

**An international perspective on active citizenship
among lower secondary students**

*Concepts and measures developed for the
IEA Civic and Citizenship Education Study (ICCS)*

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Abstract

The new IEA *International Civic and Citizenship Education Study* (ICCS) will investigate the extent to which young people are prepared to undertake their roles as citizens across a range of countries. ICCS will survey 13-to-14-year old students in over 30 countries in the year 2009. The ICCS outcome data will be obtained from representative samples of students in their eighth year of schooling and context data from the students, their schools and teachers. ICCS is the third international IEA study in this area and it is explicitly linked through common questions to the IEA *Civic Education Study* (CIVED) which was undertaken in 1999. The ways young people already actively participate in their schools and communities and the degree to which they are expecting to act politically in later adult life are important aspects in the development of this new study. An assessment framework has been developed as the foundation for the ICCS instruments and this paper outlines how the assessment framework addresses the role of political participation among young people. It includes a description of the measures of student knowledge, activities and attitudes associated with civic participation that have been developed in this study. Furthermore, it discusses relevant factors associated with civic participation, the relationships between these variables as well as the analysis and reporting of ICCS data.

Introduction

It is over the ten years since IEA last investigated civic education, and in that time new challenges have emerged in educating young people for their roles as citizens in the 21st century. These challenges have stimulated renewed reflection on the meanings of citizenship and the roles of and approaches to civic and citizenship education. In many countries there is a growing interest in using evidence to improve policy and practice in civic and citizenship education.

ICCS is the third international IEA study in this area and it is explicitly linked through common questions to the IEA *Civic Education Study* (CIVED) which was undertaken in 1999 and 2000 (Torney-Purta, Lehmann, Oswald and Schulz, 2001; Amadeo et. al., 2004; Schulz and Sibberns, 2004). The study will survey 13-to-14-year old students in 38 countries in the years 2008 and 2009 and report on student achievement and perceptions related to civic and citizenship education. Outcome data will be obtained from representative samples of students in their eighth year of schooling and context data from the students, their schools and teachers as well as through national centres. The study builds on the previous IEA study of civic education (CIVED) undertaken in 1999. A website with information about ICCS can be found at <http://iccs.acer.edu.au/>.¹

It is recognised that there is substantial diversity in the field of civic and citizenship education within and across countries. Consequently, maximising the involvement of researchers from participating countries in this international comparative study is deemed to be of particular importance for the success of this study. Input from national research centres is sought throughout the study and the consortium has developed strategies that have maximised country contributions to the instrument development for the upcoming field trial and will continue to involve countries in future stages of the study.

One particular focus of ICCS is to capture the extent to which young people are prepared to undertake their roles as citizens across a range of countries. The ways young people already actively participate in their schools and communities and the degree to which they are expecting to act politically in later adult life are viewed as important aspects in the development of this new study. An assessment framework has been developed as the foundation for the ICCS instruments, which has guided the development of instruments for this study.

This paper outlines how the assessment framework addresses the role of political participation among young people. It includes a description of the measures of student knowledge, activities and attitudes associated with civic participation that have been developed in this study. Furthermore, it discusses relevant factors associated with civic participation, the relationships between these variables as well as the analysis and reporting of ICCS data.

¹ The study is managed by a consortium of three partner institutions (the *Australian Council for Educational Research*, the *National Foundation for Educational Research* in the United Kingdom and the *Laboratorio di Pedagogia sperimentale* at the Rome Tre University) who work in close cooperation with the IEA Secretariat, the *IEA Data Processing and Research Center* and the national research coordinators in the participating countries.

Design and Scope of ICCS

The purpose of the International Civic and Citizenship Education Study (ICCS) is to investigate the ways in which young people are prepared to undertake their roles as citizens in a range of countries in the 21st century. In pursuit of this purpose, the study will report on student achievement in a test of knowledge, conceptual understandings and competencies in civic and citizenship education. It will also collect and analyse data about student attitudes to civics and citizenship and participation in civic activities. The study builds on the previous IEA studies of civic education, particularly the CIVED study in 1999. Crucially, it acknowledges the need for a new study and is a direct response to the challenges of educating young people across the world in changed contexts of democracy and participation. This purpose is reflected in the key research questions for the study, which are included in Appendix A.

One important feature of ICCS is the establishment of regional modules, groups of countries from the same region that cooperate within in the project and will also administer regional instruments in addition to the international ones to address specific issues relevant for these countries. A European Module with 26 participating countries and a Latin American Module with six participating countries have been established in ICCS.

Table 1 Countries participating in ICCS (August 2007)

• Austria ¹	• France ¹	• New Zealand
• Belgium (Flemish) ¹	• Greece ¹	• Northern Ireland ¹
• Bulgaria ¹	• Guatemala ²	• Norway ¹
• Canada	• Hong Kong SAR, China	• Paraguay ²
• Chile ²	• Ireland ¹	• Poland ¹
• Chinese Taipei	• Italy ¹	• Russia ¹
• Colombia ²	• Republic of Korea	• Slovak Republic ¹
• Cyprus ¹	• Latvia ¹	• Slovenia ¹
• Denmark ¹	• Lithuania ¹	• Spain ¹
• Dominican Republic ²	• Luxembourg ¹	• Sweden ¹
• England ¹	• Malta ¹	• Switzerland ¹
• Estonia ¹	• Mexico ²	• Thailand
• Finland ¹	• The Netherlands ¹	

¹ Countries participating in the European Module; ² Countries participating in the Latin American Module.

Table 1 shows those educational systems which are currently participating or have expressed strong interest in the International Civic and Citizenship Education Study. More countries or educational systems may still join in the second half of 2007.

The population to be studied is students in grade 8 (on average including students who are approximately 14 years of age) provided that the average age of students in grade 8 is 13.5 years or above. Where the average age of students in grade 8 is less than 13.5 years grade 9 will be the population. An option to also include grade 9 as an additional year level is offered

to countries that participated in CIVED using their grade 9 population and are now sampling grade 8.

The following instruments will be used in ICCS:

- An on-line *National Contexts Survey* has already been completed by national centre experts with regard to the structure of the educational systems, the status of civic and citizenship education in the national curricula and recent developments. The data obtained from this survey will assist with the interpretation of the results from the student, school and teacher surveys and provide a description of the context for civic and citizenship education in each country.
- An *international cognitive student test* (60 minutes) consisting of about 100 items that will be administered using a rotated booklet design including multiple-choice and about 10 percent of open-ended response items. 19 trend items from CIVED are included as one cluster and will provide a basis for trend comparisons in those countries that participate in both surveys.
- A *student background questionnaire* (15 minutes) consisting of questions about characteristics, home background and activities.
- A *student perceptions questionnaire* (30 minutes) consisting of items measuring attitudinal-behavioural perceptions. The questionnaire will include some items that were also used in the IEA CIVED study in 1999.
- A *regional student instrument* (up to 30 minutes) administered after the international student test and questionnaire parts consisting of cognitive and/or questionnaire-type items. This instrument will only be used in countries participating in the respective regional module.
- A *teacher questionnaire* (30 minutes) will be administered to selected teachers teaching any subject in the target grade and asks about their perception of civic and citizenship education at school.
- A *school questionnaire* (30 minutes) will be administered to school principals and capture school characteristics and school-level variables related civic and citizenship participation.

The development of student, teacher and school instruments was guided by the assessment framework and included smaller pilots in six countries as well as extensive consultations with the national project coordinators and expert consultants. The item material that was finally agreed upon at the National Research Coordinators meeting in Rome in early June 2007 will be tested in an international field trial in all participating countries in October to December 2007. Convenience samples of 600-1000 students in each country will be used in the field trial.

Test items will be administered using a rotated and linked design with six different cognitive booklets each comprising three clusters of items. Three different forms of the combined student background and perceptions questionnaire are administered in order to trial more material and also different question formats. The results of the field trial will inform the selection of the final instruments for the main data collection in 2008 and 2009.

The sample sizes for the main survey in late 2008 (Southern Hemisphere) and early 2009 (Northern Hemisphere) are determined according to the sampling efficiency information from CIVED or from national surveys in the domain of citizenship education in order to achieve an

effective sample size of 400 students per country.² A minimum sample size of 150 schools will be drawn for each country using PPS (probability proportional by size) sampling procedures (see Sibberns and Foy, 2004) and student samples sizes will typically range from 3500 to 5000 students. Within each sampled school, one intact classroom from the target grade will be selected.

The population for the ICCS teacher survey is defined as all teachers teaching regular school subjects to the students in the target grade (typically grade 8) at each sampled school. It will only include teachers who teach in grade 8 during the testing period and have been employed at school since the beginning of the school year. As established at the beginning of the project there will be no student-teacher link in ICCS. The sample size of teachers at each school for the field trial will be 20; in schools with fewer teachers a census will be applied.

After the main data collection, it is envisaged that the following reports be published:

- The *International Report* on the ICCS results will be published in 2010. This volume would include results derived using the international core instruments and be the equivalent to the first international report on CIVED (Torney-Purta, Lehmann, Oswald and Schulz, 2001).
- The *Technical Report* for ICCS will be published in 2010. This report would contain a description of details on instrument development, data collection procedures and analysis (see as an example the CIVED technical report in: Schulz and Sibberns, 2004).
- Consideration will be given to publishing separate *Regional Reports* on regional components of ICCS. For example, there is a strong case for publishing a separate *European Regional Report* and *Latin American Regional Report* on the results derived using the regional instruments from the European regional module.

The ICCS Assessment Framework

The International Civic and Citizenship Education Study (ICCS) incorporates an Assessment Framework. This Framework builds upon and extends the range of the previous IEA Civic Education Study in 1999 (hereafter CIVED) as well as reflect recent developments in *civic and citizenship education* assessment (Torney-Purta *et al.*, 1999; Torney-Purta *et al.*, 2001; Amadeo *et al.*, 2002). Formal curricula and underlying concepts in *civic and citizenship education* are different a decade after the commencement of CIVED (Banks, 2004; Kymlicka, 2001; Menezes *et al.*, 2004). Articulated learning outcomes, clarified curricula and explicit frameworks are now more common (Birzea *et al.*, 2004; EURYDICE, 2005; Lee *et al.*, 2004).

The framework takes account of the research literature in the field, especially in relation to the connections between the concepts of civic and citizenship and accommodates the core concepts and themes or issues contained in the relevant curricula from those member countries which

² The effective sample size for a given multi-stage sample is equal to the size of the simple random sample with the same level of sampling accuracy as the multi-stage sample. The ratio between effective sample size and the total sample size of the multi-stage sample is called the design effect (see Ross, 1997).

provided material for consideration during the proposal development in 2005³. The Assessment Framework comprises a Civics and Citizenship framework that has guided the development of the cognitive test and the student perceptions questionnaire, and a contextual framework, which has served as a reference point for the development of student background, teacher, school and national context questionnaires.

The Assessment Framework is divided into two parts:

- The *Civics and Citizenship Framework* outlines the aspects that will be addressed when collecting the outcome measures through the cognitive test and the student perceptions questionnaire.
- The *Contextual Framework* provides a mapping of context factors that may influence outcome variables and explain their variation.

The Civics and Citizenship Framework

The ICCS Civics and Citizenship Framework is organised around three dimensions: a content dimension specifying the subject matter to be assessed within civics and citizenship; an affective-behavioural dimension that describes the types of student perceptions and activities that will be measured; and a cognitive dimension that describes the thinking processes to be assessed.

The four content domains in the ICCS Civics and Citizenship Framework are:

- Content Domain 1: Civic Society and Systems
- Content Domain 2: Civic Principles
- Content Domain 3: Civic Participation
- Content Domain 4: Civic Identities

The content domains of the Civics and Citizenship Framework share the following structures:

Sub-domain This refers to a substantive or contextual component of a content domain. The sub-domains have been described where they include sufficient discrete content to warrant individual definition and articulation. This model anticipates some overlap between the sub-domains within each domain.

Aspect This refers to specific content that is regarded as being largely situated within a given sub-domain.

Key Concept This refers to conceptual content or process that is common to sub-domains within a given content domain.

Each content domain is divided into sub-domains and each sub-domain consists of one or more aspects. The key concepts can be expressed within the contexts of any of the sub-domains.

It is important to distinguish the different types of student perceptions and behaviours that are relevant in the context of civics and citizenship. For this purpose, three affective-behavioural

³ The countries that responded to the invitation to provide materials were Belgium, Germany, Czech Republic, France, Macedonia, Estonia, the Netherlands, Palestine, Scotland, and Sweden. Information was also provided by Australia, Chile and Hong Kong.

domains in the ICCS Civics and Citizenship Framework are identified in this assessment framework:

- Affective-behavioural Domain 1: Value beliefs
- Affective-behavioural Domain 2: Attitudes
- Affective-behavioural Domain 3: Behavioural intentions
- Affective-behavioural Domain 4: Behaviours

Similar to the assessment framework for TIMSS (Mullis et. al., 2005), cognitive domains define the cognitive processes assessed with test items. The two cognitive domains in the ICCS Civics and Citizenship Framework are:

- Cognitive Domain 1: Knowing
- Cognitive Domain 2: Reasoning and Analysing

Table 2 Relationship between cognitive or affective-behavioural and content domains

	<i>Content domain 1: Civic Society and Systems</i>	<i>Content domain 2: Civic Principles</i>	<i>Content domain 3: Civic Participation</i>	<i>Content domain 4: Civic Identities</i>
Cognitive domains				
Knowing	I	II	III	IV
Analysing and reasoning	V	VI	VII	VIII
Affective-behavioural domains				
Value beliefs	A	B	C	D
Attitudes	E	F	G	H
Behavioural intentions			I	
Behaviours			J	

Table 2 shows a mapping for items that may be placed in different cells and relate to either cognitive or affective-behavioural domains as well as content domains. Cognitive items from both domains (knowing; reasoning and analysing) and affective-behavioural items from two domains (value beliefs and attitudes) will be developed in the contexts of all four content domains. These mappings will be guided by the compatibility of each content domain to the different affective-behavioural and cognitive domains and will therefore not necessarily be evenly spread across the content domains. Items developed to measure behavioural intentions or actual behaviours will only relate to content domain 3.

Measures related to the two cognitive domains are included in the cognitive test and the resulting data are expected to form one (combined) scale of civic and citizenship knowledge and understandings that represents the substance of the four content domains. In addition, it is anticipated that data will inform about the possibility of reporting sub-scales (most likely representing the two cognitive domains).

Measures representing value beliefs and attitudes are included in the student perceptions questionnaire that will be used to articulate different constructs related to the substance of the four content domains. The amount and type of assessment information accessed by each instrument will vary across the four content domains.

Measures related to behavioural intentions are part of the student perceptions questionnaire and are only related to content domain 3 (Civic Participation). Indicators of student behaviour are part of the student background questionnaire (the first part of the student questionnaire) and are used both as indicators of active citizenship and as possible explanatory variables of civic and citizenship achievement. It should be noted that indicators of student activities are also important context variables and treated as potential explanatory factors in the contextual framework.

The prominent status of civic participation in this study is emphasised by the fact that it is one of the four content domains. Student-level measures from all cognitive and affective-behavioural domains will be related to this domain. Given the age-group (14-year olds) it is clear that active participation is still limited and that for many of its forms only behavioural intentions can be measured.

In the Civics and Citizenship Framework *Civic participation* is defined as the manifestations of individuals' actions in their communities. Civic participation can operate at any level of community and in any community context. The level of participation can range from awareness through engagement to influence. The three sub-domains of Civic participation are:

- **Decision-making** refers to active participation that directly results in the implementation of policy or practice regarding the individual's community or a group within that community. Relevant aspects of this sub-domain are *Engaging in organisational governance* and *voting*.
- **Influencing** refers to action aimed at informing and affecting any or all of the policies, practices and attitudes of others or groups of others in the individual's community. relevant aspects in this sub-domain are *Engaging in public debate*, *Engaging in demonstrations of public support or protest*, *Developing proposals for action or advocacy*, *Selective purchasing of products according to ethical beliefs about the way they were produced (ethical consumption/ethical consumerism)* and *Corruption*.
- **Community participation** refers to participation with a primary focus on enhancing one's connections with a community and for ultimate benefit of the community. Relevant aspects of this sub-domain are *Volunteering*, *Participating in religious, cultural and sporting organisations*, *Keeping oneself informed* and *Acting on/responding to reflections on past actions*.

Important key concepts in the content domain Civic Participation are described in

Table 3 Key-concepts in the content domain *Civic Participation*

<i>Civic involvement</i>	The concept that civic communities benefit from the active involvement of their citizens and therefore that there is an onus on civic communities to facilitate the right of active citizenship and an onus on citizens to participate actively in their civic communities.
<i>Civic self-efficacy</i>	Individuals' own judgements of their capacity to complete courses of action that will influence their civic communities.
<i>Co-operation/collaboration</i>	The concept that communities benefit most when their members act together in pursuing the common goals of the community. (This definition allows for disagreement within communities about the best way to achieve their goals).
<i>Negotiation/resolution</i>	The concept that peaceful resolution of differences is essential to community well-being and that negotiation is the best way to attempt to reach resolutions.
<i>Engagement</i>	The concept that citizens need to concern themselves with issues and information in their communities in order to be able to participate effectively.

The Contextual Framework

A study of civic-related learning outcomes and indicators of civic engagement needs to be set in the context of the different factors influencing them. Young people develop their understandings about their roles as citizens in contemporary societies through a number of activities and experiences that take place within the contexts of home, school, classrooms, and the wider community.

Therefore, it is important to recognise that young people's knowledge, competencies, dispositions and self-beliefs are influenced by variables that can be located at different levels in a multi-level structure. The individual student is located within overlapping contexts of school and home. Both contexts form part of the local community which, in turn, is embedded in the wider sub-national, national and international context. For the contextual framework for ICCS the following levels will be distinguished:

- Context of the wider community: This level comprises the wider context within which schools and home environments work. Factors may be found at local, regional and national levels. It should be noted that for some countries the supra-national level might also be of relevance, as for example in member countries of the European Union.
- Context of schools and classrooms: This level comprises factors related to the instruction students receive, the school culture and the general school environment.⁴

⁴ It is important to note that given the sampling design for ICCS school level and classroom level cannot be disentangled as (generally) only one classroom will be selected within each sampled school.

- Context of home environments: This level comprises factors related to the home background and the social out-of-school environment of the student (for example, peer-group activities).
- Context of the individual: This level includes individual characteristics of the student.

Another important distinction can be made by grouping contextual factors in those related to either antecedents or processes:

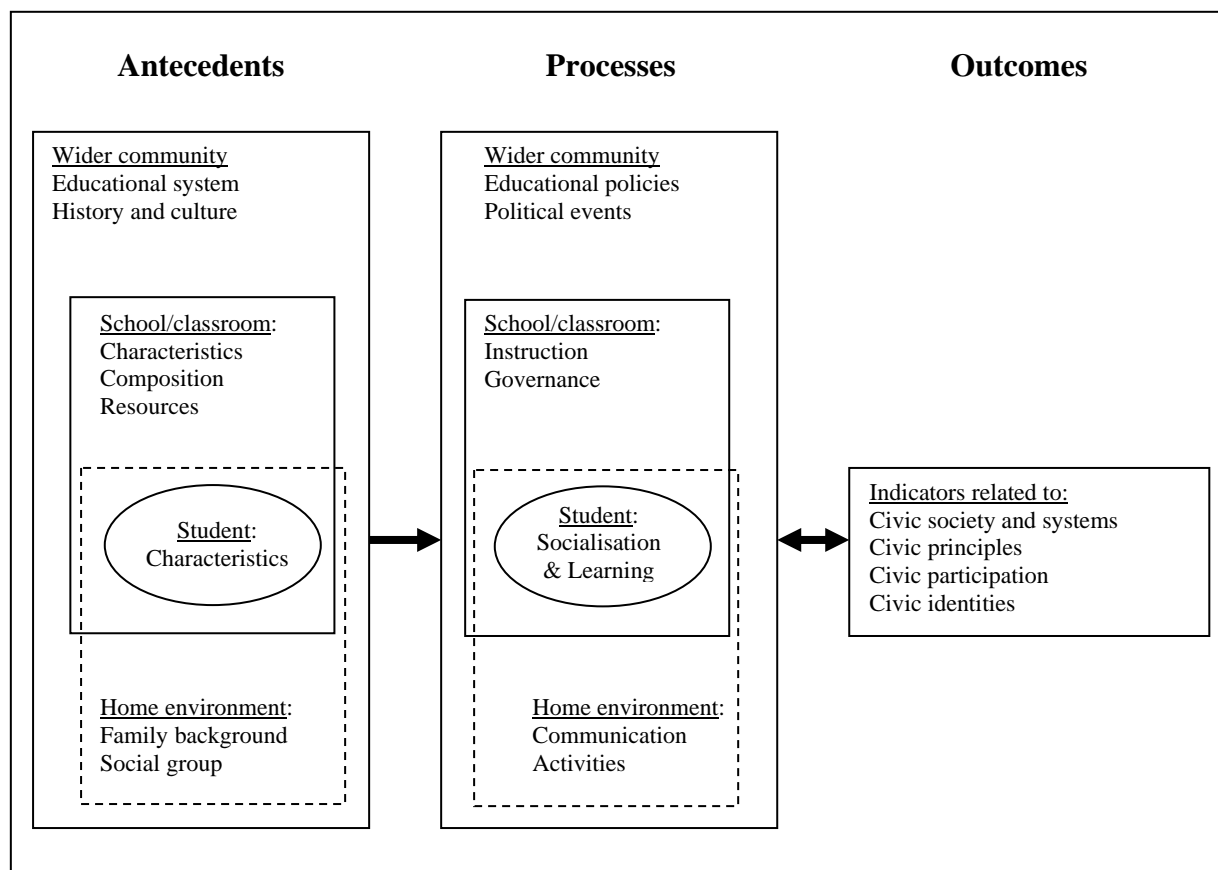
- Antecedents are those factors that affect how student learning and acquisition of civic-related understandings and perceptions takes place. It should be noted that these factors are level-specific and may be influenced by antecedents or processes at a higher level (for example, civic-related training of teachers may be affected by historical factors and/or policies implemented at the national level).
- Processes are those factors related to the civic-related learning and the acquisition of understandings, competencies and dispositions. They are constrained by antecedents and also influenced by factors on higher levels of the multi-level structure.

Antecedents and processes are factors that shape the outcomes at the level of the individual student. It should be noted that learning outcomes related of civics and citizenship education at the student level can also be viewed as aggregates at higher levels (school, country) where they can have an effect on factors related to process (for example, higher levels of civic understandings and engagement among students can influence the way civic and citizenship education is taught at school).

Figure 1 illustrates which contextual factors may influence learning outcomes of civic and citizenship education. It should be noted that the (double-headed) arrow between processes and outcomes signals that there is a reciprocal relationship: It is important to emphasise that there is a "feedback" between civic-related learning outcomes and processes; for example, students with higher levels of civic knowledge and engagement are also more likely to participate in activities (at school, at home and within the community) promoting these outcomes.

The (single-headed) arrow between antecedents and processes describes the relationship between these two types of factors at each level as uni-directional. However, higher-level processes can influence antecedents and it is also likely that in a long-term perspective outcomes may affect variables that are antecedents for learning processes.

Figure 1 Contexts for the Development of Learning Outcomes related to Civics and Citizenship



Within this general contextual framework for ICCS, it is now possible to map variables for which data are collected to a three-by-four grid with antecedents, processes and outcomes as columns and the levels of nation/community, school/classroom, and home environment as rows. The last column for outcomes is not split into levels though it should be recognised that for analysis purposes aggregated data may also be used at country- and school/classroom levels.

Table 4 provides a mapping of examples of potential variables (or groups of variables) collected with different ICCS instruments to each cell in this grid. Variables related to the context of the nation/community would be primarily collected through the National Context Survey and other possible data sources. Variables related to the context of schools and classrooms would be collected through school and teacher questionnaires. The Student Background Questionnaire provides information on antecedents of the individual student and the home environment as well as about some process-related variables (for example: learning activities). Student Test and Student Perceptions Questionnaire would collect data on outcomes.

Table 4 Mapping of variables to contextual framework (examples)

Level of...	Antecedents	Processes	Outcomes
<i>National and other communities</i>	NCQ & other sources: Democratic history Structure of education	NCQ & other sources: Intended curriculum Political developments	StT & StPQ & StBQ: Test results Student perceptions Student behaviours
<i>School/classroom</i>	ScQ & TQ: School characteristics Resources	ScQ & TQ: Implemented curriculum Policies and practices	
<i>Student</i>	StBQ: Gender Age Language	StBQ: Learning activities Practised engagement	
<i>Home environment</i>	StBQ: Parent SES Ethnicity	StBQ: Communication Peer-group activities	

NCQ: National Context Survey; ScQ: School Questionnaire; TQ: Teacher Questionnaire; StBQ: Student Background Questionnaire; StPQ: Student Perceptions Questionnaire; StT: Student Test ; SES : Socio-economic Status

It is important to note that factors related to civic participation are both treated as process- and outcome-related variables in the contextual framework. The Student Background Questionnaire will include questions regarding student participation in civic-related activities, which will also be used as indicators of active citizenship related to Domain 3 (Civic Practices).

ICCS Data related to Student Participation

Cognitive Measures

The Cognitive test for the ICCS field trial includes currently 21 items (18 multiple-choice type and 3 open-ended) that are related to the content domain3, Civic Participation. Five of them are pertain to the sub-domain *Community Participation*, eight to the sub-domain *Decision-making* and eight to the sub-domain *Influencing*. All but one item reflect the cognitive domain *Reasoning and Analysing*.

Aspects included in the test are voting, volunteering, engaging in demonstrations of public support or protest, engaging in organisational governance, engaging in public debate, keeping oneself informed, participating in religious, cultural, and sporting organisations, and selective purchasing of products according to ethical beliefs about the way they were produced.

Value Beliefs

Value beliefs can be defined as beliefs about the worth of concepts, institutions, people or ideas. They are different from attitudes insofar as they are more fairly constant over time, deeply rooted and representative of broader and more fundamental beliefs. Value beliefs help individuals to resolve contradictions and form the basis of how we see ourselves and others.

Value systems are sets of value beliefs which individuals adopt, which influence both attitudes and behaviour.⁵

Value beliefs that are relevant in the context of civics and citizenships will include beliefs about fundamental concepts or ideas (freedom, equity, social cohesion). The items included in the ICCS student perceptions questionnaire are mainly related to students' beliefs in democratic values and citizenship values. Though some items measuring these dimensions are related to the content domain Civic Participation, they are mainly concerned with the content domain Civic Principles and Civic Society and Systems.

Attitudes

A series of attitudinal constructs is measured in ICCS that relate mainly to the content domain Civic Participation:

- *Citizenship self-concept* refers to student's self-concept regarding political involvement. In the field trial, the construct is measured with seven items and first piloting results showed scale reliabilities⁶ between 0.7 to 0.8.
- *Citizenship self-efficacy* reflects students' self-confidence in specific types of active citizenship behaviour. Bandura (1997) noted that self-efficacy in the field of politics can be described as the "belief that one can produce effects through political action" (p. 483). In the field trial, the construct is measured with eight items and first piloting results showed scale reliabilities between 0.6 to 0.7.
- *Confidence in student participation at school* reflects students' beliefs regarding the usefulness of becoming actively involved at school. In the field trial, the construct is measured with seven items and first piloting results showed scale reliabilities between 0.6 to 0.7.

The following attitudinal constructs relate to other content domains but will be important variables when explaining students' perceptions and behaviour with regard to civic participation:

- *Responsiveness of the political system*: This construct reflects student beliefs about the responsiveness of the political system (external political efficacy) and ability of citizens to influence it. In the field trial, the construct is measured with six items and first piloting results showed scale reliabilities between 0.6 to 0.7.
- *Interest in politics*: This construct reflects students' motivation with regard to politics, which is an important factor in the process of engaging students as citizens. In the field trial, the construct is measured with five items and a six-item scale included in CIVED had a reliability of 0.77 (Schulz, 2004).
- *Trust in institutions*: This construct reflects students' feelings of trust in a variety of state and civic institutions in society. In the field trial, the construct is measured with ten items and first piloting results showed scale reliabilities between 0.6 to 0.7.

⁵ According to Rokeach value beliefs can be defined as "global beliefs that guide actions and judgments across a variety of situations; they are individual attributes that affect attitudes, motivation, needs and perceptions."

⁶ All scale reliabilities reported in this paper are *Cronbach's alpha* coefficients.

Behavioural intentions

Behavioural intentions refer to student expectations of future action, not actual behaviour. They are assessed in the student perceptions questionnaire and require items that ask about students' intentions towards civic action in the near future or as adults. Given the age group surveyed in ICCS and the limitations for this group to participate as active citizens, behavioural intentions will be of particular importance when collecting data about active citizenship.

Relevant areas reflecting behavioural intentions of interest in the context of civics and citizenship are the following:

- *Preparedness to participate in forms of civic protest*: This item set reflects the students' beliefs about future involvement in protest activities (for example, signing of petitions, protest marches, blocking of traffic). During the Seventies and Eighties, protest behaviour as has become more prominent form of participation in Western democracies (Barnes, Kaase et. al., 1979) and one can distinguish legal from illegal forms of behaviour (Kaase, 1990). In the field trial, the construct is measured with 10 items reflecting two dimensions (legal and illegal protest), first piloting results showed scale reliabilities between 0.7 to 0.8.
- *Behavioural intentions regarding future participation as a young person*: This item set was included in CIVED and reflects students' beliefs regarding their future participation in citizenship activities (for example, volunteer work, opinion leadership, writing newspaper letters). In the field trial, the construct is measured with six items and first piloting results showed scale reliabilities between 0.6 to 0.7.
- *Behavioural intentions regarding future participation in adult life*: This item set was included in CIVED and reflects student beliefs about future political participation as an adult (for example, voting in elections, active campaigning, joining a party, becoming a candidate). In the field trial, the construct is measured with six items and first piloting results showed scale reliabilities between 0.6 to 0.7.

Behaviours

The measurement of student behaviours is limited to those kinds of activities, young people in the target grade (between 13 and 15 years) can reasonably be expected to do. In addition, some of these activities are not likely to occur with any regular frequency.

The following types of behaviours are measured with the ICCS student background questionnaire:

- *Students' leisure time activities* includes watching television, listening to music or reading for enjoyment. These behaviours are not directly related to civic participation but set the context within which active civic engagement will occur. Seven different items reflecting leisure time activities are included in the ICCS field trial.
- *Students' discussion of political and social issues with peers and parents*. Findings from the IEA Civic Education study have emphasised the role of political discussion as predictor of both feelings of efficacy and expected participation, which proved to be a more influential predictor than civic knowledge (Richardson, 2003). Four discussion-related items are included in the ICCS field trial.

- *Students' media information about political and social issues.* Research has shown that media use (in particular for information) is typically positively related to political participation. However, there have also been claims about the negative effect of television viewing (for example Putnam, 2000). Three media-related items are included in the ICCS field trial.
- *Students' frequency of participation in social activities* like sport organisations, social youth groups or special interest groups. Four items are included in the ICCS field trial.
- *Students' participation in civic-related activities* in the community includes reported student involvement in different types of organisation (like youth organisations affiliated with political parties or unions, environmental or human rights organisations). ICCS piloting results showed that only a minority of students reports to have participated in any of these activities. Eight items are included in the ICCS field trial.
- *Civic participation at school* includes items related to student involvement in school-based activities like active participation in debates, voting for class representatives or school parliament and taking part in student assemblies. The measurement of school-based civic participation is of particular importance as it is often argued that more democratic forms of school governance are able to contribute to higher levels of political efficacy (see for example Mosher, Kenny and Garrod, 1994, p. 83). Nine items are included in the ICCS field trial.

Expected Results and Relationships

In the context of ICCS there are two future data collections: (1) the field trial undertaken at the end of 2007 and (2) the main survey carried out in late 2008 and in early 2009.

The field trial results will provide information about the following issues:

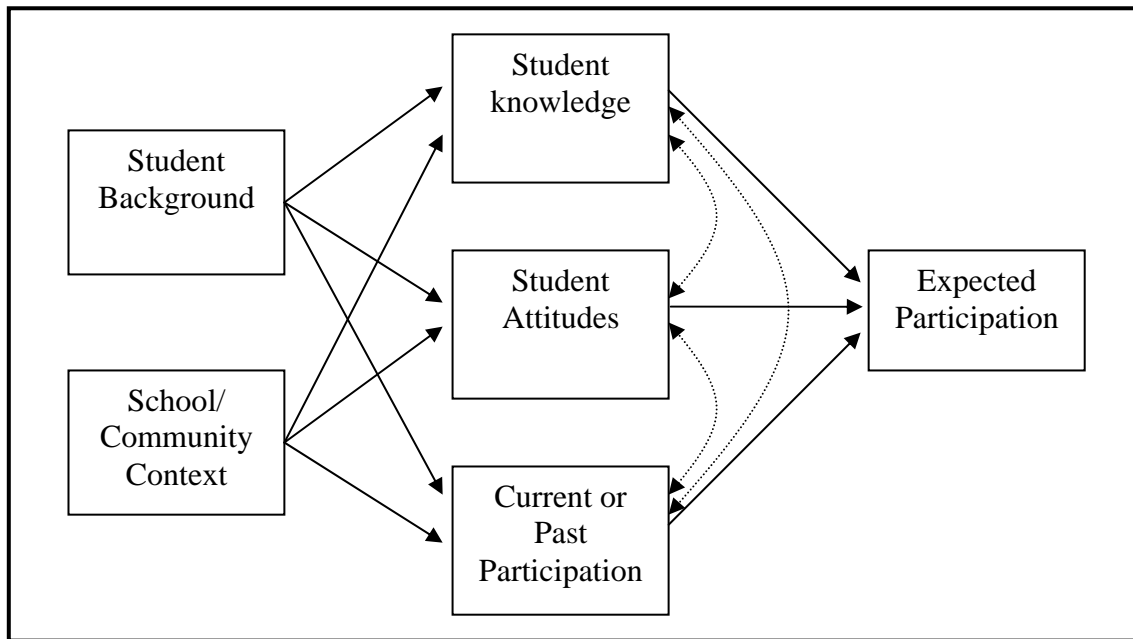
- *Distribution of responses* across categories and extent of missing responses.
- *Dimensionality of test and questionnaire items:* Exploratory and Confirmatory Factor Analysis will be used to confirm the expected dimensionality of items as well as the potential for reporting cognitive sub-scales.
- *Scaling properties of test and questionnaire items:* Both Classical Test Theory (CTT) and Item Response Theory (IRT) will provide tools for assessing the characteristics of items included in the field trial.
- *Cross-country validation of constructs:* The extent of measurement invariance to ensure that the instruments measure the same underlying constructs in different countries and languages.
- *Preliminary information on the relationships between constructs and variables* included in the ICCS survey.

The field trial results will determine the selection of the final instruments for the main survey. As with the previous IEA CIVED study, it is expected that ICCS main survey will provide a rich database that will enable researchers to undertake numerous and different types of analysis.

With regard to the analysis of civic participation among lower secondary students, the following types of factors will be relevant:

- **Student background:** The role of family background for the engagement as a citizen has often been emphasised (see for example Renshon, 1973). These variables include both student characteristics (like gender or ethnicity) and the socio-economic status of the family (parental occupation and education, household possessions).
- **School and community context:** The school as a competing agent of home background has sometimes been seen as even more influential than the social background (see for example Hess and Torney, 1968). Variables in this category may include school and classroom climate (as measured through student, teacher and school questionnaires) as well as opportunities for participation at school and in the community.
- **Students' civic knowledge:** If students do not have sufficient knowledge about how to become active as a citizen, it is not likely that participation will take place. However, results from the IEA CIVED study have shown that whereas civic knowledge was a good predictor for expected participation in elections, it was not associated with more active forms of participation (see Schulz, 2005).
- **Students' attitudes towards participation:** In particular, feelings of self-efficacy and self-concept are important factors in predicting active participation.
- **Students' current or past participation:** Here, both civic participation inside and outside of school would be considered.
- **Student's expected participation:** Behavioural intentions reflect students' predisposition to act in the future.

Figure 2 shows a tentative model describing the expected relationships between these factors. Both student background and school/community context variables shape the students' civic-related knowledge, their attitudes towards participation (interest, self-concept, self-efficacy) and their current or past experience with civic-related activities inside and outside of school. Between these intermediate factors it may be difficult to assume any causal relationships given the likelihood of reciprocal effects and the limitations for analysis due to the cross-sectional design of ICCS. For example, it is likely that active participation in civic-related activities leads to higher levels of interest, self-confidence and knowledge, but it can also be expected that students with more knowledge and more positive attitudes have a higher degree of active engagement. Therefore, the relationships between these factors are described with two-directional arrows.

Figure 2 Tentative model of relationships between ICCS factors

Behavioural intentions are dispositions for future active engagement and may be seen as influenced by current levels of civic knowledge, positive civic-related attitudes and (already experienced) active participation. It is possible that there are also direct effects from student background and school/community context but these effects were omitted from this tentative model.

It is important to note that any cross-country analysis of civic participation will have to take into account the different national contexts of each participating country. Outcomes related to civic participation have to be interpreted in light of the historical background, the political culture, the educational system and curriculum of each country. Data from the National Contexts Survey and other sources will be crucial for this purpose.

First results of analyses of civic participation based on ICCS data will be included in the international report that will be released in 2010. The report will describe the levels of civic participation and will also include some preliminary analysis of the factors associated with civic participation across countries.

Another place for the reporting of civic participation based on ICCS data will be the national reports that are typically released at the same time or after the international report. These reports will focus on the outcomes within each participating country and emphasise country-specific issues. In addition, it is expected that for the European and Latin American modules regional reports will be released that focus on a comparative perspective in the respective geographic regions.

By the end of 2010, the ICCS database will be available for researchers and can be downloaded from an internet website together with codebooks, questionnaires and a database manual. As with the data from CIVED, many more detailed analyses will be undertaken by secondary data analysts exploring civic participation with ICCS data in greater detail both nationally and cross-nationally.

Conclusion

This paper describes how issues of civic participation among young people will be assessed in the new International Civic and Citizenship Education Study (ICCS). The study has developed an assessment framework where civic participation is constituted of four content domains and will collect a rich data set consisting of cognitive measures, attitudes, behavioural intentions and reported student behaviour. In addition, data from teachers, schools and national centres will provide additional information that helps to take different levels of context into account when analysing the outcomes of this survey.

The survey will be carried out in 38 countries from Europe, North America, Latin America and the Asian-Pacific Region and will provide a rich database for cross-national analysis. It will include interesting trend data for those countries that will have participated in both CIVED and ICCS. At the national level, countries will benefit from this data collection as it will give them a broad range of indicators related to civic and citizenship education that will enable their national research community to undertake further investigations in this field. It is also expected that the development and improvement of civic and citizenship education in participating countries will benefit from this evaluation.

At this stage, the instrument development for ICCS has been finalised and will be tested in an international field trial in all participating countries. The paper describes the kind of data that may be expected from the main survey in 2008/2009 and discusses some preliminary general ideas for the analysis of these data. It should be emphasised that more detailed models and hypotheses would have been beyond the scope of this paper.

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Appendix A: ICCS Research Questions

The key research questions for the study concern student achievement, dispositions to engage, participation in civic-related activities and attitudes related to civic and citizenship education. Specifically the key research questions are as follows.

- RQ 1 *What variations exist between countries, and within countries, in student achievement in conceptual understandings and competencies in Civic and Citizenship?* Analysis to address this research question would focus on the distribution of student achievement based on test data.
- RQ 2 *What changes in civic knowledge and engagement have occurred since the last international assessment in 1999 and what is the variation in those changes?* This research question is mainly concerned with analysing trends from CIVED to ICCS and would be limited to data from countries participating in both assessments.
- RQ 3 *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 it?* This research question will address the issue of apathy with indicators of civic engagement being compared within and across countries and related to explanatory variables at various levels.
- RQ 4 *What are adolescents' perceptions of the impact of recent threats to civil society and responses to these threats on its future development?* The analysis would be primarily based on student comprehensions of the relationship between securing societies and safeguarding civil liberties and student attitudes towards citizenship rights.
- RQ 5 *What aspects of schools and education systems are related to achievement in and attitudes to Civic and Citizenship including:*
- (a) *General approach to civic and citizenship education, curriculum or program content structure and delivery.* The analysis requires additional data to be collected at the national level data on curriculum and programmes as well as reports from school and teacher questionnaires.
 - (b) *Teaching practices such as those that encourage higher order thinking and analysis in relation to civic and citizenship.* The analysis would be based on data about student perceptions of and teacher reports on instructional practices.
 - (c) *Aspects of school organisation including opportunities to contribute to conflict resolution, participate in governance processes, and being involved in decision making.* The analysis requires data on student perceptions of school governance and reports from school principals or civic education head teachers (where appropriate).
- RQ 6 *What aspects of student personal and social background, such as sex, socioeconomic background, language background, are related to student achievement in and attitudes towards Civic and Citizenship education?* The analysis would be based on data from the student background questionnaire, the attitude questionnaire and the assessment of knowledge, understanding and competencies.