



The International Civic and Citizenship Education Study 2016

Purpose of the Study

The overarching purpose of the International Civic and Citizenship Education Study (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 and to monitor changes over time. In pursuit of this purpose, the first ICCS survey collected data in 2009 and reported on student achievement in a test of conceptual knowledge and understandings of aspects related to civic and citizenship education. It also collected and analyzed data about student value beliefs, attitudes, behaviors and behavioral intentions relating to aspects of civic and citizenship education.

ICCS 2009 was built on previous IEA studies of civic education, particularly the CIVED study conducted in 1999 (see Torney-Purta, Lehmann, Oswald & Schulz, 2001; Amadeo, Torney-Purta), and was also established as a baseline study for future assessments in this learning area. The results of this study were reported in a series of IEA publications (Schulz, Ainley, Fraillon, Kerr & Losito, 2010a & 2010b; Kerr, Sturman, Schulz & Burge, 2010; Schulz, Ainley, Friedman & Lietz, 2011; Fraillon, Schulz & Ainley, 2012; Ainley, Schulz & Friedman, 2012) and have also led to numerous reports and publications within countries.

In acknowledgement of the need for continuing research on civic and citizenship education and the widespread interest in the establishment of regular international assessments of civic and citizenship education, this document proposes the next study cycle of ICCS in 2016. The proposed survey will respond to persisting and new challenges of educating young people across a world where contexts of democracy and civic participation continue to change considerably. The study will allow both the measurement of changes over seven years (from 2009 to 2016) and the assessment of new aspects of civic and citizenship education, in particular those related to recent developments in a number of countries.

Participation in ICCS 2016 will provide countries with national indicators of civic knowledge and engagement which have a potential to form future policies and practices in this learning area. For countries that participated in the previous ICCS survey data about changes in civic-related learning outcomes will further allow the monitoring of developments over time. Participation in additional modules for the respective geographic region will have the additional benefit of gathering comparative data on civic-related issues with countries of a similar cultural, historic and geographical context.

Research Questions

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

- RQ 1 *How is civic and citizenship education implemented in participating countries and have there been changes in contexts for this learning area since 2009?*
- RQ 2 *What is the extent and variation of students' civic knowledge within and across participating countries and to which extent have there been changes since 2009?*
- RQ 3 *What is the extent of students' engagement (beliefs, active participation and expectations about future activities) in different spheres of society, which factors*

within or across countries are related to it and how do levels of engagement compare with those in 2009?

RQ 4 *What beliefs do students in participating countries hold regarding important civic issues in modern society, what are the factors influencing their variation and have there been any changes since 2009?*

RQ 5 *How is the school context in participating countries organized with regard to civic and citizenship education and what is its association with students' learning outcomes?*

Assessment Framework

The general structure of the assessment framework will be further developed from the existing conceptual framework which was established for ICCS 2009 and which was linked to the conceptual thinking underpinning the CIVED study in 1999. It will retain sufficient elements to ensure comparability across cycles. The refinement of the assessment framework will focus on the inclusion of new challenges and issues for civic and citizenship education that have developed since 2009.

Possible topics for refinement and further development

It is proposed to explicitly incorporate links to regional frameworks into the ICCS 2016 assessment framework. To this end the framework document (at least in its initial phase) may include tentative themes for regional modules and clarify their relationship with the overall framework for ICCS.

In view of growing interest of educational systems in including economic aspects of civics and citizenship (such as economic literacy, preparation for entering the labor market, and others) to their curricula, such aspects might be included in ICCS 2016.

Another related topic of growing importance is related to violence at schools. In many educational systems the functioning of the school community is considered an important aspect of civic and citizenship education. Students' role in solving issues of bullying, discrimination and violence in school environment might be considered as a part of their civic engagement.

An updated framework might also respond to questions raised regarding the distinction between the affective-behavioral dimensions "value beliefs" and "attitudes", and might introduce distinctions between more enduring beliefs (in the sense of what we define as value beliefs) and those beliefs that are narrower in nature and more changeable (attitudes in the ICCS 2009 framework).

The process of developing and refining the ICCS assessment framework will involve all consortium members, members of the Project Advisory Committee, project expert consultants, and National Research Coordinators (NRCs).

Proposed instruments for ICCS 2016

For ICCS 2016 it is proposed to develop the following instruments:

- 1: Student instruments:
 - a) International cognitive test (45 minutes)
 - b) International student questionnaire (40 minutes)
 - c) Regional instruments (up to 30 minutes)
- 2: Teacher questionnaire (up to 30 minutes)
- 3: School questionnaire (up to 30 minutes)
- 4: National Contexts Survey (online administration)

Cognitive Test Development

All participating countries will administer the ICCS 2016 test designed to measure students' civic knowledge. In addition, regional cognitive test items may be developed for regional modules where this is considered to be appropriate for the respective regional instrument.

The international core cognitive test will consist of new items and trend items from ICCS 2009. It is envisaged that similar to ICCS 2009 the international test will include about 80 items (mostly multiple-choice items and a smaller number of open-ended response items). The test will be administered in a rotated booklet design.

The development of regional modules

The establishment of regional modules was one of the features of ICCS 2009. It allowed countries from a common geographic region to develop additional test and questionnaire material designed to measure particular aspects of civic and citizenship education that were regarded as highly relevant for the region but not included in the international instruments (see Kerr, Schulz & Fraillon, 2011). Regional instruments were administered to participating students directly after the administration of the international test and questionnaire material.

As in ICCS 2009 it is envisaged to establish regional modules. The number of modules that will be implemented in ICCS 2016 will depend on country participation and interest. The sound development of regional modules requires an early start. Consequently, it is essential to know for which regions of the world regional modules can be implemented because of sufficient participation and shared interests. This makes it important to have an early confirmation from all participating countries.

European Regional Module

In ICCS 2009, the European regional module was established with 24 countries from the region. A regional student instrument was developed consisting of a 12-minute cognitive assessment of students' knowledge about the EU (institutions, laws and policies) and the euro currency, as well as 17-minute questionnaire measuring attitudes and engagement associated with European identity, integration and language learning. The results were reported in the ICCS 2009 European report (Kerr, Sturman, Schulz & Burge, 2010).

It is proposed to further develop the conceptual ideas which underpinned the regional module in ICCS 2009. The refinement of the conceptual focus will be discussed with NRCs from the region and with European experts. Some of the background and attitudinal items and constructs might be retained for ICCS 2016 but decisions about selecting old and developing new item material will require close cooperation and consultations with regional NRCs and experts. Issues around economic aspects of civics and citizenship are expected to form part of the European module in 2016.

Further regional modules for Asia, Latin America and other regions are also envisaged provided that participation in the region and common interest among countries from the region are sufficient.

Target Population, Sampling and Weighting

The approach to population definition and sampling design will follow the one used in ICCS 2009 (see Zuehlke, 2011). The target grade will be the eighth grade or its national equivalent.

A minimum sample size of 150 schools should be drawn for each country using PPS (probability proportional by size) sampling procedures, and approximately 20 - 30 students should be selected within each school. This would result in an overall student sample of 3000 to 4500 students. The international field trial material should be administered to a sample of 500 - 1000 students per country.

The teacher sample will be selected randomly from all teachers teaching the target grade at each sampled school. It is not envisaged to link teacher information to individual students,

and both teachers from civic-related and not civic-related subjects will be surveyed. As in ICCS 2009, it is proposed to develop an additional survey module for teachers of civic-related subjects as an international option.

Scaling

Civic knowledge score will be reported on the same scale as for ICCS 2009, which had been defined as having a mean of 500 and a standard deviation of 100 for equally weighted national datasets (excluding countries that had not met sample participation rates).

As in ICCS 2009, the non-cognitive scale scores will be set to a metric with a mean of 50 and a standard deviation of 10 for equally weighted participating countries (see Schulz & Friedman, 2011). It is anticipated that some questionnaire scales will be the same as in ICCS 2016 and in these cases results should be reported on the same comparable metric.

Data Analysis, Reporting and Dissemination

The development of the analysis and reporting plan will be guided by the assessment framework, expert recommendations and the interests of countries participating in the study.

It is proposed to use a wide range of statistical analyses including descriptive statistics (means, standard deviations, percentages and percentiles), tests of differences (between countries or subgroups within countries), bivariate analyses (effect coefficients), multivariate analyses (multiple regression), and multi-level analyses. All results will be reported with correctly estimated standard errors (using replication methods).

It is deemed to be very important for the success of this study to include a wide range of expertise in the review of the analysis outcomes. National centers will be invited to comment on the drafts and to make suggestions for modifications or amendments, in particular with respect to the interpretations of national results and their relationship with specific country and/or regional contexts.

Reporting

It is envisaged to publish the following reports:

- The *International Report* on the ICCS results is to be published in 2017. This volume will include results derived using the international core instruments and be roughly comparable to the extended international report on ICCS 2009 (Schulz, Ainley, Fraillon, Kerr & Losito, 2010).
- The *Technical Report* for ICCS is to be published in 2018. This report will contain a description of details on instrument development, data collection procedures including sampling, weighting and data management, scaling, as well as analysis and reporting (see as an example the ICCS 2009 technical report in Schulz, Ainley & Fraillon, 2011).
- *Regional reports* will be published either in conjunction or shortly after the release of the international report on ICCS 2016. It is expected that there will be a *European ICCS 2016 Report* and a *Latin American ICCS 2016 Report* mainly including results derived from regional instruments from the respective regional modules (see examples in Kerr, Sturman, Schulz & Burge, 2010; Schulz, Ainley, Friedman & Lietz, 2011). Reports for other regions are also envisaged depending on the successful implementation of other regional modules (see for example the Asian ICCS 2009 report in Fraillon, Schulz & Ainley, 2012).

- Consideration may be given to the publication of a separate *ICCS 2016 Encyclopedia* with separate country chapters that describe the background and implementation of civic and citizenship education in each country (see as an example the ICCS 2009 Encyclopedia in Ainley, Schulz & Friedman, forthcoming).

Generally, national centers are expected to elaborate national reports on the results of international studies, and they are often in need of assistance with analyses and reporting. Therefore, it is envisaged to provide workshops on data analysis and reporting at the NRC meeting following the main data collection. National center staff will be instructed about basic statistical concepts and the use of the IDB Analyzer and SPSS macros to appropriately analyze the ICCS 2016 database. In addition, countries will be informed about ways to adequately report the results in national reports and how best to make use of the results in the study reports at international, regional and national context levels. In addition, training will be provided, using the expertise gained in ICCS 2009 and other international studies, about how to ensure that the results are disseminated effectively to a range of audiences, notably policy-makers, at national level. It is important that the efforts in coordinating and reporting the study at international level are matched by those at national and regional levels.

All reports and databases will be made available on the Internet. In order to enable secondary analysis of the ICCS 2016 data, the data files with the international database (from students, teachers and schools) and, where appropriate, regional database(s) together with a User Guide (see as an example Brese, Jung & Schulz, 2011) and supplements with further technical information will be made available for downloading at the IEA website. National centers should also be encouraged to make their national reports available through the ICCS 2016 website.

Project Coordination

It is proposed to organize this study around a consortium of three partner institutions, which closely cooperate with the IEA Secretariat and the national research coordinators (NRCs), in order to implement the study: The *Australian Council for Educational Research (ACER)* in Melbourne as the international study center with responsibilities for the general development of study design, assessment framework and international student instruments; the *IEA Data Processing and Research Center (DPC)* in Hamburg as the project coordination center with responsibilities for data processing, sampling, scaling, data analysis and general coordination; and the *Laboratorio di Pedagogia sperimentale (LPS)* at the Roma Tre University in Rome as associated study center with responsibilities for the development of teacher and school surveys as well as a European regional module. These institutions already proved their good cooperation in ICCS 2009.

Around this consortium, further management groups will be developed including a joint management committee, a project advisory committee as well as other expert groups. The National Research Coordinators (NRC) will play a crucial role in this study as they coordinate the work of the national research centers, oversee the implementation of survey procedures in participating countries and contribute to the development of assessments framework, instruments and reporting through a series of face-to-face meetings as well as through regular communication channels established by the international project team.

Proposed Timelines

It is proposed to undertake the main data collection for the second cycle of ICCS in 2015 in the participating countries of the Southern Hemisphere and in 2016 in the participating countries of the Northern Hemisphere. The timeline in Table 1 was elaborated under the assumption that project work commences as early as June 2012 and that the majority of participating countries join by mid-2013.

Table 1: Proposed timeline for ICCS 2016

Milestone	Period or date
Recruitment of countries and preliminary work	June 2012 to July 2013
Establish consortium	June 2012
Framework development	January to September 2013
<i>PAC Meeting 1 (framework discussion)</i>	<i>April 2013</i>
<i>NRC Meeting 1 (framework review)</i>	<i>June 2013</i>
Initial instrument development	October 2013 to December 2014
Piloting in selected countries	February/March 2014
Field trial instrument development	March to May 2014
<i>PAC Meeting 2 (review of FT material)</i>	<i>June 2014</i>
<i>NRC Meeting 2 (review of FT material)</i>	<i>June 2014</i>
<i>FT training seminar</i>	<i>July 2014</i>
Field trial	October to December 2014
Field trial analysis	January to March 2015
<i>PAC Meeting 3 (main survey item selection)</i>	<i>April 2015</i>
<i>NRC Meeting 3 (main survey item selection)</i>	<i>April 2015</i>
Main survey instrument preparation	May 2015 to June 2015
<i>Main survey training seminar</i>	<i>July 2015</i>
Main survey implementation	August 2015 to March 2016
Main study Southern Hemisphere	October 2015 to December 2015
Main study Northern Hemisphere	February 2016 to April 2016
National contexts survey	June to October 2016
Data compilation and analysis	June 2016 to November 2016
<i>PAC Meeting 4 (review of main survey)</i>	<i>November 2016</i>
<i>NRC Meeting 4 (review of main survey)</i>	<i>November 2016</i>
Report development and database preparation	December 2016 to October 2017
<i>PAC Meeting 5 (review of main survey)</i>	<i>July 2017</i>
<i>NRC Meeting 5 (review of reports)</i>	<i>July 2017</i>
Press release	November 2017
International Data Base training	April 2018

Funding

For this survey, the participation fees per country will be assessed in two currencies. The fee will be 20.000 USD plus 20.000 Euros for each of the five years of the project (2013 - 2017).

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