

The IEA Civic Education Study (CIVED)

The entity that has organized the survey and is responsible for data collection – as well as key data on the entity's membership, governance arrangements, source of funding etc.

CIVED was organized by the International Association for the Evaluation of Educational Achievement (IEA), an independent and international cooperative of national research institutions and governmental research agencies. Since its foundation in 1958 ([click here for a brief history of the IEA](#)), its aim has been to gain a better understanding of the effects of policies and practices within and across the systems of education. The central decision making body of the IEA is the [General Assembly](#). [The IEA has a number of committees](#), including the Standing Committee, the Technical Executive Group and the Publications and Editorial Committee.

The study was funded by a range of different funders, including but not limited to: the Deutsche Forschungsgemeinschaft; the William T. Grant Foundation; Bundeszentrale für Politische Bildung; National Center for Education Statistics of the United States Department of Education; the Carnegie Corporation of New York; the Pew Charitable Trusts of Philadelphia; the IEA Secretariat in Amsterdam; the Humboldt University of Berlin; the University of Maryland at College Park.

A historical sketch of the initiation and origin of the survey

In 1993, the IEA General Assembly decided to commence a study of civic education to gain more knowledge about how students view their citizenship identity and how these views are influenced by the political, educational, and social context in the countries in which they live. The main goal was to understand the ways in which young people are prepared for their roles as citizens in democracies. The first planning meeting was held in Amsterdam in 1994. For full information about the history of CIVED, please refer to the CIVED Timeline which may be found by clicking “The Study” and then “Timeline” on [this page](#).

Internet links to the website of the responsible organization

[The website of the IEA](#)

[The IEA CIVED-subsite](#)

[The website of CIVED](#)

The frequency or repetitions of the survey. Possible explanation of this.

CIVED was conducted as a single study, albeit in two phases: the first in 1996-97 and the second

in 1999-2000.

A description of the survey's content, i.e. both focused rotational and / or core modules of the survey

The assessment covered the content domains of democracy and citizenship, national identity, and social cohesion and diversity. The student instruments consisted of five types of items measuring:

- students' knowledge of fundamental principles of democracy
- students' skills in interpreting political communication
- students' concepts of democracy and citizenship
- students' attitudes related to their nation, trust in institutions, opportunities for immigrants, and the political rights of women
- students' expectations for future participation in civic-related activities.

An outline of the type of sample and the main data collection methods used

The target population for the survey was split in two. The first sample was of 14-year-olds, and the target population in this instance was all students enrolled on a full-time basis in the grade in which most 14-year olds were found at the time of testing. The second sample consisted of upper secondary students, and the target population was all students enrolled on a full-time basis in the grade in which most students aged 16 or 17 or 18 were found at the time of the testing.

A two-stage stratified cluster sample design was employed. An *effective sample size* of 400 students was specified for each country.

For more information, please refer to the [CIVED Technical Report](#), especially chapter 4: The CivEd Sampling Design.

Paper questionnaires were distributed in class, to teachers and to the principal for data collection.

An account of the availability of the data to researchers, restrictions on access, etc.

The data are freely available in the [IEA Study Data Repository](#), one file for the eighth grade and one for the twelfth.

Questionnaires, English version

The questionnaire for the principal: [The School Questionnaire](#)
[The Teacher Questionnaire](#)

[The Student Questionnaire](#), 14-year-olds

[The Student Questionnaire](#), 17-19-year-olds

The countries included in the different rounds

Australia, Belgium (French), Bulgaria, Canada, Chile, Colombia, Cyprus, Czech Republic, Denmark, England, Estonia, Finland, Germany, Greece, Hong Kong SAR, Hungary, Israel, Italy, Latvia, Lithuania, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Slovak Republic, Slovenia, Sweden, Switzerland, and United States.

Canada and the Netherlands participated in Phase 1 only; Chile, Denmark, Estonia, Latvia, Norway, the Slovak Republic, and Sweden participated in Phase 2 only. Israel only collected data for upper-secondary students.

Cumulative file of the various rounds

Not relevant; this is a single study.

Publications based on the data

On the bottom of [the IEA's CIVED website](#), there is a publication list under the heading "Related publications".

On [the CIVED website](#), there is tab on the right side labelled "Publications and Reports".

Analytical summary...

Sources

Unless otherwise noted, all information is extracted from the website of the IEA and CIVED.