

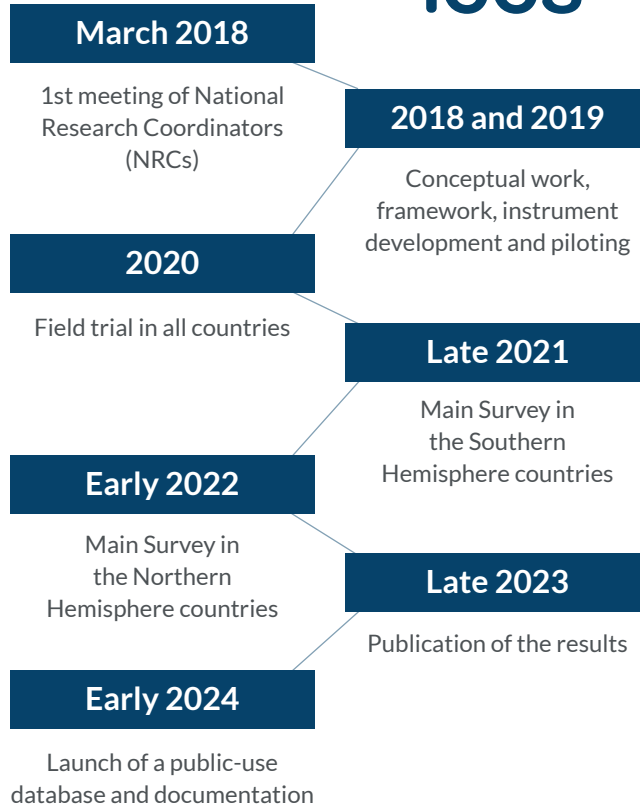


ICCS 2022 WILL ALLOW COUNTRIES TO...

- ✓ **Investigate** ways in which young people are prepared for their roles as citizens
- ✓ **Address** new and persisting challenges to CCE in the global context
- ✓ **Generate** internationally comparable indicators of students' civic knowledge, attitudes, and engagement
- ✓ **Monitor** civic knowledge trends over time (for returning participants)
- ✓ **Make** informed decisions on education policy and practice
- ✓ **Explore** the contribution of education to sustainable development.

Contact IEA to enroll: secretariat@iea.nl

ICCS 2022 TIMELINE



TO ENROLL IN ICCS 2022 CONTACT:



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ICCS 2022

INTERNATIONAL CIVIC AND CITIZENSHIP EDUCATION STUDY



Why participate? Countries around the world face persisting and new challenges in educating young people for citizenship. Participating in ICCS will provide them with reliable, comparative data in this critical learning area and help them shape educational policies. The ICCS 2022 aims to help countries address their own national targets for civic education, while monitoring progress toward the UNESCO sustainable development goals (SDG).

ICCS 2022 is designed to answer key questions of interest in civic education:

“ Do schools provide opportunities for open debate and participation to foster knowledge, attitudes, and engagement?
 How do adolescents view various social and political issues as they approach the voting age?
 How does the increasing importance of social media influence young people's civic engagement?
 ”

What's new? ICCS 2022 builds on ICCS 2016 and aims to extend its regional and thematic scope. For each cycle, ICCS develops new measures to address the recent challenges in civic and citizenship education (CCE) from societal contexts, considering issues such as the increase in populist movements, authoritarian government practices, or issues related to climate change and environmental protection. In the context of SDG education target 4.7, new aspects of civic knowledge, attitudes, and behaviors will be explored in cooperation with UNESCO, participating countries, and our academic project advisors.



KEY FACTS FOR PARTICIPANTS:

Enrollment is open for new and returning countries and subnational entities. Participants do not need to be IEA members

Core target population: 8th grade students, min. of 150 schools per country, up to 15 teachers of all subjects with an option for teachers of civic-related subjects

New areas of interest for research are defined in collaboration with participating countries

Sample design modifications are possible to meet regional reporting interests

Regional questionnaires as implemented for Europe and Latin America in 2016 and 2009, and Asia in 2009 to accommodate regional needs

Linkages to national and regional assessments can be considered

Computer-based assessment is possible

- The ICCS framework encompasses antecedents, processes and outcomes of CCE in lower secondary education.
- ICCS collects and analyzes a rich array of contextual data about the organization of CCE in curricula from teachers, principals, and students.
- ICCS does not make assumptions about curricular approaches, school subjects, or the underlying notions of citizenship.
- Results of ICCS 2009, 2016, and 2022 will be linked statistically, allowing countries to monitor trends in civic knowledge and engagement over time.

ICCS INTERNATIONAL PARTNERS



IEA: Sampling and weighting, translation verification, quality observation of data collection, data management and processing, documentation and training



International Study Center at Australian Council for Educational Research: Overall conceptual development and framework, student instruments, analysis and reporting, overall coordination



Associated Research Center at Laboratorio di Pedagogia, Sperimentale, Roma Tre University: Conceptual development, framework and reporting with a focus on teacher and school instruments

PREVIOUS IEA STUDIES AND ICCS MILESTONES

