

## **The IEA International Civic and Citizenship Education Study (ICCS)**

**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.**

ICSS is 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 ICCS 2009 is directed by a consortium of three partner organizations: The Australian Council for Educational Research (ACER), the National Foundation for Educational Research (NFER) from the UK, and the Laboratorio di Pedagogia Sperimentale (LPS) at the Roma Tre University in Italy. As in other IEA projects, the international coordinators work in close cooperation with the IEA Secretariat, the IEA Data Processing and Research Center, and the study's national research coordinators.

The ICCS is funded by the IEA and participating countries, but also receives funding from a number of other sources, such as: the UNESCO Education Sector, Division for the Promotion of Quality Education, Section of Education for Peace and Human Rights. European countries received financial support from the European Commission's Directorate-General for Education and Culture, and Latin American countries from the Inter-American Development Bank through SREDECC (Regional System for the Evaluation and Development of Citizenship Competencies).

### **A historical sketch of the initiation and origin of the survey**

ICCS builds on two former studies conducted by the IEA: In 1979 with nine participating countries and in 1999 with 28 participating countries. In October 2006 the first ICCS was initiated. The field trial was done between October 2007 and January 2008 while the main field work was done in October-December 2008 in the Southern countries and February-May 2009 in the Northern countries.

### **Internet links to the website of the responsible organization**

[The website of the IEA](#)

[The website of the ICCS](#)

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

ICCS I: 2009

ICCS II: 2016

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

ICCS is mainly occupied with student achievement in a test of knowledge, conceptual understanding, and competencies in civic and citizenship education. In addition, it covers the students' attitudes relating to civics and citizenship. The survey also gathers information about the context in which students learn about these issues.

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

The target population was students enrolled in the eighth grade (the mean age of students at the time of testing was 13,5 year), their teachers, and the principal of their school. The sample procedure used was a stratified two-stage probability design where schools were chosen with probability proportional to size in the first stage, and one class plus a number of target-grade teachers were randomly selected from the schools in the second stage. Regarding sample sizes, the goal was to obtain an *effective sample size* of at least 400 students for the main variables. Having an effective sample size of 400 means that the sampling precision of the stratified two-stage probability design of the ICCS needs to be equivalent to that of a simple random sample of 400 students.

For further details, please refer to [the ICCS 2009 Technical Report](#). Note especially chapter 6: Sampling design and implementation, and chapter 7: Sampling weights and participation rates.

The data is collected through a survey given to students, teachers and the principal – in some countries, this was done through online surveying rather than by pen and paper.

**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](#).

**Questionnaires, English version**

The questionnaires may be downloaded from the [IEA Study Data Repository](#). The process of developing the questionnaires is covered in detail in [the ICCS 2009 Technical Report](#), both in chapter 3: ICCS questionnaire development, and chapter 4: The development of regional instruments.

### **The countries included in the different rounds**

The following countries participated in the ICCS 2009:

Austria, Belgium (Flemish), Bulgaria, Chile, Chinese Taipei, Colombia, Cyprus, Czech Republic, Denmark, Dominican Republic, England, Estonia, Finland, Greece, Guatemala, Hong Kong SAR, Indonesia, Ireland, Italy, Korea, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Mexico, Netherlands, New Zealand, Norway, Paraguay, Poland, Russian Federation, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, and Thailand.

### **Cumulative file of the various rounds**

There is no cumulative file.

### **Publications based on the data**

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

### **Analytical summary...**

### **Sources**

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