

ICCS – International Civic and Citizenship Education Study

Origin of the study	<p>The Civic Education Study (CIVED) was a civics and citizenship study undertaken by IEA in 1999. CIVED assessed how prepared children were for their roles as citizens in modern society through constructing a meaningful and comparable international test of students' citizenship knowledge. The study also recorded attitudes and civic behaviours in participating countries.</p> <p>Ten years later the IEA International Civic and Citizenship Education Study (ICCS) will build on CIVED, assessing not only the changes in civic knowledge that have occurred in the past ten years, but investigating the recent and new challenges for educating children for their roles as citizens.</p> <p>ICCS is designed to compare cross-nationally how prepared young people are to undertake their roles as citizens. The study will report student achievement on a test of conceptual understandings and competencies in civic and citizenship education at the eighth grade (children should not be younger however than 13.5 years).</p>
Management Structure	
Statement of purpose.	<p>The purpose of the International Civic and Citizenship Education Study (ICCS) is to investigate, in a range of countries, the ways in which young people are prepared and consequently ready and able to undertake their roles as citizens. In pursuit of this purpose, the study will report on student achievement in a test of conceptual understandings and competencies in civics and citizenship. It will also collect and analyse, as additional outcome variables, data about student activities, dispositions, and attitudes related to civic and citizenship education. The student, teacher and school questionnaires will provide contextual data related to family and school. The National Contexts Survey collects information about the national context.</p>
Funded by	<p>Participating countries and the IEA currently fund the ICCS. For the development of this project IEA received smaller subsidies from the UNESCO Education Sector, Division for the Promotion of Quality Education, Section of Education for Peace and Human Rights.</p> <p>The international participation fee is USD 30,000 per year for the four-year duration of the study, or USD 120,000 in total.</p> <p>Countries participating in the regional modules receive financial support from the European Commission (European Module) and the Inter-American Development Bank (Latin American Module) (http://www.iea.nl/ICCS.html).</p>
Affiliations	<p>CRELL (Institution of the European Commission) for European countries and CEREALC for Latin American countries</p>
Co-ordinators	<p>A consortium of three organisations co-ordinate the ICCS 2009: the Australian Council for Educational Research (ACER), the National Foundation for Educational Research (NFER – UK based) and the Laboratorio di Pedagogia sperimentale (LPS) at the Roma Tre University (Italy).</p> <p>A joint management committee made up of consortium partners, IEA Secretariat and IEA DPC oversee the overall management of ICCS 2009. The yearly meeting of the National Research Coordinators reviews project on the subsequent stages.</p>
Government partners	<p>Ministries of education of the participating countries.</p>
Expert panels	<p>The project advisory committee consists of experts from within the consortium, CRELL, CEREALC and independent citizenship experts. The following list make up the ICCS 2009 Project Advisory Committee:</p> <p>John Ainley (chair) Australian Council for Educational Research, Australia</p> <p>Barbara Malak IEA Secretariat</p> <p>Heiko Sibberns IEA Technical Executive Group</p> <p>John Annette University of London, United Kingdom</p> <p>Leonor Cariola Ministry of Education, Chile</p> <p>Henk Dekker University of Leiden, the Netherlands</p> <p>Bryony Hoskins Centre for Research on Lifelong Learning, European Commission</p> <p>Rosario Jaramillo F. CEREALC</p> <p>Judith Torney-Purta University of Maryland, United States</p> <p>Lee Wing-On Hong Kong Institute of Education</p> <p>Christian Monseur University of Liege, Belgium</p>

	ICCS also makes use of Expert Consultants at appropriate points in the study, selected on the basis of expertise relevant to specific aspects of need.
Data set basic information	
Dates.	2008/2009
Countries.	Austria, Belgium (Flemish), Bulgaria, Chile, Chinese Taipei, Colombia, Cyprus, Czech Republic, Denmark, Dominican Republic, England, Estonia, Finland, Greece, Guatemala, Hong Kong SAR, Indonesia, Ireland, Italy, Korea, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Mexico, Netherlands, New Zealand, Norway, Paraguay, Poland, Russian Federation, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Thailand.
Contents.	<p>The contents of the ICCS 2009 are categorised into two parts of an Assessment Framework.</p> <p>The first part contributes the core data in the form of a civic and citizenship framework. The civic and citizenship framework collects the outcome data measured through a cognitive test and a student's perceptions questionnaire.</p> <p>The second part contributes the contextual framework, providing for the collection of contextual factor, such as socio-demographics of students and their families and classroom environments, including teaching and learning to help explain the variation in the outcome measures.</p>
Core data includes:	<p>Student civic and citizenship knowledge (outcome) data will be collected using a 45 minute International cognitive test and a 25 minute International student perceptions questionnaire (a region-specific cognitive test of around 15 minutes and a region-specific questionnaire of around 15 minutes is administered in countries participating in the European and Latin American regional modules; in countries participating in the Asian regional module a questionnaire of up to 30 minutes will be administered).</p> <p>Four content domains make up the civic and citizenship content to be assessed by cognitive test and questionnaire items:</p> <p>Civic Society and systems – covering aspects of the roles, rights and responsibilities of citizens, and the State and Civil institutions involved.</p> <p>Civic Principles – covering aspects of the shared ethical foundations of societies, in particular sub-domains of Equity, freedom and social cohesion.</p> <p>Civic Participation – assessing understanding of individuals actions in their communities including decision-making, influencing, and community participation.</p> <p>Civic Identities – covering the civic roles of individuals and perceptions of these roles. Civic self-image and civic connectedness are sub-domains here.</p>
Contextual data includes:	<p>Contextual data will be collected from students using an International student background questionnaire of around 15 minutes.</p> <p>Student contextual data will include items covering student characteristics (like sex and age), family background (parental socio-economic status, country of birth, language), school climate (student-teacher relations, classroom practices, student influence at school), and civic-related activities both in school and the wider community.</p> <p>Teachers, schools and National Research Coordinators will also provide contextual data. The purpose of these questionnaires is to record the aspects of education and school systems that may be useful in explaining variation in the achievement and attitudes of students in the area of civic and citizenship knowledge.</p> <p>A teacher questionnaire of up to 30 minutes seeks to capture teachers' perceptions of conditions for civic and citizenship education at their school. Teacher characteristics and reports on their participation are among other variables to be collected. The questionnaire is designed to be administered to all teachers, and not just teachers of citizenship education.</p> <p>A school questionnaire, administered to principals, seeks to capture school-level variables such as level of autonomy and school characteristics (enrolment, teacher numbers and so on).</p> <p>A questionnaire will also be distributed (on-line) to National Research Coordinators. The NRC questionnaire collects national level data on the background for the teaching of civic and citizenship education in each participating country.</p>
Requirements of access.	Access to ICCS data will be available for free at http://rms.iea-dpc.org/# . The planned release date for the ICCS database is November 2010.

	For more details on the content of the ICCS 2009 please see the publication list on the ICCS website http://iccs.acer.edu.au/index.php?page=publications-and-papers .
Next wave/project	
Next date and availability.	Not yet decided.
New content / questions.	Not yet decided
Countries to be added.	Not yet decided
Previous content not repeated in the next wave.	Not yet decided
Countries not repeating the study in the next wave.	Not yet decided
Methodology	
Sources and collection methods.	Data are collected through the administration of test and questionnaires to students and questionnaire to their teachers and school principals. In addition, an on-line questionnaire for national research centres collects data on the national context for civic and citizenship education.
Unit of analysis	Eighth grade students in participating countries are principal units of analysis. Units of analysis also include schools and educational systems. Target populations are young people in their 8 th year of schooling provided that their average age is above 13.5 years of age (in the majority of participating countries this is the 8 th grade). Educational systems that took part in CIVED in 1999 and assessed students in a different grade will be encouraged to include this grade as well in order to enable comparisons.
What is the sample design?	The typical sample size for each country will be about 150 schools and between 3,500 to 5,000 students. Probability Proportionate by Size (PSS) sampling is used to select the schools. Within schools, typically one classroom is randomly sampled to take the tests. Exclusions are made in the case of three types of student: 1) Intellectually disabled students 2) functionally disabled students not able to perform in ICCS testing situation 3) non-native language speakers with less than one year instruction in the test language
Sample threshold	85% of response school participation rates (before replacement), as well as student-level and teacher-level participation rates of 85%. Overall participation rates should be no lower than 75%.
Collection window?	The ICCS 2009 was initiated in October 2006. The Field Trial took place in October to December 2007 and Main Survey will take place October - December 2008 (Southern Hemisphere) and February - May 2009 (Northern Hemisphere).
Planning process	
Who is involved in the planning process?	The Australian Centre for Education Research (ACER) serves as the International Study Centre for the IEA Civic and Citizenship Education Study. Staff at the International Study Centre is responsible for the overall design and implementation of the international test, student questionnaires, analyses and reporting. In addition, ACER also coordinated the development of the Latin American and Asian regional module instruments. The National Foundation for Educational Research (NFER) in the UK has the main responsibility for the European regional module instrument and the National Context Survey. Teacher and school questionnaires for the international test are the main responsibility of Laboratorio di Pedagogia sperimentale (LPS) at the Roma Tre University, Italy. Sampling activities, field procedures and data management are coordinated by the IEA Data Processing and Research Center (DPC) in Hamburg Germany. Quality monitoring and translation verification procedures and relationships with participating countries will be managed via the IEA secretariat in Amsterdam. Further in each country, a team made up of a national representative, called the National Research Coordinator

	(NRC), data entry and management staff and translation specialists are responsible for implementing ICCS in accordance with international procedures.
When are the instruments finalised?	Tests and questionnaires that are administered in the main survey were finalised in July 2008.
What modules are included?	There are three regional modules with region-specific student instruments: The European regional module (25 countries), the Latin American regional module (six countries) and the Asian regional module (five countries). In addition, there are shorter optional sections in the student and teacher questionnaires.
Can countries add their own items?	Countries may add a limited amount of questionnaire material after international and regional (if applicable) test and questionnaire items.
Links	
Home page for the website	http://iccs.acer.edu.au/
To access the data online	Data will be made available for public use following the publication of the international report at the following website: http://rms.iea-dpc.org/# .
To access the international report	The International report, and regional reports, will be released in June 2010 and available as pdf documents through the IEA website (http://www.iea.nl) and the ICCS website (http://iccs.acer.edu.au/).
How to access the technical reports	The technical report will be released in November 2010 and available as pdf document through the IEA website (http://www.iea.nl) and the ICCS website (http://iccs.acer.edu.au/).
To access national reports	National reports will be elaborated by the national centres. Please check the ICCS website following the release of the international report in June 2010 (http://iccs.acer.edu.au/).
To access a list of research that uses the data	ICCS data will be available for on-line data analysis at http://www.ieadata.org/webview/index.jsp .
Contact email:	iccs@acer.edu.au