

Citizenship Education at School: What We Have Learnt from the IEA International Civic and Citizenship Education Study (ICCS 2009)

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Citizenship: A new ethic for the 21st Century

The contribution of e-Twinning

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- **International Civic and Citizenship Education Study (ICCS 2009)**
- **International Association for the Evaluation of Educational Achievement (IEA)**
- **Third study on civic and citizenship education (CCE)**
 - **Six Subjects Survey (1971)**
 - **CIIVED '99**
 - **ICCS 2009**
 - **ICCS 2016 (International report: October 2017)**



• ICCS 2009

- International consortium (ACER, NFER, Roma Tre – LPS, IEA – DPC)
- 38 countries from Europe, Asia, Latin America
- Data collected from over 140,000 students (Grade 8), 62,000 teachers, and 5,300 schools
- Cognitive test, student questionnaire, school questionnaire, and teacher questionnaire
- Two 'regional modules': European Module, Latin American Module, Asian Module
- All the reports are available on the IEA website (www.iea.nl)



- **This presentation:**
 - overview of the research questions
 - conceptualization of CCE (assessment framework)
 - CCE delivering at school level (mainly data from the school and the teacher questionnaires)
- **Council of Europe study on policies for education for democratic citizenship (EDC)**
 - Gap between principles and policies, and between 'declared' policies and policies' implementation
 - Gap between theories and practices
 - Challenges for EDC: teacher preparation, both initial and in-service; characteristics of the school contexts; curricula and students' experience at school; contexts for EDC; assessment and evaluation.
- **Contribution of ICCS 2009**



• Research questions

- ***RQ1*** What variations exist among countries and within countries in student civic and citizenship knowledge?
- ***RQ2*** What changes in civic knowledge have occurred since the last international assessment in 1999?
- ***RQ3*** What is the extent of interest and disposition to engage in public and political life among adolescents, and which factors within or across countries are related to this engagement?
- ***RQ4*** What are adolescents' perceptions of the impact of threats to civil society and of responses to these threats on the future developments of that society?
- ***RQ5*** What aspects of schools and education systems are related to knowledge about, and attitudes to, civics and citizenship?
- ***RQ6*** What aspects of student personal and social background are related to student knowledge about and attitudes towards civic and citizenship education?



• **RQ5 School context and education systems**

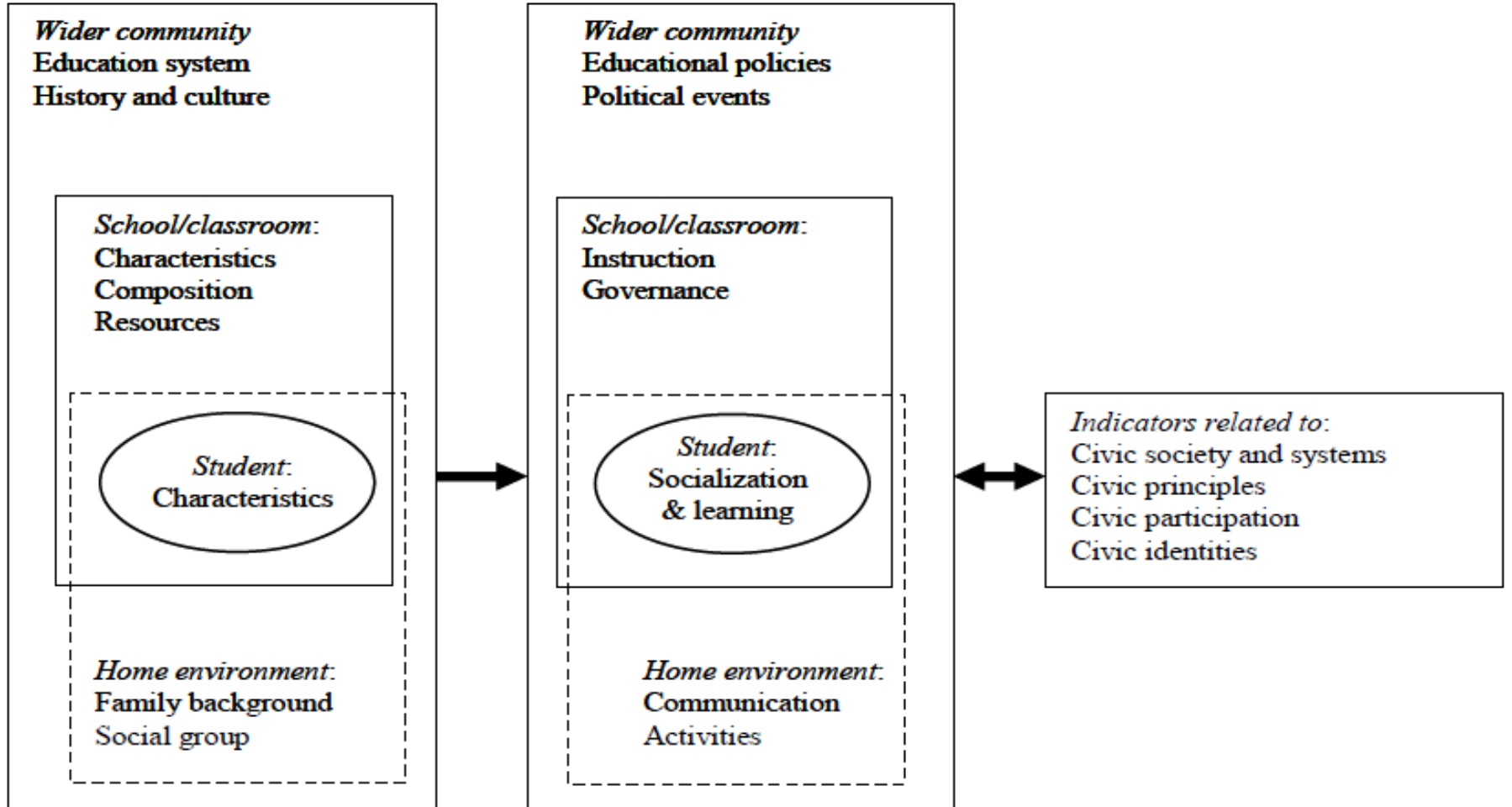
- **General approaches to civic and citizenship education, curriculum, and/or program content, structure and delivery**
- **Teaching practices**
- **Aspects of school organisation**
- **Participation at school and school governance (teachers' and students' participation in decision making processes, school culture and school climate)**
- **School as a 'democratic learning environment'**



Antecedents

Processes

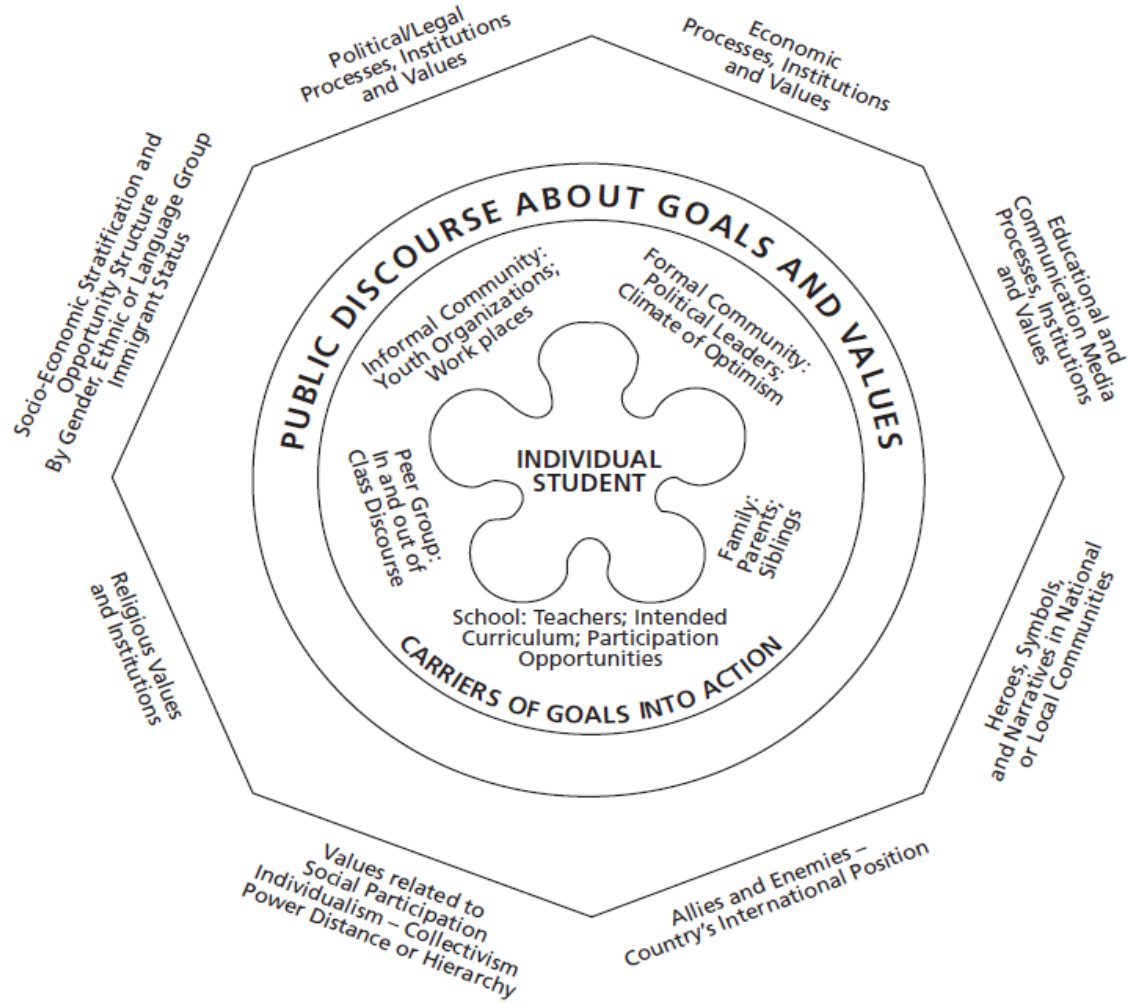
Outcomes



- **Plurality of contexts for CCE**
 - **National context**
 - **Community context**
 - **School context**
 - **Classroom context**
 - **Home environment**
 - **Individual student context (students' characteristics: such as age, gender, family background,...)**



• CIVED '99



- **CCE implementation at the school level**
 - Taught as a separate subject by teachers of subjects related to civic and citizenship education
 - Taught by teachers of subjects related to human and social sciences
 - Integrated into all school subjects
 - Taught as an extracurricular activity
 - Considered to be part of the outcomes of school experience as a whole
 - Not considered to be part of the school curriculum



- **Different approaches to CCE may coexist within the same school**
- **Regardless of the specific approaches adopted, CCE is regarded as part of the educational purpose of the school and as an outcome of the students' school experience as a whole**
- **The most widespread approach across countries: CCE taught by teachers of subjects related to human and social sciences**



- **Aims and objectives of CCE. Three ‘areas’:**
 - **Knowledge and skills (e.g. social, political, and civic institutions; citizens’ rights and responsibilities; skills in conflict resolutions; critical and independent thinking)**
 - **Students’ sense of responsibilities toward specific issues (e.g. environment, strategies for the fight against racism and xenophobia)**
 - **Participation (e.g. participation in the local community, participation in the school life, participation in political life – future)**



- **Differences across countries**
- **Both teachers and school principals regarded the most relevant aims of CCE to be those related to the development of knowledge and skills (especially citizens' rights and responsibilities)**
- **In several countries: respect and safeguard of the environment.**
- **Less importance given to aims related to participation**



- **To what extent teachers felt prepared to teach topics or themes related to such knowledge?**
- **More confidence: citizens' rights and responsibilities, human rights, equal opportunities for women and men, the environment**
- **Less confidence: institutions and courts, economy and business, volunteering**
- **School curriculum at the target grade level**
- **Teachers' preparation (initial and in-service)**



- **School – local community relationships**
 - **Student participation in cultural events**
 - **Student participation in environmental related activities**
 - **Student participation in national campaigns on specific themes/issues (such as World AIDS Day, World No Tobacco Day)**
 - **Only minority of teachers and principals reported student involvement in human rights projects or activities to help underprivileged group.**



- **School and classroom environment**
 - **Open classroom climate for discussion (student questionnaire)**
 - Teachers encourage students to express their opinion
 - Students bring up current political events for discussion in class
 - Students express opinions in class even when their opinion are different from those of most of the other students
 - Teachers present several sides of the issues when explaining them in class
 - **Positive association with student knowledge**



- **What those results tell us?**
 - **Differences across countries/differences within countries**
 - **Relevance of the specific contexts (community, school, classroom)**
 - **Relevance of students' experience at school**
 - **Importance of teacher preparation (all teachers)**
 - **Role of teachers and of school principals**



- **How to integrate different approaches to CCE at school level?**
- **What is (could be) the contribution of different subjects to the development of civic and citizenship knowledge, skills and competences? (see key competences, ‘social and civic competences’)**
- **How to improve students’ experience at school? (school and classroom climate)**



- **What ‘conditions’ are needed? (school organisation, school time, within school/out of school activities, school governance,....)**
- **How to improve teacher preparation for CCE?**



- **ICCS 2016. New areas:**
 - Social relations at school (included bullying)
 - New social media
 - Environmental sustainability
 - European Student Questionnaire (immigration, refugees, freedom of movement within Europe, common European policies,...]
- **Future cycle of ICCS**
 - Global citizenship
 - Sustainable development [UNESCO]
- **Idea/conceptualization of CCE (changes and developments)**
[‘democratic’ citizenship, ‘active’ citizenship, ‘responsible’ citizenship, ‘participatory’ citizenship,...]



Thank you for your attention!

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