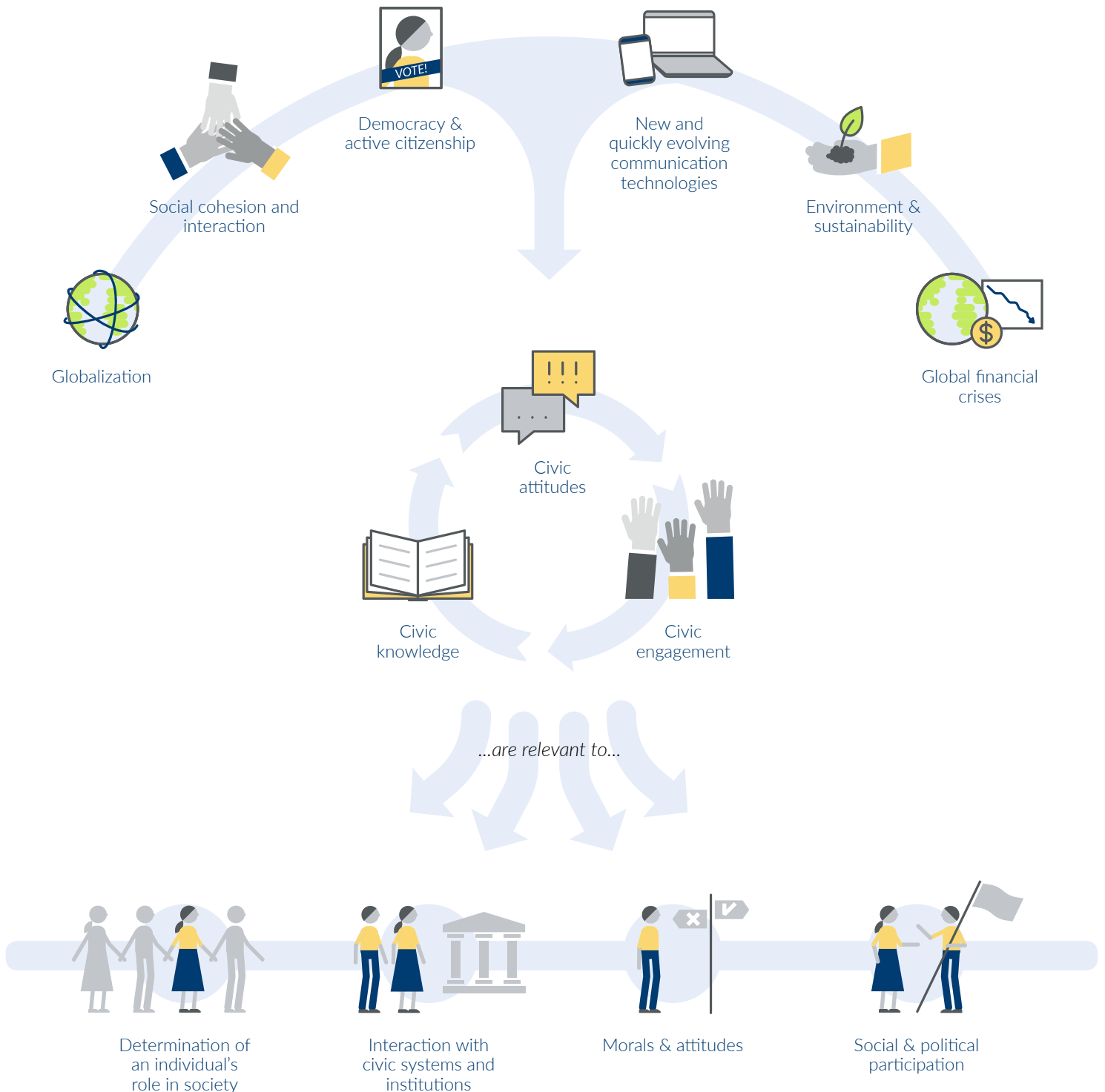


ICCS 2016

Assessment framework

The International Civic and Citizenship Education Study (ICCS) investigates the ways in which young people are being prepared to undertake their roles as citizens.

ICCS 2016 monitors students' civic knowledge, civic attitudes, and civic engagement in the persisting and emerging context of...



ICCS 2016 participants

24
countries



Education systems that participated in both 2009 and 2016 ICCS cycles are shown in bold

ICCS 2016 instruments



Time	Instruments	Respondents
45	International cognitive test	Students, grade 8 or equivalent, 13-14 years old
40	International student questionnaire	Students, grade 8 or equivalent, 13-14 years old
30	Teacher questionnaire	Teachers of any subject in the target grade
30	School questionnaire	School principals
15	Regional student questionnaire	Students, grade 8 or equivalent, 13-14 years old, in Europe and Latin America

ICCS 2016 assessment sample



~ 94,000 students
about 4,000 per country



~ 3,800 schools
about 150 per country

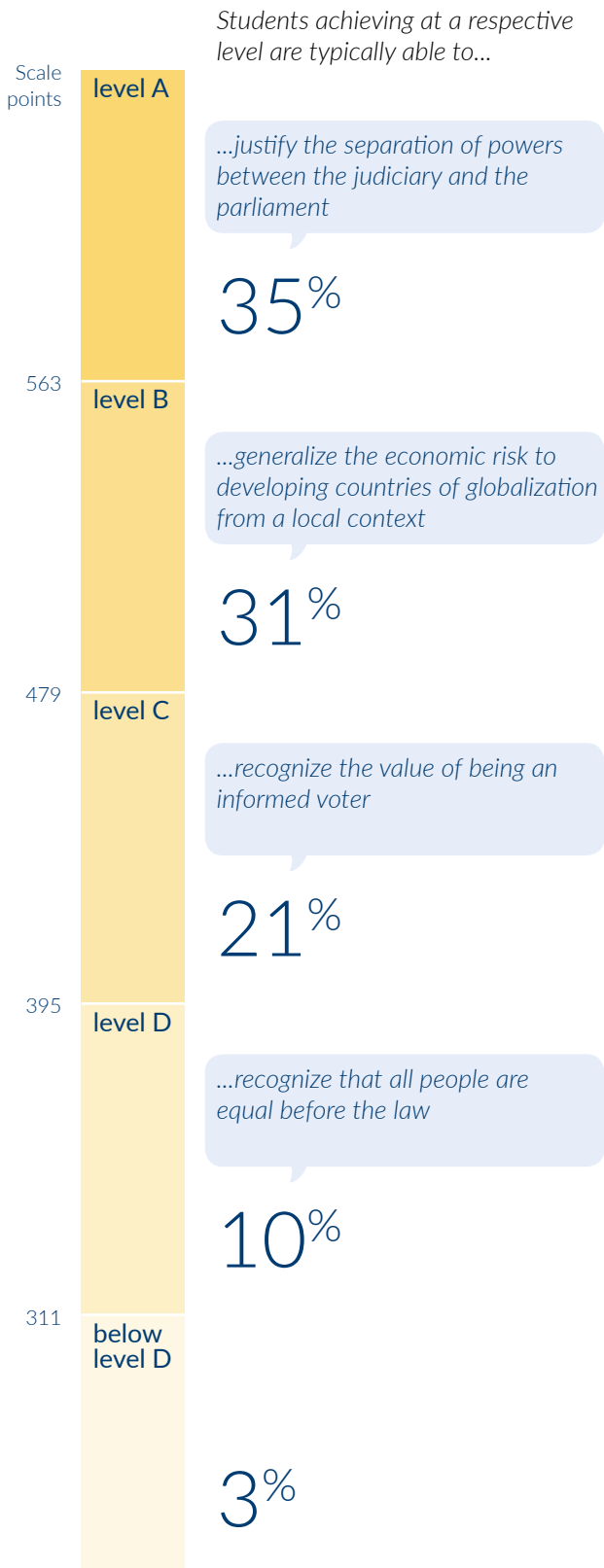


~ 37,000 teachers
about 15 per school

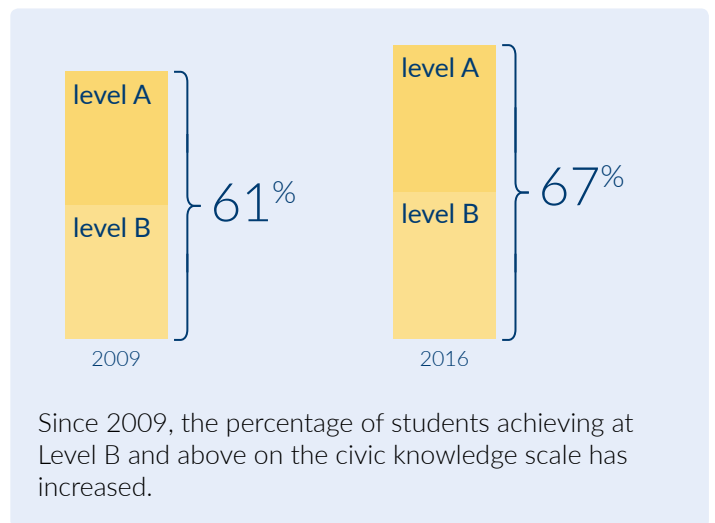
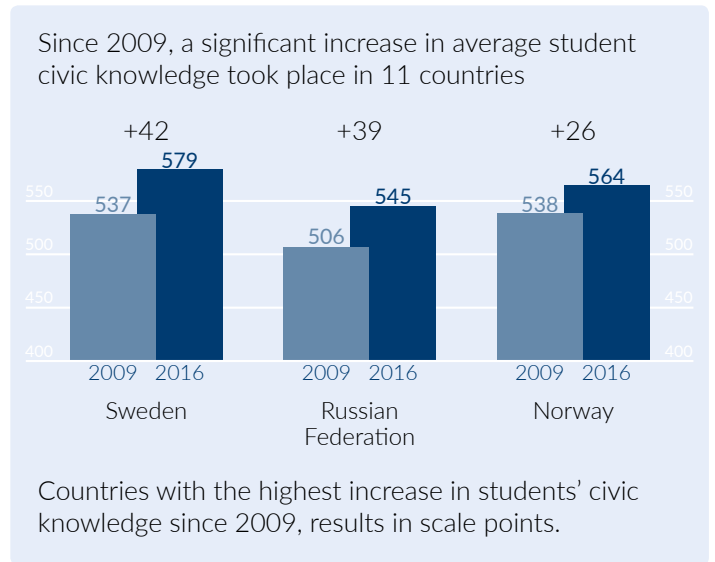
ICCS Consortium



Level of students' civic knowledge and percentages of students achieving at each level in ICCS 2016



Each ICCS cycle identifies trends and measures the impact of sociopolitical developments and curricula on students' civic knowledge



Good predictors of students' civic knowledge and engagement



In all countries (21) socioeconomic home background



In all countries (21) open classroom climate for discussion of political and social issues



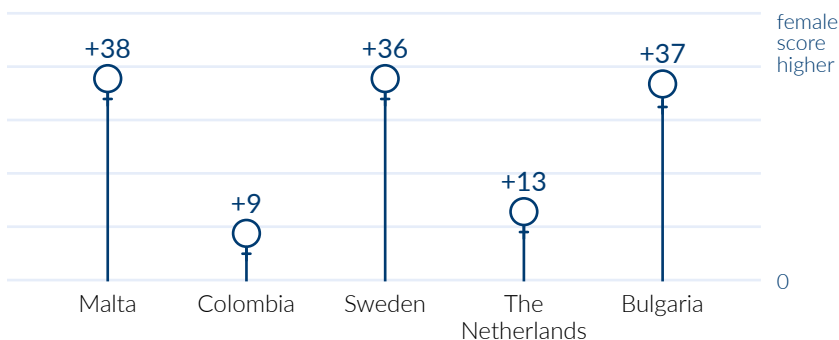
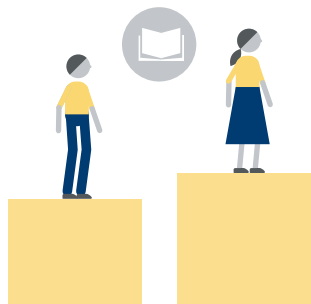
In the majority of countries (19) female students tend to have higher levels of civic knowledge and civic engagement

ICCS 2016

Issues related to gender

The ICCS 2016 data sheds light on gender-related civic knowledge and students' attitudes towards gender equality.

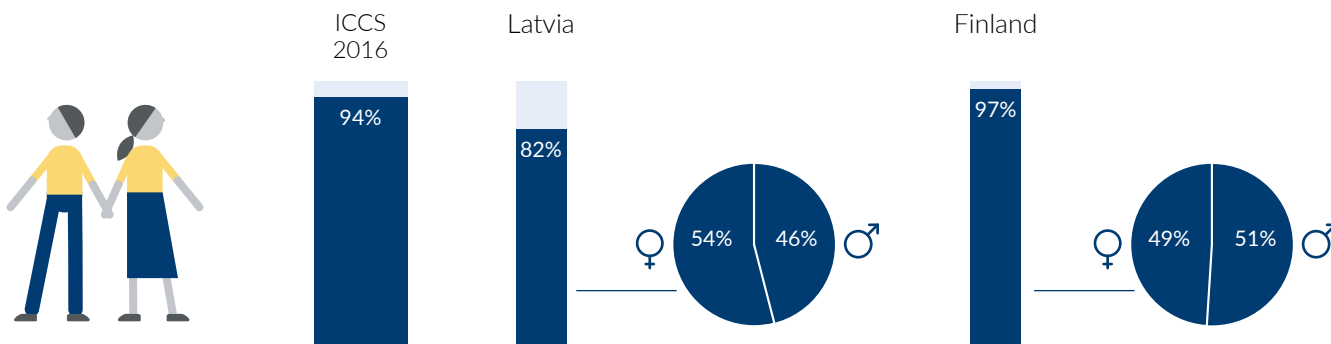
Gender-related variation in civic knowledge



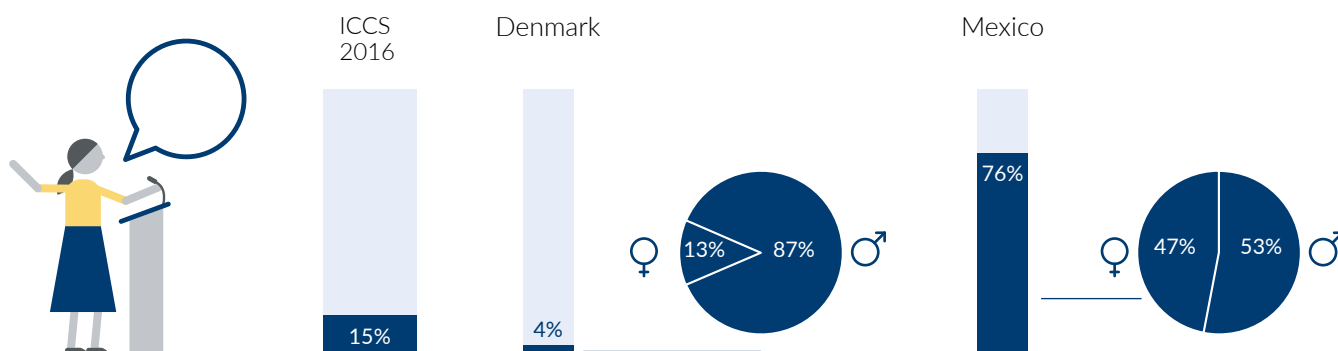
In 19 countries, female students have higher scores in civic knowledge

Gender differences in civic knowledge across the countries, in score points

Students who agree or strongly agree that women and men should have the same rights in every way



Students who agree or strongly agree that women should stay out of politics



ICCS reports on how students acquire and exchange information about political and social issues, with questions on social media and the internet resources first included in the 2016 cycle.

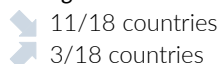
Students use the following communication channels *at least once a week* to inform themselves about political and social issues



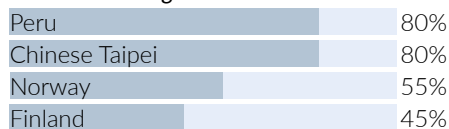
Watching news programs on TV



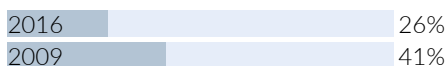
Changes since 2009



Variation among countries 2016



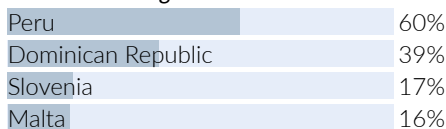
Reading articles in newspapers



Changes since 2009



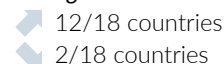
Variation among countries 2016



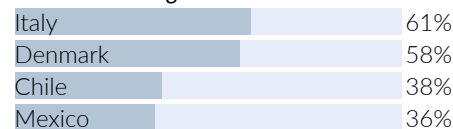
Talking to parents about what is happening in other countries



Changes since 2009



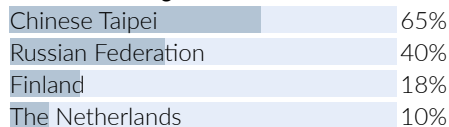
Variation among countries 2016



Using resources from the internet



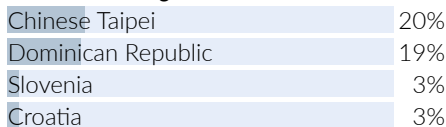
Variation among countries 2016



Posting a comment or image on political and social issues on the internet or social media



Variation among countries 2016



Commenting on or sharing another person's post regarding political and social issues



Variation among countries 2016



In all countries, average scores on the social media engagement scale were consistently higher for those students who generally expressed interest in civic issues.

People's trust in the state and the media is the cornerstone of every democratic society. ICCS 2016 surveys students' opinions.


Students' trust in public institutions and the media

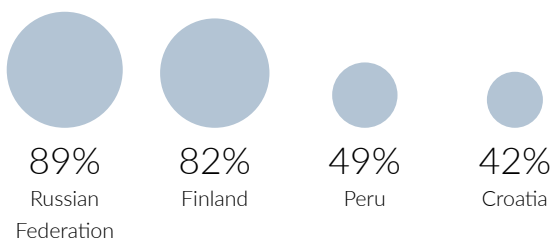


National Government

TREND

2016  67%
2009 63%


Latvia  + 27%
Belgium (Flemish)  + 21%
Chile  - 15%
Italy  - 17%

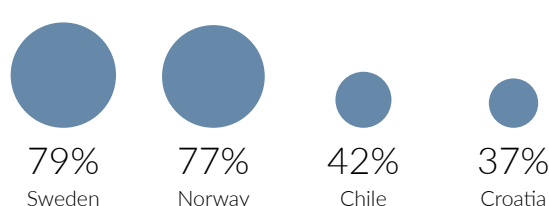


Parliament

TREND

2016  62%
2009 56%

Latvia  + 26%
Belgium (Flemish)  + 20%
Italy  - 9%
Chile  - 12%

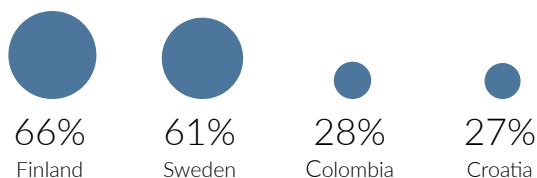


Political Parties

TREND


2016  46%
2009 42%


Chinese Taipei  + 21%
Lithuania  + 20%
Colombia  - 7%
Italy  - 8%

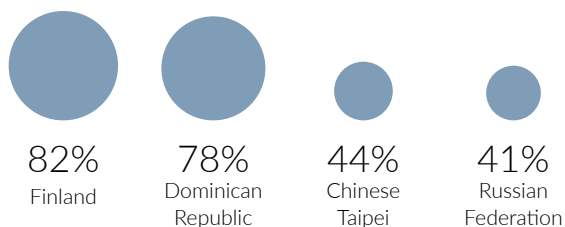


Traditional Media (TV, radio, newspapers)

TREND

2016  59%
2009 62%

zero to minor gains  + 0-2%
Bulgaria  - 9%
Chile  - 12%
Latvia  - 14%



ICCS 2016

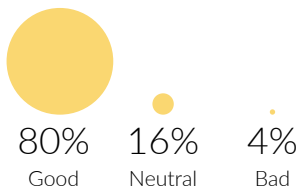
Democratic Values

Democracies worldwide rely upon their citizens' shared belief in and support for democratic values. ICCS 2016 data surveys students' understanding and perception of basic democratic principles.

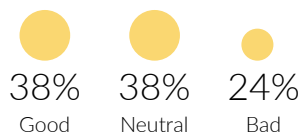
How good or bad are these for democracy?



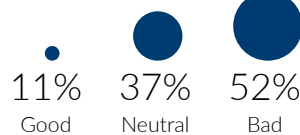
All adult citizens have the right to elect their political leaders



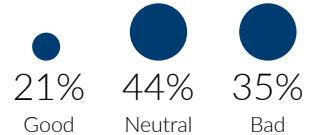
People are allowed to publicly criticize the government



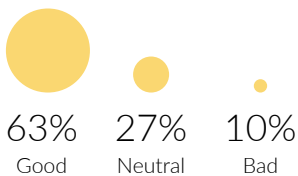
One company or the government owns all newspapers in a country



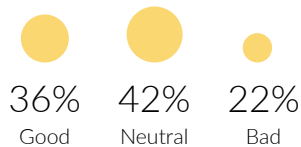
The government influences decisions by courts of justice



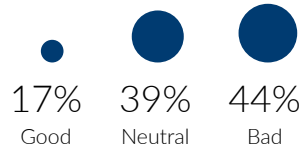
People are able to protest if they think a law is unfair



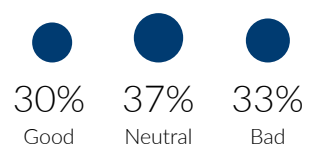
Differences in income between poor and rich people are small



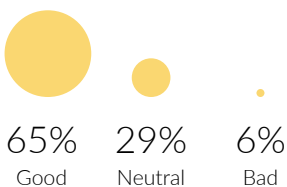
Political leaders give government jobs to their family members



The police have the right to hold people suspected of threatening national security in jail without trial



All ethnic/racial groups in the country have the same rights



What does ICCS 2016 tell us about future young voters?

Students who probably or certainly expect to ...



86% ...vote in **local** elections

86% ...vote in **national** elections

81% ...get **information** about candidates before voting in an election

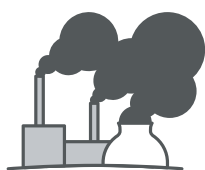
ICCS 2016

Environmental Issues

ICCS 2016 investigates students' attitudes toward the environment and the contribution of schools and communities to environmentally conscious upbringing.

Students perceived a number of environment-related issues as global threats

related to environment



Pollution

ICCS 2016 Average 76%

Colombia 90%
Lithuania 86%



Water Shortages

ICCS 2016 Average 65%

Colombia 88%
Chile 85%



Food Shortages

ICCS 2016 Average 62%

Chile 83%
Colombia 82%



Climate Change

ICCS 2016 Average 55%

Colombia 77%
Belgium 72%



Terrorism

ICCS 2016 Average 66%

Croatia 81%
Russian Federation 78%



Infectious diseases

ICCS 2016 Average 59%

Chile 74%
Lithuania 73%



Poverty

ICCS 2016 Average 53%

Chile 73%
Slovenia 65%

49%

of the students view making personal efforts to protect the **environment** as a "very important" part of good citizenship.

Students in schools where environmentally-friendly practices were adopted to a large or to a moderate extent as reported by principals



9%

of students reported that they had participated in an environmental action group over the past 12 months.

Energy-saving practices	81%
Posters to encourage students' environmentally-friendly behaviours	74%
Differential waste collection	74%
Waste reduction	67%
Purchasing of environmentally-friendly items	60%

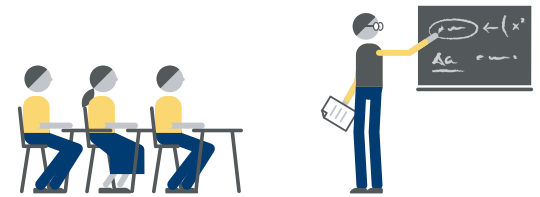
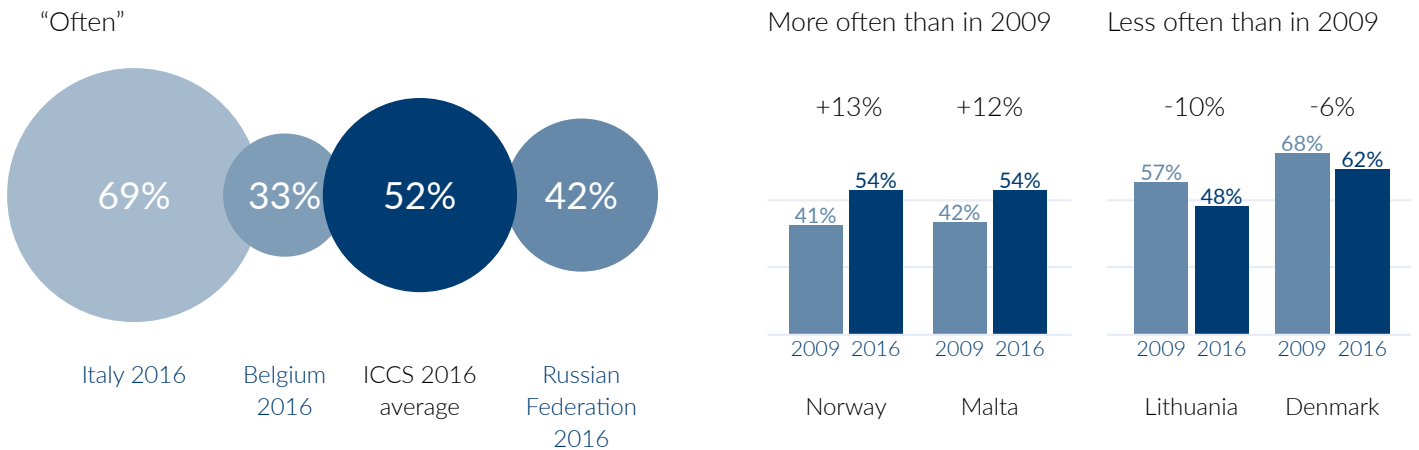
ICCS 2016

School climate and school safety

Does school offer a safe and nurturing environment for students?
Is school violence being similarly perceived by students and their teachers?

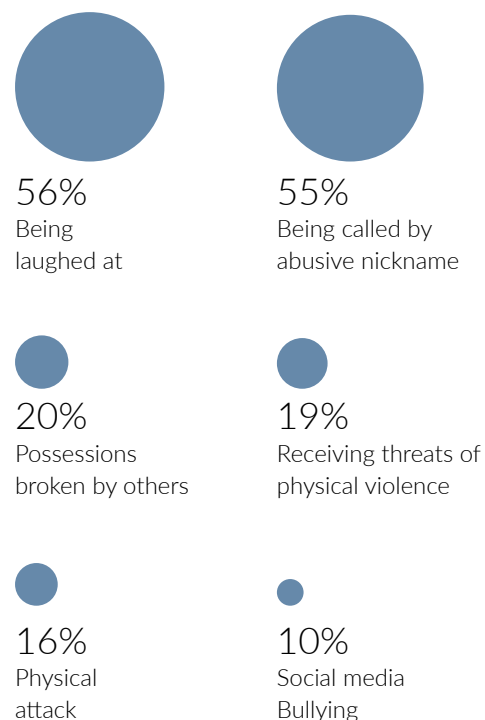
Students were asked how often their teachers encouraged them to express their own opinion

The average results remained mainly unchanged since 2009

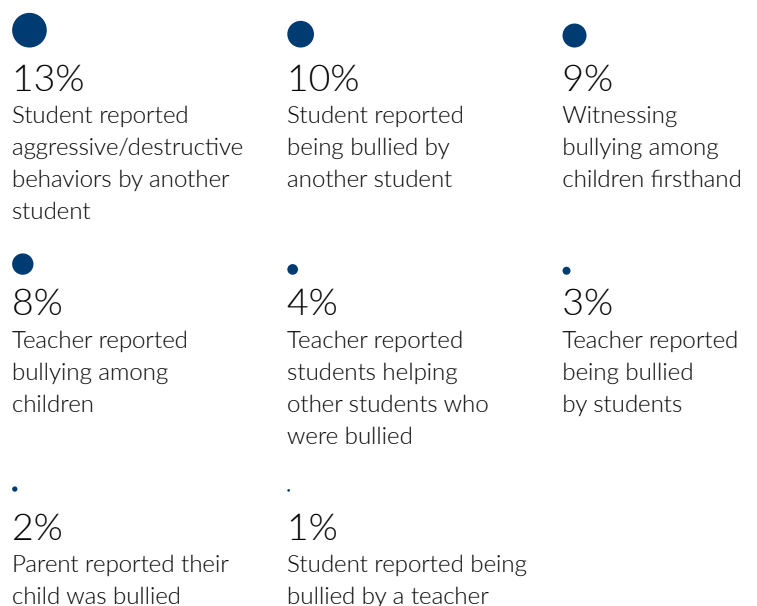


School violence: students' and teachers' perspectives

Students reported to have experienced the following at least once in the past three months:



Teachers reported to have experienced the following at least once a month:



ICCS 2016, European Student Survey

Factsheet

The ICCS 2016 European student survey was based on a regional instrument developed within the ICCS 2016 framework. It supplements the international survey and offers a comprehensive overview on issues related to civic and citizenship education in the European context.

The ICCS 2016 European student questionnaire was completed by

52,788 students

The **ICCS 2016** European questionnaire was handed out to students from **14 countries** and one benchmarking participant (North Rhine-Westphalia)



Country participants of the ICCS 2009 European module and of the ICCS 2016 European questionnaire are shown in bold

Comparative data for 2009 and 2016 are available for **11 countries**

The ICCS 2016 European questionnaire collected data about students' attitudes toward...



European identity



European cooperation



Migration and free movement



The future of Europe



European institutions

ICCS 2016, European Student Survey

European identity

The ICCS 2016 European questionnaire investigates the extent to which students identify with the European region and whether schools provide students with opportunities to learn about Europe.

Students expressed a strong sense of European identity and belonging

I see myself as European

95%

I am proud to live in Europe

94%

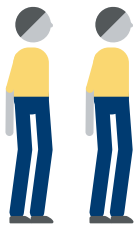
I feel part of Europe

87%

I see myself as a citizen of Europe and then a citizen of the world

78%

A slightly stronger sense of European identity is expressed by:



Male students



Students from non-immigrant families and those with higher level of trust in civic institutions

In almost all participating countries, the percentage of students reporting positive perceptions of their European identity had increased between 2009 and 2016.

Students indicated that schools provide them with opportunities to learn about Europe



83%
The history of Europe

66%
Political and economic systems of other European countries

65%
Political and economic integration between European countries

63%
Political and social issues in other European countries

ICCS 2016, European Student Survey

Freedom of movement and immigration

The ICCS 2016 European questionnaire investigates students' attitudes toward the freedom of movement for European citizens within Europe and equal rights for immigrants.

Students were asked about their attitudes toward the freedom and the restriction of movement for European citizens across Europe

Students who agreed or strongly agreed with the following statements

More in favor of the freedom of movement

Allowing European citizens to work anywhere in Europe ...

...is good for the European economy

94%

...helps to reduce unemployment

89%



Students with higher levels of civic knowledge

European citizens should be allowed to work in another European countries...

...only if their skills are needed there

63%

...only in jobs that no one in the other country wants to do

36%

...only in limited numbers

37%

Students were asked about their attitudes toward the equal rights for immigrants

Students who agreed or strongly agreed with the following statements

Immigrant children should have the same opportunities for education as other children

93%



ABC
কৃত্ত্ব
५९६%

Immigrants should have the opportunity to continue speaking their own language

68%

Immigrants who live in a country for several years should have the opportunity to vote

75%



Immigrants should enjoy the same rights as everyone else in the country

88%

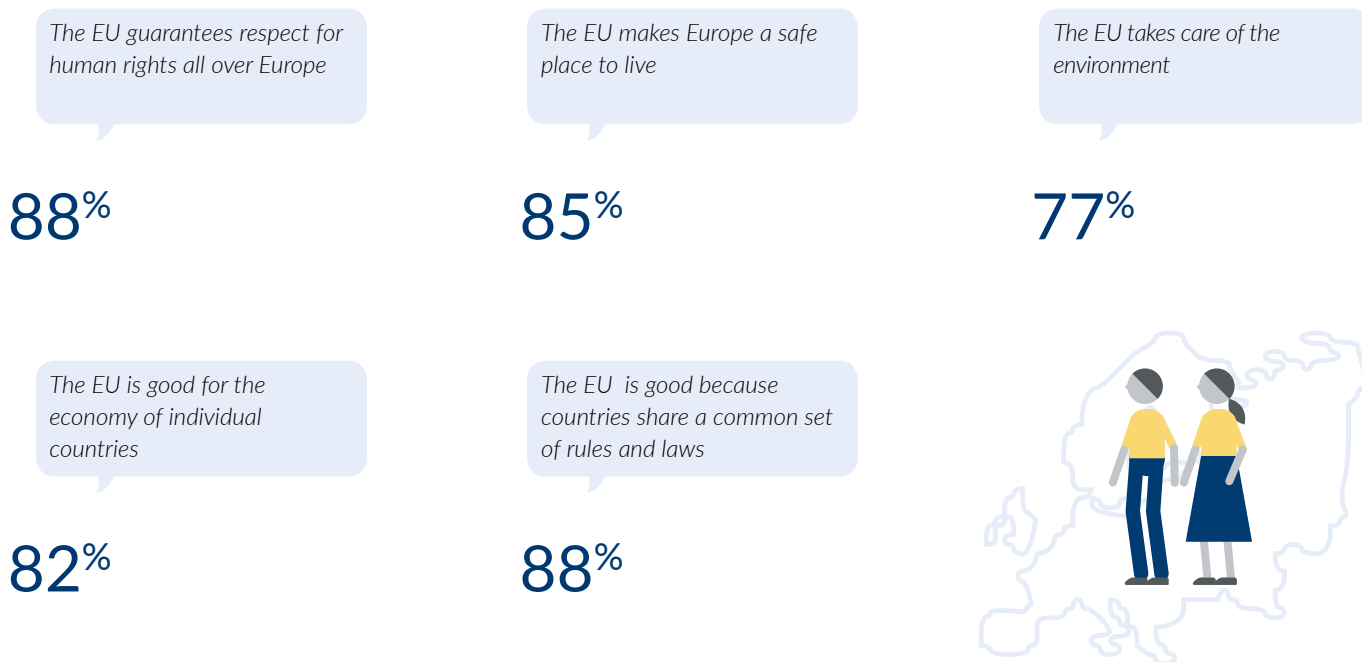
ICCS 2016, European Student Survey

European Union and its institutions

The ICCS 2016 European questionnaire asked students about their attitudes toward the European Union and their trust in its institutions.

The majority of students expressed positive views about the European Union

Students who agreed or strongly agreed with the following statements



Students' trust in the European institutions increased since 2009

European Commission

European Parliament



Positive associations were observed between students' sense of European identity and students' level of trust in civic institutions.

Students' positive expectations regarding the future of Europe

