

Becoming Citizens in a Changing World **Highlights from IEA ICCS 2016**

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Researching education, improving learning



About the IEA

- Non-governmental, not for-profit research organization
- Independent, international cooperative of national research institutions and governmental research agencies
- Founded in 1958, more than 30 research studies of cross-national achievement and other aspects of education
 - Currently TIMSS, PIRLS, ICCS, ICILS
 - Global partner for educational surveys and assessments, recently focusing on SDG Goal 4 monitoring
- More than 60 member country institutions, nearly 100 participating countries in IEA studies

ICCS in brief

- 2016 cycle of ICCS is the fourth in a series of IEA studies (1971, 1999, 2009) examining the ways in which **young people are prepared to undertake their roles as citizens**
- ICCS is the only **dedicated** international study to measure the antecedents, processes and outcomes of civic and citizenship education
- Two broad assessment domains:
 - Student's civic **knowledge**
 - Students' **attitudes** and **engagement**
- Contextual data collection: **student (generally 8th grade), home, school/classroom and wider community contexts**

Needs & motivation at the national level

- **Slovenia:** Transition from a socialism to a liberal democracy. Many students lack a basic understanding of key civic dimensions (say, systems) and showed low levels of tolerance, especially towards foreigners.
- **Sweden:** Students were quite knowledgeable and tolerant but lacked in terms of intended participation and engagement.
- **Flanders:** Following up on the lowest level of tolerance among European countries. Attainment goals in national assessment: about 80% reached these in academic tracks, but only about half of this in VET tracks.
- Different starting points, needs and intentions, all benefited from empirical insights
- Changes to subject scoping and definition a key interests to study trends in civic and citizenship education

Important contexts and background

- Increasing **globalization**
 - Changing notions of “citizenship”
- “**Democratic recession**” after wave of democratization
 - Surge of populism
 - Return to authoritarian forms of government or “illiberal” democracies
- Failures in many countries to mobilize young **voters**
 - Questions about how to engage young people
 - Changes in patterns of information (engagement with social media)
- **Wave of migration**
 - Not explicitly covered in ICCS 2016 (it started in 2013!) but there are data about equal rights/opportunities and immigrant family background

ICCS 2016 participants



Instruments and assessment samples



~ 94,000 students
about 4,000 per country

~ 53,000 in Europe

Time

Instruments

Respondents



International cognitive
questionnaire

Students, grade 8 or
equivalent, 13-14 years old



~ 3,800 schools
about 150 per country



International student
questionnaire

Students, grade 8 or
equivalent, 13-14 years old



Teacher
questionnaire

Teachers of any subject
in the target grade



~ 37,000 teachers
about 15 per school



School
questionnaire

School principals



Regional student
questionnaire

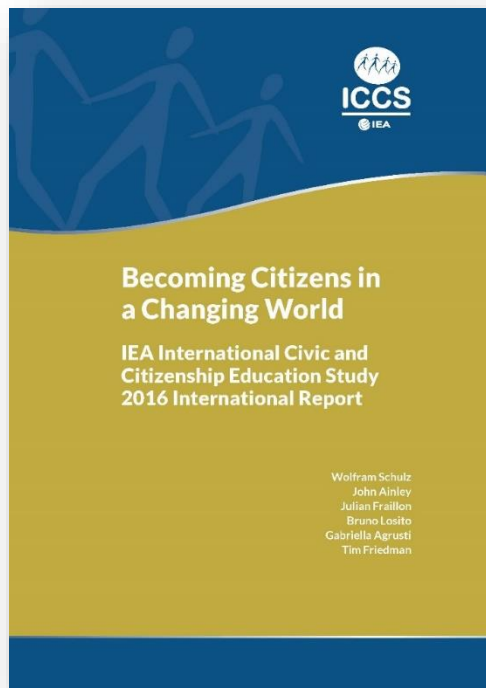
Students, grade 8 or
equivalent, 13-14 years old,
in Europe and Latin America



Highlights from ICCS 2016



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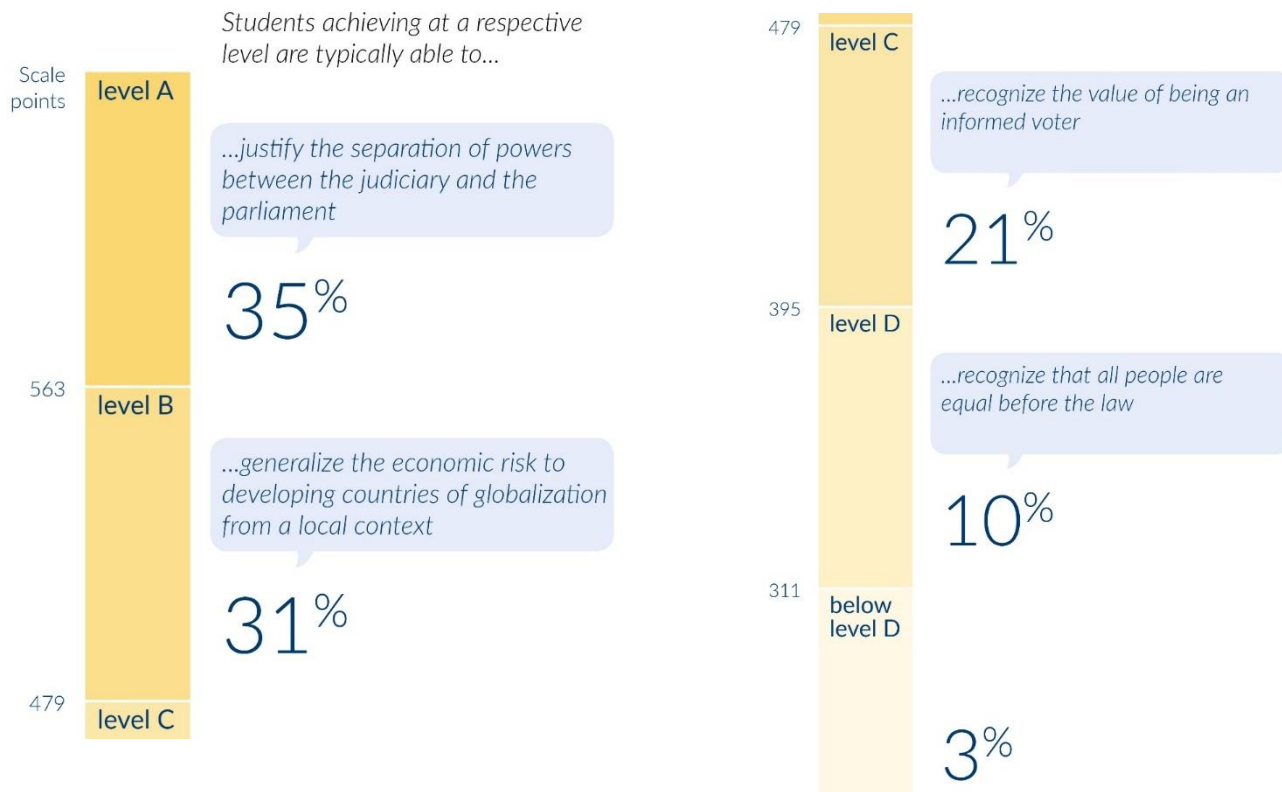
Contexts for civic and citizenship education (CCE)

- Considerable variation in socioeconomic and political contexts across countries
- Differences in the autonomy of schools regarding decision-making
- Countries apply a variety of approaches to CCE (often in coexistence)
 - Integrated into human/social science subjects
 - Specific subjects related to CCE
- Countries usually provide some form of pre- or in-service training related to CCE

Student's civic knowledge: Described scale

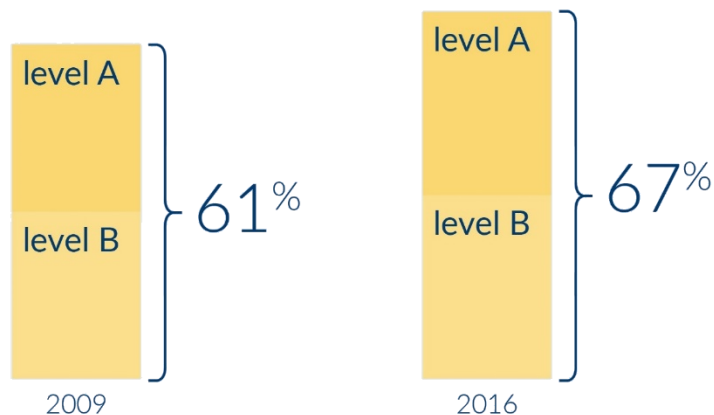
- Four levels of civic knowledge reflecting increasing complexity:
 - **Level A:** Holistic knowledge and understanding of concepts and evidence of some critical perspective
 - **Level B:** Some more specific knowledge and understanding of institutions, systems, and concepts
 - **Level C:** Engagement with the fundamental principles and broad concepts that underpin civics and citizenship
 - **Level D:** Familiarity with concrete, explicit content and examples relating to the basic features of democracy

Described civic knowledge scale



Student's civic knowledge

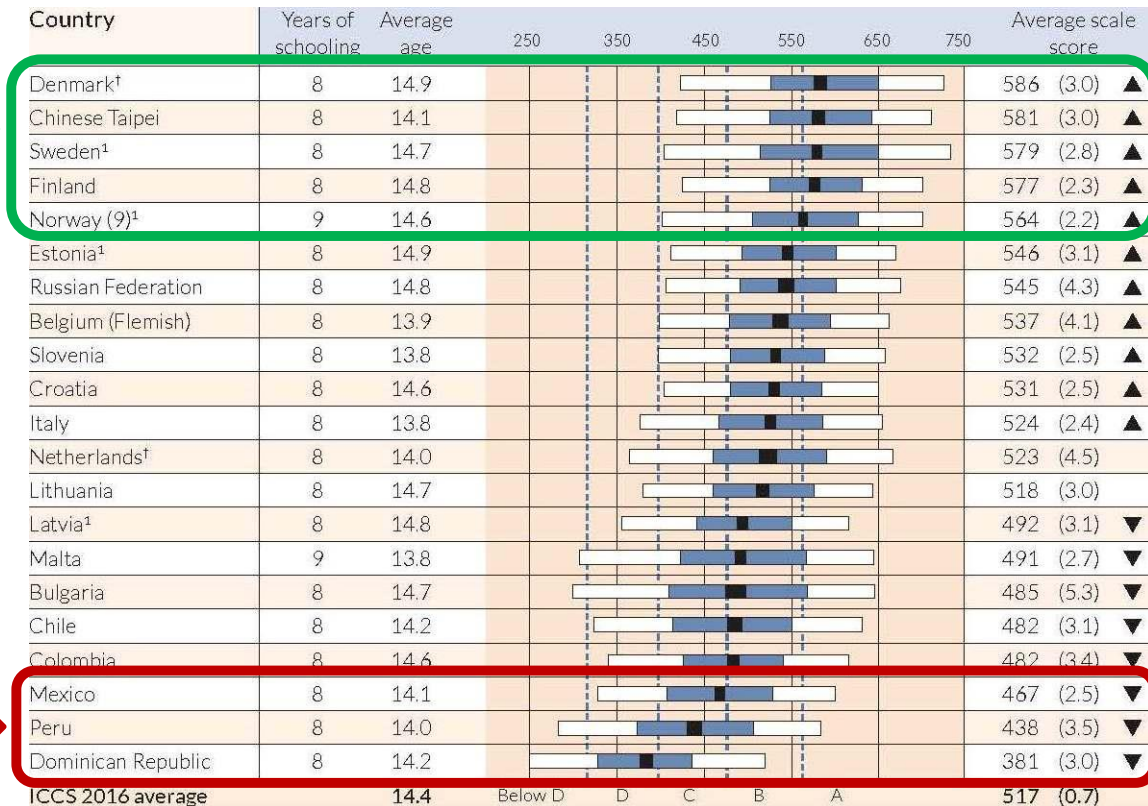
- Civic knowledge varied both within countries and across countries
- There were increases in civic knowledge since 2009 in most countries with comparable data (% level A and B):



National averages of civic knowledge

50 points above
2016 average

50 points below
2016 average



Civic knowledge proportions by level

Table 3.10: Percentages of students at each proficiency level of civic knowledge

Country	Below Level D	Level D	Level C	Level B	Level A	
Denmark ¹	0 (0.1)	2 (0.4)	10 (0.8)	25 (0.8)	62 (1.3)	
Chinese Taipei	0 (0.2)	3 (0.4)	10 (0.8)	25 (1.2)	62 (1.4)	
Finland	0 (0.1)	2 (0.4)	10 (0.8)	27 (1.4)	60 (1.6)	
Sweden ¹	1 (0.2)	4 (0.6)	12 (0.8)	25 (1.0)	58 (1.3)	
Norway (9) ¹	1 (0.2)	4 (0.3)	13 (0.7)	29 (1.0)	53 (1.2)	
Estonia ¹	0 (0.1)	3 (0.5)	17 (1.0)	37 (1.5)	43 (1.8)	
Russian Federation	0 (0.1)	4 (0.5)	17 (1.3)	37 (1.5)	42 (2.1)	
Belgium (Flemish)	0 (0.1)	5 (0.8)	19 (1.6)	37 (1.6)	40 (2.2)	
Slovenia	0 (0.2)	4 (0.5)	21 (0.9)	38 (1.2)	37 (1.4)	
Croatia	0 (0.1)	4 (0.5)	20 (1.2)	40 (1.5)	36 (1.5)	
Netherlands ¹	1 (0.4)	8 (1.4)	23 (1.5)	32 (1.8)	36 (1.8)	
Italy	1 (0.3)	7 (0.6)	22 (0.8)	36 (1.1)	35 (1.2)	
Lithuania	1 (0.3)	7 (0.8)	24 (1.2)	39 (1.6)	31 (1.7)	
Bulgaria	6 (1.2)	16 (1.3)	23 (1.4)	28 (1.5)	27 (1.5)	
Malta	6 (0.5)	13 (0.8)	23 (1.0)	32 (1.1)	26 (1.1)	
Chile	4 (0.5)	16 (0.9)	27 (1.0)	32 (1.0)	21 (1.1)	
Latvia ¹	2 (0.4)	11 (1.1)	29 (1.3)	39 (1.8)	19 (1.6)	
Colombia	2 (0.4)	14 (1.1)	31 (1.0)	35 (1.2)	17 (1.2)	
Mexico	3 (0.4)	18 (1.0)	33 (1.2)	33 (1.0)	13 (0.8)	
Peru	9 (0.9)	24 (1.2)	32 (1.2)	26 (1.2)	9 (0.8)	
Dominican Republic	19 (1.2)	39 (1.2)	30 (1.2)	11 (1.0)	1 (0.4)	
ICCS 2016 average	3 (0.1)	10 (0.2)	21 (0.2)	31 (0.3)	35 (0.3)	
Countries not meeting sample participation requirements						
Hong Kong SAR	3.4 (0.9)	11 (1.5)	19 (1.7)	32 (1.6)	35 (2.3)	
Korea, Republic of ²	0.8 (0.3)	5 (0.8)	17 (1.0)	31 (1.2)	47 (1.6)	
Benchmarking participant not meeting sample participation requirements						
North Rhine-Westphalia (Germany) ¹	0.6 (0.1)	7 (0.7)	23 (1.7)	39 (1.5)	31 (1.6)	

Change in civic knowledge since 2009



Predictors of students' civic knowledge



In all countries (21)
socioeconomic home background



In all countries (21)
open classroom climate for discussion
of political and social issues



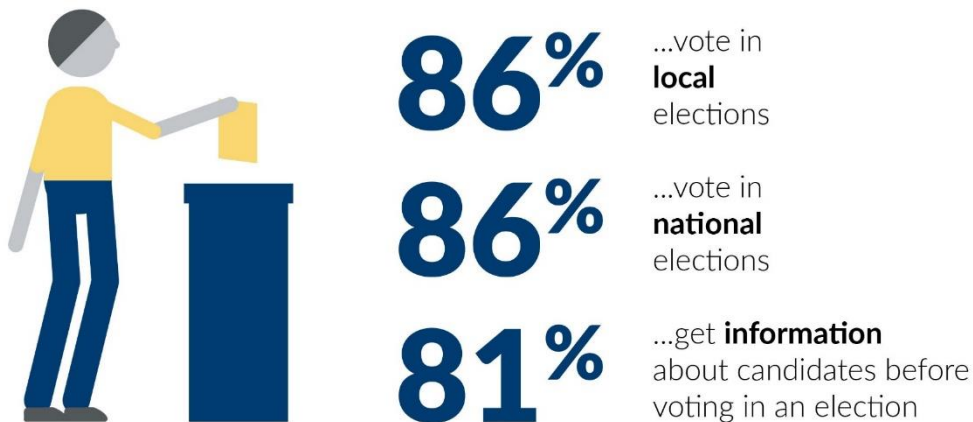
In the majority of countries (19)
female students tend to have higher
levels of civic knowledge and civic
engagement

Aspects of students' civic engagement

- TV news and discussions with parents remained important sources of information for students engaging with political and social issues
 - Decline in the use of newspaper since 2009
 - More discussions with parents about what is happening in other countries
- Only limited use of social media for civic engagement
 - Variation across countries
- Increases in students' engagement in discussions and their confidence to participate in civic activities since 2009

Aspects of students' civic engagement

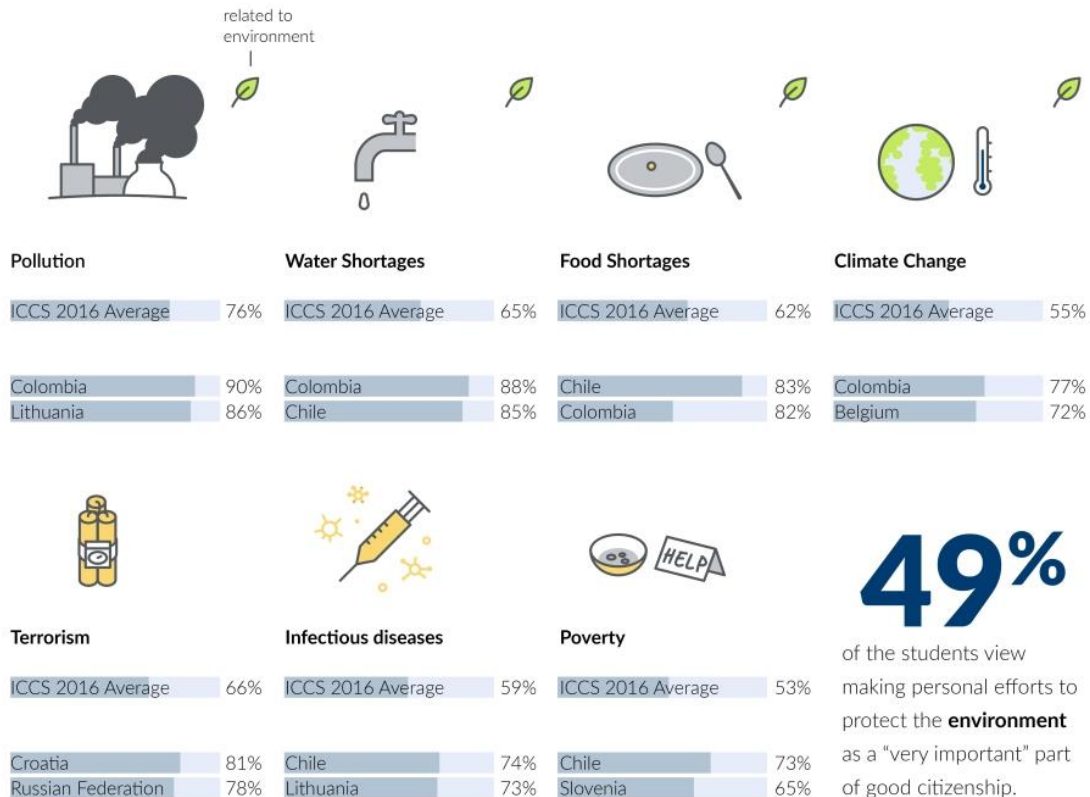
- Few changes in the extent of students' participation at school since 2009
- Student attached high value to participation at school (as in ICCS 2009)
- Students who expect to probably or definitely:



Students' attitudes toward important issues in society

- Students differed in their perceptions of what is good or bad for democracy
 - E.g. giving political leaders giving jobs to family members not always viewed as bad for democracy
- ICCS measured students' perceptions of what constitutes good citizenship
 - Students attached greater importance to conventional good citizenship than other characteristics
 - Overwhelming endorsement of personally responsible citizenship (e.g. respecting other people's opinions)
- High levels of endorsement of gender equality and equal rights for all ethnic/racial groups in their countries
 - Increases in support since 2009 in a number of countries

Large threats for the world's future



Students' attitudes toward important issues in society

- Students' trust in civic-related institutions, groups, and information sources changed since 2009
 - Higher levels of trust than the 2009 in government, parliament, and courts of justice
 - Lower levels of trust in media and people in general
- Positive association with civic knowledge in more established and stable democracies
- Students' endorsement of religious influence in society remained limited
 - Students' with higher levels of civic knowledge less supportive of religious influence

School contexts for civic learning

- Our results suggest that students and teachers tend to actively participate in school life
 - Only limited participation of parents was reported by school principals
- Evidence of verbal bullying among students but schools tended to report specific activities to address this issue
- Majorities of students tended to report open classroom climates for civic discussions
 - **Positively associated with higher levels of civic interest and civic knowledge**

Explaining variation in civic knowledge

- Considerable variation in the proportion of variation in civic knowledge between schools across countries
- Analysis results show the importance of student characteristics and social background were important predictors
- After controlling for student characteristics and social background some factors related to civic learning predictors no longer significant
- Open classroom climate and (individual) student engagement at school remained significant predictors in many countries

Explaining variation in expected participation as adults (in elections and political activities)

- Female students were less likely than male students to expect they will become actively involved
- Parental and student interest in civic issues were strongest student-background predictors
- Experience with civic engagement in the community or at school tended to be positively associated with outcome variables
- Citizenship self-efficacy and trust in institutions were consistent predictors
- Students' civic knowledge was related in different ways to expected electoral (+) and active political participation (-)

Main findings and implications for policy and practice (1)

- In spite of considerable differences in socioeconomic contexts across participating countries CCE has a place in the curriculum
 - Relative consensus among educators about aims and goals for this learning area
- Increased levels of civic knowledge **but** considerable differences within and across countries
 - Positively associated with attitudes toward equal opportunities and engagement
 - Ample room for further improvement!

Main findings and implications for policy and practice (2)

- Some changes in civic engagement between 2009 and 2016
 - Changing role of media information
 - Engagement with social media likely to increase in the future
- **Higher levels of civic knowledge positively related to expected electoral participation, but:**
- **Negative correlation between civic knowledge and expected active political participation (parties etc.)**
 - Possibly more civic knowledge about potential negative aspects of the functioning of democracy may be detrimental to individual participation!?

Main findings and implications for policy and practice (3)

- More support for equal opportunities by young people than in 2009
 - As in previous survey, more knowledgeable students more supportive
 - However, still some variation in the levels of endorsement (e.g. regarding gender equality)
- **Views of global threats vary considerably by national contexts**
 - Relative consensus only on some issues presented to students: Are there sufficient opportunities to learn things beyond borders?

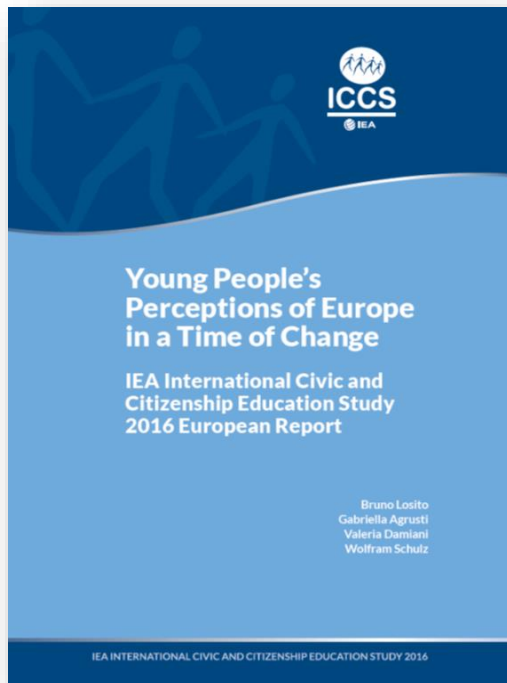
Main findings and implications for policy and practice (4)

- Students' trust in institutions somewhat higher than in 2009
 - Last survey took place at start of GFC (impact?)
 - More knowledgeable students less trusting in those countries where institutions are generally perceived as less efficient or transparent (long-term risk?)
- Further evidence about the link between civic learning at school (open classroom climate, civic student engagement) and outcomes variables
 - **Support for long-standing argument that more democratic school environments promote citizenship dispositions (knowledge, attitudes and engagement)**

European Highlights



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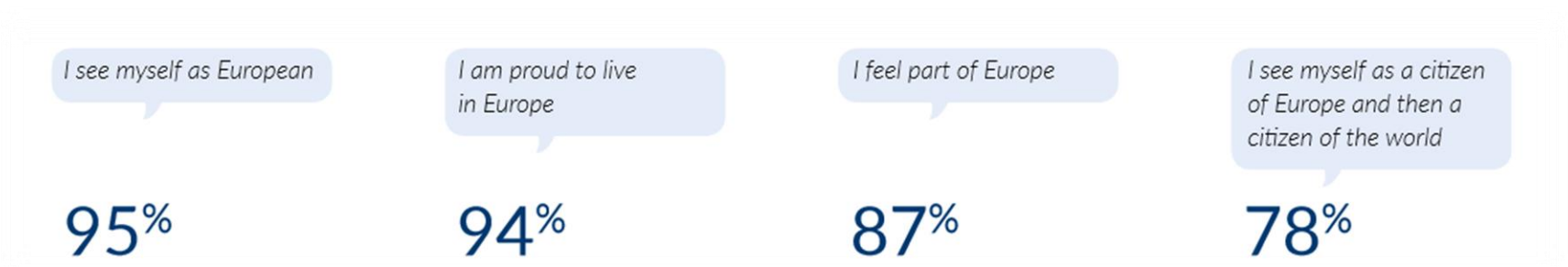


Content of the European questionnaire

- Issues related to the European context and to the European social and political situation
 - Concerns on the future of the co-operation and the integration among European countries (sense of European identity)
 - Migration from outside Europe to Europe (and refugees)
 - Freedom of movement across the European borders
 - Economy (unemployment, public finances, inflation)
 - Foreign and security policy

Students' sense of European identity

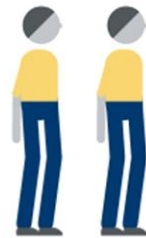
- Majorities of surveyed students indicated that they saw themselves as Europeans, that they were proud to live in Europe and that they felt they were part of Europe



Students' sense of European identity

- In all but two countries participating in both surveys, the percentage of students reporting positive perceptions of their European identity had increased between 2009 and 2016
- Most surveyed students reported they learned the history of Europe at school (variation across countries)

A slightly stronger sense of European identity is expressed by:



Male students



Students from non-immigrant families and those with higher level of trust in civic institutions

Freedom and restriction of movement within Europe

- Large majorities of students across European participating countries endorsed the freedom of movement for European citizens
 - Allowing citizens of European countries to work anywhere in Europe is good for the European economy (94%)
 - Citizens of European countries should be allowed to work anywhere in Europe (92%)
 - Allowing citizens of European countries to work anywhere in Europe helps to reduce unemployment (89%)
- Strong variation across countries was observed for restriction of movement

Students' attitudes toward equal rights for immigrants

- In ICCS 2016 most surveyed students largely agreed with statements regarding immigrants' rights
- On average, no strong difference was recorded in most of the European participating countries from ICCS 2009 to ICCS 2016 but there was variation across countries



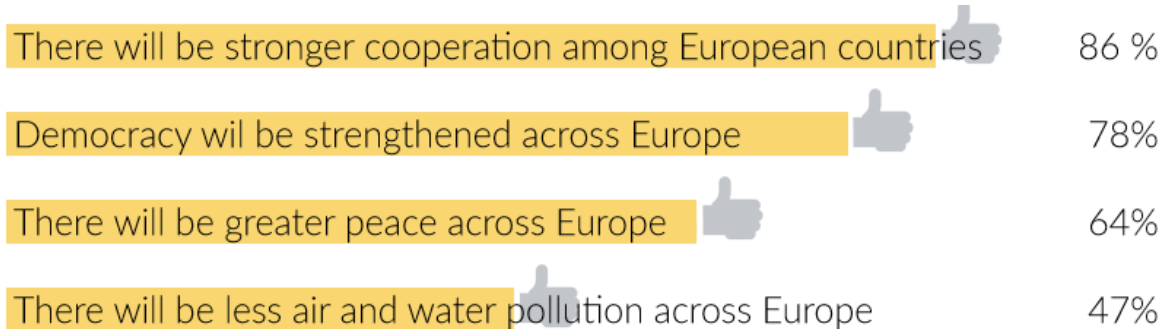
Students' perceptions of cooperation among European countries

- For the majority of surveyed students European countries should cooperate in order to:
 - Protect the environment (98%)
 - Prevent and combating terrorism (96%)
 - Guarantee high levels of employment (95%)
 - Strengthen countries' economies (94%)



Students' perceptions of the future of Europe

- Positive expectations



- Negative expectations

- Terrorism will be more of a threat across Europe (68%)
- Increased influence of non-European powers (67%)
- Rise in poverty and unemployment (52%)
- Weaker economy (43%)

Students' perceptions of the European Union

The EU guarantees respect for human rights all over Europe

88%

The EU makes Europe a safe place to live

85%

The EU takes care of the environment

77%

The EU is good for the economy of individual countries

82%

The EU is good because countries share a common set of rules and laws

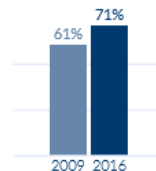
88%



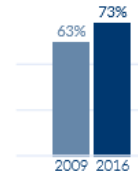
Majorities of students tended to agree upon a positive role of EU

Most of the surveyed students reported to trust the EC and the European Parliament.
Generally, trust increased since 2009

European Commission



European Parliament



Students' perception of their own future

- Surveyed students mainly expressed positive attitudes toward their individual future
- Majorities of students felt that they would very likely or likely
 - Find a steady job (95%)
 - Find a job they like (91%)
 - Earn enough money to start a family (96%)
 - Have the opportunity to travel abroad for leisure (89%)
 - Have a better financial situation than their parents (78%)

Main findings and implication for policy and practice

- Students' perception of their European identity is associated to their trust in civic institution
 - These results seem to confirm that national and European identities can positively coexist
- **Schools may contribute to the development of this broader European identity by providing students with the opportunity to learn about Europe**
- **Students with a higher level of civic knowledge showed to be more open and express more tolerant attitudes**
- ICCS 2016 results suggest an association between civic knowledge, civic engagement and students' expectation to vote

Next steps in 2016 and 2022 cycle

ICCS 2016 – Next steps

- Preliminary version of the **International and European reports** available on <http://iccs.iea.nl>
- “Official” SpringerOpen version in preparation (March assumed)
- A **public-use database and user guide** in February 2018
- Technical report (methods and procedures): ~April 2018
- A report focusing on Latin America is in preparation
 - Launch in Lima, Peru on 11 April 2018

ICCS 2022

- Preparations started in early 2017
- European student addition will be continued
- Thematic directions will be agreed in cooperation with participating countries as in all IEA studies
- Persisting and new contexts and challenges, e.g. **social media, fake news, hate speech, populism, threats to democracy, migration**
- Education for **global citizenship** and **sustainable development** will play a significant role
- Main collection in 2021 (SH)/2022 (NH)

ICCS 2022 (cont'd)

- Enrolment is open for IEA members and non-members
 - Possible from now to early 2019
- **Lively interest from 2016 countries and beyond!**
- **First country meeting this month to scope the study**
- Cooperation with UNESCO and the UIS Global Alliance for Monitoring Learning (GAML) in relation to SDG Target 4.7 of the 2030 education agenda
 - ICCS agreed as the main tool for indicator 4.7.4
- Consultations with the EC, CoE, APCEIU ...

Thank you for your attention!

Questions or comments:
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Note: Slides with grey heading were not presented in
but included for information.

