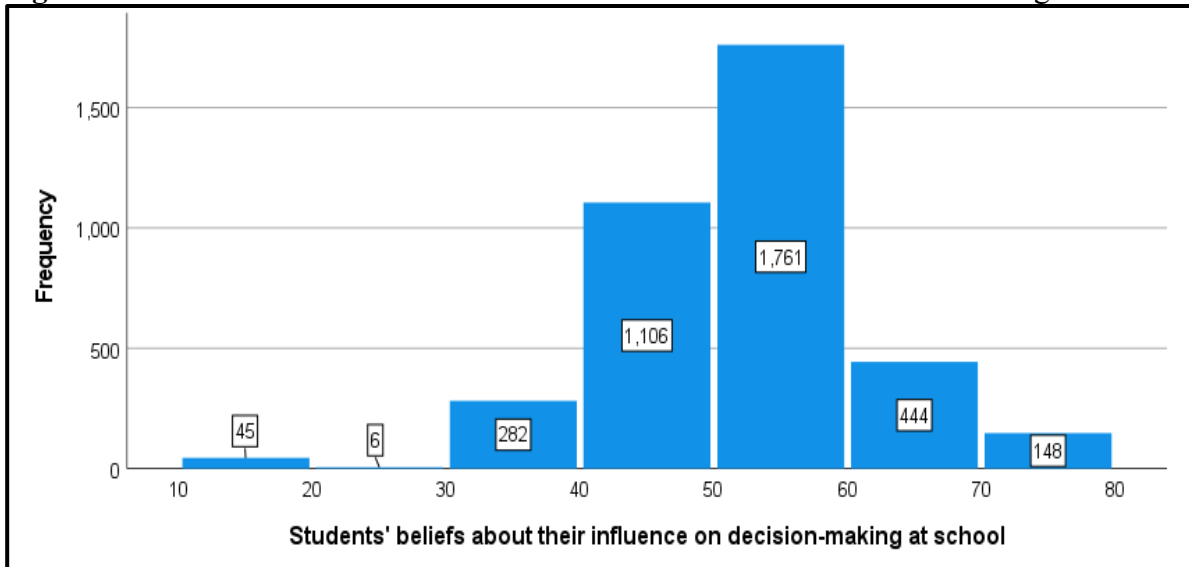


Figure 6.6: Mean scores for students' influence on decision-making, clustered by school type

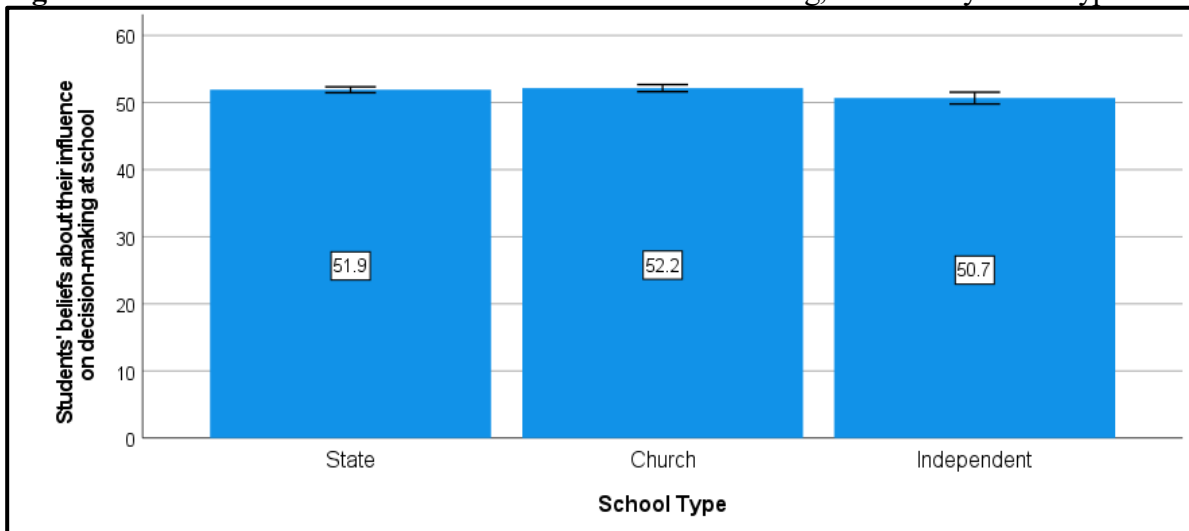


Figure 6.7: Relationship between civic knowledge and student participation, by school type

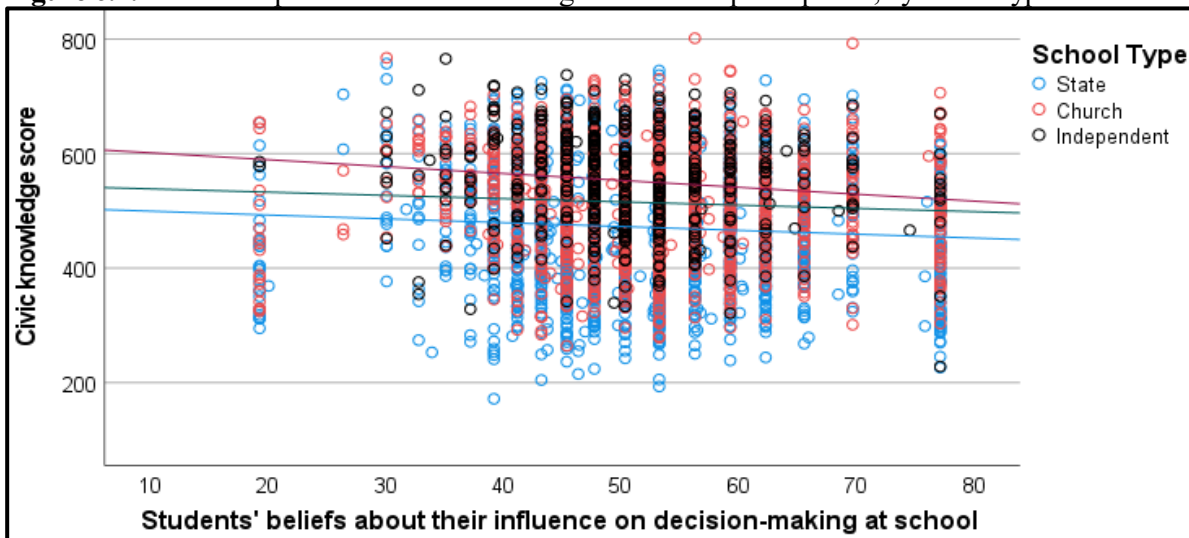


Figure 6.5 displays the score distribution of the influence of Maltese students on decision-making at school. Figure 6.6 shows that the mean scores of state and church schools are significantly higher than the mean score of independent schools; however, all three mean scores exceed the 50 international threshold value. Figure 6.7 shows that there exists a negative relationship between civic knowledge score and students' participation in decision-making at school; however, this relationship is rather weak.

6.5 Sources of information about political or social issues

ICCS 2022 asked students to report the frequency of undertaking information-related sources on a 4-point likert scale ranging from 'never or hardly ever' to 'daily or almost daily'. The information-related sources included 'watching television to inform yourself about national and international news'; 'reading the newspaper (including online versions) to inform yourself about national and international news'; and 'using the internet to find information about political or social issues'. Table 6.6 displays the responses of Maltese students to the use of these three information-related sources.

Table 6.6: Sources of information used by Maltese students about 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
Watching television to inform yourself about national and international news	38.5%	18.7%	25.2%	17.5%
Reading the newspaper and online version to inform yourself about national and international news	64.6%	15.6%	12.8%	7.0%
Using the internet to find information about political or social issues	44.4%	24.9%	19.8%	10.9%

Table 6.7 displays the percentages of students who reported at least weekly participation in these three activities. The results indicate that, in 2022, the most common source of information about political or social issues was watching television (50%), followed by using the internet (29%), and then by reading a newspaper in print or online format (20%). Malta's percentages are lower for watching television (44%) and reading the newspaper (19%) but higher for internet use (31%). Using data from common countries across ICCS cycles, it is evident that, between 2016 and 2022, television has declined as an information source from 66% of weekly or more frequent users to 48% on average across participating countries, while in the previous cycle there had been little difference in watching television news on a weekly or more frequent basis between 2009 and 2016. Over the same period from 2016 to 2022, newspaper reading declined as a source of news on a weekly or more frequent basis from 25% to 21% after there had been a more substantial decline in newspaper reading among youth in this age group from 40% in 2009 to 25% in 2022. On average across countries, there was little change between 2016 and 2022 in the percentages of students who reported using the internet to find information about political or social issues on at least a weekly basis. Intriguingly, while the percentages were higher in a few countries, in others there were statistically significant declines in this proportion, most notably in Chinese Taipei, where the percentage decreased by 30%. A possible interpretation for these declines is that news information is available through social media rather than being obtained by more formal internet searching. These decreases are consistent with changes in the way young people consume news.

Table 6.7: Sources of information used by students about political and social issues

Country	Watching television to inform yourself about national and international news					Reading the newspaper (including online versions) to inform yourself about national and international news					Using the internet to find information about political or social issues		
	2022	2016	2009	Difference (2022-2016)	Difference (2016-2009)	2022	2016	2009	Difference (2022-2016)	Difference (2016-2009)	2022	2016	Difference (2022-2016)
Bulgaria	51 ▽	72	72	-21	-21	20	20	37	0	-16	25	26	0
Chinese Taipei	75 ▽	80	80	-5	-5	27 △	35	56	-8	-29	35 △	65	-30
Colombia	56 ▽	79	84	-22	-28	24 △	35	38	-11	-14	26 △	29	-2
Croatia	49 ▲	64	-	-16	-	23 △	25	-	-2	-	30 △	34	-4
Cyprus	42 ▽	-	49	-	-7	11 ▽	-	16	-	-5	21 ▽	-	-
Estonia	44 ▽	65	75	-21	-31	29 △	30	53	-1	-24	29 △	26	3
France	57 ▲	-	-	-	-	16 ▽	-	-	-	-	25 ▽	-	-
Italy	68 ▽	74	78	-6	-10	28 △	27	36	1	-8	43 △	35	8
Latvia	33 ▽	57	76	-24	-43	18 ▽	20	37	-2	-19	34 ▽	37	-4
Lithuania	48 ▽	73	76	-24	-28	28 △	23	45	6	-17	40 △	37	2
Malta	44 ▽	65	64	-21	-20	19	16	28	4	-9	31	25	6
Netherlands	46 ▲	63	-	-16	-	12 ▽	18	-	-6	-	26 ▽	10	15
Norway	39 ▽	55	71	-16	-32	29 △	27	54	2	-25	29 △	27	2
Poland	59 ▽	-	78	-	-19	28 △	-	48	-	-20	41 △	-	-
Romania	38 ▲	-	-	-	-	17 ▽	-	-	-	-	28 ▽	-	-
Serbia	45 ▲	-	-	-	-	16 ▽	-	-	-	-	21 ▽	-	-
Slovak Republic	54 ▽	-	73	-	-19	25 △	-	51	-	-26	26 △	-	-
Slovenia	33 ▽	59	54	-25	-21	12 ▽	17	32	-4	-20	21 ▽	20	0
Spain	62 ▽	-	73	-	-10	15 ▽	-	25	-	-10	21 ▽	-	-
Sweden	50 △	57	49	-7	1	13 ▽	29	51	-16	-38	26 ▽	33	-7
ICCS average	50	66	69	-16	-19	21	25	40	-4	-19	30	31	-1
Countries not meeting sample participation requirements													
Brazil	53					26					37		
Denmark	43					24					36		
10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽ significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼													

6.6 Discussion of political or social issues outside school

Aspects of communication about political and social issues were also investigated items that measured the frequency of students' communication about political or social issues, and what is happening in other countries, through discussions outside school with parents or friends. The four items were rated on a 4-point likert scale ranging from 'never or hardly ever' to 'daily or almost daily'. Table 6.8 records national percentages indicating students' discussions with parents and friends, on a weekly or more frequent basis, of political or social issues and of what is happening in other countries.

Table 6.8: Discussion of political or social issues outside school

Country	Talking with parents about political or social issues	Talking with parents about what is happening in other countries	Talking with friends about political or social issues	Talking with friends about what is happening in other countries
Bulgaria	27 ▽	38 ▼	21 ▽	32 ▽
Chinese Taipei	37 △	48 ▽	31 △	36
Colombia	35	49	22 ▽	36
Croatia	30 ▽	50	21 ▽	34
Cyprus	34	55 △	22	35
Estonia	34	49	31 △	43 △
France	36 △	56 △	21 ▽	35
Italy	47 ▲	70 ▲	19 ▽	36
Latvia	34	50	30 △	43 △
Lithuania	46 ▲	59 △	38 ▲	49 ▲
Malta	35	49	24	37
Netherlands	27 ▽	53	14 ▽	25 ▼
Norway	35 △	52	21 ▽	37
Poland	42 △	56 △	36 ▲	44 △
Romania	29 ▽	44 ▽	21 ▽	34 ▽
Serbia	20 ▼	33 ▼	18 ▽	29 ▽
Slovak Republic	35	50	26 △	39 △
Slovenia	19 ▼	39 ▼	13 ▼	29 ▽
Spain	34	62 ▲	16 ▽	34 ▽
Sweden	39 △	57 △	26 △	41 △
ICCS 2022 average	34	51	24	36
Countries not meeting sample participation requirements				
Brazil	39	39	34	36
Denmark	46	67	29	46
10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽ significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼				

The data for ICCS 2022 indicate that national percentages engaging in weekly discussions with parents averaged 34% and ranged from 47% in Italy and 46% in Lithuania to 19% in Slovenia and 20% in Serbia. Over time, there was an increase in discussion of social and political issues with parents between 2009 and 2022 across common countries by an average of 11%. Between 2016 and 2022 there was an average increase of 10%. National percentages for students' discussions with parents, on a weekly or more frequent basis, about what is happening in other countries were a little higher and averaged 51% in 2022. The percentage was highest in Italy (71%) and lowest in Serbia (33%). Average national percentages across common countries had increased by 12% between 2009 and 2022 and by 5% between 2016 and 2022.

Table 6.8 also record national percentages indicating students' discussions with friends, on a weekly or more frequent basis, of political or social issues and of what is happening in other countries. National percentages engaging in weekly discussions with friends averaged 24% and ranged from 38% in Lithuania to 13% in Slovenia. Over time, there was an increase in discussion of social and political issues with friends between 2009 and 2022 across common countries by an average of 11%. Between 2016 and 2022 there was an average increase of 8%. National percentages for students' discussions with friends, on a weekly or more frequent basis, about what is happening in other countries averaged 36% in 2022. This was highest in Lithuania (49%) and lowest in the Netherlands (25%). Average national percentages across common countries had increased by 14% points between 2009 and 2022 and by 9% between 2016 and 2022. Table 6.9 shows the responses of Maltese students to these four items. Malta's percentages (35%, 49%, 24% and 37%) vary marginally from the ICCS 2022 international averages (34%, 51%, 24% and 36% respectively) and percentage differences are not significant.

From these data we conclude that discussions about political or social issues, and about what is happening in other countries, were reasonably widespread and had increased over the period from 2009 to 2022. Discussions about what is happening in other countries were more widespread than discussions about social and political issues and discussions with friends were more widespread than discussions with parents. Events such as the Russian invasion of Ukraine in 2022 might have influenced student responses in some of the participating countries.

Table 6.9: Discussion of political or social issues outside school by Maltese students

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	38.5%	26.7%	22.9%	11.8%
Talking with your parent(s) about what is happening in other countries	22.3%	27.7%	32.4%	17.6%
Talking with friends about political or social issues	53.0%	22.7%	16.6%	7.7%
Talking with friends about what is happening in other countries	31.9%	30.3%	25.7%	12.2%

These four items were used to generate a scale that measures students' engagement in discussing political or social issue, where larger scores indicate higher engagement. Figure 6.8 displays the score distribution of students' engagement in discussing political or social issue. Figure 6.9 shows that the mean score of independent schools is significantly higher than the mean scores of state and church schools; however, two mean scores exceed the ICCS international threshold value (53). Figure 6.10 shows that there exists a positive relationship between the civic knowledge score and students' engagement in discussing political/social issues and this applies to all school types.

Figure 6.8: Score distribution of the discussion of Maltese students on political or social issues

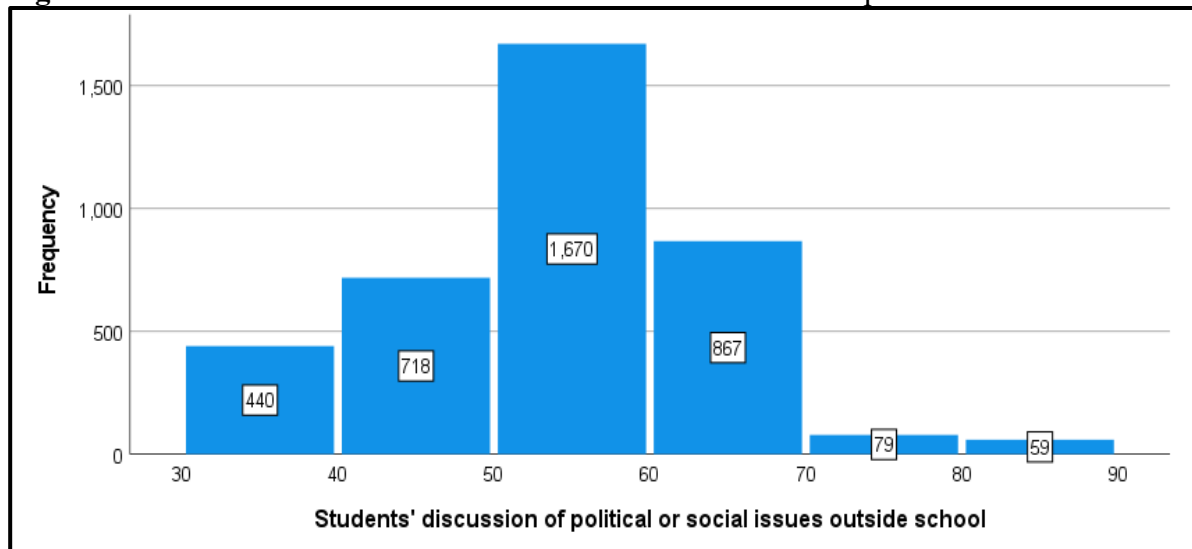


Figure 6.9: Mean scores for students' discussion on political/social issues, grouped by school type

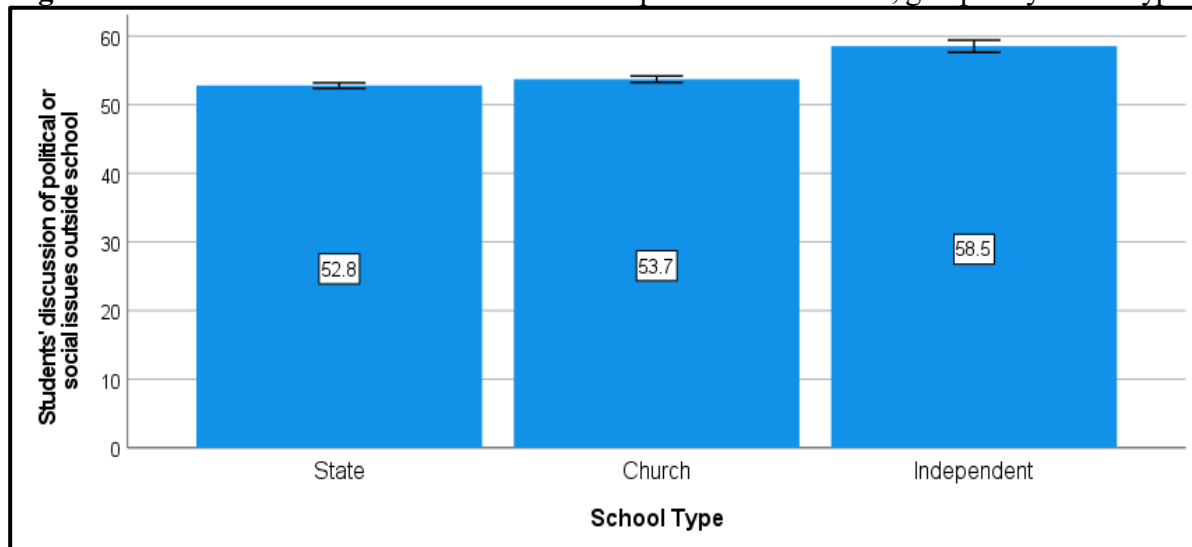


Figure 6.10: Relationship between civic knowledge and student engagement, by school type

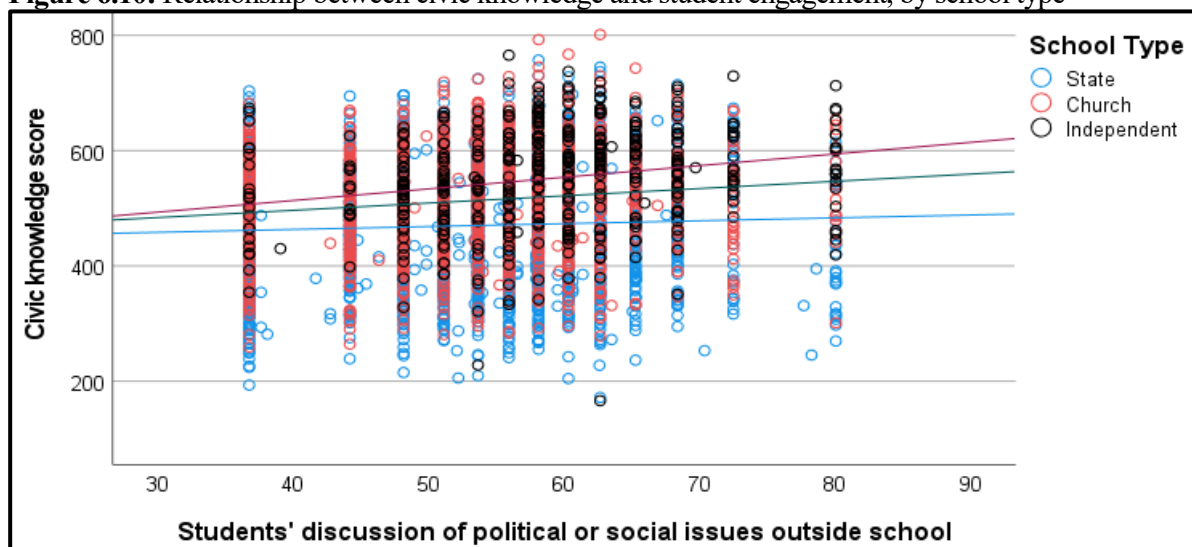


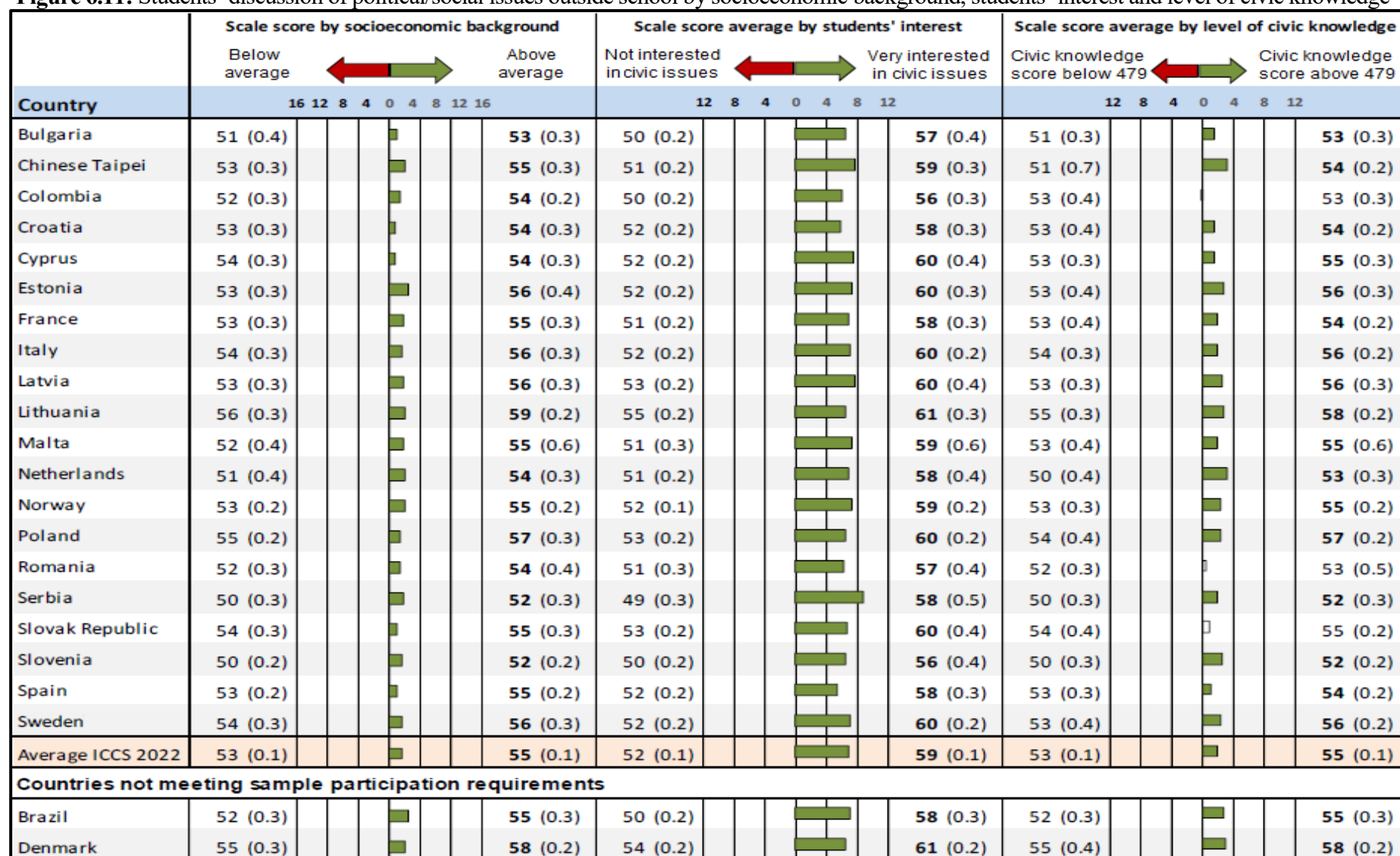
Figure 6.11: Students' discussion of political/social issues outside school by socioeconomic background, students' interest and level of civic knowledge

Figure 6.11 records the national average scores of students' discussions of political or social issues outside school by socioeconomic background, student interest in social and political issues, and level of civic knowledge. Across ICCS countries, students' engagement in discussions of political or social issues outside school is significantly associated with socioeconomic background, interest in civic issues and level of civic knowledge. On average the difference in students' engagement in discussing political/social issues outside school was 2.1 points between the two socioeconomic groups; 7 points between the two civic interest groups; and 2 points between the two civic knowledge groups. Estonia had the largest difference (3.2) between the two socioeconomic groups, while the difference for Malta was 2.4. Serbia had the largest difference (8.9) between the two civic interest groups, while the difference for Malta was 7.4. Chinese Taipei and the Netherlands had the largest difference (3.3) between the two civic knowledge groups, while the difference for Malta was 1.9.

6.7 Students' engagement with civic issues through digital media

ICCS 2022 asked students how often they used digital media in the following ways for civic engagement: 'posting your own content about a political or social issue on the internet or social media'; 'sharing content about a political or social issue posted by someone else'; 'commenting on an online post about a political or social issue'; and 'liking an online post about a political or social issue'. These items were measured on a 4-point likert scale ranging from 'never or hardly ever' to 'daily or almost daily'. Table 6.10 displays the responses of Maltese students to the four items.

Table 6.10: Engagement with civic issues through digital media by Maltese students

How often are you involved in each of the following activities related to the internet and social media?	Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily
Posting your own content about a political or social issue on the internet or social media	86.0%	8.4%	3.5%	2.1%
Sharing content about a political or social issue posted by someone else	77.6%	13.3%	6.7%	2.4%
Commenting on an online post about a political or social issue	78.6%	11.8%	6.6%	2.9%
Liking an online post about a political or social issue	53.6%	18.8%	16.5%	11.2%

Table 6.11 shows that on average, across ICCS countries in 2022, there was little use of digital media for these aspects of engagement with civic issues. The most frequent aspect of civic engagement was 'liking an online post about a political or social issue' which was reported by 24% of students on at least a weekly basis; while 'commenting on an online post', 'sharing content' and 'posting own content' were reported by 8%, 7% and 6% respectively. Malta's percentages were 28%, 10%, 10% and 5% respectively and three of them were significantly higher than the ICCS international averages.

These four items were used to generate a scale score that measures students' engagement with civic issues through digital media. Table 6.11 shows that the mean ICCS international score is 50 scale points and across all participating countries, the percentages range from 48 scale points (Croatia and Slovenia) to 52 scale points (Colombia and Cyprus). Malta's mean scale score (51) exceeded the ICCS international average but the difference is not significant.

Table 6.11: Engagement with civic issues through digital media across countries

Country	Liking an online post about a political or social issue	Commenting on an online post about a political or social issue	Sharing content about a political or social issue posted by someone else	Posting your own content about a political or social issue on the internet or social media	Mean Scale Score
Bulgaria	22	11 △	9 △	9 △	51 △
Chinese Taipei	21 ▽	9	9 △	10 △	50 ▽
Colombia	26 △	13 △	13 △	11 △	52 △
Croatia	16 ▽	5 ▽	5 ▽	3 ▽	48 ▽
Cyprus	28 △	14 △	11 △	9 △	52 △
Estonia	19 ▽	4 ▽	5 ▽	3 ▽	48 ▽
France	26 △	9	6	5 ▽	50
Italy	33 △	9	8	4 ▽	51 △
Latvia	23	6 ▽	7	5 ▽	49 ▽
Lithuania	26 △	9	9 △	6	51 △
Malta	28 △	10 △	10 △	5	51
Netherlands	24	7	4 ▽	4 ▽	50
Norway	21 ▽	5 ▽	4 ▽	5 ▽	49 ▽
Poland	30 △	9	5 ▽	4 ▽	51 △
Romania	28 △	9	9	6	51 △
Serbia	19 ▽	8	7	6	49 ▽
Slovak Republic	26 △	9	7	7 △	50
Slovenia	12 ▼	7	6 ▽	5	48 ▽
Spain	22	8	7	6	50
Sweden	24	0 ▽	5 ▽	3 ▽	50
ICCS average	24	8	7	6	50
Countries not meeting sample participation requirements					
Brazil	43	20	18	12	55
Denmark	22	5	4	3	49

10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽
 significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼

Figure 6.12 displays the score distribution of students' engagement with civic issues through digital media. Figure 6.12 shows that the mean score of independent schools is significantly higher than the mean scores of state and church schools; however, two mean scores exceed the ICCS international threshold value (50). Figure 6.13 shows that there exists a negative relationship between the civic knowledge score and students' engagement with civic issues through digital media, particularly for state schools.

Figure 6.15 shows that on average the difference in students' engagement with civic issues through digital media was 0.4 points larger for females than males; 6.2 points larger for the interested group than the less interested group in civic issues; and 1.7 points larger for the group with lower civic knowledge than their counterparts with higher civic knowledge. Malta had the largest difference (2 points) between the gender groups. Serbia and Malta had the largest difference (7.8 points) between the two civic interest groups. Slovak republic had the largest difference (4.2 points) between the two civic knowledge groups, while the difference for Malta was 2 points.

Figure 6.12: Score distribution of student engagement with civic issues through digital media

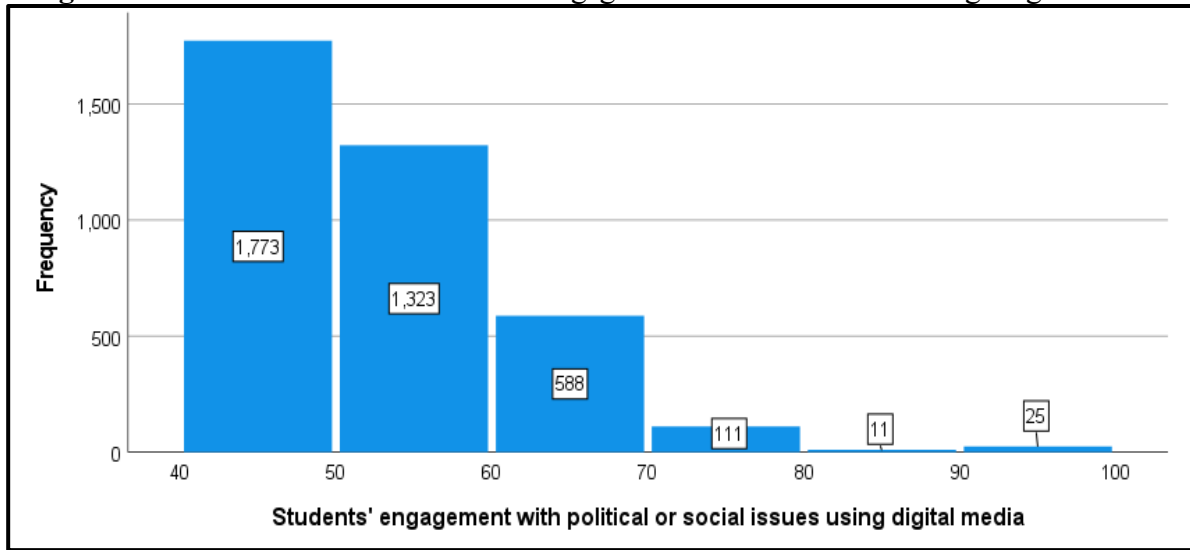


Figure 6.13: Mean scores for student engagement with civic issues through digital media

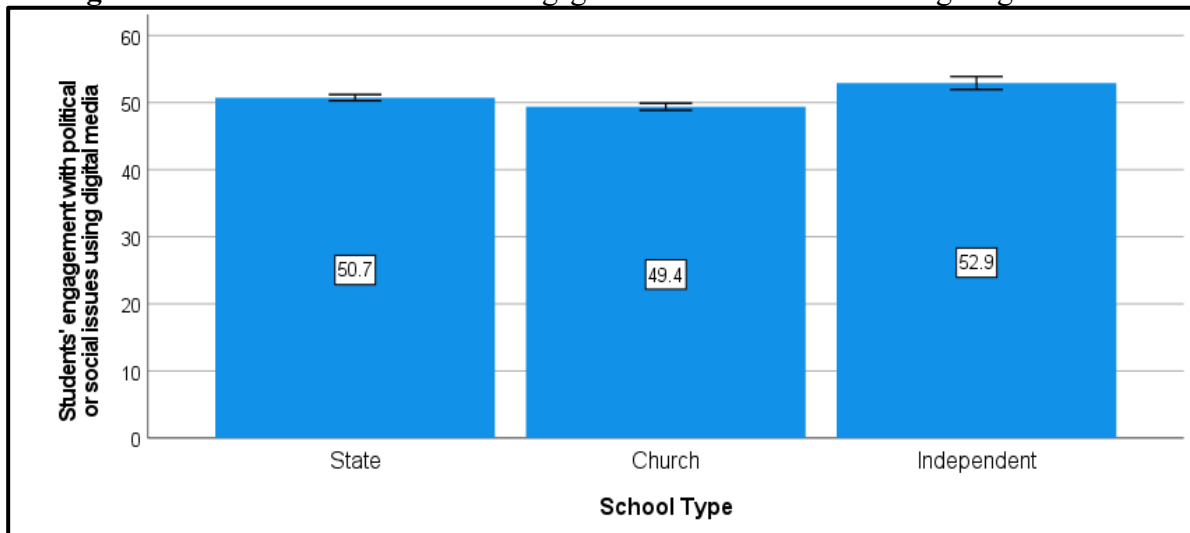


Figure 6.14: Relationship between civic knowledge and student engagement, by school type

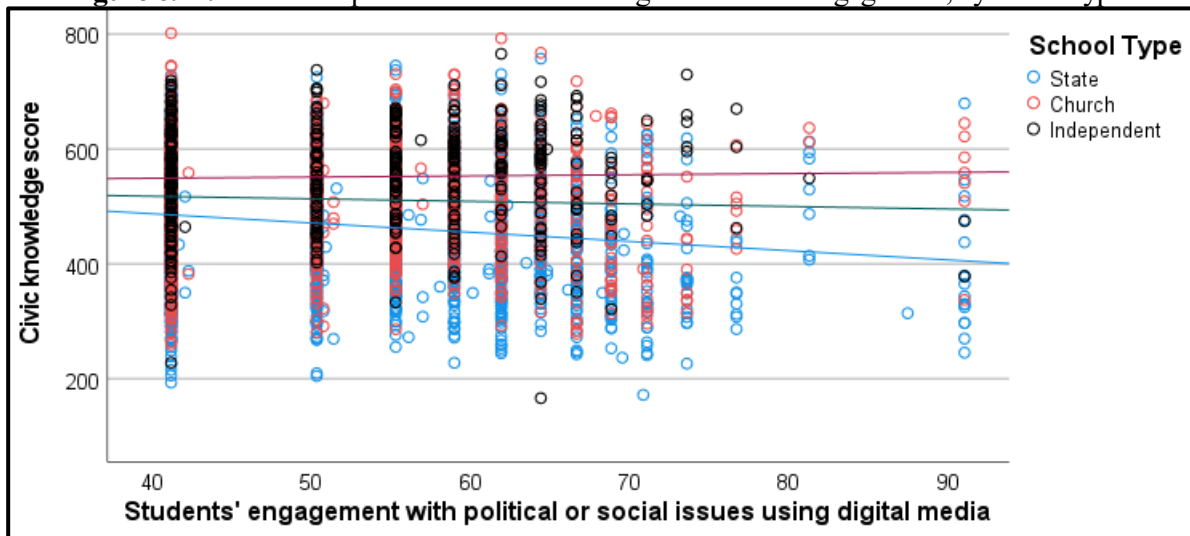
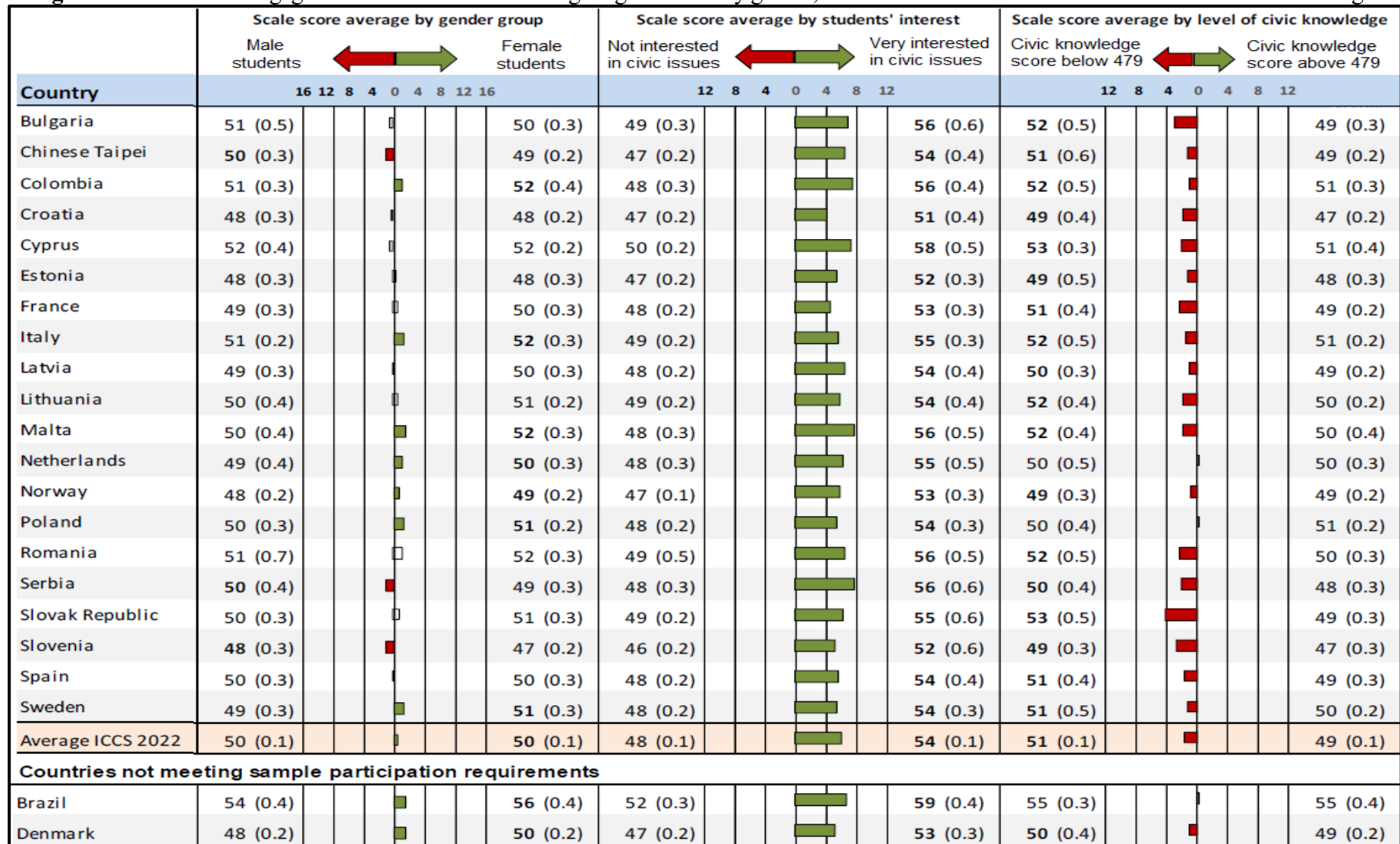


Figure 6.15: Students' engagement with civic issues through digital media by gender, students' interest in civic issues and level of civic knowledge

6.8 Students' participation in the wider community

Students in lower-secondary education may have limited access to different forms of citizenship participation in society. However, there is evidence of links between youth participation and later engagement as adult citizens. Literature shows that student participation in community groups and organisations supports the development of knowledge and skills for active citizenship. This suggests that the schools' interactions with their local communities and civic-related institutions could influence student perceptions of their relationship with the wider community and their roles in those communities. ICCS 2022 collected data indicating participation in several types of community groups or organizations.

ICCS asked students to indicate their participation in different types of groups or organizations in the community, which includes 'a youth organization affiliated with a political party or union'; 'a voluntary group doing something to help the local community'; 'a group or organisation campaigning for a particular cause', 'a community youth club', 'a sports team' and 'a religious group or organization'. The students had to choose between three options 'yes, I have done this within the last twelve months', 'yes, I have done this but more than a year ago', or 'no, I have never done this'. Table 6.12 shows the responses of Maltese students regarding their participation in local groups and organisations.

Table 6.12: Participation of Maltese students in the wider community (groups and organisations)

Have you ever been involved in activities of any of the following organisations, clubs or groups?	Yes, I have done this in the last year	Yes, I have done this more than a year ago	No, I have never done this
A youth organisation affiliated with a political party or union	6.1%	8.3%	85.6%
A voluntary group doing something to help the local community	14.6%	32.1%	53.3%
A group or organisation campaigning for a particular cause (e. g. environmental protection, human/ animal rights)	10.0%	21.0%	69.0%
A global campaign for a particular issue (e.g. action on climate change)	7.4%	15.7%	76.9%
A community youth group (e.g. scouts/girl guides, YMCA)	18.9%	21.6%	59.6%
A sports team	50.6%	31.2%	18.2%
A religious group or organisation	23.7%	35.2%	41.1%

Table 6.13 shows the national results regarding students' participation in three selected groups and organisations within the community. On average, in ICCS 2022, the highest percentage was observed for participation in 'a voluntary group doing something to help the local community' (37%), followed by participation in 'a religious group or organization' (30%) and participation in 'a youth organisation affiliated with a political party or union' (10%). Malta's participation percentages (46%, 58% and 15%) are all significantly larger than the ICCS international averages. Table 6.13 shows that between 2009 and 2016 there was little change in the levels of participation in various countries; however, in Malta there was a 10% participation increase in voluntary groups; a 6% participation decrease in religious groups; and a 1% participation increase in political parties or unions. In ICCS 2022, participation in a youth organization affiliated with a political party or union was highest in Colombia (21%) and Lithuania (16%) and lowest in France (0%) and Chinese Taipei (3%); participation in a voluntary group was highest in Poland (59%) and Romania (55%) and lowest in Sweden (14%) and Norway (24%); while participation in a religious group was highest in Malta (58%) and Colombia (52%) and lowest in France and the Netherlands (0%).

Table 6.13: Students' participation in selected organisations and groups in communities across countries

Country	A voluntary group doing something to help the local community						A religious group or organisation						A youth organisation affiliated with a political party or union					
	2022	2016	2009	Difference (2022-2016)	Difference (2022-2009)		2022	2016	2009	Difference (2022-2016)	Difference (2022-2009)		2022	2016	2009	Difference (2022-2016)	Difference (2022-2009)	
Bulgaria	48 ▲	50	37	-2	11		21 ▽	18	17	3	4		14 △	10	9	4	5	
Chinese Taipei	25 ▼	26	20	-1	5		21 ▽	24	30	-3	-8		3 ▽	2	4	1	-1	
Colombia	45 △	54	57	-10	-12		52 ▲	54	58	-2	-6		21 △	12	14	10	7	
Croatia	28 ▽	30	-	-2	-		46 ▲	37	-	9	-		5 ▽	4	-	1	-	
Cyprus	48 ▲	-	26	-	23		32 △	-	53	-	-21		16 △	-	18	-	-3	
Estonia	35	43	44	-8	-9		10 ▼	9	10	2	0		11	10	9	1	2	
France	33 ▽	-	-	-	-		0 ▼	-	-	-	-		0 ▽	-	-	-	-	
Italy	28 ▽	32	23	-4	5		43 ▲	34	40	9	3		6 ▽	6	5	0	1	
Latvia	38	42	38	-4	-1		19 ▼	13	17	5	1		12 △	15	9	-3	3	
Lithuania	45 △	42	23	4	22		26 ▽	22	22	5	4		16 △	19	11	-3	5	
Malta	46 △	46	36	0	9		58 ▲	64	63	-6	-5		15 △	17	14	-1	1	
Netherlands	31 ▽	30	-	1	-		0 ▼	14	-	-14	-		8 ▽	4	-	4	-	
Norway	24 ▼	32	20	-8	4		32	28	31	4	1		10	10	9	0	1	
Poland	59 ▲	-	36	-	23		30	-	42	-	-12		5 ▽	-	4	-	0	
Romania	55 ▲	-	-	-	-		29	-	-	-	-		12	-	-	-	-	
Serbia	27 ▽	-	-	-	-		33 △	-	-	-	-		8	-	-	-	-	
Slovak Republic	37	-	27	-	9		33 △	-	32	-	1		8 ▽	-	6	-	2	
Slovenia	33 ▽	31	24	2	9		46 ▲	36	43	10	3		9	5	6	4	3	
Spain	36	-	26	-	10		31	-	32	-	-1		8 ▽	-	5	-	3	
Sweden	14 ▼	16	14	-2	0		32	22	24	10	8		6 ▽	5	7	0	-1	
ICCS average	37	36	30	1	6		30	29	34	1	-4		10	9	10	1	0	
Countries not meeting sample participation requirements																		
Brazil	42						64						12					
Denmark	35						29						10					

10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽
 significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼

Figure 6.16: Score distribution of the participation of Maltese students in the wider community

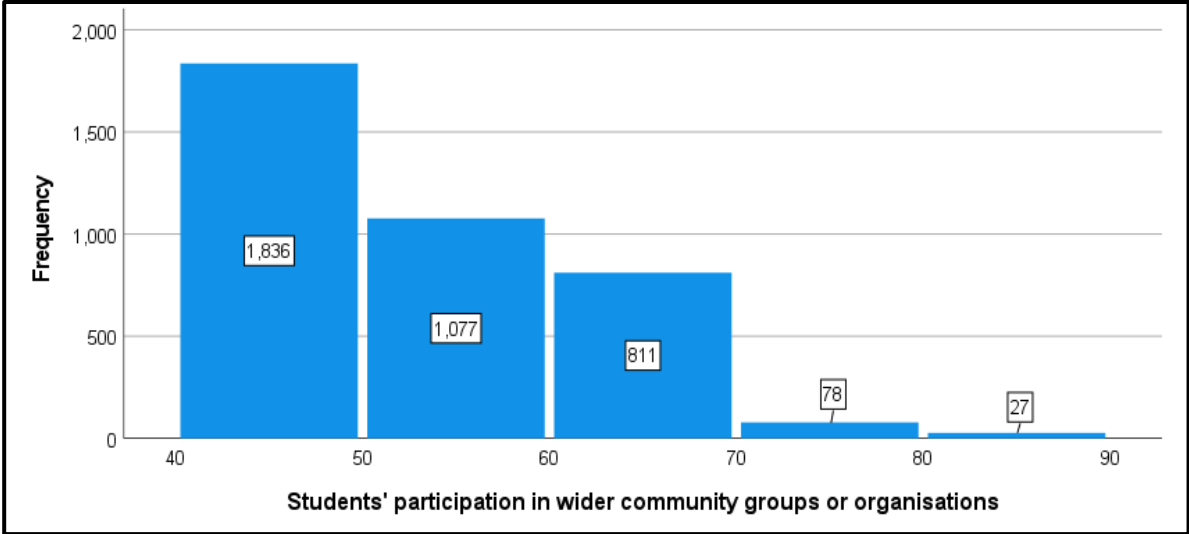


Figure 6.17: Mean scores for student participation in the wider community, by school type

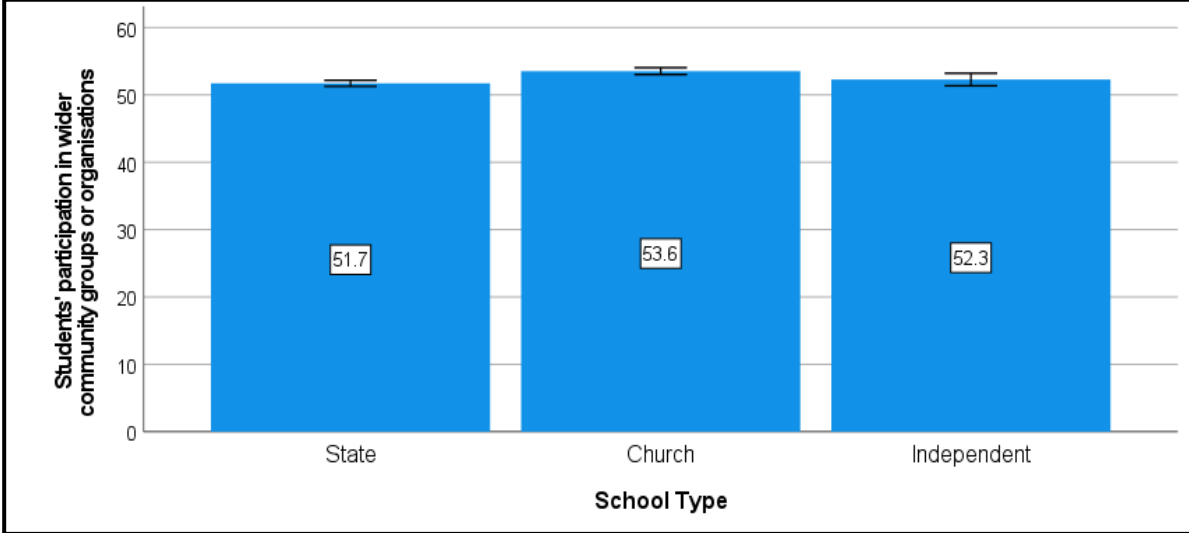
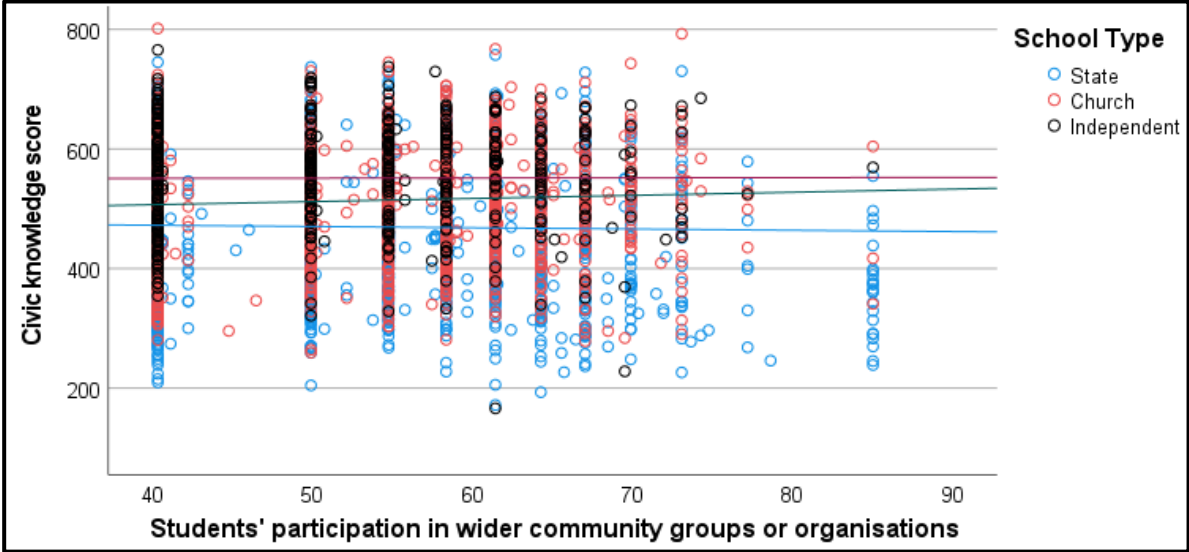


Figure 6.18: Relationship between civic knowledge and student participation, by school type



These six items were used to generate a scale score that measures students' participation in the wider community. Figure 6.16 displays the score distribution of students' participation in groups and organisations within the community, where Malta's mean scale score (52.4) is significantly higher than the ICCS international average (50). Figure 6.17 shows that the mean score of church schools is significantly higher than the mean scores of state and independent schools; however, all three mean scores exceed the ICCS international value. Figure 6.18 shows that there exists no relationship between the civic knowledge score and students' participation in the wider community and this applies for all school types.

6.9 Students' participation in school civic-related activities

Being part of civic-related activities at school is considered an important factor influencing future citizenship engagement. Current or past involvement in civic activities at school and school governance has the potential for shaping different civic-related learning outcomes. This view has been supported by several research publications emphasizing the importance of students' experience at school for developing a sense of power to influence matters in the community and the contribution of more democratic forms of school governance to higher levels of political engagement. Similar to previous survey cycles, ICCS 2022 included questions about a wide range of civic-related participation at school such as 'active participation in an organised debate', 'voting for class representative or students' council', 'take part in decision-making on how the school is run', 'become a candidate for class representative or students' council', 'take part in discussions at a school assembly', 'participate in an activity to make the school more environmentally friendly' and 'participate in writing articles on political/social issues for a school publication or website'. The students had to choose between three options 'yes, I have done this within the last twelve months', 'yes, I have done this but more than a year ago', or 'no, I have never done this'. Table 6.14 shows the responses of Maltese students regarding their participation in school civic-related activities.

Table 6.14: Participation of Maltese students in school civic-related activities

At school, have you ever done any of the following activities?	Yes, I have done this in the last year	Yes, I have done this more than a year ago	No, I have never done this
Active participation in an organised debate	23.0%	26.6%	50.4%
Voting for class representative or students' council	41.7%	35.2%	23.0%
Taking part in decision-making about how the school is run	15.9%	28.2%	55.9%
Taking part in discussions at a school assembly	13.6%	30.3%	56.1%
Becoming a candidate for class representative or students' council	13.5%	27.6%	58.9%
Participating in an activity to make the school more environmentally friendly	18.5%	39.3%	42.2%
Participating in writing articles on political and social issues for a school publication or website	5.1%	13.4%	81.6%

Table 6.14 shows the national results regarding students' participation in three selected school civic-related activities. On average, in ICCS 2022 the highest percentage was recorded for 'voting for class representative or school council' (78%), followed by 'becoming a candidate for class representative or school council' (47%) and 'taking part in decision-making about how the school is run' (40%). Malta's participation percentages are 75%, 40% and 44% respectively.

Table 6.15: Students' participation in civic activities at school

Country	Voting for class representative or school council					Becoming a candidate for class representative or school parliament/council					Taking part in decision-making about how the school is run				
	2022	2016	2009	Difference (2022-2016)	Difference (2022-2009)	2022	2016	2009	Difference (2022-2016)	Difference (2022-2009)	2022	2016	2009	Difference (2022-2016)	Difference (2022-2009)
Bulgaria	52 ▼	56	52	-4	1	34 ▼	37	34	-3	0	30 ▽	32	31 (1.2)	-2	-1
Chinese Taipei	91 ▲	72	67	19	23	75 ▲	34	32	42	43	53 △	43	43 (0.7)	10	9
Colombia	89 ▲	90	90	-1	-1	43 ▽	42	44	1	-1	54 △	49	57 (0.9)	5	-2
Croatia	93 ▲	91	-	2	-	63 ▲	58	-	5	-	22 ▼	20	-	2	-
Cyprus	81 △	-	71	-	10	70 ▲	-	67	-	3	46 △	-	35 (1.2)	-	11
Estonia	60 ▼	74	75	-14	-14	26 ▼	30	32	-3	-5	29 ▼	29	24 (1.2)	1	5
France	96 ▲	-	-	-	-	50 △	-	-	-	-	37 ▽	-	-	-	-
Italy	53 ▼	50	49	3	5	24 ▼	22	21	2	3	39	36	34 (1.5)	3	5
Latvia	51 ▼	62	67	-12	-17	27 ▼	34	39	-7	-12	29 ▼	30	31 (1.3)	-1	-2
Lithuania	84 △	89	84	-5	0	43 ▽	47	30	-4	13	44 △	43	35 (1.1)	1	9
Malta	75	78	62	-4	12	40 ▽	48	24	-8	17	44 △	42	29 (1.0)	2	15
Netherlands	47 ▼	51	-	-4	-	24 ▼	21	-	3	-	30 ▽	27	-	3	-
Norway	86 △	93	90	-7	-4	51 △	58	59	-7	-8	62 △	59	56 (1.1)	3	6
Poland	95 ▲	-	95	-	0	57 △	-	59	-	-2	41	-	57 (1.1)	-	-16
Romania	86 △	-	-	-	-	47	-	-	-	-	33 ▽	-	-	-	-
Serbia	86 △	-	-	-	-	58 ▲	-	-	-	-	26 ▼	-	-	-	-
Slovak Republic	71 ▽	-	73	-	-2	44 ▽	-	43	-	1	37 ▽	-	28 (1.2)	-	10
Slovenia	79	84	84	-5	-5	52 △	59	59	-7	-7	30 ▽	24	28 (1.2)	6	3
Spain	96 ▲	-	87	-	9	55 △	-	55	-	0	47 △	-	48 (1.2)	-	0
Sweden	83 △	89	85	-6	-3	53 △	47	40	6	12	63 △	64	54 (1.1)	-1	9
ICCS average	78	75	73	3	5	47 (0.3)	41	40	6	7	40	38	38	2	2
Countries not meeting sample participation requirements															
Brazil	65					32					40				
Denmark	82					51					51				

10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽
 significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼

Figure 6.19: Score distribution of the participation of Maltese students in civic activities at school

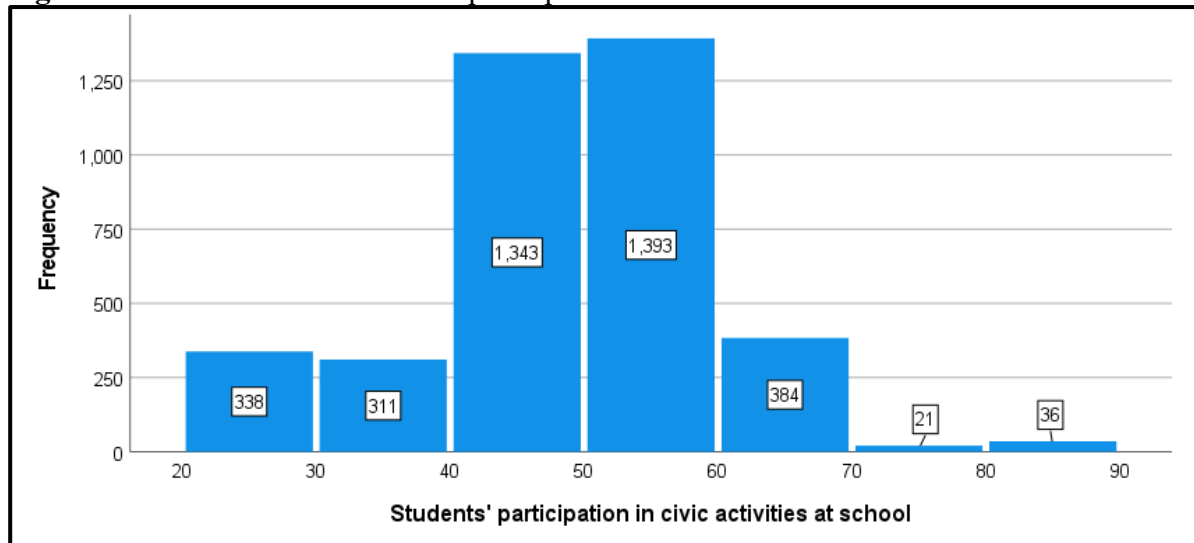


Figure 6.20: Mean scores for student participation in civic activities, by school type

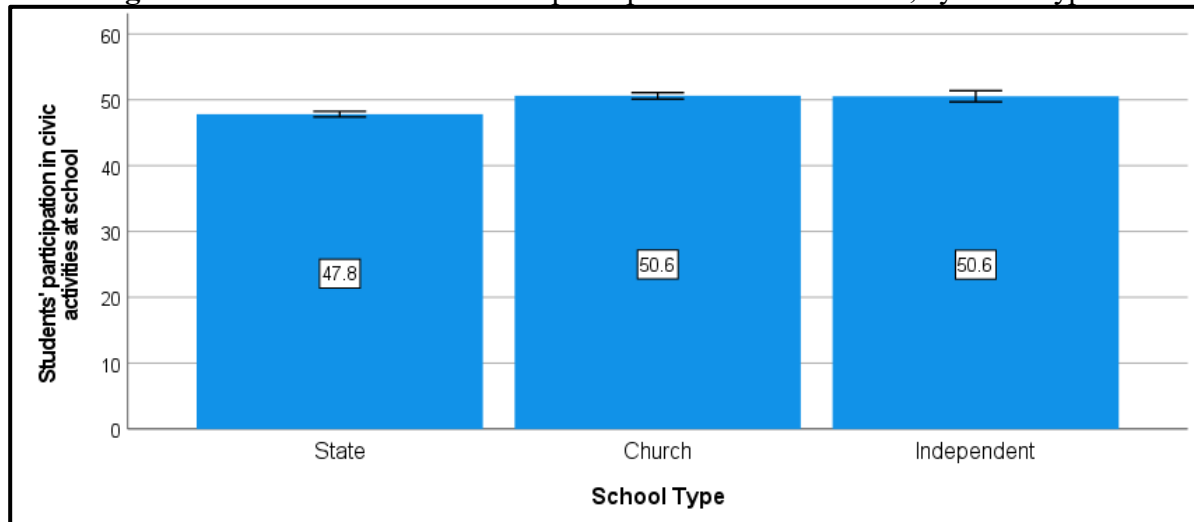


Figure 6.21: Relationship between civic knowledge and student participation, by school type

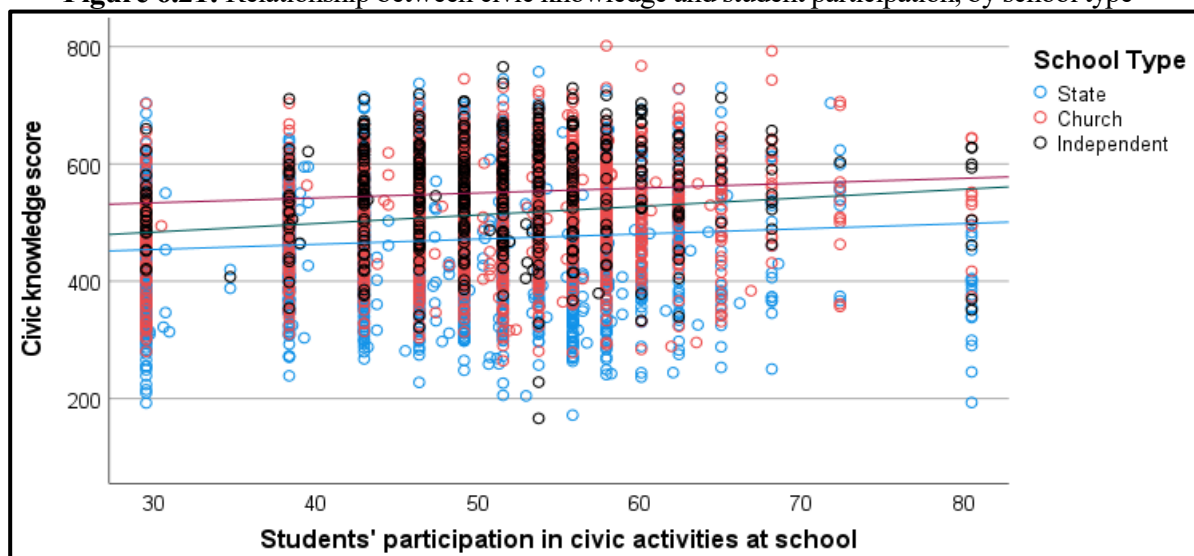


Table 6.15 shows that between 2009 and 2016 the changes in the levels of participation varied, on average, from 1% to 7%. In Maltese schools there were significant increments in the participation percentages between 2009 and 2016 in all three activities; however, there was a decrease in the participation percentages in two of the activities and an increase in the third activity. In ICCS 2022, voting for class representative or school council was highest in France (96%) and Lithuania (96%) and lowest in the Netherlands (47%) and Latvia (51%); participation as a candidate for class representative or school council was highest in Chinese Taipei (75%) and Cyprus (70%) and lowest in Italy (24%) and the Netherlands (24%); while participation in decision-making how the school is run was highest in Sweden (63%) and Norway (62%) and lowest in Croatia (22%) and Serbia (26%).

These seven items were used to generate a scale score that measures students' participation in civic activities at school. Figure 6.19 displays the score distribution of students' participation in school civic activities, where Malta's mean scale score (49.1) is lower than the ICCS international average (50). Figure 6.20 shows that the mean scores of church and independent schools (both 50.6 points) exceed the mean ICCS international value (50) and are significantly higher than the mean scores of state schools (47.8 points). Figure 6.21 shows that there exists a positive relationship between the civic knowledge score and students' participation in civic activities at school and this applies for all school types.

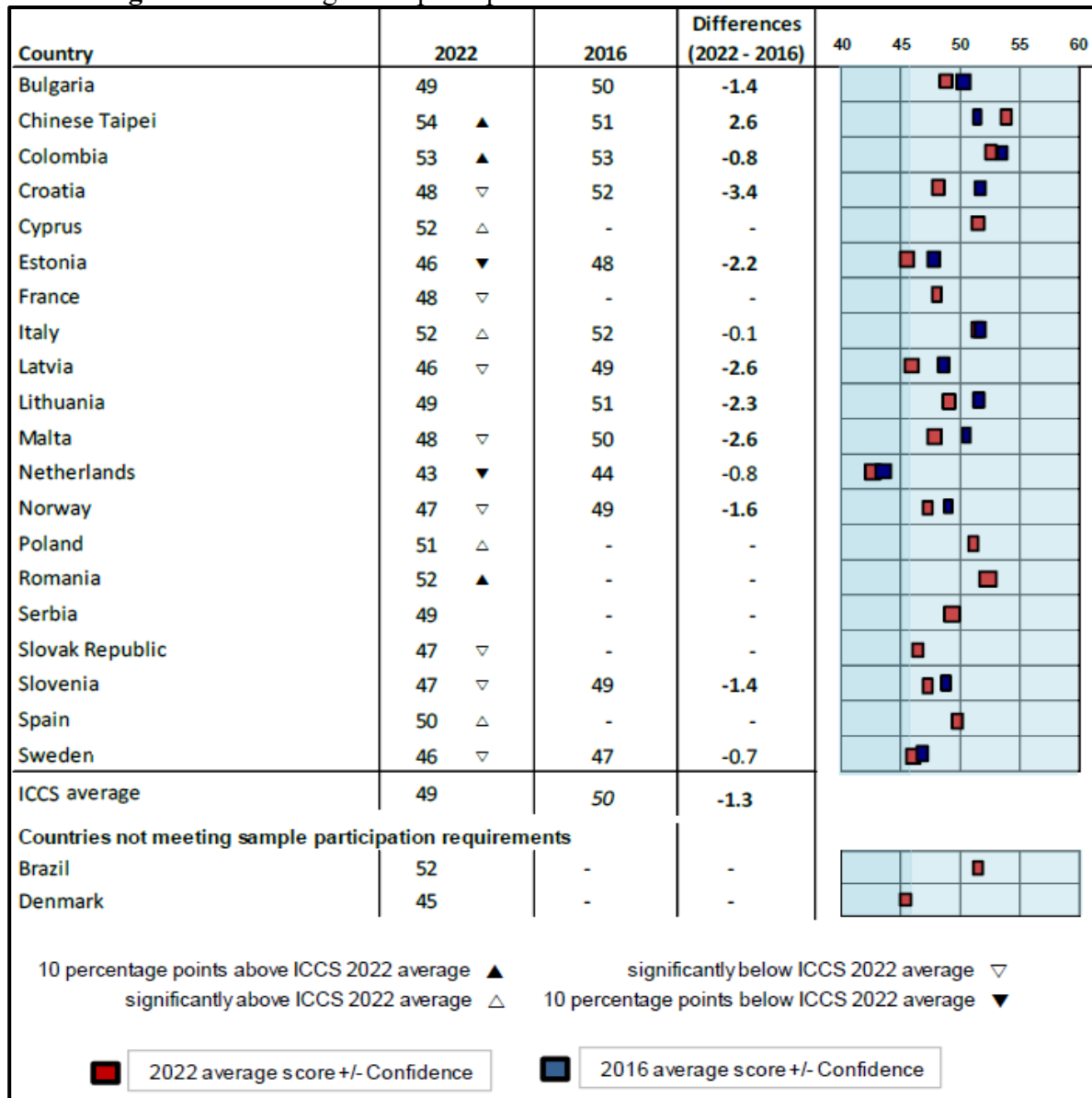
6.10 Students' expected future participation in civic activities

ICCS developed questions assessing students' beliefs about their expectations of undertaking future civic activities within the school context (e.g. voting in school elections or engaging in a public debate about school-related issues), and results showed that students' willingness to become involved at school was higher among females and students with more interest in civic issues. ICCS 2022 continued to gather data on students' expectations of civic engagement at school with an identical item set as part of a question which asked students to rate how likely they found it to undertake different civic-related activities at school.

ICCS 2022 asked student to indicate their likelihood to engage in civic activities at school using a 4-point likert scale ranging from 'very likely' to 'not likely at all'. This scale was based on four items: 'vote in a school election of class representatives or school council'; 'join a group of students campaigning for an issue you agree with'; 'become a candidate for class representative or school parliament/council'; and 'take part in discussions in a student assembly'. Table 6.16 shows the responses of Maltese students to their willingness to participate in future civic activities at school.

Table 6.16: Willingness of Maltese to participate in future school 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	45.8%	28.5%	13.6%	12.1%
Join a group of students campaigning for an issue you agree with	28.1%	35.8%	23.3%	12.9%
Become a candidate for class representative or students' council	21.0%	22.4%	30.9%	25.7%
Take part in discussions in a student assembly	19.2%	26.3%	28.8%	25.6%

Figure 6.22: Willingness to participate in future school activities across countries

These four items were used to generate a scale score that measures students' willingness to participate in future school activities. Figure 6.22 shows that, on average, there was a slight decrease (1.3 points) in students' willingness to participate in civic activities at school between ICCS 2016 and ICCS 2022. Malta's mean 2022 scale score (47.9) is significantly lower than the ICCS 2022 average (49) and is 2.6 points lower than Malta's 2016 scale score (50.5). In 2022, Chinese Taipei (54), Colombia (53), and Romania (52) recorded scores that were at least three points higher than the ICCS 2022 average; while students in Estonia (46) and the Netherlands (43) had the relatively lowest scores with more than three scale points below the average.

Figure 6.23 displays the score distribution of the willingness of Maltese students to participate in future civic school activities. Figure 6.24 shows that the mean score of church schools (49.3 points) is similar to the ICCS 2022 average (49) and is significantly larger than the mean scores of state and independent schools (47.3 and 46.8 points respectively). Figure 6.25 shows that there exists a positive relationship between the civic knowledge score and students' willingness to participate in civic activities at school, particularly for church school students.

Figure 6.23: Score distribution of willingness of Maltese students to participate in school activities

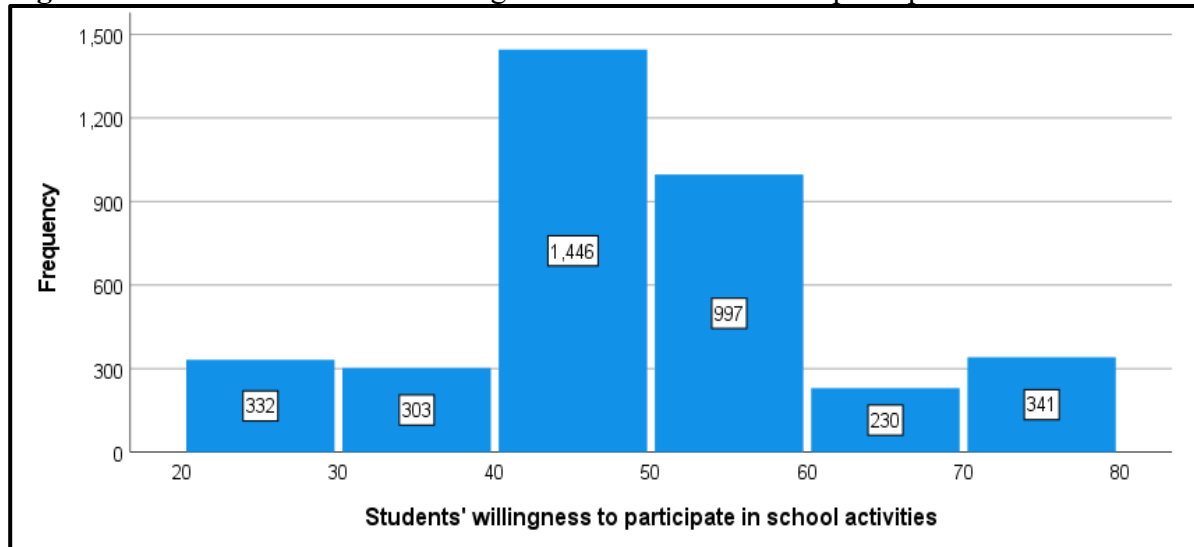


Figure 6.24: Mean scores for student willingness to participate in school activities, by school type

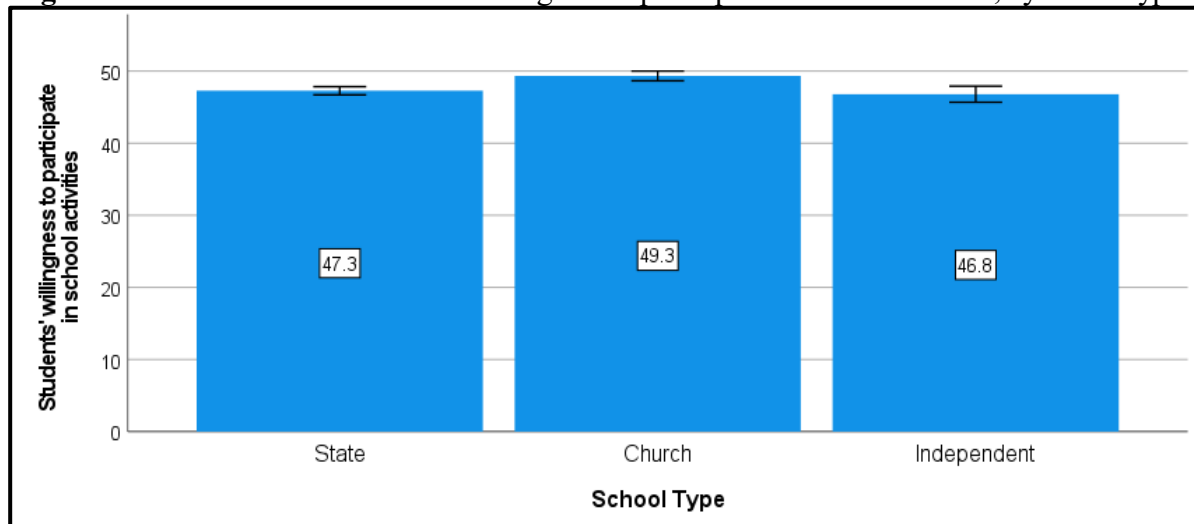


Figure 6.25: Relationship between civic knowledge and student participation, by school type

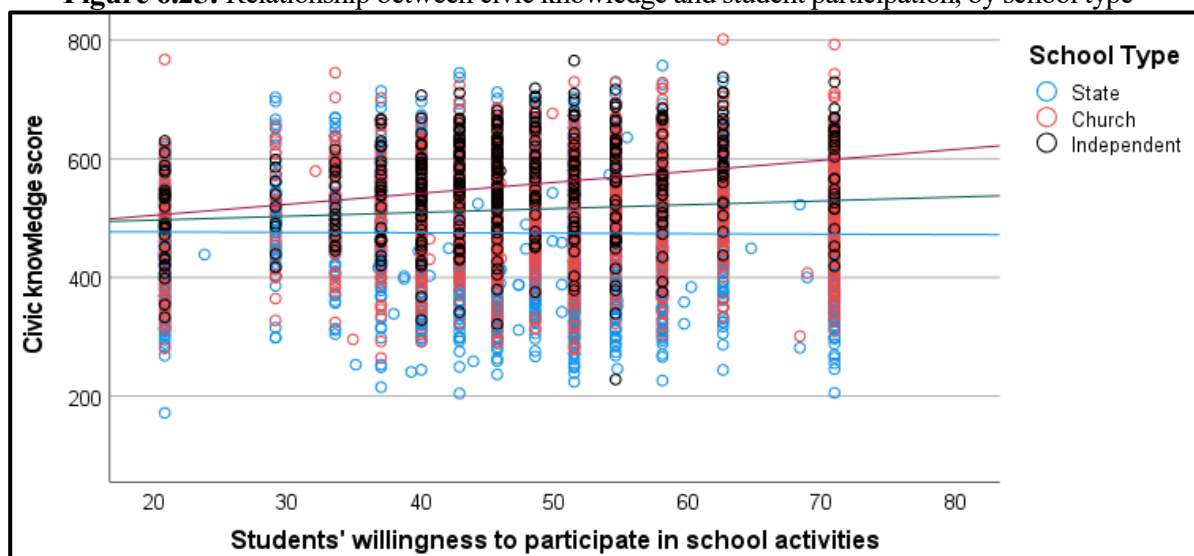


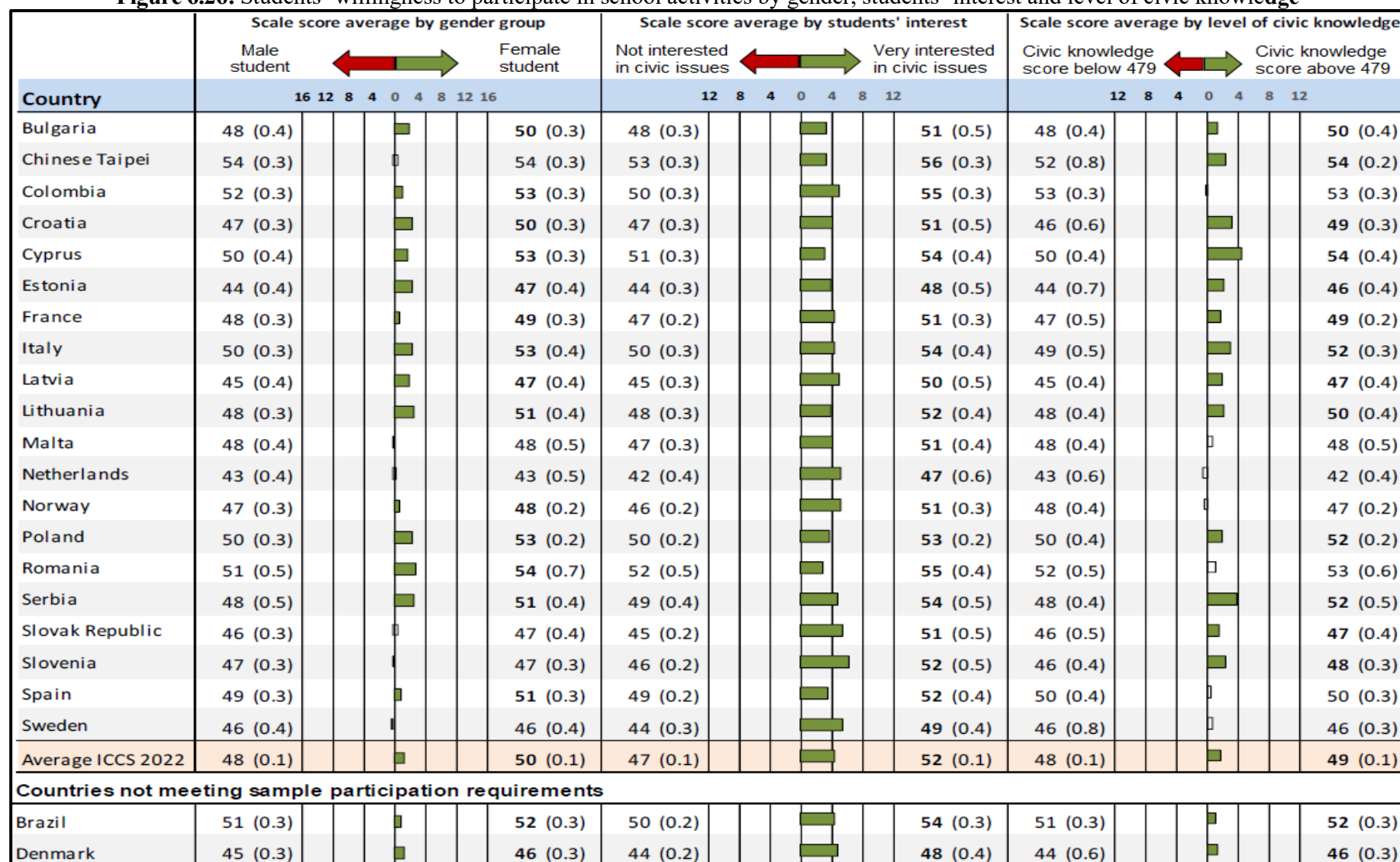
Figure 6.26: Students' willingness to participate in school activities by gender, students' interest and level of civic knowledge

Figure 6.26 displays the national mean scale scores for student's willingness to engage in school-based civic activities by gender groups, as well as levels by students' interest in social and political issues, and their level civic knowledge. On average, female students scored 2 points higher than males and the difference was significant in most countries. In Malta, the mean score of female students (48 points) exceeded the mean score of male students (47.8) by a very small margin. Figure 6.26 also show that in all countries, there was a positive association between student's expected future participation in school-based civic activities and interest in social and political issues. On average, the student's expected future participation in school-based civic activities between the two civic interest groups was 4.4 points. Across participating countries, the largest difference was recorded in Norway (5.4 points); the smallest difference in Cyprus (3.2 points) and in Malta the difference was 4.2 points. Moreover, Figure 6.26 shows a smaller and less consistent association for students' expectations to engage in school-based civic activities with their level of civic knowledge. In more than half of the participating countries there were statistically significant differences in favour of students with higher levels of civic knowledge. On average across ICCS countries, the difference between the two civic knowledge groups was more than 1 point; the largest difference was observed in Cyprus (4.6 points); and in Malta the difference was 0.7 points.

6.11 Expected future expression of opinion about social/political issues

As in previous cycles, ICCS 2022 gathered data with a question that asked students to rate their expectations of engaging in activities intended to express opinions about social and political issues. The item set was designed to measure three scales: (a) students' expected participation in legal civic and political activities, (b) students' expected participation in illegal protest activities, and (c) students' expected participation in activities to protect the environment.

To measure expected participation in legal activities, the ICCS 2022 student questionnaire asked respondents to indicate their expectations to undertake the following activities: 'talk to others about your views on political or social issues'; 'contact an elected representative'; 'take part in a peaceful march or rally'; 'collect signatures for a petition'; 'contribute to an online discussion about social or political issues'; and 'organize an online campaign in support of a political or social issue'. The students had to choose between four options 'I would certainly do this', 'I would probably do this', 'I would probably not do this', or 'I would certainly not do this'. Table 6.17 shows the responses of Maltese students to their expected participation in legal civic and political activities. Participation is more likely to be 'talking to others about their views on political or social issues' and less likely to be 'contacting a member of parliament'.

Table 6.17: Expected participation of Maltese students in legal civic and political activities

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	20.6%	36.6%	28.9%	13.9%
Contact a member of parliament	8.4%	22.0%	38.9%	30.7%
Take part in a peaceful march or rally	13.3%	28.8%	35.7%	22.2%
Collect signatures for a petition	11.8%	29.1%	36.0%	23.1%
Contribute to an online discussion forum about social or political issues	12.6%	27.4%	37.5%	22.5%
Organise an online group to take a stance on a controversial political or social issue	10.2%	21.3%	41.2%	27.3%

When comparing national average scale scores for the expected participation in legal civic activities to express opinions, Figure 6.27 shows higher participation rates in Bulgaria, Colombia, Cyprus, Italy, Lithuania, Poland, Romania, Slovak Republic, and Spain compared to the ICCS average and lower participation rates in Croatia, Estonia, France, Latvia, Malta, Netherlands, Norway, and Sweden. Colombia (53) recorded the highest scale score, the Netherlands (44) recorded the lowest score, and Malta's score (47) was lower than the ICCS 2022 average (48). Eight of thirteen countries participating in both the 2016 and 2022 cycles recorded reductions in the mean scale scores. These reductions were most conspicuous in Chinese Taipei (3.2 points), Croatia (3.2), Latvia (3.2) and Malta (2.6).

Figure 6.27: Students' expected participation in legal civic and political activities

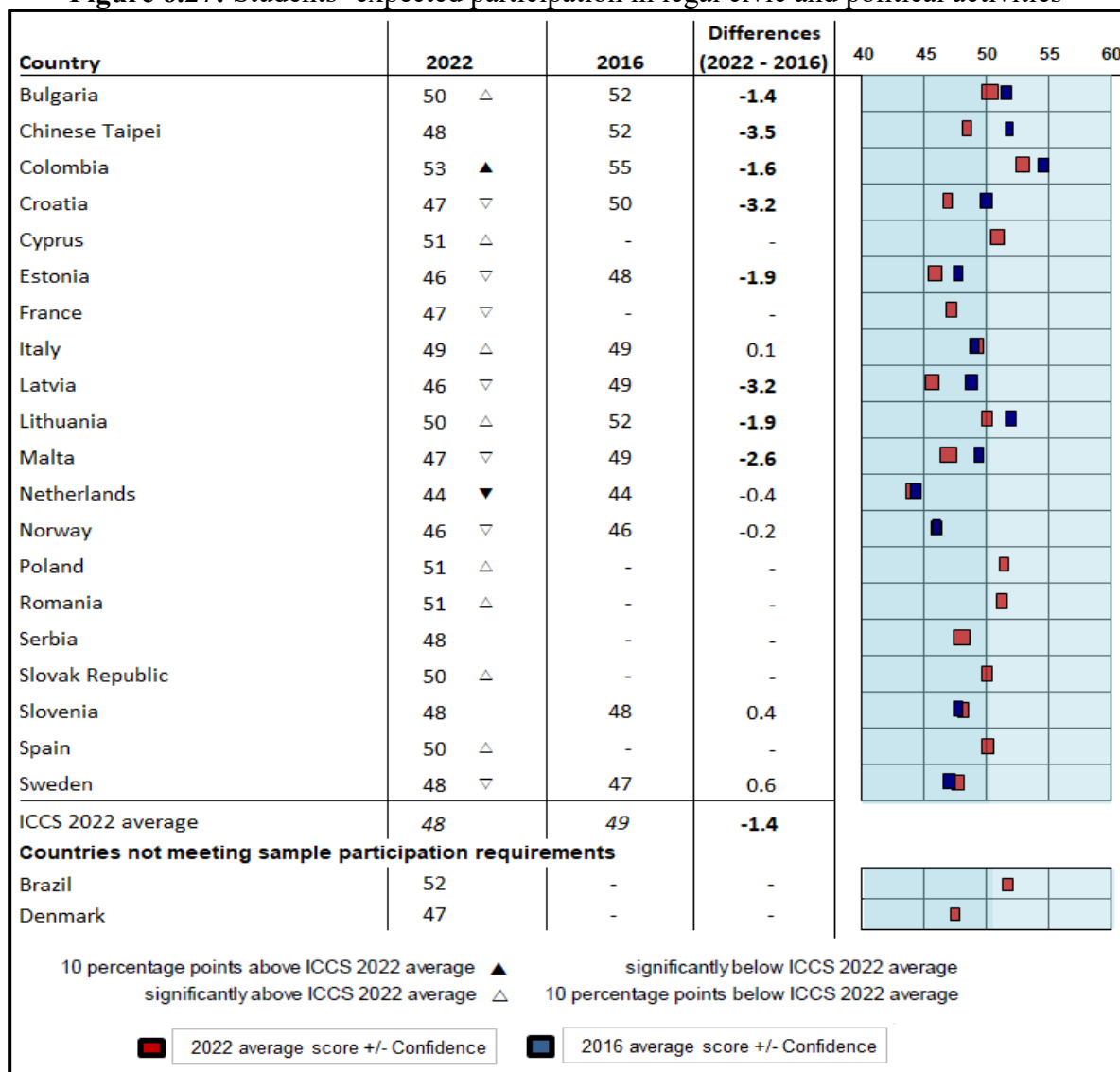


Figure 6.28 displays the score distribution of the expected participation of Maltese students in legal civic/political activities. Figure 6.29 shows that the mean score of independent schools (47.8 points) is significantly larger than the mean scores of state and church schools (46.7 and 46.1 points respectively); however, all three mean scores are lower than the mean ICCS 2022 score (48). Figure 6.30 shows that for independent school students there exists a positive relationship between the civic knowledge score and the expected participation of students in legal civic and political activities; however, this relationship does not apply for state and church school students.

Figure 6.28: Score distribution of Maltese student participation in legal civic/political activities

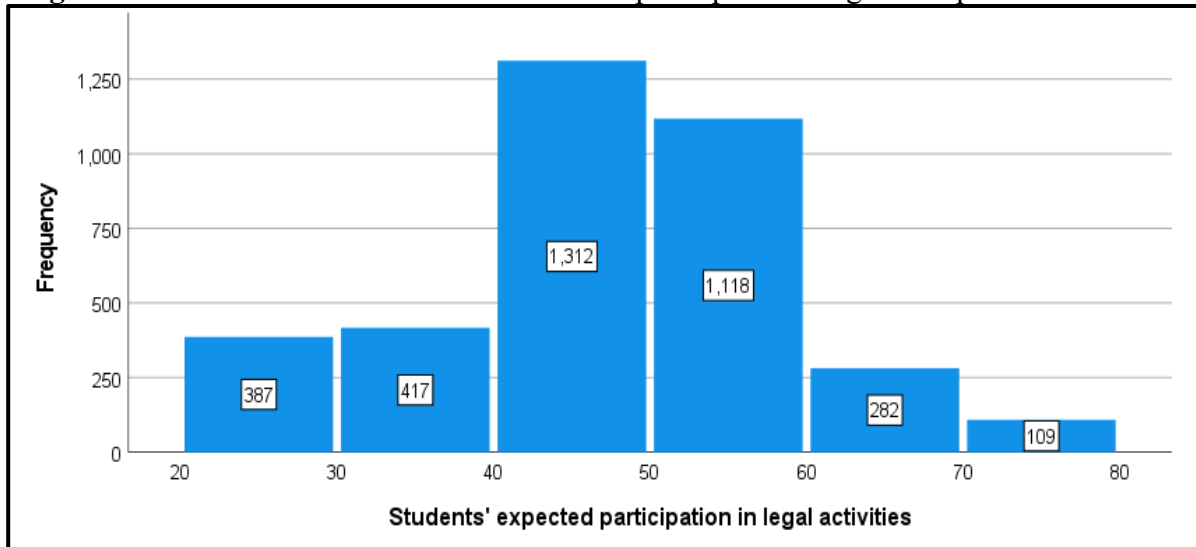


Figure 6.29: Mean scores for student participation in legal civic/political activities, by school type

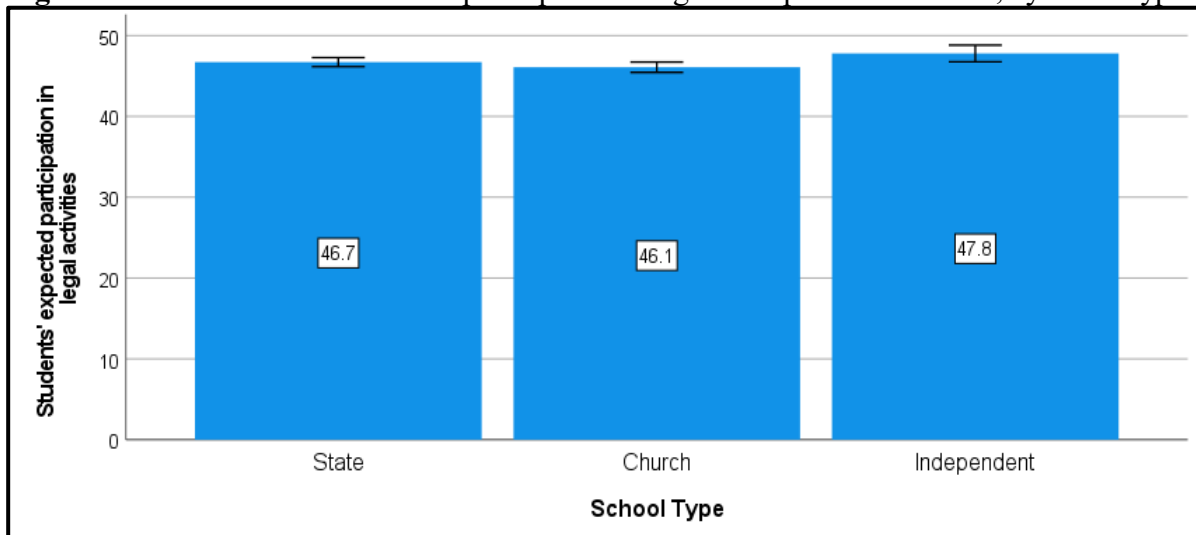
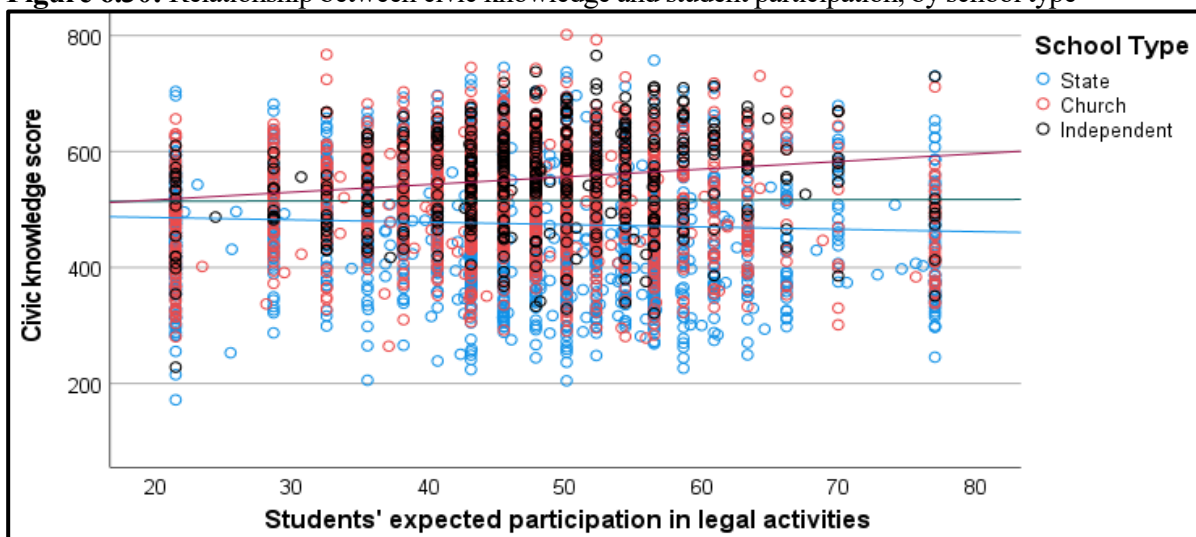


Figure 6.30: Relationship between civic knowledge and student participation, by school type



To measure the expected participation in illegal protest activities, the ICCS 2022 student questionnaire asked respondents to indicate their expectations to undertake the following activities: 'spray-paint protest slogans on walls'; 'stage a protest by blocking traffic'; and 'occupy public buildings as a sign of protest'. The students had to choose between four options 'I would certainly do this', 'I would probably do this', 'I would probably not do this', or 'I would certainly not do this'. Table 6.18 shows the responses of Maltese students to their expected participation in illegal civic and political activities.

Table 6.18: Expected participation of Maltese students in illegal civic and political activities

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	8.2%	15.7%	29.5%	46.6%
Stage a protest by blocking traffic	6.7%	11.5%	26.3%	55.5%
Occupy public buildings as a sign of protest	7.3%	12.1%	28.1%	52.5%

Figure 6.31: Students' expected participation in illegal civic and political activities

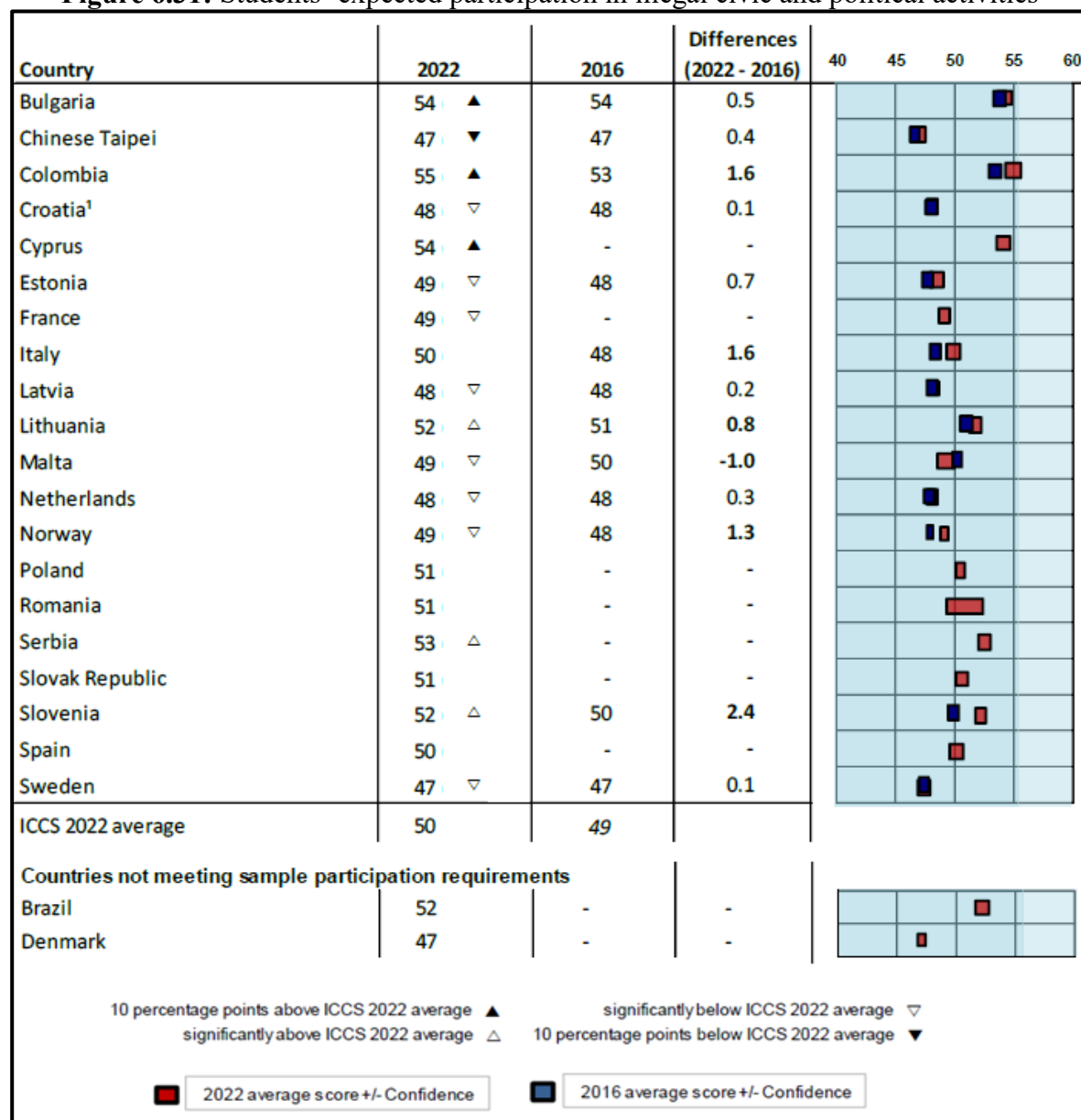


Figure 6.32: Score distribution of Maltese student participation in illegal protest activities

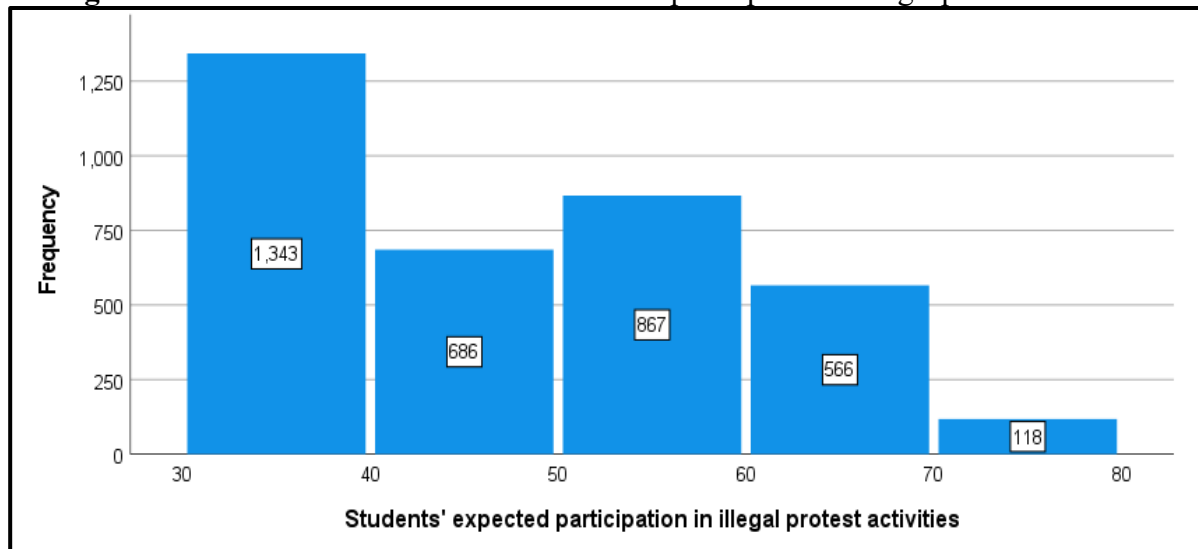


Figure 6.33: Mean scores for student participation in illegal protest activities, by school type

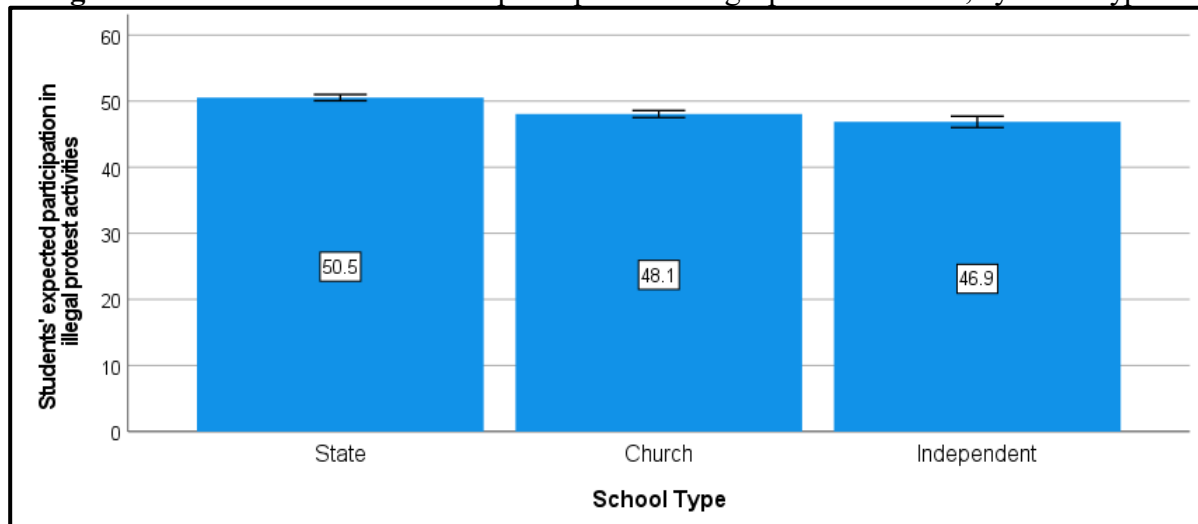
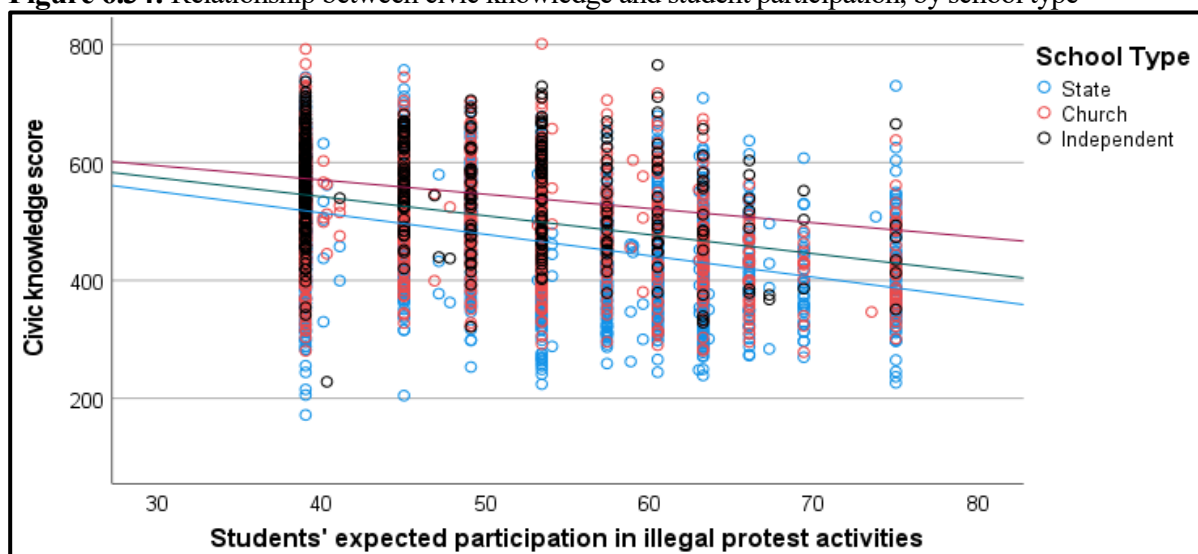


Figure 6.34: Relationship between civic knowledge and student participation, by school type



When comparing national average scale scores for the expected participation in illegal protest activities scale across participating countries, Figure 6.31 shows higher participation rates in Bulgaria, Bulgaria, Colombia, Cyprus, Lithuania, Serbia, and Slovenia compared to the ICCS average and lower participation rates in Chinese Taipei, Croatia, Estonia, France, Latvia, Malta, Netherlands, Norway, and Sweden. Colombia (55), Bulgaria (54) and Cyprus (54) recorded the highest scale score, the Chinese Taipei (47), Sweden (47) and Denmark (47) recorded the lowest score, and Malta's score (49) was lower than the ICCS 2022 average (50). Compared to ICCS 2016, increments in the student participation rates in illegal activities were highest in Slovenia (2.4 points), Italy (1.6 points), Colombia (1.6 points) and Norway (1.3 points); however, a decrease of 1 point was recorded in Malta. Between the two phases, there was, on average, 0.7 score increase in the mean scale score.

Figure 6.32 displays the score distribution of the expected participation of Maltese students in illegal protest activities. Figure 6.33 shows that the mean score of state schools (50.5 points) is significantly larger than the mean scores of church and independent schools (48.1 and 46.9 points respectively). Figure 6.34 shows that there exists a strong negative relationship between the civic knowledge score and the expected student participation in illegal protest activities and this relationship applies to all school types.

To measure the expected engagement in environmental protection activities, the ICCS 2022 student questionnaire asked respondents to indicate their expectations to undertake the following activities to protect the environment: 'Refuse to buy products that are harmful for the environment'; 'tell someone to stop causing damage to the environment'; 'participate in an organized protest to demand more action to protect our environment'; and 'encourage other people to make personal efforts to help the environment' Table 6.19 shows the responses of Maltese students to their expected engagement in environmental protection activities.

Table 6.19: Expected engagement of Maltese students in environmental protection activities

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
Tell someone to stop causing damage to the environment	37.9%	39.5%	14.5%	8.2%
Encourage other people to make personal efforts to help the environment (e.g. through saving water)	37.5%	39.7%	14.9%	7.9%
Refuse to buy products that are harmful for the environment	30.9%	36.8%	20.2%	12.1%
Participate in an organised protest to demand more action to protect our environment	21.8%	33.1%	29.6%	15.5%

Table 6.20 shows that on average across ICCS countries, 72% of students indicated expectation to tell someone to stop causing environmental damage and to encourage other people to make personal efforts. Refusing to buy environmentally harmful products was expected by 66%, while 57% expected to participate in organized protest to demand environmental protection. We observed considerable differences across countries. Malta's percentages (77%, 74%, 66% and 55%) were partly higher and partly lower than the ICCS 2022 averages. Using these four items, a scale score was generated to measure students' expected engagement in environmental protection activities. The highest mean scores were recorded in Colombia (54) and Romania (54), Chinese Taipei (53) and Italy (53), while the lowest mean scores were observed in the Netherlands (44), Latvia (46), Norway (46) and Estonia (47). Malta's mean scale score (50.5) is marginally higher than the mean ICCS average (50).

Table 6.20: Expected student engagement in environmental protection activities, across countries

Country	Encourage other people to make personal efforts to help the environment (e.g. through saving water)				Participate in an organized protest to demand more action to protect our environment		Mean scale score
	Tell someone to stop causing damage to the environment	Refuse to buy products that are harmful for the environment					
Bulgaria	70 ▽	69 ▽	67	60 △	50		
Chinese Taipei	84 ▲	85 ▲	84 ▲	60 △	53	△	
Colombia	82 △	83 ▲	71 △	77 ▲	54	▲	
Croatia	77 △	77 △	65	62 △	51	△	
Cyprus	74	71	64	63 △	51	△	
Estonia	58 ▼	64 ▽	56 ▽	43 ▼	47	▼	
France	75 △	77 △	67	51 ▽	51	△	
Italy	85 ▲	82 △	76 ▲	67 ▲	53	△	
Latvia	59 ▼	58 ▼	56 ▽	48 ▽	46	▼	
Lithuania	73	75 △	68 △	63 △	51	△	
Malta	77 △	74	66	55	50		
Netherlands	46 ▼	53 ▼	48 ▼	30 ▼	44	▼	
Norway	57 ▼	58 ▼	55 ▼	36 ▼	46	▼	
Poland	84 ▲	78 △	73 △	61 △	51	△	
Romania	86 ▲	86 ▲	73 △	77 ▲	54	▲	
Serbia	74	69 ▽	62 ▽	61 △	50		
Slovak Republic	79 △	75 △	66	62 △	51	△	
Slovenia	68 ▽	68 ▽	63 ▽	55	49	▽	
Spain	80 △	80 △	68 △	64 △	52	△	
Sweden	61 ▼	65 ▽	63 ▽	35 ▼	47	▽	
ICCS average	72	72	66	57	50		
Countries not meeting sample participation requirements							
Brazil	74	80	67	71	53		
Denmark	56	60	64	36	47		

10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average
 significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average

Figure 6.35 displays the score distribution of the expected engagement of Maltese students in environmental protection activities. Figure 6.36 shows that the mean scores of independent and church schools (51.6 and 52.0 points respectively) are significantly larger than the mean score of state schools (49.8 points). Two of these mean scale scores are significantly larger than the ICCS 2022 average (50). Figure 6.37 shows that there exists a negative relationship between the civic knowledge score and the expected student engagement in environmental protection activities and this positive relationship applies to all school types.

Figure 6.38 compares mean scale scores for students' expected participation in legal activities, students' expected participation in illegal protest activities, and students' expected participation in environment protection activities by levels of civic knowledge. Across all countries, expected participation in legal activities showed no consistent associations with civic knowledge. On the other hand, expected participation in illegal activities showed strong negative associations with civic knowledge, while expected future engagement in environment protection activities showed strong positive associations with civic knowledge.

Figure 6.35: Score distribution of student engagement in environmental protection activities

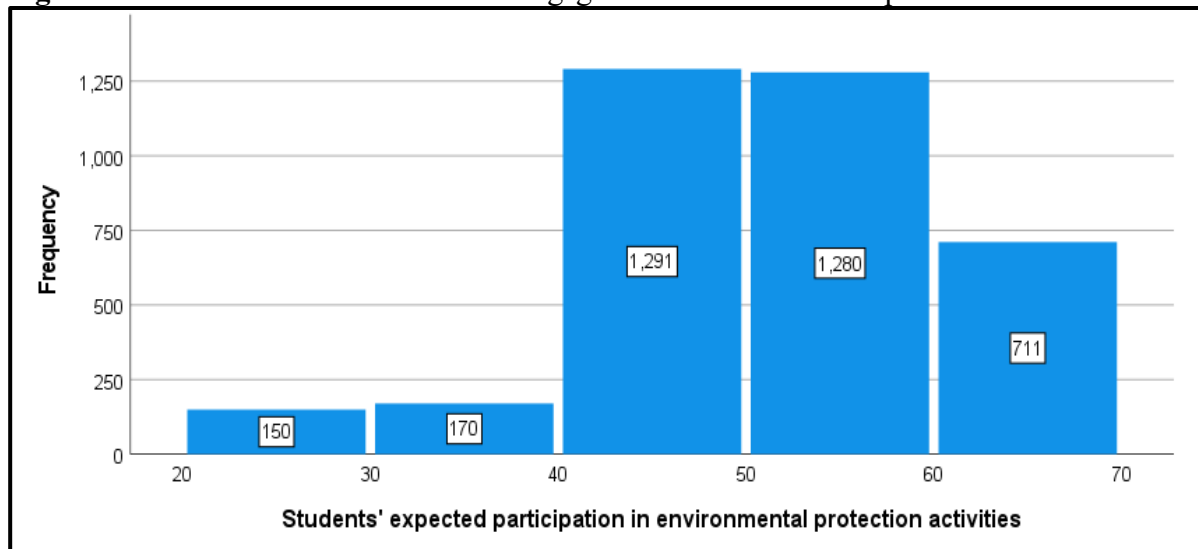


Figure 6.36: Mean scores for student participation in illegal protest activities, by school type

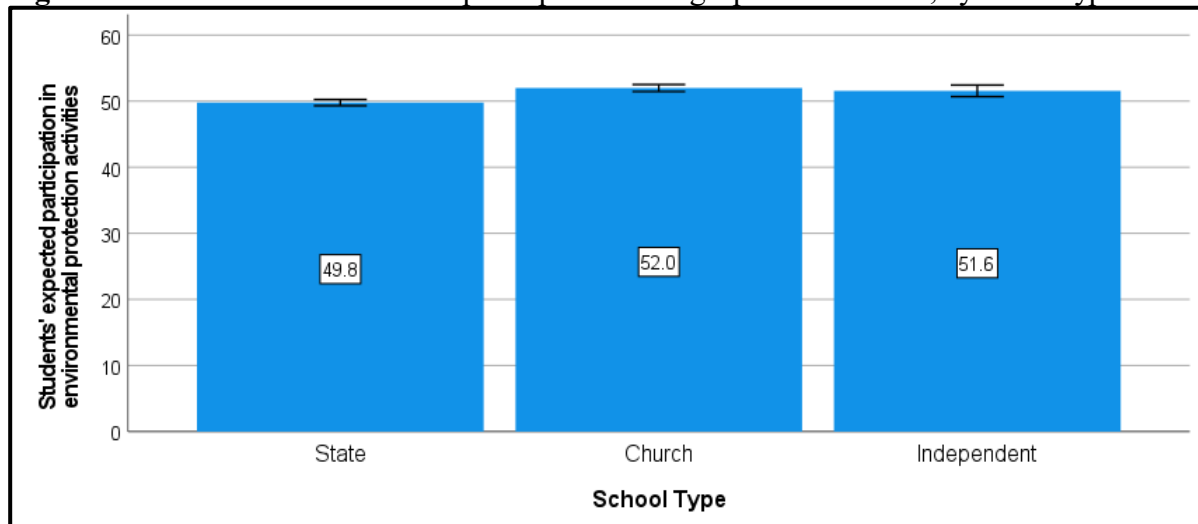


Figure 6.37: Relationship between civic knowledge and student engagement, by school type

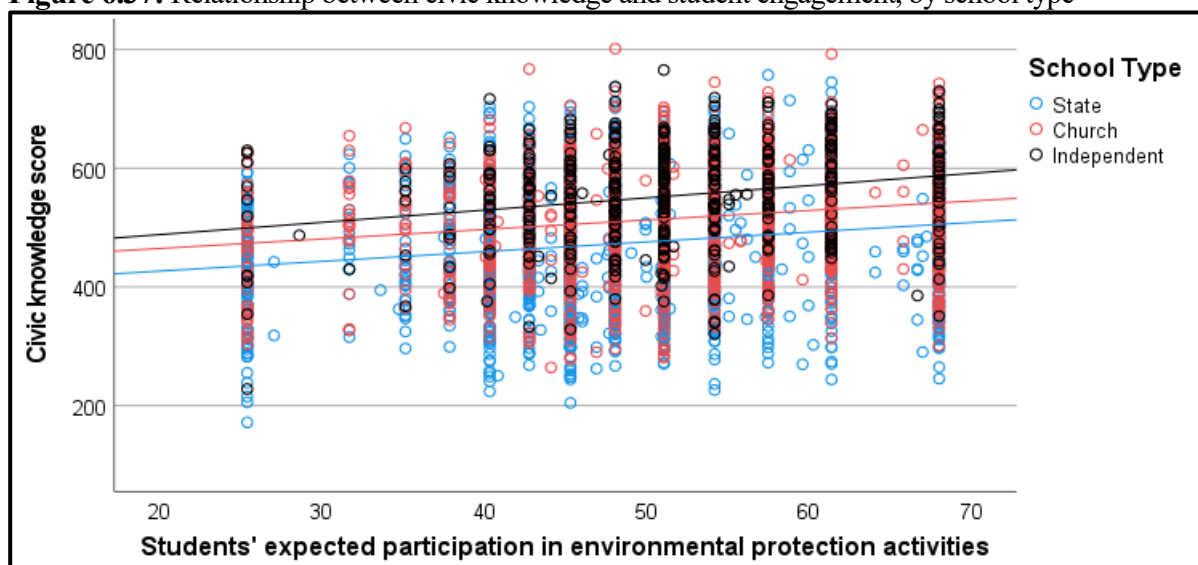
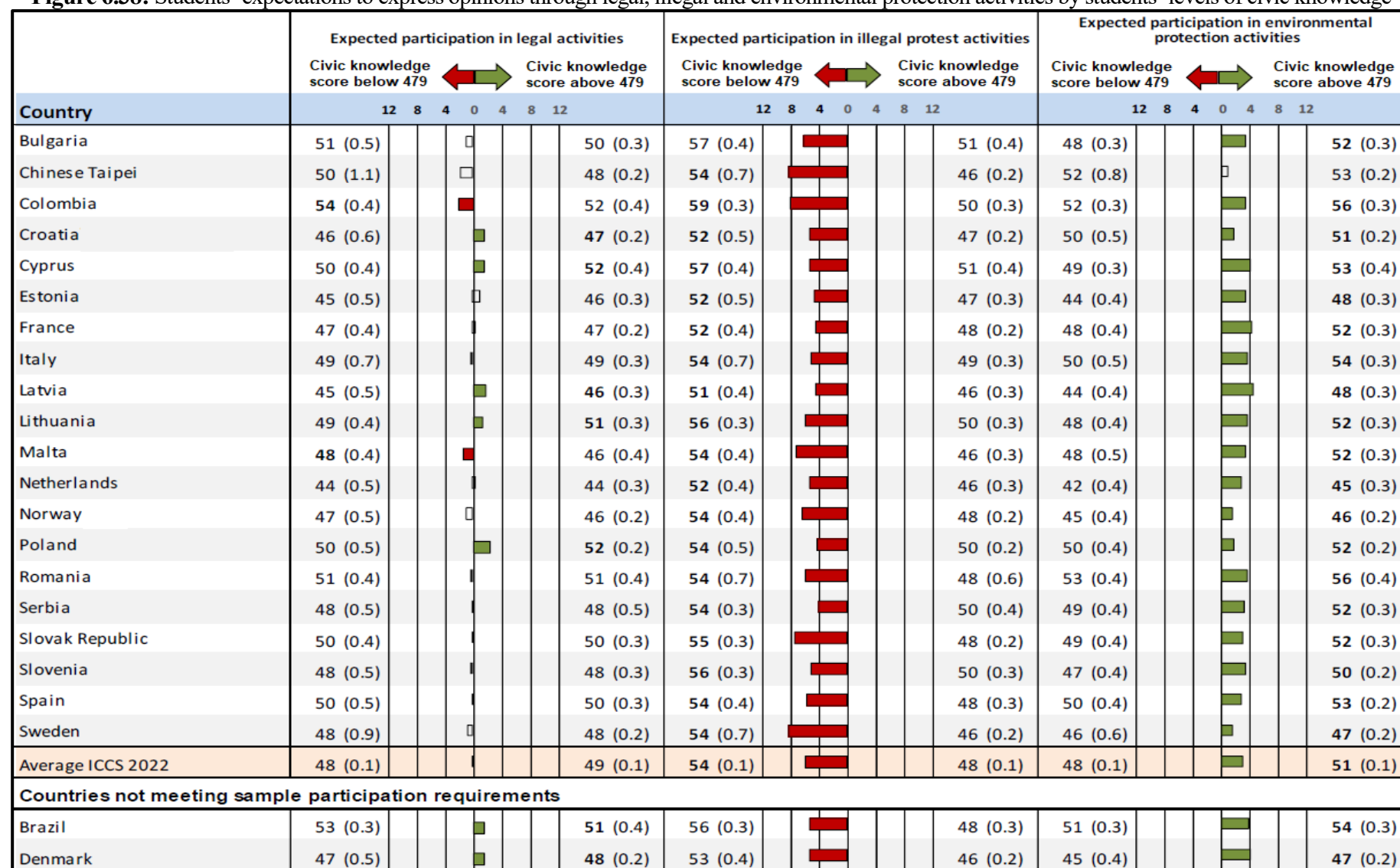


Figure 6.38: Students' expectations to express opinions through legal, illegal and environmental protection activities by students' levels of civic knowledge

6.12 Expected electoral participation

In ICCS 2022, using the same format applied in ICCS 2009 and ICCS 2016, students rated their intentions to become politically active using a set of items that reflected two different constructs a) expected electoral participation and b) expected active participation in political activities. To measure the expected electoral participation, the student questionnaire included the following items: 'vote in local elections', 'vote in national elections' and 'get information about candidates before voting in an election'. These three items were measured on a 4-point likert scale ranging from 'I would certainly do this' to 'I would certainly not do this'. Table 6.21 displays the responses of Maltese students to their expected electoral participation.

Table 6.21: Expected electoral participation of Maltese students

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	27.5%	39.4%	21.1%	12.0%
Vote in general elections	31.9%	40.3%	17.2%	10.6%
Get information about candidates before voting in an election	37.6%	34.4%	17.2%	10.8%

Figure 6.39: National average scale scores indicating students' expected electoral participation

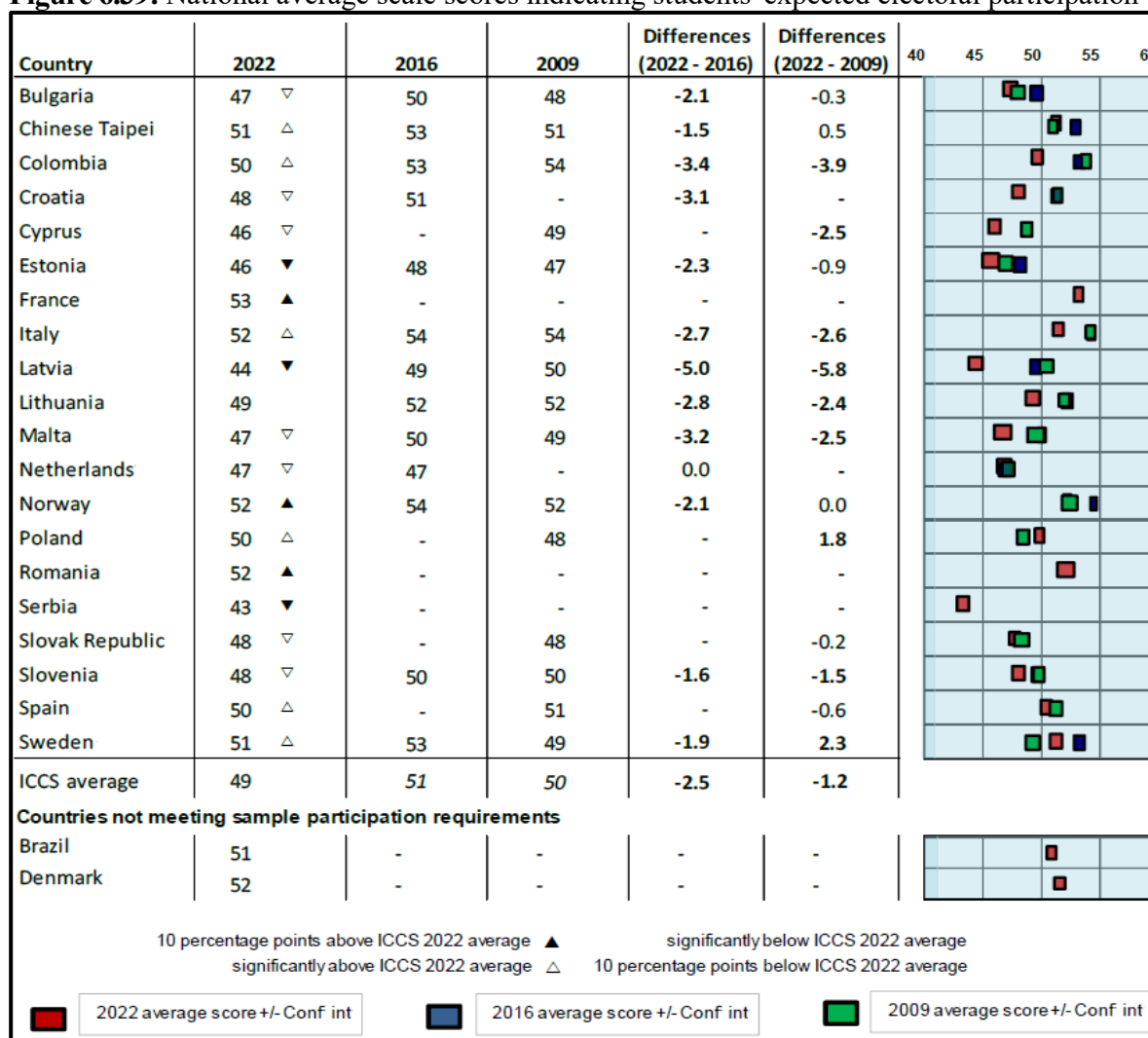


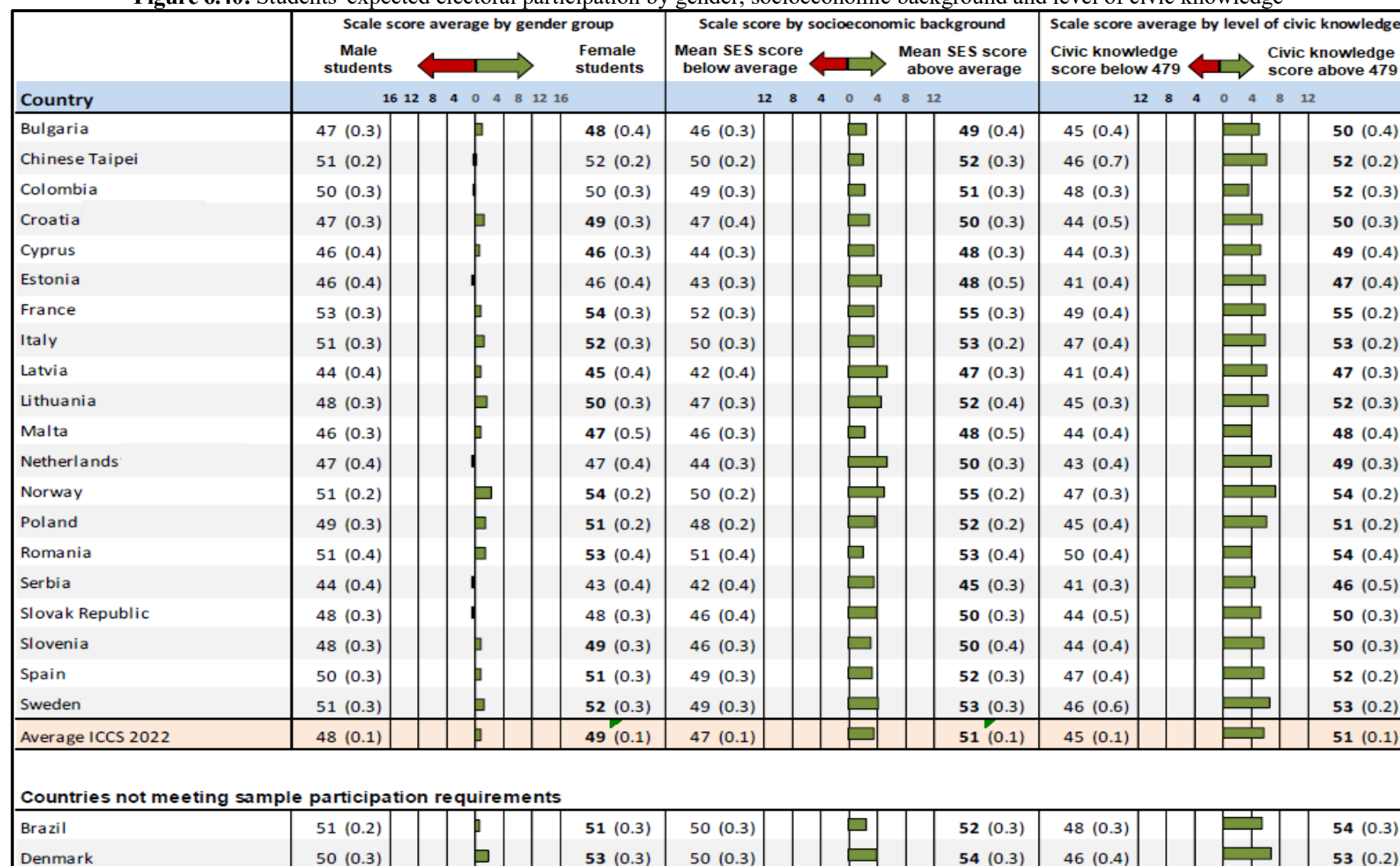
Figure 6.40: Students' expected electoral participation by gender, socioeconomic background and level of civic knowledge

Figure 6.41: Score distribution of students' expected electoral participation

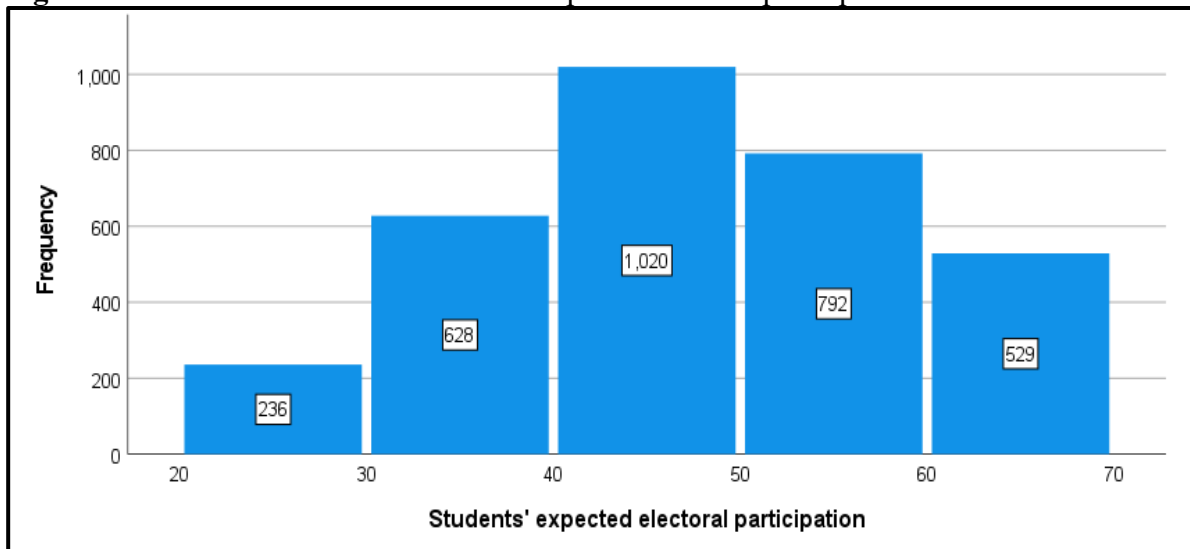


Figure 6.42: Mean scores for expected electoral participation of Maltese students, by school type

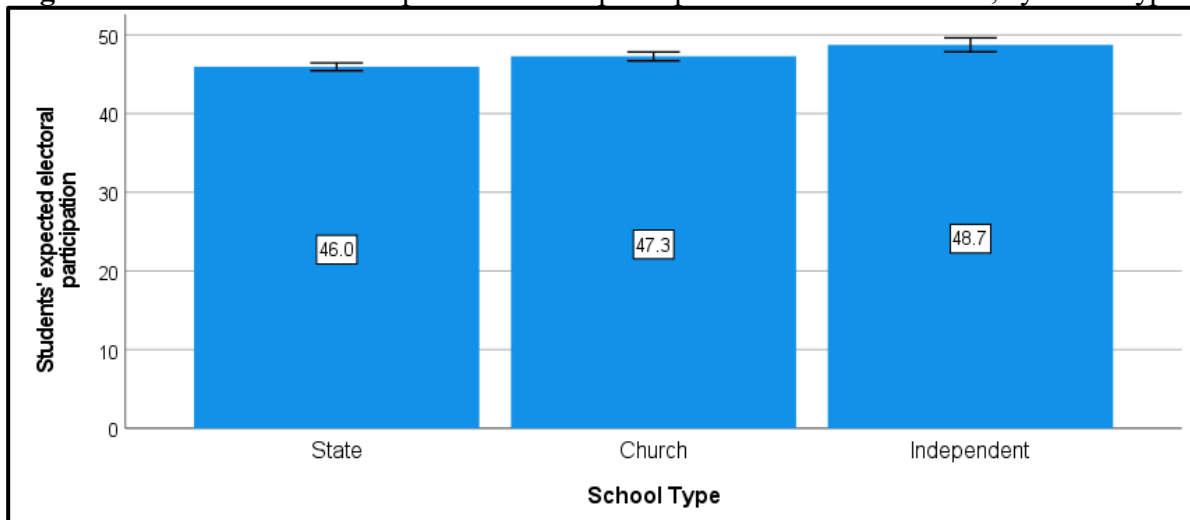


Figure 6.43: Relationship between civic knowledge and student electoral participation, by school type

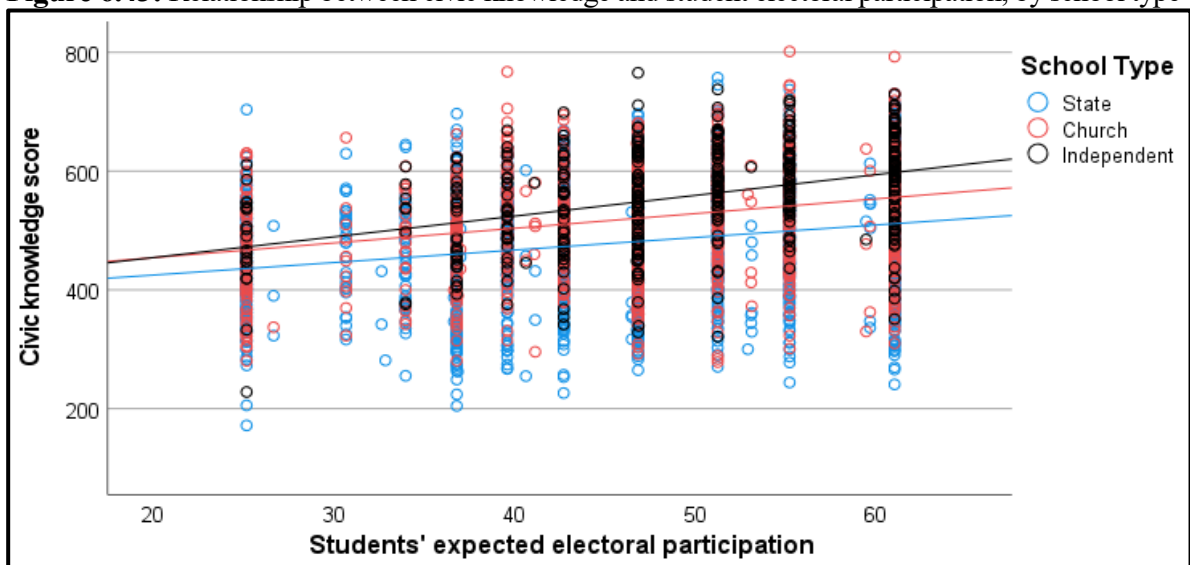


Figure 6.39 displays the mean scale scores for expected electoral participation by country in the 2009, 2016 and 2022 ICCS cycles. On average, there was a statistically significant decrease by 2.5 points between ICCS 2016 and ICCS 2022 as well as a smaller but also statistically significant decrease by -1.2 points between ICCS 2009 and ICCS 2022. In ICCS 2022, average scale scores ranged from 44 to 52 scale points. Scores in Norway (52) and Romania (52) were significantly higher than the ICCS 2022 average (49), while those in Serbia (43) and Latvia (44) were significantly lower. Malta's mean score (47) was significantly lower than the ICCS 2022 average indicating lower expected electoral participation by Maltese students.

Figure 6.40 compares scale scores for expected electoral participation by gender, socioeconomic background, and level of civic knowledge. The results show consistent significant positive associations between expected electoral participation and level of civic knowledge. On average, across ICCS countries, the difference in expected electoral participation score between the two civic knowledge groups was 6 scale points. The largest difference was in Norway (7 points) and the smallest was in Colombia (4 points), Romania (4 points) and Malta (4 points). Figure 6.40 also shows that there are consistently significant differences in expected electoral participation scores between the two SES background groups. On average, the mean score for students in the higher SES group was 4 scale points higher than the mean score for student in the lower SES group. The largest differences in the mean scores were observed in Latvia (5 points) and Norway (5 points) while the smallest difference was recorded in Romania (2 points), Chinese Taipei (2 points), Colombia 2 points) and Malta (2 points). There were only smaller differences in expected electoral participation when comparing results for female and male students. Female students scored only slightly although significantly higher than male students in most countries with average difference of 1 point.

Figure 6.41 displays the score distribution of the expected electoral participation of Maltese students. Figure 6.42 shows that the mean scores of independent and church school students (48.7 and 47.3 points respectively) are significantly larger than the mean score of state school students (46.0 points); however, all three mean scale score are lower than the ICCS 2022 average (49). Figure 6.43 shows that there exists a positive relationship between the civic knowledge score and the expected electoral participation and this positive relationship applies to all school types.

6.13 Expected active political participation

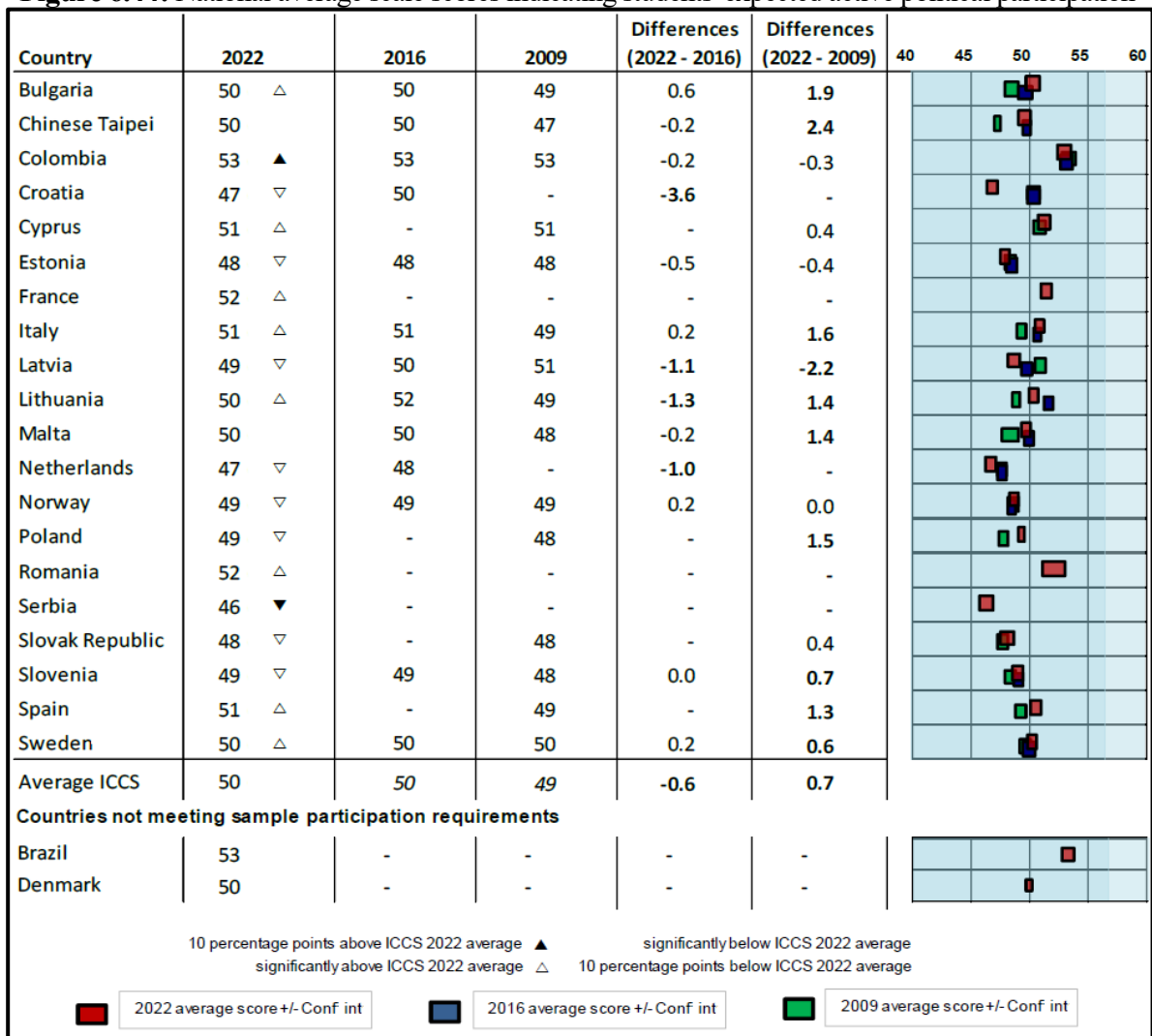
To measure the expected active political participation, the student questionnaire included the following items: 'join a political party', 'join a trade union', 'stand as a candidate in local elections', and 'join an organisation for a political or social cause'. These three items were measured on a 4-point likert scale ranging from 'I would certainly do this' to 'I would certainly not do this'. Table 6.22 displays the responses of Maltese students to their expected active political participation.

Table 6.22: Expected active political participation of Maltese students

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
Join a political party	9.7%	16.7%	40.2%	33.3%
Join a trade union	6.7%	17.3%	45.6%	30.3%
Stand as a candidate in local council elections	8.5%	16.7%	39.3%	35.5%
Join an organisation for a political or social cause	9.3%	21.2%	40.4%	29.1%

Figure 6.44 displays the mean ICCS 2022 scale scores across participating countries. Mean scores range from 47 points (Croatia and the Netherlands) to 53 points (Colombia). Malta's mean score (50) is the same as the ICCS 2022 average (50). Across the thirteen countries that participated in all three cycles, Figure 6.44 shows a decrease in scale scores between ICCS 2016 and ICCS 2022 while there was also an equally small significant increase between ICCS 2009 and ICCS 2022. Statistically significant decreases between 2016 and 2022 were found in four countries (Croatia, Latvia, Lithuania and the Netherlands). Between ICCS 2009 and ICCS 2022, there were increases in expected active political participation in Chinese Taipei (2.4 points), Bulgaria (1.9 points), Italy (1.6 points), Poland (1.5 points), Lithuania and Malta (each 1.4 points), Spain (1.3 points), Slovenia (0.7 points), and Sweden (0.6 points), while we observed decreases in Latvia (2.2 points) and Norway (0.6 points).

Figure 6.44: National average scale scores indicating students' expected active political participation



When comparing scale scores for expected active political participation by gender, socioeconomic background, and level of civic knowledge, Figure 6.45 shows that expected active political participation was to a small extent negatively associated with level of civic knowledge. On average across countries, the difference in expected active political participation score between the two civic knowledge groups was more than two scale points. In most countries, including Malta, students with higher levels of civic knowledge had significantly lower scale scores.

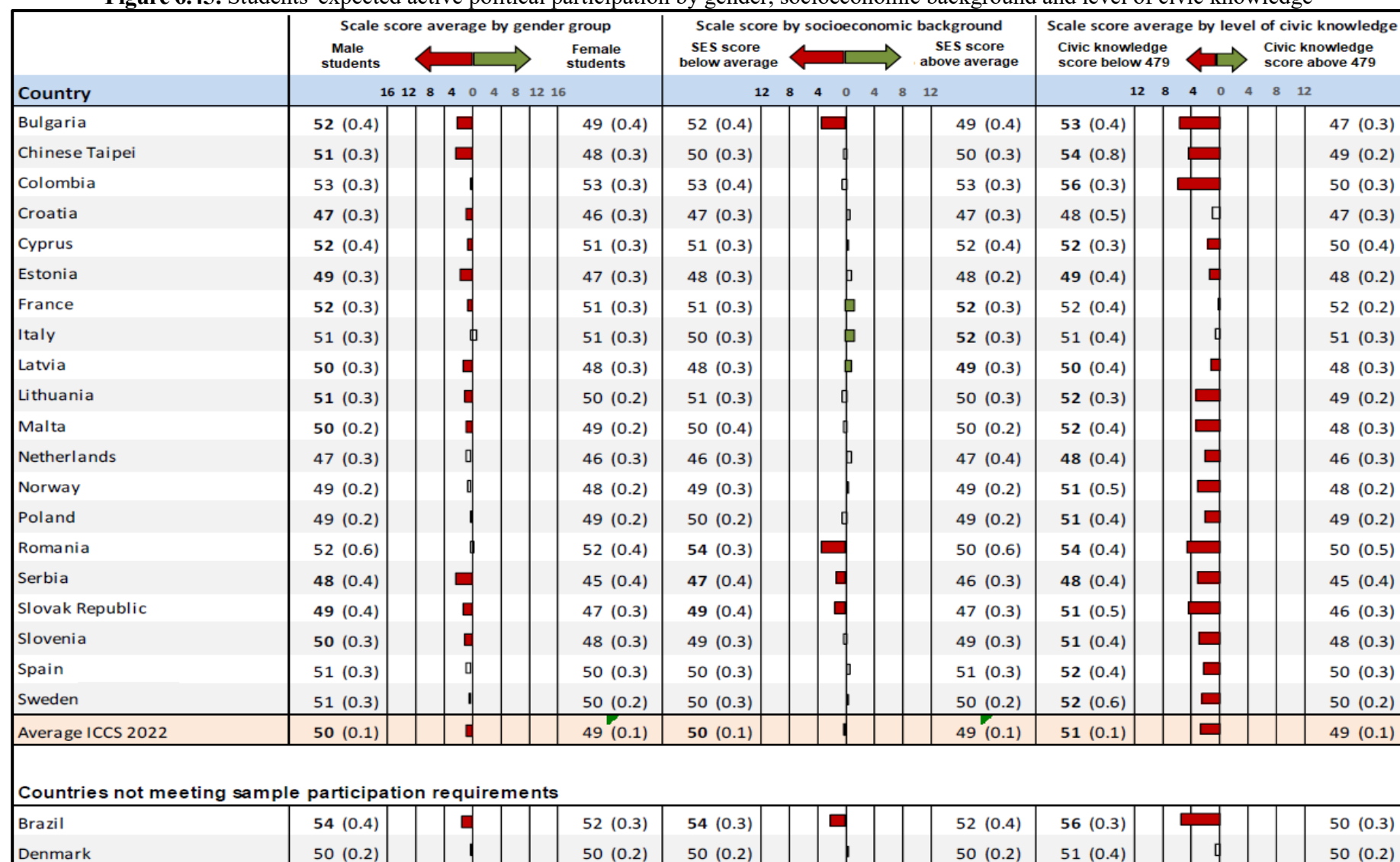
Figure 6.45: Students' expected active political participation by gender, socioeconomic background and level of civic knowledge

Figure 6.46: Score distribution of students' expected active political participation

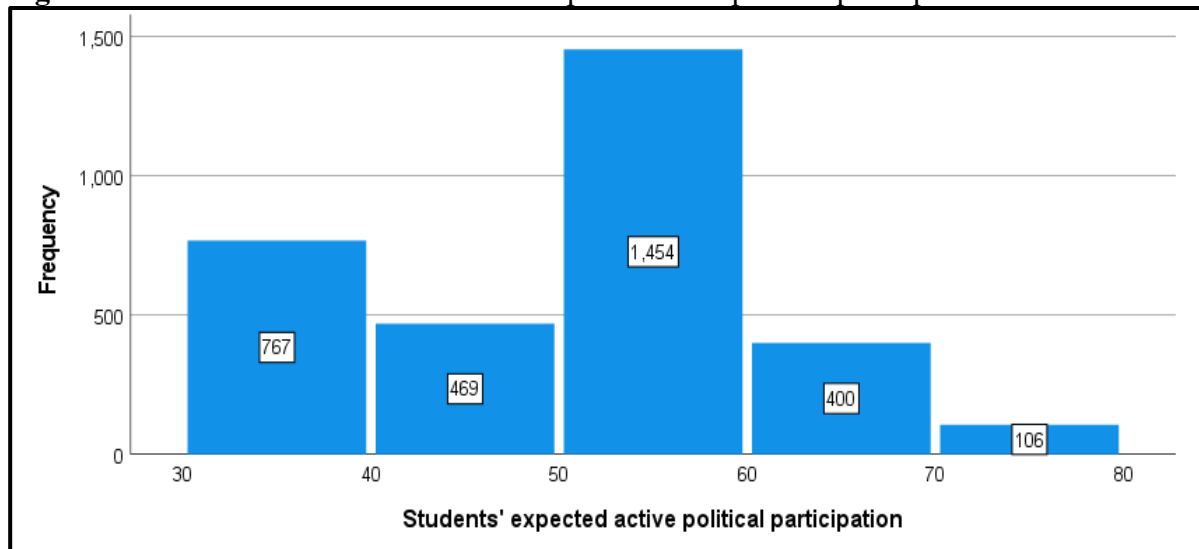


Figure 6.47: Mean scores for students' expected active political participation, by school type

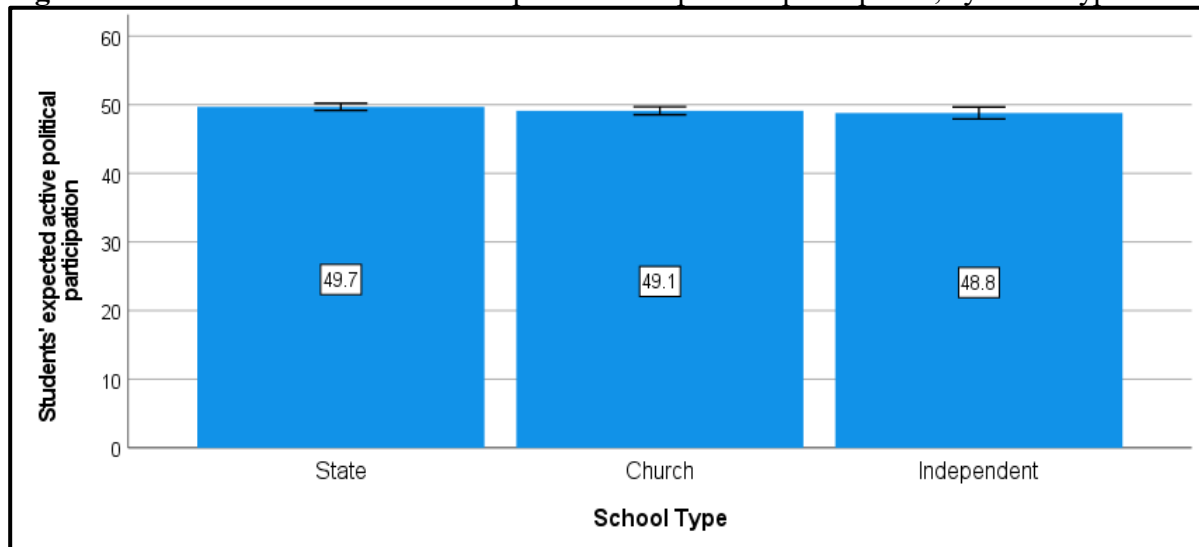
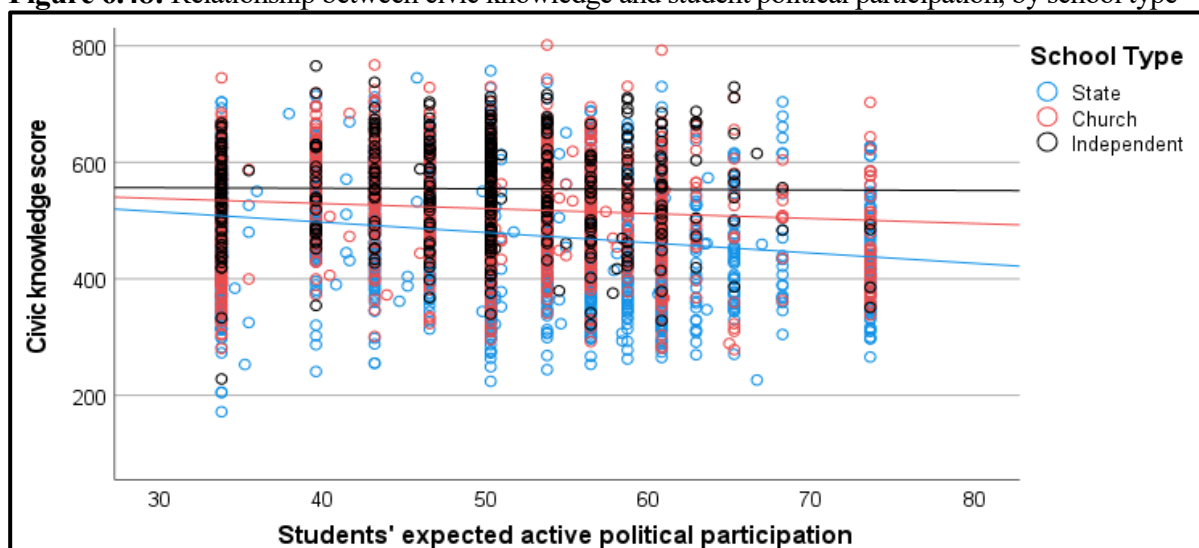


Figure 6.48: Relationship between civic knowledge and student political participation, by school type



Scale scores for expected active political participation were significantly higher for those from the lower socioeconomic group in just four countries and higher for those from higher socioeconomic groups in two countries. On average, there was no statistically significant difference between the two groups. Scale scores for expected active political participation were significantly higher for male students than female students in just twelve countries and not statistically significant in the other eight countries. On average the difference was very small (1 point).

Figure 6.46 displays the score distribution of the expected active political participation of Maltese students. Figure 6.47 shows that the mean scores vary marginally between students from different schools but are all lower than the international average (50). Figure 6.48 shows that there exists a negative relationship between the civic knowledge score and the expected active political participation, particularly for state school students.

6.14 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 twelve predictors related to students' engagement.

Table 6.23: Regression Coefficients, standard errors, T-values and p-values

	Reg. Coef.	Std. Error	T-value	P-value
Constant	557.426	14.748	37.798	<0.001
Students' citizenship self-efficacy	0.669	0.152	4.413	<0.001
Students' beliefs about their influence on decision-making at school	-1.417	0.151	-9.383	<0.001
Students' discussion of political or social issues outside school	0.821	0.175	4.699	<0.001
Students' engagement with political or social issues using digital media	-1.221	0.161	-7.580	<0.001
Students' participation in wider community groups or organisations	-0.050	0.162	-0.307	0.759
Students' participation in civic activities at school	0.926	0.182	5.077	<0.001
Students' willingness to participate in school activities	-0.287	0.156	-1.839	0.066
Students' expected participation in legal activities	0.403	0.193	2.083	0.037
Students' expected participation in illegal protest activities	-3.425	0.173	-19.833	<0.001
Students' expected participation in environmental protection activities	1.816	0.174	10.458	<0.001
Students' expected electoral participation	2.862	0.182	15.711	<0.001
Students' expected active political participation	-2.018	0.188	-10.705	<0.001

The regression model explains 33.0% of the total variation in the ICCS scores. With the exception 'Students' participation in wider community groups or organisations' and 'Students' willingness to participate in school activities', all students' engagement aspects 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' expected participation in environmental protection activities', 'Students' beliefs about their influence on decision-making at school', 'Students' engagement with political or social issues using digital media', 'Students' participation in civic activities at school', 'Students' discussion of political or social issues outside school', 'Students' citizenship self-efficacy', 'Students' expected participation in legal activities', 'Students' willingness to participate in school activities' and 'Students' participation in wider community groups or organisations'.

- For every 1-unit increase in the 'Students' expected participation in illegal protest activities' score, the ICCS score is expected to decrease by 3.425 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 2.862 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 2.018 given that other effects are kept fixed.
- For every 1-unit increase in the 'Students' expected participation in environmental protection activities' score, the ICCS score is expected to increase by 1.816 given that other effects are kept fixed.
- For every 1-unit increase in the 'Students' beliefs about their influence on decision-making at school' score, the ICCS score is expected to decrease by 1.417 given that other effects are kept fixed.
- For every 1-unit increase in the 'Students' engagement with political or social issues using digital media' score, the ICCS score is expected to decrease by 1.221 given that other effects are kept fixed.
- For every 1-unit increase in the 'Students' participation in civic activities at school' score, the ICCS score is expected to increase by 0.926 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' discussion of political or social issues outside school' score, the ICCS score is expected to increase by 0.821 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' citizenship self-efficacy' score, the ICCS score is expected to increase by 0.669 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' expected participation in legal activities' score, the ICCS score is expected to increase by 0.403 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 decrease by 0.287 given that other effects are kept constant; however this reduction is not significant.
- For every 1-unit increase in the 'Students' participation in wider community organisations' score, the ICCS score is expected to decrease by 0.050 given that other effects are kept constant; however this reduction is not significant.

7

Students' attitudes toward issues in society

7.1 Introduction

Recent years have seen many developments with implications for civic and citizenship education. Notions of citizenship are being challenged by globalisation, migration, and the establishment of supra-regional organisations. Many of these issues transcend national borders and attract world-wide prominence, opening questions about the attitudes of people to these issues nationally and internationally. Although there is a well-established literature concerned with the formation of political attitudes by young people and how those attitudes relate to political participation, one can argue that there is a need for large cross-national comparative studies of the political attitudes and participation of youth. This argument is further supported in view of increasing signs of instability of established political systems in conjunction with a rise of political movements that are often formed in response to globalization, economic inequalities, and increased migration.

Similar to previous IEA studies of civic and citizenship education, ICCS 2009 and ICCS 2016 emphasized the measurement of affective aspects of civics and citizenship through student questionnaire items. Such measures are regarded as important learning outcomes and have a similar standing in the process of development, analysis, and reporting as measures of students' civic knowledge or indicators of engagement. Student attitudes, and perceptions relevant to civic and citizenship issues, are judgements in relation to ideas, people, objects, events, or situations.

This chapter investigates the beliefs the students in participating countries hold regarding important civic issues in modern society and the factors that influence their variation. The chapter focusses on the following aspects of civic and citizenship education:

- Students' beliefs about the importance of different principles underlying a democratic society.
- Students' perceptions of social cohesion and diversity in the societies they live in.
- Students' attitudes toward civic institutions and society.
- Changes in student beliefs since previous ICCS cycles.

The assessment framework for ICCS 2022 also identified focal areas that permeate the study and are addressed by various aspects of civic and citizenship education. These focus areas are sustainability, engagement through digital technologies, diversity, and young people's views of the political system. Accordingly, this chapter addresses young peoples' views of political systems, students' attitudes to issues related to diversity (such as attitudes toward equal rights for different groups in society), as well as their attitudes to sustainability and global citizenship. The three clusters of topics addressed in the chapter are: students' views of political systems and democratic institutions; students' attitudes toward equal rights, and students' beliefs related to citizenship responsibilities and the environment.

7.2 Students' views of their countries' political systems

The ICCS 2022 student questionnaire asked about students' views of their political systems, through these statements: 'democracy may have some problems but it is still the best form of government for country of test', 'the political system of country of test works well', 'members of parliament/congress are good at representing the interests of young people', 'members of parliament/congress generally represent the interests of people in their country well', 'members of parliament/congress treat all people in society fairly', 'members of parliament/congress do not care enough about the wishes of the people', 'political leaders have too much power compared to other people', and 'members of parliament/congress usually forget the needs of the people who voted for them', and 'political decisions should more often be based on advice from scientific experts'. Students had to rate these statements on a 4-point likert scale ranging from 'strongly agree' to 'strongly disagree'. Table 7.1 shows the views of Maltese students of the political system in Malta.

Table 7.1: Views of Maltese students of the political system in Malta

How much do you agree or disagree with these statements about political leaders, members of parliament and political decision-making in Malta?	Strongly agree	Agree	Disagree	Strongly disagree
Democracy may have some problems but it is still the best form of government for Malta	23.2%	52.7%	18.0%	6.1%
The political system of Malta works well	10.9%	49.5%	27.8%	11.8%
Members of parliament are good at representing the interests of young people	10.9%	44.3%	33.7%	11.1%
Members of parliament generally represent the interests of people in their country well	11.1%	53.4%	28.0%	7.5%
Members of parliament treat all people in society fairly	11.5%	40.9%	32.7%	14.8%
Members of parliament do not care enough about the wishes of the people	11.3%	42.4%	38.2%	8.1%
Political leaders have too much power compared to other people	26.8%	45.9%	21.9%	5.4%
Members of parliament usually forget the needs of the people who voted for them	18.7%	47.7%	26.3%	7.2%
Political decisions should more often be based on advice from scientific experts	16.2%	49.4%	28.5%	6.0%

Table 7.2 displays the students' views of political systems in participation countries. On average, 74% of students agreed that democracy 'is still the best form of government' for their country; 55% expressed agreement that their 'political system works well'; and 55% agreed that their 'elected representatives generally represented the interests of people in their country well'. However, only 44% of students agreed that that members of parliament were good at 'representing the interests of young people' and 45% agreed that they 'treated all people in society fairly'. Malta's percentages (76%, 61%, 64%, 56% and 52% respectively) of these positively worded statements all exceed the ICCS 2022 averages.

For the negatively worded statements, 62% of the students agreed that political representatives did not 'care enough about the wishes of the people'; 70% agreed that 'political leaders have too much power compared to other people'; 71% agreed that 'elected representatives usually forget the needs of their votes'; and 73% agreed that 'political decisions should more often be based on advice from scientific experts'. Malta's percentages (54%, 73%, 67%, and 65% respectively) of these negatively worded statements are mostly lower than the ICCS 2022 averages.

Table 7.2: Students' views of their country's political system

Country	Democracy may have some problems but it is still the best form of government for country of test	The political system of country of test works well	Members of parliament/congress are good at representing the interests of young people	Members of parliament/congress generally represent the interests of people in their country well	Members of parliament/congress treat all people in society fairly	Members of parliament/congress do not care enough about the wishes of the people	Political leaders have too much power compared to other people	Members of parliament/congress usually forget the needs of the people who voted for them	Political decisions should more often be based on advice from scientific experts
Bulgaria	64 ▼	34 ▼	39 ▽	41 ▼	33 ▼	73 ▲	75 △	75 △	76 △
Chinese Taipei	90 ▲	73 ▲	61 ▲	72 ▲	67 ▲	51 ▼	60 ▼	62 ▽	63 ▽
Colombia	72	48 ▽	57 ▲	55	50 △	68 △	75 △	77 △	71
Croatia	75	36 ▼	32 ▼	35 ▼	29 ▼	75 ▲	80 △	81 △	72
Cyprus	54 ▼	44 ▼	45	54	39 ▽	61	71	70	70 ▽
Estonia	80 △	69 ▲	47 △	68 ▲	50 △	52 ▼	60 ▼	61 ▼	75
France	81 △	63 △	53 △	63 △	42 ▽	74 ▲	73 △	78 △	70 ▽
Italy	83 △	44 ▼	36 ▽	52 ▽	43 ▽	70 △	71	77 △	68 ▽
Latvia	47 ▼	47 ▽	31 ▼	45 ▼	38 ▽	68 △	74 △	69	78 △
Lithuania	78 △	63 △	40 ▽	50 ▽	40 ▽	67 △	71	75 △	81 △
Malta	76	61 △	56 ▲	64 △	52 △	54 ▽	73	67 ▽	65 ▽
Netherlands	81 △	78 ▲	54 △	73 ▲	59 ▲	30 ▼	56 ▼	49 ▼	68 ▽
Norway	91 ▲	90 ▲	61 ▲	73 ▲	71 ▲	42 ▼	56 ▼	63 ▽	76 △
Poland	73	34 ▼	25 ▼	48 ▽	29 ▼	72 △	75 △	79 △	79 △
Romania	71	42 ▼	31 ▼	42 ▼	27 ▼	78 ▲	81 ▲	82 ▲	85 ▲
Serbia	62 ▼	53	46	51 ▽	44	60	73 △	70	64 ▽
Slovak Republic	66 ▽	25 ▼	29 ▼	40 ▼	29 ▼	63	76 △	78 △	77 △
Slovenia	69 ▽	58 △	45	56	44	73 ▲	73 △	73 △	65 ▽
Spain	77 △	58 △	43	51 ▽	46	69 △	83 ▲	74 △	76 △
Sweden	87 ▲	79 ▲	52 △	73 ▲	64 ▲	44 ▼	52 ▼	57 ▼	75 △
ICCS 2022 average	74	55	44	55	45 (0.3)	62	70 (0.2)	71	73
Countries not meeting sample participation requirements									
Brazil	75	45	54	51	39 (0.8)	64	74 (1.0)	75	74
Denmark	85	90	54	70	57 (1.1)	43	55 (1.1)	53	68
10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽ significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼									

Two scales were generated from the student responses to the whole set of items, excluding the two items about democracy being the best form of government and political decisions based on scientific advice. The other positively worded statements were used to derive a scale reflecting students' satisfaction with their political system, while responses to the negatively items provided information to derive a scale measuring students' critical views of their political system.

Figure 7.1: National average scale scores for students' satisfaction with political system

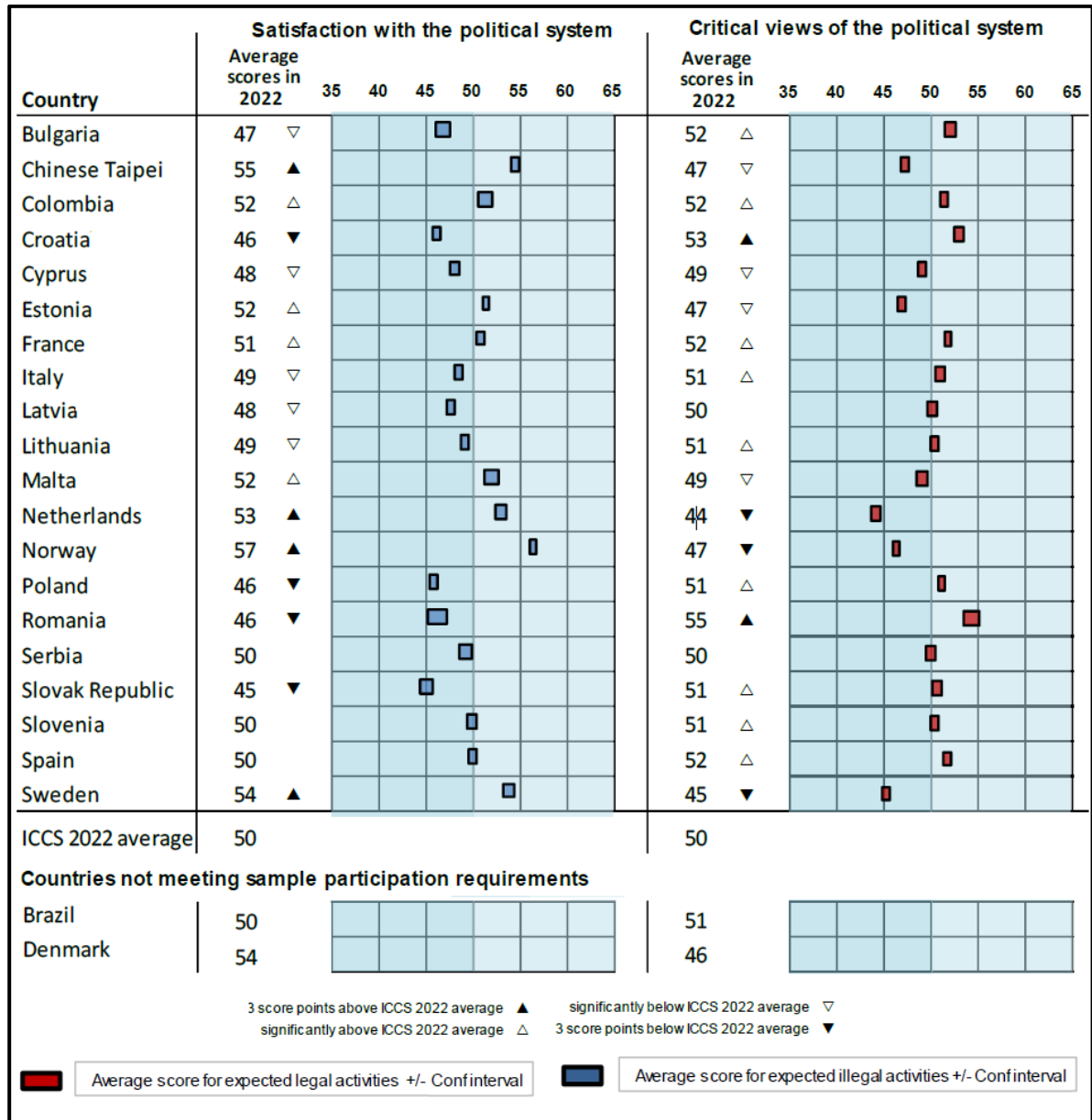


Figure 7.1 displays the national scale scores representing students' satisfaction with the political system. The mean scale scores of Chinese Taipei, the Netherlands, Norway, and Sweden were significantly higher by at least 3 points than the ICCS 2022 average, while the mean scale scores of Croatia, Poland, Romania, and the Slovak Republic were significantly lower by at least 3 points below average. Figure 7.1 also display the national scale scores representing students' critical views with the political system. The mean scale scores of Croatia and Romania were significantly higher by at least 3 points than the ICCS 2022 average, while the mean scale scores of the Netherlands and Sweden were significantly lower by at least 3 points below average.

Figure 7.2: Score distribution for satisfaction with the political system of Maltese students

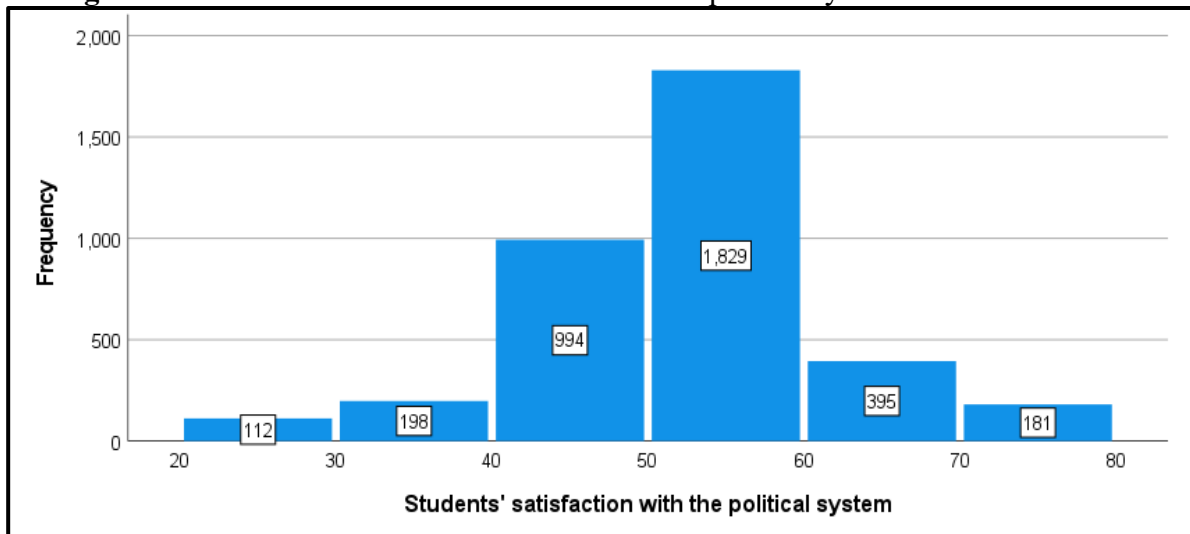


Figure 7.3: Mean scores for satisfaction with the Maltese political system, grouped by school type

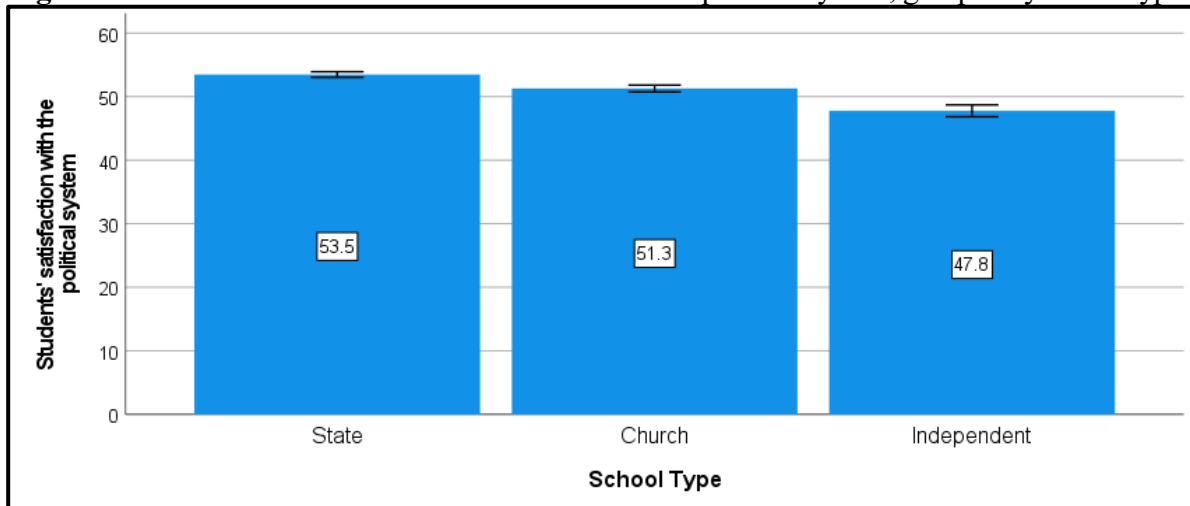


Figure 7.4: Relationship between civic knowledge scores and satisfaction with the political system

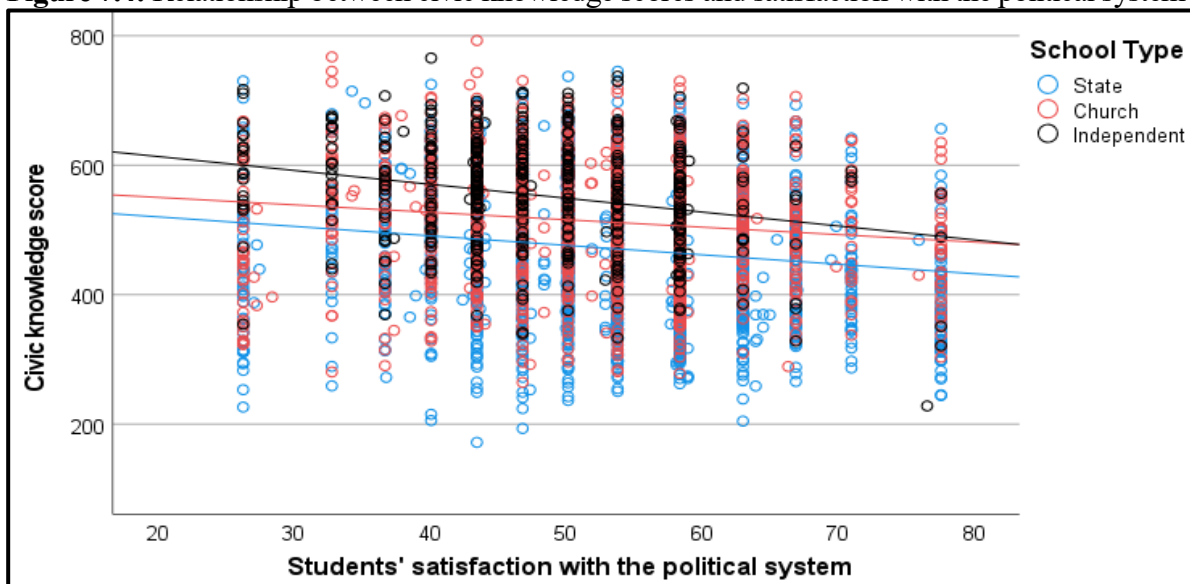


Figure 7.5: Score distribution of critical views with the political system of Maltese students

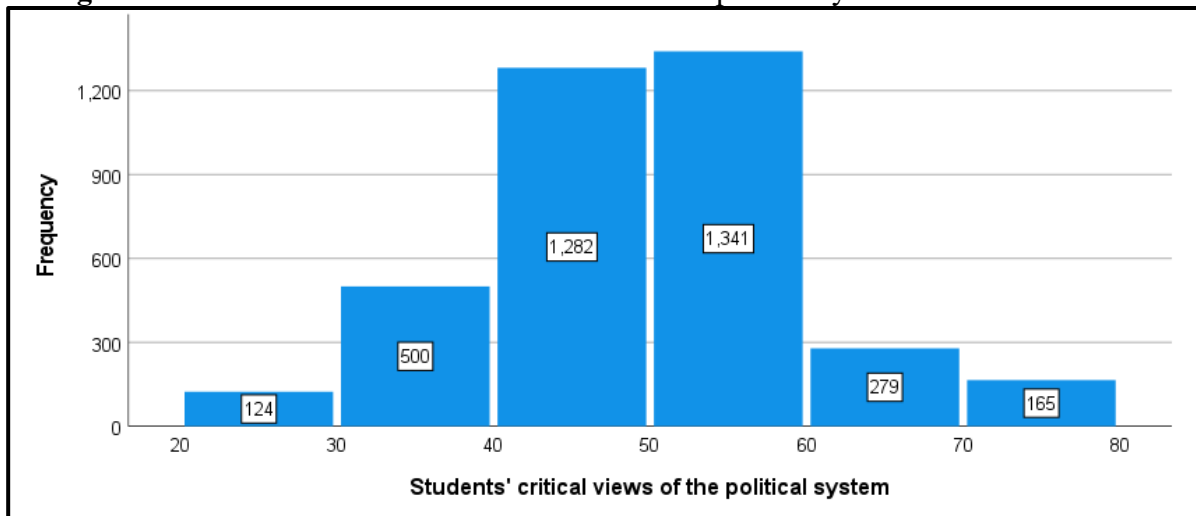


Figure 7.6: Mean scores for critical views of the Maltese political system, grouped by school type

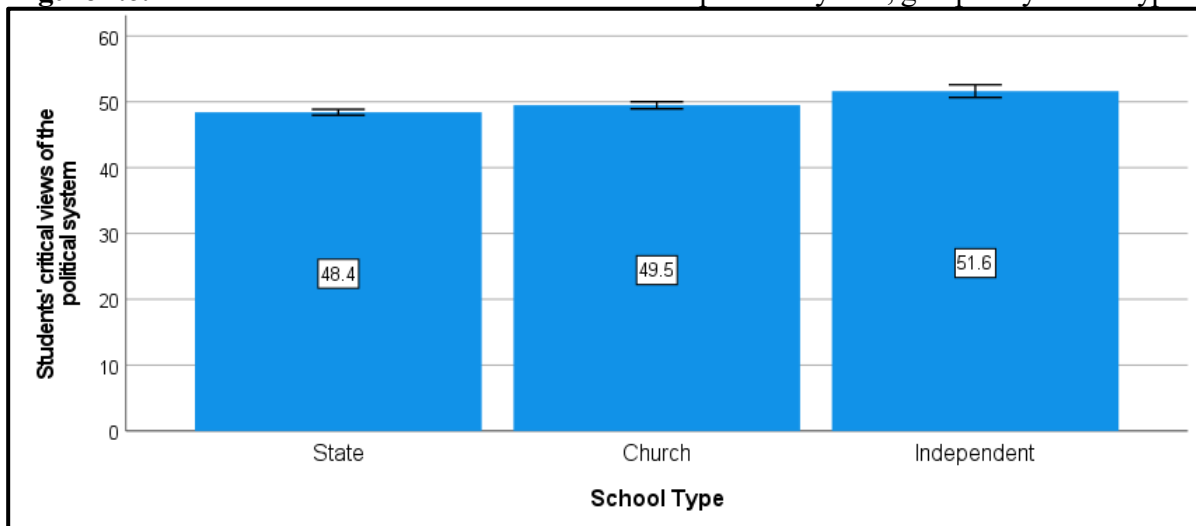


Figure 7.7: Relationship between civic knowledge and critical views with the political system

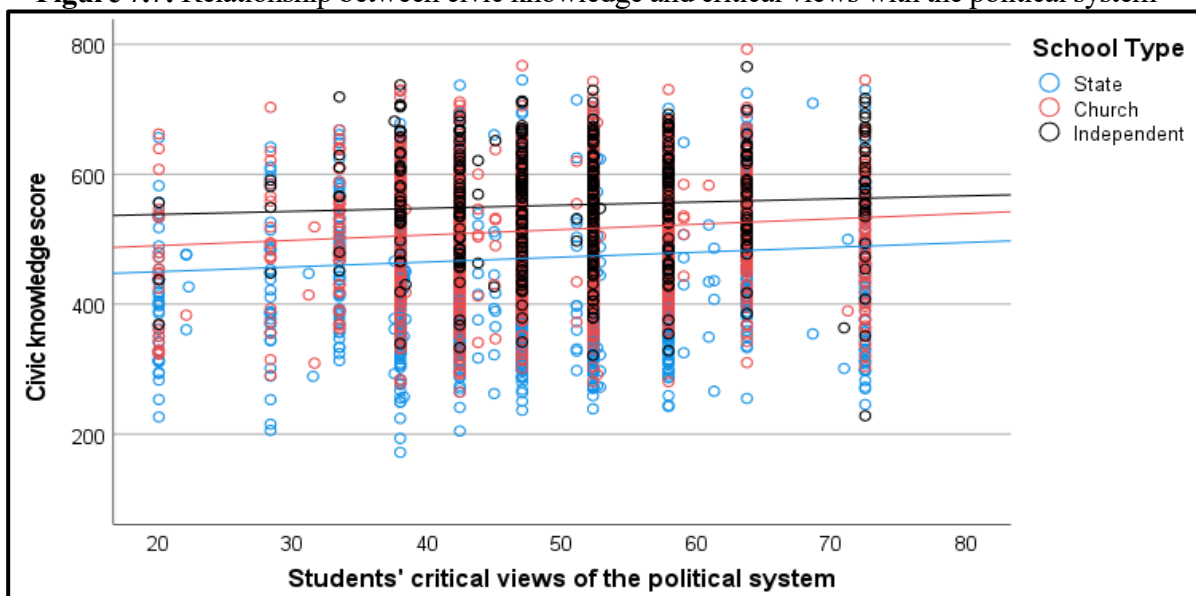


Figure 7.2 displays the score distribution of students' satisfaction with the Maltese political system. Malta's mean scale score for satisfaction with the political system (52) was significantly higher than the ICCS 2022 average (50). Figure 7.3 shows that the mean scores of state and church school students (53.5 and 51.3 points respectively) exceed the mean ICCS 2022 score (50) and are significantly higher than the mean score of independent schools (47.8 points). Figure 7.4 shows that there exists a negative relationship between the civic knowledge score and students' satisfaction with the Maltese political system and this applies to all school types.

Figure 7.5 displays the score distribution of students' critical views with the Maltese political system. Malta's mean scale score for critical views (49) was significantly lower than the ICCS 2022 average (50). Figure 7.6 shows that the mean scores of independent schools (51.6 points) exceed the mean ICCS 2022 score (50) and is significantly higher than the mean score of state and church school students (48.4 and 49.5 points respectively). Figure 7.7 shows that there exists a positive relationship between the civic knowledge score and students' critical views of the Maltese political system and this applies to all school types.

7.3 Students' perceived threats to democracy

The ICCS 2022 student questionnaire asked about students to evaluate the extent to which diverse possible situations in society would be bad for democracy. The items included: 'political leaders give government jobs to family members', 'the government breaks a law to fulfil a promise they made before they were elected', 'opposition leaders are arrested because they openly criticized a new law', 'only government supporters are appointed as judges', 'the government blocks social media to prevent users from criticizing its policies', 'the government blocks social media to prevent users from criticizing its policies' and 'the government closes newspapers, radio and television stations that have been critical of its policies'. The students had to rate these items on a 4-point likert scale ranging from 'very bad' to 'not bad at all'. Table 7.3 displays the responses of Maltese students regarding the beliefs about threats to democracy.

Table 7.3: Beliefs of Maltese students about threats to democracy

How much do you agree or disagree with the following statements about student participation at school?	Very bad	Quite bad	Somewhat bad	Not bad at all
Political leaders give government jobs to family members	17.0%	25.3%	31.2%	26.5%
The government breaks a law to fulfil a promise they made before they were elected.	38.7%	34.3%	20.9%	6.2%
Opposition leaders are arrested because they openly criticized a new law.	33.7%	34.4%	22.7%	9.2%
Only government supporters are appointed as judges	38.6%	33.2%	20.6%	7.6%
The government closes newspapers, radio and television stations that have been critical of its policies	48.6%	25.9%	17.7%	7.7%
The government blocks social media to prevent users from criticising its policies	58.5%	21.0%	14.2%	6.3%
The government controls all newspapers, radio and television stations in a country	48.5%	24.0%	17.5%	10.0%

Table 7.4 shows that across participating countries, 81% of the students indicated that they viewed it as bad for democracy when 'the government blocks social media to prevent users from criticizing its policies'.

Table 7.4: Students' perceived threats to democracy, clustered by country

Country	The government blocks social media to prevent users from criticizing its policies	The government closes newspapers, radio and television stations that have been critical of its policies	The government controls all newspapers, radio and television stations in a country	The government breaks a law to fulfil a promise they made before they were elected	Only government supporters are appointed as judges	Opposition leaders are arrested because they openly criticized a new law	Political leaders give government jobs to family members	Mean Scale Score
Bulgaria	74 ▽	71 ▽	69 ▽	63 ▼	57 ▼	55 ▼	61 ▽	48 ▽
Chinese Taipei	86 △	84 △	88 ▲	86 ▲	89 ▲	79 ▲	74 △	57 ▲
Colombia	72 ▽	72 ▽	65 ▽	66 ▽	56 ▼	56 ▼	42 ▼	46 ▼
Croatia	88 △	85 △	84 ▲	76 △	81 ▲	68	72 △	52 △
Cyprus	75 ▽	73 ▽	64 ▼	70 ▽	68 ▽	62 ▽	59 ▽	48 ▽
Estonia	82	81 △	67 ▽	74	67 ▽	69	60 ▽	49
France	79 ▽	77	72	66 ▽	66 ▽	59 ▽	64	48 ▽
Italy	87 △	88 △	67 ▽	83 ▲	73 △	77 △	67	50
Latvia	75 ▽	70 ▽	66 ▽	62 ▼	58 ▼	56 ▼	61 ▽	47 ▽
Lithuania	78 ▽	73 ▽	73	63 ▽	58 ▼	60 ▽	58 ▽	47 ▽
Malta	79 ▽	74 ▽	72	72	70	68	42 ▼	48 ▽
Netherlands	82	77	65 ▽	71 ▽	73 △	70 △	75 ▲	50
Norway	82	79	80 △	76 △	73 △	76 △	56 ▽	50
Poland	94 ▲	92 ▲	88 ▲	76 △	84 ▲	76 △	83 ▲	54 ▲
Romania	87 △	84 △	81 △	83 △	74 △	69	77 ▲	51 △
Serbia	76 ▽	73 ▽	70 ▽	75 △	66 ▽	62 ▽	67 △	49 ▽
Slovak Republic	83	77	71 ▽	69 ▽	69	63 ▽	69 △	49 ▽
Slovenia	79 ▽	76 ▽	73	78 △	69	67	67	50
Spain	82	82 △	76 △	64 ▽	66 ▽	63 ▽	68 △	50
Sweden	90 △	89 △	85 ▲	86 ▲	82 ▲	84 ▲	76 ▲	54 ▲
ICCS 2022 average	81	79	74	73	70	67	65	50
Countries not meeting sample participation requirements								
Brazil	81	78	77	64	71	62	57	49
Denmark	88	86	86	76	72	73	76	52

10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽
 significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼

Figure 7.8: Score distribution of Maltese students' beliefs about threats to democracy

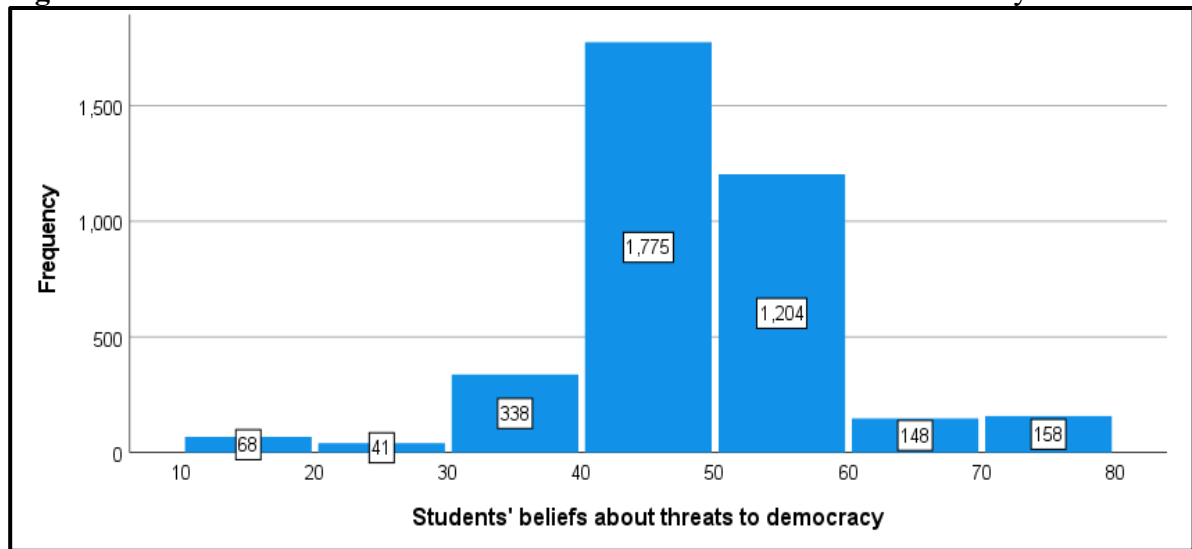


Figure 7.9: Mean scores for beliefs of Maltese students in threats to democracy, by school type

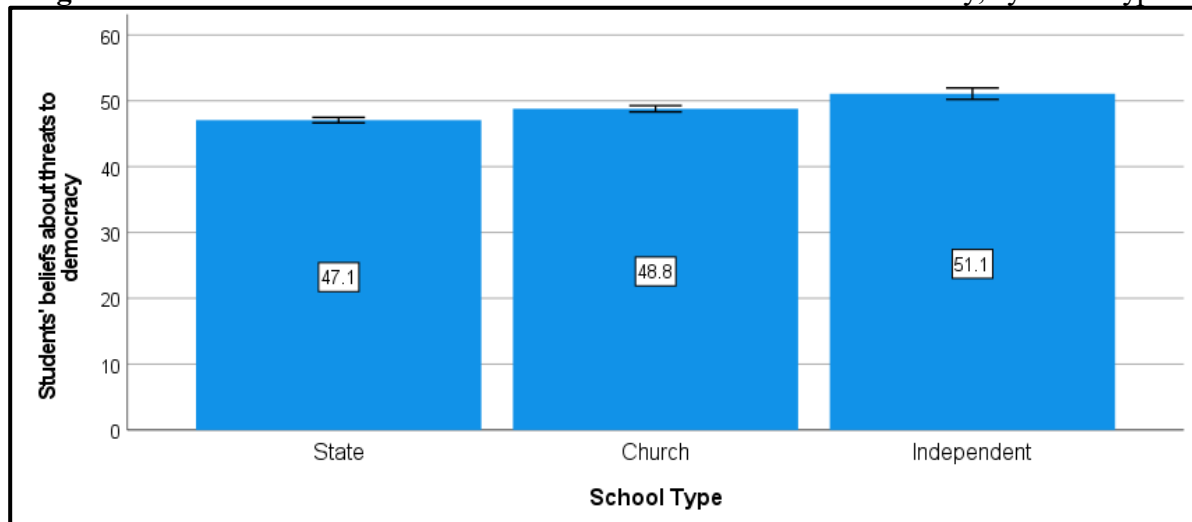
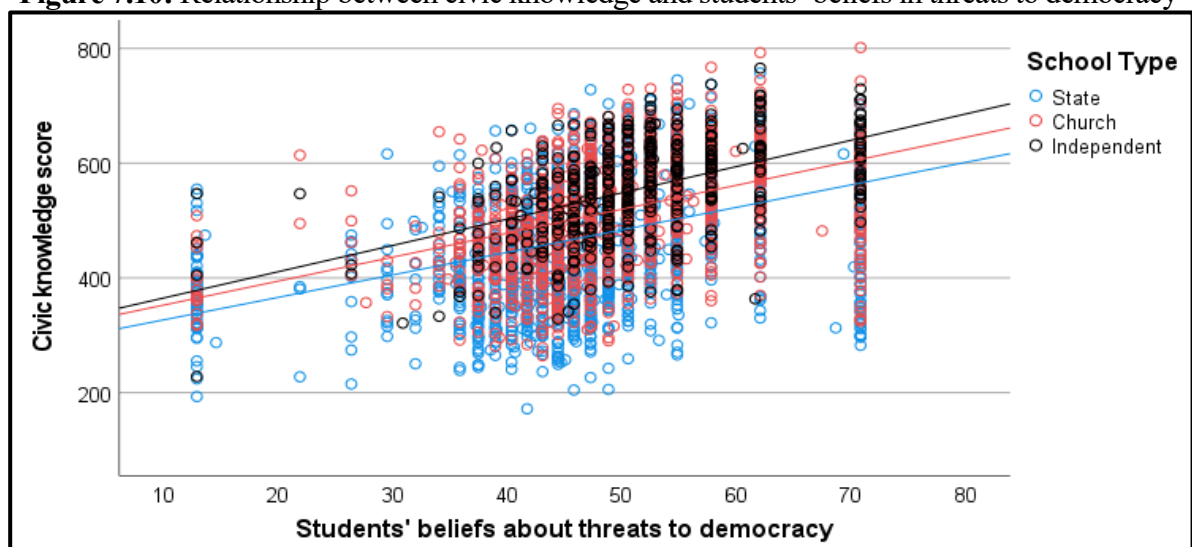


Figure 7.10: Relationship between civic knowledge and students' beliefs in threats to democracy



This is followed by 'the government closes newspapers, radio and television stations that have been critical of its policies' (79%); 'the government controls all newspapers, radio, and television stations in a country' (74%); 'the government breaks a law to fulfil a promise they made before they were elected' (73%); 'only government supporters are appointed as judges' (70%); 'opposition leaders are arrested because they openly criticized a new law' (67%); and 'political leaders give government jobs to family members' (65%). Malta's percentages (79%, 74%, 72%, 72%, 70%, 68% and 42% respectively) are mostly lower than the ICCS 2022 percentages, which indicate that Maltese students have lower recognition levels of threats to democracy. On average, students in ICCS 2022, have reasonably clear and consistent understandings of the essential tenets of democratic government. However, a range of responses across countries that might indicate national differences in what is expected of democratic government. For the item related to nepotism in government (political leaders giving jobs to family members) there was considerable variation across countries in student ratings, where in two countries (Colombia and Malta) there was less than half of students who rated this as very or quite bad for democracy.

Using these seven items, a scale was generated to measure recognition of the threats to democracy, where higher scale scores reflect higher levels of students' recognition of threats to democracy. Table 7.4 shows that the mean scale scores were highest in Chinese Taipei (57), Poland (54), and Sweden (54) and lowest in Colombia (46). Malta mean scale score (48) was significantly lower than the ICSS 2022 average (50). Figure 7.8 displays the score distribution of Maltese students' beliefs about threats to democracy. Figure 7.9 shows that the mean scores of independent schools (51.1 points) exceed the mean ICCS 2022 score (50) and is significantly higher than the mean score of state and church school students (47.1 and 48.8 points respectively). Figure 7.10 shows that there exists a positive relationship between the civic knowledge score and students' beliefs about threats to democracy and this applies to all school type.

7.4 Restrictions on freedom in national emergencies

One contemporary issue included in ICCS 2022 concerned beliefs about the extent to which democratic governments should be able to impose restrictions on individual freedom during national emergencies, such as the COVID-19 pandemic. Although people are accorded freedoms by the United Nations Universal Declaration of Human Rights, societies still have a responsibility to actively protect the freedom of their members and to support the protection of freedom in all communities, including those that are not their own. According to this argument, there are situations where certain freedoms might have to be restricted when they conflict with others, such as to prevent hate speech aimed at the incitement of hatred toward others or when this is necessary to preserve the safety of society.

To gauge students' views of these issues, the ICCS 2022 questionnaire asked respondents to rate their agreement that governments should have right to impose different restrictions in time of a national emergencies such as the COVID-19 pandemic. The rating scores ranged from 'strongly agree' to 'strongly disagree'. Table 7.5 shows the percentages of students who agreed or strongly agreed with nine statements that the government should have the right to take these specified actions during a national emergency. There was higher agreement with the statements: 'fine people whose behaviour might put others at risk' (77%), 'close schools' (67%), 'postpone meetings of the parliament' (63%), 'impose travel restrictions' (61%), 'prohibit larger gatherings of people at sporting and entertainment events' (61%) and 'postpone meetings of parliament' (53%).

Table 7.5: Endorsement of restrictions in national emergencies, clustered by country

Country	Fine people whose behavior might put others at risk	Close schools	Impose travel restrictions	Prohibit larger gatherings of people at sporting and entertainment events	Postpone meetings of the parliament/congress	Make peaceful protests, marches or rallies illegal	Close shops and businesses	Oblige people to provide information about their movements	Make it illegal for people to leave their homes without sufficient cause	Mean Scale Score
Bulgaria	73 ▽	56 ▼	53 ▽	54 ▽	43 ▽	44 ▽	40 ▽	38	35	49 ▽
Chinese Taipei	85 △	72 △	70 △	66 △	75 ▲	40 △	48 ▲	88 ▲	38 △	54 ▲
Colombia	78	51 ▼	66 △	63 △	62 △	38 △	49 △	41 △	36	51 △
Croatia	79 △	64 ▽	48 ▼	54 ▽	49 ▽	47 ▽	27 ▽	33 ▽	26 ▽	48 ▽
Cyprus	70 ▽	62 ▽	48 ▼	46 ▼	43 ▽	41 ▼	35 ▽	39	33 ▽	48 ▽
Estonia	77	74 △	71 ▲	68 △	52	44 △	61	31 ▽	26 ▽	51 △
France	76	74 △	64 △	64 △	56 △	61 △	43 △	36 ▽	42 △	51 △
Italy	90 ▲	64	67 △	74 ▲	52	41 ▲	51	33 ▽	47 ▲	51 △
Latvia	68 ▽	61 ▽	57 ▽	59	44 ▽	47	31 ▽	36 ▽	26 ▽	48 ▽
Lithuania	82 △	76 △	71 ▲	71 △	53	43 △	39	49 ▲	40 △	51 △
Malta	82 △	61 ▽	70 △	64 △	63 ▲	48 △	45 ▲	57 ▲	32 ▽	51 △
Netherlands	75 ▽	61 ▽	45 ▼	49 ▼	37 ▼	39 ▼	38 ▼	29 ▽	26 ▽	47 ▼
Norway	80 △	82 ▲	82 ▲	71 ▲	60 △	59 ▲	56 △	29 ▽	42 △	53 ▲
Poland	79	75 △	59 ▽	57 ▽	61 △	44 ▽	33 △	29 ▽	25 ▽	49 ▽
Romania	83 △	56 ▼	55 ▽	60	47 ▽	41	33 ▽	39	38	49
Serbia	69 ▽	64 ▽	44 ▼	51 ▽	42 ▼	43 ▽	30 ▼	38	38 △	48 ▽
Slovak Republic	75 ▽	71 △	55 ▽	55 ▽	48 ▽	42 ▽	47 ▽	31 ▽	35	49 ▽
Slovenia	61 ▼	68	51 ▽	49 ▼	53	44 ▼	35	34 ▽	30 ▽	48 ▽
Spain	89 ▲	71 △	74 ▲	67 △	66 ▲	48 △	48 ▲	38	49 ▲	52 △
Sweden	75 ▽	67	68 △	70 △	54	54 △	44	24 ▼	32 ▽	50
ICCS average	77	67	61	61	53	45	42	39	35	50
Countries not meeting sample participation requirements										
Brazil	78	56	73	73	57	55	55	36	49	53
Denmark	79	78	81	70	61	52	68	41	18	52

10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽
 significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼

Table 7.6: Endorsement of restrictions in national emergencies by Maltese students

To what extent do you agree or disagree that the government should have the right to take the following actions during a national emergency	Strongly agree	Agree	Disagree	Strongly disagree
Close shops and businesses	13.5%	31.1%	37.5%	17.9%
Fine people whose behaviour might put others at risk	40.1%	42.4%	11.9%	5.6%
Oblige people to provide information about their movements	13.5%	42.4%	33.8%	10.3%
Postpone meetings of the parliament	17.3%	45.7%	29.1%	7.9%
Impose travel restrictions	26.1%	44.3%	20.2%	9.4%
Make peaceful protests, marches or rallies illegal	15.3%	32.4%	33.2%	19.2%
Close schools	30.7%	30.0%	24.5%	14.8%
Make it illegal for people to leave their homes without sufficient cause	10.1%	21.6%	37.0%	31.4%
Prohibit larger gatherings of people at sporting and entertainment events	23.8%	40.3%	22.4%	13.4%

The statements with which fewer than half of the students agreed or strongly agreed were: ‘make peaceful protests, marches or rallies illegal’ (45%), ‘close shops and businesses’ (42%), ‘oblige people to provide information about their movements’ (39%), and ‘make it illegal for people to leave their homes without sufficient cause’ (35%). Most of Malta’s percentages (82%, 61%, 70%, 64%, 63%, 48%, 45% 57% and 32% respectively) are larger than the ICCS 2022 percentages indicating that Maltese students tend to agree more than average with restrictions in a national emergency. Table 7.6 displays the responses of Maltese students to nine restrictions in case of a national emergency.

These nine items were used to generate a scale score that measures the level of agreement with these restrictions, where larger mean scores indicate higher student endorsement to restrictions in a national emergency. Malta’s mean scale score (51) is significantly higher than the ICCS 2022 score (50). Chinese Taipei (54 points) and Norway (53 points) recorded the highest mean scale scores, while the Netherlands recorded the lowest score (47). Moreover, ICCS 2022 investigated the associations of the scale scores reflecting acceptance of emergency restrictions with three student characteristics: civic knowledge (comparing scores at or above 479 with scores below 479), socioeconomic background (above country average compared with below country average, and gender (female compared with male students). Figure 7.11 shows that on average, national average scale scores for students with civic knowledge at or above 479 were significantly higher than those with civic knowledge scores below 479 by nearly two scale points. In 15 countries, including Malta, national average scale scores for students with civic knowledge at or above 479 were significantly higher than those with civic knowledge scores below 479. In Bulgaria the reverse was observed and in five countries there was no significant difference.

A similar pattern was observed in relation to socioeconomic background. National average scale scores for students of above average socioeconomic background were significantly higher than those of below average socioeconomic background by 2 scale point on average across countries. In 17 countries, including Malta, national average scale scores for students of above average socioeconomic background were significantly higher than those of below average socioeconomic background. In Bulgaria the reverse was observed and in five countries there was no significant difference. There were only small differences between female and male students in their acceptance of restrictions in a national emergency. In ten countries there were small but significant differences with male students expressing more support than their female counterparts.

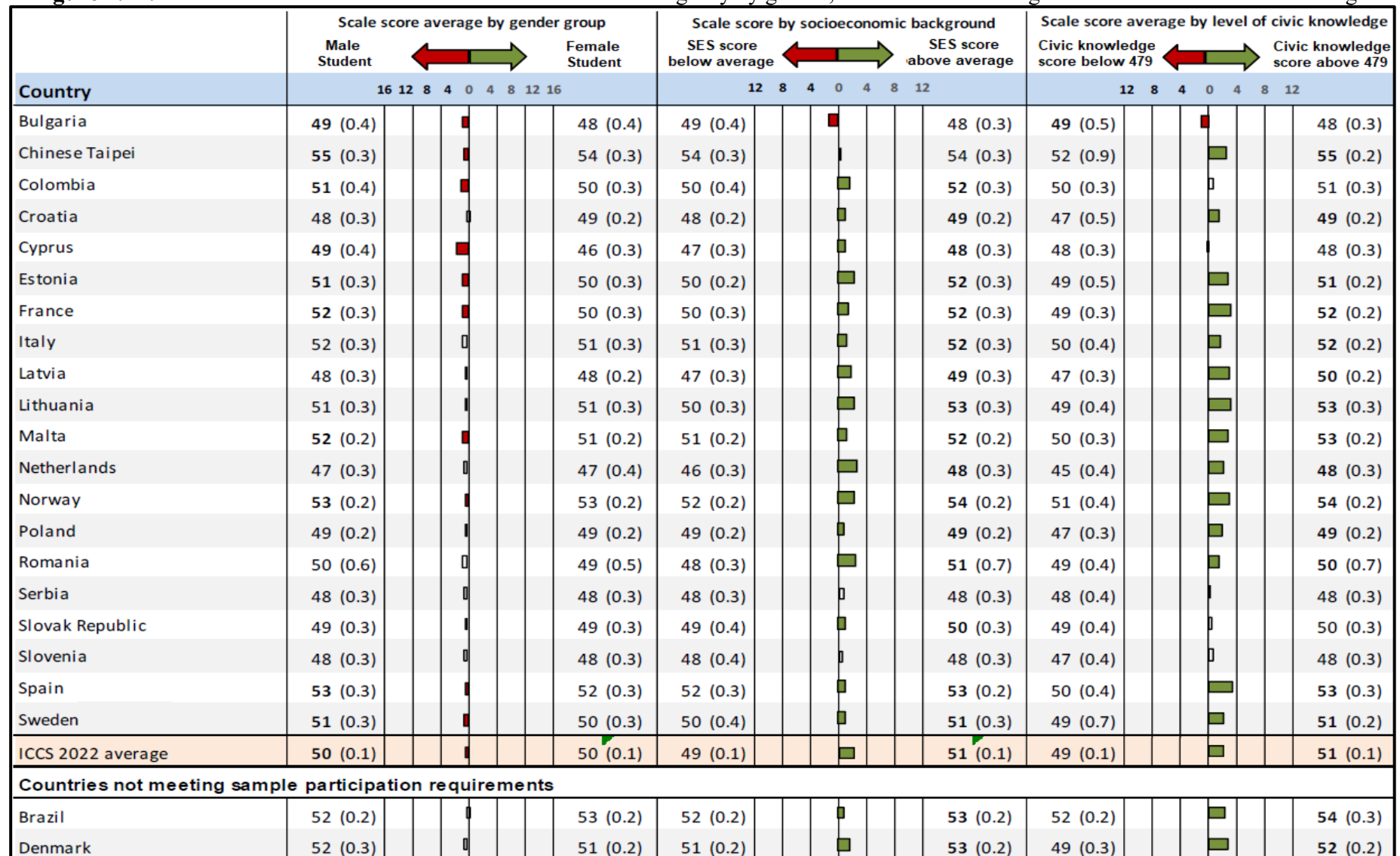
Figure 7.11: Students' endorsement of restrictions in a national emergency by gender, socioeconomic background and level of civic knowledge

Figure 7.12: Score distribution of students' endorsement to restrictions in national emergency

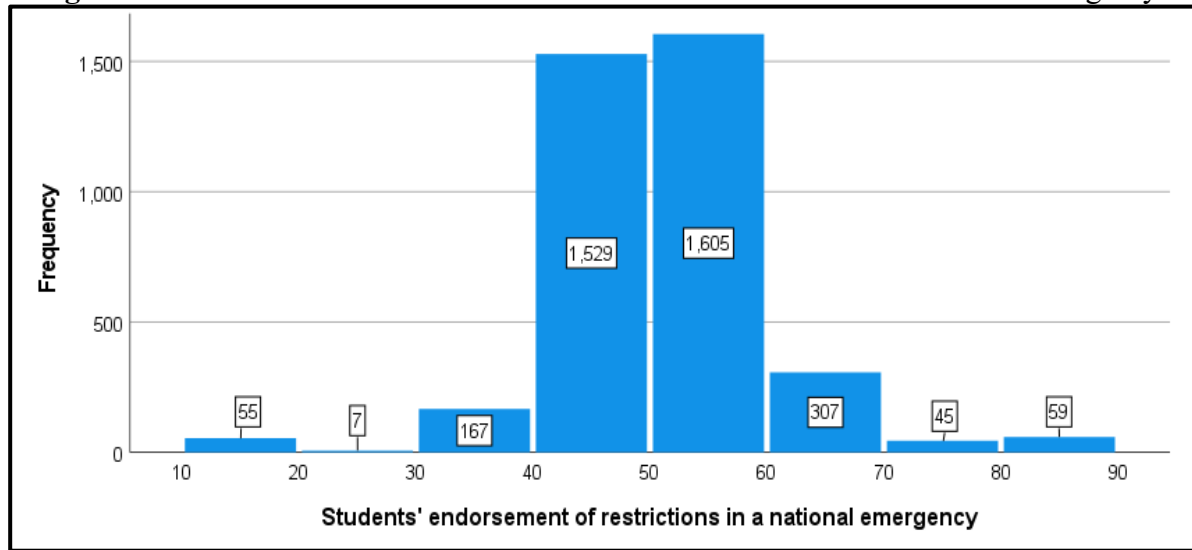


Figure 7.13: Mean scores for endorsement to restrictions in national emergency, by school type

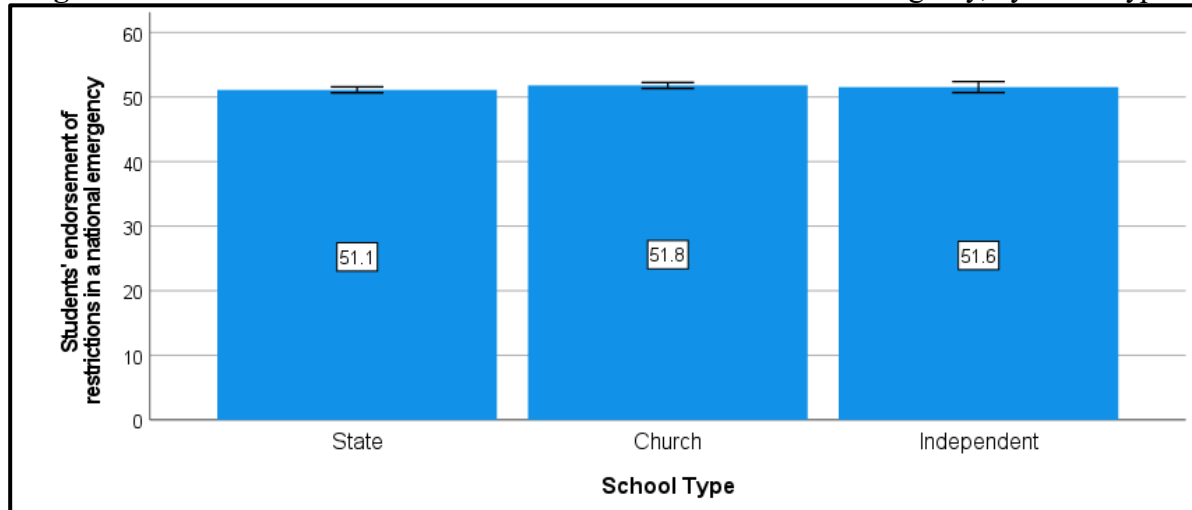


Figure 7.14: Relationship between civic knowledge and students' endorsement to restrictions

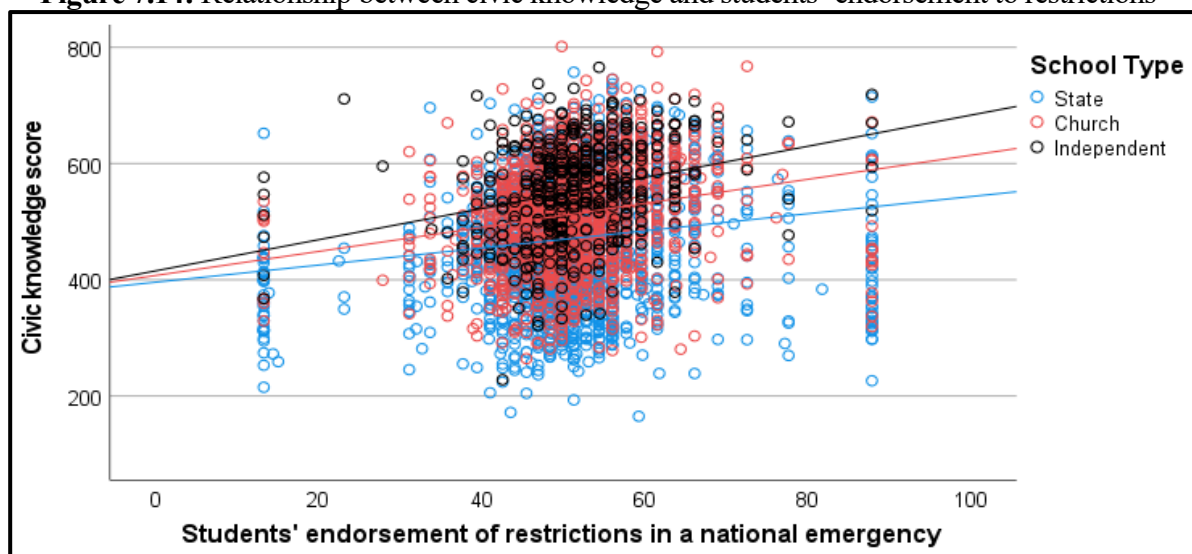


Figure 7.12 displays the score distribution of Maltese students' endorsement to restrictions in a national emergency. Figure 7.13 shows that the mean scores vary marginally between the school types are similar and all three mean scores (51.1, 51.8 and 51.6) exceed the mean ICCS 2022 score (50). Figure 7.14 shows that there exists a positive relationship between the civic knowledge score and endorsement to restrictions in a national emergency, and this applies to all school type.

7.5 Students' trust in institutions

ICCS 2022 asked students to indicate how much they trusted six different groups and institutions including: 'national government', 'traditional media', 'courts of justice', 'the police' 'political parties', and 'parliament'. Students rated the six items on a 4-point likert scale ranging from 'completely' to 'not at all'. Table 7.7 displays the responses of Maltese students to these six items.

Table 7.7: Trust in civic institutions by Maltese students

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	15.1%	35.8%	35.8%	13.3%
Traditional media (television, newspapers, radio)	13.0%	41.0%	37.0%	9.0%
Courts of justice	18.5%	45.2%	27.1%	9.2%
The police	26.5%	43.5%	21.8%	8.2%
Political parties	8.2%	25.4%	43.7%	22.7%
Parliament	11.3%	32.8%	39.1%	16.8%

Table 7.8 displays the ICCS results of four of the six items in the 2016 and 2022 cycles for each participating country. In 2022, students' trust was highest for the courts of justice (66%), followed by the national government (53%), traditional media (50%), and parliament/congress (48%). On average, there were declines in trust in all four institutions between ICCS 2016 and ICCS 2022. The average declines were estimated as 10% for parliament and for national government, 7% for the courts of justice, and 6% for traditional media. Percentages trusting the national government declined by at least 10% in Croatia, Bulgaria, Colombia, Malta, and Slovenia, while percentage increments were recorded solely in Norway, Chinese Taipei and the Netherlands

The six items were used to generate a scale measuring students' trust in civic institutions, where larger scores indicate higher trust. When examining the differences in score points across comparisons groups defined by gender, socioeconomic background, and levels of civic knowledge. Figure 7.15 displays the differences in average trust scores between high and low levels of civic knowledge was less than one scale point, the difference between above and below average socioeconomic background was close to zero, and the scores for male students were just over one scale point higher than the scores for female students. Trust in institutions was significantly higher for students with high civic knowledge than those with low civic knowledge in Estonia, the Netherlands, Norway, and Sweden. However, the reverse was observed in Bulgaria, Colombia, Malta, Poland, Romania, and Serbia. Trust was significantly higher for those above average socioeconomic background in Estonia, France, Latvia, the Netherlands, Norway, and Sweden. Male students scored significantly higher than female students in Colombia, Estonia, France, Lithuania, Malta, the Netherlands, Poland, the Slovak Republic, Slovenia, Spain, and Sweden, but the differences were often relatively small (1-2 score points).

Table 7.8: Trust in the government, parliament/congress, courts of justice and traditional media, clustered by country

Country	The national government			Parliament/congress			Courts of justice			Traditional media		
	2022	2016	Difference	2022	2016	Difference	2022	2016	Difference	2022	2016	Difference
Bulgaria	46 ▽	59	-12	44 ▽	56	-12	62 ▽	69	-6	50	61	-11
Chinese Taipei	70 ▲	62	8	71 ▲	71	0	81 ▲	73	8	42 ▽	44	-2
Colombia	40 ▼	55	-15	35 ▼	46	-11	40 ▼	48	-8	50	69	-19
Croatia	31 ▼	42	-11	28 ▼	37	-9	56 ▼	66	-9	47 ▽	54	-7
Cyprus	46 ▽	-	-	39 ▽	-	-	59 ▽	-	-	49	-	-
Estonia	71 ▲	73	-2	57 ▽	56	1	73 ▽	76	-3	44 ▽	47	-3
France	54	-	-	46 ▽	-	-	60 ▽	-	-	46 ▽	-	-
Italy	53	57	-4	52 ▽	65	-13	64 ▽	72	-9	61 ▲	75	-15
Latvia	51	60	-8	43 ▽	46	-2	65 ▽	71	-6	45 ▽	51	-6
Lithuania	68 ▲	74	-6	52 ▽	51	1	74 ▽	80	-6	56 ▽	65	-9
Malta	50 ▽	66	-16	44 ▽	59	-15	64 ▽	76	-12	55 ▽	66	-11
Netherlands	73 ▲	70	3	66 ▲	63	3	84 ▲	78	7	59 ▽	47	12
Norway	86 ▲	79	7	81 ▲	77	4	82 ▲	76	6	67 ▲	48	18
Poland	27 ▼	-	-	25 ▼	-	-	56 ▼	-	-	45 ▽	-	-
Romania	44 ▽	-	-	41 ▽	-	-	66 ▽	-	-	39 ▼	-	-
Serbia	54	-	-	49 ▽	-	-	56	-	-	34 ▼	-	-
Slovak Republic	40 ▼	-	-	36 ▼	-	-	63 ▼	-	-	50	-	-
Slovenia	38 ▼	49	-10	42 ▽	50	-8	67 ▽	74	-7	50	65	-15
Spain	44 ▽	-	-	41 ▽	-	-	62 ▽	-	-	60 ▽	-	-
Sweden	78 ▲	79	-1	76 ▲	79	-2	78 ▲	82	-4	58 ▽	54	3
ICCS average	53	63	-10	48	58	-10	66	72	-7	50	57	
Countries not meeting sample participation requirements												
Brazil	48			45			51			51		
Denmark	79			69			82			65		
10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽ significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼												

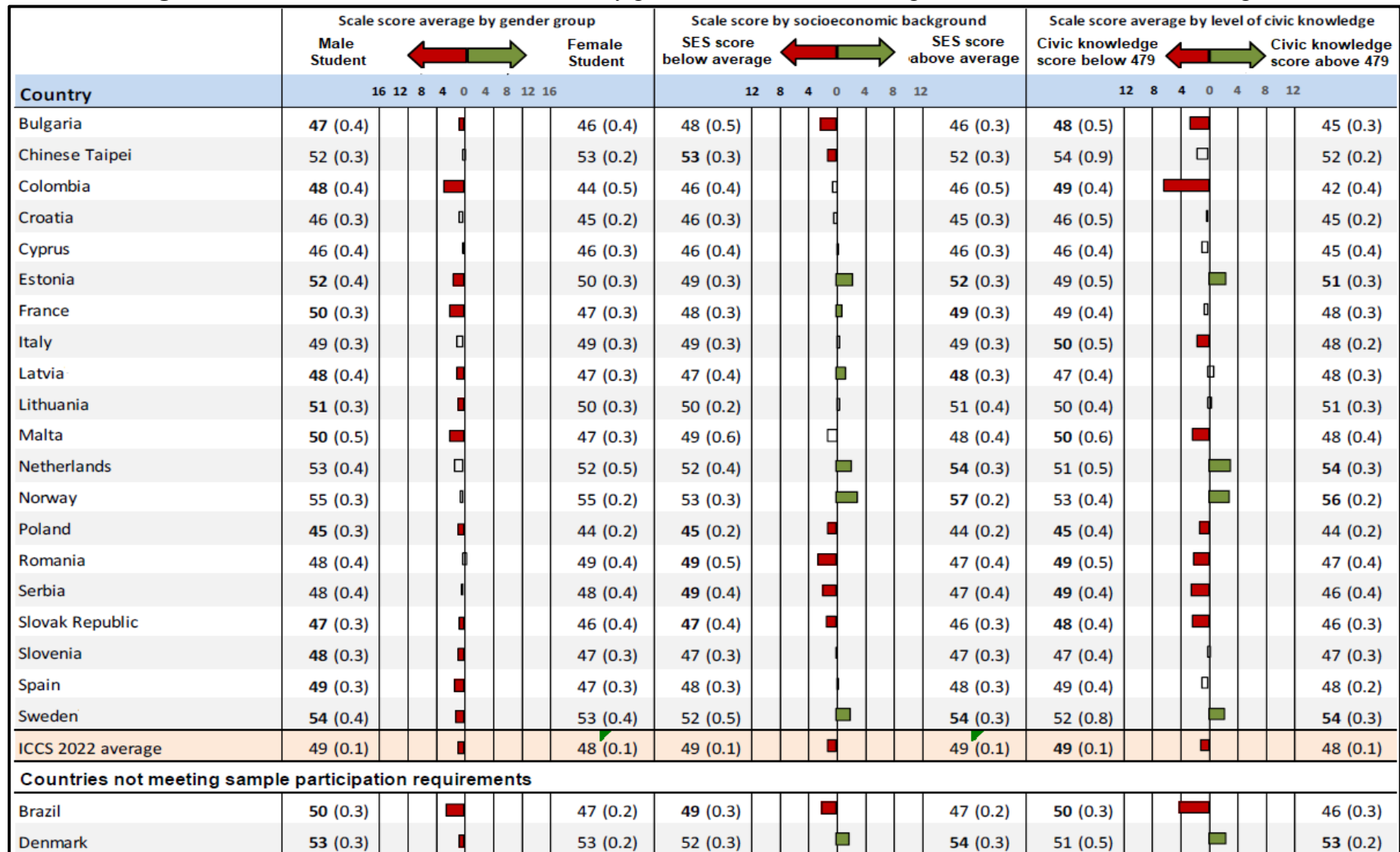
Figure 7.15: Students' trust in civic institutions by gender, socioeconomic background and level of civic knowledge

Figure 7.16: Score distribution of trust of Maltese students in civic institutions

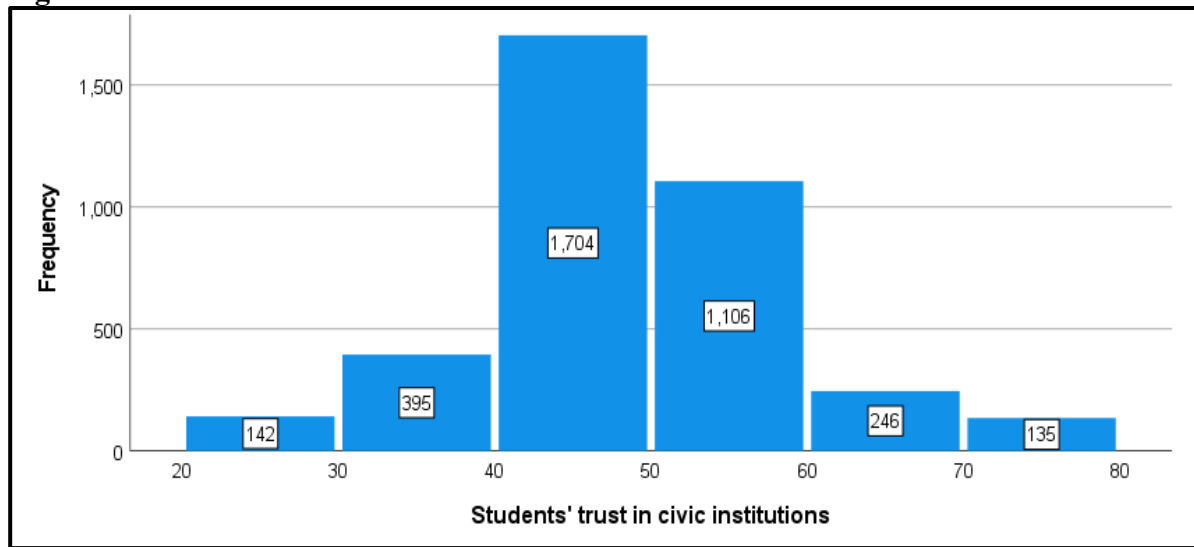


Figure 7.17: Mean scores for students' trust in civic institutions, by school type

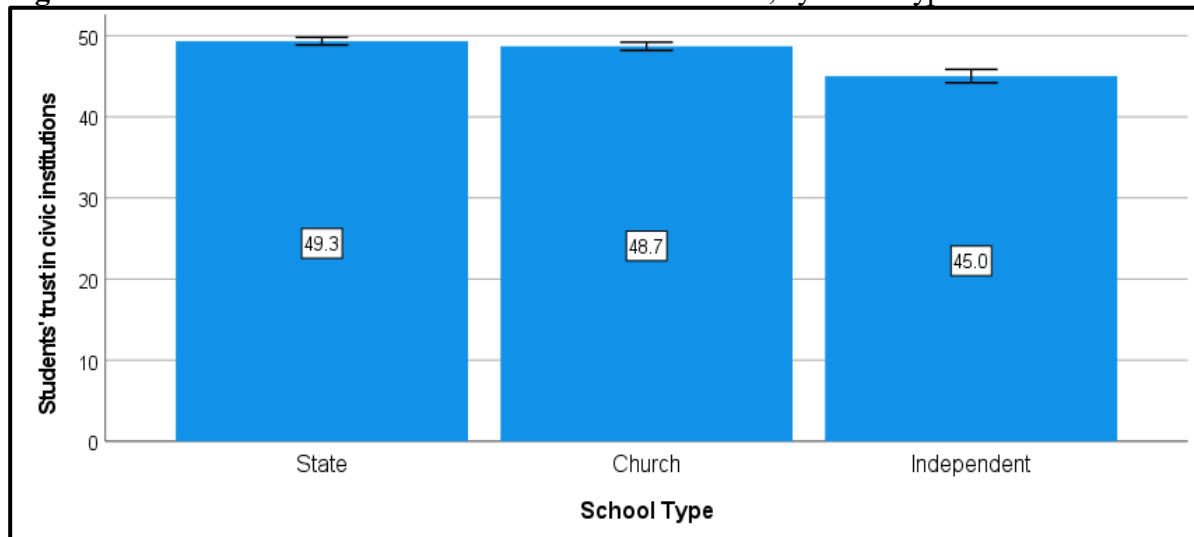


Figure 7.18: Relationship between civic knowledge and students' trust in civic institutions

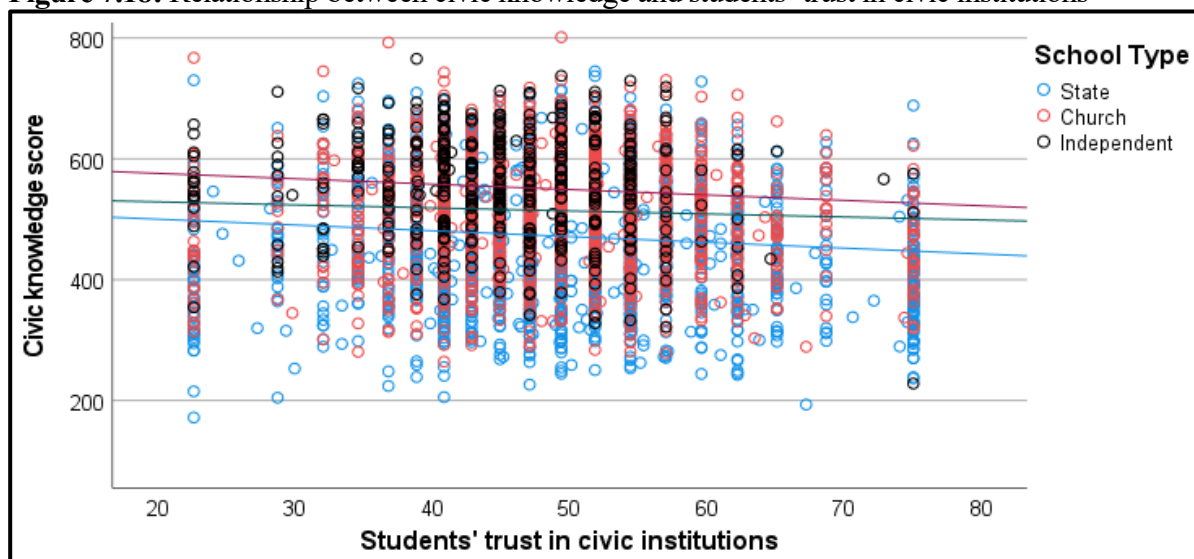


Figure 7.16 displays the score distribution of Maltese students' trust in civic institutions. Malta's mean score (48.6) is significantly smaller than the ICCS 2022 average (50). Figure 7.17 shows that the mean trust scores of state and church school students (49.3 and 48.7 points) are significantly higher than the mean score of independent school students (45.0 points); however, all three mean scores are lower than the ICCS average. Figure 7.18 shows that there exists a negative relationship between the civic knowledge score and trust in civic institutions, and this applies to all school type.

7.6 Students' endorsement to gender equality

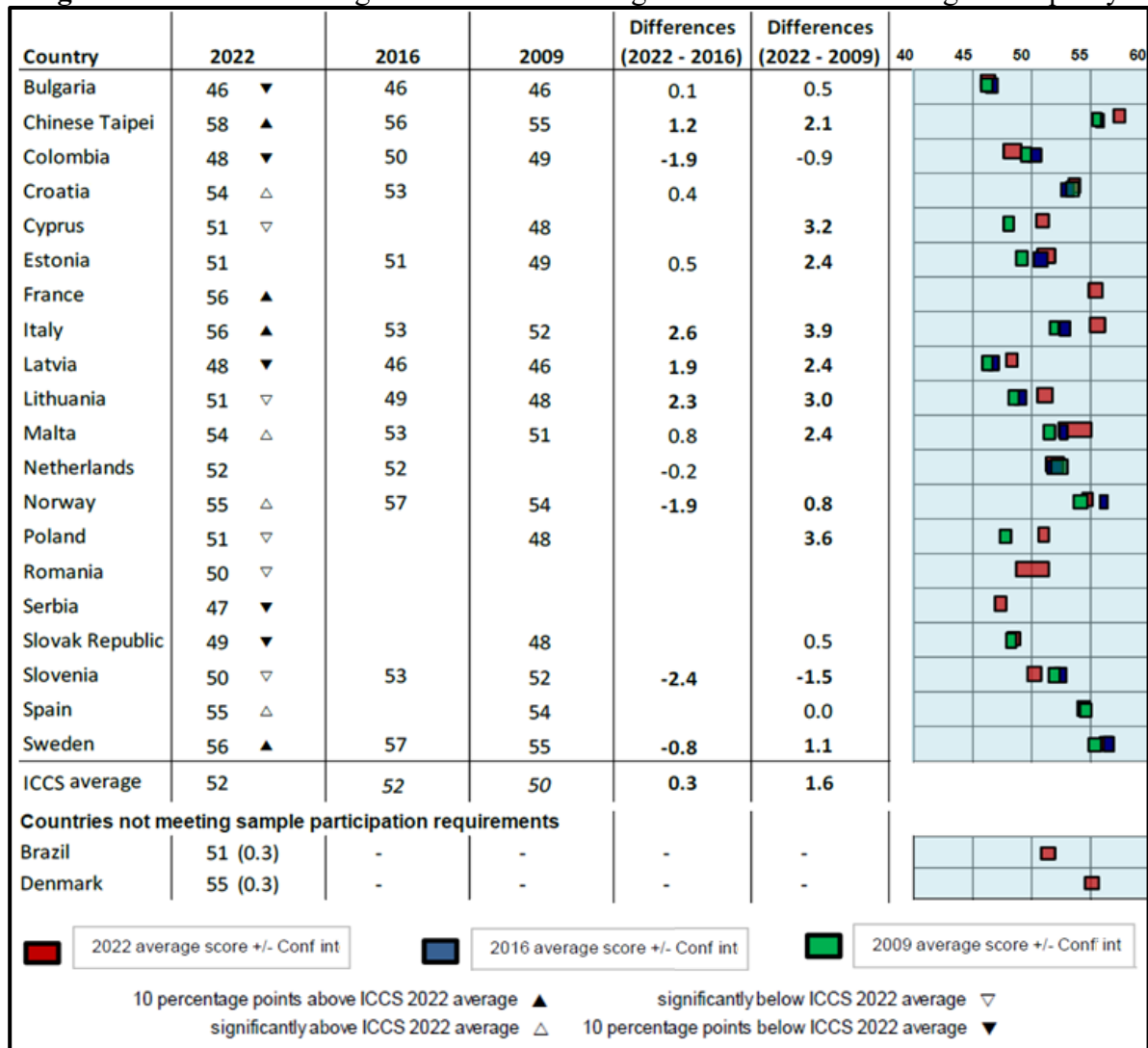
ICCS 2022 assessed students' attitudes toward gender equality with a slightly modified set of items based on those used in ICCS 2016. These studies have traditionally considered gender equality between women and men, but we recognise that conceptualisations of gender have evolved beyond this binary view of gender, and this will be reflected more strongly in future cycles of ICCS. ICCS 2022, include six items from the previous cycles as well as one new item, designed to measure students' attitudes toward gender equality. Table 7.9 displays the responses of Maltese students to these six items.

Table 7.9: Endorsement of Maltese students to 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	76.8%	18.2%	2.9%	2.1%
Men and women should have the same rights in every way	72.1%	20.4%	5.4%	2.2%
Men and women should get equal pay when they are doing the same jobs	72.7%	18.6%	5.5%	3.2%
Women should stay out of politics	5.9%	7.4%	22.8%	64.0%
When there are not many jobs available, men should have more right to a job than women	6.6%	10.7%	23.7%	59.0%
Men are better qualified to be political leaders than women	6.8%	12.9%	25.5%	54.7%

Across participating countries, 94% of the students agree that 'men and women should have equal opportunities to take part in government', 91% agree that 'men and women should have the same rights in every way', 90% agree that 'men and women should get equal pay when they are doing the same jobs', 17% agree that 'women should stay out of politics', 22% agree that 'when there are not many jobs available, men should have more right to a job than women', and 26% agree that 'men are better qualified to be political leaders than women'. Malta's percentages (95%, 92%, 91%, 13%, 17%, and 20% respectively) are larger than the ICCS 2022 averages for positively worded statements describing gender equality; and are smaller than the ICCS averages for negatively worded statements describing gender inequality.

After reverse scoring the three negatively worded items, these six items were used to generate a scale that measures students' attitudes toward gender equality, where larger scores indicate more positive attitudes. Figure 7.19 shows a small increase of 1.6 scale points between 2009 and 2022 and a very small increase of 0.3 scale point in the endorsement gender equality between 2016 and 2022. Malta's increments in the mean scale scores were 2.4 and 0.8 respectively. The increases between 2009 and 2022 were largest in Italy, Poland, and Cyprus by more than 3 scale points.

Figure 7.19: National average scale scores indicating students' endorsement of gender equality

In ICCS 2022, national average scale scores were largest in Chinese Taipei (58), France (56), Italy (56), and Sweden (56). National average scale scores were at least 3 scale points lower than the ICCS average in Bulgaria (46), Colombia (48), Latvia (48), Serbia (47), and the Slovak Republic (49). Malta's mean scale score (54) is significantly larger than the ICCS average (52).

Figure 7.20 examines the differences in scale scores across groups defined by gender, socio-economic status and level civic knowledge. On average, there was significant and substantial difference of 9 scale points in the average endorsement of gender equality scores between students with high and low levels of civic knowledge with those with higher levels of civic knowledge expressing more support. This difference was significant in every country and was largest by at least 11 points in Chinese Taipei, Colombia, and Sweden. On average across countries, a difference of at most 4 scale points was recorded in the endorsement of gender equality scores between students from households that were above and below average socioeconomic groups, with the former having higher levels of endorsement. This difference was significant in every country and greatest in Romania and Bulgaria by at least 5 points. The average difference between gender groups was almost 10 scale points, with female students being more supportive of gender equality than males. This difference was significant in every country and greatest in Estonia, Lithuania, Poland, Norway, and Slovenia by at least 12 points.

Figure 7.20: Students' endorsement of gender equality by gender, socioeconomic background and level of civic knowledge

Figure 7.21: Score distribution of endorsement of gender equality by Maltese students

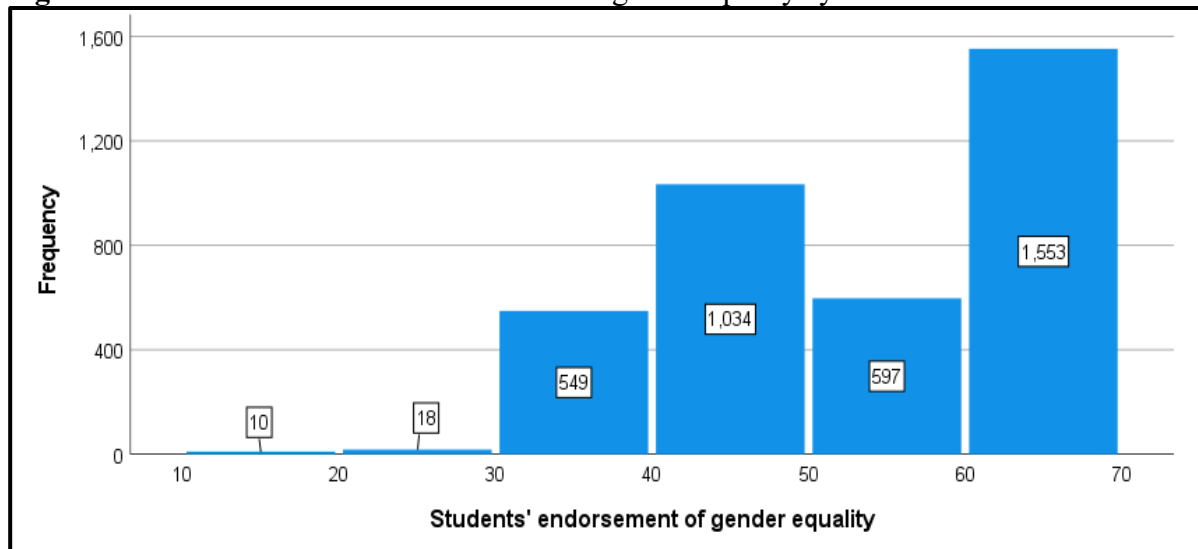


Figure 7.22: Mean scores for students' endorsement of gender equality, by school type

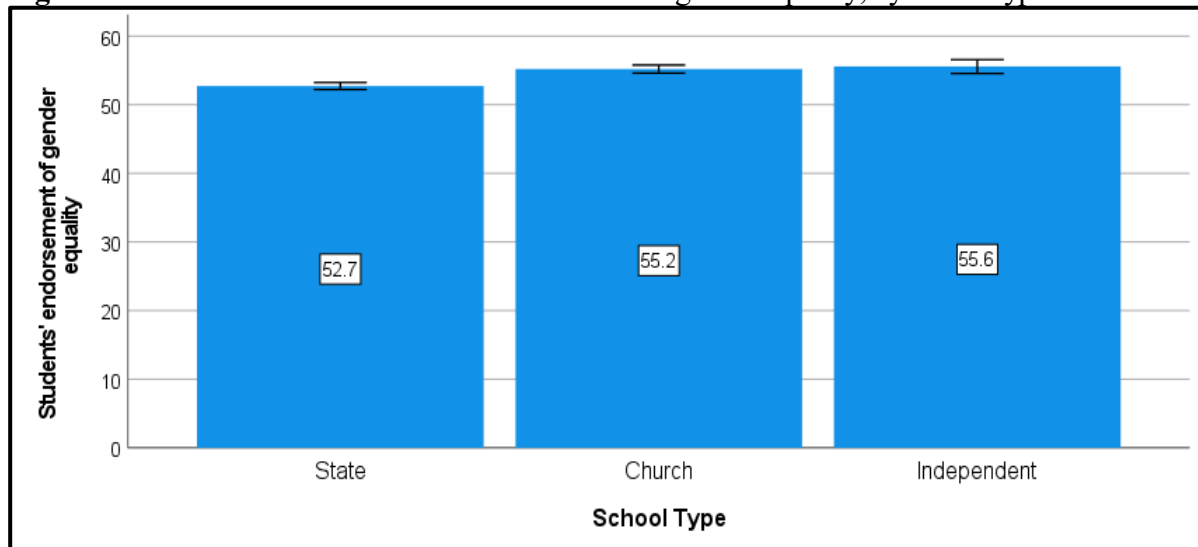


Figure 7.23: Relationship between civic knowledge and students' endorsement of gender equality

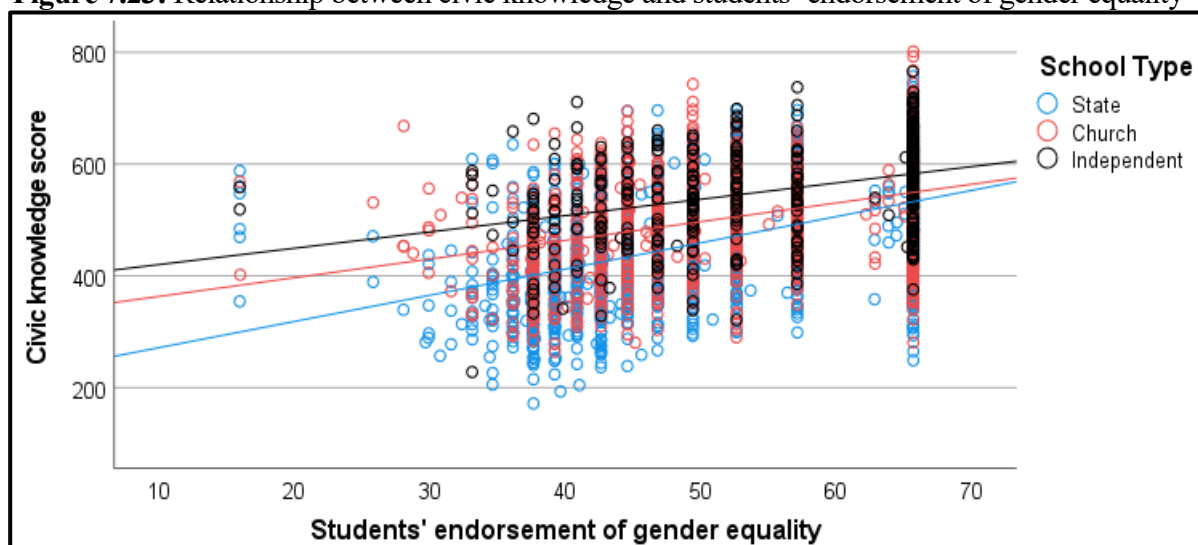


Figure 7.21 displays the score distribution of Maltese students' endorsement of gender equality. Figure 7.22 shows that the mean scores of student in church and independent schools (55.2 and 55.6 points) are significantly higher than the mean score of state school students (52.7 points); however, all three mean scores are higher than the ICCS 2022 average (52). Figure 7.23 shows that there exists a positive relationship between the civic knowledge score and endorsement of gender equality and this applies to all school type.

7.7 Endorsement of equal rights for immigrants

ICCS 2022 asked about students' attitudes toward immigrant rights and contained five items that were measured on a 4-point likert scale, ranging from 'strongly agree' to 'strongly disagree'. Table 7.10 displays the responses of Maltese students for their positive attitude toward immigrants. Table 7.11 shows that across participating countries, 93% of students agreed that immigrant children should have the same opportunities for education that other children in the country have', 88% agreed that 'immigrants should have the same rights that everyone else in the country has', 86% agreed that immigrants should have the opportunity to continue their own customs and lifestyle', 81% agreed that 'immigrants who live in a country for several years should have the opportunity to vote in elections' and 76% agreed that 'immigrants bring many cultural, social and economic benefits'. Malta's percentages (93%, 87%, 88%, 84% and 79% respectively) are similar to the ICCS 2022 averages for the first three statements but significantly higher for the last two.

Table 7.10: Positive attitudes toward immigrants by Maltese students

How much do you agree or disagree with the following statements about immigrants?	Strongly agree	Agree	Disagree	Strongly disagree
Immigrant children should have the same opportunities for education that other children in the country have	66.9%	26.2%	4.0%	2.9%
Immigrants should have the same rights that everyone else in the country has	56.0%	31.7%	8.5%	3.7%
Immigrants should have the opportunity to continue their own customs and lifestyle	48.0%	40.6%	8.7%	2.7%
Immigrants who live in a country for several years should have the opportunity to vote in elections	41.0%	42.6%	12.5%	3.9%
Immigrants bring many cultural, social and economic benefits to Malta	34.8%	44.4%	15.1%	5.7%

These five items were used to generate a scale score that measures positive attitudes toward immigrants, where larger scores indicate more prosocial attitude towards immigrants. Table 7.11 also displays the ICCS 2022, national average scale scores and Malta's mean scale score (51 points) is significantly higher than the international average (50 points). National mean scale scores were largest in Chinese Taipei (57 points), Sweden (54 points), Italy and Norway (53 points each) and lowest in Bulgaria, Latvia, and Serbia (46 points each).

The scale was also used to compare levels of endorsement of equal rights for immigrants by groups based on student characteristics including level of civic knowledge, socioeconomic background, and gender. Figure 7.24 displays the national average scale scores indicating students' positive attitudes toward immigrants, grouped by gender, socioeconomic background and level of civic knowledge.

Table 7.11: National percentages indicating students' positive attitudes toward immigrants

Country	Immigrant children should have the same opportunities for education that other children in the country have	Immigrants should have the same rights that everyone else in the country has	Immigrants should have the opportunity to continue their own customs and lifestyle	Immigrants who live in a country for several years should have the opportunity to vote in elections	Immigrants bring many cultural, social and economic benefits to country of test	Mean Scale Score
Bulgaria	86 ▼	77 ▼	82 ▼	68 ▼	63 ▼	46 ▼
Chinese Taipei	97 ▲	96 ▲	96 ▲	94 ▲	97 ▲	57 ▲
Colombia	94 ▲	87	86	82	74	49 ▼
Croatia	96 ▲	93 ▲	92 ▲	81	70 ▼	51 ▲
Cyprus	92 ▼	84 ▼	83 ▼	80	64 ▼	49 ▼
Estonia	93	88	83 ▼	75 ▼	66 ▼	48 ▼
France	95 ▲	91 ▲	85	86 ▲	81 ▲	52 ▲
Italy	97 ▲	94 ▲	94 ▲	91 ▲	80 ▲	53 ▲
Latvia	88 ▼	84 ▼	82 ▼	75 ▼	62 ▼	46 ▼
Lithuania	92 ▼	85 ▼	89 ▲	68 ▼	70 ▼	48 ▼
Malta	93	87	88	84 ▲	79 ▲	51 ▲
Netherlands	92	86 ▼	82 ▼	83 ▲	75	49 ▼
Norway	94	92 ▲	89 ▲	87 ▲	80 ▲	53 ▲
Poland	96 ▲	89 ▲	89 ▲	76 ▼	72	48 ▼
Romania	94	90	89	84 ▲	76	50
Serbia	89 ▼	78 ▼	79 ▼	65 ▼	51 ▼	46 ▼
Slovak Republic	94	89	81 ▼	82	73	48 ▼
Slovenia	93	87 ▼	83 ▼	82	77 ▲	49 ▼
Spain	93	91 ▲	88 ▲	87 ▲	81 ▲	52 ▲
Sweden	96 ▲	94 ▲	89 ▲	87 ▲	79 ▲	54 ▲
ICCS average	93	88	86	81	73	50
Countries not meeting sample participation requirements						
Brazil	93	87	87	87	83	51
Denmark	95	90	87	86	69	50

10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▼
significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼

Figure 7.24 shows that on average, those with higher levels of civic knowledge scored at least 4 points higher on the equal rights for immigrants scale than those with lower levels of civic knowledge. This difference was significant in every country and was more than 6 points in Chinese Taipei and Malta. There was a significant difference of 1 point in the mean scale scores for endorsement of equal rights for immigrants between those above and those below the average socioeconomic background in the respective country. This difference was significant in most countries and was largest in Italy. On average, female students scored 1 point higher than male students on the equal rights for immigrants scale and this difference was significant. This difference was also significant in most countries and females had significantly higher scores than male students (the differences were largest with almost four points in Cyprus, Estonia, and Serbia).

Figure 7.25 displays the score distribution of the positive attitudes of Maltese students toward immigrants. Figure 7.26 shows that the mean score of independent school students (54.1 points) is significantly higher than the mean scores of state and church school students (50.9 and 51.3 points); however, all three mean scores exceed the ICCS 2022 average (50). Figure 7.27 shows that there exists a positive relationship between the civic knowledge score and students' positive attitudes towards immigrants and this applies to all school type.

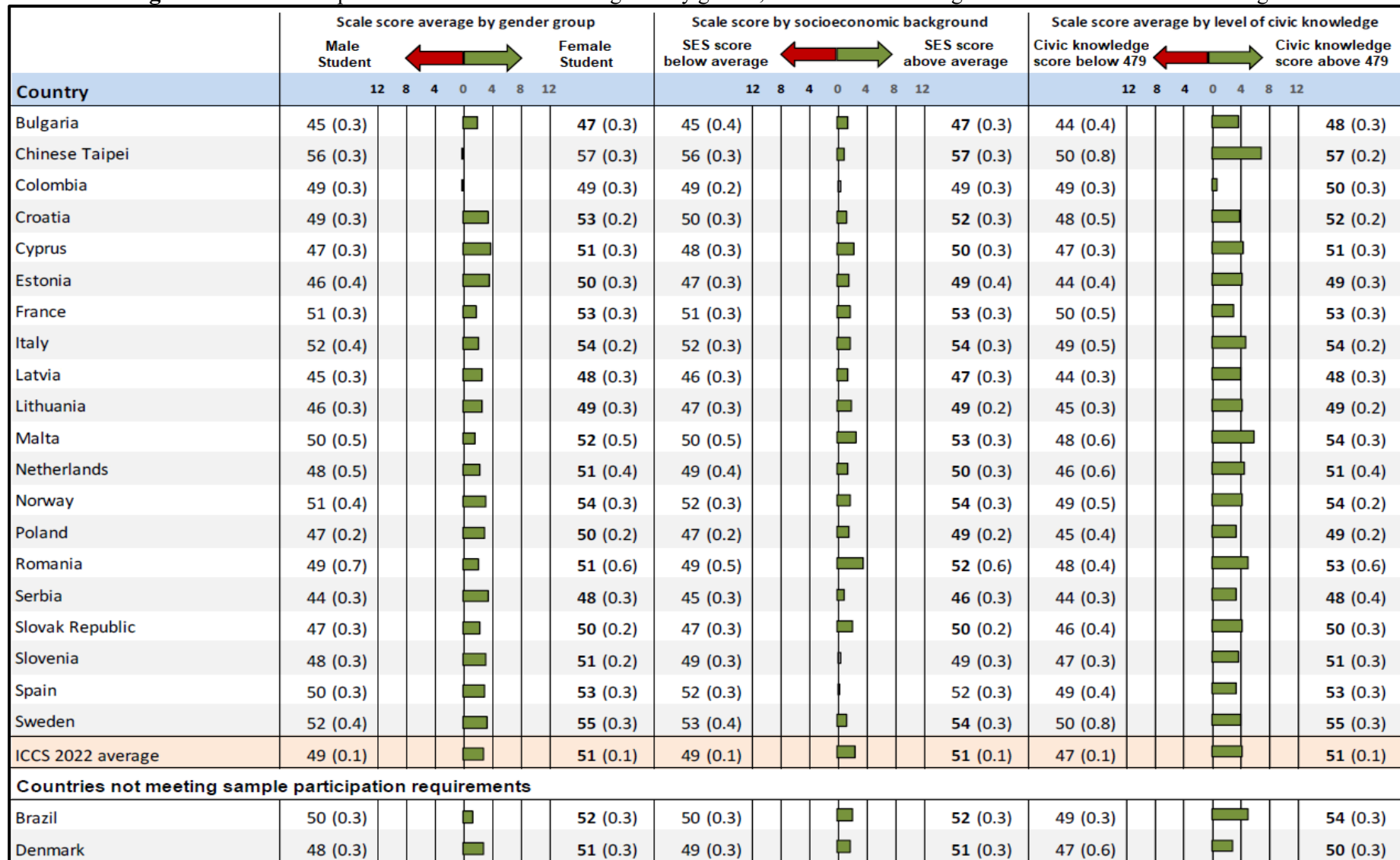
Figure 7.24: Students' positive attitudes toward immigrants by gender, socioeconomic background and level of civic knowledge

Figure 7.25: Score distribution of the positive attitude of Maltese students toward immigrants

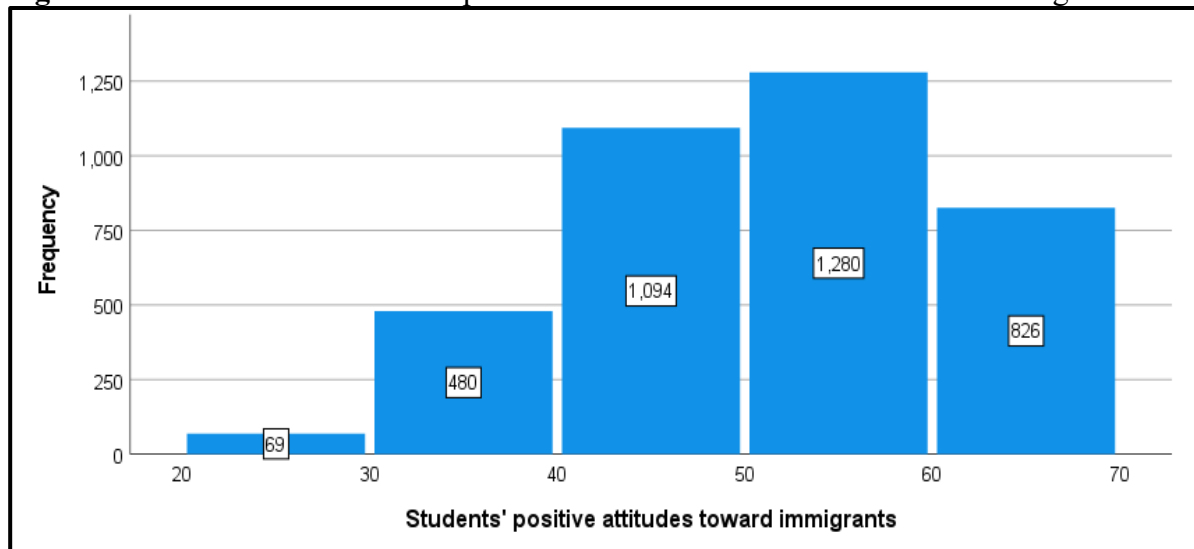


Figure 7.26: Mean scores for students' positive attitudes toward immigrants, by school type

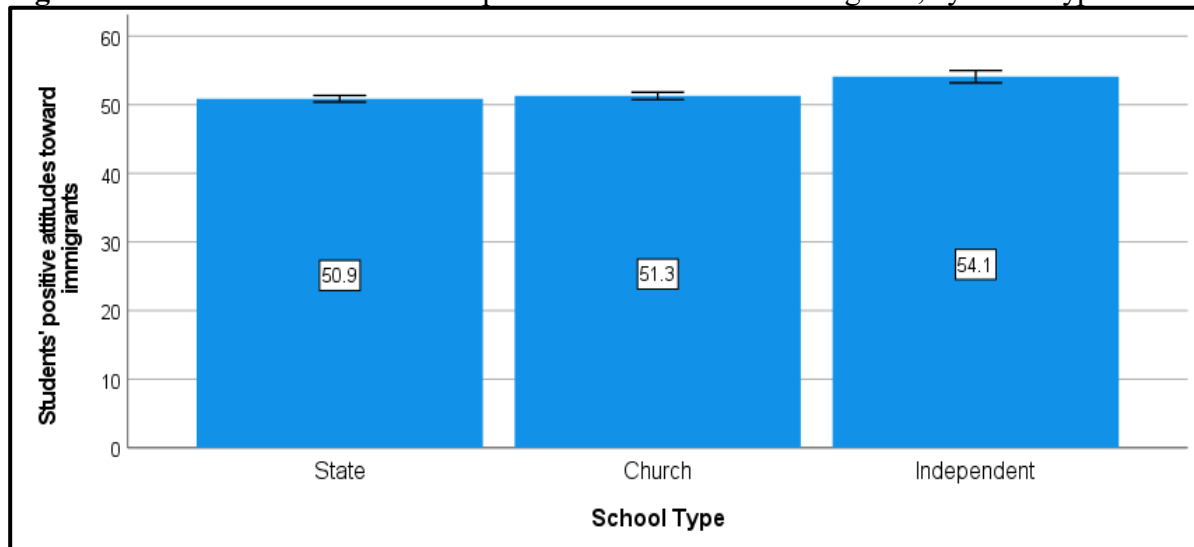
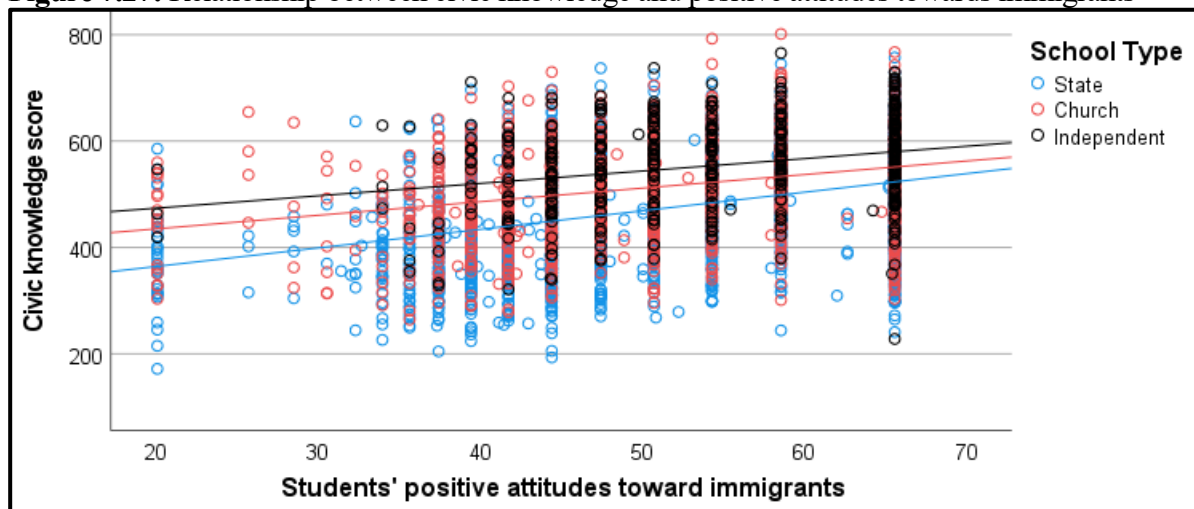


Figure 7.27: Relationship between civic knowledge and positive attitudes towards immigrants



7.8 Endorsement of equal rights for all ethnic groups in society

ICCS 2022 assessed young people's attitudes toward equal rights for all ethnic/racial groups in society with an optional question that was included in twenty ICCS countries, including Malta. The items concerning included in ICCS 2022 were: 'all ethnic groups should have an equal chance to get good jobs in the country where the student resides', 'schools should teach students to respect members of all ethnic groups', 'members of all ethnic groups should be encouraged to run in elections for political office', 'all ethnic groups should have an equal chance to get a good education in the country where the student resides' and 'members of all ethnic groups should have the same rights and responsibilities'. Table 7.12 displays the responses of Maltese students to endorsement of equal rights for all ethnic groups. Malta's percentages are 94%, 93%, 83%, 92% and 91% are similar to the ICCS 2022 averages.

Table 7.12: Endorsement of equal rights for all ethnic groups in society by Maltese students

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
All ethnic groups should have an equal chance to get a good job in Malta	58.4%	35.1%	3.5%	3.1%
Schools should teach students to respect members of all ethnic groups	54.5%	38.0%	5.1%	2.4%
Members of all ethnic groups should be encouraged to run in elections for political office	34.7%	48.2%	13.8%	3.3%
All ethnic groups should have an equal chance to get a good education in Malta	55.8%	36.1%	5.0%	3.1%
Members of all ethnic groups should have the same rights and responsibilities	56.4%	35.0%	5.6%	3.0%

Across all participating countries, 94% of the students agreed that 'all ethnic groups should have an equal chance to get good jobs in the country where the student resides', 91% agreed that 'schools should teach students to respect members of all ethnic groups', 80% agreed that 'members of all ethnic groups should be encouraged to run in elections for political office', 92% agreed that 'all ethnic groups should have an equal chance to get a good education in the country where the student resides', and 91% agreed that 'members of all ethnic groups should have the same rights and responsibilities'.

Using these five items, a scale score was generated to measure students' endorsement of equal rights for all ethnic groups. Figure 7.28 shows the national average scale scores of the participating countries. Chinese Taipei (58), Sweden (56) and Norway (55) recorded the highest scale scores that were at least 3 scale points higher than the ICCS 2022 average (52). Bulgaria (46), Latvia (48), and the Slovak Republic (49) registered the lowest scale scores that were at least 3 scale points lower than the ICCS 2022 average. Malta's average (52) was equal to the international average. Table 7.28 also displays changes from 2009 to 2022 in the mean endorsement score of equal rights for all ethnic groups in society for each country. Across all countries, the ICCS average increased by 1.3 points from 2009 to 2016 and increased further by 0.3 points from 2016 to 2022. A similar trend is observed for Malta where the increments in the mean scale score endorsement of equal rights for all ethnic groups in society were 1.6 and 0.8 respectively.

Figure 7.29 shows that on average there was significant difference of just over 6 points between students with high and low levels of civic knowledge, with more knowledgeable students expressing higher levels of endorsement. This difference was significant in every country and was

more than 7 scale points in Bulgaria, Cyprus, Estonia, Lithuania, Malta, Norway, and Sweden. A significant difference of 3 points was observed in average endorsement of equal rights for all ethnic group scores between student groups from socioeconomic groups, with students from higher socioeconomic background being more supportive of equal right for all ethnic groups. This difference was significant in every country, and the difference was at least 3 points in Bulgaria, Cyprus, Estonia, Malta, and Sweden. On average, female students recorded higher scores on the equal rights for all ethnic group scores than male students by six scale points on average. Female students scored significantly higher scores on this scale than male students in 19 countries.

Figure 7.28: Endorsement of equal rights for all ethnic groups in society by country

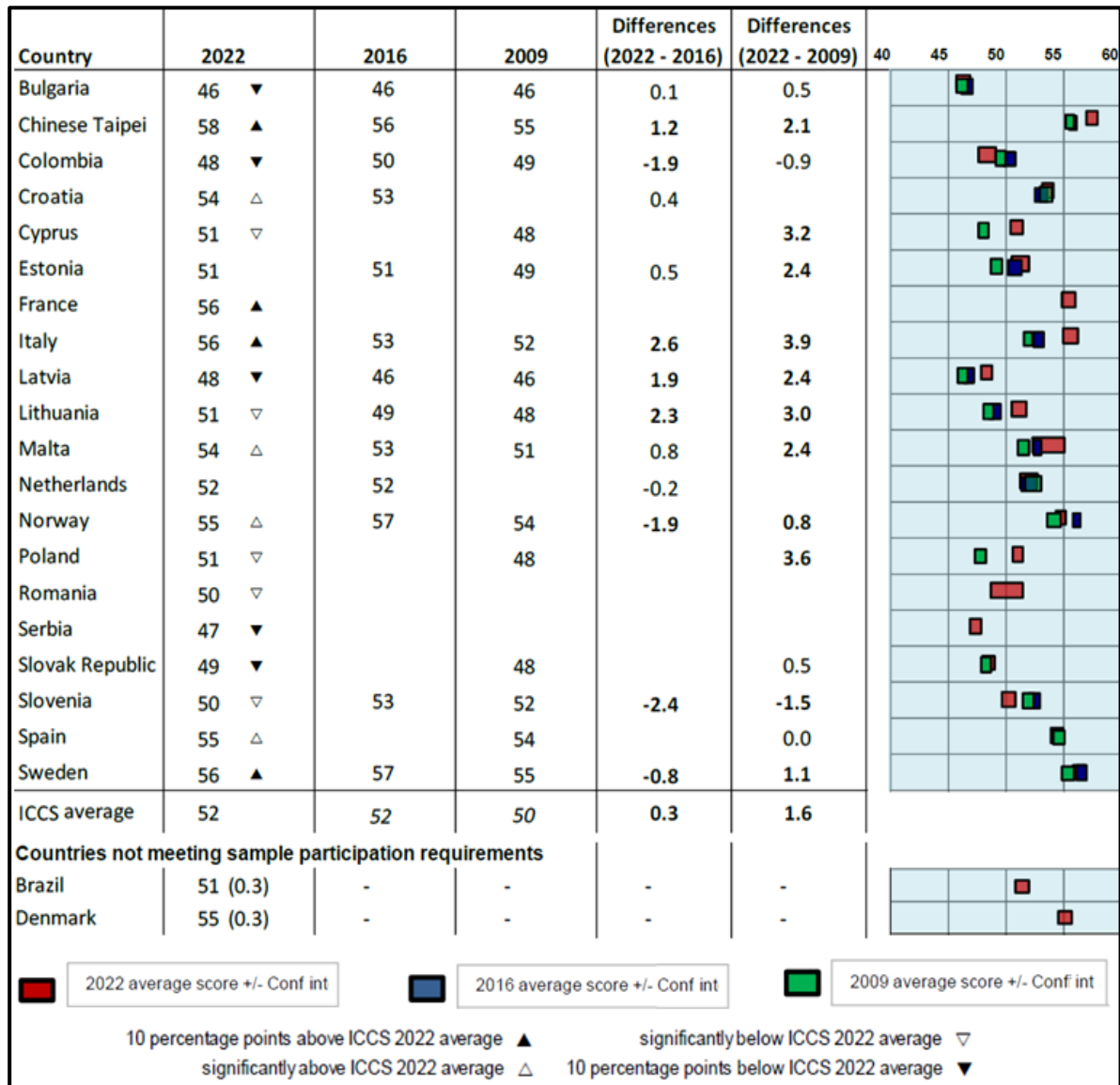


Figure 7.30 displays the score distribution of the endorsement of Maltese students for equal rights to all ethnic groups. Figure 7.31 shows that the mean score of independent school students (55.5 points) is significantly higher than the mean scores of state and church school students (51.2 and 52.9 points) and two mean scores exceed the ICCS 2022 average (52). Figure 7.32 shows that there exists a positive relationship between the civic knowledge score and students' endorsement of equal rights for all ethnic groups and this applies to all school type.

Figure 7.29: Students' endorsement of equal rights for all ethnic groups by gender, socioeconomic background and level of civic knowledge

Figure 7.30: Score distribution of students' endorsement for equal rights for all ethnic groups

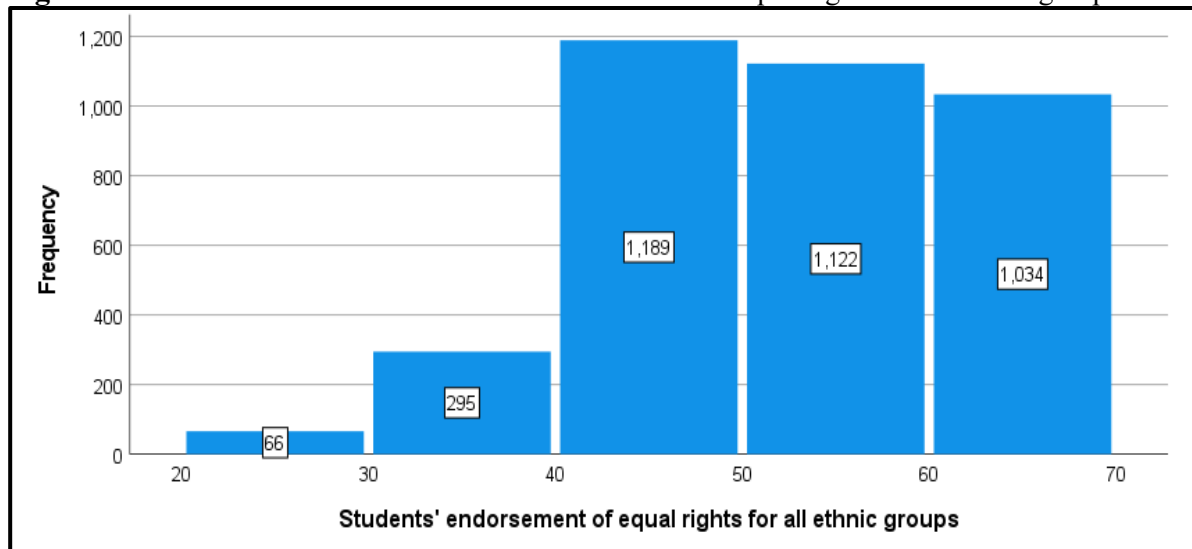


Figure 7.31: Mean scores for endorsement for equal rights for all ethnic groups, by school type

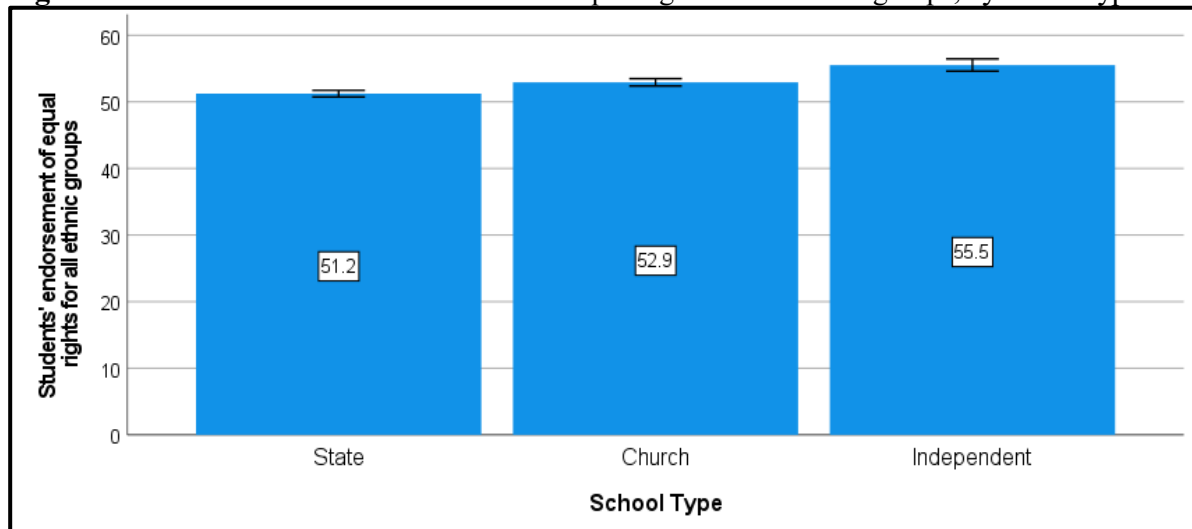
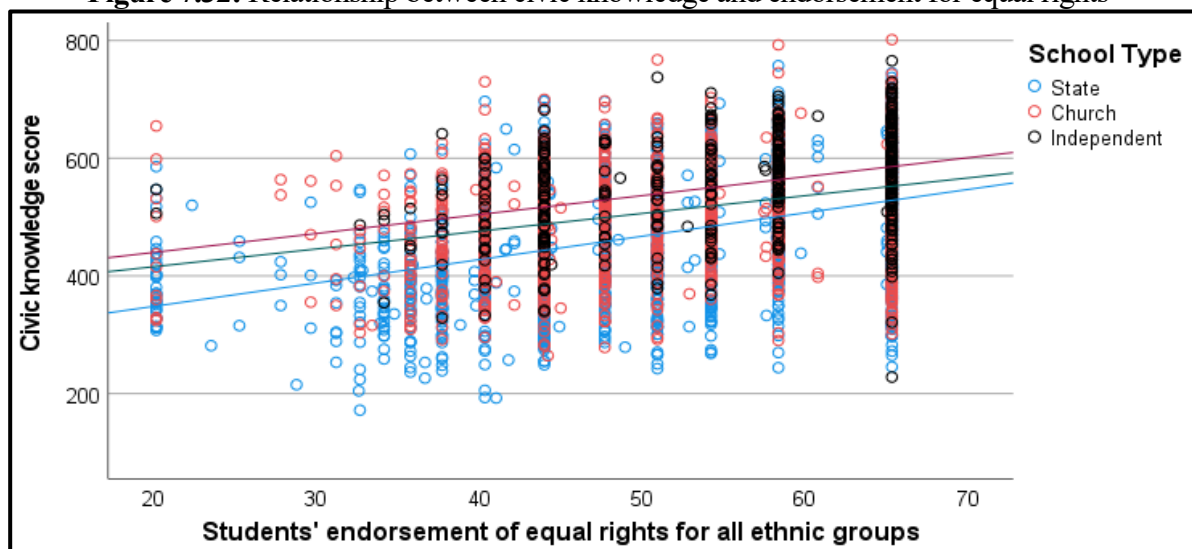


Figure 7.32: Relationship between civic knowledge and endorsement for equal rights



7.9 Importance of conventional, social movement and global citizenship

ICCS 2022 asked students about to rate their perceptions of the importance of what constitutes good citizenship behaviour, using different types of actions. The item set was modified from previous cycles and included four new items that asked about behaviour related to global citizenship issues. The items concerned with conventional citizenship included: 'voting in every national election', 'joining a political party', 'following political issues in the newspaper, on the radio, on TV or on the Internet', and 'engaging in political discussions'. The items concerned with social-movement-related citizenship included: 'Participating in peaceful protests against laws believed to be unjust', 'participating in activities to benefit people in the local community', 'taking part in activities promoting human rights', and 'taking part in activities to protect the environment'. The items concerned with globally oriented citizenship included: 'showing interest in different cultures and languages', 'making changes to one's personal lifestyle in order to become more environmentally friendly', 'supporting initiatives that promote equal opportunities for all people across the world', and 'helping people in less developed countries'. All items were rated on a 4-point likert scale ranging from 'very important' to 'not important at all'.

Across all participating countries the percentages of students who agreed with the importance of conventional citizenship are: 'voting in every national election' (78%), 'joining a political party' (33%), 'following political issues in the newspaper, on the radio, on TV or on the Internet' (67%), and 'engaging in political discussions' (40%). Table 7.13 displays the responses of Maltese student to the importance of conventional citizenship. Malta's percentages (68%, 30%, 66% and 39% respectively) are lower than the ICCS 2022 averages. Using these four items, a scale score was generated to measure the importance of conventional citizenship.

Table 7.13: Importance of conventional citizenship by Maltese students

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	24.9%	41.8%	26.1%	7.2%
Joining a political party	6.2%	23.3%	51.0%	19.5%
Following political issues in the newspaper, on the radio, on TV or on the Internet	20.0%	46.3%	26.2%	7.5%
Engaging in political discussions	9.0%	29.7%	47.4%	13.8%

Figure 7.33: Score distribution of importance of conventional citizenship by Maltese students

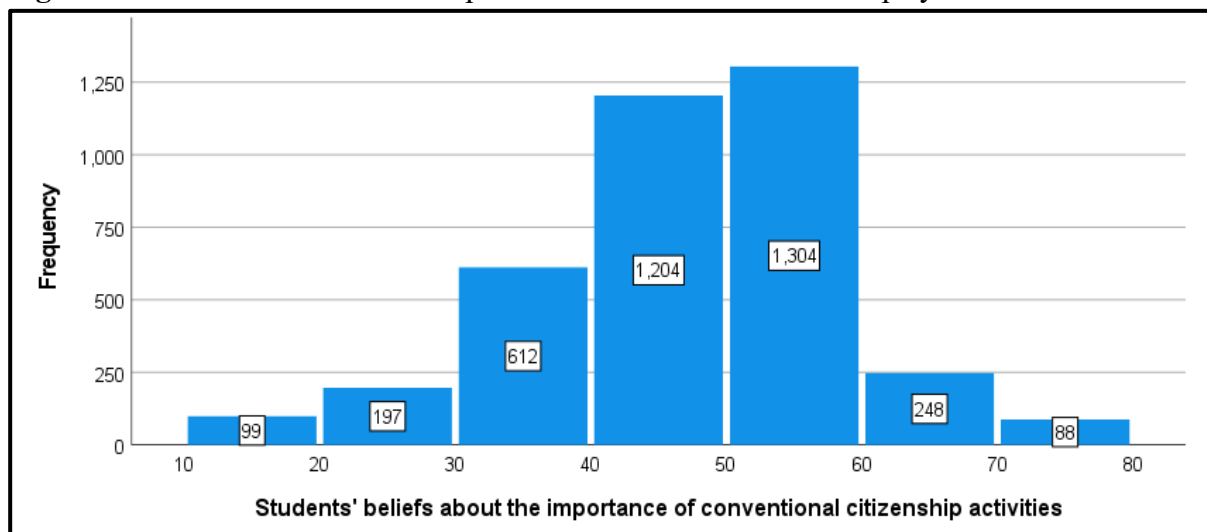


Figure 7.34: Mean scores for the importance of conventional citizenship, by school type

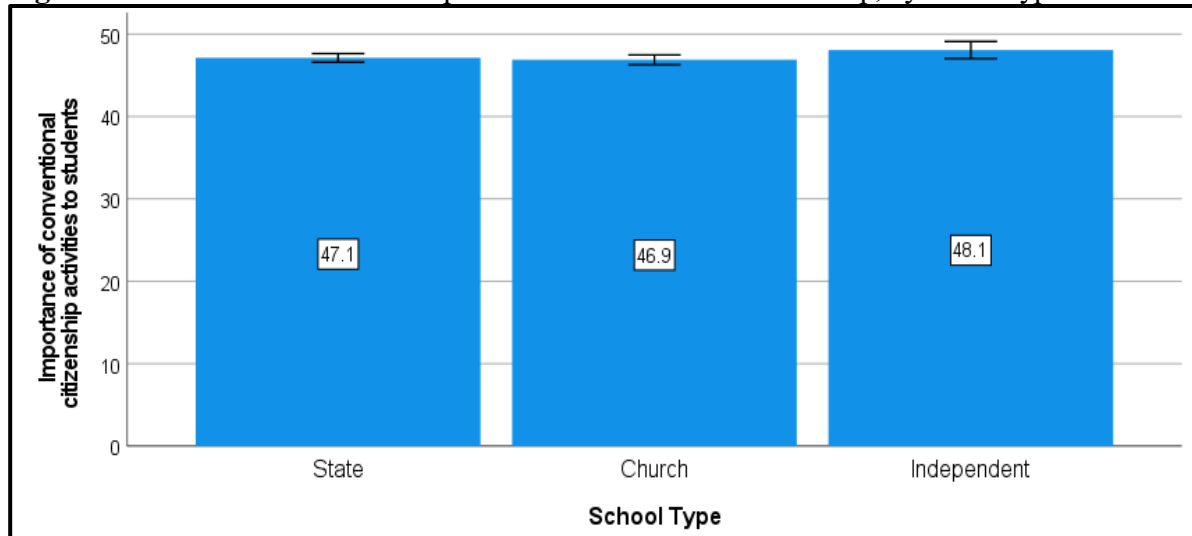


Figure 7.35: Relationship between civic knowledge and importance of conventional citizenship

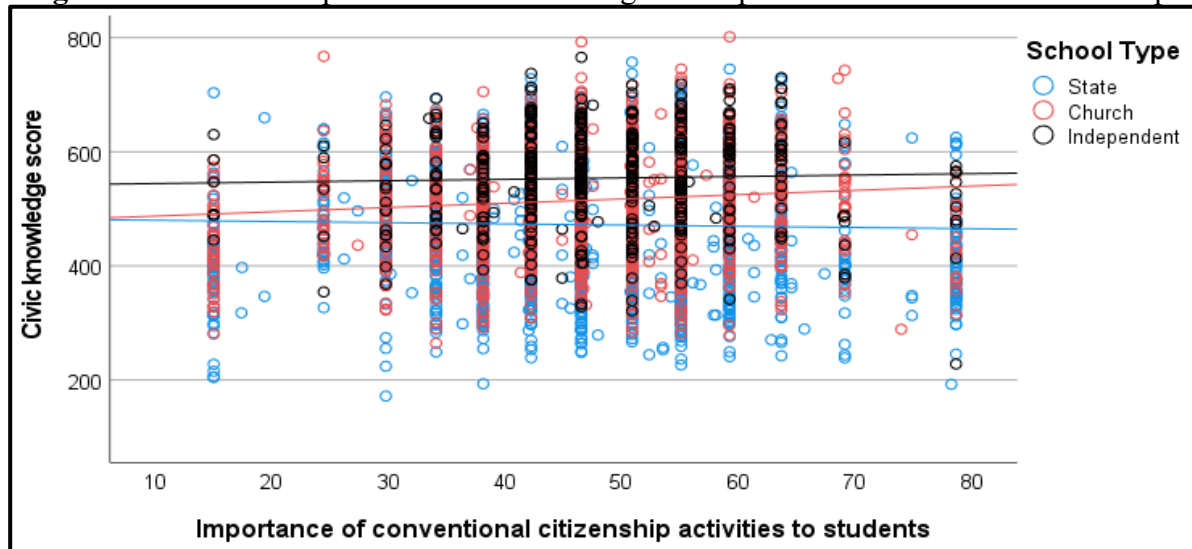


Figure 7.33 displays the score distribution of the perception of Maltese students of the importance of conventional citizenship. Malta's mean scale score (48) is significantly lower than the ICCS 2022 average (49). Figure 7.34 shows that the mean score of independent school students (48.1 points) is significantly higher than the mean scores of state and church school students (47.1 and 46.9) however, all three mean scores are lower than the ICCS 2022 average (49). Figure 7.32 shows that there exists no relationship between the civic knowledge score and the importance given by Maltese students to conventional citizenship and this applies to all school types.

Across all participating countries the percentages of students who agreed with the importance of social-movement related citizenship are: 'participating in peaceful protests against laws believed to be unjust' (58%), 'participating in activities to benefit people in the local community' (76%), 'taking part in activities promoting human rights' (81%), and 'taking part in activities to protect the environment' (84%). Table 7.14 displays the responses of Maltese student to the importance of social-movement related citizenship. Malta's percentages (56%, 76%, 82% and 84% respectively) are partly higher and partly lower than the ICCS 2022 averages. Using these four items, a scale score was generated to measure the importance of social-movement related citizenship.

Table 7.14: Importance of social-movement related citizenship by Maltese students

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	17.6%	38.8%	30.9%	12.7%
Participating in activities to benefit people in the local community	28.0%	47.9%	18.8%	5.3%
Taking part in activities promoting human rights	41.7%	40.7%	13.2%	4.4%
Taking part in activities to protect the environment	44.8%	39.4%	11.8%	3.9%

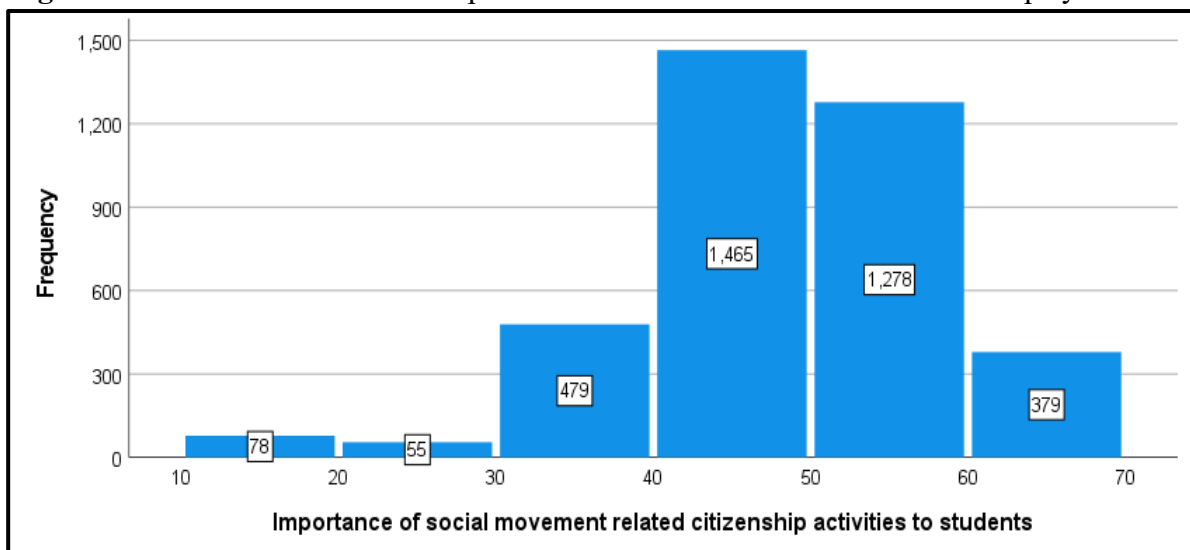
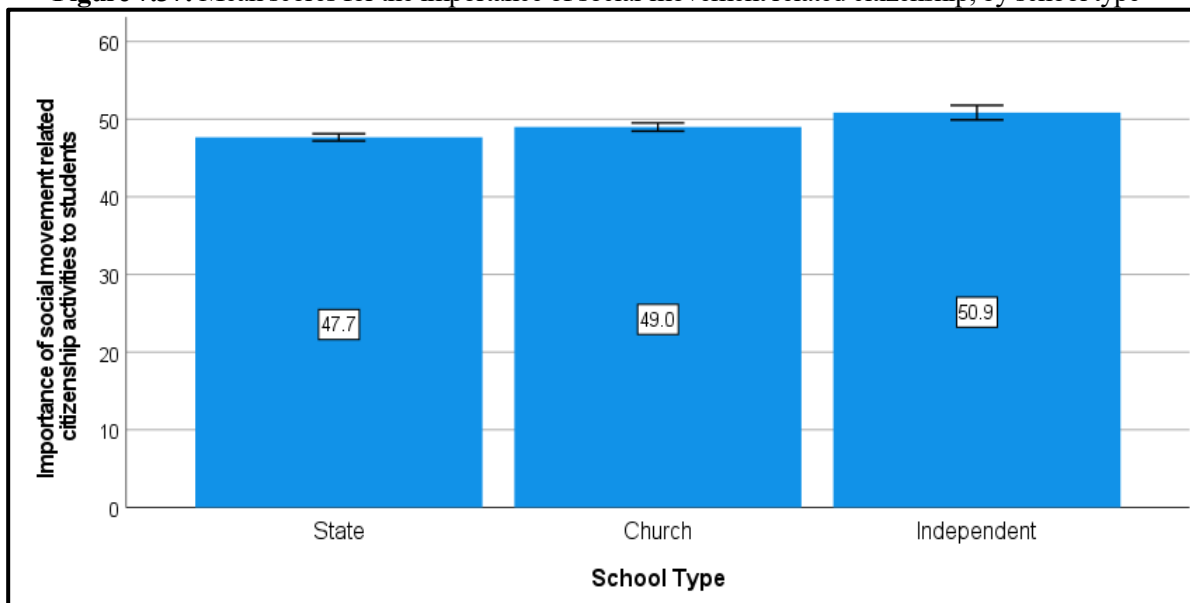
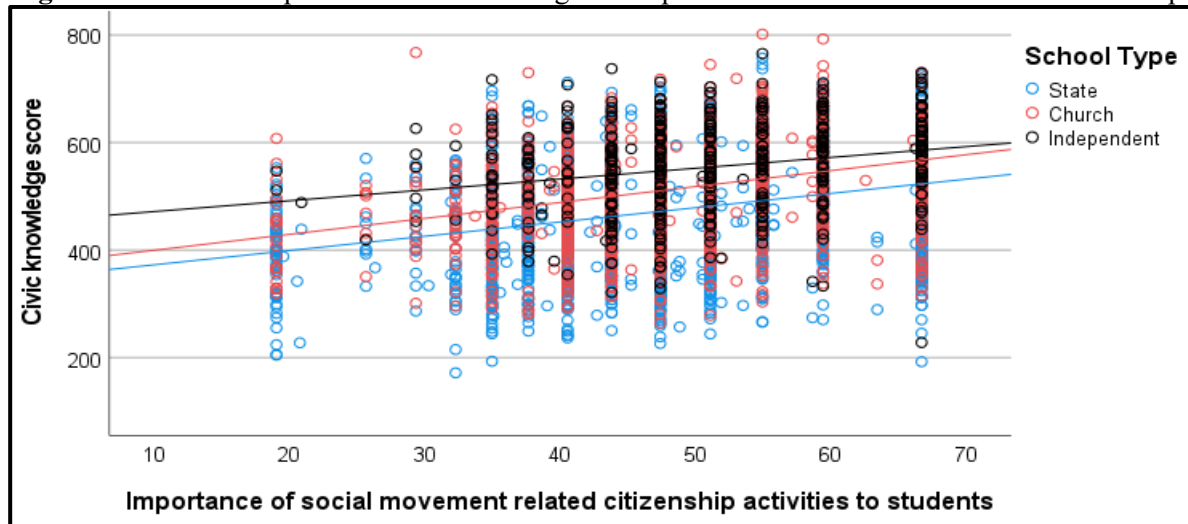
Figure 7.36: Score distribution of importance of social-movement related citizenship by students**Figure 7.37:** Mean scores for the importance of social-movement related citizenship, by school type

Figure 7.36 displays the score distribution of the perception of Maltese students of the importance of social-movement related citizenship. Malta's mean scale score (49) is higher than the ICCS 2022 average (48). Figure 7.37 shows that the mean score of independent school students (50.9 points) is significantly higher than the mean scores of church school students (49.0), which in turn

is significantly higher than the mean scale score of state school students (47.7). Figure 7.38 shows that there exists a positive relationship between the civic knowledge score and the importance given by Maltese students to social-movement related citizenship and this applies to all school types.

Figure 7.38: Relationship between civic knowledge and importance of social-movement related citizenship



Across all participating countries the percentages of students who agreed with the importance of global oriented citizenship are: ‘showing interest in different cultures and languages’ (72%), ‘making changes to one’s personal lifestyle in order to become more environmentally friendly’ (80%), ‘supporting initiatives that promote equal opportunities for all people across the world’ (81%), and ‘helping people in less developed countries’ (83%). Table 7.15 displays the responses of Maltese student to the importance of global oriented citizenship. Malta’s percentages (74%, 78%, 82% and 86% respectively) are partly higher and partly lower than the ICCS 2022 averages. Using these four items, a scale score was generated to measure the importance of global oriented related citizenship.

Table 7.15: Importance of global oriented citizenship by Maltese students

How important are the following behaviours for being a good adult citizen?	Very important	Quite important	Not very important	Not at all important
Showing interest in different cultures and languages	31.0%	43.0%	20.1%	6.0%
Making changes to one's personal lifestyle in order to become more environmentally friendly	32.3%	45.3%	16.5%	5.8%
Supporting initiatives that promote equal opportunities for all people across the world	38.0%	44.2%	13.3%	4.5%
Helping people in less developed countries	48.1%	37.4%	10.3%	4.2%

Figure 7.39 displays the score distribution of the perception of Maltese students of the importance of global oriented citizenship. Malta’s mean scale score (51) is higher than the ICCS 2022 average (49). Figure 7.40 shows that the mean score of independent school students (53.5 points) is significantly higher than the mean scores of church school students (51.4), which in turn is significantly higher than the mean scale score of state school students (49.5). Figure 7.41 shows that there exists a positive relationship between the civic knowledge score and the importance given by Maltese students to global oriented citizenship and this applies to all school types.

Figure 7.39: Score distribution of importance of global oriented citizenship by Maltese students

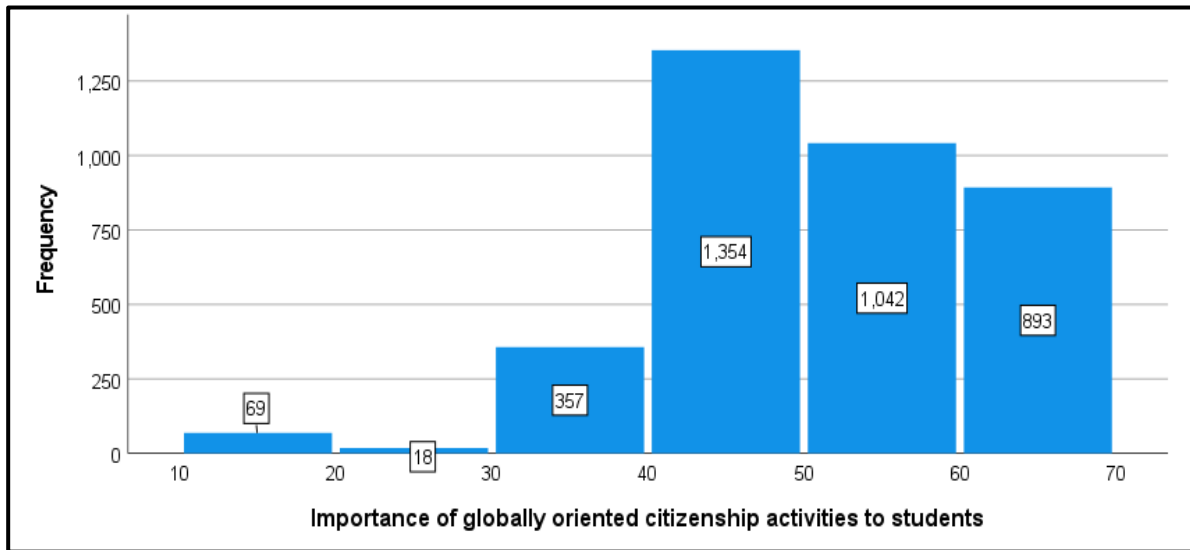


Figure 7.40: Mean scores for the importance of global oriented citizenship, by school type

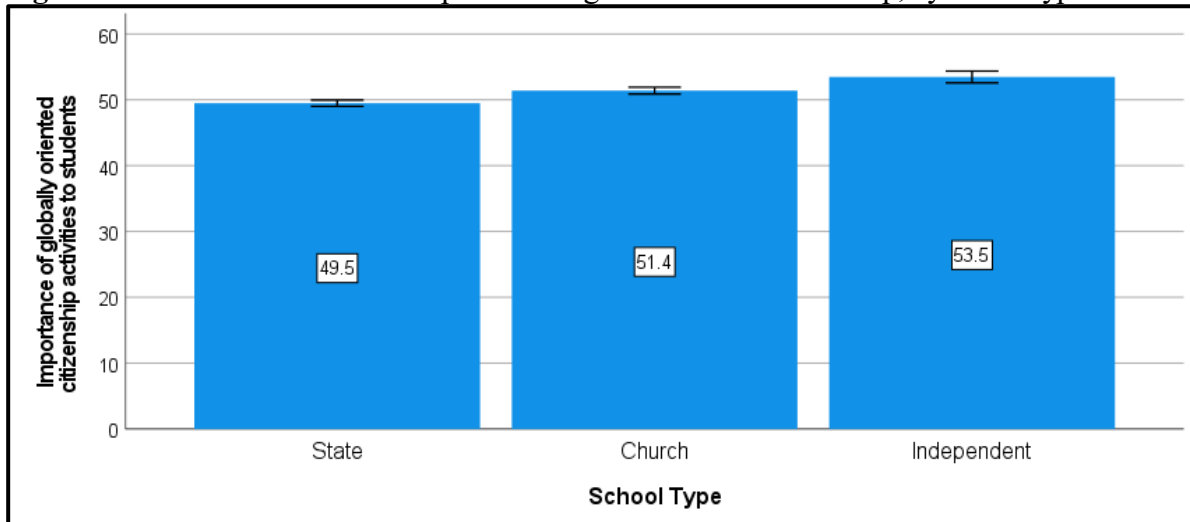


Figure 7.41: Relationship between civic knowledge and importance of global oriented citizenship

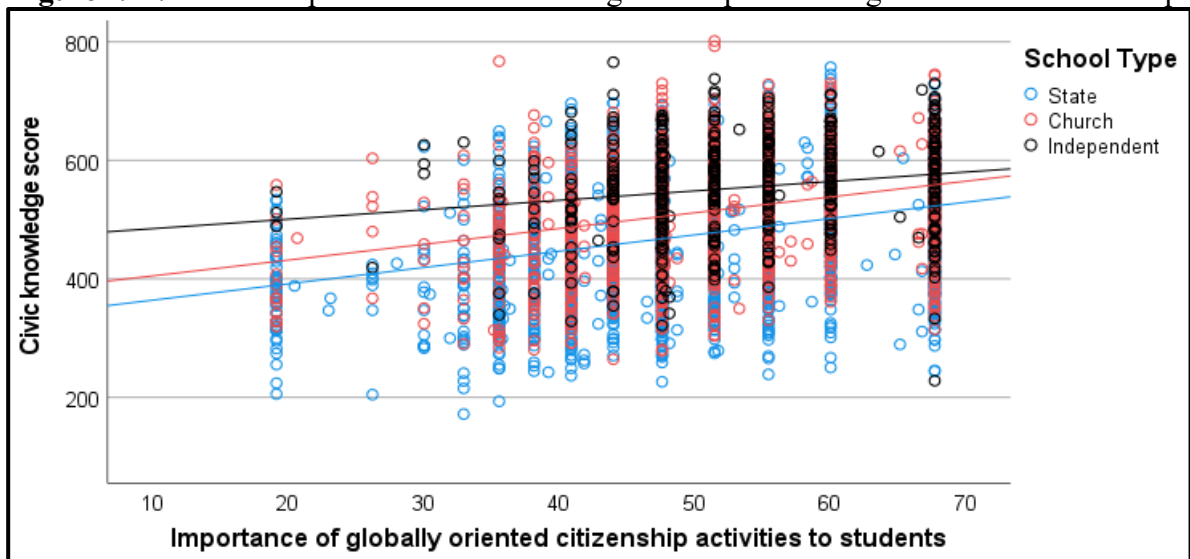


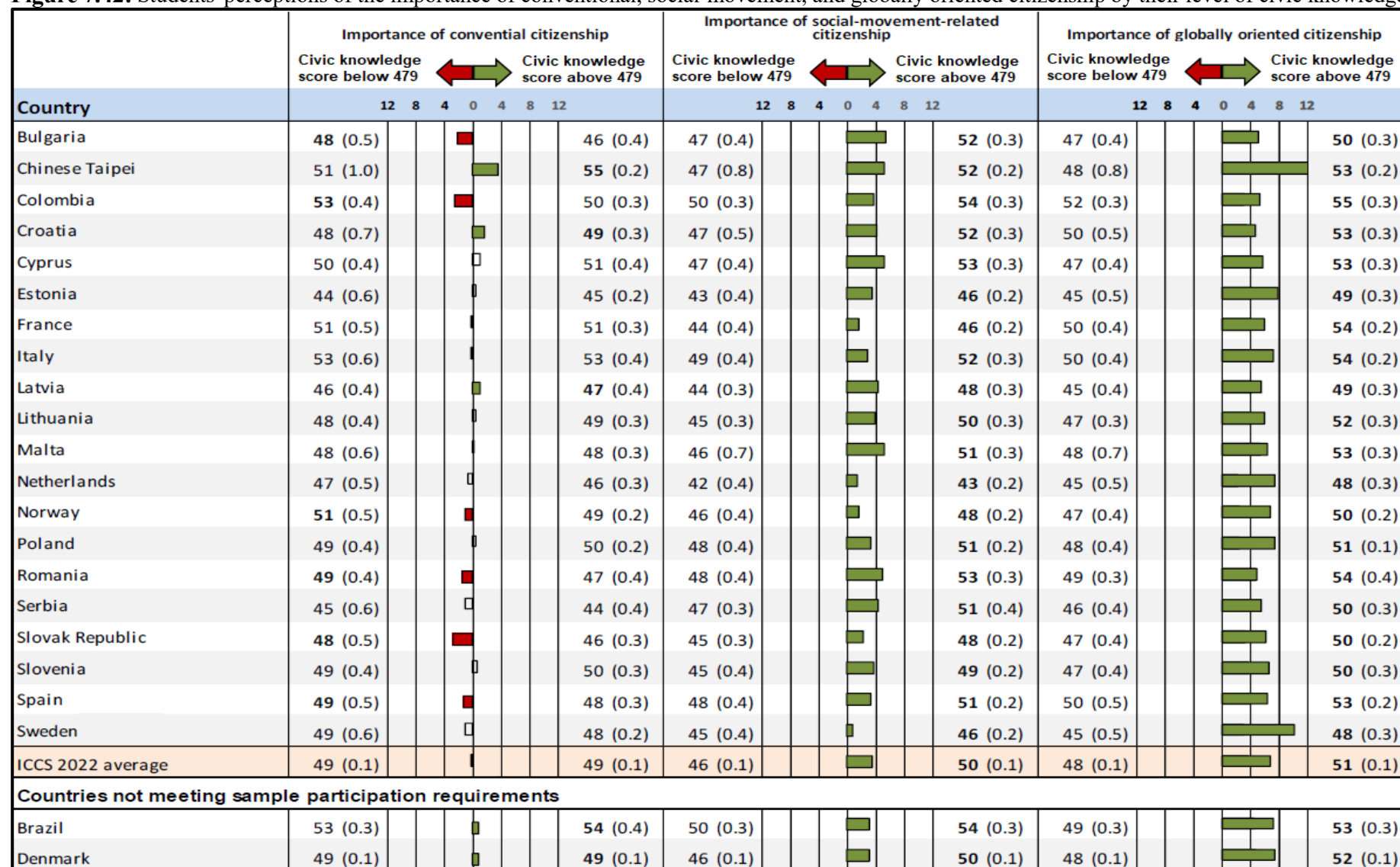
Figure 7.42: Students' perceptions of the importance of conventional, social-movement, and globally oriented citizenship by their level of civic knowledge


Figure 7.42 shows that globally oriented citizenship behaviours were viewed as more important, with significant differences in all countries, and 4 points on average, among students with high levels of civic knowledge when compared to other students with low levels of civic knowledge. This difference was largest in Cyprus and Malta and exceeded 5 scale points. Social-movement-citizenship was also rated more important by students with higher levels of civic knowledge, where differences were statistically significant in all countries with an average difference of 3 to 4 points. This difference was largest in Malta and exceeded 5 scale points. No consistent associations were found between students' views of the importance of conventional citizenship with civic knowledge. On average, there was no significant difference in the importance of conventional citizenship between students with low and high levels of civic knowledge. While in Chinese Taipei, Croatia and Latvia, students with high levels of civic knowledge saw conventional citizenship behaviours as more important than others, students with lower civic knowledge had significantly higher scale scores among students in Bulgaria, Colombia, Norway, Romania, the Slovak Republic, and Spain.

7.10 Attitudes to environmental protection

ICCS 2022 included a question that asked students to rate their agreement with five actions to protect the environment. The statements were: 'the country where the student resides should contribute to protecting the environment in other countries', 'governments should focus more on protecting the environment than on supporting economic growth', 'every citizen needs to contribute to the reduction of pollution', 'all human beings should take responsibility for preserving the natural world', and 'countries need to work together to preserve the world's natural resources'. All five items were rated on 4-point likert scale ranging from 'strongly agree' to 'strongly disagree'.

Table 7.16: Attitudes of Maltese students to environmental protection

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
Malta should contribute to protecting the environment in other countries	29.2%	49.1%	17.9%	3.8%
Governments should focus more on protecting the environment than on supporting economic growth	34.2%	48.6%	14.1%	3.1%
Every citizen needs to contribute to reduce pollution	48.5%	43.1%	6.2%	2.2%
All human beings should take responsibility for preserving the natural world	55.9%	35.5%	5.4%	3.3%
Countries need to work together to preserve the world's natural resources	62.3%	30.1%	4.6%	3.0%

Across all participating countries the percentages of students who agreed with the importance to protect the environment are: 'the country where the student resides should contribute to protecting the environment in other countries' (73%), 'governments should focus more on protecting the environment than on supporting economic growth' (79%), 'every citizen needs to contribute to the reduction of pollution' (90%), 'all human beings should take responsibility for preserving the natural world' (90%), and 'countries need to work together to preserve the world's natural resources' (92%). Table 7.16 displays the responses of Maltese students for their attitudes to protect the environment. Malta's percentages (78%, 83%, 91%, 91% and 92%) are higher or equal to the ICCS 2022 averages indicating higher support than average to protect the environment.

Table 7.17: Students' attitudes toward environmental protection grouped by country

Country	Countries need to work together to preserve the world's natural resources	Every citizen needs to contribute to the reduction of pollution	All human beings should take responsibility for preserving the natural world	Governments should focus more on protecting the environment than on supporting economic growth	Country of test should contribute to protecting the environment in other countries	Mean Scale Score
Bulgaria	85 ▽	87 ▽	85 ▽	77 ▽	67 ▽	49 ▽
Chinese Taipei	98 △	97 △	98 △	79	87 ▲	53 ▲
Colombia	91	91	91 △	84 △	81 △	52 △
Croatia	96 △	96 △	95 △	84 △	74	51 △
Cyprus	86 ▽	88 ▽	86 ▽	79	75 △	50
Estonia	94 △	89	90	76 ▽	74	49 ▽
France	93 △	94 △	94 △	88 △	77 △	53 ▲
Italy	95 △	96 △	95 △	82 △	80 △	52 △
Latvia	91	85 ▽	89	66 ▼	65 ▽	47 ▽
Lithuania	93 △	93 △	91 △	79	73	50
Malta	92	91	91	83 △	78 △	51 △
Netherlands	88 ▽	82 ▽	82 ▽	80	65 ▽	47 ▼
Norway	94 △	89 ▽	92 △	81 △	75 △	50
Poland	95 △	89	89	62 ▼	71 ▽	47 ▽
Romania	91	91	89	81	62 ▼	49 ▽
Serbia	90	92 △	89	82 △	65 ▽	50
Slovak Republic	89 ▽	86 ▽	68 ▼	66 ▼	80 △	47 ▼
Slovenia	89 ▽	90	88 ▽	87 △	63 ▼	49 ▽
Spain	94 △	94 △	94 △	83 △	85 ▲	53 △
Sweden	94 △	88 ▽	93 △	81 △	72	50
ICCS average	92	90	90	79	73	50
Countries not meeting sample participation requirements						
Brazil	91	89	91	80	83	53
Denmark	93	88	91	76	71	48

These five items were used to generate a scale score that measures students' attitudes toward environmental protection, where higher scores indicate more positive attitudes. Table 7.17 shows that Malta's mean scale score (51) is significantly higher than the ICCS 2022 average (50). France, Spain and Chinese Taipei (53 points each) recorded the highest mean scale scores that were at least 3 points above the international average. Latvia, Poland, Slovak Republic and the Netherlands (47 points each) recorded the lowest mean scale scores that were at least 3 points below the ICCS average.

When reviewing the associations between this scale and students' gender, socioeconomic status and levels of civic knowledge, Figure 7.43 shows that students with higher levels of civic knowledge expressed stronger support than less knowledgeable students, with an ICCS 2022 average difference of 3 scale points. These differences were significant in all countries however, the largest differences were recorded in Bulgaria, Cyprus, and Sweden, which exceeded 4 points. Significant differences were observed in average scores reflecting support for environmental protection between below and above average socioeconomic groups, with students from higher socioeconomic background being more supportive. The ICCS 2022 average difference was 2 scale points, where the largest differences were recorded among students from Cyprus and Malta which exceeded 3 scale points.

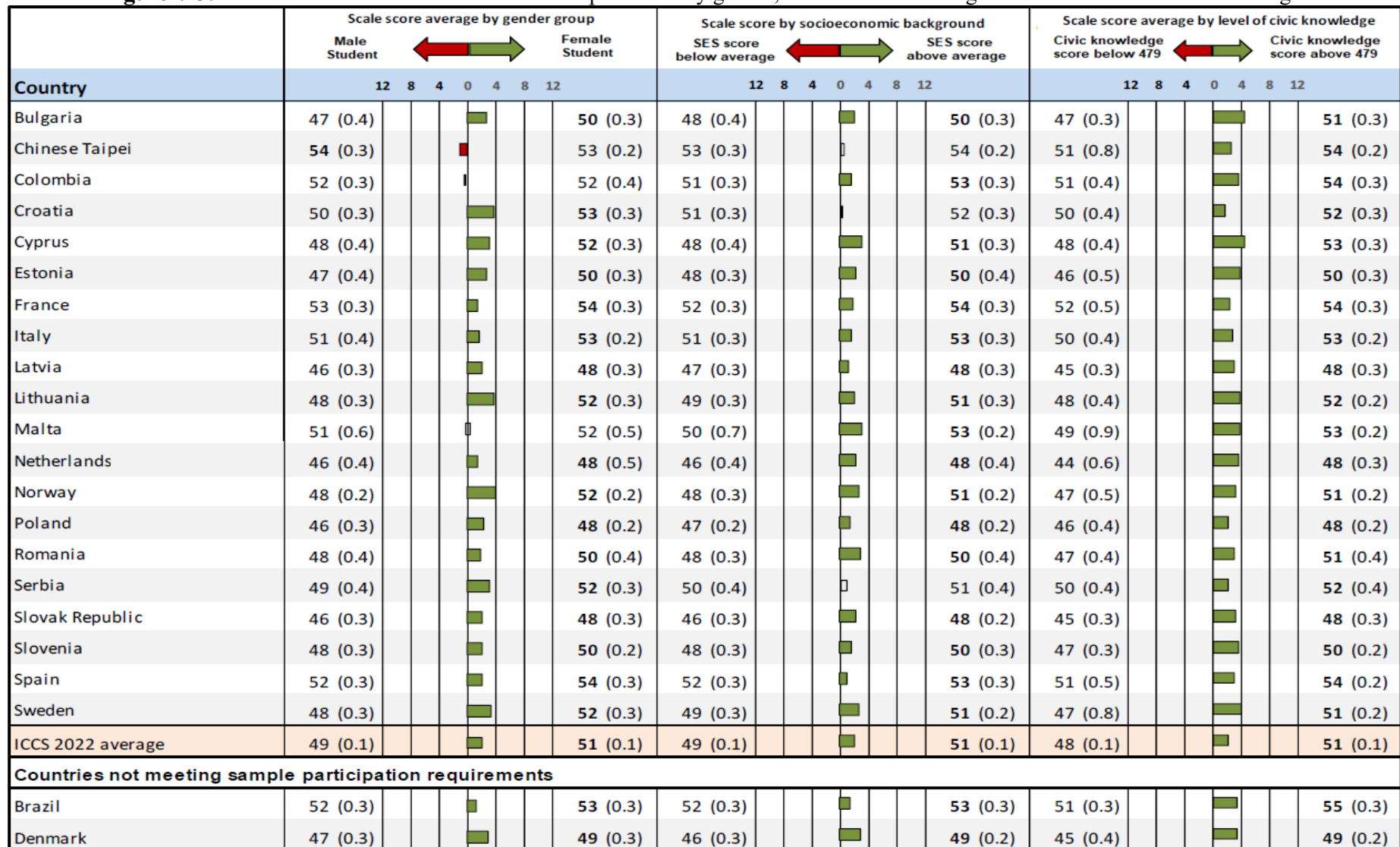
Figure 7.43: Students' attitudes toward environmental protection by gender, socioeconomic background and levels of civic knowledge

Figure 7.44: Score distribution of students' attitudes toward environmental protection

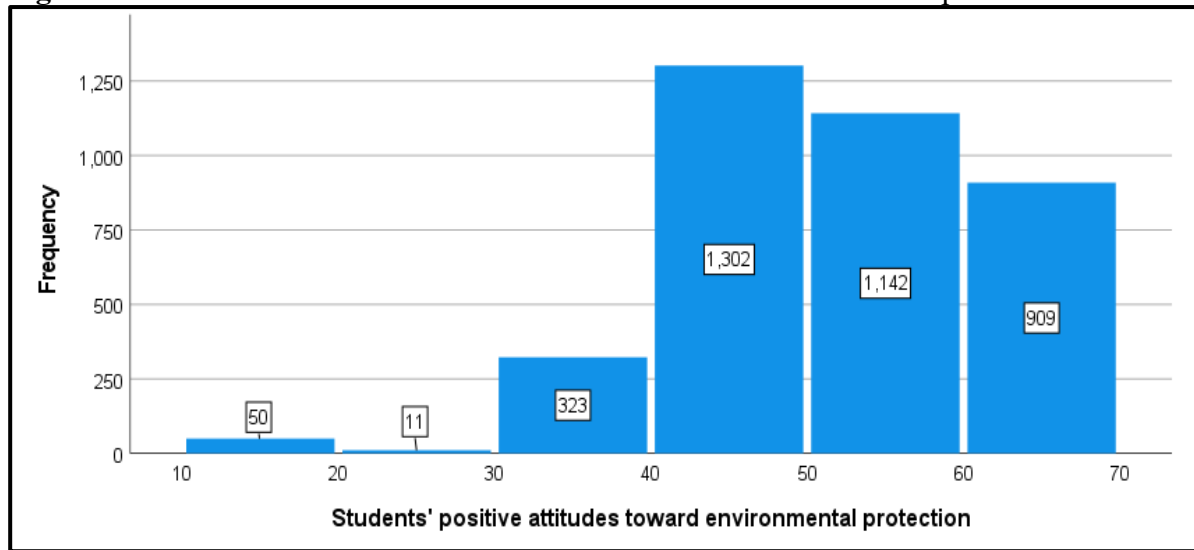


Figure 7.45: Mean scores for students' attitudes toward environmental protection, by school type

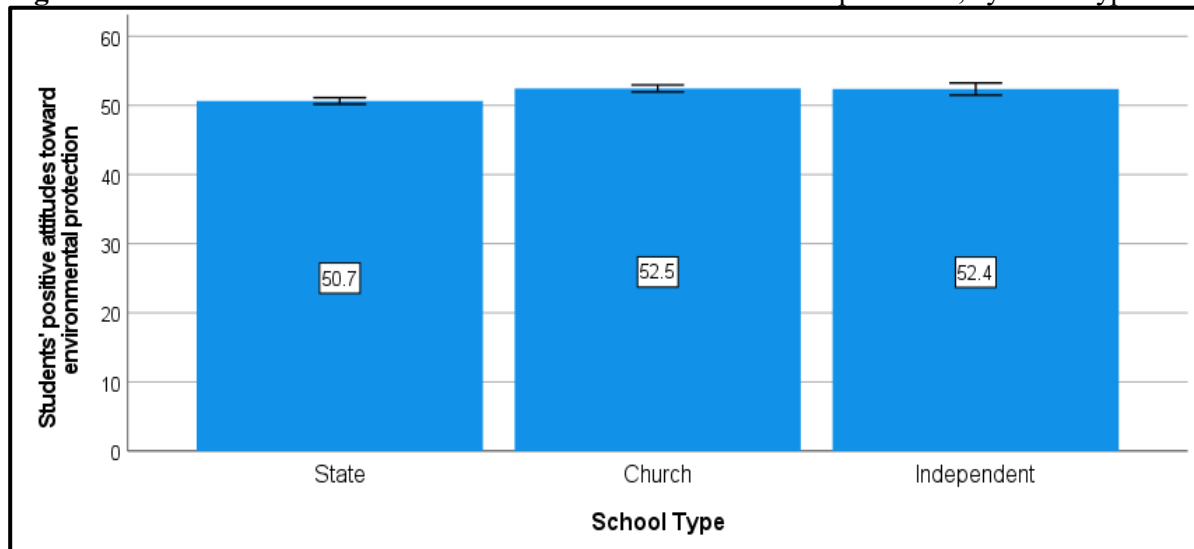


Figure 7.46: Relationship between civic knowledge and attitudes toward environmental protection

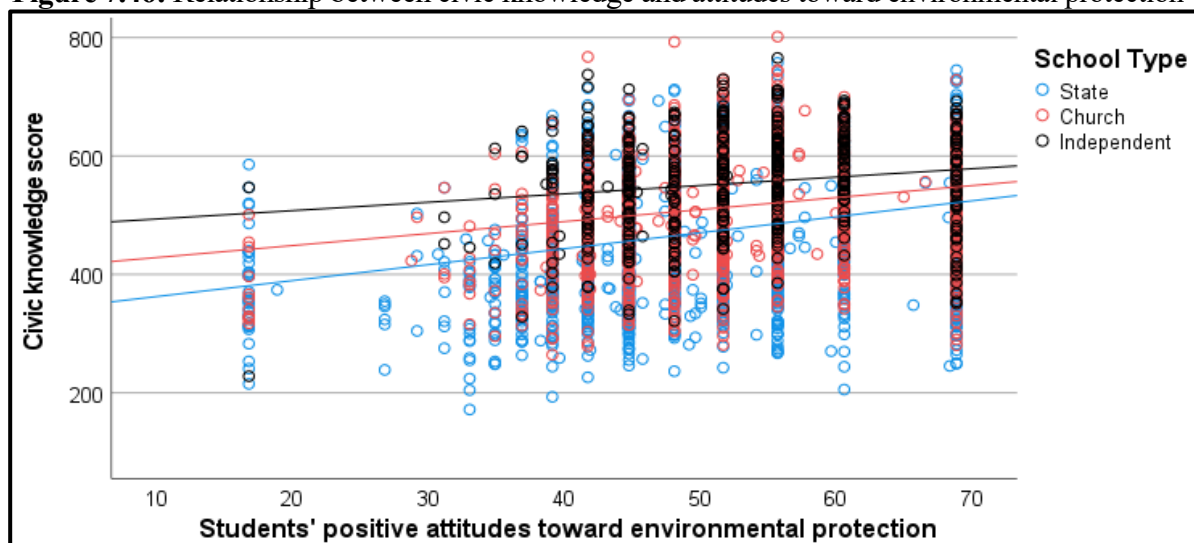


Figure 7.43 shows that on average, there was also a significant average difference of a little more than two scale points between female and male students, with the former expressing more support than male students. This positive association with female gender was significant in sixteen of the participation countries. However, in Chinese Taipei male students had significantly higher score than females.

Figure 7.44 displays the score distribution of the positive attitudes of Maltese students toward environmental protection. Malta's mean scale score (51) is higher than the ICCS 2022 average (50). Figure 7.45 shows that the mean scores of students in church and independent schools (52.5 and 52.4 points) are significantly higher than the mean score of state school students (50.7); however, all three mean scores are higher than the international average. Figure 7.46 shows that there exists a positive relationship between the civic knowledge score and positive attitudes toward environmental protection and this applies to all school types.

7.11 Perceptions of global environmental threats

In ICCS 2016, students were asked to rate to what extent several global problems were regarded as threats to the world's future. The ICCS 2022 student questionnaire used a slightly revised set of items but retained sufficient common items to allow the measurement of changes in perceptions over time. ICCS 2022 asked students to indicate the extent to which they thought each of a set of globally relevant issues were a threat to the world's future. The ten issues included in ICCS 2016 are pollution, violent conflict, poverty, climate change, unemployment, overpopulation, infectious diseases, terrorism, global financial crises, and water shortages. The new added item was loss of biodiversity. All items were rated on a 4-point likert scale ranging from 'to a large extent' to 'not at all'. Table 7.18 displays the responses of Maltese students to what extent they envisage the above issues as threats to the world's future.

Table 7.18: Perceptions of global environmental threats of Maltese students

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	72.9%	18.5%	5.5%	3.1%
Violent conflict	52.4%	34.8%	9.3%	3.5%
Poverty	54.4%	30.9%	11.3%	3.4%
Climate change	68.4%	21.0%	6.8%	3.8%
Unemployment	37.3%	42.5%	15.8%	4.3%
Overpopulation	51.1%	31.7%	13.2%	4.0%
Infectious diseases (e.g. Measles, COVID-19)	58.4%	27.1%	10.5%	3.9%
Terrorism	53.4%	31.0%	10.7%	4.9%
Global financial crises	46.8%	35.8%	13.2%	4.2%
Water shortages	67.7%	18.5%	9.0%	4.7%
Loss of biodiversity, extinction of living species	57.6%	26.5%	11.2%	4.7%

Table 7.19 displays the percentage of students across all participating countries who consider as a serious threat to the world's future of the following issue: pollution (80%), climate change (68%), water shortages (72%), and loss of biodiversity (61%). Malta's percentages (73%, 69%, 67% and 57%) are partly above and partly below the ICCS 2022 averages. Using these four items, a scale score was generated to measure the extent to which students envisage these as threats to the world.

Table 7.19: National average percentages and scale scores for students' perceptions of global environmental threats

Country	Pollution			Climate change			Water shortages			Loss of biodiversity	Mean Scale Score
	2022	2016	Difference	2022	2016	Difference	2022	2016	Difference	2022	
Bulgaria	76 ▽	74	2	62 ▽	51	11	72 ▽	65	7	61	49 ▽
Chinese Taipei	83 △	75	8	75 △	61	14	80 △	60	20	78 ▲	53 △
Colombia	77	90	-13	61 ▽	77	-16	70 ▽	88	-18	65 △	49 ▽
Croatia	80	67	13	66 ▽	47	19	78 ▽	77	0	66 △	50 ▽
Cyprus	76 ▽			64 ▽			64 ▽			56 ▽	48 ▽
Estonia	82 △	64	18	69	48	21	75	72	3	65 △	51 △
France	85 △			82 ▲			82 ▲			74 ▲	53 ▲
Italy	86 △	84	2	76 △	44	31	84 △	71	13	64	52 △
Latvia	82 △	75	6	70	50	20	72	67	5	61	50 △
Lithuania	86 △	86	0	75 △	57	19	85 △	76	9	67 △	52 △
Malta	73 ▽	63	10	69	51	17	67	66	1	57 ▽	49 △
Netherlands	66 ▼	63	3	66	48	18	59	44	15	46 ▼	47 ▽
Norway	73 ▽	76	-2	75 △	66	9	55 △	41	14	53 ▽	48 △
Poland	82 △			65 ▽			80 ▽			68 △	51 ▽
Romania	84 △			60 ▽			81 ▽			56 ▽	50 ▽
Serbia	81			47 ▼			62 ▼			56 ▽	47 ▼
Slovak Republic	81 △			68			70			59 ▽	50 △
Slovenia	81	81	-1	59 ▽	47	12	75 ▽	77	-1	62	50 ▽
Spain	82 △			75 △			77 △			63	51 △
Sweden	75 ▽	79	-4	71 △	68	3	61 △	46	15	52 ▽	49 △
ICCS average	79	75	4	69	57	13	73	64	9	61	50
Countries not meeting sample participation requirements											
Brazil	81			57			73			67	49
Denmark	74			76			62			49	48

10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▽
 significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼

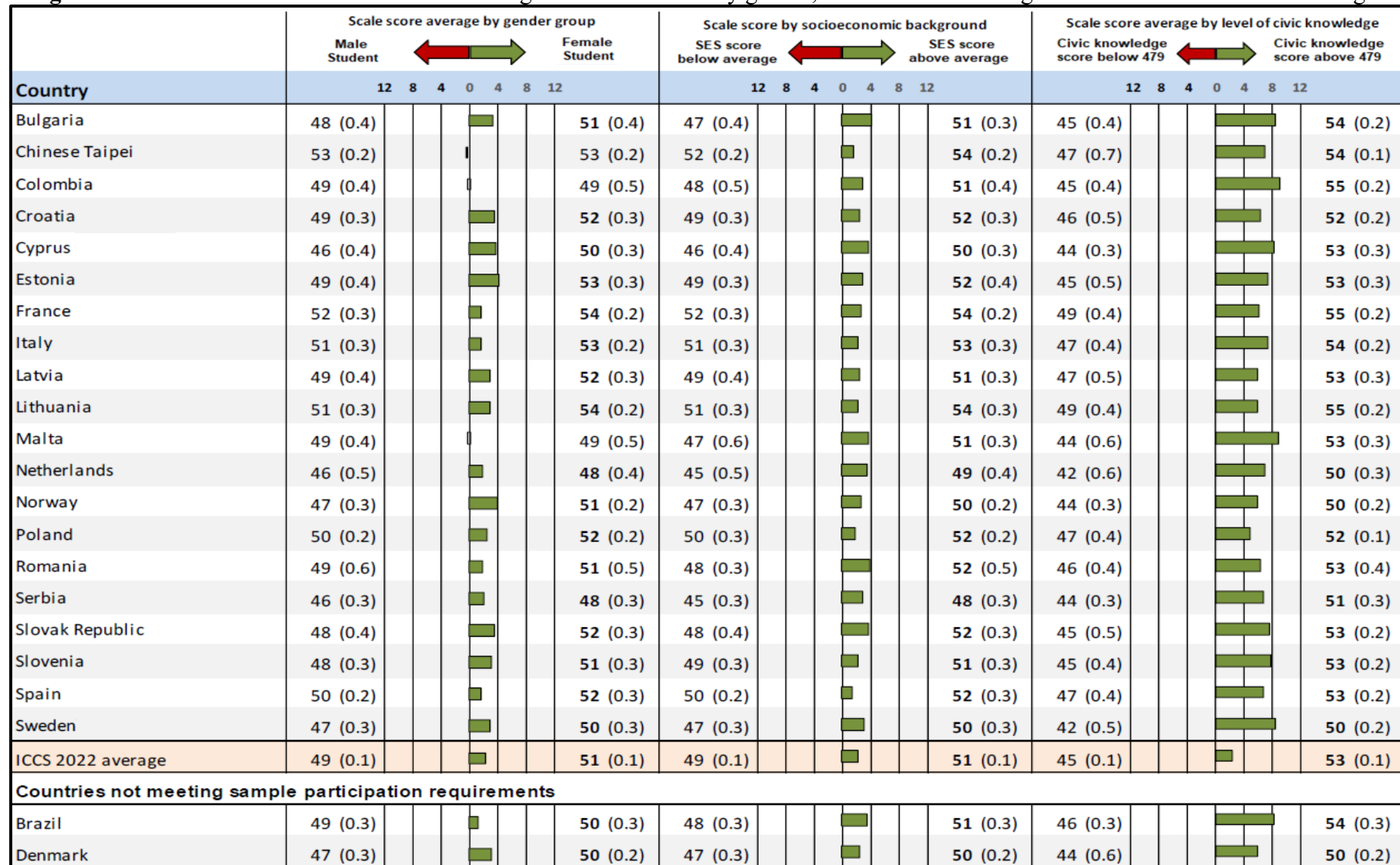
Figure 7.47: Students' concern about threats to the global environment by gender, socioeconomic background and level of civic knowledge

Table 7.20: Students' perceptions of global threats from violent conflict, infectious diseases, and global financial crises

Country	Violent conflict			Infectious diseases			Global financial crises		
	2022	2016	Difference	2022	2016	Difference	2022	2016	Difference
Bulgaria	53	48	5	57 \triangle	62	-5	56 \triangle	53	3
Chinese Taipei	50 ∇	50	0	74 \blacktriangle	66	8	64 \blacktriangle	48	17
Colombia	59 \triangle	68	-9	63 \blacktriangle	73	-9	56 \triangle	61	-6
Croatia	53	48	5	38 \blacktriangledown	69	-31	49	55	-6
Cyprus	57 \triangle			54 \triangle			57 \triangle		
Estonia	53	44	9	50	65	-14	46 ∇	26	21
France	55			58 \triangle			52		
Italy	63 \triangle	55	8	55 \triangle	61	-5	51	51	-1
Latvia	58 \triangle	49	9	50	68	-18	59 \triangle	44	15
Lithuania	71 \blacktriangle	63	8	63 \blacktriangle	73	-10	58 \triangle	48	10
Malta	53	51	2	58 \triangle	66	-7	48	42	6
Netherlands	28 \blacktriangledown	27	1	38 \blacktriangledown	42	-4	37 \blacktriangledown	32	4
Norway	43 \blacktriangledown	32	11	34 \blacktriangledown	40	-6	38 \blacktriangledown	38	0
Poland	78 \blacktriangle			51			43 ∇		
Romania	59 \triangle			59 \triangle			60 \triangle		
Serbia	47 ∇			46 ∇			41 ∇		
Slovak Republic	54			46 ∇			50		
Slovenia	44 \blacktriangledown	42	2	49 ∇	65	-16	48 ∇	47	1
Spain	54			53			51		
Sweden	47 ∇	34	12	41 \blacktriangledown	34	7	44 ∇	31	12
ICCS average	55	47	8	53	60	-8	51	44	7
Countries not meeting sample participation requirements									
Brazil	70			73			64		
Denmark	33			30			34		

10 percentage points above ICCS 2022 average \blacktriangle significantly below ICCS 2022 average ∇
 significantly above ICCS 2022 average \triangle 10 percentage points below ICCS 2022 average \blacktriangledown

Table 7.21: Students' perceptions of global threats from poverty, unemployment, and overpopulation

Country	Poverty			Unemployment			Overpopulation		
	2022	2016	Difference	2022	2016	Difference	2022	2016	Difference
Bulgaria	56 ▲	59	-3	57 ▲	53	3	44	38	7
Chinese Taipei	55 ▲	52	3	50 ▲	40	10	49 ▲	39	10
Colombia	58 ▲	66	-8	55 ▲	55	0	54 ▲	47	7
Croatia	58 ▲	65	-7	49 ▲	57	-7	32 ▼	29	3
Cyprus	61 ▲			52 ▲			44		
Estonia	44 ▼	41	4	50 ▲	36	15	58 ▲	39	20
France	59 ▲			33 ▼			58 ▲		
Italy	58 ▲	57	2	39 ▼	45	-6	34 ▼	31	3
Latvia	52	51	1	49 ▲	44	5	46	40	6
Lithuania	61 ▲	63	-2	45	41	4	46	37	9
Malta	55	59	-4	39 ▼	34	5	51 ▲	43	8
Netherlands	34 ▼	36	-2	30 ▼	27	3	45	37	7
Norway	53	49	4	34 ▼	28	6	44	37	7
Poland	32 ▼			35 ▼			44		
Romania	58 ▲			39 ▼			48		
Serbia	51			43			33 ▼		
Slovak Republic	51 ▼			44			45		
Slovenia	55 ▲	65	-10	44	55	-11	45	44	1
Spain	56 ▲			47 ▲			35 ▼		
Sweden	45 ▼	43	2	36 ▼	27	8	45	41	4
ICCS average	53	54	-1	43	42	1	45	39	6
Countries not meeting sample participation requirements									
Brazil	67			68			50		
Denmark	37			28			46		

10 percentage points above ICCS 2022 average ▲ significantly below ICCS 2022 average ▼
 significantly above ICCS 2022 average △ 10 percentage points below ICCS 2022 average ▼

Table 7.19 shows that between 2016 and 2022, there were increases of 13% in the percentage of students seeing climate change as a threat to a large extent, 9% in the case of water shortages, and 4% in the case of pollution. The largest percentage increments in viewing climate change as a threat were observed in Italy (31%) and Estonia (21%). The largest percentage increment in the viewing water shortages as a threat was registered in Chinese Taipei (20%), but there was a percentage decrease in Colombia (18%). The largest percentage increment in viewing pollution as a threat was recorded in Estonia (18%). When reviewing the national average scale scores, Table 7.19 shows that concern about threats to the global environment was greatest in France (three scale points above the ICCS 2022 average) and lowest in Serbia (three scale points below average).

Figure 7.47 displays the national average scale scores indicating students' concern about threats to the global environment by gender, socioeconomic background and level of civic knowledge. On average, students with higher levels of civic knowledge have significantly higher scores on the environmental concern scale than those with low levels of civic knowledge, with an average difference of almost seven score points. The differences were significant in all countries and were largest in Colombia and Sweden by more than 8 scale points, while the smallest difference was recorded in Poland by four scale points. Students from households with a socioeconomic status above the national average recorded significantly higher scores than those from lower socioeconomic backgrounds. The ICCS 2022 average difference was almost 3 scale points. Significant differences were observed in all countries and found the largest differences in Bulgaria and Romania. When comparing gender groups, significant differences were recorded in most countries with an ICCS 2022 average difference of over 2 scale points, where female students expressed more concern than their male counterparts. The largest difference (4 scale points) was observed in Estonia and Norway.

Figure 7.48: Score distribution of students' concern about threats to the global environment

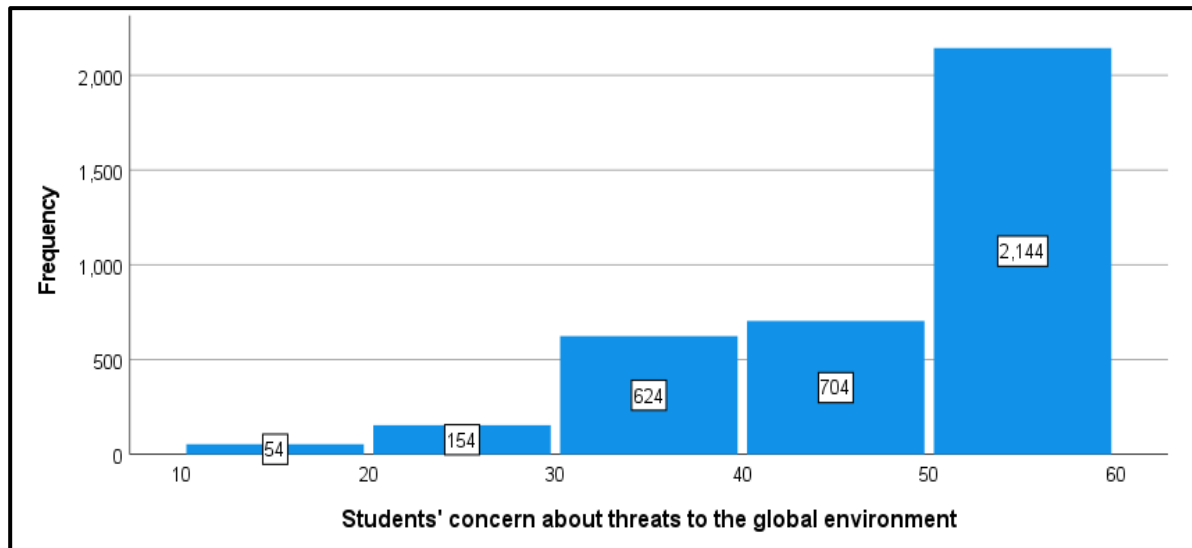
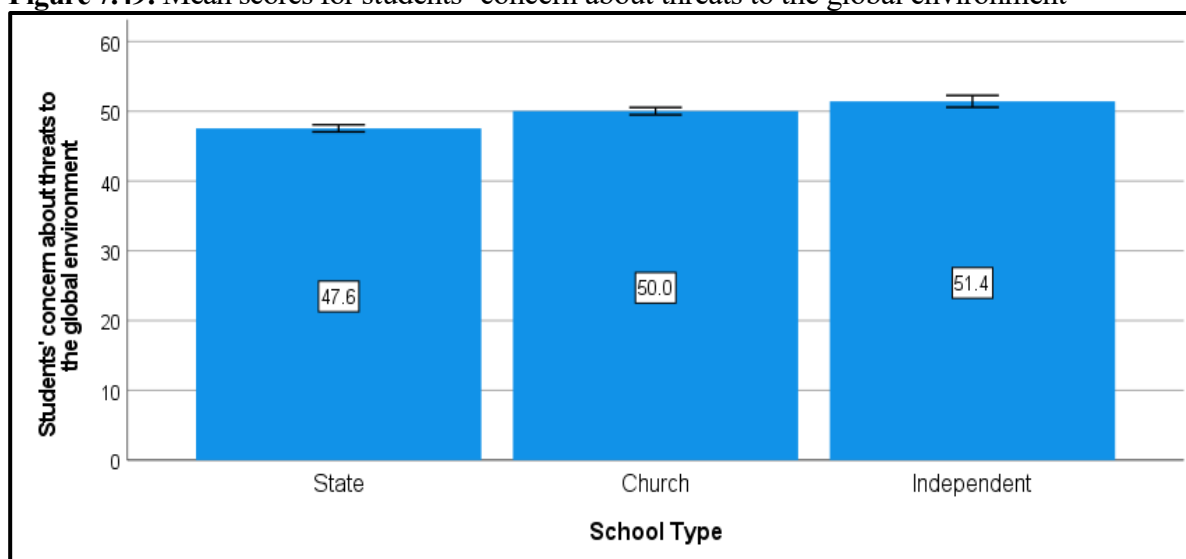
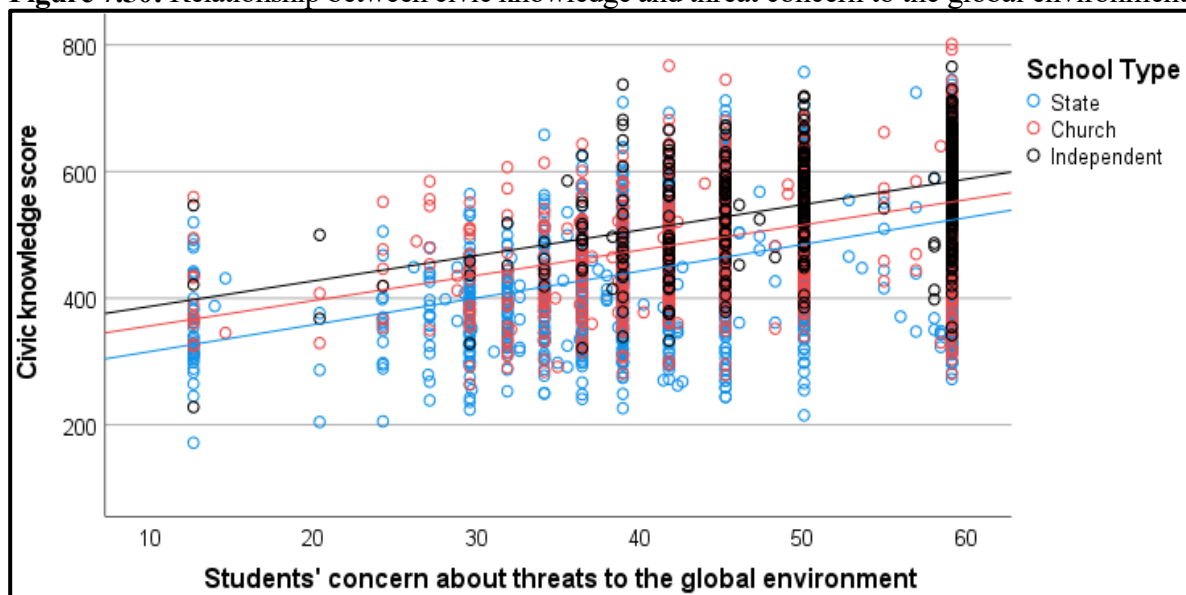


Figure 7.48 displays the score distribution of students' concern about threats to the global environment. Malta's mean scale score (49) is lower than the ICCS 2022 average (50). Figure 7.49 shows that the mean scores of students in church and independent schools (50.0 and 51.4 points) are significantly higher than the mean score of state school students (47.6); however, only one mean score is higher than the international average. Figure 7.50 shows that there exists a positive relationship between the civic knowledge score and students' concern about threats to the global environment and this applies to all school types.

Figure 7.49: Mean scores for students' concern about threats to the global environment**Figure 7.50:** Relationship between civic knowledge and threat concern to the global environment

ICCS 2022 also investigated students' perceptions of other global issues as important threats to the world's future. Table 7.20 shows that while concerns about violent conflict and global financial crisis have increased between 2016 and 2022 in many countries (by an average of 8% and 7% respectively), infectious diseases were viewed by fewer students (declining by an average of 8%) as a large threat for the world's future in 2022 compared to 2016. In ICCS 2022, violent conflict was seen as a threat by the highest percentage of students in Poland (78%) and the lowest percentage of students in Norway (43%). Infectious diseases were seen as a threat by the highest percentage of students in Chinese Taipei (74%) and the lowest percentage of students in Norway (34%). Global financial crises were viewed as a threat by the highest percentage of students in Chinese Taipei (64%) and the lowest percentage of students in the Netherlands (34%).

Table 7.21 shows that there were only small changes between 2016 and 2022 in the percentages of students seeing poverty and unemployment as important threats to the world's future, but an increase of an average of 6% in those seeing overpopulation as a threat to the world's future. In

ICCS 2022, poverty was seen as a threat to the world's future by the highest percentage of students in Cyprus and Lithuania (61%), and the lowest percentage of students with this perception was recorded in Poland (32%). Unemployment was seen as a threat by the highest percentage of students in Bulgaria (57%), while the lowest percentage was recorded among students in the Netherlands (30%). Overpopulation was seen as a threat by the highest percentage of students in Estonia and France (58%), while only every third student in Serbia (33%) expressed concern about this issue.

7.12 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 44.5% of the total variation in the ICCS scores. With the exception of 'students' beliefs about the importance of globally oriented citizenship activities' and 'students' positive attitudes toward immigrants', all other students' attitudes were found to be significant predictors of civic knowledge score since their p-values are less than the 0.05 level of significance.

Table 7.22: Regression Coefficients, standard errors, T-values and p-values

	Reg. Coef.	Std. Error	T-value	P-value
Constant	162.899	13.823	11.785	<0.001
Students' satisfaction with the political system	-0.972	0.149	-6.504	<0.001
Students' critical views of the political system	-0.490	0.129	-3.801	<0.001
Students' beliefs about threats to democracy	2.172	0.145	14.953	<0.001
Students' endorsement of restrictions in a national emergency	0.804	0.141	5.698	<0.001
Students' trust in civic institutions	-0.787	0.155	-5.089	<0.001
Students' endorsement of gender equality	2.215	0.131	16.954	<0.001
Students' positive attitudes toward immigrants	0.162	0.159	1.015	0.310
Students' endorsement of equal rights for all ethnic groups	1.308	0.166	7.883	<0.001
Students' beliefs about the importance of conventional citizenship activities	-0.269	0.132	-2.037	0.042
Students' beliefs about the importance of social movement related citizenship activities	0.812	0.179	4.545	<0.001
Students' beliefs about the importance of globally oriented citizenship activities	0.028	0.176	0.159	0.874
Students' positive attitudes toward environmental protection	-0.841	0.159	-5.297	<0.001
Students' concern about threats to the global environment	2.501	0.143	17.544	<0.001

'Students' concern about threats to the global environment' is the best predictor of attainment in civic knowledge since it has the lowest p-value. This is followed by 'students' endorsement of gender equality', 'students' beliefs about threats to democracy', 'students' endorsement of equal rights for all ethnic groups', 'students' satisfaction with the political system', 'students' endorsement of restrictions in a national emergency', 'students' positive attitudes toward environmental protection', 'students' trust in civic institutions', 'students' beliefs about the importance of social movement related citizenship activities', 'students' critical views of the political system', 'students' beliefs about the importance of conventional citizenship activities', 'students' positive attitudes toward immigrants', and 'students' beliefs about the importance of globally oriented citizenship activities'.

- For every 1-unit increase in the 'students' concern about threats to the global environment' score, the ICCS score is expected to increase by 2.501 given that other effects are kept constant.
- For every 1-unit increase in the 'students' endorsement of gender equality' score, the ICCS score is expected to increase by 2.215 given that other effects are kept constant.
- For every 1-unit increase in the 'students' beliefs about threats to democracy' score, the ICCS score is expected to increase by 2.172 given that other effects are kept constant.
- For every 1-unit increase in the 'students' endorsement of equal rights for all ethnic groups' score, the ICCS score is expected to increase by 1.308 given that other effects are kept constant.
- For every 1-unit increase in the 'students' satisfaction with the political system' score, the ICCS score is expected to decrease by 0.972 given that other effects are kept constant.
- For every 1-unit increase in the 'students' endorsement of restrictions in a national emergency' score, the ICCS score is expected to increase by 0.804 given that other effects are kept constant.
- For every 1-unit increase in the 'students' positive attitudes toward environmental protection' score, the ICCS score is expected to decrease by 0.841 given other effects are kept constant.
- For every 1-unit increase in the 'students' trust in civic institutions' score, the ICCS score is expected to decrease by 0.587 given that other effects are kept constant.
- For every 1-unit increase in the 'students' beliefs about the importance of social movement related citizenship activities' score, the ICCS score is expected to increase by 0.812 given that other effects are kept constant.
- For every 1-unit increase in the 'students' critical views of the political system' score, the ICCS score is expected to decrease by 0.490 given that other effects are kept constant.
- For every 1-unit increase in the 'students' beliefs about the importance of conventional citizenship activities' score, the ICCS score is expected to decrease by 0.269 given that other effects are kept constant.
- For every 1-unit increase in the 'students' positive attitudes toward immigrants' score, the ICCS score is expected to increase by 0.162 given that other effects are kept constant; however this increment is not significant.
- For every 1-unit increase in the 'students' beliefs about the importance of globally oriented citizenship activities' score, the ICCS score is expected to increase by 0.028 given that other effects are kept constant; however this increment is not significant.

8

Students' European Perspective

8.1 Introduction

An important unique feature of ICCS is the administration of additional regional instruments. ICCS 2009 included regional instruments for countries in Asia, Europe, and Latin America, ICCS 2016 administered student questionnaires for European and Latin American participants, while ICCS 2022 includes regional instruments for countries in Europe and Latin America that are developed to assess region-specific aspects of civic and citizenship education. 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 and ethnic groups are 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 nineteen European countries that participated in the European regional module. These include Bulgaria, Croatia, Cyprus, Denmark, Estonia, France, Italy, Lithuania, Latvia, Malta, Netherlands, Norway, Poland, Romania, Serbia, Slovak Republic, Slovenia, Spain and Sweden. The European regional student questionnaire includes items that will be used to obtain the following indices:

- Students' sense of European identity,
- Students' reports of learning opportunities about Europe at school,
- Students' attitudes toward freedom of movement for European citizens within Europe,
- Students' attitudes toward cooperation among European countries,
- Students' attitudes toward environmental cooperation in Europe,
- Students' perceptions of discrimination in Europe,
- Students' expectations regarding the future of Europe ,
- Students' expectations regarding their own individual future,
- Students' perceptions of the importance of aspects for their future life,
- Students' reports of political and ethical consumerism behaviours,
- Students' reports of their sustainable behaviours,
- Students' attitudes toward the European Union.

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 2022 European regional questionnaire contains a question with these scenarios for a European positive future, asking students to rate six items on a 4-point likert scale ranging from 'very likely' to 'very unlikely'. Table 8.1 shows that Maltese students believe that it is more likely to have 'stronger cooperation among European countries', 'more women among political leaders' and 'poor people will have more access to healthcare' than 'there will be greater peace across Europe' and 'there will be less air and water pollution in Europe'

Table 8.1: Positive expectation of Maltese students 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	34.3%	50.2%	12.2%	3.3%
There will be greater peace across Europe	18.9%	44.0%	30.3%	6.8%
There will be less air and water pollution in Europe	20.7%	38.1%	30.7%	10.5%
Democracy will be strengthened across Europe	24.3%	55.5%	16.9%	3.4%
Poor people will have more access to healthcare	30.8%	51.8%	14.0%	3.4%
There will be more women among political leaders	34.1%	47.7%	13.9%	4.3%

These six items were used to generate a scale was generated to measure positive expectation for European future, where larger scores indicate higher positive expectations. Figure 8.1 shows the score distribution of students' positive expectation for European future, according to students. The mean scale score for Malta is 52.2 and is larger than the ICCS 2022 average (50). 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.

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

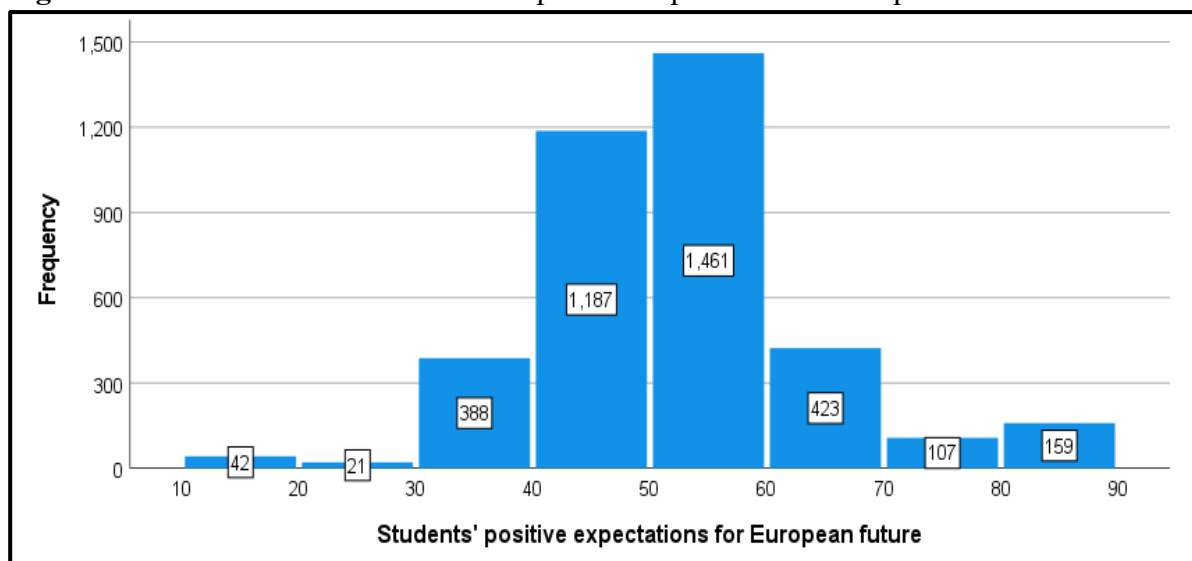
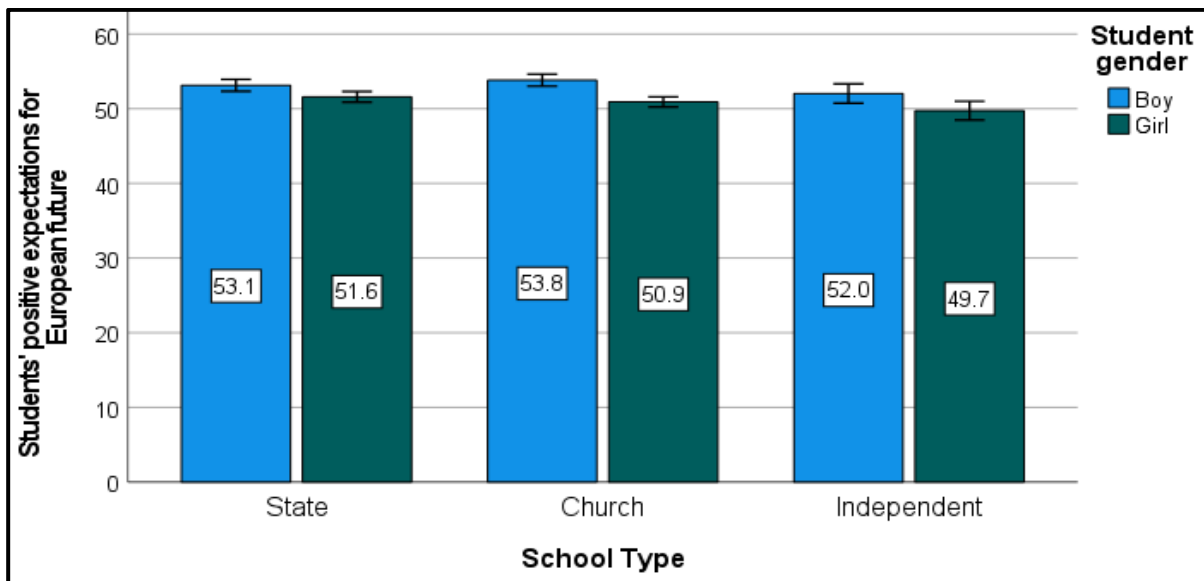
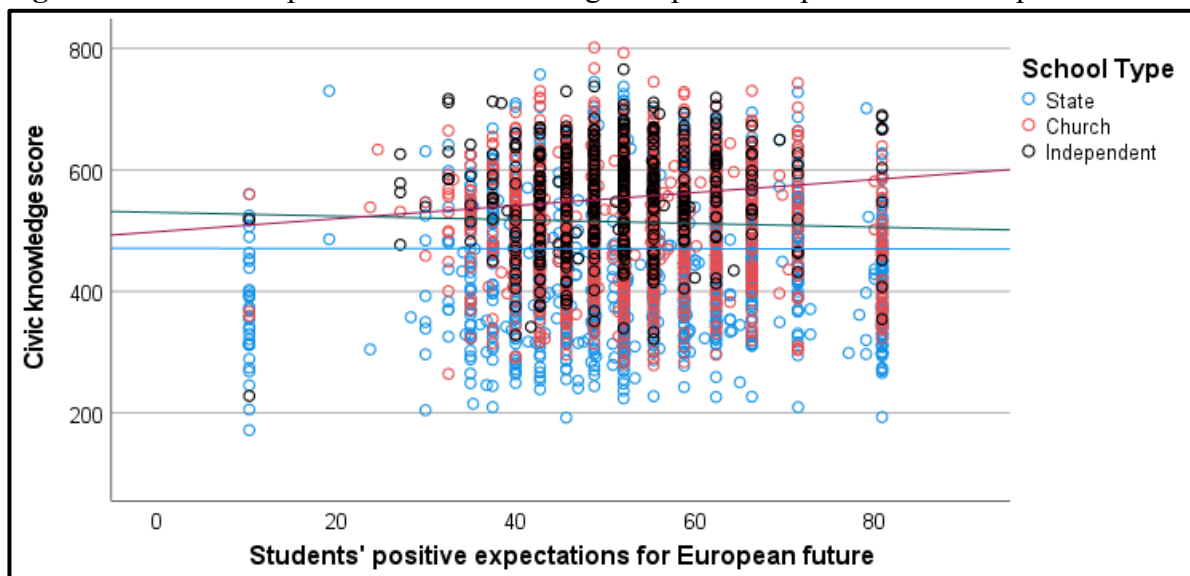


Figure 8.2: Students' positive expectation for European future, grouped by school type and gender**Figure 8.3:** Relationship between civic knowledge and positive expectation for European future

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, religious intolerance, infectious diseases, 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 2022 European regional questionnaire contains a question with these scenarios for a European positive future, asking students to rate seven items on a 4-point likert scale ranging from 'very likely' to 'very unlikely'. Table 8.2 shows that Maltese students believe that 'a rise in terrorism' and 'terrorism will be more of a threat across Europe' are less likely to occur, compared to other threats.

Table 8.2: Negative expectation of Maltese students for European future

What is Europe likely to look like in 10 years?	Very likely	Likely	Unlikely	Very unlikely
There will be a rise in racism	16.9%	34.9%	38.5%	9.8%
Terrorism will be more of a threat all across Europe	15.3%	39.4%	37.5%	7.8%
There will be larger economic differences between rich and poor countries in Europe	22.2%	48.5%	25.1%	4.1%
There will be a rise in poverty/unemployment in Europe	19.6%	42.4%	31.6%	6.4%
Politics will be increasingly influenced by small groups of rich people	20.1%	48.0%	25.5%	6.4%
There will be a rise in religious intolerance	17.3%	45.2%	30.8%	6.6%
There will be more infectious diseases (e.g. COVID-19)	26.1%	37.6%	26.9%	9.4%

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

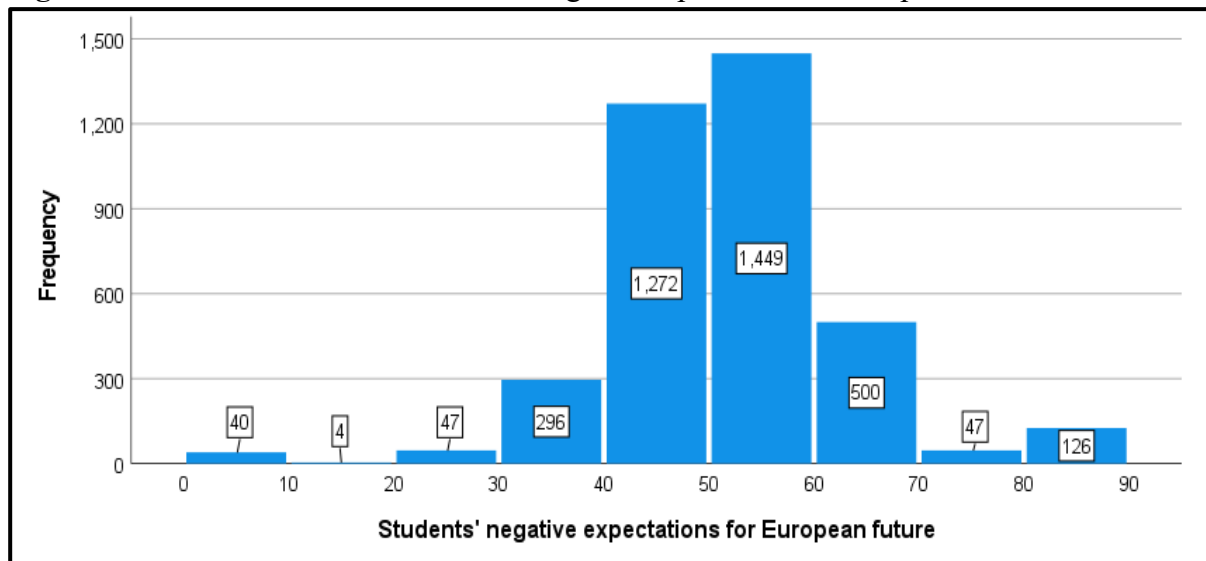
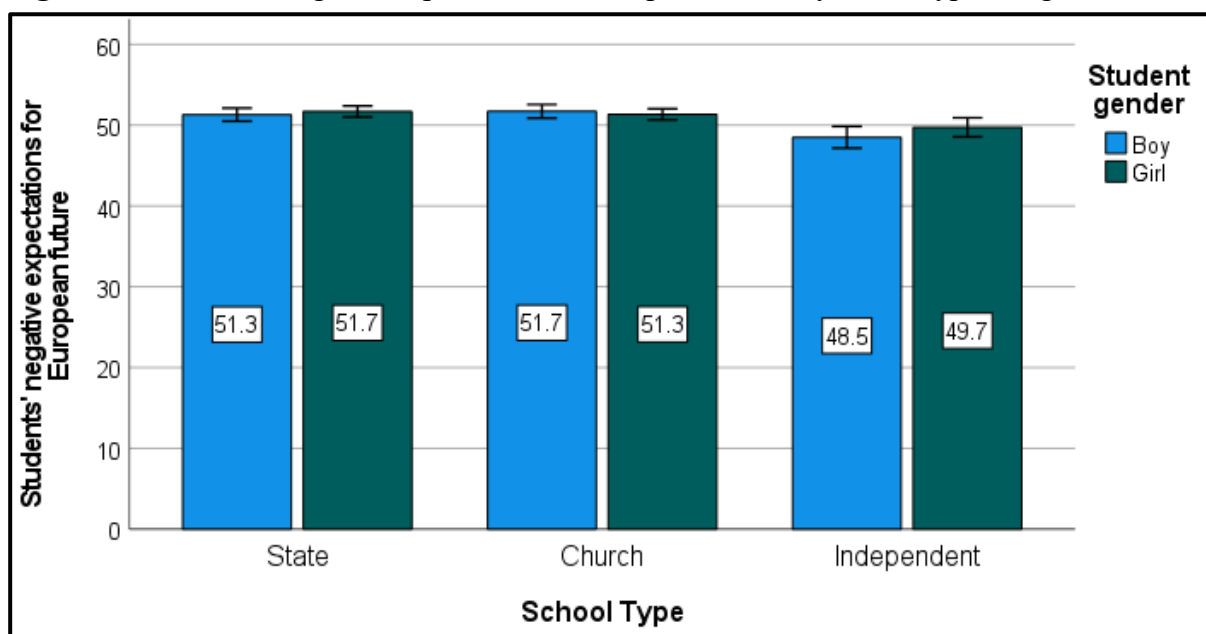
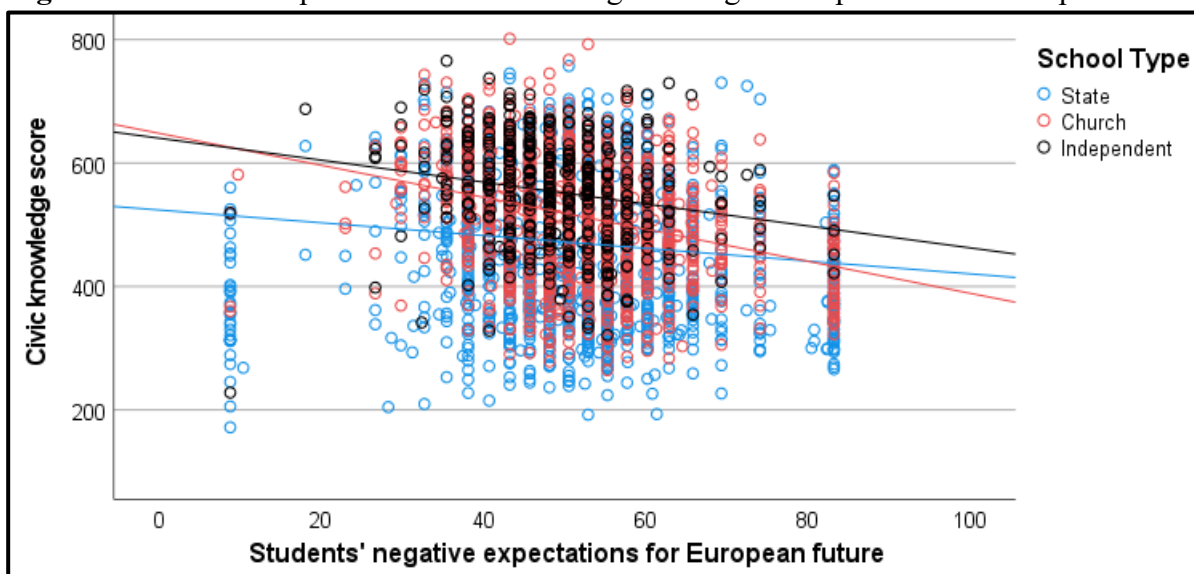


Figure 8.5: Students' negative expectation for European future, by school type and gender



These seven items were used to generate a scale that measures negative expectation for European future, where larger scores indicate higher negative expectations. Figure 8.4 shows the score distribution of negative expectation of Maltese students for European future. Malta's mean scale score (51.3) is higher than the ICCS 2022 average (50). Figure 8.5 shows that students attending Independent schools have lower negative expectation for European future than students attending State 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 negative relationship between civic knowledge attainment and students' negative expectation for European future and this applies to all school types. This implies that the students who are sceptic about the prospect for European future are less likely to score high in civic knowledge.

Figure 8.6: Relationship between civic knowledge and negative expectation for European future



8.4 Students' positive 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 2016 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.

Table 8.3: Students' positive attitudes toward the European Union

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
EU promotes respect for human rights all over Europe	44.4%	47.2%	5.8%	2.6%
EU takes care of the environment	27.8%	53.1%	15.5%	3.7%
EU is good for the economy of individual countries	26.6%	58.8%	10.8%	3.8%
EU makes Europe a safe place to live	30.6%	53.5%	12.6%	3.3%
EU is good because countries share a common set of rules and laws	31.2%	55.9%	10.0%	2.9%
EU promotes freedom of speech	31.0%	52.4%	13.1%	3.5%

The European regional questionnaire for ICCS 2022 includes a question containing six items about the EU, which is designed to measure students' positive attitudes toward this institution. The student had to rate these items on a 4-point likert scale ranging from 'strongly agree' to 'strongly disagree'. Table 8.3 shows that Maltese students agree with 'EU promotes respect for human rights all over Europe' more than the other statements.

Figure 8.7: Score distribution of students' positive attitudes toward the European Union

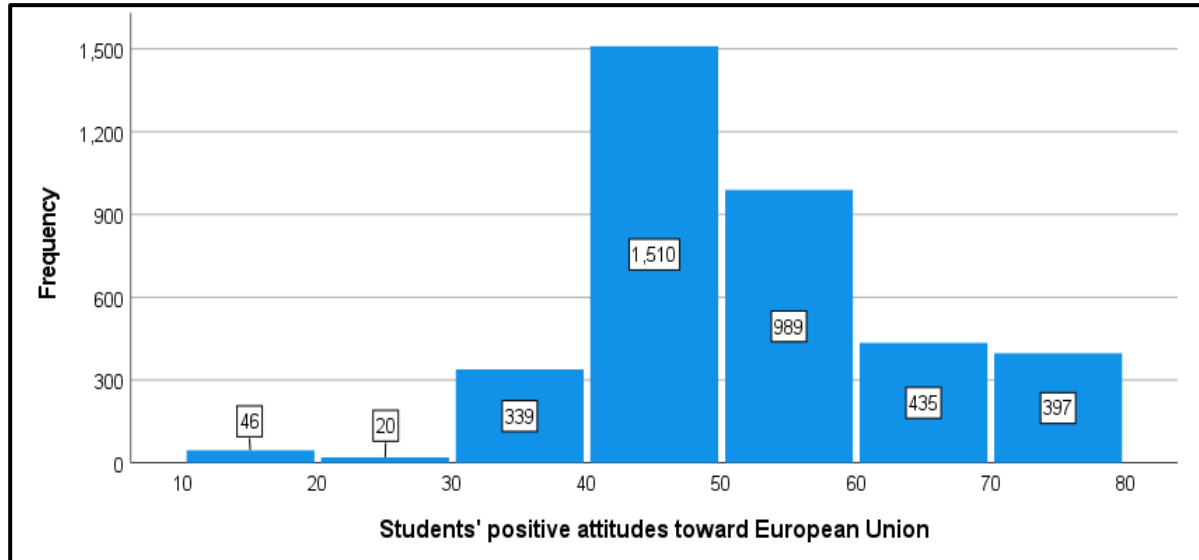
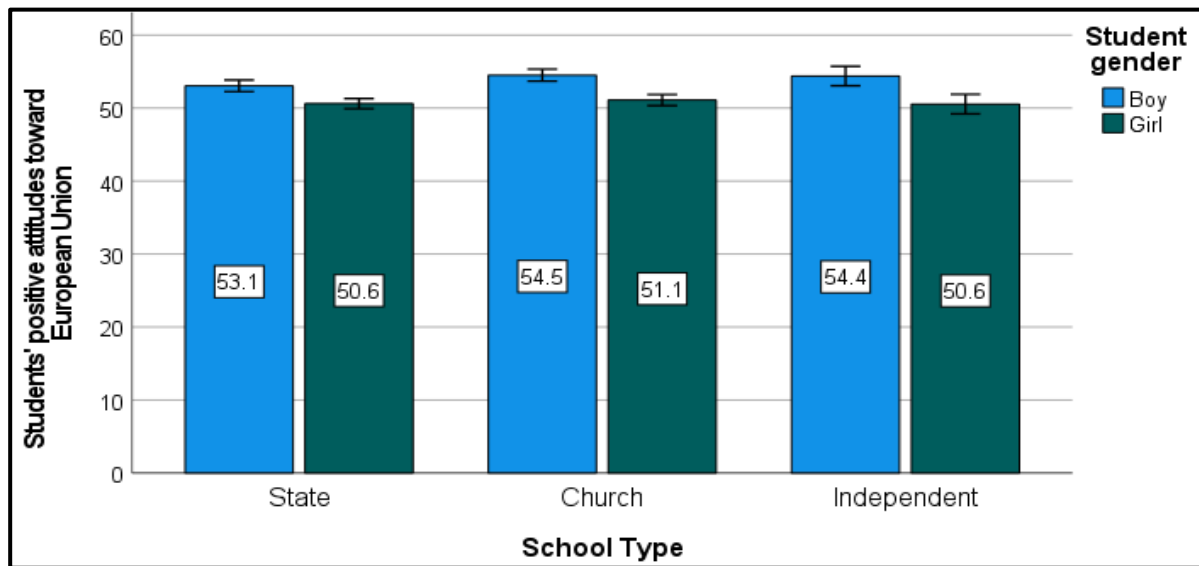
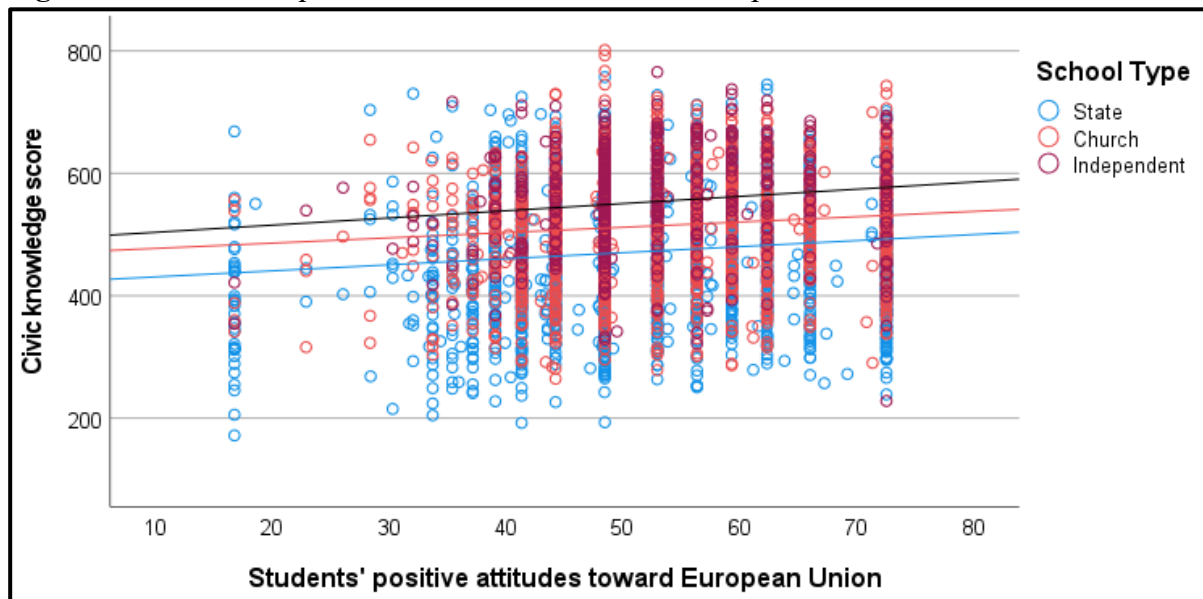


Figure 8.8: Students' positive attitudes toward the European Union, by school type and gender



These six items were used to generate a scale that measures students' attitudes toward the European Union, where larger scores indicate more positive attitudes. Figure 8.7 shows the score distribution of positive attitudes of Maltese students toward the European Union. Malta's mean scale score (52.3) is higher than the ICCS 2022 average (50). Figure 8.8 shows that male students have significantly more positive attitudes toward the European Union than females and this applies to all school types; however mean scores vary marginally between State, Church and Independent schools. Figure 8.9 shows that there is a positive relationship between civic knowledge attainment and students' positive attitudes toward the European Union and this applies to all school types.

Figure 8.9: Relationship between ICCS score and students' positive attitudes toward the EU

8.5 Students' negative attitudes toward the European Union

One of the questions that normally arise is whether individuals with negative attitudes toward the European Union have lower civic knowledge of the basic characteristics of the European Union. Research shows that the European identity does not increase when the knowledge level becomes higher. It only shows that the students with a higher knowledge level attach more value to the European Union because the European Union is seen as more useful and handier.

Table 8.4: Students' negative attitudes toward the European Union

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
EU institutions cost too much money	16.9%	55.1%	25.0%	3.0%
EU policies are too strongly influenced by the richest member states	21.1%	47.8%	26.7%	4.4%
EU is run mainly by unelected bureaucrats	14.4%	38.0%	39.4%	8.2%
The adoption of EU policies takes too long to be effective	21.0%	50.7%	23.0%	5.3%

The European regional questionnaire for ICCS 2022 includes a question containing four items about the EU, which is designed to measure students' negative attitudes toward this institution. The student had to rate these items on a 4-point likert scale ranging from 'strongly agree' to 'strongly disagree'. Table 8.4 shows that Maltese students tend to disagree with 'EU is run mainly by unelected bureaucrats' more than the other statements.

These four items were used to generate a scale that measures students' attitudes toward the European Union, where larger scores indicate more negative attitudes. Figure 8.10 shows the score distribution of negative attitudes of Maltese students toward the European Union. Malta's mean scale score (50.6) is slightly higher than the ICCS 2022 average (50).

Figure 8.10: Score distribution of students' negative attitudes toward the European Union

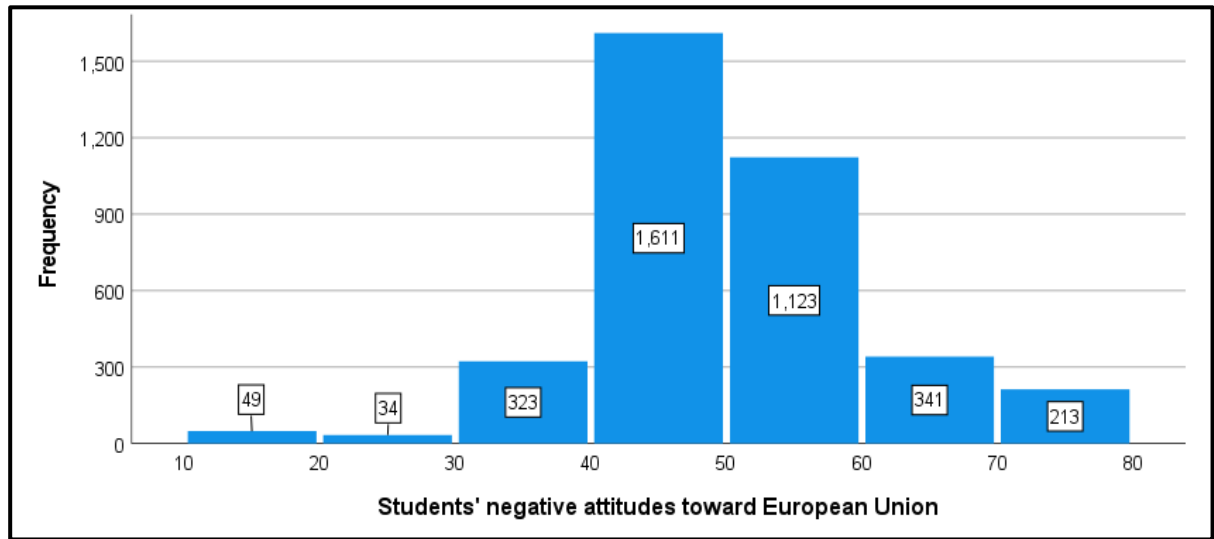


Figure 8.11: Students' negative attitudes toward the European Union, by school type and gender

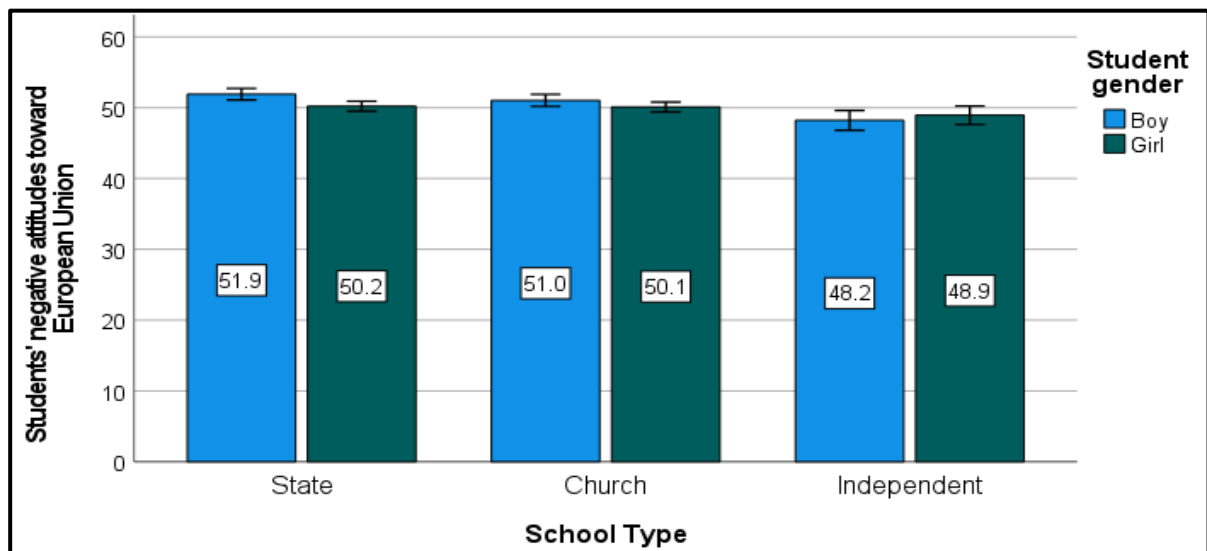


Figure 8.12: Relationship between ICCS score and students' negative attitudes toward the EU

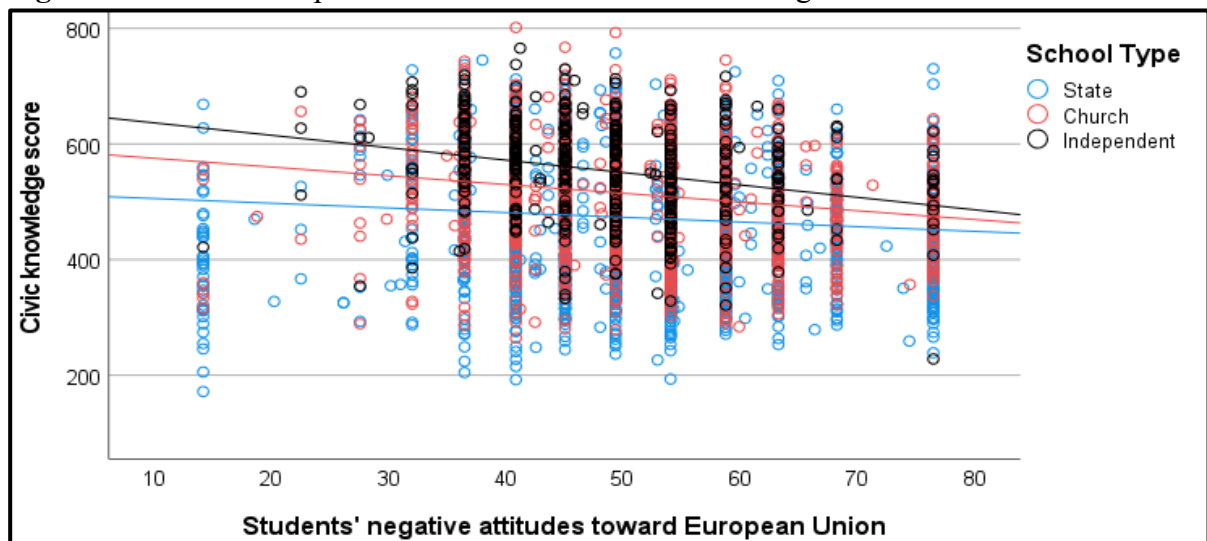


Figure 8.11 shows that students attending Independent schools have lower negative attitudes for the European Union than students attending State and Church schools; however mean scores vary marginally between male and female students in all school types. Figure 8.12 shows that there is a negative relationship between civic knowledge attainment and students' negative attitudes toward the European Union and this applies to all school types. This implies that the students who are sceptic of the European Union are less likely to score high in civic knowledge.

8.6 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 2016 included a question about the extent to which 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.

Table 8.5: Sense of European identity of Maltese students

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
I see myself as European	58.7%	35.2%	4.1%	2.1%
I am proud to live in Europe	50.9%	43.3%	4.5%	1.3%
I feel part of Europe	42.2%	47.4%	8.6%	1.9%
I see myself first as a citizen of Europe and then as a citizen of the world	33.3%	45.8%	17.2%	3.7%
I feel part of the European Union	30.3%	48.5%	17.5%	3.7%
I am proud that my country is a member of the European Union	43.4%	46.4%	7.5%	2.7%

The European regional questionnaire for ICCS 2022 includes the same question as in the previous survey in order to measure changes in the sense of European identity over time. The student had to rate the six items on a 4-point likert scale ranging from 'strongly agree' to 'strongly disagree'. Table 8.5 shows that Maltese students tend to agree with 'I see myself as European' more than 'I feel part of the European Union' or 'I see myself first as a citizen of Europe and then as a citizen of the world'.

These six items were used to generate a scale that measures students' sense of European identity, where the larger the score, the higher is the sense of European belonging. Figure 8.13 shows the score distribution of the sense of European identity to Maltese students. Malta's mean scale score (53.9) is significantly higher than the ICCS 2022 average (50). Figure 8.14 shows that male students have significantly higher sense of European identity than females and this applies to all school types. Moreover, students attending church and independent schools have higher sense of European identity than students attending state schools. Figure 8.15 shows that there is a positive relationship between civic knowledge attainment and students' negative sense of European identity and this applies to all school types. This implies that the students who have a sense of European belonging are more likely to score high in civic knowledge.

Figure 8.13: Score distribution of Maltese students' sense of European identity

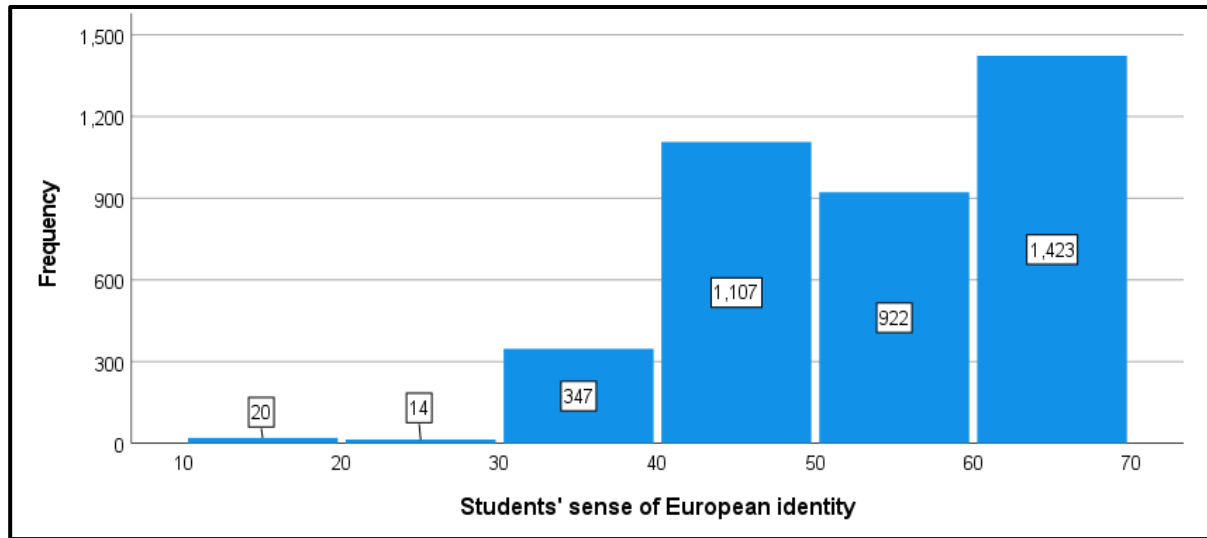


Figure 8.14: Maltese students' sense of European identity, clustered by school type and gender

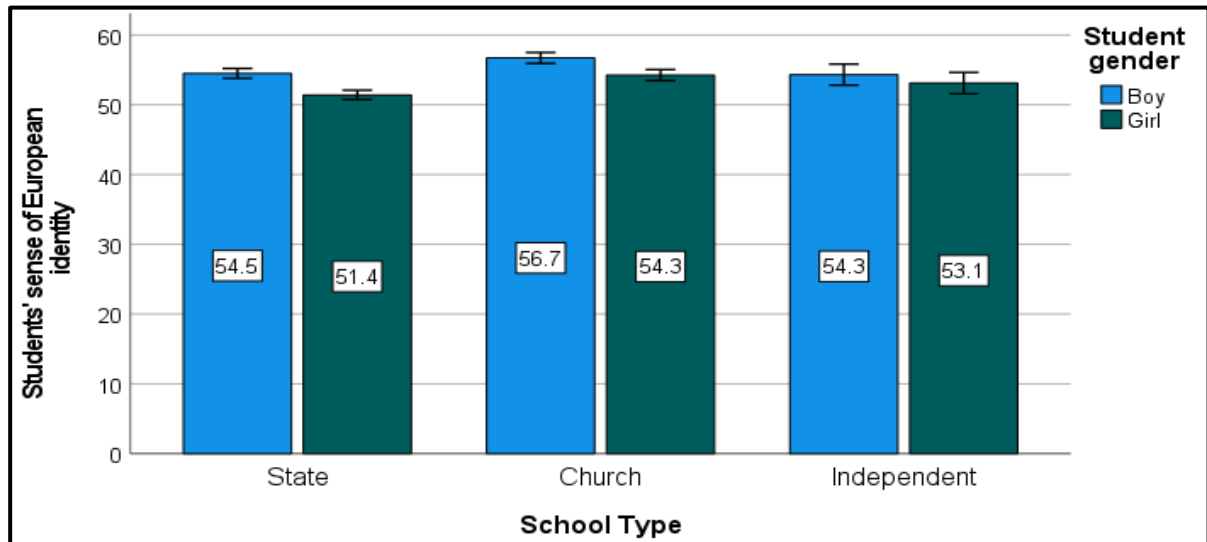
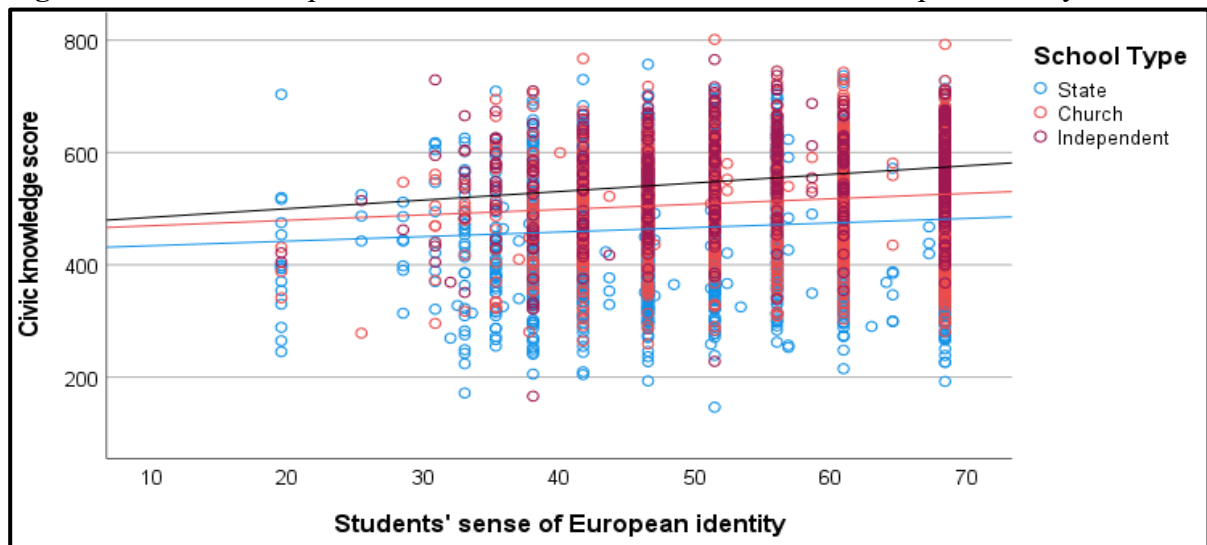


Figure 8.15: Relationship between ICCS score and students' sense of European identity



8.7 Students' expectations for their own individual future

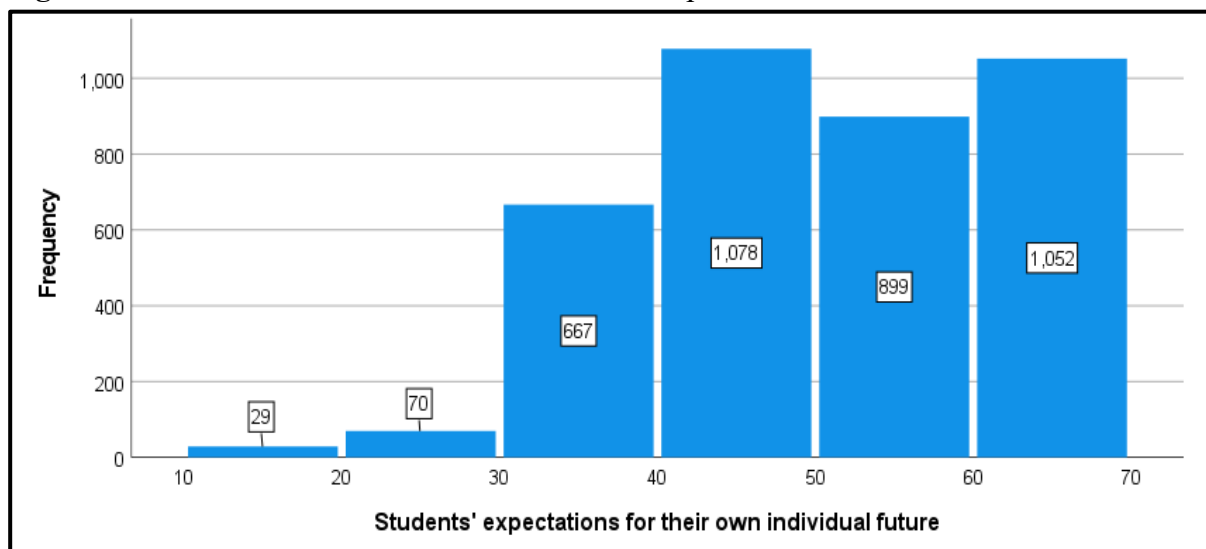
There is a body of literature concerned with the measurement of beliefs about perceptions and perspectives of the future. This measurement goes beyond simple measures of dispositional optimism and pessimism. Examining perceptions of the future involve an element of appraisal, as well as a response to that appraisal. There is evidence that adults in European countries think that life for the next generation will be more difficult than it was for them.

Table 8.6: Maltese students' expectations for 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	48.3%	45.4%	4.7%	1.6%
My financial situation will be better than my parents	27.3%	53.7%	16.3%	2.8%
I will find a job I like	48.9%	39.9%	9.3%	1.9%
I will have the opportunity to travel abroad for leisure	44.6%	41.6%	10.4%	3.4%
I will earn enough money to start a family	49.4%	40.0%	7.3%	3.3%

The ICCS 2022 European regional questionnaire asks students about the likelihood of finding employment and better financial conditions in the future. The student had to rate the five items on a 4-point likert scale ranging from 'very likely' to 'very unlikely'. Table 8.6 shows that Maltese students believe that it is less likely that their 'financial situation will be better than their parents' compared to 'finding a steady job' or 'earning enough money to start a family'.

Figure 8.16: Score distribution of Maltese students' expectations of their own individual future



These five items were used to generate a scale that measures students' expectation of their own future, where the larger the score, the more positive is their expectation of the future. Figure 8.16 shows the score distribution of the expectations of Maltese students regarding their future. Malta's mean scale score (50.1) is similar to the ICCS 2022 average (50). Figure 8.17 shows that males and females and students from different school types have similar views regarding their expectations for their future. Figure 8.18 shows that there is a weak positive relationship between civic knowledge attainment and students' expectations for their future and this applies to all school types. This implies that the students with high expectations for their future are more likely to score high in civic knowledge.

Figure 8.17: Maltese students' expectations for their future, clustered by school type and gender

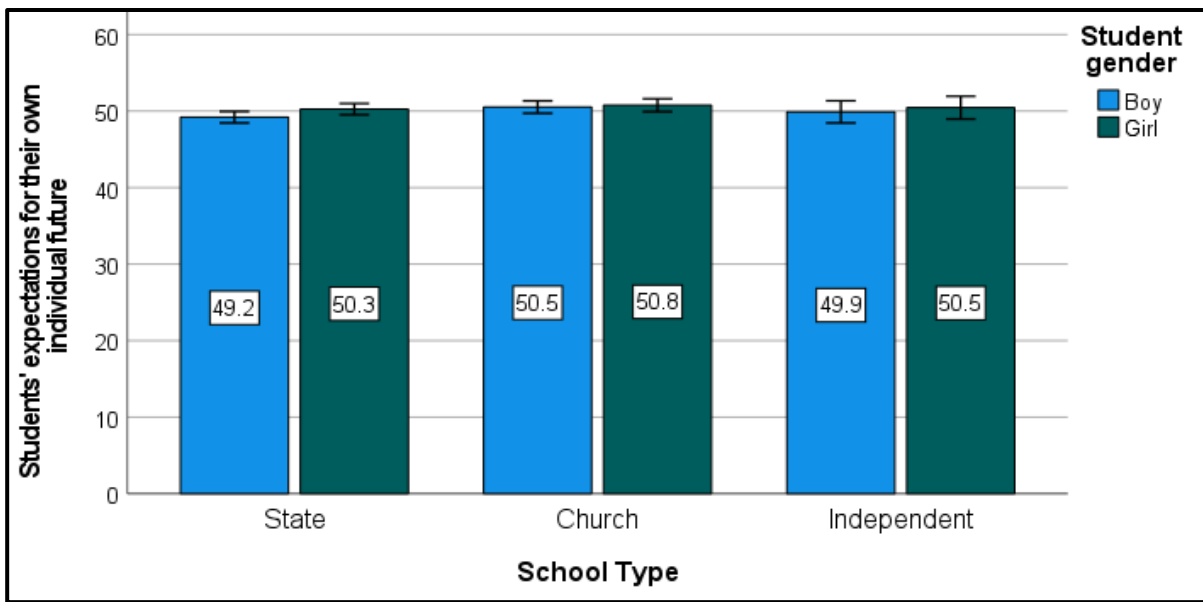
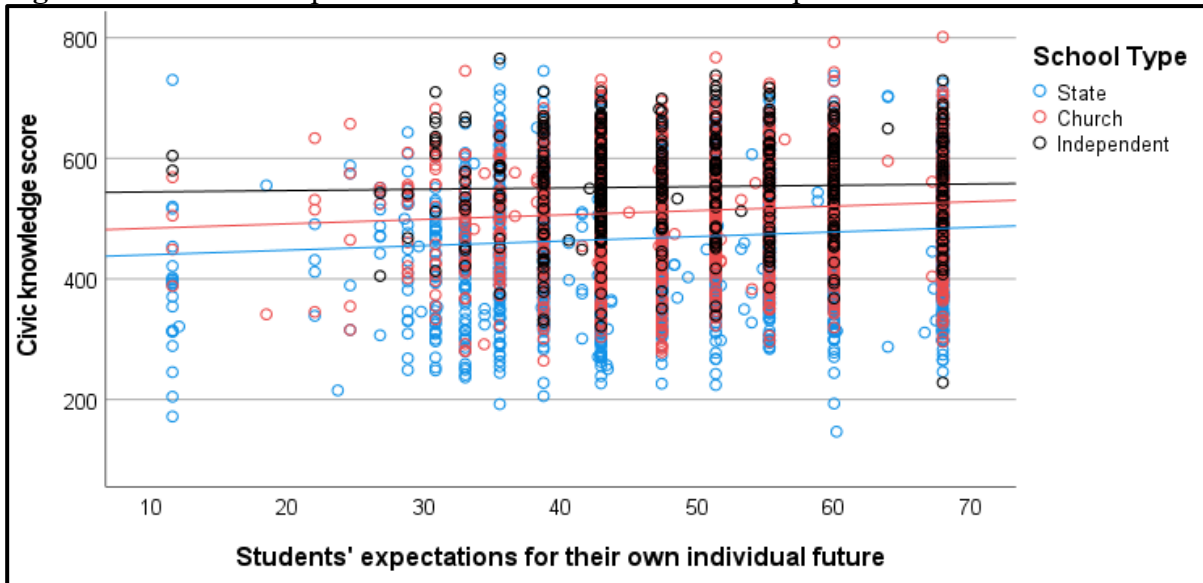


Figure 8.18: Relationship between ICCS score and students' expectations of their future



8.8 Students' opportunities to learn about Europe at school

The European regional questionnaire of ICCS 2016 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 2022 added an item designed to measure the extent of the opportunities given to students to learn about the European Union. The student had to rate the five items on a 4-point likert scale ranging from 'to a large extent' to 'not at all'. Table 8.7 shows that Maltese students claim that they learned more about 'the history of Europe' and 'the European Union' than 'political, economic and social issues of other European countries'.

Table 8.7: Opportunities to learn about Europe at school for Maltese students

To what extent have you learned about the following issues or topics?	Large extent	Moderate extent	Small extent	Not at all
Political and economic systems of other European countries	13.6%	40.3%	32.5%	13.6%
The history of Europe	27.6%	41.5%	22.8%	8.1%
Political and social issues in other European countries	12.6%	36.4%	36.2%	14.8%
Political and economic integration between European countries	13.6%	35.3%	34.2%	16.9%
The European Union	22.7%	38.6%	27.9%	10.8%

These five items were used to generate a scale that measures students' opportunities to learn about Europe at school, where the larger the score, the higher are the opportunities.

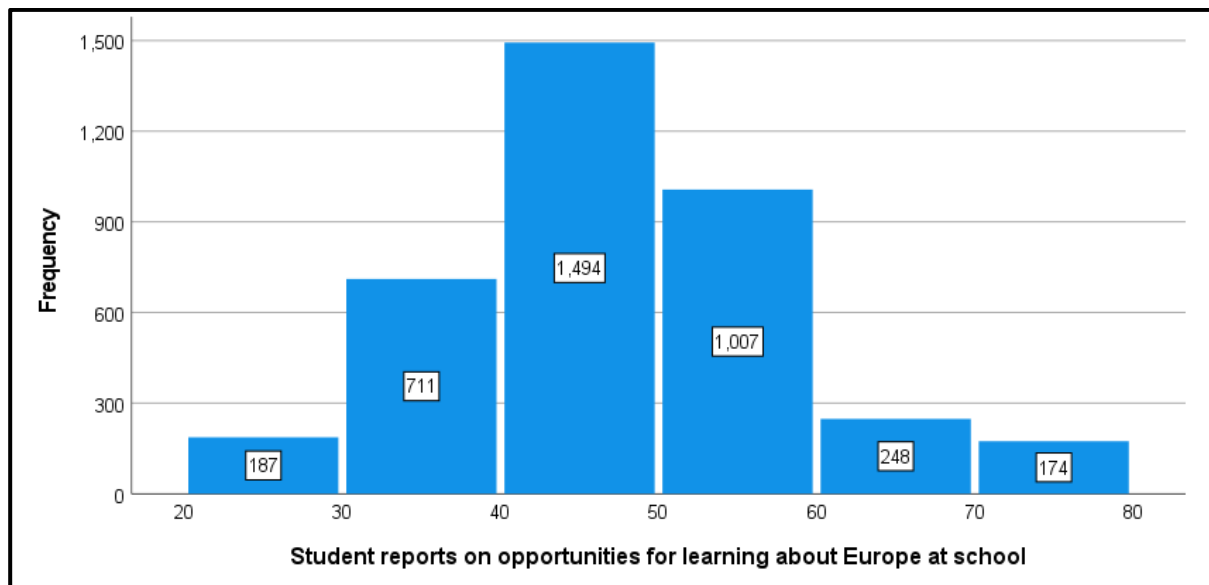
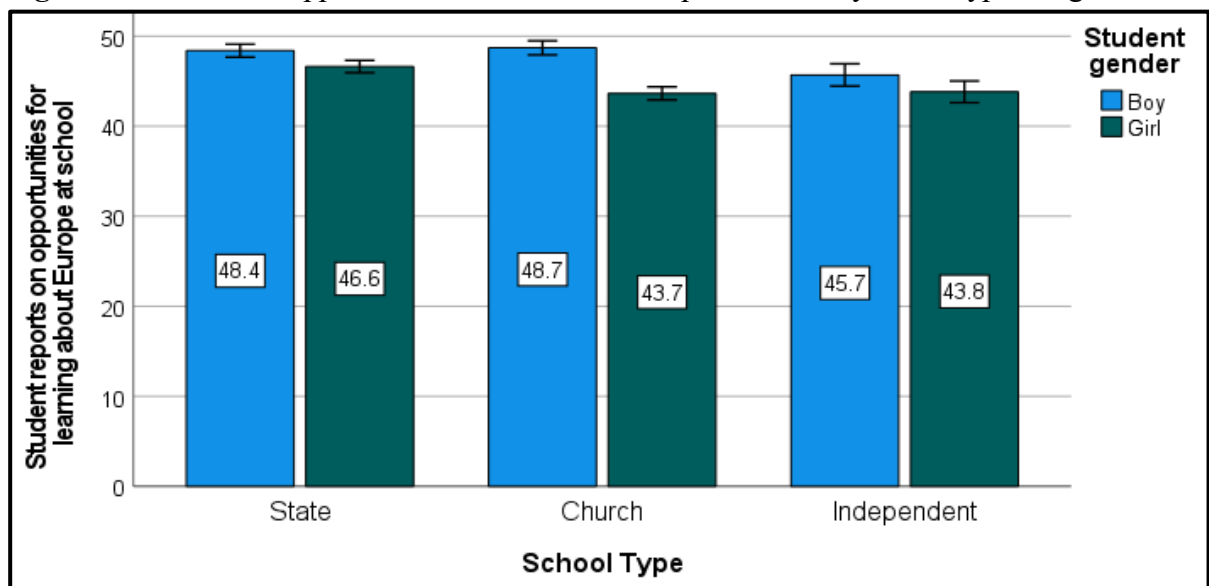
Figure 8.19: Score distribution of students' opportunities to learn about Europe at school**Figure 8.20:** Students' opportunities to learn about Europe at school, by school type and gender

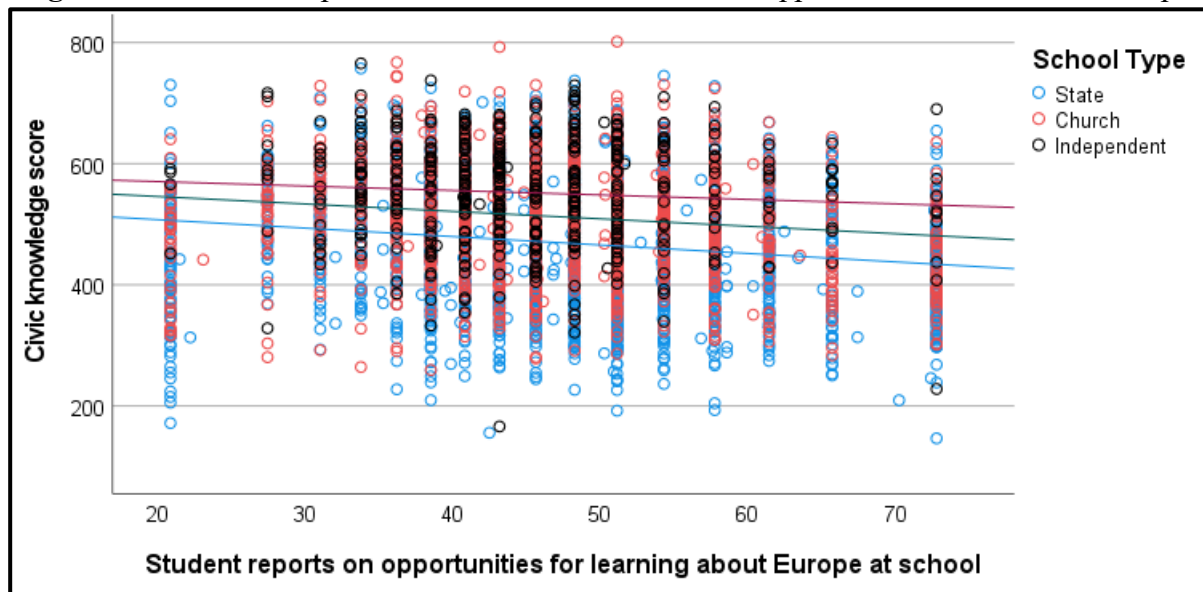
Figure 8.21: Relationship between ICCS score and students' opportunities to learn about Europe

Figure 8.19 shows the score distribution of the opportunities of Maltese students to learn about Europe at school. Malta's mean scale score (46.8) is significantly lower than the ICCS 2022 average (50). Figure 8.20 shows that male students claim that they have more opportunities than females; and students attending state and church schools have more opportunities than students attending independent schools for learning about Europe at school. However, all mean scale score are lower than the ICCS 2022 average. Figure 8.21 shows that there is a negative relationship between civic knowledge attainment and students' perceived opportunities to learn about Europe at school and this applies to all school types.

8.9 Students' support for cooperation among European countries

Recent opinion polls have indicated that, in spite of a general surge in anti-European sentiment in some countries, the majority of Europeans support decision-making about important issues at the European level. The European regional questionnaire in ICCS 2016 included a question planned to measure students' endorsement of cooperation between European countries regarding a range of different issues. The European regional questionnaire in ICCS 2022 modified this set of issues to measure students' support for cooperation among European countries. The student had to rate the seven items on a 4-point likert scale ranging from 'strongly agree' to 'strongly disagree'.

Table 8.8 shows that Maltese students claim that they support more 'recognition of all educational qualifications achieved in any other European country'; 'adoption of common rules to prevent and combat terrorism', 'common rules to combat infectious diseases', 'have a European army for international missions', and 'adopt common rules to reduce social and economic inequalities between rich and poor people' than other issues.

These five items were used to generate a scale that measures students' opportunities to learn about Europe at school, where the larger the score, the higher are the opportunities. Figure 8.22 shows the score distribution of the support of Maltese students for cooperation among European countries. Malta's mean scale score (50.7) is marginally higher than the ICCS 2022 average (50).

Table 8.8: Support by Maltese students' for cooperation among European countries

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
European countries should recognise all educational qualifications achieved in any other European country	44.3%	49.7%	4.2%	1.8%
European countries should have a European army for international missions	32.0%	57.4%	8.7%	1.9%
European countries should adopt common rules to prevent and combat terrorism	43.3%	47.7%	6.8%	2.2%
European countries should adopt the same regulations to combat illegal entry from non-European countries	26.8%	50.9%	18.1%	4.2%
European countries should have the same rules regarding the acceptance of people escaping persecution in their countries for reasons of nationality, ethnicity, religion, or political opinions	32.6%	47.7%	15.5%	4.2%
European countries should adopt common rules to reduce social and economic inequalities between rich and poor people	37.5%	50.1%	9.4%	2.9%
European countries should have common rules to combat infectious diseases (e.g. measles, COVID-19).	49.0%	39.1%	8.6%	3.4%

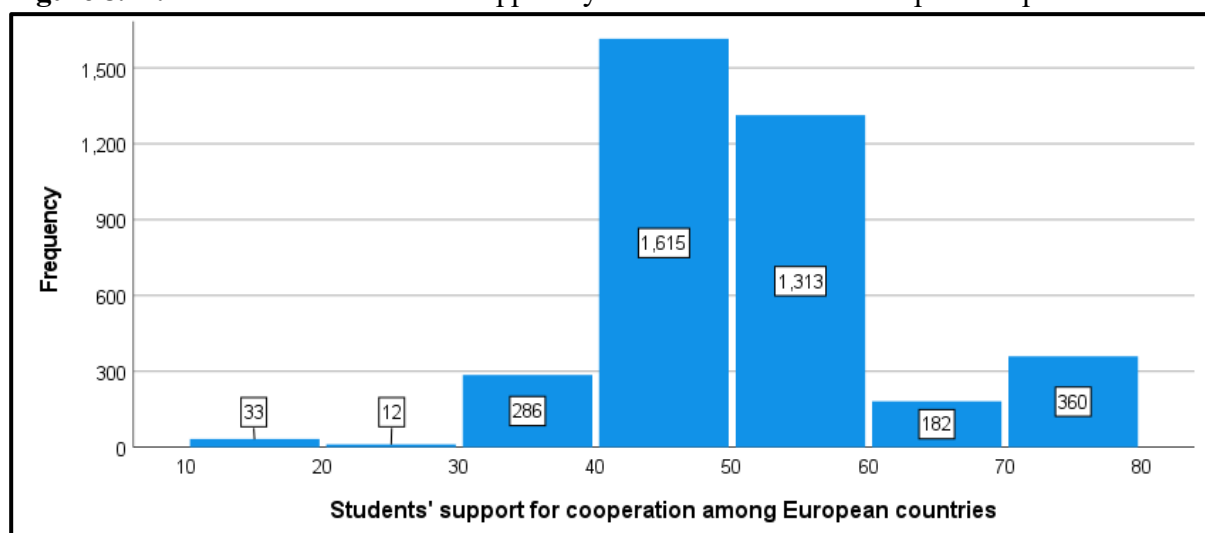
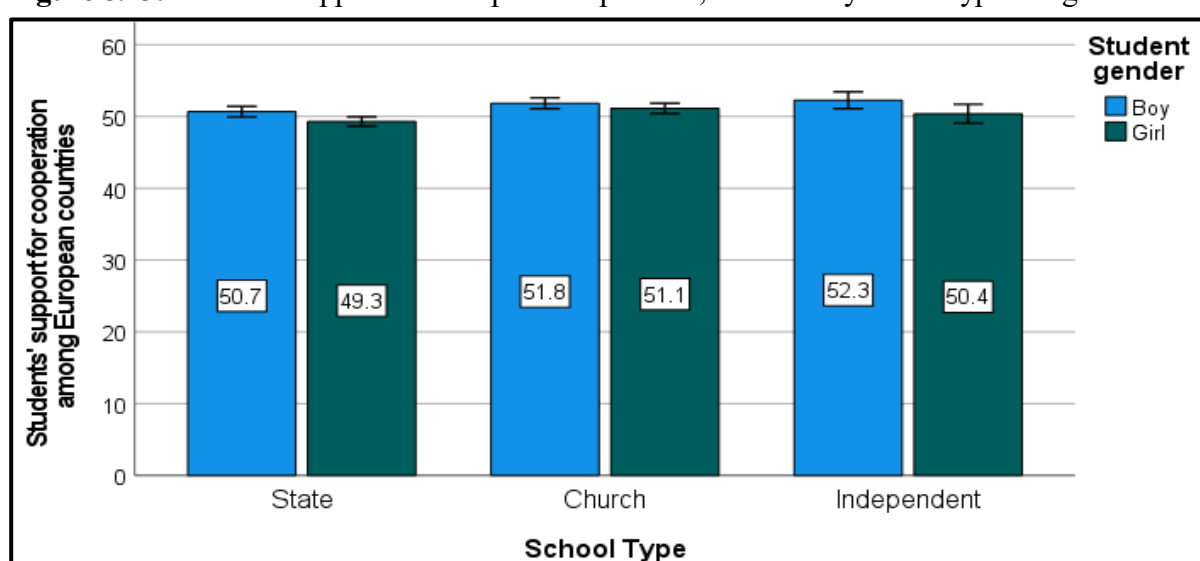
Figure 8.22: Score distribution of the support by Maltese students for European cooperation**Figure 8.23:** Students' support for European cooperation, clustered by school type and gender

Figure 8.24: Relationship between ICCS score and students' support for European cooperation

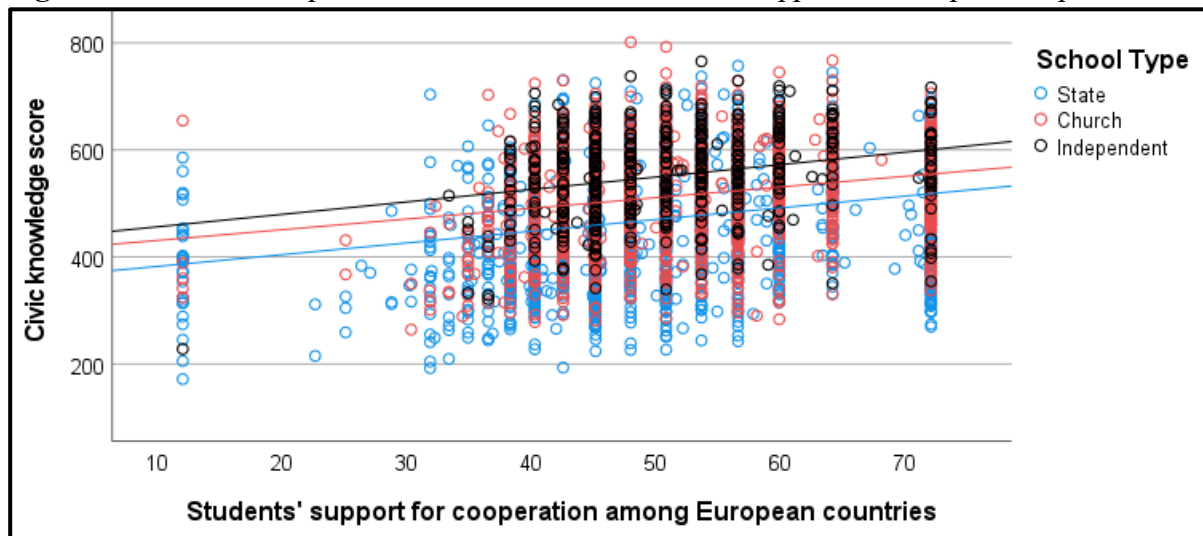


Figure 8.23 shows that male students tend to support European cooperation more than females; however mean scores vary marginally between school types. Moreover, all mean scale scores are higher than the ICCS 2022 average. Figure 8.24 shows that there is a positive relationship between civic knowledge attainment and students' support for European cooperation and this applies to all school types.

8.10 Student endorsement of freedom of movement within 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 2016 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. The ICCS 2022 European regional questionnaire uses the same three items to measure students' endorsement of freedom of movement in Europe. Table 8.9 shows that more than 88% of Maltese students are agreeing with the three items.

Table 8.9: Endorsement of freedom of movement within Europe by Maltese students

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	45.1%	49.0%	3.9%	2.1%
Citizens of European countries should be allowed to work anywhere in Europe	43.7%	48.9%	5.8%	1.6%
Allowing citizens of European countries to work anywhere in Europe helps to reduce unemployment	38.6%	50.2%	8.9%	2.3%

Figure 8.25: Score distribution of students' endorsement of freedom of movement within Europe

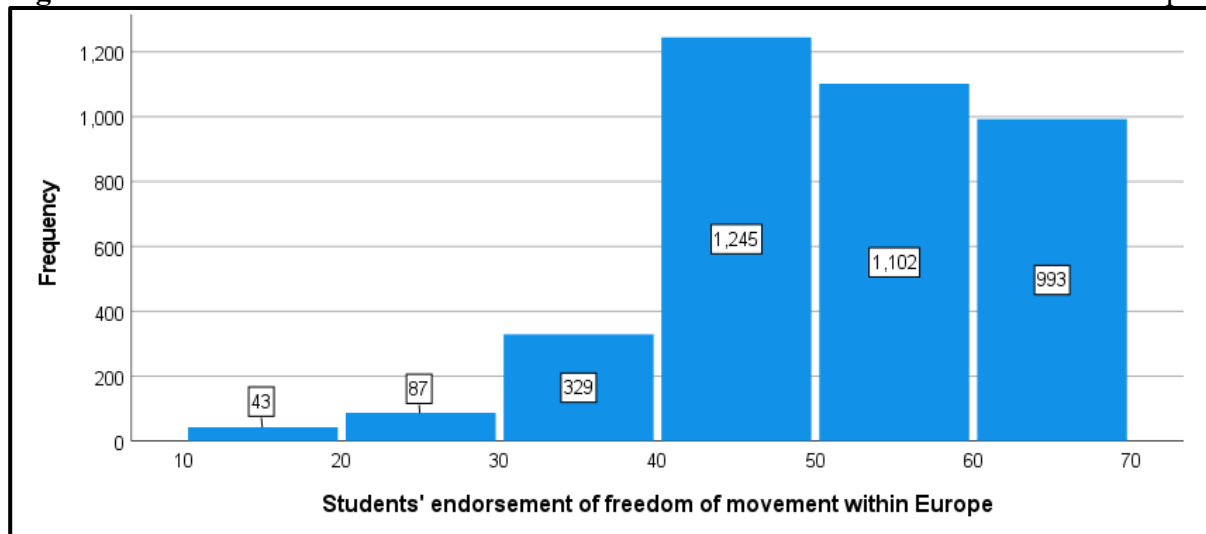


Figure 8.26: Students' attitudes toward freedom of worker migration, by school type and gender

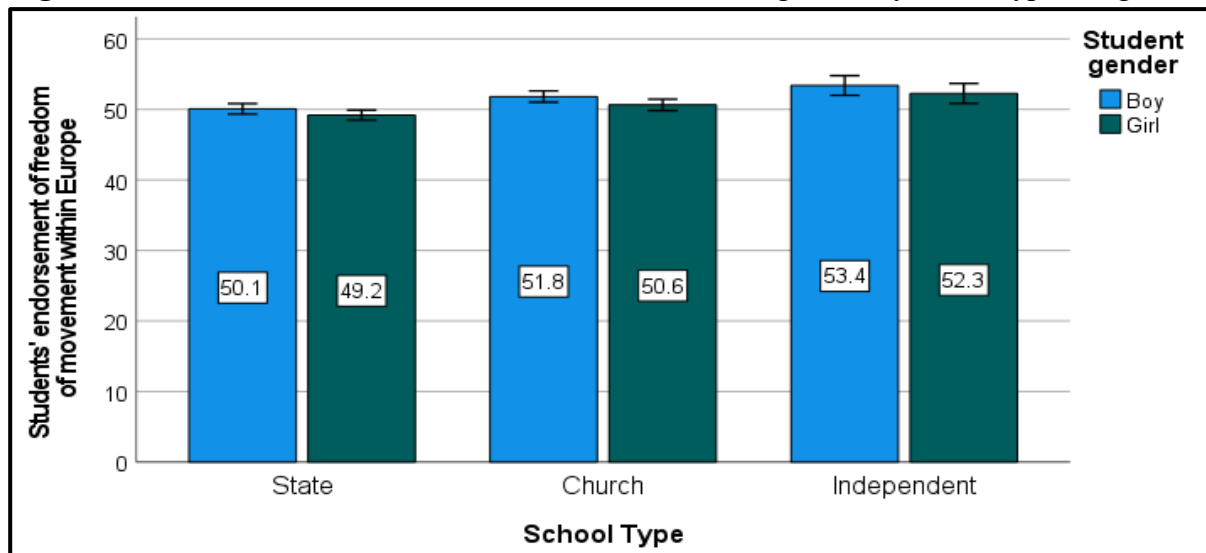
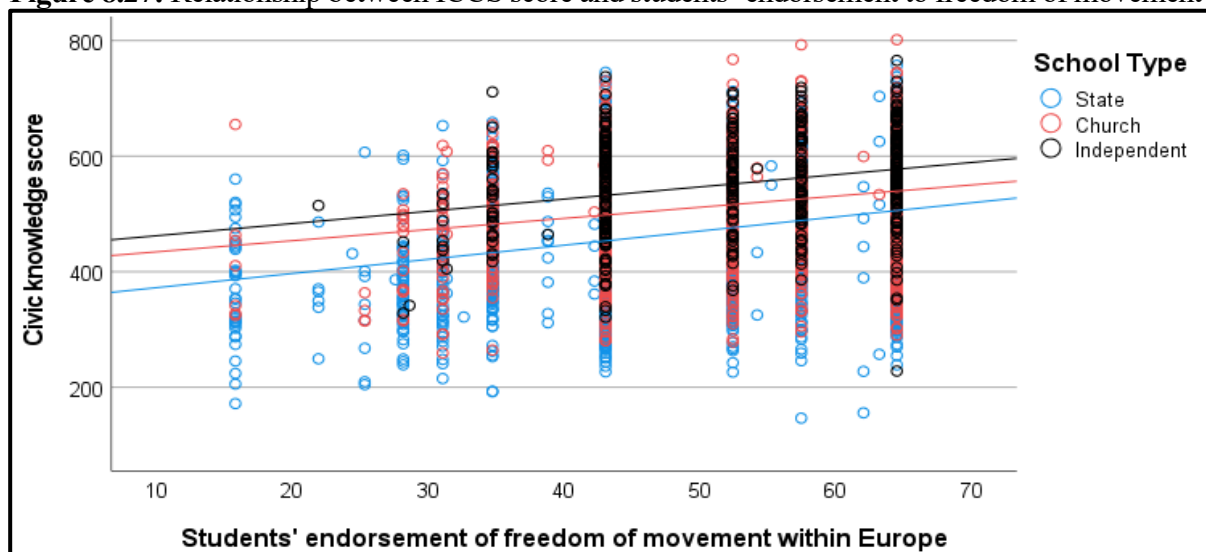


Figure 8.27: Relationship between ICCS score and students' endorsement to freedom of movement



These three items were used to generate a scale that measures students' endorsement to freedom of movement, where the larger scores indicate higher agreement. Figure 8.25 shows the score distribution of the endorsement of Maltese students to freedom of movement within Europe. Malta's mean scale score (50.6) is marginally higher than the ICCS 2022 average (50). Figure 8.26 shows that male students more than female students and independent school students more than state and church school students are more likely to endorse freedom of movement in Europe. Figure 8.27 shows that there is a positive relationship between civic knowledge attainment and students' endorsement to freedom of movement in Europe and this applies to all school types.

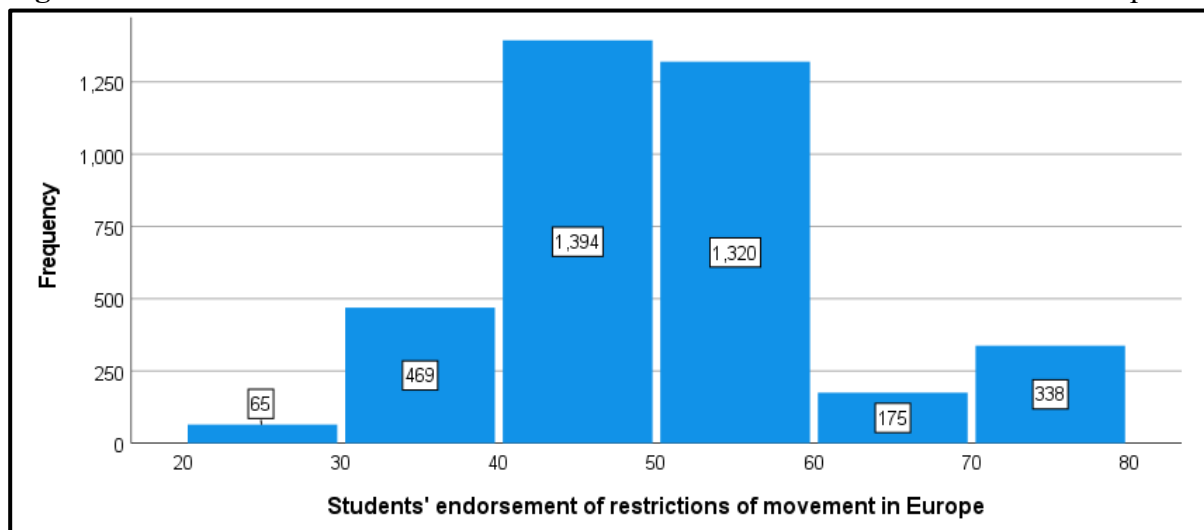
8.11 Students' endorsement of restrictions of movement in Europe

The European regional questionnaire in ICCS 2016 included a set of items measuring students' perceptions regarding the restriction of movement between EU countries for European citizens. ICCS 2016 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 2022 European regional questionnaire includes a modified set of three items measuring students' attitudes toward restriction of free worker movement in Europe. Table 8.10 shows that more than 51% of Maltese students are agreeing with the three items.

Table 8.10: 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
The freedom for citizens of European countries to work anywhere in Europe should be limited	16.7%	34.4%	36.8%	12.1%
The freedom for citizens of European countries to work in another European country should be regulated by agreements between individual countries	20.3%	57.3%	17.9%	4.5%
Citizens of European countries seeking to work in another European country should apply for work permits like people from outside Europe	21.3%	53.1%	20.3%	5.3%

Figure 8.28: Score distribution of students' endorsement to restrictions of movement in Europe



These three items were used to generate a scale that measures students' endorsement to restrictions of movement in Europe, where the larger scores indicate higher agreement. Figure 8.28 shows the score distribution of the endorsement of Maltese students to restrictions of movement of workers within Europe. Malta's mean scale score (52.0) is significantly higher than the ICCS 2022 average (50). Figure 8.29 shows that male students in state and church schools tend to agree more with worker migration restrictions than their female counterparts; however, there is no gender discrepancy regarding this issue in independent schools. On average, Maltese state and church schools students are more likely to endorse movement restrictions of workers than independent school students. Figure 8.30 shows that there is a negative relationship between civic knowledge attainment and students' endorsement to restrictions of worker migration in Europe and this applies to all school types.

Figure 8.29: Students' attitudes toward restricting worker migration, by school type and gender

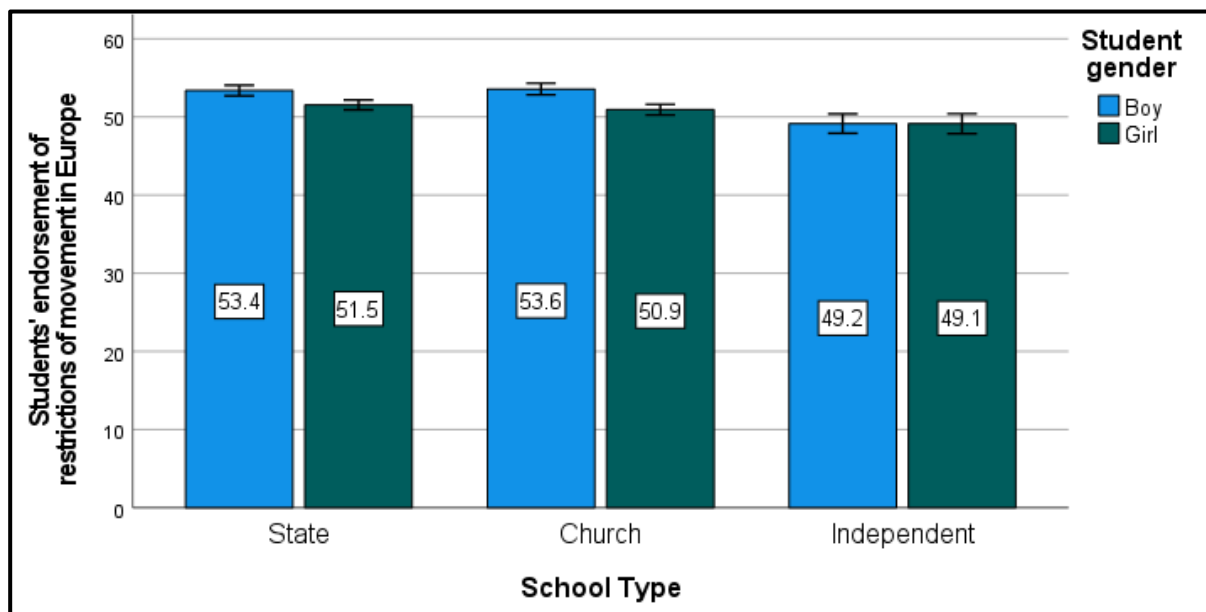
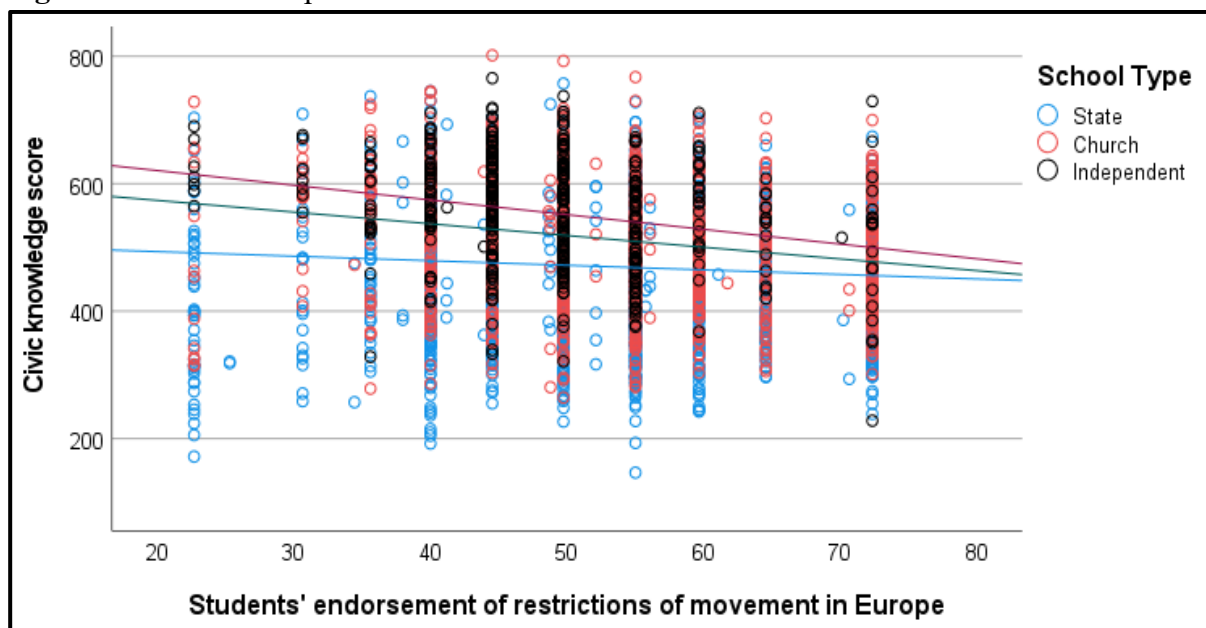


Figure 8.30: Relationship between ICCS score and students' endorsement to movement restrictions



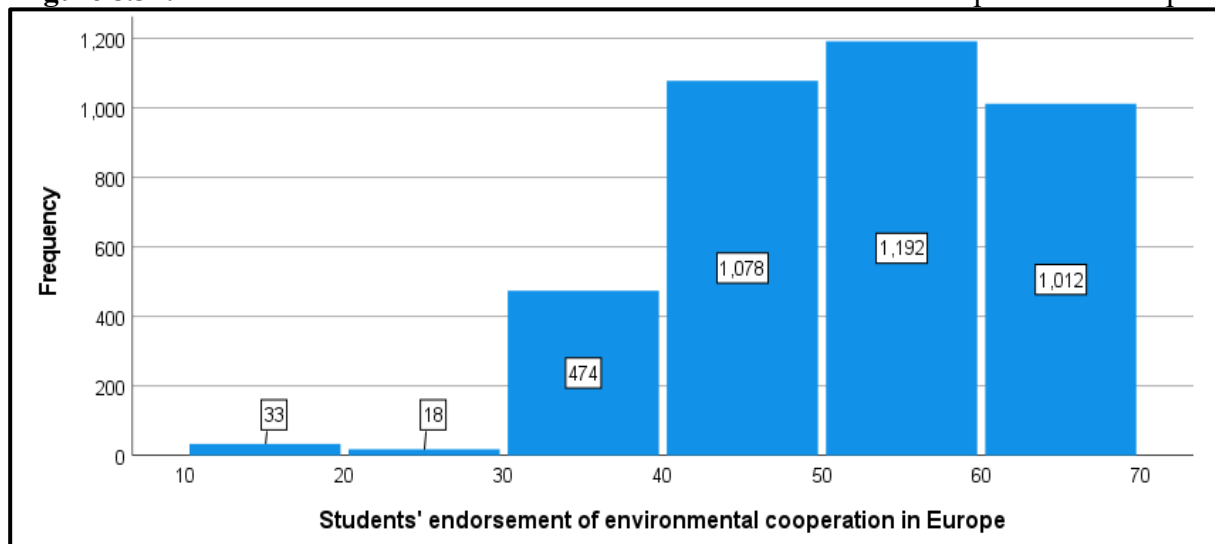
8.12 Students' endorsement of environmental cooperation in Europe

In view of environmental degradation there has been increasing awareness of the importance to protect the environment. The EU promotes environmental cooperation between European countries by addressing chemical pollution and poor air quality; and by promoting resource efficiency and sustainable consumption and production, including the sustainable management of chemicals and waste. With a view to decouple economic growth from environmental degradation, EU commits member states to enable the transition to a circular economy; build capacity to mainstream environmental sustainability, climate change objectives and the pursuit of green growth into national and local development strategies; support the conservation and sustainable management and use of natural resources, and the conservation and sustainable use of biodiversity and ecosystems. The ICCS 2022 European regional questionnaire includes a question with five items that measure students' endorsement of environmental cooperation in Europe. Table 8.11 shows that more than 90% of Maltese students are agreeing with the five items.

Table 8.11: Students' endorsement of environmental cooperation in Europe

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
European countries should have the same rules to protect the environment	51.2%	38.9%	7.7%	2.2%
European countries should adopt common protocols and rules to reduce climate change	47.9%	44.4%	5.8%	1.8%
European countries should promote an economic growth sustainable for the environment	47.8%	45.1%	5.5%	1.6%
European countries should promote the use of renewable energy sources	54.1%	38.2%	5.1%	2.6%
European countries should encourage the use of clean technologies in countries outside Europe	49.3%	41.6%	6.7%	2.3%

Figure 8.31: Score distribution of students' endorsement to environmental cooperation in Europe



These five items were used to generate a scale that measures students' agreement to environmental cooperation in Europe, where the larger scores indicate higher endorsement. Figure 8.31 shows the score distribution of the endorsement of Maltese students to environmental cooperation in Europe. Malta's mean scale score (51.5) is higher than the ICCS 2022 average (50). Figure 8.32 shows that

on average, Maltese students attending independent and church schools are more likely to endorse environmental collaboration than state school students. Figure 8.33 shows that there is a positive relationship between civic knowledge attainment and students' endorsement of environmental cooperation in Europe and this applies to all school types.

Figure 8.32: Students' endorsement of environmental cooperation, by school type and gender

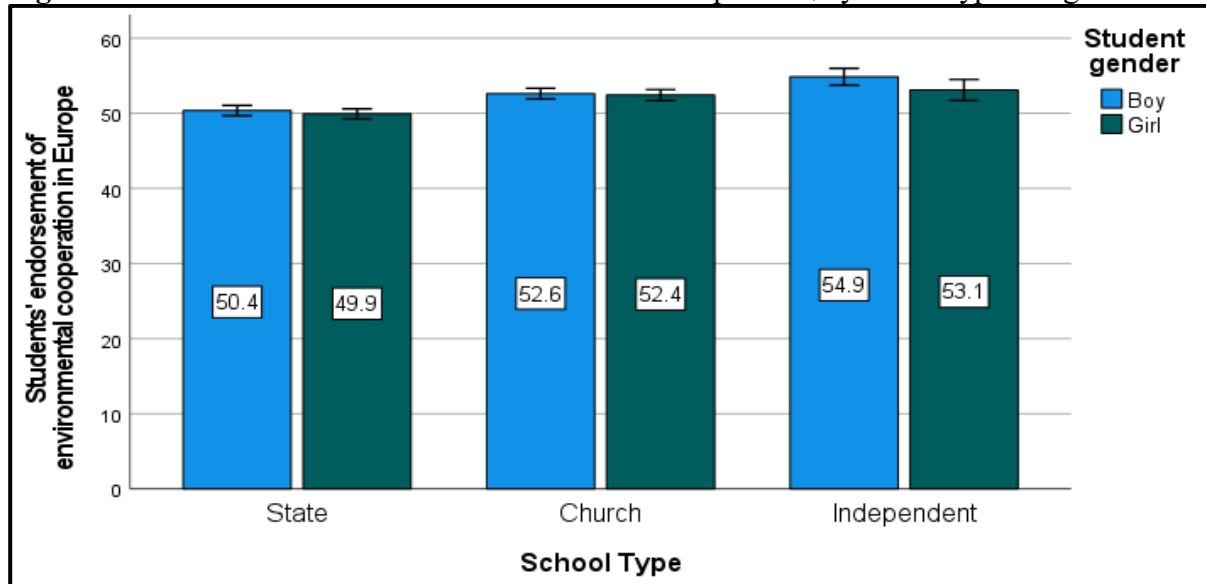
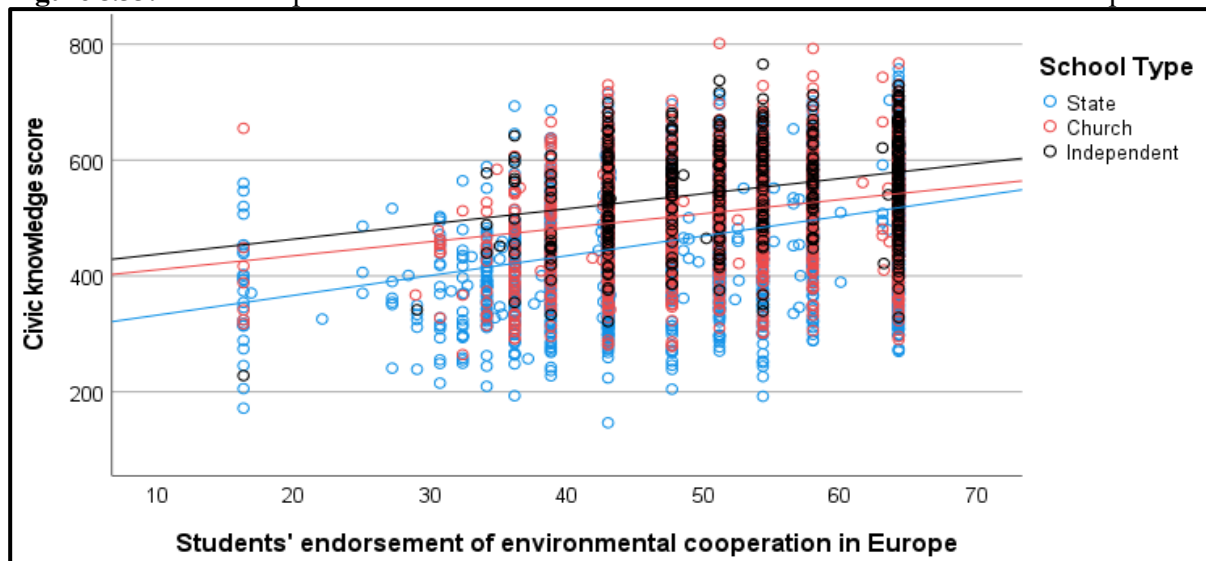


Figure 8.33: Relationship between ICCS score and students' endorsement of environmental cooperation



8.13 Students' report on political consumerism behaviours

Political consumerism refers to the deliberate purchase or refusal to buy products, goods, or services for political and environmental reasons. The ICCS 2022 European regional questionnaire includes a question with six items that measure students' report on political consumerism behaviours. Table 8.12 shows that more than 49% of Maltese students have regularly or sometimes engaged in the six political consumerism behaviours.

Table 8.12: Students' report on political consumerism behaviours

During the last twelve months, how often have you done or have you asked your parents or guardians to do the following things?	Often	Sometimes	Rarely	Never
Refuse to buy goods produced by companies using child labour	22.8%	28.8%	19.2%	29.2%
Refuse to buy goods whose production has a negative impact on the environment	23.1%	38.8%	20.2%	17.8%
Refuse to buy goods produced by a company violating social rights of their employees	21.0%	33.8%	23.4%	21.8%
Buy only goods that can be recycled afterwards	25.7%	39.2%	20.6%	14.5%
Buy green products	33.3%	38.2%	16.8%	11.7%
Get information whether companies are socially responsible before buying their products	17.9%	31.6%	25.8%	24.7%

Figure 8.34: Score distribution of Maltese students' report on political consumerism behaviours

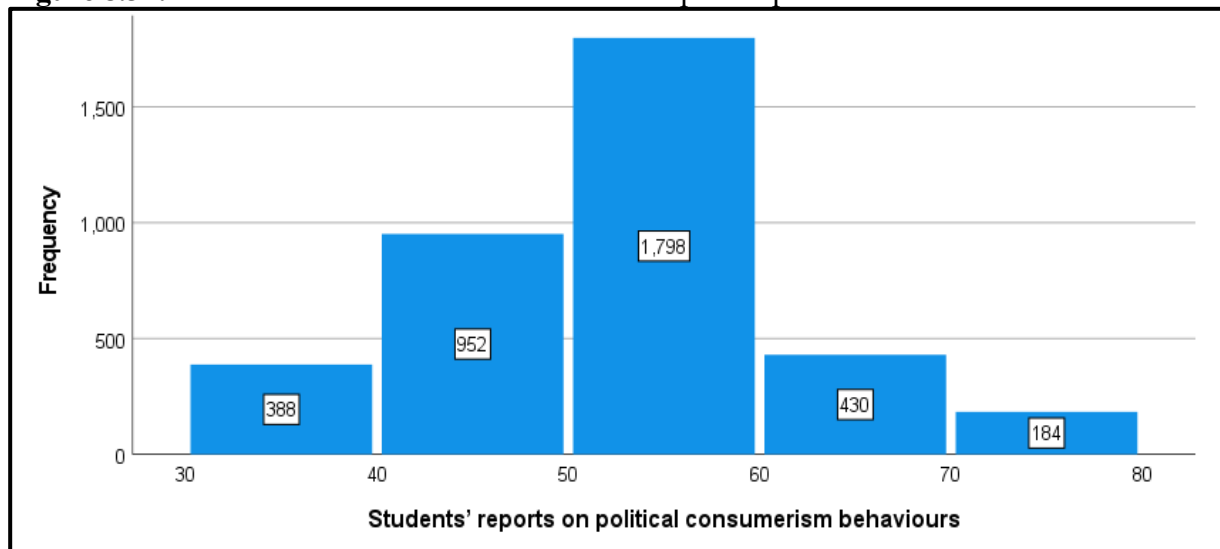
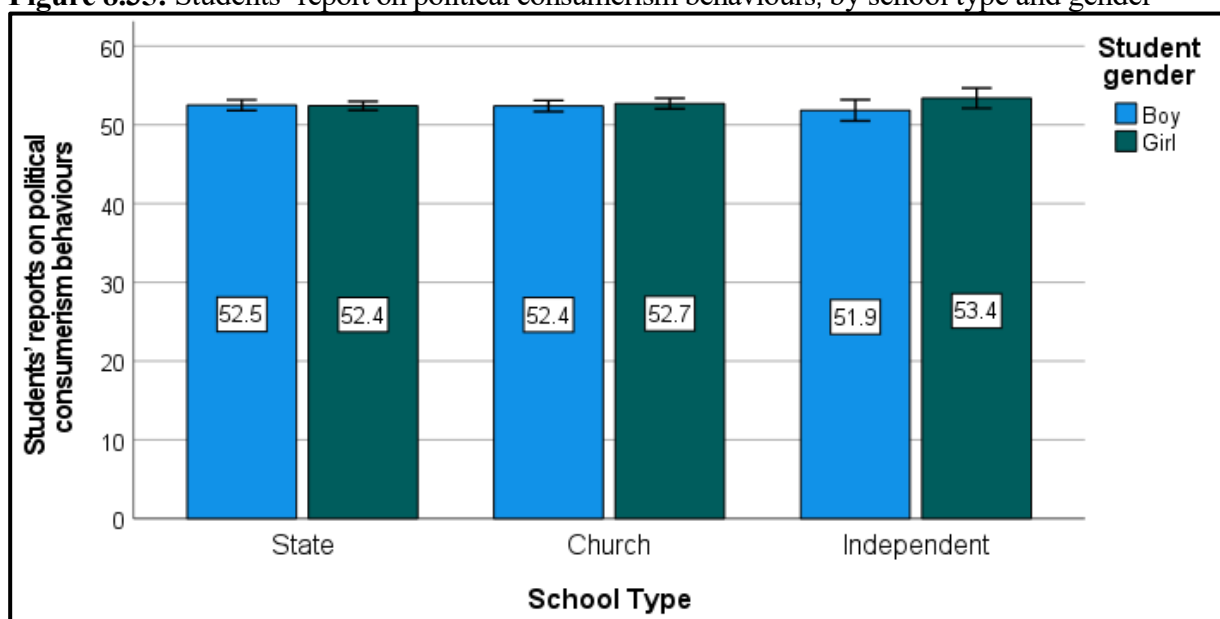
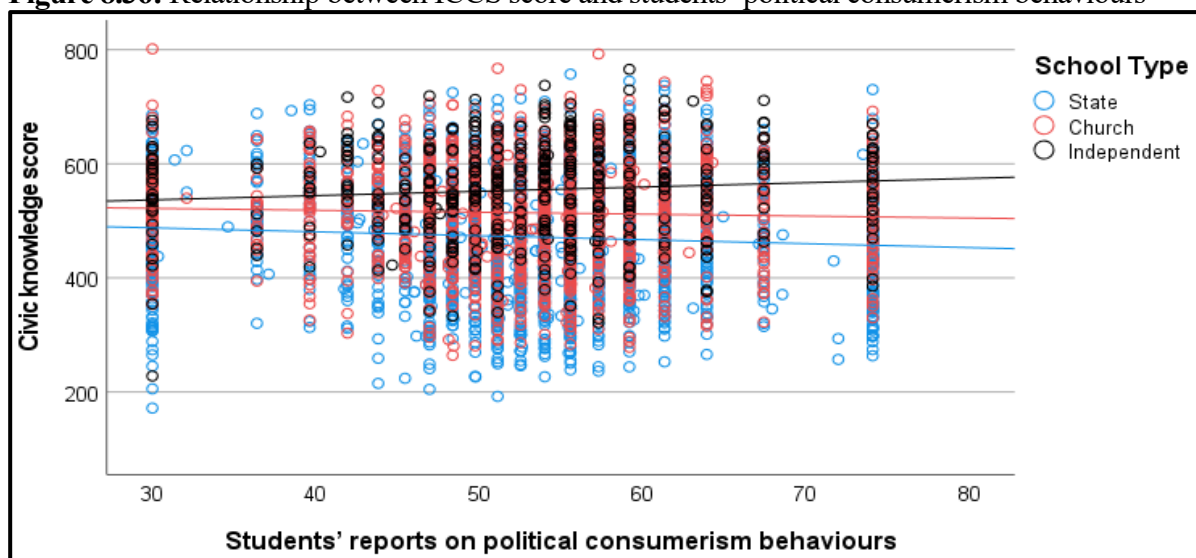


Figure 8.35: Students' report on political consumerism behaviours, by school type and gender



These six items were used to generate a scale that measures students' self-evaluation of their political consumerism behaviours, where the larger scores indicate higher the reluctance to buy certain products for political and environmental reasons. Figure 8.34 shows the score distribution of the political consumerism behaviour of Maltese students. Malta's mean scale score (52.5) is higher than the ICCS 2022 average (50). Figure 8.35 shows that mean scale scores vary marginally between Maltese male and female students and between students attending the three school types. Figure 8.36 shows a very weak relationship between civic knowledge attainment and students' report on political consumerism behaviours and this applies to all school types.

Figure 8.36: Relationship between ICCS score and students' political consumerism behaviours



8.14 Students' report on their sustainable behaviours

Sustainable behaviour is a behaviour that encompasses peoples' values, norms, beliefs, senses of responsibility in deliberate actions focused to providing well-being of all living beings, including present and future generations. The ICCS 2022 European regional questionnaire includes a question with eight items that measure students' sustainable behaviours. Table 8.13 shows that Maltese students are more likely to engage in sustainable behaviours by reducing food waste, reduce water use, limit the use of plastic items, reduce the use of electricity and repair rather than replace owned items. However, Maltese students are less likely to purchase used instead of new clothes.

Table 8.13: Students' report on sustainable behaviours

During the last twelve months, how often have you done each of the actions listed below?	Often	Sometimes	Rarely	Never
Purchase used instead of new clothing	15.2%	20.6%	22.0%	42.2%
Reduce water use	33.6%	40.2%	17.1%	9.0%
Reduce the use of electricity	43.0%	34.0%	15.8%	7.3%
Avoid buying products with plastic packaging	24.4%	39.7%	24.4%	11.5%
Reuse old items in good condition instead of buying new ones	37.2%	38.0%	16.8%	8.1%
Limit the use of plastic items	33.7%	40.8%	17.9%	7.6%
Reduce food waste	44.5%	36.3%	13.2%	6.0%
Repair rather than replacing items you have	37.7%	37.7%	17.0%	7.6%

Figure 8.37: Score distribution of Maltese students' report on their sustainable behaviours

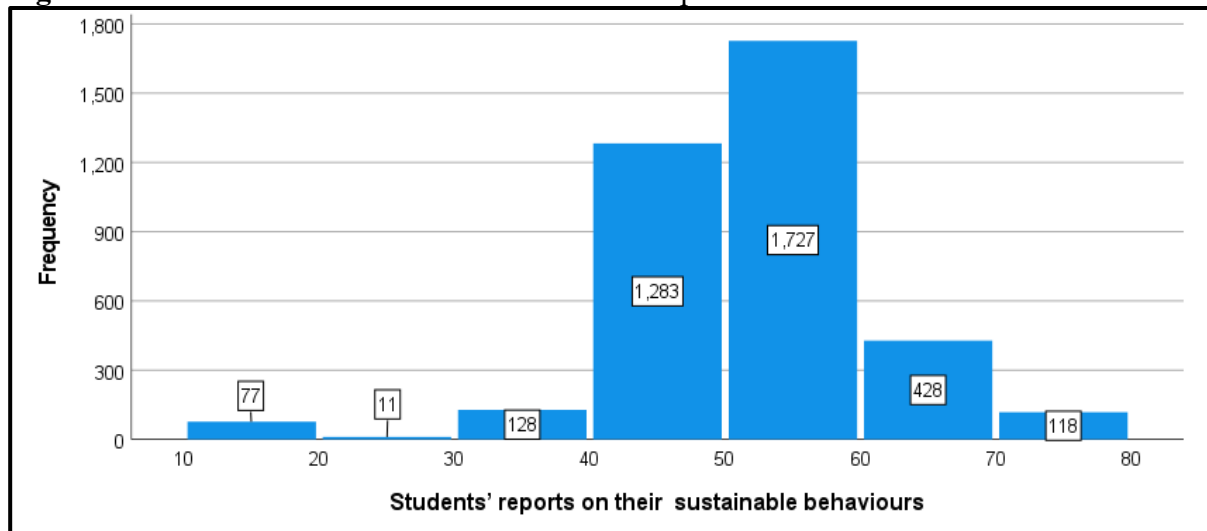


Figure 8.38: Students' report on their sustainable behaviours, by school type and gender

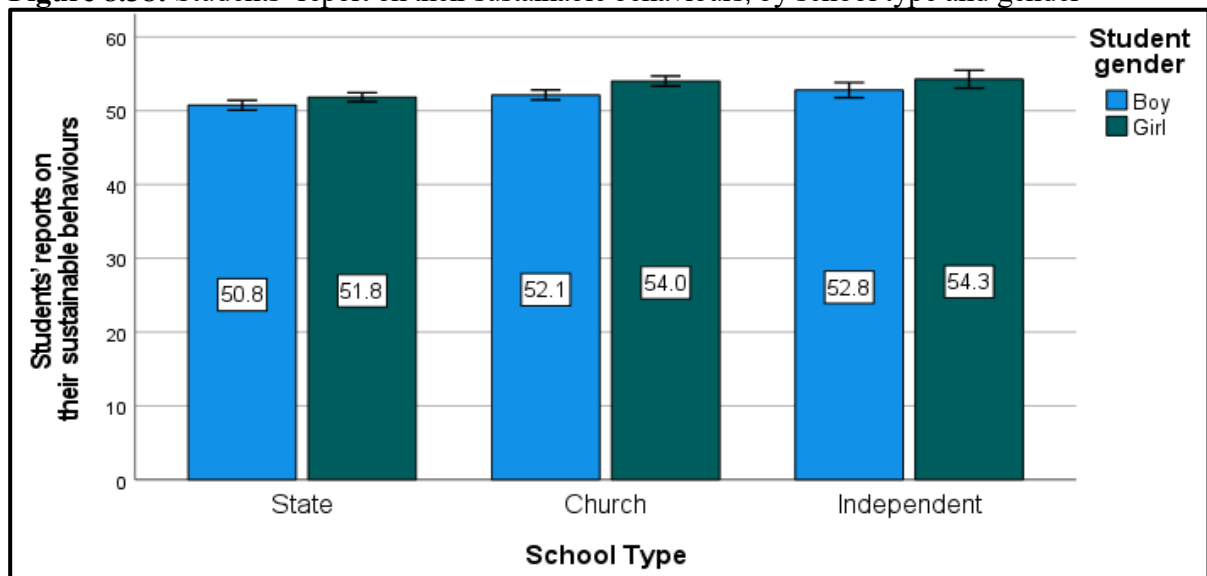
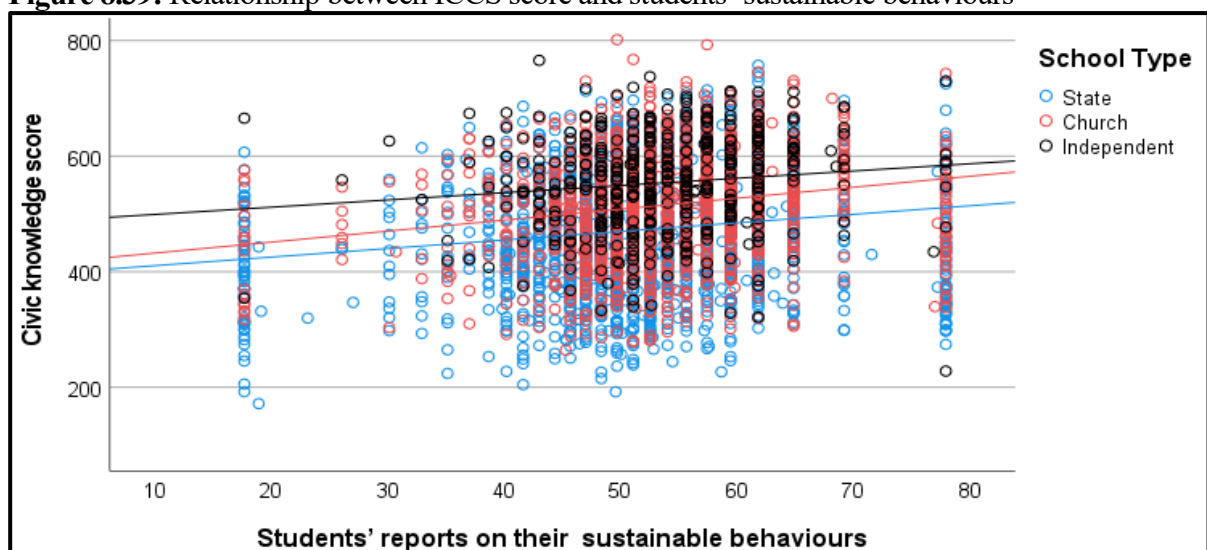


Figure 8.39: Relationship between ICCS score and students' sustainable behaviours



These eight items were used to generate a scale that measures students' self-evaluation of their sustainable behaviours, where larger scores indicate higher sustainable behaviour. Figure 8.37 shows the score distribution of sustainable behaviour of Maltese students. Malta's mean scale score (52.2) is higher than the ICCS 2022 average (50). Figure 8.38 shows that female students and independent and church school students are more likely to engage in sustainable consumption behaviour than male students and state school students respectively. Figure 8.39 shows a positive relationship between civic knowledge attainment and students' report on sustainable behaviours and this applies to all school types.

8.15 Regression model relating ICCS score to European perspectives

Regression analysis was used to relate the civic knowledge score to thirteen predictors related to students' European perspectives. The regression model explains 31.2% of the total variation in the ICCS scores. With the exception of 'Students' sense of European identity' all explanatory variables were found to be significant predictors of civic knowledge score since their p-values are smaller than the 0.05 level of significance.

Table 8.14: Regression Coefficients, standard errors, T-values and p-values

	Reg. Coef.	Std. Error	T-value	P-value
Constant	465.462	12.189	38.187	<0.001
Students' endorsement of environmental cooperation in Europe	2.272	0.176	12.917	<0.001
Student reports on opportunities for learning about Europe at school	-1.719	0.147	-11.676	<0.001
Students' endorsement of restrictions of movement in Europe	-1.732	0.159	-10.917	<0.001
Students' endorsement of freedom of movement within Europe	1.523	0.158	9.638	<0.001
Students' reports on their sustainable behaviours	1.637	0.173	9.444	<0.001
Students' negative attitudes toward European Union	-1.395	0.152	-9.162	<0.001
Students' negative expectations for European future	-1.213	0.154	-7.873	<0.001
Students' support for cooperation among European countries	1.125	0.186	6.036	<0.001
Students' reports on political consumerism behaviours	-0.892	0.169	-5.274	<0.001
Students' positive attitudes toward European Union	0.582	0.168	3.467	<0.001
Students' expectations for their own individual future	0.459	0.133	3.439	<0.001
Students' positive expectations for European future	0.386	0.159	2.425	0.015
Students' sense of European identity	0.241	0.143	1.685	0.092

'Students' endorsement of environmental cooperation in Europe' was found to be the best predictor of the ICCS score since it has the lowest p-value. This is followed by 'Student reports on opportunities for learning about Europe at school', 'Students' endorsement of restrictions of movement in Europe', 'Students' endorsement of freedom of movement within Europe', 'Students' reports on their sustainable behaviours', 'Students' negative attitudes toward European Union', 'Students' negative expectations for European future', 'Students' support for cooperation among European countries', 'Students' reports on political consumerism behaviours', 'Students' positive attitudes toward European Union', 'Students' expectations for their own individual future', 'Students' positive expectations for European future', and 'Students' sense of European identity'.

- For every 1-unit increase in the 'Students' endorsement of European environmental cooperation' score, the ICCS score is expected to increase by 2.272 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 1.719 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' endorsement of restrictions of movement in Europe' score, the ICCS score is expected to decrease by 1.732 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' endorsement of freedom of movement within Europe' score, the ICCS score is expected to increase by 1.523 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' reports on their sustainable behaviours' score, the ICCS score is expected to increase by 1.637 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' negative attitudes toward European Union' score, the ICCS score is expected to decrease by 1.395 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 decrease by 1.213 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' support for cooperation among European countries', score, the ICCS score is expected to increase by 1.125 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' reports on political consumerism behaviours' score, the ICCS score is expected to decrease by 0.892 given that other effects are kept constant.
- For every 1-unit increase in the 'Students' positive attitudes toward European Union', score, the ICCS score is expected to increase by 0.582 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 0.459 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 increase by 0.386 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 0.241 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	4	13.3%
3 - 5 years	9	31.0%
6 - 9 years	7	24.1%
10 years or more	9	31.0%

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	3.4%	65.5%	31.0%	0.0%
Supporting good discipline throughout the school	20.7%	65.5%	13.8%	0.0%
Actively taking part in school development/improvement activities	24.1%	55.2%	20.7%	0.0%
Encouraging students' active participation in school life	10.3%	62.1%	24.1%	3.4%
Being willing to be members of the school council as teacher representatives	10.7%	71.4%	17.9%	0.0%

To what extent do these statements apply to this school, in the current school year?	Large extent	Moderate extent	Small extent	Not at all
Students are involved in designing school educational plan	0.0%	31.0%	51.7%	17.2%
Students are involved in the definition of school rules and regulations	0.0%	35.7%	60.7%	3.6%
Students are encouraged to contribute to decisions related to teaching content	0.0%	17.2%	51.7%	31.0%
Students are encouraged to contribute to classroom activities planning	3.4%	48.3%	37.9%	10.3%
Students are involved in school self-evaluation processes	13.8%	37.9%	44.8%	3.4%
Parents or guardians are involved in designing school educational plan	0.0%	31.0%	48.3%	20.7%
Parents or guardians are involved in the development of the school rules and regulations	0.0%	20.7%	51.7%	27.6%
Parents or guardians are involved in school self-evaluation processes	24.1%	31.0%	41.4%	3.4%
Parents or guardians are involved in decisions related to the school annual budget and financial planning	0.0%	10.3%	27.6%	62.1%
Parents or guardians are invited to participate in school projects and initiatives	13.8%	51.7%	31.0%	3.4%

In which of the following ways can Year 9 students contribute to the school's decision making processes?	Yes	No
They can make suggestions for school improvement in class discussions	100.0%	0.0%
They can participate in school assemblies	89.7%	10.3%
They can submit written suggestions online or on paper	93.1%	6.9%
They can attend individual and/or group meetings with the head of school	100.0%	0.0%
They can attend individual and/or group meetings with teachers	100.0%	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?	51.7%	24.1%	6.9%	6.9%	10.3%
Vote in school parliament/council elections?	55.2%	17.2%	13.8%	3.4%	10.3%

In the current school year, does your school provide the following types of information to parents or guardians or parents?	Yes	No	Not applicable
Information about students' attendance at school	100.0%	0.0%	0.0%
Information about students' discipline at school	100.0%	0.0%	0.0%
Information about course contents and school educational plan	86.2%	6.9%	6.9%
Information about students' assessment criteria	100.0%	0.0%	0.0%

During the current school year, does your school undertake any of the following activities?	Yes	No
The school cooperates with local authorities in social or educational projects	100.0%	0.0%
The school has programmes and initiatives related to civic and citizenship education that involve external partnerships (e.g. with universities, youth organisations, NGOs, cultural and volunteering organizations)	82.8%	17.2%
The school develops initiatives for encouraging students' participation in formal governance structures representing young people in the local community (e.g. youth councils).	44.8%	55.2%
The school cooperates with different cultural groups in the local community in order to involve students in an intercultural dialogue	34.5%	65.5%
The school cooperates with different religious groups in order to enhance students' awareness of the different religions existing in their local community	41.4%	58.6%

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	20.7%	34.5%	41.4%	3.4%	0.0%
Activities related to human rights	17.2%	24.1%	41.4%	10.3%	6.9%
Activities for underprivileged people or groups	17.2%	10.3%	44.8%	17.2%	10.3%
Cultural activities (e.g. theatre, music)	10.3%	13.8%	55.2%	10.3%	10.3%
Multicultural and intercultural activities within the local community (e.g. promotion of cultural diversity)	3.4%	3.4%	41.4%	17.2%	34.5%
Activities to raise people's awareness of social issues (e.g. poverty, gender equality, violence)	17.2%	24.1%	34.5%	13.8%	10.3%
Activities aimed at protecting the cultural and historic heritage within the local community	6.9%	3.4%	48.3%	31.0%	10.3%
Visits to political institutions (e.g. Parliament)	7.1%	0.0%	32.1%	28.6%	32.1%
Sports events	39.3%	17.9%	32.1%	10.7%	0.0%
Activities to raise people's awareness of global issues (e.g. climate change, world poverty, child labour)	17.9%	21.4%	42.9%	17.9%	0.0%

During the current school year, has your school undertaken any of the following activities?	Yes	No
Teacher training activities on teaching students from diverse backgrounds (e.g. methods to differentiate instruction and to value students' diversity)	55.2%	44.8%
Teacher training activities on the promotion of students' tolerance towards diversity (e.g. dealing with negative feelings towards different ethnic groups)	51.7%	48.3%
Teacher training activities related to students with special educational needs	75.9%	24.1%
Remedial programs for students from disadvantaged social and/or economic backgrounds	41.4%	58.6%
Optional courses for students from diverse language backgrounds	31.0%	69.0%
Optional courses for students on gender issues (e.g. gender equity, gender stereotypes and gender diversity)	31.0%	69.0%

To what extent are the following practices implemented at this school?	To a large extent	To a moderate extent	To a small extent	Not at all	Not applicable
Differential waste collection	62.1%	27.6%	10.3%	0.0%	0.0%
Waste reduction (e.g. encouraging waste-free lunches, limiting the use of plastic disposable products)	51.7%	37.9%	10.3%	0.0%	0.0%
Purchasing of environmentally friendly items (e.g. recycled paper for printing, biodegradable cutlery and dishes)	41.4%	44.8%	6.9%	3.4%	3.4%
Energy-saving practices	58.6%	27.6%	13.8%	0.0%	0.0%
Activities to encourage students' environmental-friendly behaviours (e.g. posters, leaflets)	32.1%	50.0%	17.9%	0.0%	0.0%
Use of fair trade products (e.g. tea or coffee in the staffroom, canteen food)	7.1%	39.3%	21.4%	7.1%	25.0%
Use of local food for meals in the canteen	37.0%	14.8%	7.4%	3.7%	37.0%
Re-allocation of intact and non-consumed foods to charities or those in need	33.3%	22.2%	11.1%	11.1%	22.2%
Educational school gardens	25.9%	33.3%	11.1%	7.4%	22.2%

During the current school year, has your school undertaken any of the following activities or projects with Year 9 students?	Yes	No
Activities aimed at developing students' knowledge of different cultures (e.g. visiting speakers representative of minority groups, experts from different countries and cultures, visits to cultural centres)	51.9%	48.1%
Activities to raise students' awareness of important global issues (e.g. climate change, world poverty, international conflicts, child labour)	82.1%	17.9%
Activities to promote students' respect for the environment	86.2%	13.8%
Activities to promote students' ethical and responsible attitudes towards consumerism	44.8%	55.2%
Activities to raise students' awareness of the relations between local and global issues (e.g. migration, trade, environmental degradation)	58.6%	41.4%
Projects in partnership with other schools in other countries	27.6%	72.4%
EU projects on environmental sustainability	24.1%	75.9%

During the current school year, has your school undertaken any of the following training activities related to the use of digital technologies?	Yes, for teachers and students	Yes, only for teachers	Yes, only for students	No, this is not offered
Information and data literacy (e.g. searching, managing and evaluating data, information and digital content)	21.4%	21.4%	21.4%	35.7%
Communication and collaboration through digital technologies (e.g. interacting and sharing)	64.3%	21.4%	0.0%	14.3%
Engaging in citizenship through digital technologies (e.g. posting and sharing or commenting on civic or social issues, starting or participating in an online campaign)	10.7%	10.7%	10.7%	67.9%
Management of digital identity (e.g. personal accountability, self-branding)	11.1%	3.7%	14.8%	70.4%
Online security and self-protection (e.g. protecting devices and personal data and privacy)	35.7%	7.1%	21.4%	35.7%
Online responsibility (e.g. safe and responsible internet use to prevent and contrast cyber-bullying)	50.0%	7.1%	32.1%	10.7%

Are the following resources available in the immediate area where the school is located?	Yes	No
Public library	58.6%	41.4%
Cinema	20.7%	79.3%
Theatre or Concert Hall	37.9%	62.1%
Language school	31.0%	69.0%
Museum, Historical Site or Art Gallery	24.1%	75.9%
Playground	89.7%	10.3%
Public garden or Park	79.3%	20.7%
Religious centre (e.g. church, mosque, synagogue)	93.1%	6.9%
Sports facilities (e.g. swimming pool, tennis court, football pitch)	72.4%	27.6%
Music schools	24.1%	75.9%
Cultural clubs or centres	62.1%	37.9%

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
Intolerance towards immigrants	0.0%	17.2%	62.1%	20.7%
Poor quality of housing	3.4%	10.3%	62.1%	24.1%
Unemployment	3.4%	3.4%	55.2%	37.9%
Religious intolerance	0.0%	0.0%	58.6%	41.4%
Ethnic conflicts	0.0%	0.0%	44.8%	55.2%
Extensive poverty	0.0%	3.4%	41.4%	55.2%
Organised crime	0.0%	6.9%	44.8%	48.3%
Youth gangs	0.0%	6.9%	44.8%	48.3%
Petty crime	3.6%	3.6%	60.7%	32.1%
Sexual harassment	0.0%	0.0%	51.7%	48.3%
Drug abuse	3.6%	0.0%	71.4%	25.0%
Alcohol abuse	3.6%	7.1%	64.3%	25.0%

How is civic and citizenship education taught at this school at Year 9?	Yes	No
It is taught as a separate subject	34.5%	65.5%
It is taught by teachers of subjects related to human/social sciences	93.1%	6.9%
It is integrated into all subjects taught at school	41.4%	58.6%
It is an extra-curricular activity	17.2%	82.8%

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	27.6%	34.5%	24.1%	13.8%
Establishing student assessment procedures and tools	7.1%	53.6%	32.1%	7.1%
Curriculum planning	10.3%	41.4%	37.9%	10.3%
Determining the content of in-service professional development programmes for teachers	22.2%	40.7%	25.9%	11.1%
Organising extra-curricular activities	64.3%	28.6%	7.1%	0.0%
Establishing cooperation agreements with organisations and institutions	37.9%	41.4%	20.7%	0.0%
Participating in projects in partnership with other schools at national and international levels	48.3%	41.4%	10.3%	0.0%
Participating in European projects (e.g. Erasmus)	55.2%	37.9%	6.9%	0.0%

Is there one school coordinator for all the civic and citizenship education activities and projects at the school level?	Frequency	Percentage
Yes	6	20.7%
No	23	79.3%

Is there is a school coordinator for all the civic and citizenship education, who is responsible for it?	Frequency	Percentage
The head of department of human/social sciences	0	0.0%
A teacher appointed as civic and citizenship education coordinator	3	50.0%
A teacher responsible for cross-curricular projects	0	0.0%
Other	3	50.0%

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	6	20.7%
Promoting respect for and safeguard of the environment	12	41.4%
Promoting students' knowledge of the connections between local and global issues	5	17.2%
Developing students' skills and competencies in conflict resolution	6	20.7%
Promoting knowledge of citizens' rights and responsibilities	13	44.8%
Promoting students' participation in the local community	4	13.8%
Promoting students' critical and independent thinking	17	58.6%
Promoting students' sense of belonging to the global community	6	20.7%
Supporting the development of effective strategies to reduce racism	1	3.4%
Preparing students for future political engagement	0	0.0%
Promoting the capacity to defend one's own point of view	0	0.0%
Promoting students' participation in school life	6	20.7%
Promoting students' engagement for a fairer and more peaceful world	11	37.9%

What is the total school enrolment?	Boys	Girls
0	24.1%	20.7%
1-100	0.0%	6.9%
101-200	13.8%	3.4%
201-300	27.6%	34.6%
301-400	24.2%	27.6%
401-500	6.9%	3.4%
More than 500	3.4%	3.4%

What is the total enrolment for Year 9?	Boys	Girls
0	24.1%	24.1%
1-50	31.1%	20.7%
51-100	34.5%	51.8%
More than 100	10.3%	3.4%

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)	3	10.3%
A small town (3,000 to about 15,000 people)	20	69.0%
A town (over 15,000 people)	6	20.7%

What is the percentage of students in your school whose first language is different from the language of instruction?	Frequency	Percentage
None	2	6.9%
1-10%	16	55.2%
11-30%	7	24.1%
31-60%	2	6.9%
More than 60%	2	6.9%

Is this school a public or a private school?	Frequency	Percentage
A public school	10	34.5%
A private school	19	65.5%

What percentage of students in your school has special educational needs?	Frequency	Percentage
None	0	0.0%
1-10%	20	69.0%
11-30%	9	31.0%
31-60%	0	0.0%
More than 60%	0	0.0%

What percentage of students in your school comes from socio-economically disadvantaged homes?	Frequency	Percentage
None	4	13.8%
1-10%	19	65.5%
11-30%	6	20.7%
31-60%	0	0.0%
More than 60%	0	0.0%

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.)	101	24.5%
Human/Social Sciences (History, Geography, Social Studies, Economics, etc.)	75	18.2%
Mathematics	34	8.3%
Sciences (Integrated Science, Physics, Chemistry, Biology etc.)	52	12.6%
Religion/Ethics (Religion, Ethics)	22	5.3%
Other (Music, Art, Physical education, Home economics, PSCD, ICT, etc.)	151	36.7%

What percentage of your classroom teaching time is at Year 9 during the current school year at this school?	Frequency	Percentage
Less than 20%	81	19.5%
20–39%	194	46.7%
40–59%	89	2.4%
60–79%	27	6.5%
80% or more	24	5.8%

In the current school year, how many schools are you teaching in at Year 9?	Frequency	Percentage
Only in this school	406	97.8%
In this and another school	8	1.9%
In this and in two other schools	0	0.0%
In this and in three or more other schools	1	0.2%

Are you a male or a female?	Frequency	Percentage
Female	304	73.3%
Male	111	26.7%

How old are you?	Frequency	Percentage
Less than 25	13	3.1%
25-29	74	17.8%
30-39	152	36.6%
40-49	116	28.0%
50-59	53	12.8%
60 or more	7	1.7%

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 together when devising teaching activities	14.2%	36.1%	45.1%	4.6%
Helping each other to solve conflicts between students in the school	15.3%	47.0%	36.0%	1.7%
Taking on tasks and responsibilities in addition to teaching	9.3%	26.1%	59.5%	5.1%
Actively taking part in school development/improvement activities	15.3%	34.0%	45.6%	5.1%
Engaging in tutoring and counselling activities	2.7%	21.5%	68.5%	7.3%
Actively cooperating with parents/guardians	21.7%	46.5%	27.3%	4.6%

Indicate how frequently each of the following problems occurs among students at this school.	Never	Sometimes	Often	Very often
Vandalism	27.1%	66.3%	5.6%	1.0%
Truancy	29.5%	60.2%	8.8%	1.5%
Ethnic intolerance	41.9%	52.5%	3.9%	1.7%
Religious intolerance	56.3%	39.3%	3.7%	0.7%
Bullying	1.9%	70.1%	23.3%	4.6%
Violence	45.2%	47.9%	5.4%	1.5%
Sexual harassment	71.2%	25.9%	2.0%	1.0%
Drug abuse	80.5%	18.0%	0.0%	1.5%
Alcohol abuse	80.5%	17.5%	0.5%	1.5%

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 (e.g. recycling)	43.4%	56.6%
Activities related to human rights	30.8%	69.2%
Activities for underprivileged people or groups	35.5%	64.5%
Cultural activities (e.g. theatre, music, cinema)	31.7%	68.3%
Multicultural and intercultural activities within the local community	22.1%	77.9%
Campaigns to raise people's awareness of social issues (e.g. poverty, violence)	43.4%	56.6%
Activities aimed at protecting the cultural heritage in the local community	25.8%	74.2%
Visits to political institutions (e.g. Parliament)	9.8%	90.2%
Sports events	45.8%	54.3%
Activities to raise people's awareness of global issues (e.g. climate change)	44.0%	56.0%

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?	35.3%	59.4%	5.1%	0.2%
Are well integrated in the class?	31.1%	61.7%	6.8%	0.5%
Respect their classmates even if they have different opinions?	25.7%	59.7%	13.2%	1.5%
Have a good relationship with other students?	28.4%	63.8%	7.3%	0.5%

To what extent do you involve your Year 9 students in the following activities?	Large extent	Moderate extent	Small extent	Not at all
Taking part in decisions related to teaching content	10.4%	38.3%	36.4%	14.8%
Contributing to classroom activities planning	7.1%	34.7%	43.8%	14.4%
Participating in establishing assessment criteria	6.4%	22.0%	35.3%	36.3%
Participating in school self-evaluation processes	9.8%	26.5%	37.6%	26.0%
Contributing to the choice of the teaching materials (e.g. textbooks)	5.2%	18.2%	35.4%	41.3%
Taking part in establishing classroom rules	24.3%	35.3%	29.7%	10.8%

To what extent do you undertake the following activities during your lessons with Year 9 students?	Large extent	Moderate extent	Small extent	Not at all
I discuss cultural differences with students	31.5%	35.9%	24.4%	8.3%
I encourage students to understand different points of view in class discussions	60.4%	30.2%	7.2%	1.5%
I ask students to explore different cultural perspectives	34.8%	30.6%	24.2%	10.4%
I encourage students from different backgrounds to work together	45.9%	30.8%	18.4%	5.0%
I involve students in discussions on gender issues	34.4%	25.1%	25.3%	15.2%
I ask students to explore different social and economic perspectives	29.6%	29.4%	28.4%	12.6%

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
Cultural and ethnic differences among students are an important resource for teaching	38.9%	52.8%	7.1%	1.2%
Cultural and ethnic differences among students make it difficult to deal with controversial issues during classes	2.9%	34.6%	54.3%	8.1%
Cultural and ethnic differences among students make teaching activities more difficult	2.5%	17.4%	65.4%	14.7%
Cultural and ethnic differences among students strengthen students' sense of empathy	29.1%	62.1%	7.4%	1.5%
Cultural and ethnic differences among students promote students' civic-mindedness	29.6%	62.6%	6.7%	1.2%
Cultural and ethnic differences among students make it difficult to have a good classroom climate	2.7%	13.0%	58.5%	25.8%

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
Social and economic differences among students are an important resource for teaching	18.9%	54.9%	22.8%	3.4%
Social and economic differences among students make it difficult to deal with contentious issues during classes	3.9%	30.3%	57.6%	8.1%
Social and economic differences among students make teaching activities more difficult	3.7%	24.9%	59.5%	11.9%
Social and economic differences among students strengthen students' sense of empathy	21.3%	61.5%	14.9%	2.2%
Social and economic differences among students promote students' civic-mindedness	20.7%	65.7%	12.1%	1.5%
Social and economic differences among students make it difficult to have a good classroom climate	3.5%	20.0%	58.9%	17.6%

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	10.3%	89.7%
Signing a petition on environmental issues	2.5%	97.5%
Posting on social network, forum or blog to support actions about the environment	9.9%	90.1%
Activities to make students aware of the environmental impact of excessive consumption of resources (e.g. water, energy)	41.9%	58.1%
Cleanup activities outside the school	9.8%	90.2%
Recycling and waste collection in the local community	22.3%	77.7%

During the current year, have you undertaken any of the following activities with your Year 9 students?	Never	Once	Once a month	More than once monthly
Activities on information and data literacy (e.g. searching and managing data, evaluating online content)	48.8%	27.2%	12.4%	11.6%
Activities aimed at encouraging students to contribute to online discussions on civic and social issues	67.7%	21.6%	6.0%	4.7%
Activities aimed at improving students' skills to find information about civic and social issues on the internet	50.6%	26.1%	12.2%	11.2%
Activities aimed at developing students' awareness of issues related to online responsibility (e.g. safe and responsible internet use to avoid cyber-bullying)	44.9%	32.5%	10.2%	12.4%

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	64	15.7%
Promoting respect for and safeguard of the environment	217	53.3%
Promoting students' knowledge of the links between local and global issues	68	16.7%
Developing students' skills and competencies in conflict resolution	107	26.3%
Promoting knowledge of citizens' rights and responsibilities	144	35.4%
Promoting students' participation in the local community	55	13.5%
Promoting students' critical and independent thinking	254	62.4%
Promoting students' sense of belonging to the global community	63	15.5%
Supporting the development of effective strategies to reduce racism	32	7.9%
Preparing students for future political engagement	12	2.9%
Promoting the capacity to defend one's own point of view	29	7.1%
Promoting students' participation in school life	51	12.5%
Promoting students' engagement for a fairer and more peaceful world	119	29.2%

In your opinion, which of the following behaviours are important for your students to become good citizens?	Very important	Quite important	Not very important	Not at all important
Voting in every national election	33.7%	44.4%	18.7%	3.2%
Joining a political party	2.5%	9.9%	51.4%	36.1%
Learning about the country's history	61.0%	33.8%	4.3%	1.0%
Following political issues in the newspaper, on the radio, on TV or on the Internet	35.7%	48.1%	12.7%	3.5%
Engaging in political discussions	13.7%	43.5%	36.9%	5.9%
Participating in peaceful protests against laws believed to be unjust	29.1%	42.8%	24.6%	3.5%
Participating in activities to benefit people in the local community	54.1%	39.8%	5.8%	0.3%
Taking part in activities promoting human rights	54.6%	41.1%	4.0%	0.2%
Taking part in activities to protect the environment	66.2%	31.1%	2.5%	0.2%
Showing interest in different cultures and languages	49.1%	45.1%	5.5%	0.2%
Making changes to one's personal lifestyle in order to become more environmental friendly	65.4%	32.1%	2.0%	0.5%
Supporting initiatives that promote equal opportunities for all people across the world	61.8%	35.3%	2.8%	0.3%
Helping people in less developed countries	50.0%	45.2%	4.3%	0.5%

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	63.8%	30.5%	5.7%	0.0%
Original sources (e.g. constitutions and human rights)	36.2%	45.7%	15.2%	2.9%
Textbooks%	26.9%	38.5%	24.0%	10.6%
Teaching materials published by commercial companies	6.7%	36.2%	44.8%	12.4%
Media (e.g. newspapers, magazines, television, etc.)	18.9%	53.8%	17.9%	9.4%
Teaching material directly published by the Ministry of Education or by the local education authority	33.0%	35.8%	29.2%	1.9%
Web-based sources of information (e.g. wikis, newspapers on line) and social media	45.5%	41.6%	9.9%	3.0%
Documents published by NGOs, international associations, political parties, public institutions, academic institutions	27.9%	44.2%	24.0%	3.8%

Do you teach a civic and citizenship education related subject at Year 9?	Frequency	Percentage
Yes	112	27.6%
No	294	72.4%

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 (e.g. interviews, small surveys)	54.2%	41.1%	3.7%	0.9%
Students work in small groups on different topics/issues	9.3%	42.1%	33.6%	15.0%
Students participate in role plays	22.6%	46.2%	26.4%	4.7%
Students take notes during teacher's lectures	30.6%	50.0%	8.3%	11.1%
Students discuss current issues	1.9%	19.8%	23.6%	54.7%
Students research and/or analyse information gathered from multiple Web sources (e.g. wikis, online newspapers)	15.9%	43.9%	29.0%	11.2%
Students study textbooks	45.3%	31.1%	17.0%	6.6%
Students propose topics/issues for the following lessons	25.0%	57.7%	11.5%	5.8%
Students make presentations using digital technologies (e.g. PowerPoint, videos, multimedia)	15.7%	62.0%	12.0%	10.2%
Students use digital technologies for project or class work	12.1%	51.4%	18.7%	17.8%

During the current school year, have you carried out any of the following activities with your Year 9 students?	Yes	No
Activities to raise students' awareness of important global issues (e.g. collecting, analysing and evaluating information in reports from NGOs or international organisations, in newspapers or online)	39.8%	60.2%
Activities to raise students' awareness of the relations between local and global issues (e.g. activities on social and economic interconnections, on the global economy, on the roots of migration)	44.4%	55.6%
Activities to inform students about fair trade (e.g. activities focused on where the food comes from and on the people involved in producing it)	25.9%	74.1%
Activities to make students aware about collective engagement to achieve improvements worldwide (e.g. climate change protests, environment clean-up movements, social justice movements)	42.9%	57.1%
Activities to analyse how diverse identities influence the ability to live together	72.2%	27.8%

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	29.0%	59.8%	10.3%	0.9%
Voting and elections	26.4%	52.8%	17.0%	3.8%
The global community and international organisations	22.1%	39.4%	35.6%	2.9%
The environment and environmental sustainability	32.4%	58.1%	8.6%	1.0%
Emigration and immigration	25.2%	43.0%	30.8%	0.9%
Equal opportunities for men and women	48.6%	43.0%	8.4%	0.0%
Citizens' rights and responsibilities	38.5%	51.0%	8.7%	1.9%
The constitution and political systems	14.2%	36.8%	38.7%	10.4%
Responsible Internet use (e.g. privacy, source reliability)	52.8%	40.6%	6.6%	0.0%
Critical and independent thinking	47.6%	43.8%	7.6%	1.0%
Conflict resolution	50.0%	34.9%	14.2%	0.9%
Global issues (e.g. world poverty, international conflicts)	36.4%	44.9%	16.8%	1.9%
Diversity and inclusiveness	52.4%	41.0%	5.7%	1.0%
The European Union	16.2%	43.8%	30.5%	9.5%

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	12.1%	27.1%	6.5%	54.2%
Voting and elections	7.8%	4.9%	1.9%	85.4%
The global community and international organisations	12.5%	9.6%	7.7%	70.2%
The environment and environmental sustainability	10.6%	17.3%	16.3%	55.8%
Emigration and immigration	9.6%	14.4%	9.6%	66.3%
Equal opportunities for men and women	12.5%	27.9%	12.5%	47.1%
Citizens' rights and responsibilities	12.5%	24.0%	12.5%	51.0%
The constitution and political systems	9.8%	6.9%	2.0%	81.4%
Responsible Internet use (e.g. privacy, source reliability)	11.4%	31.4%	27.6%	29.5%
Critical and independent thinking	20.8%	13.2%	19.8%	46.2%
Conflict resolution	19.2%	10.6%	18.3%	51.9%
Global issues (e.g. world poverty, international conflicts)	11.4%	17.1%	11.4%	60.0%
Diversity and inclusiveness	17.1%	24.8%	24.8%	33.3%
The European Union	10.6%	7.7%	3.8%	77.9%

At this school, to what extent do Year 9 students have the opportunity to learn the following topics and skills?	Large extent	Moderate extent	Small extent	Not at all
Human rights	30.8%	43.0%	23.4%	2.8%
Voting and elections	13.3%	43.8%	33.3%	9.5%
The global community and international organisations	17.6%	37.3%	37.3%	7.8%
The environment and environmental sustainability	31.8%	45.8%	19.6%	2.8%
Emigration and immigration	20.2%	38.5%	32.7%	8.7%
Equal opportunities for men and women	28.8%	47.1%	20.2%	3.8%
Citizens' rights and responsibilities	34.6%	46.7%	15.9%	2.8%
The constitution and political systems	12.3%	36.8%	35.8%	15.1%
Responsible Internet use (e.g. privacy, source reliability)	54.2%	29.0%	10.3%	6.5%
Critical and independent thinking	33.3%	44.8%	19.0%	2.9%
Conflict resolution	33.6%	36.4%	25.2%	4.7%
Global issues (e.g. world poverty, international conflicts)	26.2%	39.3%	29.0%	5.6%
Diversity and inclusiveness	49.5%	36.2%	12.4%	1.9%
The European Union	16.0%	30.2%	36.8%	17.0%

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	24.3%	22.4%	31.8%	21.5%
Classroom discussion	25.0%	23.1%	28.7%	23.1%
Role play	28.7%	14.8%	25.0%	31.5%
Research work	29.9%	13.1%	18.7%	38.3%
Problem solving	27.1%	23.4%	24.3%	25.2%
Project work	21.3%	18.5%	22.2%	38.0%

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 essays	53.8%	24.0%	10.6%	11.5%
Written tests (e.g. multiple choice, true/false questions)	38.5%	35.6%	14.4%	11.5%
Oral examinations	60.8%	18.6%	12.7%	7.8%
Observation (e.g. checklist and rating scale)	34.0%	34.9%	20.8%	10.4%
Peer assessment	40.8%	35.0%	16.5%	7.8%
Project work	40.4%	39.4%	14.4%	5.8%
Portfolio	64.1%	19.4%	9.7%	6.8%
Student self-assessment	30.1%	41.7%	14.6%	13.6%

C. Student Questionnaire

When were you born?	Frequency	Percentage
2007	118	3.0%
2008	3756	96.7%
2009	10	0.3%

What is your gender?	Frequency	Percentage
Girl	1877	48.1%
Boy	2023	51.9%

What best describes you?	Frequency	Percentage
European	3657	93.8%
African	45	1.2%
Asian	80	2.1%
Arabic	88	2.3%

What is the highest level of education you expect to complete?	Frequency	Percentage
University / MCAST degree level or higher	2316	60.3%
Diploma level at MCAST / ITS or certificate or diploma at university level	637	16.6%
A Levels / MATSEC certificate or certificate level at MCAST / ITS	449	11.7%
Secondary school or below	439	11.4%

Do any of these people live at home with you most or all of the time?	Frequency	Percentage
Mother	3507	91.2%
Other female guardian (for example, stepmother or foster-mother)	323	9.0%
Father	3129	81.7%
Other male guardian (for example, stepfather or foster-father)	252	7.1%
Siblings (brothers or sisters including stepbrothers and stepsisters)	2806	73.6%
Grandparents	1073	28.2%
Others	589	16.1%

In what country were you and your parents born?	Malta	Europe	Africa	Other
You	87.5%	7.0%	1.4%	4.1%
Mother or female guardian	81.0%	9.7%	1.9%	7.4%
Father or male guardian	76.8%	10.6%	3.0%	9.6%

What is the highest level of education of your mother or female guardian?	Frequency	Percentage
University / MCAST degree level or higher	1347	36.3%
Diploma level at MCAST / ITS or certificate or diploma at university level	584	15.8%
A Levels / MATSEC certificate or certificate level at MCAST / ITS	706	19.0%
Secondary school or below	868	23.4%
She did not complete secondary school	202	5.4%

What is the highest level of education of your father or male guardian?	Frequency	Percentage
University / MCAST degree level or higher	1102	30.7%
Diploma level at MCAST / ITS or certificate or diploma at university level	559	15.6%
A Levels / MATSEC certificate or certificate level at MCAST / ITS	630	17.6%
Secondary school or below	1015	28.3%
He did not complete secondary school	279	7.8%

What language do you speak at home most of the time?	Frequency	Percentage
English	1930	50.0%
Maltese	1553	40.3%
Other language	374	9.7%

How many languages do you speak at home?	Frequency	Percentage
One language	1735	44.8%
More than one language	2136	55.2%

About how many books are there in your home?	Frequency	Percentage
None or very few (0–10 books)	319	8.2%
Enough to fill one shelf (11–25 books)	790	20.4%
Enough to fill one bookcase (26–100 books)	1385	35.8%
Enough to fill two bookcases (101–200 books)	734	19.0%
Enough to fill three or more bookcases (more than 200 books)	639	16.5%

How often do you use these devices at home?	Never or rarely	At least once weekly	At least once daily	Several times daily
Desktop or laptop computer	7.5%	15.4%	32.8%	44.3%
Tablet device	56.5%	14.2%	13.0%	16.3%
Smart phone (except for using text and calling)	2.6%	2.9%	12.8%	81.6%

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	9.6%	20.8%	39.8%	29.8%
Mother or female guardian	19.0%	38.7%	33.2%	9.1%
Father or male guardian	20.4%	38.5%	31.7%	9.4%

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
Watching television to inform yourself about national and international news	38.5%	18.7%	25.2%	17.5%
Reading the newspaper and online version to inform yourself about national and international news	64.6%	15.6%	12.8%	7.0%
Talking with your parent(s) about political or social issues	38.5%	26.7%	22.9%	11.8%
Talking with your parent(s) about what is happening in other countries	22.3%	27.7%	32.4%	17.6%
Talking with friends about political or social issues	53.0%	22.7%	16.6%	7.7%
Talking with friends about what is happening in other countries	31.9%	30.3%	25.7%	12.2%

How often are you involved in each of the following activities related to the internet and social media?	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	44.4%	24.9%	19.8%	10.9%
Posting your own content about a political or social issue on the internet or social media	86.0%	8.4%	3.5%	2.1%
Sharing content about a political or social issue posted by someone else	77.6%	13.3%	6.7%	2.4%
Commenting on an online post about a political or social issue	78.6%	11.8%	6.6%	2.9%
Liking an online post about a political or social issue	53.6%	18.8%	16.5%	11.2%

Have you ever been involved in activities of any of the following organisations, clubs or groups?	Yes, I have done this in the last year	Yes, I have done this more than a year ago	No, I have never done this
A youth organisation affiliated with a political party or union	6.1%	8.3%	85.6%
A voluntary group doing something to help the local community	14.6%	32.1%	53.3%
A group or organisation campaigning for a particular cause (e. g. environmental protection, human rights, or animal rights)	10.0%	21.0%	69.0%
A global campaign for a particular issue (e.g. action on climate change)	7.4%	15.7%	76.9%
A community youth group (e.g. scouts/girl guides, YMCA)	18.9%	21.6%	59.6%
A sports team	50.6%	31.2%	18.2%
A religious group or organisation	23.7%	35.2%	41.1%

At school, have you ever done any of the following activities?	Yes, I have done this in the last year	Yes, I have done this more than a year ago	No, I have never done this
Active participation in an organised debate	23.0%	26.6%	50.4%
Voting for class representative or students' council	41.7%	35.2%	23.0%
Taking part in decision-making about how the school is run	15.9%	28.2%	55.9%
Taking part in discussions at a school assembly	13.6%	30.3%	56.1%
Becoming a candidate for class representative or students' council	13.5%	27.6%	58.9%
Participating in an activity to make the school more environmentally friendly	18.5%	39.3%	42.2%
Participating in writing articles on political and social issues for a school publication or website	5.1%	13.4%	81.6%

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	11.5%	18.3%	42.8%	27.4%
Students bring up current political events for discussion in class	23.5%	36.1%	28.5%	12.0%
Students express opinions in class even when their opinions are different from most of the other students	8.8%	16.8%	36.1%	38.3%
Teachers encourage students to discuss the issues with people having different opinions	12.7%	20.4%	35.4%	31.5%
Teachers present several sides of the issues when explaining them in class	12.8%	21.0%	37.3%	28.9%
Teachers encourage students to express their opinions	8.1%	11.8%	26.6%	53.5%

At school, to what extent have you learned about the following issues or topics?	Large extent	Moderate extent	Small extent	Not at all
How citizens can vote in local or national elections	13.4%	30.0%	33.5%	23.1%
How laws are introduced and changed in Malta	10.8%	32.0%	33.9%	23.3%
How to protect the environment	47.9%	33.4%	12.9%	5.8%
How to contribute to solve problems in the local community	15.2%	34.9%	34.3%	15.6%
How citizen rights are protected in Malta	19.0%	33.6%	29.8%	17.5%
Political issues and events in other countries	10.5%	27.7%	39.5%	22.3%
How the economy works	17.3%	30.5%	30.9%	21.3%
How to check whether online information can be trusted	30.2%	33.7%	22.5%	13.7%
How to become a candidate in a local election	6.8%	14.8%	27.8%	50.7%

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	33.1%	52.2%	10.6%	4.0%
Students get along well with most teachers	19.3%	53.0%	22.4%	5.3%
Most teachers are interested in students' well-being	31.3%	50.3%	14.5%	3.9%
Most of my teachers listen to what I have to say	33.4%	49.8%	13.0%	3.8%
If I need extra help, I receive it from my teachers	36.1%	47.0%	13.1%	3.8%
Most students at my school treat each other with respect	19.7%	46.0%	24.4%	9.8%
Most students at my school get along well with each other	21.8%	50.0%	21.6%	6.5%
My school is a place where students feel safe	21.7%	48.0%	20.9%	9.3%
I am afraid of being bullied by other students	14.0%	19.3%	29.5%	37.1%

How much do you agree or disagree with the following statements about student participation at school?	Strongly agree	Agree	Disagree	Strongly disagree
Students' participation in decision-making contributes to make my school better	30.5%	54.6%	11.3%	3.6%
There are clear rules about how students can be involved in decision-making at my school	18.3%	54.7%	21.9%	5.1%
My school encourages students to organise in groups to express their opinions	21.9%	49.3%	22.6%	6.2%
Students can influence decisions that affect our whole school	19.5%	49.3%	23.2%	8.0%
Voting in student elections makes a difference to what happens at my school	18.6%	44.8%	26.8%	9.8%
Students' interests are usually considered when making decisions at my school	18.1%	51.8%	22.2%	7.9%

How much do you agree or disagree with the following statements about student participation at school?	Very bad	Quite bad	Somewhat bad	Not bad at all
Political leaders give government jobs to family members	17.0%	25.3%	31.2%	26.5%
The government breaks a law to fulfil a promise they made before they were elected.	38.7%	34.3%	20.9%	6.2%
Opposition leaders are arrested because they openly criticized a new law.	33.7%	34.4%	22.7%	9.2%
Only government supporters are appointed as judges	38.6%	33.2%	20.6%	7.6%
The government closes newspapers, radio and television stations that have been critical of its policies	48.6%	25.9%	17.7%	7.7%
The government blocks social media to prevent users from criticizing its policies	58.5%	21.0%	14.2%	6.3%
The government controls all newspapers, radio and television stations in a country	48.5%	24.0%	17.5%	10.0%

How much do you agree or disagree with these statements about political leaders, members of parliament and political decision-making in Malta?	Strongly agree	Agree	Disagree	Strongly disagree
The political system of Malta works well	10.9%	49.5%	27.8%	11.8%
Members of parliament do not care enough about the wishes of the people	11.3%	42.4%	38.2%	8.1%
Political decisions should more often be based on advice from scientific experts	16.2%	49.4%	28.5%	6.0%
Members of parliament are good at representing the interests of young people	10.9%	44.3%	33.7%	11.1%
Political leaders have too much power compared to other people	26.8%	45.9%	21.9%	5.4%
Members of parliament generally represent the interests of people in their country well	11.1%	53.4%	28.0%	7.5%
Democracy may have some problems but it is still the best form of government for Malta	23.2%	52.7%	18.0%	6.1%
Members of parliament usually forget the needs of the people who voted for them	18.7%	47.7%	26.3%	7.2%
Members of parliament treat all people in society fairly	11.5%	40.9%	32.7%	14.8%

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	24.9%	41.8%	26.1%	7.2%
Joining a political party	6.2%	23.3%	51.0%	19.5%
Learning about the country's history	29.3%	45.2%	19.7%	5.8%
Following political issues in the newspaper, on the radio, on TV or on the Internet	20.0%	46.3%	26.2%	7.5%
Engaging in political discussions	9.0%	29.7%	47.4%	13.8%
Participating in peaceful protests against laws believed to be unjust	17.6%	38.8%	30.9%	12.7%
Participating in activities to benefit people in the local community	28.0%	47.9%	18.8%	5.3%
Taking part in activities promoting human rights	41.7%	40.7%	13.2%	4.4%
Taking part in activities to protect the environment	44.8%	39.4%	11.8%	3.9%
Showing interest in different cultures and languages	31.0%	43.0%	20.1%	6.0%
Making changes to one's personal lifestyle in order to become more environmentally friendly	32.3%	45.3%	16.5%	5.8%
Supporting initiatives that promote equal opportunities for all people across the world	38.0%	44.2%	13.3%	4.5%
Helping people in less developed countries	48.1%	37.4%	10.3%	4.2%

How much do you agree or disagree with the following statements about immigrants?	Strongly agree	Agree	Disagree	Strongly disagree
Immigrant children should have the same opportunities for education that other children in the country have	66.9%	26.2%	4.0%	2.9%
Immigrants who live in a country for several years should have the opportunity to vote in elections	41.0%	42.6%	12.5%	3.9%
Immigrants should have the opportunity to continue their own customs and lifestyle	48.0%	40.6%	8.7%	2.7%
Immigrants should have the same rights that everyone else in the country has	56.0%	31.7%	8.5%	3.7%
Immigrants bring many cultural, social and economic benefits to Malta	34.8%	44.4%	15.1%	5.7%

To what extent do you agree or disagree that the government should have the right to take the following actions during a national emergency	Strongly agree	Agree	Disagree	Strongly disagree
Close shops and businesses	13.5%	31.1%	37.5%	17.9%
Fine people whose behaviour might put others at risk	40.1%	42.4%	11.9%	5.6%
Oblige people to provide information about their movements	13.5%	42.4%	33.8%	10.3%
Postpone meetings of the parliament	17.3%	45.7%	29.1%	7.9%
Impose travel restrictions	26.1%	44.3%	20.2%	9.4%
Make peaceful protests, marches or rallies illegal	15.3%	32.4%	33.2%	19.2%
Close schools	30.7%	30.0%	24.5%	14.8%
Make it illegal for people to leave their homes without sufficient cause	10.1%	21.6%	37.0%	31.4%
Prohibit larger gatherings of people at sporting and entertainment events	23.8%	40.3%	22.4%	13.4%

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	76.8%	18.2%	2.9%	2.1%
Men and women should have the same rights in every way	72.1%	20.4%	5.4%	2.2%
Women should stay out of politics	5.9%	7.4%	22.8%	64.0%
When there are not many jobs available, men should have more right to a job than women	6.6%	10.7%	23.7%	59.0%
Men and women should get equal pay when they are doing the same jobs	72.7%	18.6%	5.5%	3.2%
Men are better qualified to be political leaders than women	6.8%	12.9%	25.5%	54.7%
There should be equal numbers of men and women in parliament	41.7%	35.5%	16.3%	6.5%

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
Governments should focus more on protecting the environment than on supporting economic growth	34.2%	48.6%	14.1%	3.1%
Every citizen needs to contribute to reduce pollution	48.5%	43.1%	6.2%	2.2%
Malta should contribute to protecting the environment in other countries	29.2%	49.1%	17.9%	3.8%
All human beings should take responsibility for preserving the natural world	55.9%	35.5%	5.4%	3.3%
Countries need to work together to preserve the world's natural resources	62.3%	30.1%	4.6%	3.0%

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
All ethnic groups should have an equal chance to get a good jobs in Malta	58.4%	35.1%	3.5%	3.1%
Schools should teach students to respect members of all ethnic groups	54.5%	38.0%	5.1%	2.4%
Members of all ethnic groups should be encouraged to run in elections for political office	34.7%	48.2%	13.8%	3.3%
All ethnic groups should have an equal chance to get a good education in Malta	55.8%	36.1%	5.0%	3.1%
Members of all ethnic groups should have the same rights and responsibilities	56.4%	35.0%	5.6%	3.0%

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	72.9%	18.5%	5.5%	3.1%
Violent conflict	52.4%	34.8%	9.3%	3.5%
Poverty	54.4%	30.9%	11.3%	3.4%
Climate change	68.4%	21.0%	6.8%	3.8%
Unemployment	37.3%	42.5%	15.8%	4.3%
Overpopulation	51.1%	31.7%	13.2%	4.0%
Infectious diseases (e.g. Measles, COVID-19)	58.4%	27.1%	10.5%	3.9%
Terrorism	53.4%	31.0%	10.7%	4.9%
Global financial crises	46.8%	35.8%	13.2%	4.2%
Loss of biodiversity, extinction of living species	57.6%	26.5%	11.2%	4.7%
Water shortages	67.7%	18.5%	9.0%	4.7%

How well do you think you would do the following activities?	Very well	Fairly well	Not very well	Not at all well
Argue your point of view about a controversial political or social issue	25.6%	41.0%	21.8%	11.6%
Stand as a candidate in a students' council election	18.9%	40.1%	24.7%	16.3%
Organise a group of students in order to achieve changes at school	23.4%	39.8%	22.7%	14.1%
Follow a debate about a controversial issue	21.3%	41.1%	24.3%	13.3%
Write a letter or email to a newspaper giving your view on a current issue	21.1%	37.3%	24.8%	16.8%
Speak in front of your class about a social or political issue	17.8%	31.5%	26.0%	24.7%
Assess the credibility of information about political or social issues	17.8%	36.0%	27.9%	18.3%

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	45.8%	28.5%	13.6%	12.1%
Join a group of students campaigning for an issue you agree with	28.1%	35.8%	23.3%	12.9%
Become a candidate for class representative or students' council	21.0%	22.4%	30.9%	25.7%
Take part in discussions in a student assembly	19.2%	26.3%	28.8%	25.6%

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	27.5%	39.4%	21.1%	12.0%
Vote in general elections	31.9%	40.3%	17.2%	10.6%
Get information about candidates before voting in an election	37.6%	34.4%	17.2%	10.8%
Help a candidate or party during an election campaign	13.0%	26.5%	40.2%	20.3%
Join a political party	9.7%	16.7%	40.2%	33.3%
Join a trade union	6.7%	17.3%	45.6%	30.3%
Stand as a candidate in local council elections	8.5%	16.7%	39.3%	35.5%
Join an organisation for a political or social cause	9.3%	21.2%	40.4%	29.1%
Volunteer time to help other people in the local community	20.1%	40.4%	25.3%	14.3%
Vote in European elections	23.0%	35.0%	24.9%	17.1%

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	20.6%	36.6%	28.9%	13.9%
Contact a member of parliament	8.4%	22.0%	38.9%	30.7%
Take part in a peaceful march or rally	13.3%	28.8%	35.7%	22.2%
Collect signatures for a petition	11.8%	29.1%	36.0%	23.1%
Contribute to an online discussion forum about social or political issues	12.6%	27.4%	37.5%	22.5%
Organise an online group to take a stance on a controversial political or social issue	10.2%	21.3%	41.2%	27.3%
Refuse to buy products that are harmful for the environment	30.9%	36.8%	20.2%	12.1%
Tell someone to stop causing damage to the environment	37.9%	39.5%	14.5%	8.2%
Participate in an organised protest to demand more action to protect our environment	21.8%	33.1%	29.6%	15.5%
Encourage other people to make personal efforts to help the environment (e.g. through saving water)	37.5%	39.7%	14.9%	7.9%
Spray-paint protest slogans on walls	8.2%	15.7%	29.5%	46.6%
Stage a protest by blocking traffic	6.7%	11.5%	26.3%	55.5%
Occupy public buildings as a sign of protest	7.3%	12.1%	28.1%	52.5%
Participate in a school strike	18.2%	24.9%	28.6%	28.4%

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	15.1%	35.8%	35.8%	13.3%
The local council of your town	14.8%	45.1%	32.1%	7.9%
Courts of justice	18.5%	45.2%	27.1%	9.2%
The police	26.5%	43.5%	21.8%	8.2%
Political parties	8.2%	25.4%	43.7%	22.7%
Parliament	11.3%	32.8%	39.1%	16.8%
Traditional media (television, newspapers, radio)	13.0%	41.0%	37.0%	9.0%
Social media (e.g. Twitter, Facebook, YouTube)	13.9%	30.4%	42.1%	13.7%
The Armed Forces	30.0%	41.3%	21.4%	7.3%
Scientists	33.8%	41.1%	18.0%	7.1%
Your teachers	22.2%	45.3%	23.0%	9.5%
Schools in general	17.8%	43.1%	26.6%	12.5%
The United Nations	21.9%	40.0%	27.3%	10.7%
People in general	8.7%	25.4%	47.6%	18.3%
European Commission	18.4%	41.2%	29.2%	11.2%
European Parliament	21.5%	39.7%	26.8%	11.9%

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	24.8%	34.7%	26.4%	14.1%
Religion helps me decide what is right and what is wrong	23.3%	43.2%	20.9%	12.6%
Religious leaders should have more power in society	13.3%	31.1%	37.2%	18.4%
Religion should influence people's behaviour towards others	20.0%	43.7%	21.2%	15.1%
Rules of life based on religion are more important than civil laws	13.7%	30.8%	37.9%	17.6%
All people should be free to practice their choose religion	56.0%	32.5%	6.9%	4.6%
Religious people are better citizens	12.7%	24.8%	36.9%	25.6%

What is your religion?	Frequency	Percentage
No religion	560	15.3%
Christianity	2801	76.6%
Islam	127	3.5%
Judaism	9	0.2%
Buddhism	18	0.5%
Another religion	144	3.9%

How often do you attend religious activities outside your home with a group of other people?	Frequency	Percentage
Never	869	23.7%
Less than once a year	436	11.9%
At least once a year	609	16.6%
At least once a month	627	17.1%
At least once a week	1119	30.6%

D. Regional Student Instrument

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
I see myself as European	58.7%	35.2%	4.1%	2.1%
I am proud to live in Europe	50.9%	43.3%	4.5%	1.3%
I feel part of Europe	42.2%	47.4%	8.6%	1.9%
I see myself first as a citizen of Europe and then as a citizen of the world	33.3%	45.8%	17.2%	3.7%
I feel part of the European Union	30.3%	48.5%	17.5%	3.7%
I am proud that my country is a member of the European Union	43.4%	46.4%	7.5%	2.7%

To what extent have you learned about the following issues or topics?	Large extent	Moderate extent	Small extent	Not at all
Political and economic systems of other European countries	13.6%	40.3%	32.5%	13.6%
The history of Europe	27.6%	41.5%	22.8%	8.1%
Political and social issues in other European countries	12.6%	36.4%	36.2%	14.8%
Political and economic integration between European countries	13.6%	35.3%	34.2%	16.9%
The European Union	22.7%	38.6%	27.9%	10.8%
Role and functions of the European Union institutions (e.g. European Parliament, European Council)	18.2%	32.9%	30.7%	18.3%

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
European countries should have the same rules to protect the environment	51.2%	38.9%	7.7%	2.2%
European countries should adopt common protocols and rules to reduce climate change	47.9%	44.4%	5.8%	1.8%
European countries should promote an economic growth sustainable for the environment	47.8%	45.1%	5.5%	1.6%
European countries should promote the use of renewable energy sources	54.1%	38.2%	5.1%	2.6%
European countries should encourage the use of clean technologies in countries outside Europe	49.3%	41.6%	6.7%	2.3%

To what extent are the following groups of people discriminated against in Malta?	A lot	To some extent	A little	Not at all
Women	28.8%	36.2%	23.1%	11.8%
Young people	18.6%	34.1%	31.4%	15.9%
Poor people	30.3%	34.4%	25.3%	10.0%
Religious minorities	23.7%	37.6%	27.1%	11.6%
People with disabilities	29.6%	33.7%	24.8%	11.9%
Older people	15.4%	28.2%	33.1%	23.3%
Immigrants	51.2%	28.2%	13.8%	6.8%
People with political opinions different from those of the majority	27.7%	37.4%	25.9%	8.9%
Members of the LGTB and community	45.6%	28.2%	16.4%	9.8%
People of African descent	38.9%	31.9%	20.6%	8.6%
People from ethnic minority groups	26.6%	36.7%	27.4%	9.3%

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	45.1%	49.0%	3.9%	2.1%
Citizens of European countries should be allowed to work anywhere in Europe	43.7%	48.9%	5.8%	1.6%
Allowing citizens of European countries to work anywhere in Europe helps to reduce unemployment	38.6%	50.2%	8.9%	2.3%
The freedom for citizens of European countries to work anywhere in Europe should be limited	16.7%	34.4%	36.8%	12.1%
The freedom for citizens of European countries to work in another European country should be regulated by agreements between individual countries	20.3%	57.3%	17.9%	4.5%
Citizens of European countries seeking to work in another European country should apply for work permits like people from outside Europe	21.3%	53.1%	20.3%	5.3%

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
European countries should recognize all educational qualifications achieved in any other European country	44.3%	49.7%	4.2%	1.8%
European countries should have a European army for international missions	32.0%	57.4%	8.7%	1.9%
European countries should adopt common rules to prevent and combat terrorism	43.3%	47.7%	6.8%	2.2%
European countries should adopt the same regulations to combat illegal entry from non-European countries	26.8%	50.9%	18.1%	4.2%
European countries should have the same rules regarding the acceptance of people escaping persecution in their countries for reasons of nationality, ethnicity, religion, or political opinions	32.6%	47.7%	15.5%	4.2%
European countries should adopt common rules to reduce social and economic inequalities between rich and poor people	37.5%	50.1%	9.4%	2.9%
European countries should have common rules to combat infectious diseases (e.g. measles, COVID-19).	49.0%	39.1%	8.6%	3.4%

What is Europe likely to look like in 10 years?	Very likely	Likely	Unlikely	Very unlikely
There will be stronger cooperation among European countries	34.3%	50.2%	12.2%	3.3%
There will be a rise in racism	16.9%	34.9%	38.5%	9.8%
There will be greater peace across Europe	18.9%	44.0%	30.3%	6.8%
Terrorism will be more of a threat all across Europe	15.3%	39.4%	37.5%	7.8%
There will be larger economic differences between rich and poor countries in Europe	22.2%	48.5%	25.1%	4.1%
There will be less air and water pollution in Europe	20.7%	38.1%	30.7%	10.5%
There will be a rise in poverty/unemployment in Europe	19.6%	42.4%	31.6%	6.4%
Democracy will be strengthened across Europe	24.3%	55.5%	16.9%	3.4%
Poor people will have more access to healthcare	30.8%	51.8%	14.0%	3.4%
Politics will be increasingly influenced by small groups of rich people	20.1%	48.0%	25.5%	6.4%
There will be more women among political leaders	34.1%	47.7%	13.9%	4.3%
There will be a rise in religious intolerance	17.3%	45.2%	30.8%	6.6%
There will be more infectious diseases (e.g. COVID-19)	26.1%	37.6%	26.9%	9.4%

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	48.3%	45.4%	4.7%	1.6%
My financial situation will be better than my parents	27.3%	53.7%	16.3%	2.8%
I will find a job I like	48.9%	39.9%	9.3%	1.9%
I will have the opportunity to travel abroad for leisure	44.6%	41.6%	10.4%	3.4%
I will earn enough money to start a family	49.4%	40.0%	7.3%	3.3%

How important are the following things for your future?	Very important	Important	Slightly important	Not important
To be economically independent	53.9%	38.3%	5.8%	2.0%
To have a higher income than my parents or guardians	25.6%	35.9%	23.8%	14.7%
To find a job I like	68.4%	24.7%	5.3%	1.6%
To have the opportunity to travel abroad for leisure	45.4%	35.4%	15.0%	4.2%
To have the opportunity to work abroad	38.3%	33.9%	20.4%	7.3%
To be paid in line with my qualifications	56.0%	35.5%	6.3%	2.3%
To get a post-secondary degree	47.5%	38.4%	11.2%	2.9%
To have children	31.7%	29.6%	22.6%	16.1%
To have friends	61.2%	28.1%	7.7%	3.0%

During the last twelve months, how often have you done or have you asked your parents or guardians to do the following things?	Often	Sometimes	Rarely	Never
Refuse to buy goods produced by companies using child labour	22.8%	28.8%	19.2%	29.2%
Refuse to buy goods whose production has a negative impact on the environment	23.1%	38.8%	20.2%	17.8%
Refuse to buy goods produced by a company violating social rights of their employees	21.0%	33.8%	23.4%	21.8%
Buy only goods that can be recycled afterwards	25.7%	39.2%	20.6%	14.5%
Buy green products	33.3%	38.2%	16.8%	11.7%
Get information whether companies are socially responsible before buying their products	17.9%	31.6%	25.8%	24.7%

During the last twelve months, how often have you done each of the actions listed below?	Often	Sometimes	Rarely	Never
Purchase used instead of new clothing	15.2%	20.6%	22.0%	42.2%
Reduce water use (e.g. when brushing your teeth, having a shower, washing dishes)	33.6%	40.2%	17.1%	9.0%
Reduce the use of electricity (e.g. switching off the lights when leaving a room, turning down the heat when it is not too cold)	43.0%	34.0%	15.8%	7.3%
Avoid buying products with plastic packaging (e.g. school supplies, groceries)	24.4%	39.7%	24.4%	11.5%
Reuse old items in good condition instead of buying new ones	37.2%	38.0%	16.8%	8.1%
Limit the use of plastic items (e.g. disposable plastic glasses, water bottles, plastic shopping bags)	33.7%	40.8%	17.9%	7.6%
Reduce food waste (e.g. avoiding buying more food than necessary, eating leftovers)	44.5%	36.3%	13.2%	6.0%
Repair rather than replacing items you have (e.g. fix your bike instead of buying a new one, mending a backpack instead of buying a new one)	37.7%	37.7%	17.0%	7.6%

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
EU promotes respect for human rights all over Europe	44.4%	47.2%	5.8%	2.6%
EU institutions cost too much money	16.9%	55.1%	25.0%	3.0%
EU takes care of the environment	27.8%	53.1%	15.5%	3.7%
EU is good for the economy of individual countries	26.6%	58.8%	10.8%	3.8%
EU policies are too strongly influenced by the richest member states	21.1%	47.8%	26.7%	4.4%
EU makes Europe a safe place to live	30.6%	53.5%	12.6%	3.3%
EU is good because countries share a common set of rules and laws	31.2%	55.9%	10.0%	2.9%
EU is run mainly by unelected bureaucrats	14.4%	38.0%	39.4%	8.2%
EU promotes freedom of speech	31.0%	52.4%	13.1%	3.5%
The adoption of EU policies takes too long to be effective	21.0%	50.7%	23.0%	5.3%