# Chapter 1
# Civic Knowledge, Engagement, and Attitudes Among Lower-Secondary Students in 24 Countries:
## Results From ICCS 2016

**Wolfram Schulz**
*Australian Council for Education Research (ACER), Australia*

## ABSTRACT

*The ICCS 2016 study is a continuation and extension of ICCS 2009. The study explored the enduring and the emerging challenges of educating young people in a world where contexts of democracy and civic participation had changed and continue to change. In total, ICCS 2016 is based on test and questionnaire data from more than 94,000 students enrolled in their eighth year of schooling (Grade 8 or equivalent) at more than 3,800 schools in 24 countries. These student data were augmented by contextual question-naire data from school principals of selected schools and more than 37,000 teachers.*

## INTRODUCTION

The IEA International Civic and Citizenship Education Study (ICCS) set out to investigate the ways in which a range of countries are preparing their young people to undertake their roles as citizens in the second decade of the 21st century (see Schulz, Fraillon, Ainley, Losito, & Kerr, 2009; Schulz, Ainley, Fraillon, Losito, & Agrusti, 2016). Both the first ICCS survey in 2009 (Schulz, Ainley, Fraillon, Losito, & Kerr, 2010) and the second survey in 2016 (Schulz, Ainley, Fraillon, Losito, Agrusti, & Friedman, 2017) included measures of students' knowledge and understanding of civics and citizenship, their attitudes, and their engagement.

ICCS also examines differences among countries in relation to these outcomes of civic and citizenship education and explores the extent to which these differences relate to student characteristics, school and community contexts, and national characteristics. Furthermore, the study uses regional questionnaires to obtain data on student perceptions regarding region-specific issues in Asia, Europe and Latin America (Fraillon, Schulz, & Ainley, 2012; Kerr, Sturman, Schulz, & Bethan, 2010; Losito, Agrusti, Damiani, & Schulz, 2017; Schulz, Ainley, Cox, & Friedman, 2018; Schulz, Ainley, Friedman, & Lietz, 2011).

As the second cycle of ICCS, the 2016 study is a continuation and extension of ICCS 2009. The study explored the enduring and the emerging challenges to educating young people in a world where contexts of democracy and civic participation had changed and continue to change. In total, ICCS 2016 is based on test and questionnaire data from more than 94,000 students enrolled in their eighth year of schooling (Grade 8 or equivalent) at more than 3,800 schools in 24 countries. These student data were augmented by contextual questionnaire data from school principals of selected schools and more than 37,000 teachers.

ICCS 2016 also included an investigation of how countries provide civic and citizenship education by drawing on diverse sources of information ranging from national policy and resourcing perspectives through to classroom practice. The contexts for civic and citizenship education in countries participating ICCS 2016 are described in another chapter of this volume (see chapter 11), while this chapter focuses on the cognitive and affective-behavioural outcomes of civic and citizenship education within and across the participating countries.

## BACKGROUND, STUDY DESIGN AND RESEARCH QUESTIONS

Civic and citizenship education aims to provide young people with the knowledge, understanding, and dispositions necessary for successful participation as citizens in society. It is meant to support emerging citizens by promoting their understanding and engagement with society's principles and institutions, their development and exercise of informed critical judgment, and their learning about and appreciation of citizens' rights and responsibilities. All these attributes are key to a proper functioning of a democracy, where citizens are thought of as actively involved agents when it comes to decision-making, governance, and change, in contrast to non-democratic regimes where their role is rather one of passive subjects. There has been a long tradition emphasis on the essential relationship between education and democracy in scholarly work on educational policy and practice (see, for example, Dewey, 1916).

ICCS builds on previous IEA studies of civic education and is a response to the challenge of educating young people in changing contexts of democracy and civic participation (see Schulz, Fraillon, Ainley, Losito, & Kerr, 2008). The first IEA study of civic education was conducted as part of the Six Subject Study, with data collected in 1971 (Torney, Oppenheim, & Farnen, 1975; Walker, 1976). The second study, the IEA Civic Education Study (CIVED), was carried out in 1999 (Torney-Purta, Lehmann, Oswald, & Schulz, 2001; Torney-Purta, Schwille, & Amadeo, 1999) followed by an additional survey of upper-secondary students in 2000 (Amadeo, Torney-Purta, Lehmann, Husfeldt, & Nikolova, 2002).

ICCS 2009 (Schulz et al., 2010) was established as a baseline study for future cycles of ICCS. It included some explicit links to CIVED and administered a student test of civic knowledge as well as questionnaires for students, teachers, and school principals. ICCS 2009 adopted the term civic and citizenship education and, while maintaining many aspects of CIVED, the ICCS 2009 assessment framework (Schulz et al., 2008) was broadened to (i) have a stronger focus on the motivations for, and mechanisms

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