



ICCS 2022 International Report & Results

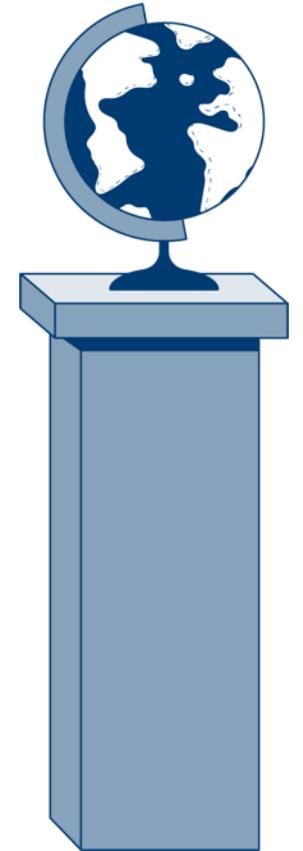
Dr. Wolfram Schulz, Australian Council for Educational Research

28 November, The Hague



International Civic and Citizenship Education Study

- Only international study dedicated to investigating civic and citizenship education
- Assessing students in their eighth school year (typically grade 8)
- 2022 marks the third cycle of ICCS and the transition to a digital assessment
 - Computer-based delivery in two thirds of participating systems
- Gathered information about how young people are prepared for citizenship (learning outcomes and contexts)
 - Civic knowledge, attitudes, and engagement
 - Contextual data at student, school, and system level



Focus Areas for ICCS 2022

- **Environmental sustainability**

- Growing concerns about climate change and increasing importance of education for sustainable development as a learning area

- **Engagement with digital technologies**

- Recognition of changes of how citizens inform themselves, interact with others and engage in society

- **Diversity**

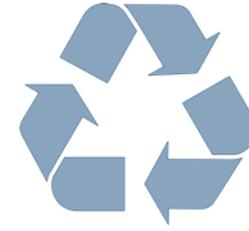
- Increasing levels of diversity across societies and within schools, related to issues like migration, gender diversity, or socioeconomic differences

- **Views of the political system**

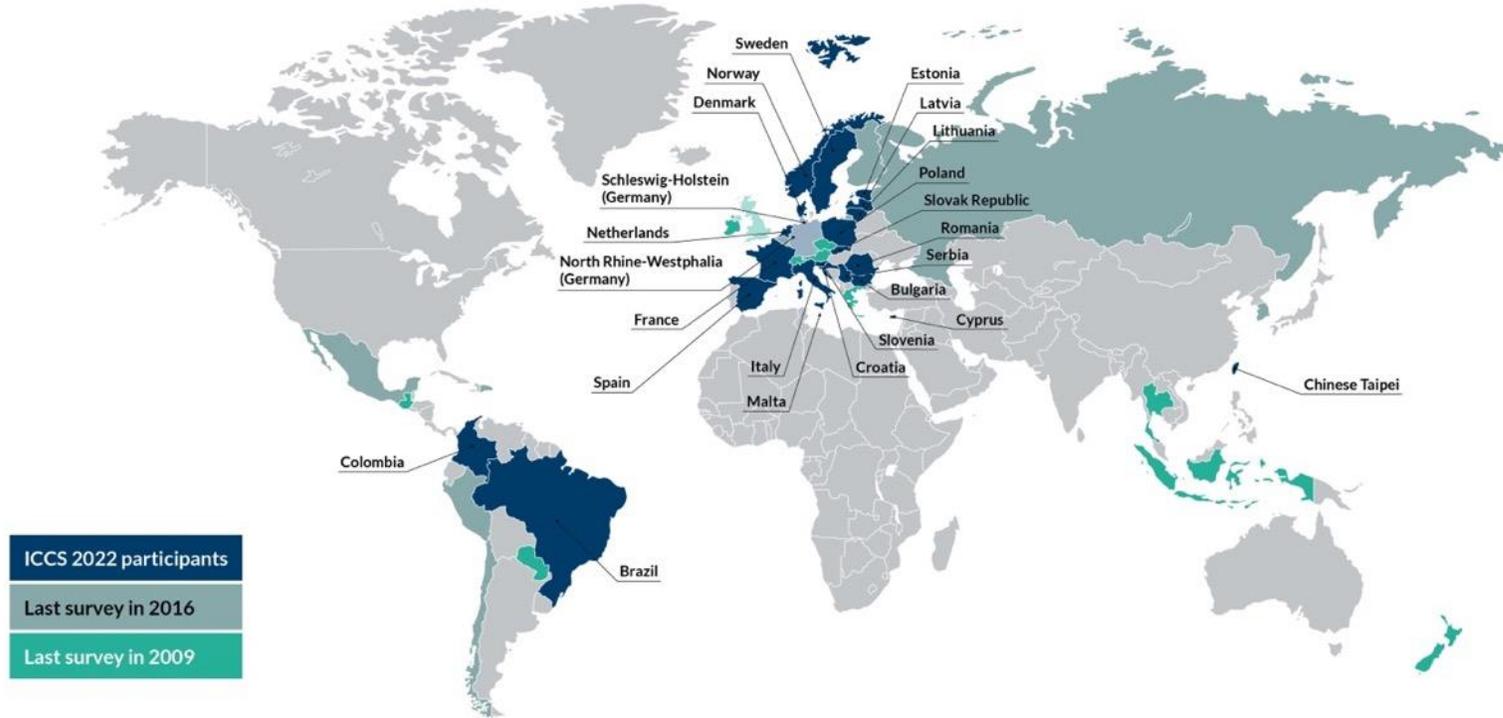
- Growing instability of political systems and alienation of citizens from democratic processes

- **Global citizenship**

- Increasing interconnectedness of societies and recognition as important aspect of student learning in many education systems



Country Participation



ICCS 2022 participants
 Last survey in 2016
 Last survey in 2009

Participating countries

Bulgaria	Croatia	France	Malta	Poland	Slovak Republic
Brazil	Cyprus	Italy	Netherlands	Romania	Slovenia
Chinese Taipei	Denmark	Latvia	North Rhine-Westphalia*	Schleswig-Holstein*	Spain
Colombia	Estonia	Lithuania	Norway	Serbia	Sweden

**German benchmarking participants*

**22 participating countries
 & 2 German benchmarking
 participants in 2022**

Data Collection

ICCS 2022 collected **high-quality data** from:



~3,400 School Principals



~40,000 Teachers



~82,000 Eighth-Grade Students



22 Countries and
2 Benchmarking Entities



Conducted in adherence to ICCS standards that ensure comparable results across countries.

ICCS 2022 Instruments

- **Student instruments**

- A test of civic knowledge (incl. 55 ICCS 2016 test items)
 - 11 cluster with items for paper- and computer-based assessments
 - 3 clusters with computer-enhanced items (CBA only)
- Questionnaire assessment of background, attitudes, and engagement

- **Teacher and school questionnaires**

- Questions on aspects of civic and citizenship education
- Questions on school characteristics/climate

- **Regional questionnaires**

- European student questionnaire (18 countries and 2 benchmarking participants)
- Latin American student questionnaire (Brazil and Colombia)

- **National centers**

- Questions about education system, policy and practice, teacher preparation and assessment in learning areas

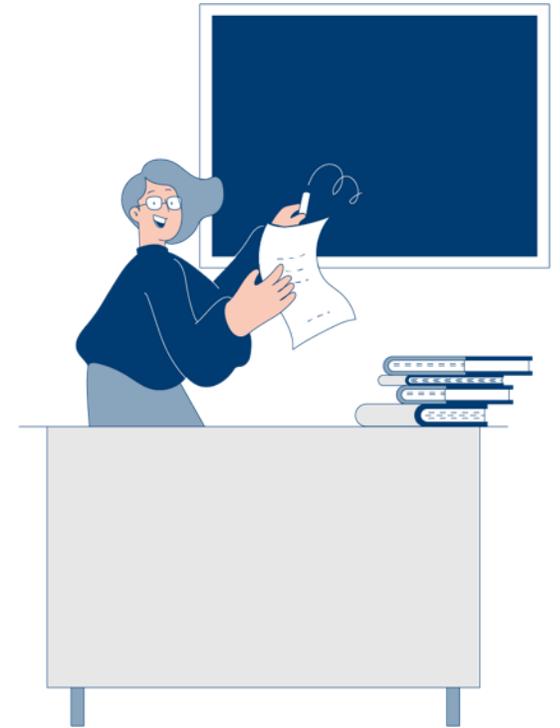


Key Results from the ICCS 2022 International Report



Contexts for Civic and Citizenship Education (CCE)

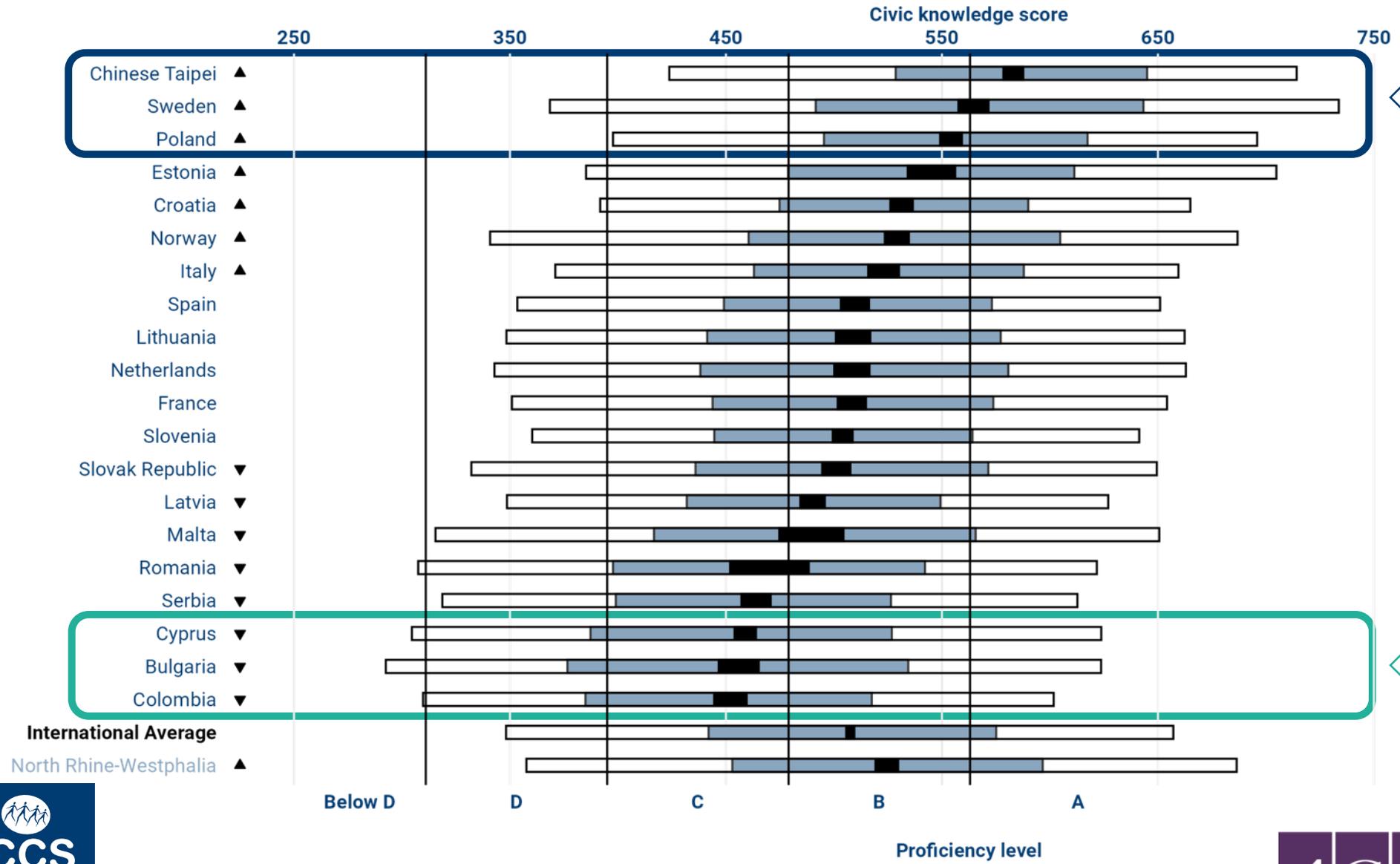
- **Large variations** in contexts across participating countries (education/political system, demographics, human development index)
- In **22 out of 24 participating systems**, civic and citizenship education is designed as integrated in subjects related to human/social sciences
 - In 12 systems it is **also** taught as a separate subject
 - In 2 systems it is **only** taught as a separate subject
- Participation in training courses during pre-service and/or in-service training was, on average, most frequently reported for responsible internet use and conflict resolution, while voting and elections was less frequently mentioned



Civic Knowledge Results

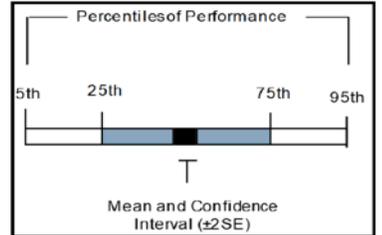


Distributions of civic knowledge



~50 points above 2022 average

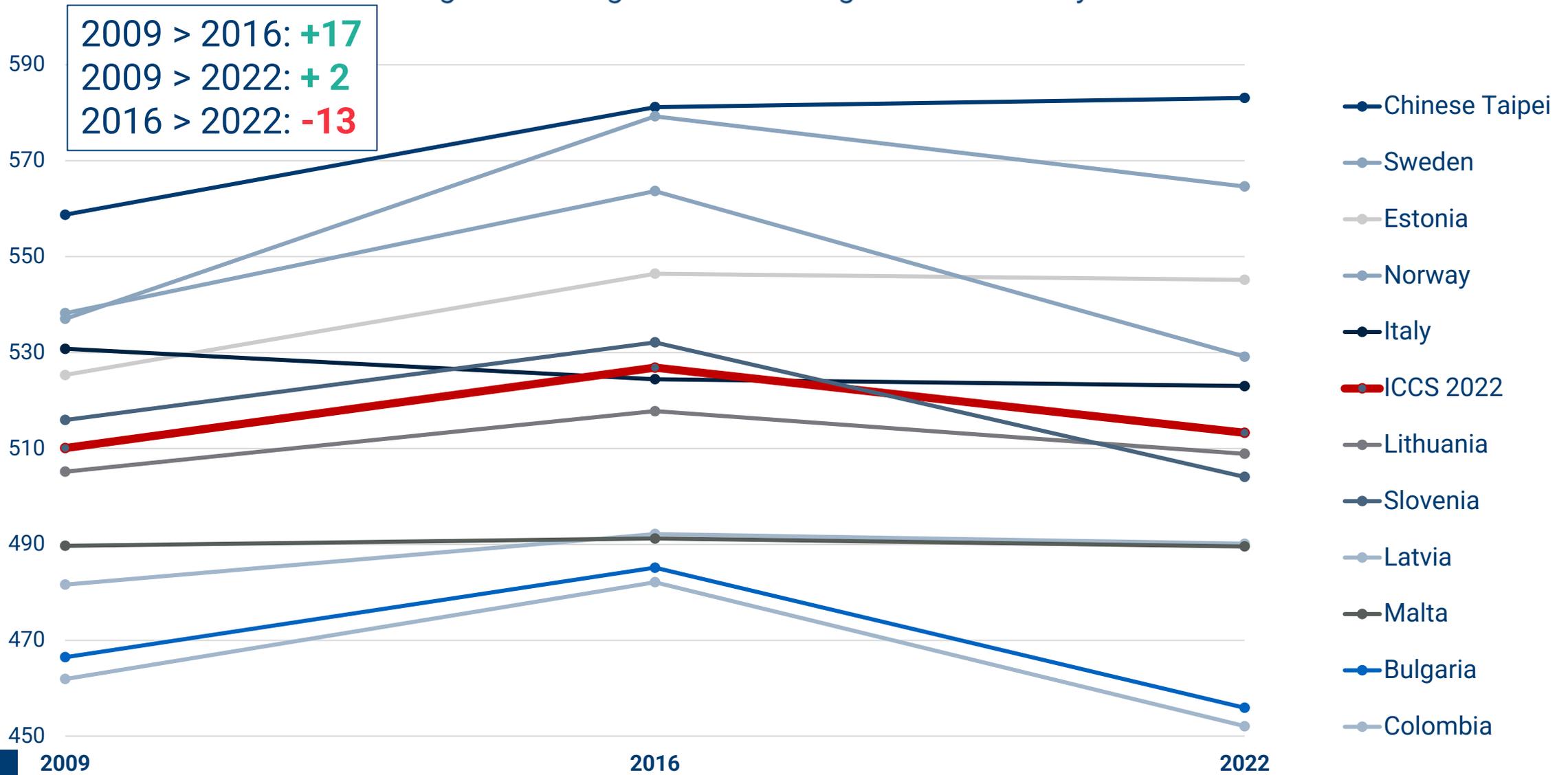
Achievement significantly higher than international average ▲
Achievement significantly lower than international average ▼



~50 points below 2022 average

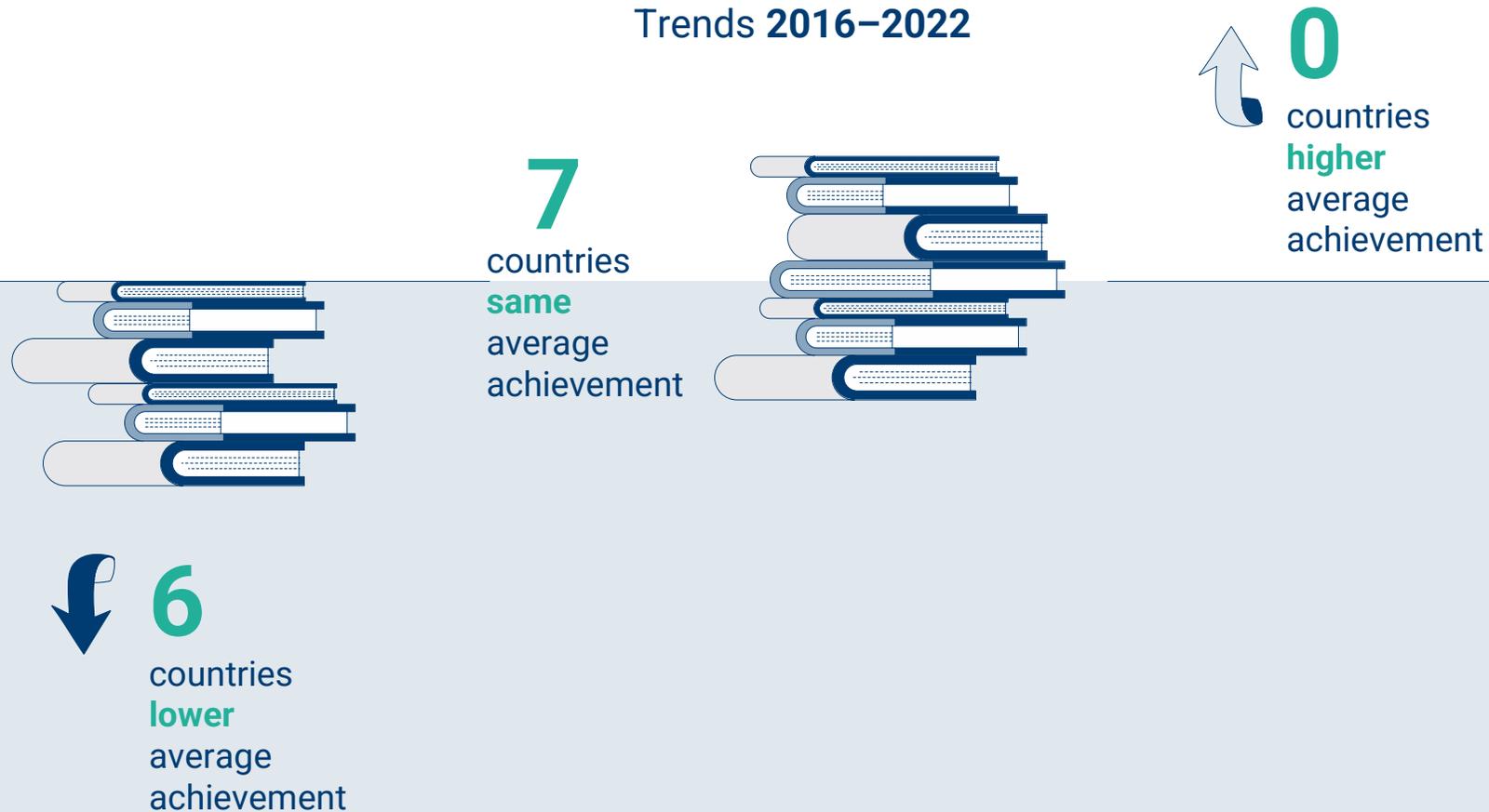


Changes in average civic knowledge across ICCS cycles

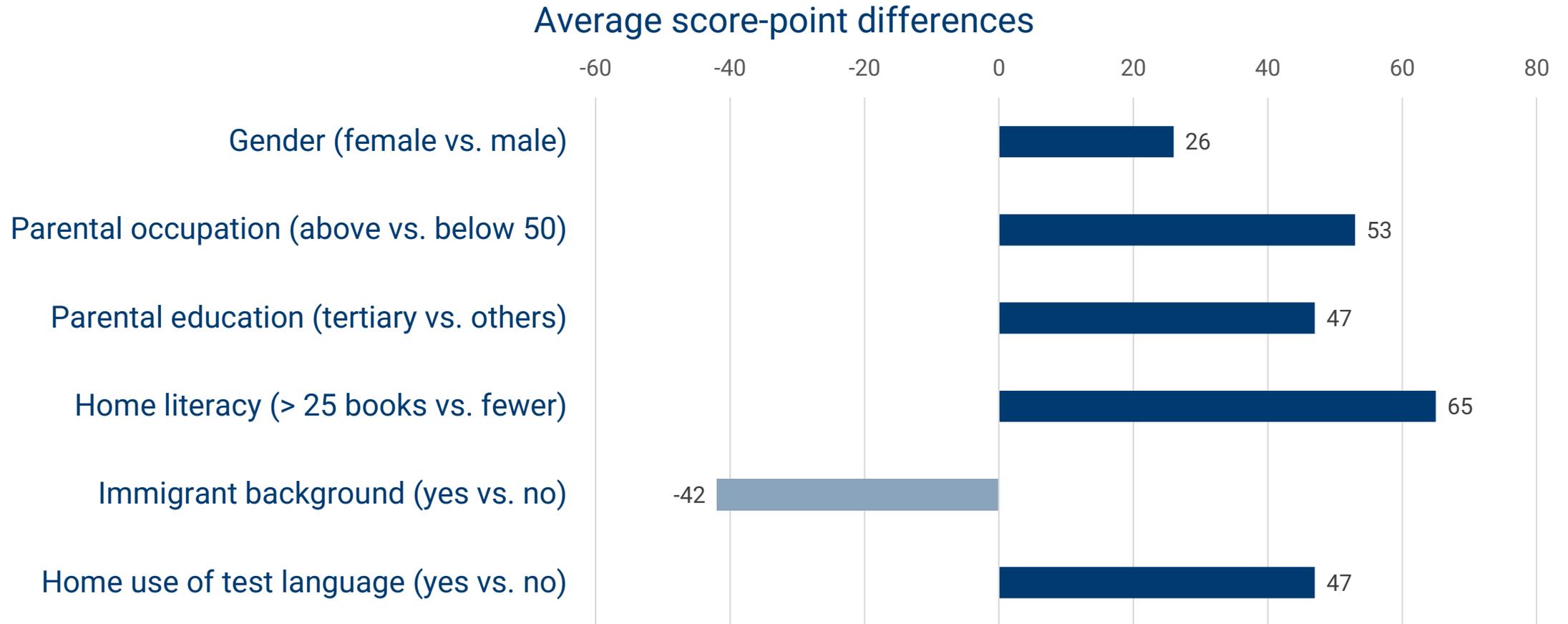


While civic knowledge increased across countries that participated in 2009 and 2016, it **did not increase** across countries that participated in 2016 and 2022.

Trends 2016–2022



Associations of Civic Knowledge with Background Variables

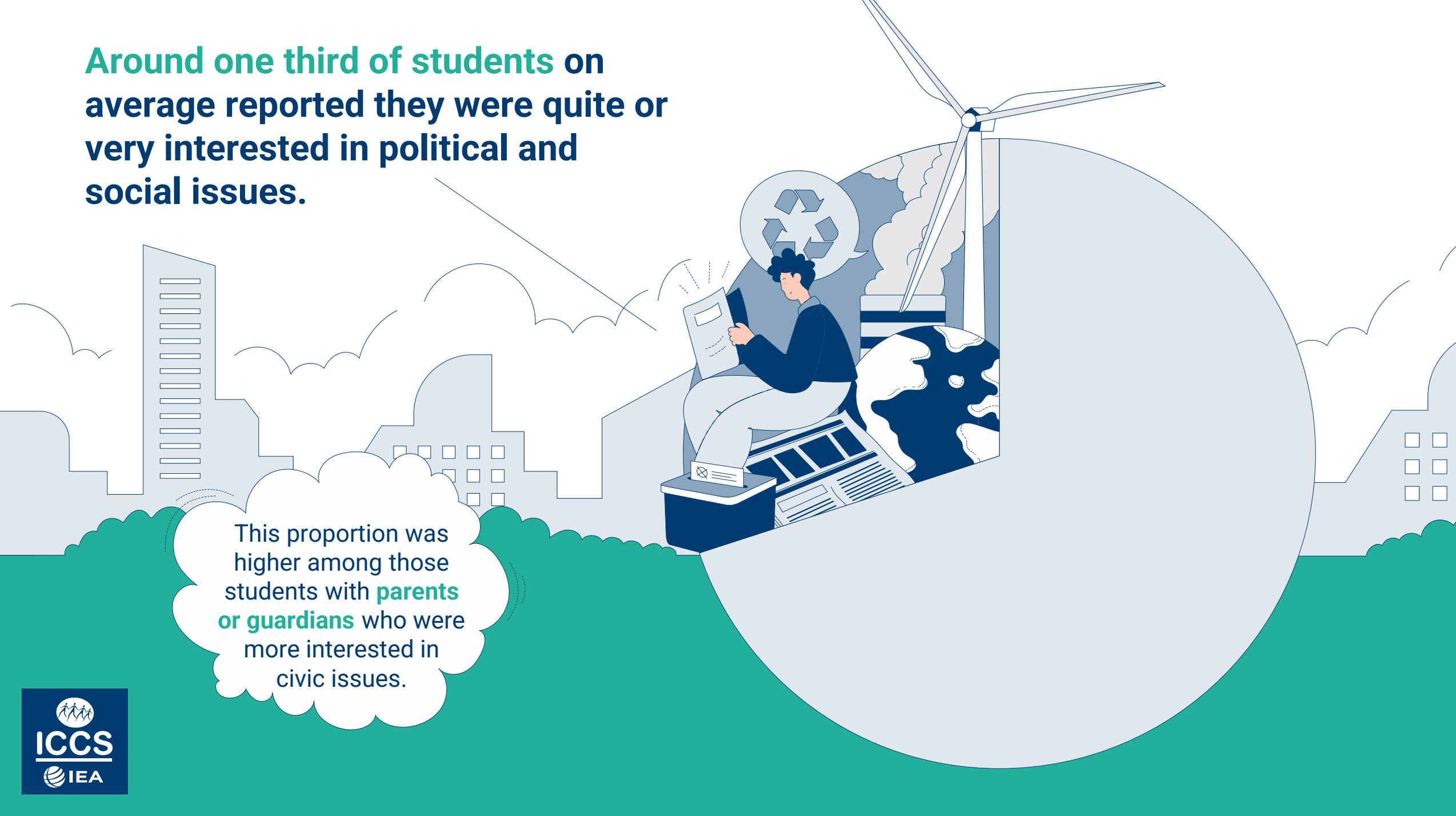


Civic Engagement



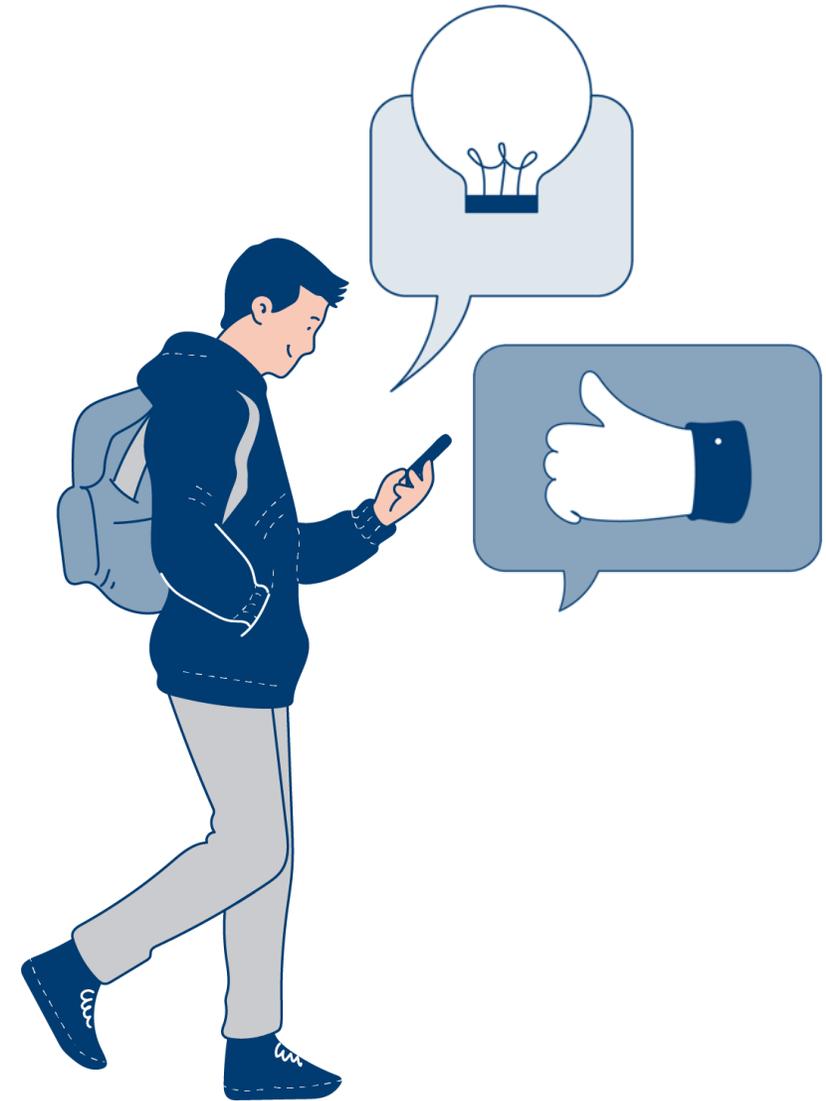
Around one third of students on average reported they were quite or very interested in political and social issues.

This proportion was higher among those students with **parents or guardians** who were more interested in civic issues.



Aspects of Students' Civic Engagement

- **Few students** reported active civic engagement with digital technologies
 - More frequent among students with higher levels of civic interest
- **The majority of students** believed they could undertake civic engagement activities (such as organizing a group of students) fairly or very well



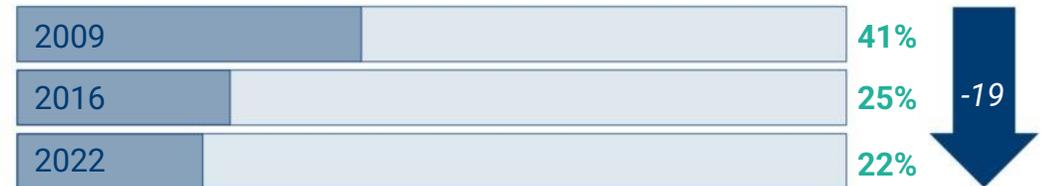
Changes in students' reports of what **communications activities** they use between ICCS 2022 and 2016:



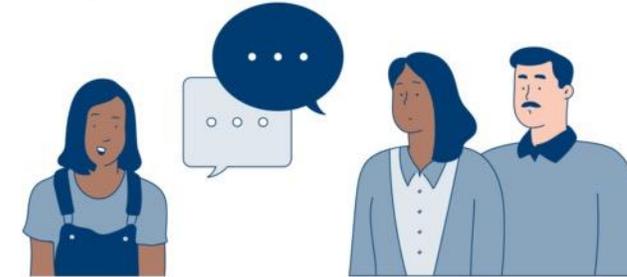
Watching TV news to inform oneself



Reading newspaper to inform oneself



Using the internet to find information about political/social issues



Talking to parents about political/social issues



Expected Engagement Among Young People

- On average, almost **two thirds of students** expected to talk about political or social issues to others
 - However, less than half of students expected more active involvement to express their opinions (such as organizing an online campaign)
- Less than **a quarter of students** expected participation in illegal protest activities
 - For example, blocking traffic or spray-painting slogans
- On average, **most students** thought they would engage in environmental protection activities
 - For example, by refusing to buy products that are harmful for the environment

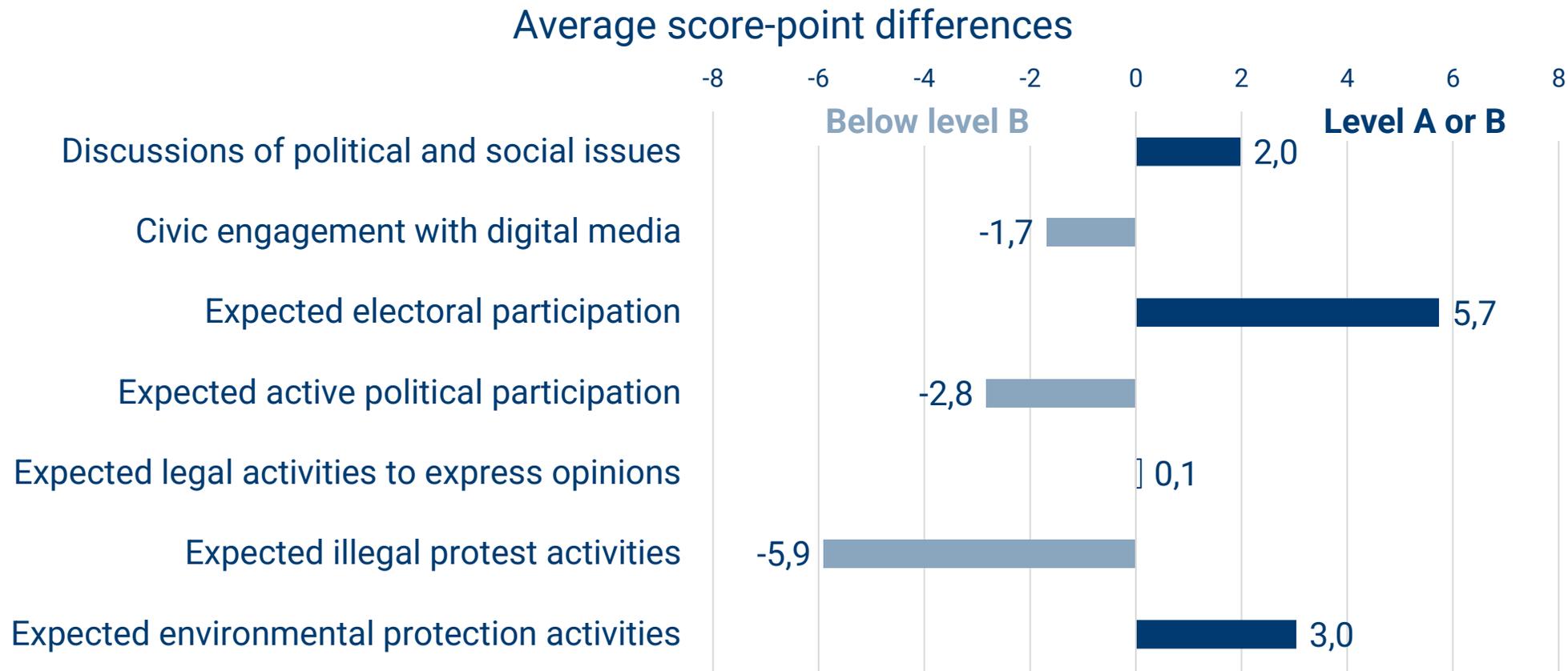


Around three quarters of students expected to probably or certainly participate in national or local elections.

But only every fourth student thought that they might join a political party as an adult.



Associations of Engagement with Civic Knowledge



Civic Attitudes

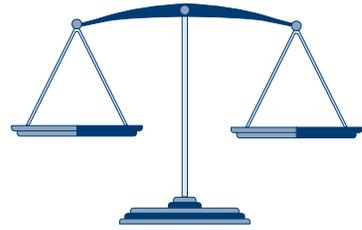


Three quarters of students on average believed that democracy is still the best form of government.

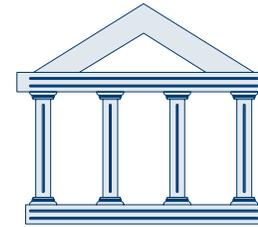
However, **only 55% of students** thought their political system worked well, and **more than two thirds** believed that members of parliament usually forget the needs of the people who voted for them.



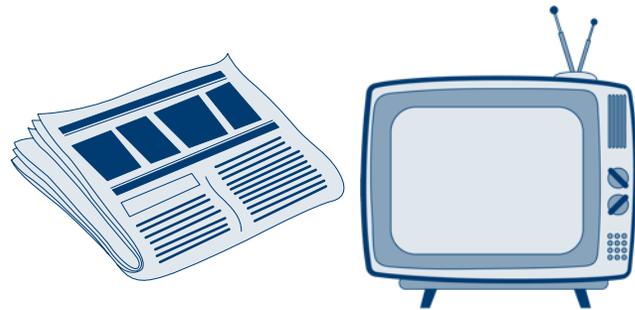
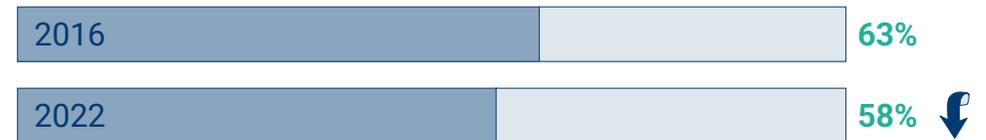
Declines in the percentage of students reporting having trust in different institutions between ICCS 2016 and ICCS 2022:



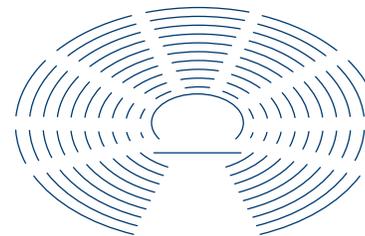
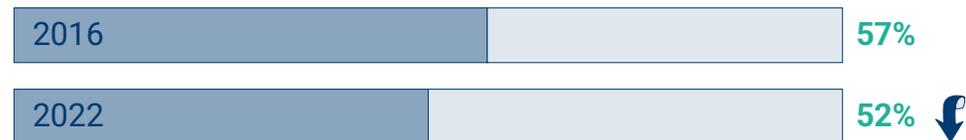
Courts of justice



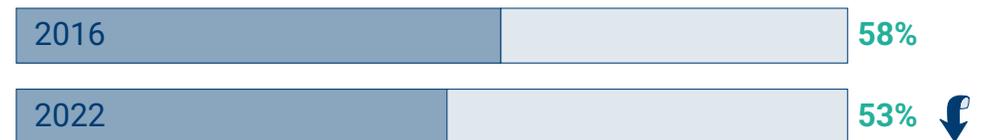
National government



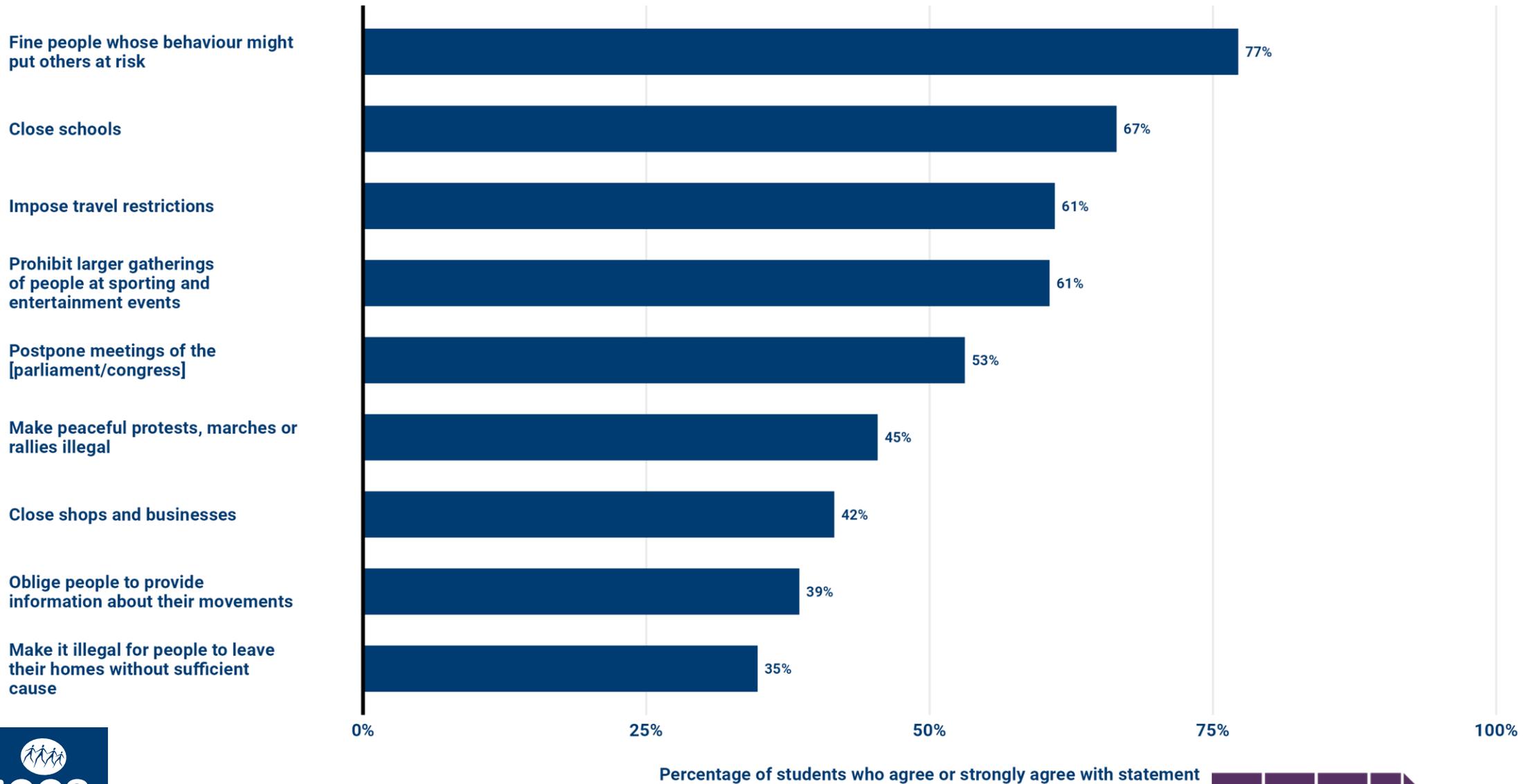
Traditional media



Parliament/congress

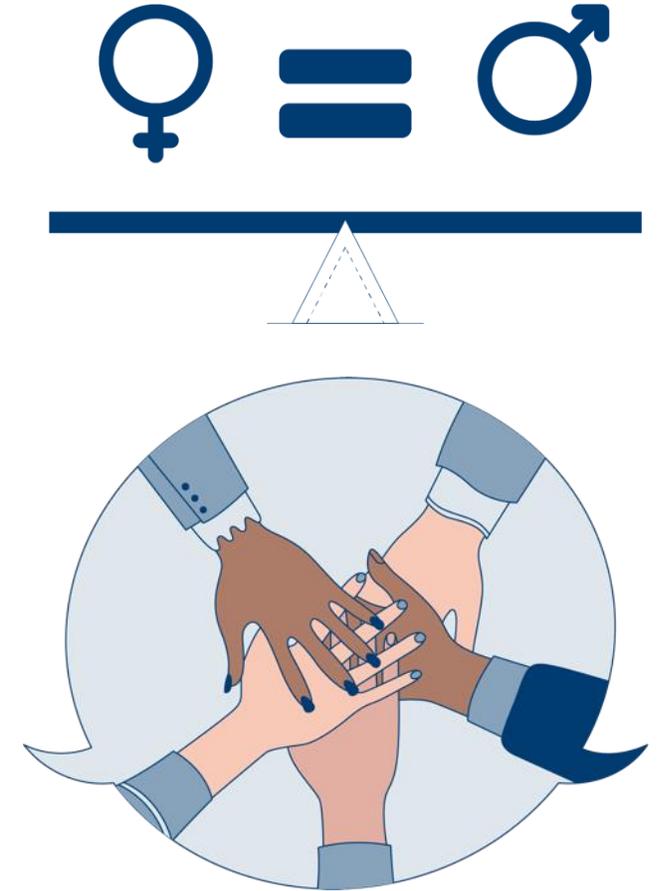


Students' endorsement of restrictions in national emergencies (International average)



Support for equal rights

- **High levels** of young people's support for gender equality across countries
 - Stronger among female students and some variation across countries
- **Most students** endorsed equal opportunities for immigrants in their countries
 - On average, 73% agreed that immigration brought benefits to their country
- On average, **most students** expressed support for equal rights for all ethnic groups in their countries
 - Considerable variation across countries
 - No increases since 2016 but higher levels of endorsement than in 2009



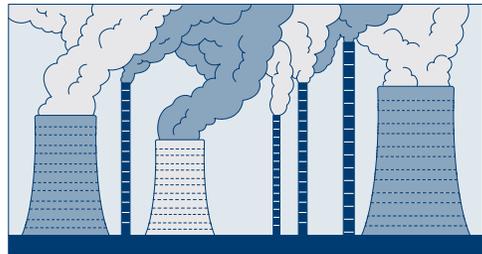
High levels of support for environmental protection seen across countries, and concerns about climate change as a global threat increased since 2016.



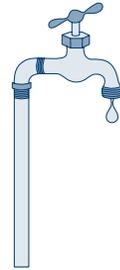
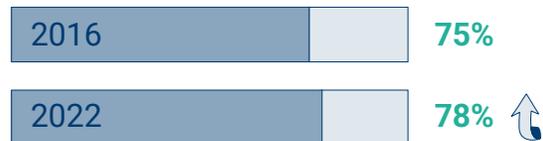
90% of students thought that every citizen needs to contribute to the reduction of pollution.



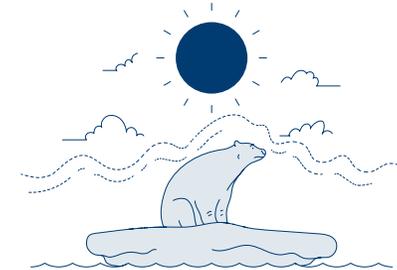
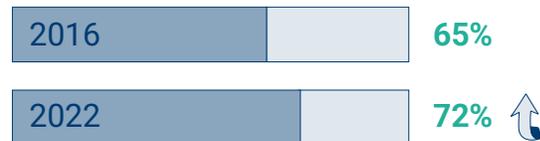
Changes in students' perceptions of large threats to the world's future between 2016 and 2022:



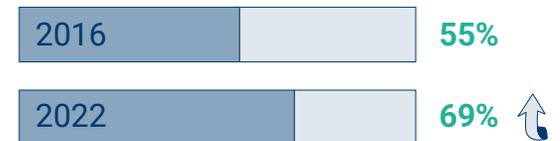
Pollution



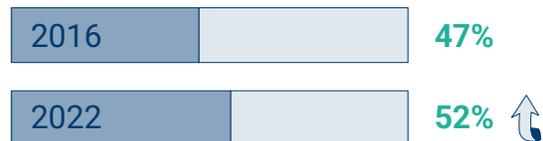
Water shortages



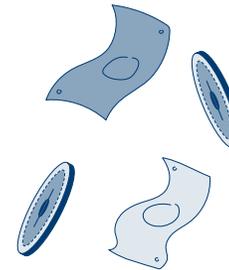
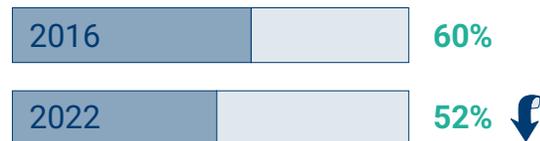
Climate change



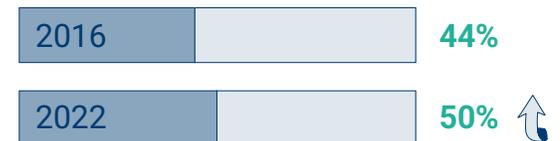
Violent conflict



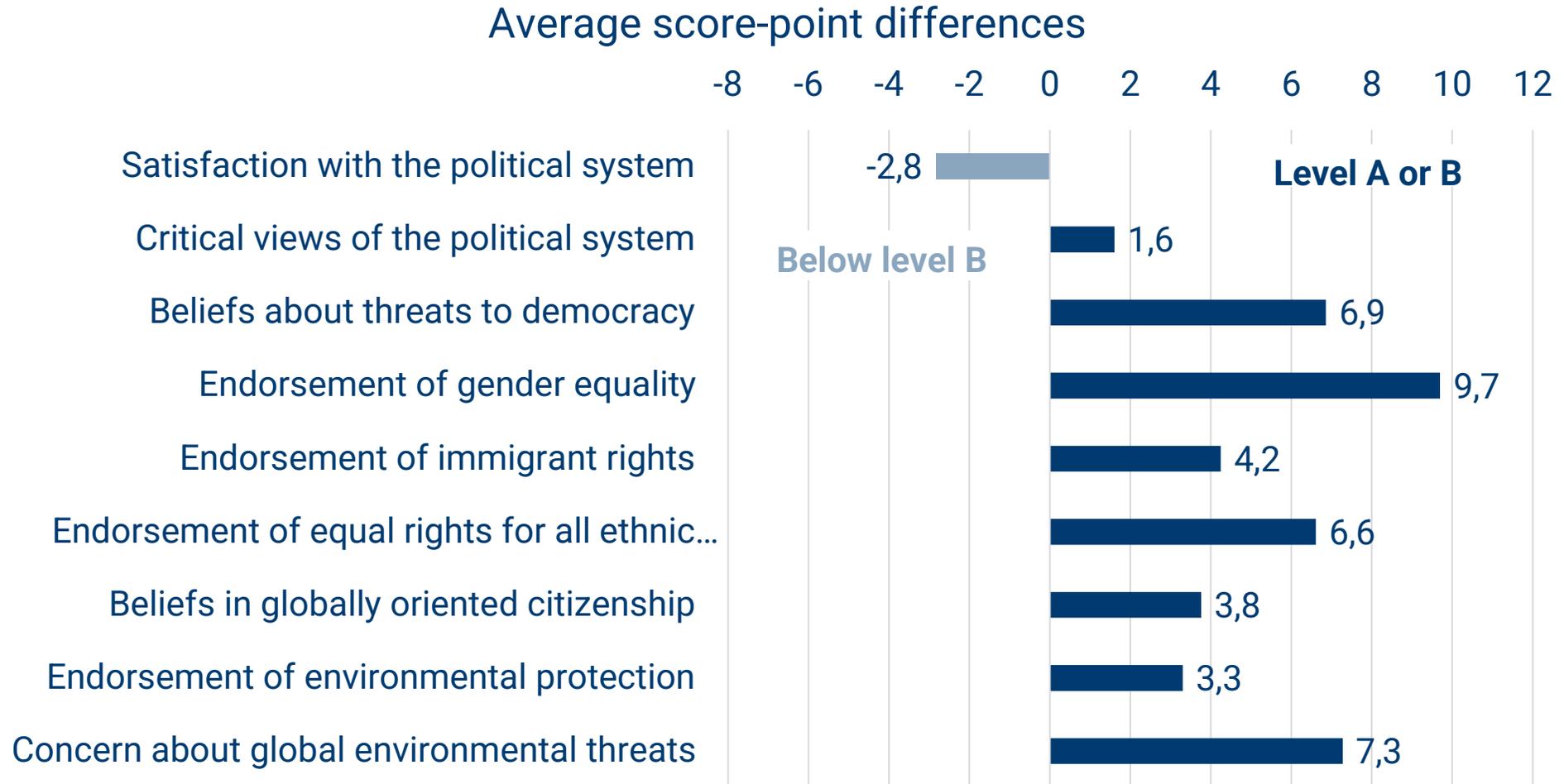
Infectious diseases



Global financial crisis



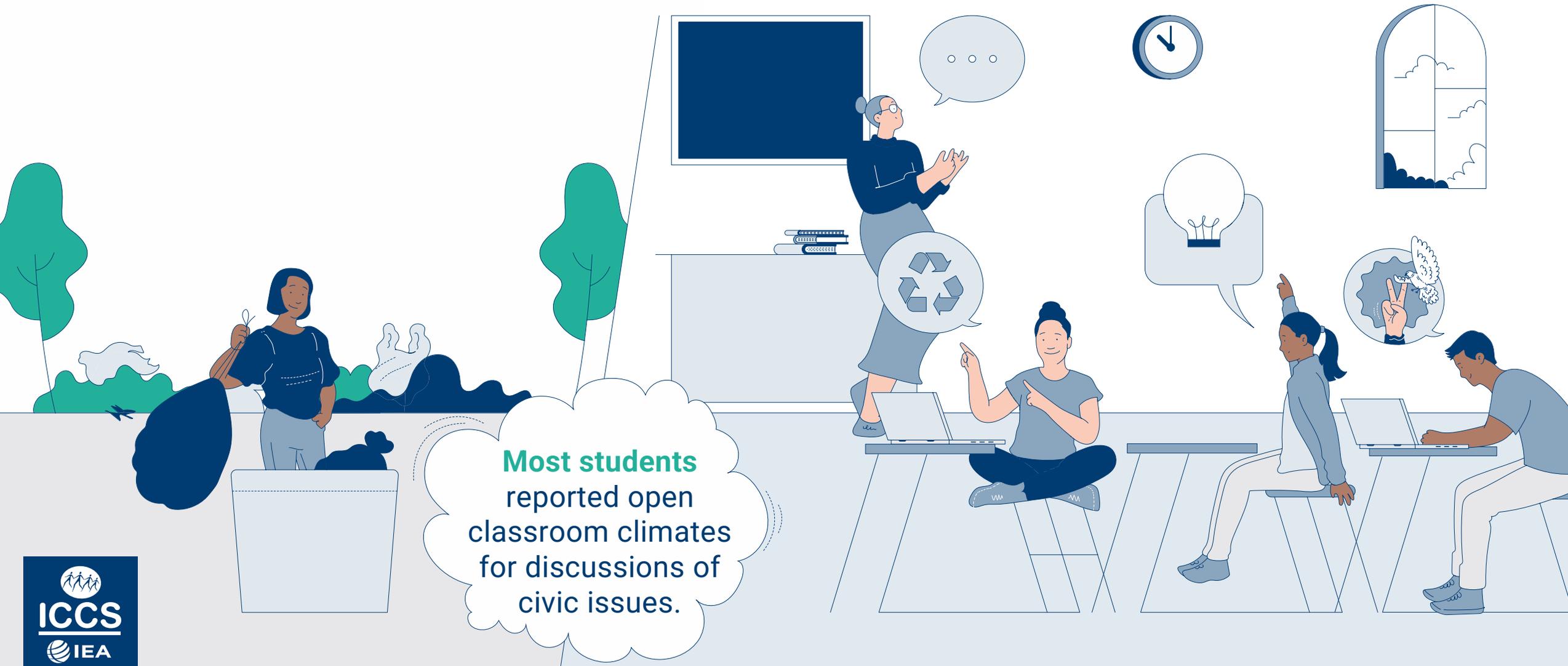
Associations of attitudes with civic knowledge



School and Classroom Contexts



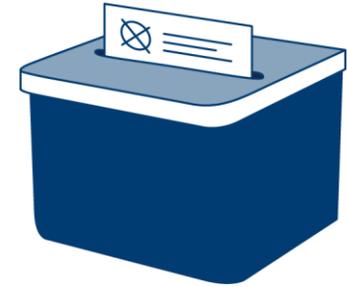
Perceptions of an open classroom climate for discussions were positively associated with civic knowledge (as in previous surveys).



Most students
reported open
classroom climates
for discussions of
civic issues.

School and classroom contexts—1

- Mostly **high levels** of reported student participation (at the target grade) in school-wide elections
 - However, some education systems do not offer as many opportunities for student participation
- **More than half** of the surveyed students reported that they had opportunities to learn about topics such as:
 - Environmental protection, evaluating the veracity of online civic information, citizens' rights, and the protection of these rights



School and classroom contexts—2

- **Most schools** reported optional and remedial courses for students on topics related to diversity, while courses on gender issues were observed less frequently
 - On average, more than 80% of surveyed teachers reported cultural and ethnic differences as important resources for their teaching
- **Most schools** developed initiatives related to environmental sustainability such as:
 - Differential waste collection and reduction, waste recycling, and energy saving
- Teachers reported that **high percentages** of students participated in activities intended to develop an awareness of different cultures and global issues such as:
 - Climate change, world poverty, and child labor



Summary of Findings

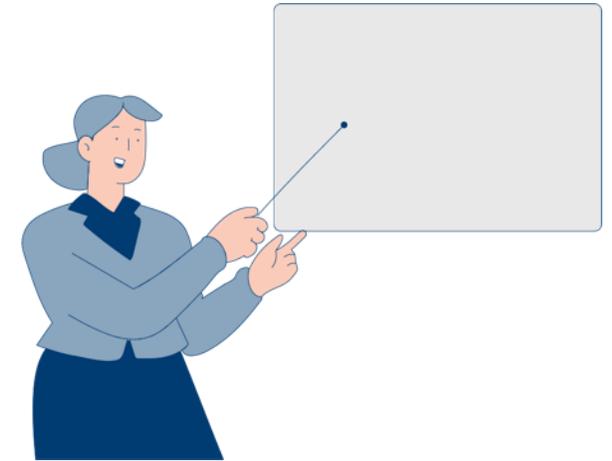
Selected Main Findings and Implications—1

- Substantial gap in civic knowledge persists both across and within countries and illustrates room for improvement
 - **Results show that students with higher levels of civic knowledge tend to be more open to diversity, more supportive of environmental protection, and more likely to expect to vote in elections**
- Following increases in civic knowledge between 2009 and 2016, we recorded decreases or no significant changes between 2016 and 2022
 - **Possible impact of disruptions caused by the COVID-19 pandemic on civic learning, which might have been more affected due to receiving less attention in times of crisis?**



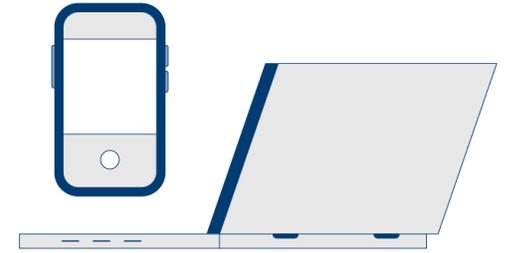
Selected Main Findings and Implications—2

- Teachers and principals emphasized goals such as critical thinking or safeguarding the environment, but voting/elections and institutions were named less frequently and less present in teacher training reports
 - **Raises question about continued presence of core topics for CCE in times of political instability and students not expecting to engage in conventional political participation**
- Results highlight the importance of open classroom climates and opportunities for students' engagement within schools for their civic knowledge and understanding, as well as their prospective engagement
 - **Variation in opportunities for student engagement at school suggest that not all young people are able to experience civic activities in their learning environment**



Selected Main Findings and Implications—3

- While relatively few students report active civic engagement with digital technologies, internet as a source of information is more frequently reported than newspapers (incl. online format), and almost half of the students expect participation in civic-related online discussions
 - **Digital technology will continue to be an important context for civic learning and engagement**
- Results show that schools and teachers incorporated aspects such as digital technologies, environmental sustainability and global citizenship issues in civic learning
 - **Considerable differences across countries that should be reviewed based on ICCS 2022 results**





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Thank you!
Merci bien!
¡Muchas gracias!
Mille grazie!
Bedankt!
Dzięk!
Obrigado!
Vielen Dank!
谢谢你
Хвала вам
Mange tak!
БЛАГОДАРЯ МНОГО
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