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

- **March 2018**: 1st meeting of National Research Coordinators (NRCs)
- **2018 and 2019**: Conceptual work, framework, instrument development and piloting
- **2020**: Field trial in all countries
- **Late 2021**: Main Survey in the Southern Hemisphere countries
- **Early 2022**: Main Survey in the Northern Hemisphere countries
- **Late 2023**: Publication of the results
- **Early 2024**: Launch of a public-use database and documentation

TO ENROLL IN ICCS 2022 CONTACT:

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ICCS 2022
INTERNATIONAL CIVIC AND CITIZENSHIP EDUCATION STUDY

Enroll in ICCS 2022!
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:

- **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.

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.

PREVIOUS IEA STUDIES AND ICCS MILESTONES

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971</td>
<td>The pioneering Six Subject Survey included civic education</td>
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<tr>
<td>1999</td>
<td>Civic Education Study (CIVED)</td>
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<tr>
<td>2009</td>
<td>38 countries participated in ICCS 2009, the baseline for future CCE assessments</td>
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<tr>
<td>2016</td>
<td>ICCS 2016 implemented in 24 countries</td>
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HOW DOES ICCS WORK?

- 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.