



Priorities for Civic and Citizenship Education in Europe: the International Civic and Citizenship Education Study 2009 (ICCS)



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Access to Citizenship Education and its Impact



- Context
- Civic knowledge
- Civic attitudes and behaviours
- Background influences
- Some implications/issues





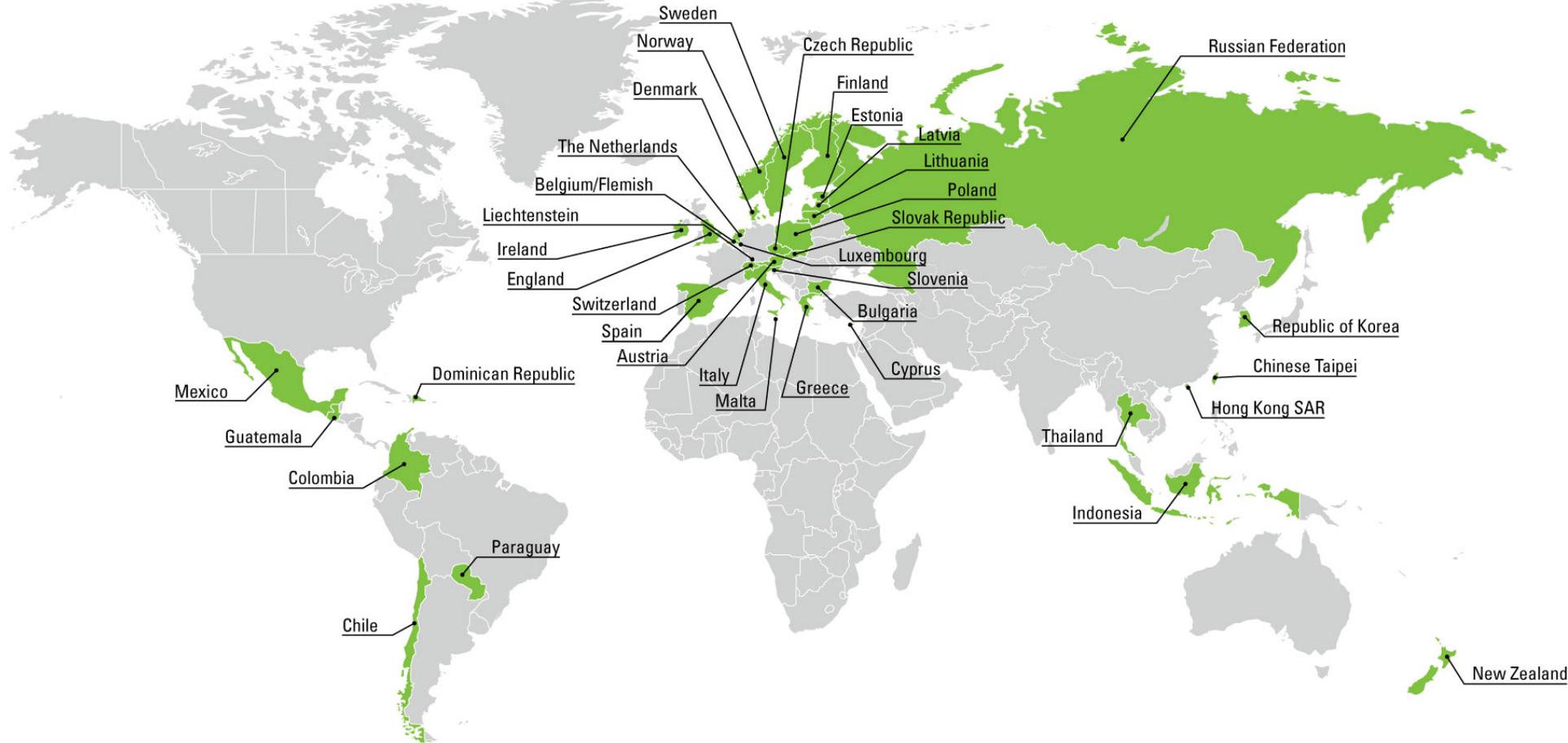
ICCS

- Preparing young people to undertake their roles as citizens
- Two dimensions of civics & citizenship
 - Student knowledge and understanding
 - Attitudes, perceptions and activities
- Focus of ICCS reporting
 - **International** comparisons
 - **Regional** dimensions (**Europe**, Latin America and Asia)
 - **Variations** within countries
 - **Factors** explaining variation



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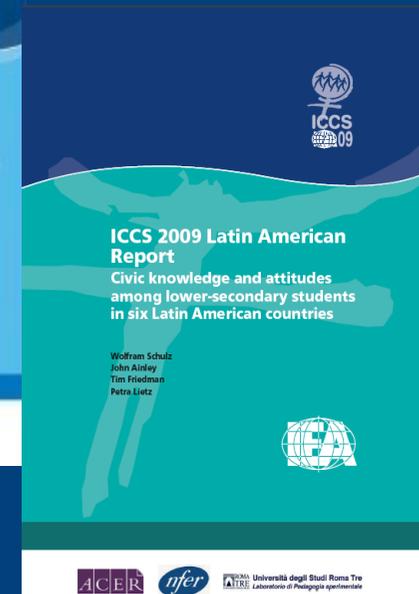
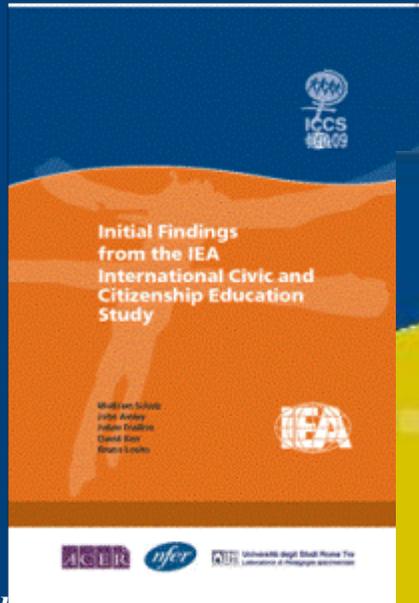




Participating Countries			
Austria	England	Latvia	Poland
Belgium/Flemish	Estonia	Liechtenstein	Russian Federation
Bulgaria	Finland	Lithuania	Slovak Republic
Chile	Greece	Luxembourg	Slovenia
Chinese Taipei	Guatemala	Malta	Spain
Colombia	Hong Kong SAR	Mexico	Sweden
Cyprus	Indonesia	The Netherlands	Switzerland
Czech Republic	Ireland	New Zealand	Thailand
Denmark	Italy	Paraguay	
Dominican Republic	Republic of Korea		



ICCS Reports



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<http://iccs.acer.edu.au>





Scope of ICCS



- **International Study**

- How many units of analysis?
 - 38 countries
 - 140,000 students
 - 5,000 schools
 - 62,000 teachers

- **European module**

- How many units of analysis?
 - 24 countries (22 EU members, 12 have euro as official currency)
 - 75,000 students
 - 3,000 schools
 - 35,000 teachers

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European regional module

- Targeted at specific European aspects related to civics & citizenship
 - Student knowledge about the European Union (EU) and its institutions, laws and policies
 - Attitudes, perceptions and activities related to European aspects

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Educating for Citizenship in Europe

- Civics & citizenship a policy priority in education
- Different approaches to citizenship education evident in 24 countries
- Approaches include:
 - teaching as a specific subject
 - integration into other subjects
 - implementation as a cross-curricular theme
- 11 of 24 countries have a specific subject

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Educating for Citizenship in Europe

- Broad range of topics in the curriculum including:
 - human rights (in 18 countries)
 - understanding different cultures and ethnic groups (in 16 countries)
 - the environment (in 14 countries)
 - parliament and government systems (14 countries)
 - voting and elections (11 countries)
 - regional institutions (10 countries)

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Aims of civic and citizenship education

- Teachers and principals were asked to name the three most important aims
 - “Development of knowledge and skills” regarded as the most frequently mentioned aim
 - “Preparing students for future political participation” not frequently named
 - Development of active civic participation not frequently named
 - Teachers teaching all subjects included in survey



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Knowledge for citizenship

- Broadly defined as encompassing:
 - reasoning and analysis
 - knowing facts
- International mean of 500 (s.d. = 100)
- Overall European countries scored above international mean
- Considerable variation within and among countries
- Female students generally higher civic knowledge than male students

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Country	Civic Knowledge									
	Years of schooling	Average age	200	300	400	500	600	700	800	Average scale score
Finland	8	14.7								576 (2.4) ▲
Denmark †	8	14.9								576 (3.6) ▲
Korea, Republic of ¹	8	14.7								565 (1.9) ▲
Chinese Taipei	8	14.2								559 (2.4) ▲
Sweden	8	14.8								537 (3.1) ▲
Poland	8	14.9								536 (4.7) ▲
Ireland	8	14.3								534 (4.6) ▲
Switzerland †	8	14.7								531 (3.8) ▲
Liechtenstein	8	14.8								531 (3.3) ▲
Italy	8	13.8								531 (3.3) ▲
Slovak Republic ²	8	14.4								529 (4.5) ▲
Estonia	8	15.0								525 (4.5) ▲
England ‡	9	14.0								519 (4.4) ▲
New Zealand †	9	14.0								518 (5.0) ▲
Slovenia	8	13.7								518 (2.7) ▲
Norway †	8	13.7								515 (3.4) ▲
Belgium (Flemish) †	8	13.9								514 (4.7) ▲
Czech Republic †	8	14.4								513 (2.4) ▲
Russian Federation	8	14.7								506 (3.8)
Lithuania	8	14.7								505 (2.8)
Spain	8	14.1								505 (4.1)
Austria	8	14.4								505 (4.0)
Malta	9	13.9								499 (4.5) ▼
Chile	8	14.2								498 (3.5) ▼
Latvia	8	14.8								492 (4.0) ▼
Greece	8	13.7								476 (4.4) ▼
Luxembourg	8	14.6								473 (2.2) ▼
Bulgaria	8	14.7								466 (5.0) ▼
Colombia	8	14.4								462 (2.9) ▼
Cyprus	8	13.9								453 (2.4) ▼
Mexico	8	14.1								452 (2.8) ▼
Thailand †	8	14.4								452 (3.7) ▼
Guatemala ¹	8	15.5								435 (3.8) ▼
Indonesia	8	14.3								433 (3.4) ▼
Paraguay ¹	9	14.9								424 (3.4) ▼
Dominican Republic	8	14.8								380 (2.4) ▼

60 point difference

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Knowledge for citizenship



- Finland and Denmark were two highest performing European countries scoring on average within highest proficiency level 3
- Most European countries scored within proficiency level 2

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each proficiency level on ICCS



Test

Below

Level 1 Level 1 Level 2 Level 3
 (<395) (395 -479) (479 -563) (>563)

Country/System

Finland	2.1	10.2	30.0	57.7
Denmark	3.7	12.7	27.5	56.1
Sweden	7.8	20.5	31.7	40.1
Poland	8.6	19.4	30.9	41.0
Ireland	9.9	19.9	29.1	41.1
Switzerland	5.6	20.5	37.3	36.6
England	12.7	22.2	30.8	34.3
New Zealand	14.4	22.0	28.1	35.4
Slovenia	8.6	25.0	36.3	30.0
Belgium (FI)	8.4	23.8	38.8	29.1
10-country avg	8.2	19.6	32.1	40.1
Internat avg	15.7	26.0	30.5	27.8

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Civic knowledge about the EU



- Widespread student knowledge of basic facts about the EU
- Greater variation in more detailed knowledge of EU and its laws and policies
- Widespread student knowledge about the euro and eurozone

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Student attitudes, perceptions and activities

- ICCS European regional module measured attitudes, perceptions and activities in relation to five European civics and citizenship issues
 - European citizenship and identity
 - Intercultural relations in Europe
 - Free movement of citizens in Europe
 - European language learning
 - European policies, institutions and participation

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European citizenship and identity



- Overall students had a strong sense of European identity
- European identity stronger for male students than female students
- More positive country attachment stronger sense of European identity
- Most students in EU countries proud their country was an EU member
- Fewer students felt part of the EU

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Intercultural relations in Europe

- Students have positive attitudes regarding equal rights for other European citizens in their country
- Students hold positive attitudes toward ethnic or racial groups and immigrants

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Trust in institutions

- 40 percent of students expressed trust in political parties
- 60 percent of students expressed trust in national government
- 75 percent stated trust in schools
- Considerable variation:
 - In some countries students had higher levels of trust (in particular in Northern Europe)

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European institutions and information



- Levels of trust in the European Commission and European Parliament similar to trust levels for institutions at national and international level
- Students obtain information about European news from range of sources, particularly television
- Students report that schools provide opportunities to learn about other European countries

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Active participation

- Student participation in the wider community **not common**: e.g.
 - human rights association
 - political youth groups
- Civic participation in school **more widespread**: e.g.
 - debates
 - elections

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Active participation now and in the future



- About 80% of students expect to vote as adults in local or national elections
- Expectations to vote in European elections were much lower
- Only minorities of students report actively participating in political activities and groups relating to Europe

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Influences of background

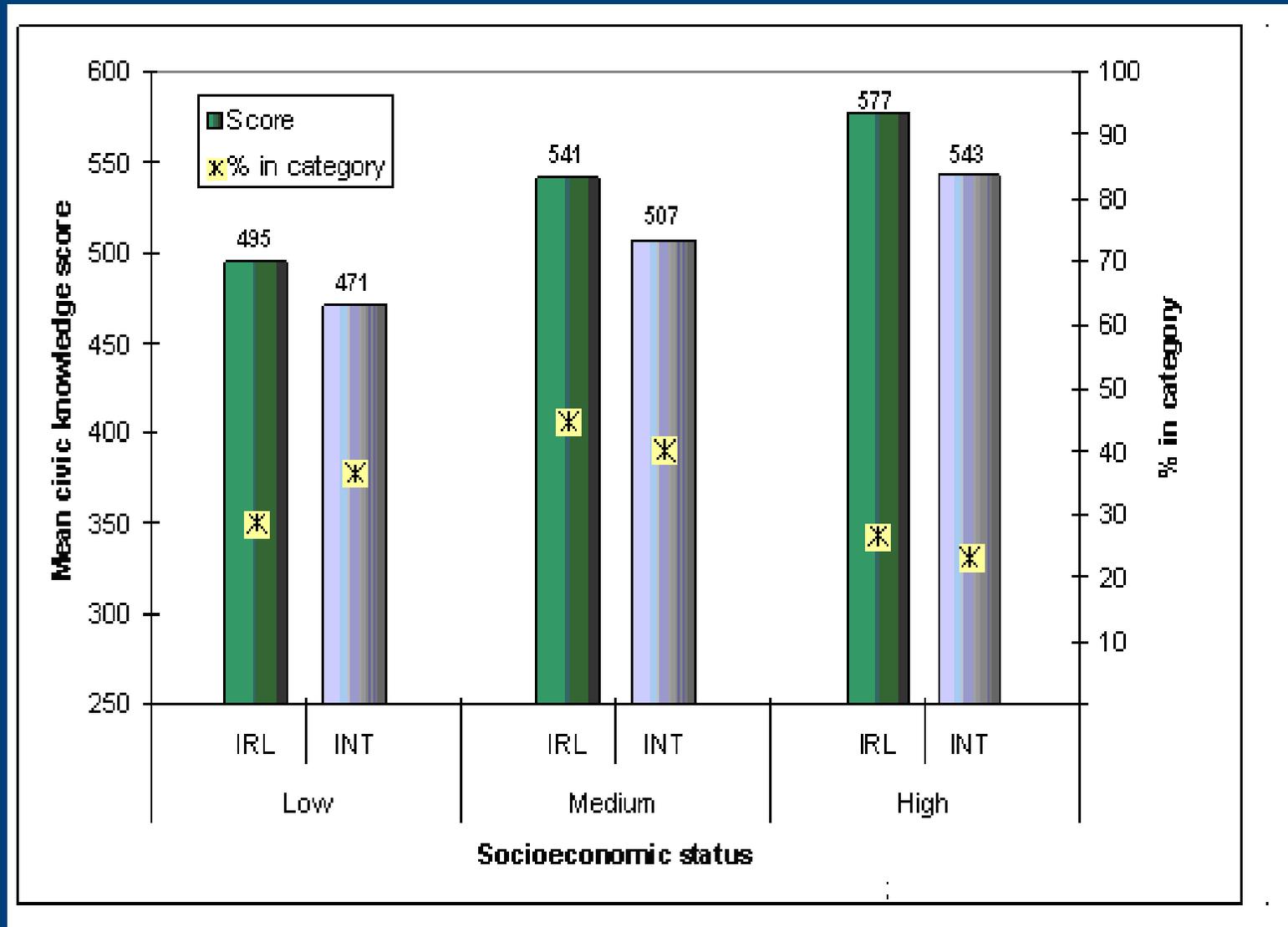
- Girls scored significantly higher than boys in 31 out of 38 ICCS countries
- Socioeconomic background consistently associated with civic knowledge
 - **Notable difference between countries!**
- Smaller associations of civic knowledge with:
 - immigrant background
 - parental interest in social and political issues
- Strong association between home orientation and students' interest in political and social issues

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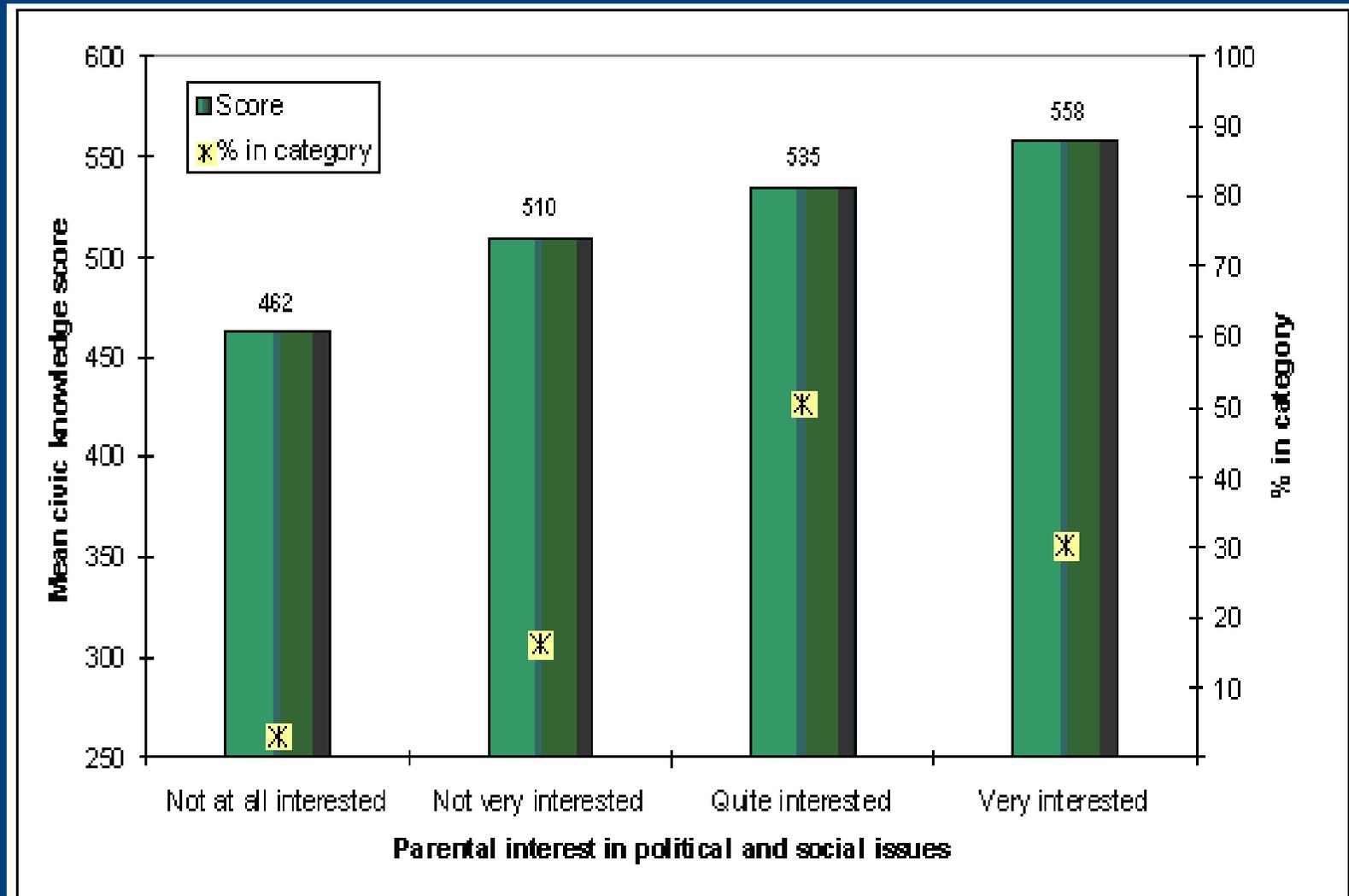


Mean civic knowledge scores (Irl) by socioeconomic status



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Mean civic knowledge scores (Irl) by parental interest



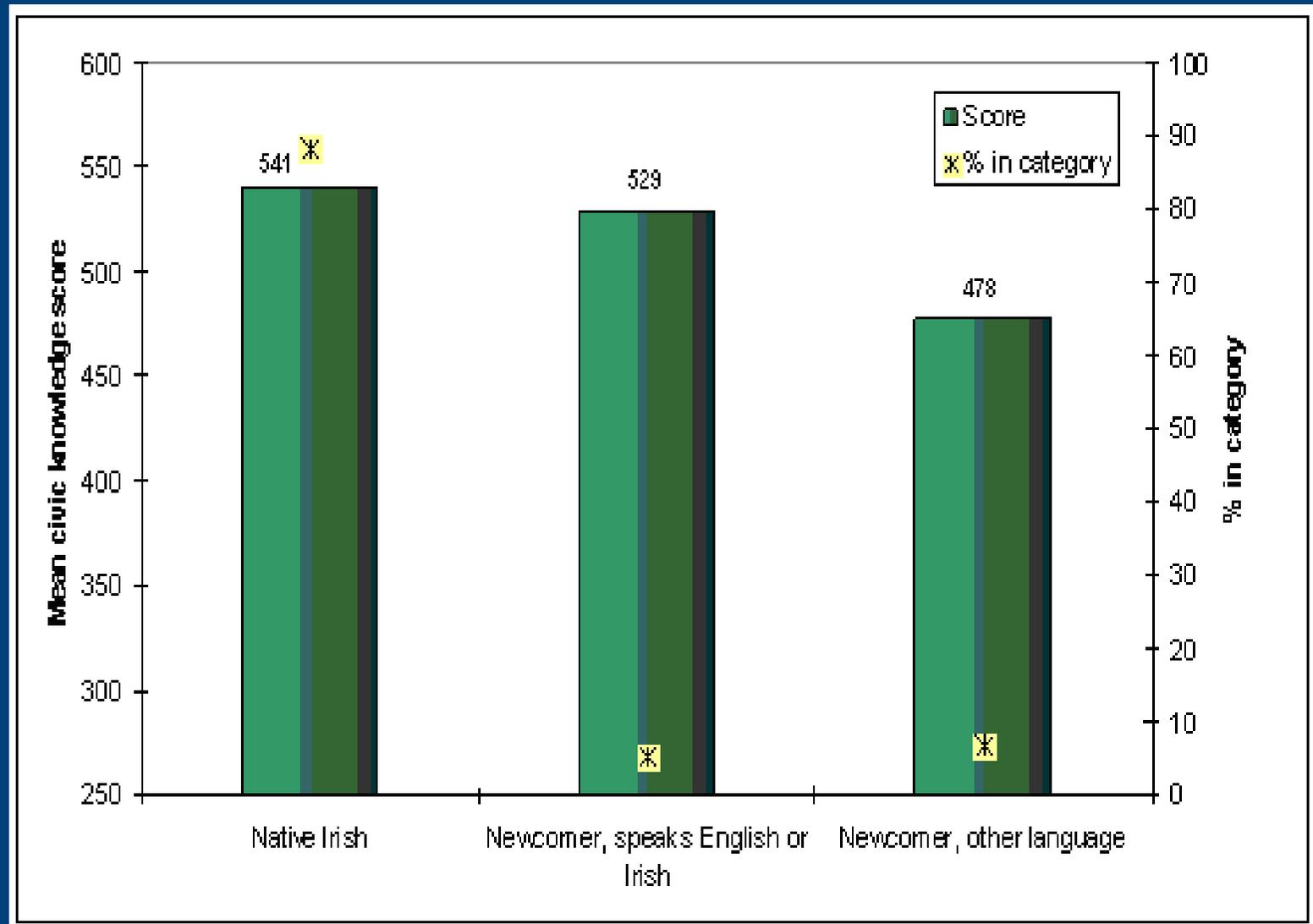
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Mean civic knowledge scores (Irl) by migrant and language status



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Implications/Issues

- Context
- Civic knowledge
- Civic attitudes and behaviours
- Background influences

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'It is men and women acting as citizens who work institutions and who try to participate. Democracy depends on all of us: the price of liberty is not just 'eternal vigilance', as Abraham Lincoln said, but eternal activity'

Bernard Crick

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Thank you!

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