

5th UNESCO Forum on Transformative Education

for Sustainable Development, Global Citizenship,

Health and Well-being

The implementation of transformative education
– where do we stand?

Assessing Global Citizenship Education and Education for Sustainable Development at school. Insights from the International Civic and Citizenship Education Study (ICCS)

Plenary session 2

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Assessing Global Citizenship Education
and Education for Sustainable
Development at school.
Insights from the International Civic and
Citizenship Education Study (ICCS)

Valeria Damiani, Julian Fraillon

5th UNESCO Forum on Transformative Education for Sustainable
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Researching education, improving learning



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IEA studies on Civic and Citizenship Education

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The International Civic and Citizenship Study (ICCS 2016)

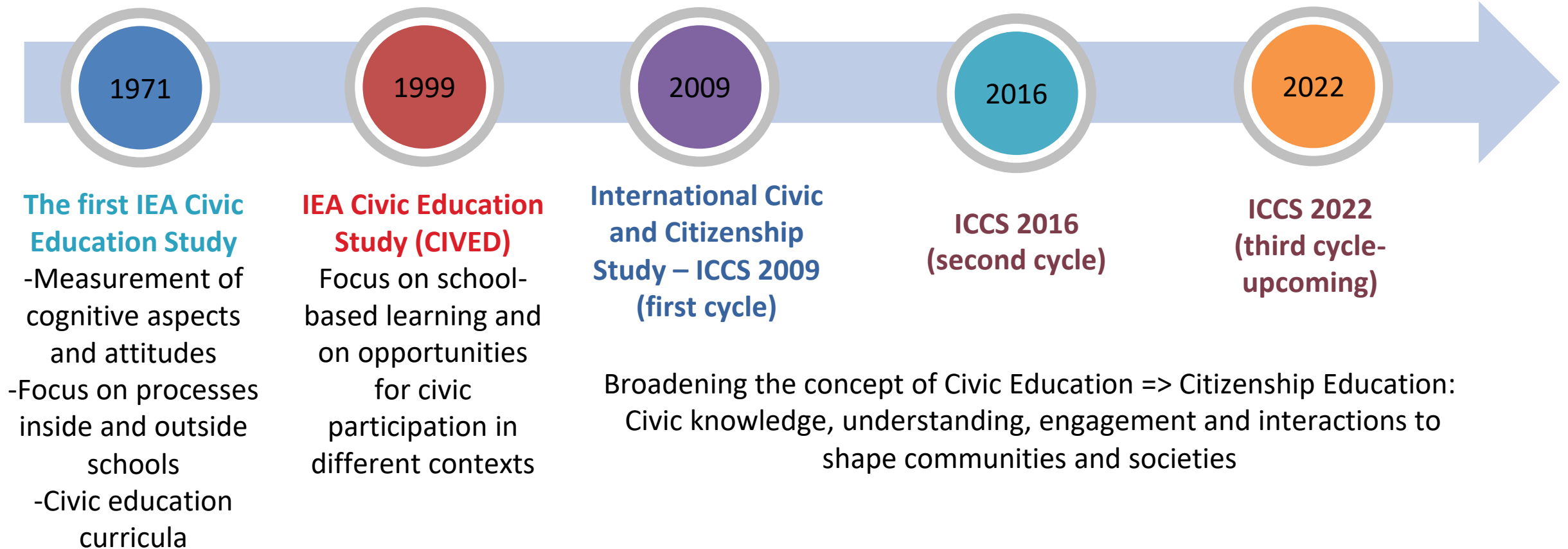
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Findings from ICCS 2016 and insights into ICCS 2022

4

Challenges and Opportunities

The IEA studies on Civic and Citizenship Education (CCE)



ICCS Purpose and aims

Future citizens

Investigating ways in which young people are prepared to assume their role as citizens

Trends

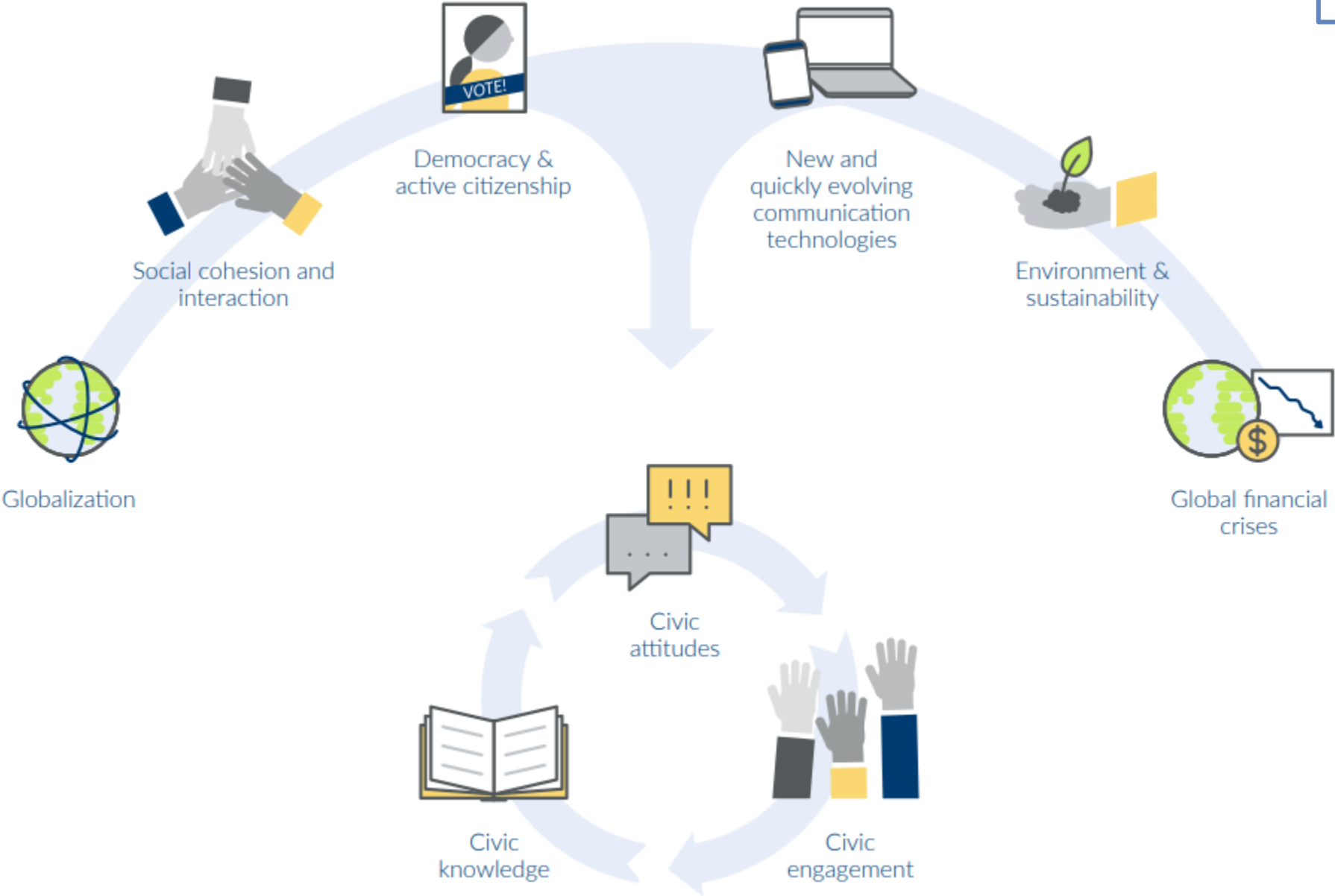
Monitoring trends in lower-secondary students' civic knowledge, attitudes and engagement over time

Challenges

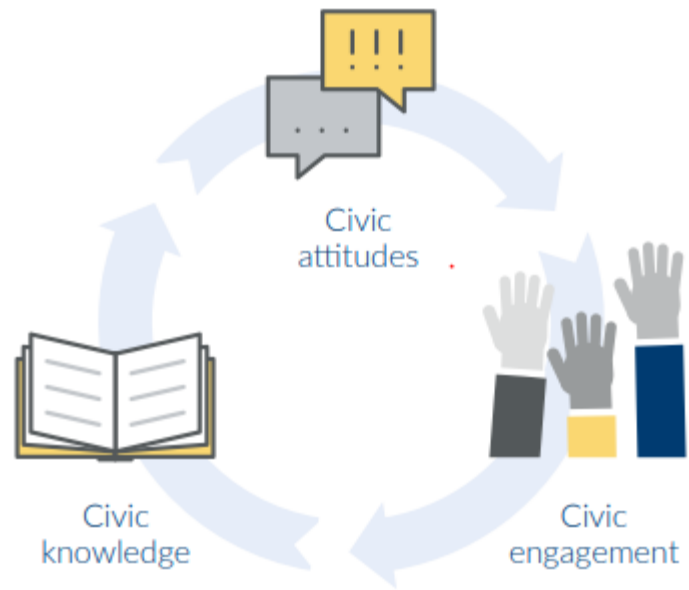
Addressing persisting and new challenges of educating young people

Inclusion of new contents in the CCE curricula in relation to perceptions of changes occurring in societies

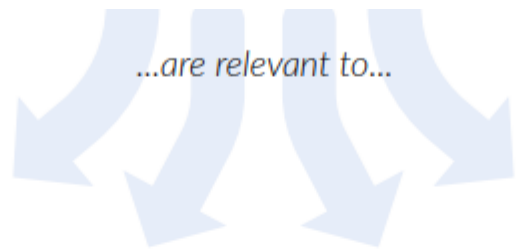




Target population:
Students in eighth year of schooling



...are relevant to...



Determination of an individual's role in society



Interaction with civic systems and institutions



Morals & attitudes



Social & political participation

ICCS Study design

ICCS 2016 instruments



ICCS 2016 assessment sample



~ 94,000 students
about 4,000 per country



~ 3,800 schools
about 150 per country



~ 37,000 teachers
about 15 per school

Time	Instruments	Respondents
45	International cognitive test	Students, grade 8 or equivalent, 13-14 years old
40	International student questionnaire	Students, grade 8 or equivalent, 13-14 years old
30	Teacher questionnaire	Teachers of any subject in the target grade
30	School questionnaire	School principals
15	Regional student questionnaire	Students, grade 8 or equivalent, 13-14 years old, in Europe and Latin America

ICCS 2016 participants

24
countries

Europe 16

- Belgium (Flemish)
- Bulgaria
- Croatia
- Denmark**
- Estonia
- Finland
- Italy
- Latvia
- Lithuania
- Malta
- The Netherlands**
- North Rhine-Westphalia
- Norway
- Slovenia
- Sweden
- Russian Federation

Asia 3

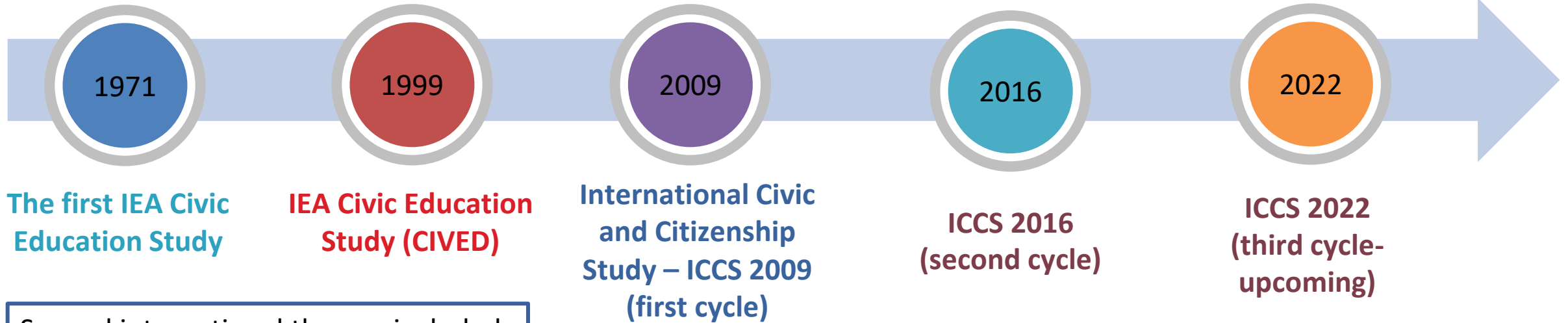
- Chinese Taipei
- Hong Kong SAR
- Republic of Korea

Latin America 5

- Chile
- Colombia
- Dominican Republic**
- Mexico
- Peru

Education systems that participated in both 2009 and 2016 ICCS cycles are shown in bold

GCED/ESD in ICCS



The first IEA Civic Education Study

IEA Civic Education Study (CIVED)

International Civic and Citizenship Study – ICCS 2009 (first cycle)

ICCS 2016 (second cycle)

ICCS 2022 (third cycle-upcoming)

Several international themes included:

- foreign affairs and international organizations,
- interest in current events and social problems at national and international level;
- social cohesion and diversity

More relevance to the global dimension:
FROM civic education beyond the national borders **TO** a broadened scope of CCE (global perspectives and interconnectedness):
GCED and ESD

International relevance
conferred to
GCED/ESD

UN Sustainable
Development Goal 4,
Target 4.7

Sustainable development included as
a key concept in the content domain
1
(civic society and systems)

(Schulz, Fraillon, Ainley, Losito & Kerr, 2008)

ICCS 2009

Environmental sustainability: new key
focus area, included as a key concept
under content domain 1
(civic society and systems)
Global citizenship: included as a key
concept in content domain 4

(civic identities)

(Schulz, et al., 2015)

ICCS 2016

GCED and ESD identified as a new
focus area of the next ICCS cycle
(2022)

ICCS 2022

From ICCS 2016...

...towards
ICCS
2022

Define the scope of ESD and GCED for consideration by ICCS 2022

1

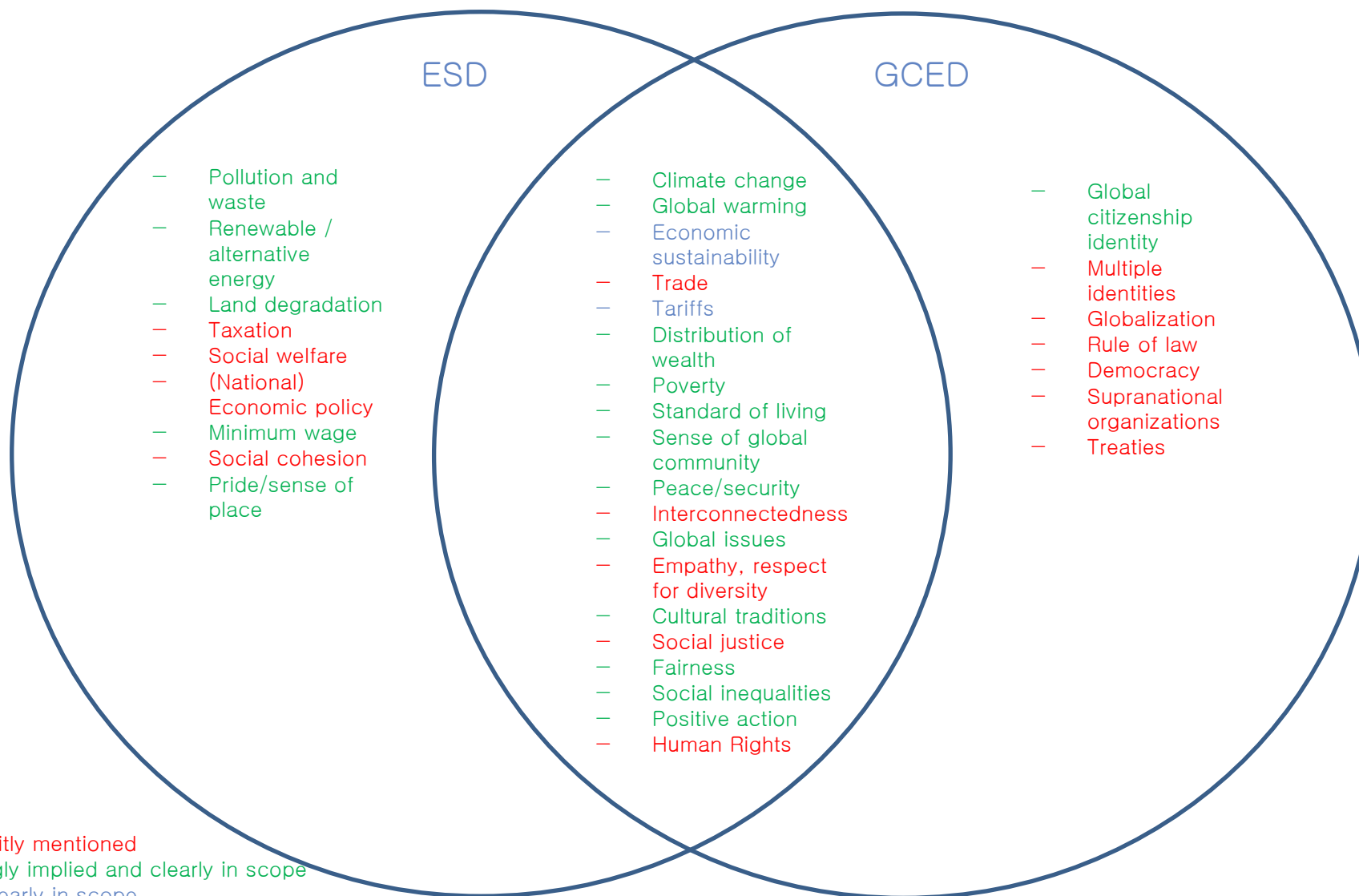
Map existing ESD and GCED against ICCS content

2

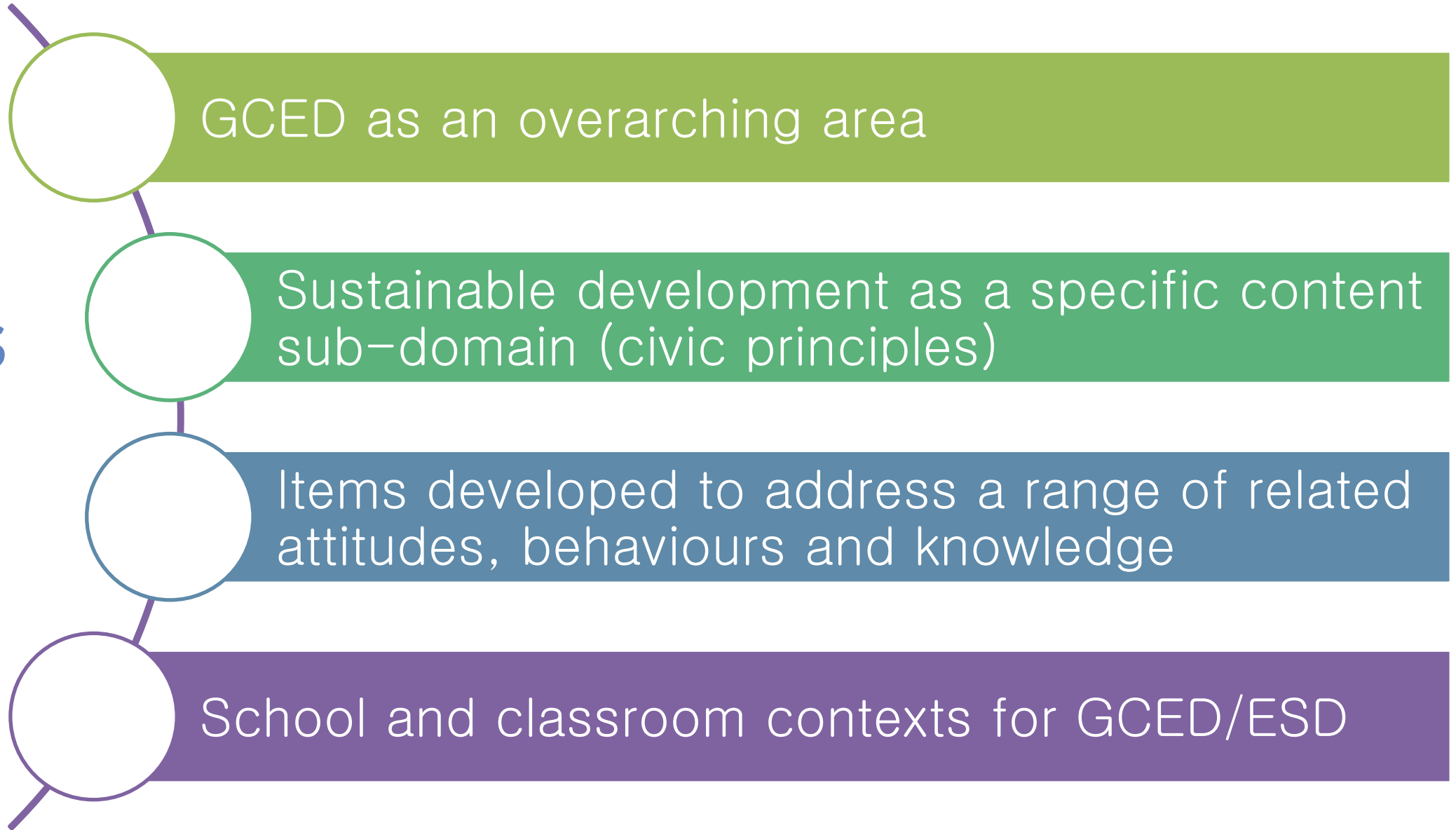
Decide how to deal with: existing commonalities, any missing content

3

ESD and GCED in the ICCS 2016 framework



**The ICCS
2022
solution**





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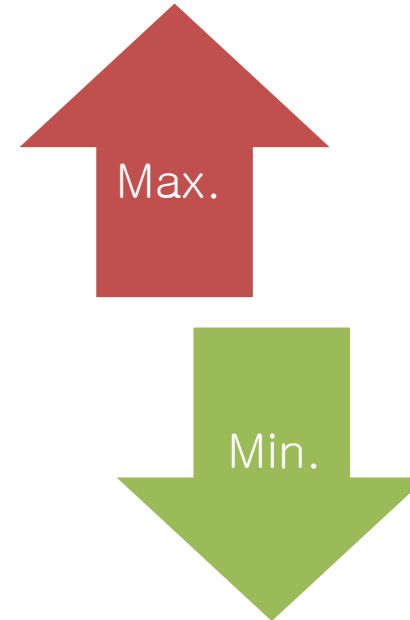
Findings from ICCS 2016 (GCED/ESD)

Example of a cognitive item (1)

Doctors Without Borders is an organization where health professionals volunteer their time in countries where people require medical assistance.

Q What is the most likely reason that people volunteer their time to such an organization?

- Because they want to influence international human rights laws.
- Because they believe all people deserve access to medical help.
- Because it is the only way they can get practical experience of caring for patients.
- Because health professionals find it difficult to get jobs.



Norway:
94.55%

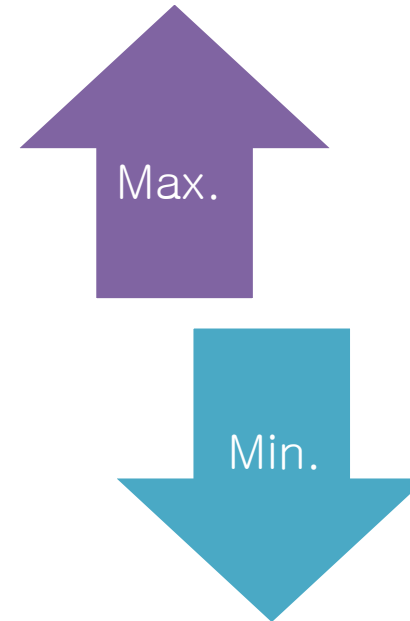
Dominican
Republic:
67.61%

ICCS 2016 Average: 85.63%

Example of a cognitive item (2)

Some businesses in <Exland> have begun to import fruit from another country at a very cheap price. Farmers in <Exland> are angry because they cannot afford to sell fruit at the same cheap price. Some people in <Exland> have decided to buy only fruit grown locally in <Exland>.

- Q What is the best argument **against** protecting the <Exland> farmers' businesses?
- People have the right to choose who they buy their fruit from.
 - The farmers will be able to find some other way to make money.
 - People will always buy the best quality fruit so the price does not matter.
 - The farmers should just sell their fruit for less even though they cannot afford to.



Denmark
: 76.17%

Peru:
38.06%

ICCS 2016 Average: 57.88%

Students perceived a number of environment-related issues as global threats

related to environment



Pollution

Water Shortages

Food Shortages

Climate Change

ICCS 2016 Average 76%

ICCS 2016 Average 65%

ICCS 2016 Average 62%

ICCS 2016 Average 55%

Colombia 90%

Colombia 88%

Chile 83%

Colombia 77%

Lithuania 86%

Chile 85%

Colombia 82%

Belgium 72%



Terrorism

Infectious diseases

Poverty

ICCS 2016 Average 66%

ICCS 2016 Average 59%

ICCS 2016 Average 53%

Croatia 81%

Chile 74%

Chile 73%

Russian Federation 78%

Lithuania 73%

Slovenia 65%

49%

of the students view making personal efforts to protect the **environment** as a "very important" part of good citizenship.

Students' attitudes toward the environment and the contribution of schools and communities to environmentally conscious upbringing

Students in schools where environmentally-friendly practices were adopted to a large or to a moderate extent as reported by principals



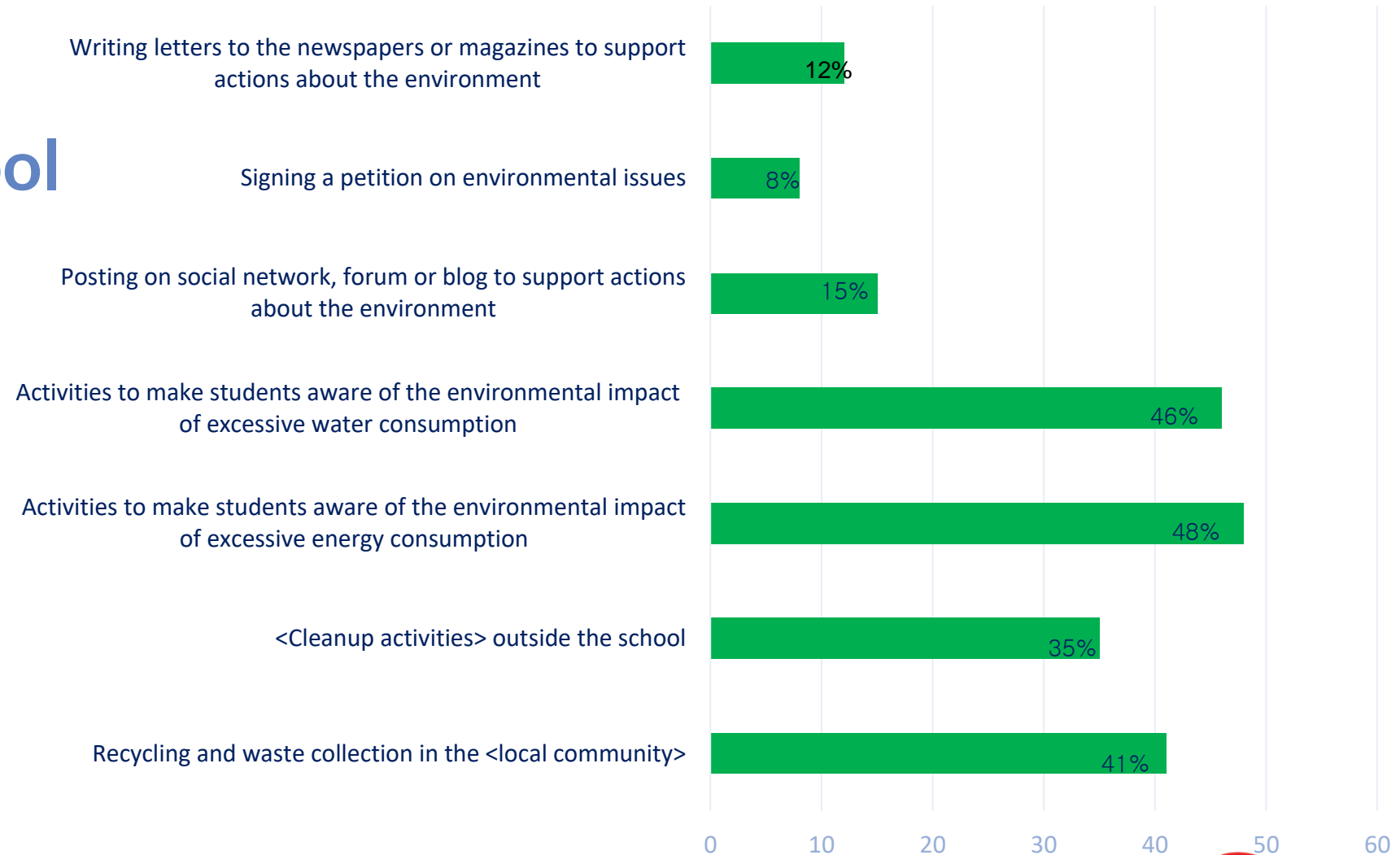
Energy-saving practices	81%
Posters to encourage students' environmentally-friendly behaviours	74%
Differential waste collection	74%
Waste reduction	67%
Purchasing of environmentally-friendly items	60%

9%

of students reported that they had participated in an environmental action group over the past 12 months.

Teachers' reports on students' environmental activities at school

ICCS 2016 averages of teachers who reported to conduct with their target grade students the following environmental initiatives:



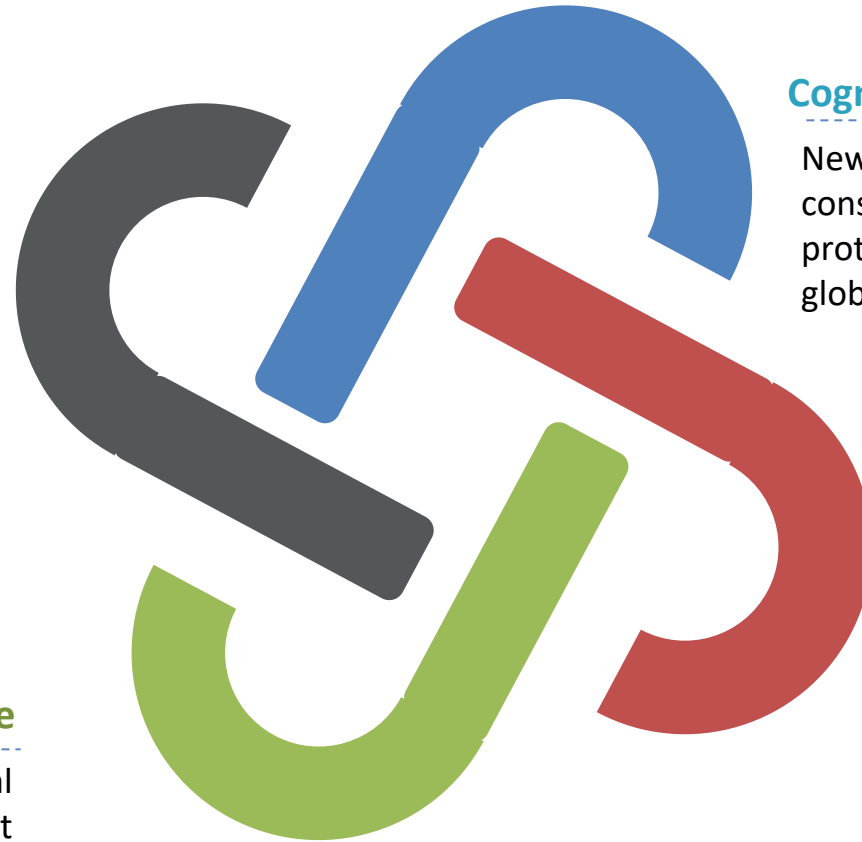
A glimpse into ICCS 2022 (GCED/ESD)

School Questionnaire

Activities related to environmental sustainability and GCED at the school level

Teacher Questionnaire

Activities related to global issues/sustainability carried out with target grade students; preparedness and training on GCED/ESD topics



Cognitive test

New GCED/ESD new items (ethical consumerism, migration, environmental protection, international organizations, globalization)

Student Questionnaire

Perceptions of global threat, attitudes toward environmental protection, perception of good citizenship, sustainable behaviors

Closing thoughts

Arguably all, most ESD/GCED content is referenced or implied within ICCS

Challenges

- What does this mean for the assessment of GCED and ESD?
- Definitional clarity and scope of GCED/ESD within a study focused on CCE
- Challenges in allocating content across domains
 - When content within scope of GCED is presented in a local context and ESD relates to social and economic sustainability at the country level
- Possible difficulties in identifying different subscales

Opportunities

- The emphasis of GCED/ESD outcomes in CCE offers an opportunity
 - to measure students' knowledge, attitudes and engagement in these areas
 - to gather data on what happens in schools' contexts where these areas are highly overlapped
 - to define and clarify shared global understandings and priorities
- ICCS 2022 allows to gather benchmarking data in these areas



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Thank you!

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