



International Civic and Citizenship Education Study

The International Civic and Citizenship Education Study (ICCS)

Information Brochure



Università degli Studi Roma Tre
Laboratorio di Pedagogia sperimentale

IEA INTERNATIONAL CIVIC AND CITIZENSHIP EDUCATION STUDY (ICCS)

It is over the ten years since IEA last decided to investigate civic education, and in that time new challenges have emerged in educating young people for their roles as citizens in the 21st century. These challenges have stimulated renewed reflection on the meanings of citizenship and the roles of and approaches to civic and citizenship education. In many countries there is a growing interest in using evidence to improve policy and practice in civic and citizenship education.

The purpose of ICCS is to investigate the ways in which young people are prepared to undertake their roles as citizens in a range of countries in the 21st century. In pursuit of this purpose, the study will report on student achievement in a test of knowledge, conceptual understanding and competencies in civic and citizenship education. It will also collect and analyse data about student dispositions and attitudes relating to civics and citizenship. The study builds on the previous IEA studies of civic education, particularly CIVED in 1999.

Research Questions

The key research questions for the study concern student achievement in civic and citizenship, dispositions to engage as active citizens and attitudes related to civics and citizenship. The key research questions are:

- *What variations exist between countries, and within countries, in student achievement in conceptual understandings and competencies in civics and citizenship?*
- *What changes in civic knowledge and engagement have occurred since the last international assessment in 1999?*
- *What is the extent of interest and disposition to engage in public and political life among young people and which factors within or across countries are related to it?*
- *What are adolescents' perceptions of the impact of recent threats to civil society and responses to these threats?*
- *What aspects of schools and education systems are related to achievement in and attitudes to civics and citizenship?*
- *What aspects of student personal and social background, such as sex, socioeconomic background, and language background, are related to student achievement in and attitudes towards civic and citizenship education?*

Assessment Framework

The ICCS Assessment Framework sets the basis for the design of the instruments to be used in the study. It takes account of the research literature in the field and accommodates the themes and issues contained in curricula from a range of countries which provided material during the development phase of the study. It incorporates and extends the dimensions addressed in the CIVED study.

The four content domains (and the sub-domains) in this framework are:

- Civic society and systems:
 - Citizens
 - State institutions
 - Civil institutions
- Civic principles:
 - Equity
 - Freedom
 - Social Cohesion
- Civic participation:
 - Decision making
 - Influencing
 - Community participation
- Civic identities:
 - Civic self-image
 - Civic connectedness

ICCS Data

ICCS will be based on data gathered from assessments of student knowledge, conceptual understanding and competencies in civic and citizenship education, surveys of student perceptions of aspects of civics and citizenship and surveys of student background and participation in active citizenship. ICCS also makes use of data on the context of learning in schools (from surveys of teachers and school leaders) and national systems so as to facilitate the interpretation of the results of the assessments.

Assessment of student knowledge, understanding and competencies

The core assessment will consist of new items and trend items. The trend items will be selected from the non-released items from the CIVED study. The cognitive test will consist of a rotated booklet design with up to 80 cognitive items (mainly in multiple-choice format but also including some constructed response items) and students will have 60 minutes to complete the assessment. There may also be short regional cognitive tests incorporated in the regional modules for some regions such as Europe or Latin America.

Students' perceptions, background and activities

A student perceptions questionnaire will gather information about student perceptions of and attitudes towards issues related to civic and citizenship education. The questionnaire will comprise new items and items from CIVED. In addition a background questionnaire will provide information about student characteristics, home background and participation in student civic activities in and out of school.

Context of learning

There will be a survey of a population of teachers from the same schools as the students and of the principals in those schools. These questionnaires will be used to generate information about the context in which students learn about civics and citizenship. These will be administered at the time of the student survey.

In addition an on-line national contexts survey will generate information about the ways in which civic and citizenship education is provided in each participating country. These will be organised through national research coordinators at the beginning of the study and near the conclusion of the study.

Regional modules

Regional modules will be considered where there are a sufficient number of countries in a region interested in such an option. Additional testing and questionnaire time would be offered as part of a regional module directly after the administration of the international test and student questionnaires. Items going into this part are not intended to scale on the same metric as other test items. Typically a regional module will consist of a regional cognitive test and a regional student perceptions questionnaire. Currently, regional modules are being planned for Europe and Latin America. Regional module instruments may consist of a (short) cognitive test and/or an additional student questionnaire.

Populations and Samples

The population to be studied is students in Grade 8 (on average including students who are approximately 14 years of age) provided that the average age of students in Grade 8 is 13.5 years or above. Where the average age of students in Grade 8 is less than 13.5 years Grade 9 will be the population. Grade 8 is a stage of secondary schooling in which participation is universal in most countries and which has the greatest similarity in organisational contexts across countries. It also provides the greatest overlap with CIVED. An option to also include Grade 9 as an additional year level is offered to countries that participated in CIVED using their Grade 9 population. The survey of teachers will be from the same schools as the students and there will be a survey of the principals (or head teachers) in those schools. The minimum sample for a country will be 150 schools with about 3,500 students.

Analyses

In the analyses based on the research questions there will be “cross-sectional” analyses of data from Grade 8 student achievement and attitudes in 2008/9. Some of these will involve comparative analyses of aspects of achievement, attitudes and the strength of relationships of those outcomes with other student, school and national education system characteristics. In addition there will be within-country analyses that link student achievement to individual, classroom and school characteristics. The links to the CIVED study from 1999 that will be incorporated in the assessment tools and questionnaires will enable the analysis of trends between 1999 and 2008/9 for those countries that participated in CIVED in 1999.

Outputs

The study will result in an International Report to be published in 2010. This volume will include results derived from the international core instruments and be similar to the first international report on CIVED published in 2001 and based on a 1999 survey. This will enable comparisons among participating countries in terms of civic knowledge and understanding, citizenship orientations, civic and citizenship competencies and civic identity. Those comparisons will enable countries to reflect on their civic and citizenship education in relation to other countries.

A database of the international survey will be made available at the conclusion of the study. A Technical Report will also be published in 2010 and will contain a description of details on instrument development, data collection procedures and analysis.

A European Regional Report will be published drawing on data from instruments in the European regional module and relevant aspects of the international core instruments. Consideration will be given to publishing other regional reports where interest has been expressed by sufficient countries in a region. Results from a survey of national contexts will be published either as part of the international and regional reports or as a separate volume.

Timetable

Planning and Design	May 2006 to October 2006
NRC Meeting 1	October 2006
Assessment Framework	May 2006 to February 2007
Pilot	March 2007 to May 2007
NRC Meeting 2	June 2007
Field trial	July 2007 to January 2008
Main study preparation	February 2008 to September 2008
NRC Meeting 3	March 2008
Main study southern hemisphere	October 2008 to December 2008
Main study northern hemisphere	February 2009 to April 2009
Data compilation and analysis	January 2009 to November 2009
NRC Meeting 4	November 2009
Reports and database preparation	December 2009 to September 2010

International Study Centre

The ICCS is being conducted by consortium of three organisations: the *Australian Council for Educational Research* (ACER), the *National Foundation for Educational Research* (NFER) and the *Laboratorio di Pedagogia sperimentale* (LPS) at the Roma Tre University. The International Study Centre (ISC) is located at ACER (iccs@acer.edu.au). The consortium works in close cooperation with the *IEA Data Processing Center* (IEA DPC) and the IEA Secretariat.

The project web site is <<http://icces.acer.edu.au>> and information about participation in the study can be obtained from the IEA secretariat <department@iea.nl>.