



## ICCS – International Civic and Citizenship Education Study

The largest international, and only dedicated, study of civic and citizenship education

The International Civic and Citizenship Education Study (ICCS), is conducted by the International Association for the Evaluation of Educational Achievement (IEA) with the Australian Council for Educational Research (ACER) acting as international study center. ICCS has assessed civic knowledge, attitudes, and engagement of grade 8 students since 2009.

ICCS makes a substantial contribution to our knowledge about civic and citizenship education in schools, and our understanding of how a diverse range of countries prepare their young people for citizenship.

Mindful of the new and emerging challenges evident in today's world, the study aims to improve countries' understanding of issues such as students' role with respect to global citizenship, sustainable development, social interactions at school, the use of digital technologies for civic engagement, and migration and diversity.

Participating in ICCS provides countries with reliable, comparative data to help shape educational policies in these critical areas.



## WHAT DOES ICCS MEASURE?

ICCS reports on students' knowledge and understanding of concepts and issues related to civics and citizenship, as well as their beliefs, attitudes, and behaviors with respect to this domain.

In addition, ICCS collects rich contextual data on the organization and content of civic and citizenship education in the curriculum, teacher qualifications and experiences, teaching practices, school environment and climate, and home and community contexts.

ICCS strives to avoid making assumptions about curricular approaches, school subjects, or the underlying notions of citizenship.



## MEASURING PROGRESS TOWARDS THE SUSTAINABLE DEVELOPMENT GOALS

Together with the IEA's TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study), ICCS data are recognized by UNESCO as a solid evidence base for researchers, educators, and policymakers interested in monitoring progress towards Sustainable Development Goal (SDG) 4: *obtaining a quality education for all*.

In particular, ICCS data are recognized as the main existing source of data for SDG indicator 4.7.4: *the percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability*.



## HOW TO PARTICIPATE IN ICCS

ICCS participation typically requires a survey of a minimum of 150 schools per country. Given the cross-curricular nature of the learning area, ICCS surveys 15 teachers of all subjects in each sampled school, using a questionnaire which includes an optional section with specific questions for teachers of civic-related subjects. Countries can choose between computer-based or paper-based assessment modes.

In addition to participating in the international study, some countries in ICCS also administer optional regional questionnaires that are designed to explore specific topics of common interest in a particular geographic region. In previous ICCS cycles regional questionnaire data have contributed to the preparation of regional reports that enable countries to analyze and understand civics and citizenship topics of regional relevance, such as attitudes toward a country's membership in the European Union.

## THE EVOLUTION OF ICCS

IEA has a long history of measuring young people's civic knowledge, from the first international assessment of civic education, which was included in the pioneering Six Subject Survey from 1971. The direct precursor to ICCS was IEA's 1999 Civic Education Study (CIVED).

For each cycle, ICCS develops new measures to address the recent challenges in civic and citizenship education. These can include societal contexts, considering issues such as global citizenship, the increase in populist movements, authoritarian governmental practices, the use of digital technologies for civic engagement, or migration and diversity. It may also measure young people's knowledge, attitudes, and engagement related to sustainable development topics such as climate change and environmental protection.

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Do schools provide opportunities for open debate and participation to foster knowledge, attitudes, and engagement?

How do young people view various social and political issues as they approach the voting age?

How does the increasing importance of social media influence young people's civic engagement?

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## COSTS AND FUNDING

Participating countries are required to cover all costs of administering the study at the national level, and to share the costs of coordinating the study internationally. National costs depend on the salary levels and cost structures within each country. IEA can assist participants with developing their own national budget by providing an outline of the staffing required, tasks to be covered, and equipment needed for successful implementation.

# BENEFITS OF PARTICIPATION

ICCS provides data that allows countries to:

- ✓ **INVESTIGATE** ways in which young people are prepared for their roles as citizens
- ✓ **ADDRESS** the challenges of implementing civic and citizenship education in changing global contexts
- ✓ **USE** internationally comparable indicators of students' civic knowledge, attitudes, and engagement
- ✓ **MONITOR** over time
- ✓ **MAKE** informed decisions on education policy and practice related to civic and citizenship education
- ✓ **REPORT** student outcomes associated with sustainable development and global citizenship

## PARTNERS

A consortium of partner institutions runs ICCS for IEA: the Australian Council for Educational Research (ACER) in Melbourne serves as the international study center with the Laboratorio di Pedagogia Sperimentale (LPS) at Roma Tre University and LUMSA University (from 2022) in Rome acting as associate research centers. These centers are jointly responsible for designing and implementing the study in close cooperation with IEA and the national centers of participating countries.



## ABOUT IEA

The International Association for the Evaluation of Educational Achievement (IEA) is an international cooperative of national research institutions, governmental research agencies, scholars, and analysts working to research, understand, and improve education worldwide.

We conduct high-quality, large-scale comparative studies of education across the globe to provide educators, policymakers, and parents with insights into how students perform.

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