



## CHAPTER 2:

# National contexts for civic and citizenship education

### Chapter highlights

Socioeconomic and political contexts vary considerably across the ICCS 2016 countries.

- The *populations* of the countries surveyed in ICCS 2016 vary considerably in size. ([Table 2.1](#))
- The countries also differ substantially with respect to *Human Development Index* (HDI) scores and *Gross Domestic Product* (GDP) per capita. ([Table 2.1](#))
- There were large differences between countries in *voter turnout* during their (respective) most recent legislative election prior to ICCS 2016. ([Table 2.2](#))
- *Literacy rates* in the participating countries are relatively high. ([Table 2.3](#))

The extent to which schools have autonomy in decision-making processes for school management varied substantially across participating countries.

- In the majority of the countries, schools had a large degree of *autonomy* with respect to allocating resources to the various components of their total school budget. ([Table 2.4](#))
- On average in most of the participating countries, schools also had a large degree of *autonomy when planning* activities relating to their civic and citizenship education (such as curriculum development, teachers' professional development, and organization of extracurricular activities). ([Table 2.5](#))

Education systems and schools in participating countries apply a variety of approaches to teaching civic and citizenship education.

- Countries were *teaching civic and citizenship education* either as separate subjects, through subjects related to human or social sciences, or as content integrated into all subjects in the school. Some countries considered civic and citizenship education to be an integrated part of the whole school experience. ([Table 2.6](#))
- Widespread consensus across the participating countries was evident with regard to *learning objectives for civic and citizenship education at the target grade*. ([Table 2.7](#))
- In most of the participating countries, principals and teachers regarded promotion of students' knowledge of citizens' rights and responsibilities, promotion of students' critical and independent thinking, and promotion of students' respect for and safeguard of the environment as *important goals of civic and citizenship education*. ([Tables 2.8, 2.9](#))

All participating countries were providing some form of teacher in-service and pre-service training in the area of civic and citizenship education.

- National study centers in all countries advised that civic and citizenship education is a part of *training for teachers of subjects related to civic and citizenship education*, either at the pre-service level, the in-service level, or both. ([Table 2.10](#))
- Teachers' *participation in professional development activities* relating to the teaching of civic and citizenship education differed widely across countries. ([Table 2.11](#))

## Conceptual background and prior research

The ICCS 2016 assessment framework (Schulz, Ainley, Fraillon, Losito, & Agrusti, 2016) states that any study of civic-related learning outcomes and civic engagement must consider the contexts in which civic and citizenship education occur. The framework identifies four levels of overlapping contexts, each of which is a factor potentially influencing this learning area:

- *Context of the wider community:* This level comprises the wider context within which schools, homes, and peer environments are situated. Relevant factors can be found at local, regional, and national levels. For some countries, the supranational level (such as the European Union) may also be of relevance. Given the growing importance of new social media, virtual communities connected through the internet also form part of broader changing political, social, and economic contexts.
- *Context of schools and classrooms:* This level includes factors related to the instruction students receive, the culture of the school, classroom climate, and the general school environment.<sup>1</sup>
- *Context of home and peer environments:* This level consists of factors related to students' home backgrounds and to students' immediate social out-of-school environment (e.g., peer-group norms and activities).
- *Context of the individual:* This level refers to the individual characteristics of the student.

In this chapter, we explore the national contexts of civic and citizenship education in the 24 countries that participated in ICCS 2016. The chapter addresses two general research questions in particular:

**RQ 1:** *How is civic and citizenship education implemented in the participating countries?* This question is accompanied by a sub-set of three questions:

- (a) *Which curricular approaches do participating countries choose to provide civic and citizenship education?* For example, is the learning area taught as a separate subject or is it integrated in other subjects and/or school activities?
- (b) *What are the aims and principles of civic and citizenship education in each participating country?*
- (c) *What changes and/or developments in this learning area can be observed since 2009?*

**RQ 5:** *How are schools in the participating countries organized with regard to civic and citizenship education, and what is its association with students' learning outcomes?* This question is accompanied by a sub-set of two questions:

- (a) *What are the general approaches to civic and citizenship education, curriculum, and/or program content structure and delivery?* For example, are there differences across countries in the professional training of teachers who deliver civic and citizenship education?
- (b) *How do schools and teachers perceive the role of civic and citizenship education across participating countries?* For example, are there differences in principals' and teachers' perceptions of the relative importance of different aims of civic and citizenship education?

Our exploration of these questions draws not only on data collected via the ICCS 2016 questionnaires for national centers, principals, and teachers but also on data from external sources. We begin by discussing the sources of the data, in particular the national contexts survey (NCS) and its development. We next discuss the participating countries' education systems and national contexts. From there, we examine profiles of civic and citizenship curricula and approaches. We conclude with a discussion of the contexts within which teacher preparation with respect to civic and citizenship education takes place.

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<sup>1</sup> Because of the sampling design for ICCS, school level and classroom level cannot be disentangled. Typically, only one classroom was selected within each sampled school.

During the first phase of the IEA Civic Education Study (CIVED), conducted in 1999, the CIVED research team asked country representatives to each prepare a national case study depicting the contexts for civic education in their respective countries (Torney-Purta, Schwille, & Amadeo, 1999). This information informed the development of the data-collection instruments used in the second phase of the study (Torney-Purta, Lehmann, Oswald, & Schulz, 2001).

ICCS 2009 also incorporated an online national contexts survey that was conducted in two phases. During the first phase, a preliminary version was administered at the outset of country participation to gather contextual data from the study's national research centers and from people in each country identified as having expertise in civic and citizenship education (Schulz, Kerr, & Losito, 2011). During the second phase, the national centers used a more refined version designed to update the earlier collected contextual data so that the information would be as current as possible with the period when the main ICCS 2009 student survey was conducted.

The final version of the NCS consisted of 46 questions concerning key antecedents and processes relevant to civic and citizenship education. It therefore sought information from each country about the following: (a) the education system in general; (b) education policy and civic and citizenship education; (c) approaches to civic and citizenship education; (d) civic and citizenship education within the context of school curriculum approaches and, more specifically, in the school curriculum at the ICCS target grade; (e) teacher preparation and civic and citizenship education; (f) assessment policies and quality assurance in this learning area; and (g) current debates and reforms. The data that the survey collected were reported extensively in the ICCS 2009 international report, encyclopedia, and three regional reports (Ainley, Schulz, & Friedman, 2013; Fraillon, Schulz, & Ainley, 2012; Kerr, Sturman, Schulz, & Burge, 2010; Schulz, Ainley, Fraillon, Kerr, & Losito, 2010; Schulz, Ainley, Friedman, & Lietz, 2011).

The ICCS 2009 team also asked participating country representatives to provide more detailed descriptions of the particular characteristics that the country considered relevant to its approach to and its implementation of civic and citizenship education. These more detailed descriptions provided a basis for developing chapters on the national contexts for civic and citizenship education in the 2009 encyclopedia (Ainley et al., 2013).

The national contexts survey was completed by each national center responsible for coordinating the ICCS study within their country. ICCS asked the centers to draw on available expertise and reference resource documents from their perspective countries. As a consequence, the information reported in this chapter from this data source is the perspective of the respondents to the survey (whose number varied across countries, depending on each national center's approach to completing the survey). Also, we advise readers, when considering portrayals of the design and delivery aspects of civic and citizenship education in the individual countries, to be aware that other research has identified gaps between policies and practices in this area of educational provision.

The ICCS 2016 NCS incorporates many of the aspects included in the previous survey in 2009. We updated some content areas to reflect the revised research questions, and modified other questions in order to improve data quality. We also included some new questions to capture changes to the structure of the countries' education systems or to the way in which the countries have conceptualized and delivered civic and citizenship since 2009. The final questionnaire included 29 questions covering four broad areas:

- Education system
- Civic and citizenship education in the curriculum
- Teachers and teacher education
- Assessments and quality assurance.

The tables in this chapter rely on data not only from the NCS but also from several other sources, including well-established databases. The information drawn from the latter pertains to country-level variables, such as population size and the results of legislative elections and helps us to illustrate the structure of the education systems and the characteristics of the participating countries. Data collected by the ICCS 2016 teacher and school questionnaires provide principals' and teachers' perspectives on how their respective countries approach civic and citizenship education. This information also provides a point of contrast with information obtained from policy and other official documentation in each of the participating countries.

## Education systems and national contexts

[Table 2.1](#), which presents selected demographic and economic characteristics of the countries surveyed in ICCS 2016, shows that the countries vary considerably in terms of population size. Of the 24 countries, Malta is by far the smallest, with a population of just over 431,000. Half of the countries have population sizes ranging from one to 10 million people. The populations of 11 countries are even larger, with two (Mexico, Russian Federation) having populations that exceed 100 million people.

[Table 2.1](#) also features the countries' Human Development Index (HDI) scores. The HDI draws on components such as average life expectancy, years of schooling completed, and income in each country to calculate these scores (United Nations Development Programme, 2016). All countries receive an international rank based on this metric. In 2016, several of the ICCS 2016 countries ranked particularly highly on the HDI, with Norway first, Denmark fifth, and the Netherlands seventh. Germany, the country where ICCS 2016's benchmarking participant North Rhine-Westphalia is located, ranked fourth on the HDI. Nineteen of the 24 participating countries had HDI values considered "very high." The remaining countries all had "high" HDI values. The ICCS 2016 countries with the four lowest HDI scores were all from Latin America.

To provide an economic profile of the participating countries in ICCS 2016, each country's gross domestic product (GDP) per capita was reported by taking each country's total GDP and then dividing that sum by the country's population. The last column of [Table 2.1](#) shows GDP per capita expressed in 2011 US dollars using purchasing power parity rates. The GDP per capita for countries at the higher end of the range (Norway, Hong Kong SAR, Chinese Taipei) was considerably higher than the GDP per capita of those countries at the lower end of the range (Peru, Colombia, Dominican Republic). The range highlights the large differences in the relative strength of the economies of the ICCS 2016 countries.

[Table 2.2](#) presents characteristics of the political systems in ICCS countries. These include (a) legal age; (b) the extent to which voting is compulsory; (c) the year of the legislative election closest to when the study was conducted; (d) voter turnout during that election; and (e) the makeup of the ensuing parliament in terms of number of political parties and the percentage of seats held by women.

Nearly all of the ICCS 2016 countries currently have 18 years as the minimum legal age for voting (22 out of 24 countries). Only the Republic of Korea (19 years) and Chinese Taipei (20 years) have slightly higher minimum legal voting ages. There is also little variation in whether voting is compulsory or not. People are not compelled to vote in 20 of the participating countries. The four countries where voting is a legal requirement are Belgium (Flemish), the Dominican Republic, Mexico, and Peru. These countries vary, however, in their enforcement of that requirement.

Table 2.1: Selected demographic and economic characteristics of ICCS 2016 countries

Country	Population size (in thousands)	Human Development Index			Gross Domestic Product (GDP) per capita (in USD \$)
		Value	Rank	Category	
Belgium (Flemish)	6,477.80 <sup>1</sup>	0.896 <sup>2</sup>	22	Very high	41,138 <sup>2</sup>
Bulgaria	7,177.99	0.794	56	High	16,956
Chile	17,948.14	0.847	38	Very high	22,145
Chinese Taipei	23,464.79 <sup>3</sup>	0.882 <sup>4</sup>	21	Very high	47,800 <sup>3</sup>
Colombia	48,228.70	0.727	95	High	12,988
Croatia	4,203.60	0.827	45	Very high	20,430
Denmark	5,683.48	0.925	5	Very high	43,415
Dominican Republic	10,528.39	0.722	99	High	13,375
Estonia	1,314.61	0.865	30	Very high	26,930
Finland	5,479.53	0.895	23	Very high	38,643
Hong Kong SAR	7,305.70	0.917	12	Very high	53,380
Italy	60,730.58	0.887	26	Very high	33,587
Korea, Republic of	50,617.04	0.901	18	Very high	34,387
Latvia	1,977.53	0.830	44	Very high	22,628
Lithuania	2,904.91	0.848	37	Very high	26,397
Malta	431.87	0.856	33	Very high	28,822
Mexico	127,017.22	0.762	77	High	16,502
Netherlands	16,939.92	0.924	7	Very high	46,374
Norway	5,190.24	0.949	1	Very high	64,451
Peru	31,376.67	0.740	87	High	11,672
Russian Federation	144,096.87	0.804	49	Very high	23,895
Slovenia	2,063.53	0.890	25	Very high	28,942
Sweden	9,799.19	0.913	14	Very high	45,296
<b>Benchmarking participant</b>					
North Rhine-Westphalia (Germany)	17,865.52 <sup>5</sup>	0.926 <sup>6</sup>	4	Very high	44,053 <sup>6</sup>

Data on Human Development Index and GDP per capita obtained from *Human Development Report 2016* unless otherwise stated.  
Data on population size sourced from *World Bank Indicators* unless otherwise stated.

**Notes:**

<sup>1</sup> Source: <http://statbel.fgov.be/nl/statistiek/cijfers/bevolking>.

<sup>2</sup> Data refer to the whole of Belgium.

<sup>3</sup> Data estimated for 2016. Source: <https://www.cia.gov/library/publications/the-world-factbook/geos/tw.html>.

<sup>4</sup> Data estimated for 2014. Source: <http://focustaiwan.tw/news/asoc/201409180039.aspx>.

<sup>5</sup> Based on 2011 data. Source: <https://www3.arbeitsagentur.de/web/content/DE/service/Ueberuns/Regionaldirektionen/NordrheinWestfalen/ZahlenDatenFakten/Strukturdaten/index.htm>.

<sup>6</sup> Data refer to the whole of Germany.

The countries varied markedly with respect to voter turnout during their most recent legislative elections. Turnouts of more than 90 percent of eligible voters occurred in Malta, which does not have compulsory voting, and Belgium (Flemish),<sup>2</sup> where voting is compulsory. Less than half of eligible voters chose to vote in the most recent elections preceding the study in Chile, Colombia, and Mexico (voting is compulsory in Mexico, but not enforced). The composition of the parliaments brought in after the elections also varied quite substantially. The members of parliament in Malta belong to only two different political parties, whereas in Colombia, Hong Kong SAR, and the Netherlands, members of parliament (MPs) represent between 11 and 14 different parties. Although no country participating in ICCS 2016 had equal representation of females in parliament, in five participating countries (Belgium/Flemish, Finland, Mexico, Norway and Sweden) women represented between 40 and 44 percent of MPs. One third of participating countries had less than 20 percent female representation.

<sup>2</sup> For Belgium (Flemish), this information refers to voting for representatives of the regional parliament of Flanders.

Table 2.2: Selected political characteristics of ICCS 2016 countries

Country	Legal age of voting	Compulsory voting (Y / N)	Percentages of voter turnout at last legislative election prior to study (year of election)	Number of political parties in parliament	Percentages of seats held by women in parliament
Belgium (Flemish)	18	Y	92.5 (2014) <sup>1</sup>	7 <sup>1</sup>	44 <sup>1</sup>
Bulgaria	18	N	54.1 (2014)	8	20
Chile	18	N	49.3 (2013)	8 *	16 *
Chinese Taipei	20	N	66.0 (2016)	5 <sup>2</sup>	38
Colombia	18	N	43.6 (2014)	14 *	19 *
Croatia	18	N	60.8 (2015)	9	15
Denmark	18	N	85.9 (2015)	9	37
Dominican Republic	18	Y	69.6 (2016)	10 *	27 *
Estonia	18 <sup>4</sup>	N	64.2 (2015)	6	24
Finland	18	N	70.1 (2015)	9	42
Hong Kong SAR	18	N	58.0 (2012)	14	16
Italy	18	N	75.2 (2013)	7 *	31 *
Korea, Republic of	19	N	58.0 (2016)	5	17
Latvia	18	N	58.9 (2014)	6	19
Lithuania	18	N	52.9 (2012)	8	24
Malta	18	N	93.0 (2013)	2	14
Mexico	18	Y	47.7 (2015)	9	42
Netherlands	18	N	74.6 (2012)	11 *	39 *
Norway	18	N	78.2 (2013)	8	40
Peru	18	Y	82.0 (2016)	6	28
Russian Federation	18	N	60.1 (2011)	4 *	14 *
Slovenia	18	N	51.7 (2014)	8 *	37 *
Sweden	18	N	85.8 (2014)	8	44
<b>Benchmarking participant</b>					
North Rhine-Westphalia (Germany)	18	N	59.6 <sup>3</sup> (2012) <sup>3</sup>	5 <sup>3</sup>	27 <sup>3</sup>

Data for this table were collected from IPU Parline database unless otherwise stated.

**Notes:**

<sup>1</sup> Data refer to the Flemish regional parliament. Source: [http://polling2014.belgium.be/en/vla/results/results\\_start.html](http://polling2014.belgium.be/en/vla/results/results_start.html).

<sup>2</sup> Data obtained from *CIA World Factbook*.

<sup>3</sup> Data refer to North Rhine-Westphalia parliament.

<sup>4</sup> Exception for local elections where legal age is 16.

\* Bicameral structured parliament. Data refer to lower house.

The selected education characteristics of ICCS 2016 countries shown in Table 2.3 include (a) the proportion of adults who are literate; (b) the relative spending of the government on education; and (c) the proportion of the population who have access to the internet. The literacy rates in the countries participating in ICCS 2016 are high. The data show near universal adult literacy in European countries, with slightly lower rates in Colombia, the Dominican Republic, Hong Kong SAR, Malta, Mexico, and Peru.

The four participating Nordic countries (Denmark, Finland, Norway, Sweden) have the highest relative expenditure on education. Expenditure, presented as a percentage of GDP in Table 2.3, ranges from 7.2 to 8.5 percent of GDP across the four countries. The Dominican Republic has the lowest relative expenditure—just 2.1 percent of its GDP—on education. The proportion of the population with access to the internet vary considerably across participating countries, with the lowest proportion evident in Peru (41%) and the highest in Norway (97%).

Table 2.3: Selected education characteristics of ICCS 2016 countries

Country	Adult literacy rate (%)	Public expenditure on education (% of GDP)	Internet access (% of population)
Belgium (Flemish)	99 * <sup>2</sup>	6.4 <sup>2</sup>	85 <sup>2</sup>
Bulgaria	98	3.5	57
Chile	97	4.6	64
Chinese Taipei	99 <sup>1</sup>	4.3	88
Colombia	95	4.7	56
Croatia	99	4.2	70
Denmark	99 *	8.5	96
Dominican Republic	92	2.1 <sup>1</sup>	52
Estonia	100	4.7	88
Finland	100 *	7.2	93
Hong Kong SAR	94 *	3.6	85
Italy	99	4.1	66
Korea, Republic of	98 *	4.6	90
Latvia	100	4.9	79
Lithuania	100	4.8	71
Malta	94	6.8	76
Mexico	94	5.2	57
Netherlands	99 *	5.6	93
Norway	100 *	7.4	97
Peru	95	3.7	41
Russian Federation	100	4.2	73
Slovenia	100	5.7	73
Sweden	99 *	7.7	91
<b>Benchmarking participant</b>			
North Rhine-Westphalia (Germany)	99 * <sup>3</sup>	4.9 <sup>3</sup>	88 <sup>3</sup>

Adult literacy rate data obtained from *Human Development Report 2016* unless otherwise stated and refer to the percentage of the population 15 years of age and over who can read and write. Data relate to collection period between 2005 and 2015.

Public expenditure on education data obtained from *Human Development Report 2016* unless otherwise stated. Data relate to collection period between 2010 and 2014.

Internet access data obtained from *CIA World Factbook* and relate to 2015.

**Notes:**

<sup>1</sup> Data obtained from *CIA World Factbook* and relate to 2015.

<sup>2</sup> Data refer to the whole of Belgium.

<sup>3</sup> Data refer to the whole of Germany.

\* Recent estimates unavailable. Data sourced from *CIA World Factbook* and relate to 2000 to 2004.

## Level of autonomy in school decision-making

The ICCS 2016 national contexts survey asked the study's national research centers to provide information about how much autonomy the lower-secondary schools in their countries have with regard to making decisions about five school processes: (a) allocating resources; (b) planning curricula; (c) determining pedagogical practice and approaches to teaching; (d) recruiting and appointing teachers; and (e) assessing students' achievement. When considering each of the five decision-making processes, respondents were asked to select from three options reflecting decreasing levels of autonomy—"higher," "some," and "lower." Table 2.4 presents the findings.

In 11 countries, resource allocation appears to be determined by regional or central educational authorities. The remaining six national centers indicated that the schools in their respective countries have an even greater degree of autonomy in their ability to allocate teaching time and other resources.

No school in the 24 countries has full autonomy over determining or implementing its own curriculum. However, the national centers in 17 countries indicated that while schools must follow

Table 2.4: Level of autonomy of individual schools in decision-making processes in participating countries as reported by the ICCS 2016 national contexts survey

Country	Allocating resources	Curriculum planning	Pedagogy or approaches to teaching	Recruiting and appointing teaching staff	Student assessment
Belgium (Flemish)	●	●	●	●	●
Bulgaria	●	●	●	●	●
Chile	●	●	●	●	●
Chinese Taipei	●	●	●	●	●
Colombia	○	●	●	○	●
Croatia	○	○	●	●	●
Denmark	●	●	●	●	●
Dominican Republic	○	○	○	○	●
Estonia	●	●	●	●	●
Finland	●	●	●	●	●
Hong Kong SAR	●	●	●	●	●
Italy	●	●	●	○	●
Korea, Republic of	●	●	●	○	●
Latvia	●	●	●	●	●
Lithuania	○	●	●	●	●
Malta	●	○	●	○	●
Mexico	○	○	○	○	●
Netherlands	●	●	●	●	●
Norway	●	○	●	●	●
Peru	○	●	○	●	●
Russian Federation	●	●	●	●	●
Slovenia	○	○	●	●	●
Sweden	●	○	●	●	●
<b>Benchmarking participant</b>					
North Rhine-Westphalia (Germany)	●	●	●	●	●

● = Higher degree of autonomy

● = Some degree of autonomy

○ = Lower degree of autonomy

some general official curriculum guidelines, they can influence curriculum content and delivery. In the remaining seven countries, schools are required to follow curriculums defined and planned by educational authorities.

National centers in 12 countries said schools have a relatively high degree of autonomy when determining their general approaches to pedagogy or teaching; the centers in nine other countries reported only some degree of autonomy over decisions about teaching approaches. The centers in the remaining three countries said the schools there have a lower degree of autonomy over pedagogical approaches because the schools are generally required to follow system-wide recommended approaches.

According to the national centers in just over half of the participating countries (13), schools have relatively high levels of autonomy with respect to recruiting and appointing teaching staff. The national centers in five countries reported some degree of school autonomy in this area, while the centers in the remaining six countries said schools have little autonomy over teacher recruitment and appointment. In those six countries, staff recruitment and appointments are typically conducted at a regional or central level. In six countries, national centers said their lower-secondary schools have a relatively high level of autonomy over student assessment. The results for the remaining 19 countries indicated only some degree of autonomy in relation to assessing student achievement.



## Level of autonomy in planning civic and citizenship education at school

ICCS 2016 also investigated the level of autonomy lower-secondary schools in the ICCS 2016 countries have when planning and organizing curricular, teaching, and learning-activity aspects of their civic and citizenship education. ICCS was interested in exploring these aspects because they have the potential to influence the delivery of civic and citizenship education in schools and to affect the success of efforts directed toward improving this area of education (Sammons & Bakkum, 2011; Scheerens, 2013; Reezigt & Creemers, 2005).

The ICCS 2016 school questionnaire accordingly included a set of items asking principals about the level of autonomy their schools had over planning the following specific aspects of their civic and citizenship education: (a) choice of textbooks; (b) assessment and evaluation; (c) curriculum planning; (d) teachers' in-service professional development specific to civic and citizenship education; (e) organization of extracurricular activities; and (f) participating in projects with other schools. Table 2.5 shows the percentages of students in schools where principals reported they had "full" or "quite a lot" of autonomy in relation to the different aspects considered. On average across the participating countries, most students were studying at schools where principals reported a high level of autonomy over all of the aspects considered.

The principals' responses indicated that, on average cross-nationally, the aspect for which schools have the greatest autonomy is organizing extracurricular activities while the least is teachers' in-service professional development. Ninety-one percent of students were at schools where principals reported having a very high degree of autonomy over organizing extracurricular activities (not one country recorded a percentage below 70%). The corresponding percentage for teachers' in-service professional development was 79 percent.

A large majority of the ICCS students (an international average of 86%) were at schools with considerable autonomy over establishing student assessment procedures and tools. The lowest percentages recorded for this aspect were in Denmark (65%) and Malta (56%). We recorded the same international average (that is, 86%) for autonomy when establishing cooperation agreements with organizations and institutions. Mexico recorded the lowest percentage for this aspect (60%). The countries that recorded the lowest percentages for participation in projects in partnership with other schools at national and international levels were the Dominican Republic (59%), Mexico (45%), and Peru (54%).

We observed greater variation across countries with regard to school autonomy over choice of textbooks and teaching materials. The ICCS 2016 average of students studying at schools with autonomy for this aspect was 85 percent; we recorded significantly lower percentages in Mexico (73%), Chile (67%), Malta (49%), the Dominican Republic (41%), and Peru (37%).

According to the information provided by principals, the ICCS 2016 students were generally studying at schools with a good degree of freedom over planning their civic and citizenship education curricula (ICCS 2016 international average: 80%). However, several countries recorded percentages statistically significantly below the international average for this aspect. Those countries were the Dominican Republic (66%), Mexico (68%), Malta (50%), Slovenia (49%), and Belgium (Flemish) (27%).

Table 2.5: Percentages of students at schools where principals reported school autonomy in planning different aspects of civic and citizenship education

Country	Percentages of students at schools with full or quite a lot of autonomy for:											
	Choice of textbooks and teaching materials	Establishing student assessment procedures and tools	Curriculum planning	Determining the content of in-service professional development programs for teachers	Extracurricular activities	Establishing cooperation agreements with organizations and institutions (e.g. universities, local authorities, associations, foundations)	Participating in projects in partnership with other schools at national and					
Belgium (Flemish)	100	▲	27 (4.2)	▼	99 (0.9)	▲	98 (0.9)	△	97 (1.4)	▲	94 (2.3)	△
Bulgaria	96 (1.6)	▲	82 (3.4)		95 (1.9)	▲	98 (1.1)	△	95 (1.9)	△	92 (2.1)	△
Chile	67 (3.9)	▼	83 (3.5)		71 (3.7)	▽	91 (2.3)		80 (3.3)		74 (3.6)	▼
Chinese Taipei	99 (0.8)	▲	96 (1.8)	▲	97 (1.4)	▲	100	△	90 (2.7)		71 (3.9)	▼
Colombia (r)	88 (3.4)	▲	98 (1.1)	▲	84 (3.1)		92 (2.6)		85 (3.4)		83 (3.9)	
Croatia	89 (2.7)		91 (2.9)	▲	74 (3.8)		93 (2.7)		93 (2.7)	△	86 (3.1)	
Denmark <sup>1</sup>	99 (0.8)	▲	87 (2.7)	△	77 (3.5)		71 (3.9)	▼	94 (1.9)	△	93 (1.8)	△
Dominican Republic (r)	41 (4.4)	▼	66 (4.3)	▼	47 (4.7)	▼	82 (3.6)	▽	72 (4.6)	▼	59 (5.0)	▼
Estonia <sup>1</sup>	88 (2.8)		76 (5.1)		83 (4.0)		98 (1.1)	△	89 (3.3)		93 (2.7)	△
Finland	100	▲	89 (2.4)	△	87 (2.8)	△	96 (1.5)	△	83 (2.6)		94 (1.7)	△
Italy	98 (1.1)	▲	99 (0.8)	▲	98 (1.2)	▲	98 (0.9)	△	98 (0.4)	▲	92 (2.0)	△
Latvia <sup>1</sup>	94 (2.6)	△	83 (4.0)		75 (3.7)		100	△	98 (1.2)	▲	97 (1.4)	▲
Lithuania	97 (1.6)	▲	78 (2.9)		95 (1.7)	▲	97 (1.4)	△	98 (1.1)	▲	98 (1.1)	▲
Malta	49 (0.4)	▼	50 (0.4)	▼	70 (0.4)	▽	97 (0.2)	△	73 (0.5)	▼	80 (0.5)	▽
Mexico	73 (2.9)	▼	68 (3.6)	▼	44 (3.9)	▼	72 (3.8)	▼	60 (3.5)	▼	45 (3.4)	▼
Netherlands <sup>†</sup>	98 (1.6)	▲	100	▲	100	▲	99 (1.2)	△	88 (3.3)		96 (2.1)	▲
Norway (9) <sup>1</sup>	96 (1.7)	▲	93 (2.2)	▲	44 (4.5)	▼	71 (4.1)	▼	80 (3.7)		88 (2.9)	
Peru	37 (3.2)	▼	79 (3.1)		60 (3.3)	▼	70 (3.4)	▼	70 (3.4)	▼	54 (3.8)	▼
Russian Federation	82 (3.2)		84 (2.8)		81 (3.7)		97 (1.3)	△	94 (1.5)	△	93 (1.9)	△
Slovenia	95 (1.9)	▲	49 (4.4)	▼	83 (3.2)		96 (1.6)	△	94 (2.2)	△	94 (2.1)	△
Sweden <sup>1</sup>	97 (1.4)	▲	99 (1.0)	▲	91 (2.6)	▲	88 (2.8)		81 (3.7)		90 (2.7)	△
ICCS 2016 average	85 (0.5)		80 (0.7)		79 (0.7)		91 (0.5)		86 (0.6)		84 (0.6)	
Countries not meeting sample participation requirements												
Hong Kong SAR <sup>†</sup>	95 (2.3)		97 (1.8)		97 (2.0)		96 (2.0)		93 (2.6)		87 (3.4)	
Korea, Republic of <sup>2</sup>	98 (1.1)		98 (1.3)		98 (0.9)		100		89 (3.2)		71 (5.5)	
Benchmarking participant not meeting sample participation requirements												
North Rhine-Westphalia (r)	97 (2.0)		85 (4.5)		100		99 (0.7)		100		96 (2.8)	

**Notes:**

- (1) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.
- (9) Country deviated from International Defined Population and surveyed adjacent upper grade.
- † Met guidelines for sampling participation rates only after replacement schools were included.
- 1 National Defined Population covers 90% to 95% of National Target Population.
- 2 Country surveyed target grade in the first half of the school year.
- An "(r)" indicates that data are available for at least 70% but less than 85% of students.
- An "(s)" indicates that data are available for at least 50% but less than 70% of students.

**National percentage**

- ▲ More than 10 percentage points above ICCS 2016 average
- △ Significantly above ICCS 2016 average
- ▽ Significantly below ICCS 2016 average
- ▼ More than 10 percentage points below ICCS 2016 average

## Profiles of civic and citizenship curricula and approaches

One of the key findings from ICCS 2009 was the diversity in the participating countries' approaches to delivering civic and citizenship education (Ainley et al., 2013; Schulz et al., 2010). When completing the national contexts survey, national research centers provided information on how, based on official documentation, the schools in their respective countries are meant to teach civic and citizenship education at the target grade in schools. Table 2.6 presents the responses to this question.

In 11 countries, the expectation is for civic and citizenship education to be taught as a separate subject to students at the target grade. In all countries, with the exception of Colombia and Estonia, principals said that the intended teachers of this area of education are those who teach subjects related to human and social sciences. In 18 of the 24 ICCS 2016 countries, national centers also reported as a fairly common expectation integrating civic and citizenship education into all subjects in the school. The centers in nine countries (Bulgaria, Chinese Taipei, Croatia, Estonia, Hong Kong SAR, Lithuania, Netherlands, Norway, Russian Federation) said that civic and citizenship education can be approached as an extracurricular activity, while the respondents from 15 countries said that civic and citizenship education is meant to be the result of the school experience as a whole.

Table 2.6: Intended approaches to civic and citizenship education in the curriculum for target-grade students in participating countries as reported by the ICCS 2016 national contexts survey

Country	Approaches to civic and citizenship education at the target grade				
	Taught as a separate subject by teachers of subjects related to civic and citizenship education	Taught by teachers of subjects related to human/social sciences (e.g., history, geography, law, economics)	Integrated into all subjects taught at school	An extracurricular activity	Considered the result of school experience as a whole
Belgium (Flemish)		●	●		●
Bulgaria		●	●	●	●
Chile		●	●		●
Chinese Taipei	●	●	●	●	●
Colombia			●		
Croatia		●	●	●	
Denmark	●	●	●		●
Dominican Republic		●	●		
Estonia			●	●	●
Finland	●	●	●		●
Hong Kong SAR	●	●	●	●	●
Italy		●	●		●
Korea, Republic of		●			
Latvia	●	●			
Lithuania		●	●	●	●
Malta		●			
Mexico	●	●	●		
Netherlands		●		●	
Norway	●	●	●	●	●
Peru	●	●			
Russian Federation	●	●		●	●
Slovenia	●	●	●		●
Sweden		●	●		●
<b>Benchmarking participant</b>					
North Rhine-Westphalia (Germany)	●	●	●		●

## Aims of civic and citizenship education

The national contexts survey asked national centers to indicate whether the curriculum for the ICCS 2016 target grade specified certain learning objectives in their civic and citizenship education provision. [Table 2.7](#) summarizes the responses to this question from the 23 countries that completed it. The table reveals a great deal of commonality in the specification of learning objectives across countries, with all 23 specifying “understanding key civic and citizenship concepts (e.g. democracy, rights and responsibilities)” as an objective. The second most commonly reported objective, “knowing basic civic and citizenship facts (e.g. about political institutions and processes),” was identified in 22 countries. It was closely followed by “communicating through discussion and debate” (21 countries). The national centers in 20 countries specified “understanding key civic and citizenship values and attitudes (e.g. fairness, responsibility, or engagement)” as an objective, as did the centers in another 20 countries for “understanding the principles of voting and elections.”

“Understanding decision-making and active participation” and “developing positive attitudes toward participation and engagement” were cited as learning objectives in 19 and 18 countries, respectively. Slightly smaller numbers of countries specified the objectives of “participating in community-based activities and understanding how to resolve conflicts” (17 countries each) and “becoming involved in decision-making in the school” and “developing a sense of national identity and allegiance” (16 countries each).

The ICCS 2016 survey asked principals and teachers to provide information about the importance of different aims of civic and citizenship education. The school and teacher questionnaires both asked respondents to select from the following list what they considered to be the three most important aims of civic and citizenship education: (a) promoting knowledge of social, political, and civic institutions; (b) promoting respect for and safeguard of the environment; (c) promoting the capacity to defend one’s own point of view; (d) developing students’ skills and competencies in conflict resolution; (e) promoting knowledge of citizens’ rights and responsibilities; (f) promoting students’ participation in the <local community>; (g) promoting students’ critical and independent thinking; (h) promoting students’ participation in school life; (i) supporting the development of effective strategies to reduce racism; and (j) preparing students for future political engagement. ICCS organized these aims into three main conceptual areas:

- (1) Civic and political knowledge and skills (development of)—items a, d, e, and g;
- (2) Sense of responsibility (development of)—items b, c, and i; and
- (3) Active participation (development of)—items f, h, and j.

[Table 2.8](#) shows the national percentages of students studying at schools where principals reported preferences for each individual aim. The aims perceived as the most important all fell within the first category—civic and political knowledge and skills. On average across participating countries, the highest percentages of students (64%) were recorded for schools where principals viewed “promoting students’ critical and independent thinking” as important. The next highest percentages were for “promoting students’ knowledge of citizens’ rights and responsibilities” (61%) and “developing students’ skills and competencies in conflict resolution” (44%).<sup>3</sup>

Lower average percentages of students were evident at schools where principals gave preference to aims included in the active participation area. The percentages across countries with respect to

<sup>3</sup> Although we cannot directly compare the overall results from ICCS 2009 with the ICCS 2016 findings because of changes in the composition of country participation, it is interesting to note that in the 2009 survey, school principals indicated the following aims as the most important ones: “promoting students’ knowledge of citizens’ rights and responsibilities” (international average percentage of students: 66%), “promoting students’ critical and independent thinking” (55%), and “promoting students’ knowledge of social, political, and civic institutions” (42%).

Table 2.7: Learning objectives for civic and citizenship education at the target grade as reported by the ICCS 2016 national contexts survey

Country	Inclusion of learning objectives in the curriculum for the target grade at a national level										
	Knowing basic facts	Understanding key concepts	Understanding key values and attitudes	Communicating through discussion and debate	Understanding decision-making and active participation	Becoming involved in decision-making in school	Participating in community-based activities	Developing a sense of national identity and allegiance	Developing positive attitudes toward participation and engagement	Understanding how to resolve conflicts	Understanding principles of voting and elections
Belgium (Flemish)	●	●	●	●	●	●	●		●	●	●
Bulgaria	●	●	●	●	●	●	●	●	●	●	●
Chile	●	●	●	●							
Chinese Taipei	●	●	●	●	●	●	●	●	●	●	●
Colombia	●	●				●	●		●	●	
Croatia	●	●	●	●	●	●	●	●	●	●	●
Denmark	●	●		●	●						●
Dominican Republic	●	●	●	●		●	●	●	●	●	●
Estonia	●	●	●	●	●	●	●	●	●	●	●
Finland <sup>1</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hong Kong SAR	●	●	●	●	●		●	●	●	●	●
Italy	●	●	●	●	●	●	●	●	●	●	●
Korea, Republic of	●	●	●	●	●	●	●	●	●	●	●
Latvia	●	●	●	●	●			●			
Lithuania	●	●	●	●	●	●	●	●	●	●	●
Malta	●	●	●	●	●	●	●	●	●	●	●
Mexico	●	●	●	●	●	●	●	●	●	●	●
Netherlands	●	●									●
Norway	●	●	●	●	●	●	●	●	●	●	●
Peru	●	●	●	●	●		●	●	●	●	●
Russian Federation	●	●	●	●	●	●	●	●	●	●	●
Slovenia	●	●	●	●	●	●	●	●	●	●	●
Sweden <sup>1</sup>	●	●	●	●	●	●	●	●	●	●	●
<b>Benchmarking participant</b>											
North Rhine-Westphalia (Germany)	●	●	●	●	●					●	●

<sup>1</sup> These countries do not specify the learning objectives for civic and citizenship education for the target grade.

N/A = not applicable.

Table 2.8: Percentages of students at schools where principals reported different aims of civic and citizenship education as one of the three most important aims

Country	Promoting knowledge of social, political, and civic institutions	Promoting respect for and safeguard of the environment	Promoting the capacity to defend one's own point of view	Developing students' skills and competencies in conflict resolution	Promoting knowledge of citizens' rights and responsibilities	Promoting students' participation in the <local community>	Promoting students' critical and independent thinking	Promoting students' participation in school life	Supporting the development of effective strategies to reduce racism	Preparing students for future political engagement
Belgium (Flemish)	27 (4.0) ▽	40 (4.4)	45 (4.3) ▲	59 (4.7) ▲	26 (4.5) ▼	12 (3.1) ▼	72 (4.2) ▽	33 (4.2)	9 (2.4)	1 (1.0) ▽
Bulgaria	44 (4.2)	49 (4.4) ▲	36 (4.2) ▲	37 (4.0)	63 (4.1)	20 (3.4)	46 (4.2) ▼	39 (4.3) ▲	5 (1.9)	10 (2.3)
Chile	47 (4.3) ▽	34 (4.2)	17 (3.6)	45 (4.6)	81 (3.7) ▲	46 (4.4) ▲	55 (4.0) ▽	29 (4.2)	5 (2.1)	15 (3.0)
Chinese Taipei	32 (3.7)	38 (4.0)	1 (0.8) ▼	49 (4.3)	67 (4.0)	22 (3.5)	70 (4.1)	16 (3.1) ▽	2 (1.3) ▽	2 (1.2) ▽
Colombia (r)	35 (4.3)	41 (4.6)	11 (2.6) ▼	78 (4.2) ▲	66 (3.9)	33 (4.2) ▽	34 (4.2) ▼	29 (4.1)	9 (2.1)	20 (4.0) ▲
Croatia	31 (3.2) ▽	40 (3.9)	30 (4.1) ▽	45 (4.0)	58 (4.1)	29 (3.9)	59 (4.3)	22 (2.7)	5 (1.8)	4 (1.4) ▽
Denmark <sup>†</sup>	61 (3.8) ▲	10 (2.4) ▼	16 (3.0)	37 (3.7) ▽	54 (4.0)	12 (2.3) ▼	84 (2.9) ▲	8 (2.0) ▼	3 (1.0) ▽	19 (3.2) ▽
Dominican Republic	57 (5.0) ▲	43 (4.3)	19 (3.8)	27 (4.8) ▲	90 (2.6) ▲	31 (4.4)	44 (4.6) ▼	25 (4.5)	14 (3.4)	15 (3.3)
Estonia <sup>†</sup> (s)	67 (5.0) ▲	21 (4.4) ▼	29 (4.6)	27 (4.7) ▼	73 (5.1) ▲	17 (3.8)	80 (4.1) ▲	24 (4.1)	6 (2.5)	15 (3.8)
Finland	34 (3.4)	52 (4.1) ▲	12 (2.5) ▽	50 (4.0)	40 (3.5) ▼	11 (2.4) ▼	79 (3.2) ▲	22 (3.3)	9 (2.4)	3 (1.1) ▽
Italy	38 (3.7)	28 (3.7) ▽	3 (1.3) ▼	46 (4.0)	75 (3.7) ▲	24 (3.5)	68 (3.6)	13 (2.8) ▼	8 (2.0)	4 (1.6) ▽
Latvia <sup>†</sup>	35 (4.1)	22 (3.6) ▼	32 (4.8) ▲	20 (3.9) ▼	51 (4.8) ▽	15 (3.3) ▽	64 (4.2)	35 (4.4) ▽	3 (1.4) ▽	25 (3.8) ▲
Lithuania	21 (3.1) ▼	55 (4.5) ▲	22 (3.8)	42 (4.4)	52 (3.9) ▽	44 (3.6) ▲	78 (3.1) ▲	43 (4.3) ▲	6 (2.0)	5 (1.6) ▽
Malta	28 (0.4) ▽	70 (0.3) ▲	13 (0.4) ▽	23 (0.3) ▼	77 (0.3) ▲	26 (0.3) ▽	66 (0.4) ▽	33 (0.4) ▽	13 (0.2) ▽	6 (0.2) ▽
Mexico	17 (3.0) ▼	54 (4.2) ▲	7 (2.0) ▼	71 (3.2) ▲	74 (4.1) ▲	22 (3.4)	41 (4.2) ▼	21 (3.2)	4 (1.5) ▽	14 (3.0)
Netherlands <sup>†</sup> (r)	43 (5.4)	20 (4.0) ▼	33 (4.6) ▲	53 (5.2)	16 (4.0) ▼	29 (4.9)	77 (3.9) ▲	17 (3.9) ▽	5 (2.1)	9 (3.0)
Norway (9) <sup>†</sup>	54 (4.1) ▲	24 (3.6) ▼	13 (3.1) ▽	34 (4.0) ▼	31 (3.7) ▼	29 (3.7)	79 (3.7) ▲	30 (4.0)	14 (3.2) ▽	3 (1.5) ▽
Peru	20 (3.4) ▼	49 (3.9) ▲	6 (1.8) ▼	56 (3.7) ▲	74 (3.2) ▲	34 (3.4) ▽	46 (3.7) ▼	16 (2.7) ▽	4 (1.4) ▽	10 (2.2)
Russian Federation	39 (3.7)	28 (2.8) ▽	34 (4.5) ▲	33 (3.7) ▼	78 (3.5) ▲	22 (2.8)	40 (4.2) ▼	33 (4.1) ▽	5 (1.3) ▽	10 (1.9)
Slovenia	29 (3.8) ▽	46 (4.5)	43 (4.8) ▲	41 (4.5)	53 (4.3)	21 (3.8)	72 (4.4) ▽	29 (3.7)	10 (2.9)	6 (2.5)
Sweden <sup>†</sup>	23 (3.7) ▼	30 (4.5)	14 (2.8) ▽	29 (5.9) ▼	73 (5.8) ▲	3 (2.0) ▼	83 (3.6) ▲	17 (5.3)	31 (4.1) ▲	4 (1.7) ▽
ICCS 2016 average	37 (0.9)	38 (0.9)	21 (0.8)	44 (0.9)	61 (0.9)	24 (0.8)	64 (0.8)	25 (0.8)	8 (0.5)	10 (0.5)

  

Countries not meeting sample participation requirements										
Hong Kong SAR <sup>†</sup>	53 (5.8)	46 (5.3)	4 (2.4)	7 (2.7)	73 (5.3)	37 (5.2)	58 (5.5)	19 (4.8)	2 (1.4)	1 (1.2)
Korea, Republic of <sup>†</sup>	46 (5.9)	32 (5.6)	25 (4.1)	64 (5.5)	71 (4.0)	12 (3.1)	12 (2.8)	40 (5.9)	3 (1.5)	13 (3.4)

  

Benchmarking participant not meeting sample participation requirements										
North Rhine-Westphalia (Germany) <sup>†</sup>	27 (6.2)	14 (4.5)	18 (5.5)	70 (4.9)	38 (7.5)	2 (2.1)	75 (5.4)	38 (8.2)	33 (5.3)	22 (7.1)

**National percentage**

- ▲ More than 10 percentage points above ICCS 2016 average  
 ▴ Significantly above ICCS 2016 average  
 ▽ Significantly below ICCS 2016 average  
 ▼ More than 10 percentage points below ICCS 2016 average

**Notes:**

- (0) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.  
 (9) Country deviated from international defined population and surveyed adjacent upper grade.  
 † Met guidelines for sampling participation rates only after replacement schools were included.  
 1 National Defined Population covers 90% to 95% of National Target Population.  
 2 Country surveyed target grade in the first half of the school year.  
 An "(r)" indicates that data are available for at least 70% but less than 85% of students.  
 An "(s)" indicates that data are available for at least 50% but less than 70% of students.

these aims varied markedly, as was the case with “promotion of respect for and safeguard of the environment.” The average percentages of students studying at schools where principals chose this aim as an important one ranged from 10 percent in Denmark to 70 percent in Malta.

On average across the participating countries, the aims of citizenship and civic education that teachers most frequently chose as the three most important ones (refer [Table 2.9](#)) were “promoting students’ independent and critical thinking” (61%), “promoting knowledge of citizens’ rights and responsibilities” (55%), and “promoting respect for and safeguard of the environment” (51%). The ICCS 2016 average percentage of teachers choosing “developing students’ skills and competencies in conflict resolution” was 47 percent, while the corresponding percentage for “promoting students’ knowledge of social, political, and civic institutions” was 29 percent.

Our comparison of the results from the school and teacher surveys<sup>4</sup> revealed relatively widespread consensus that promoting students’ critical and independent thinking, promoting students’ knowledge of citizens’ right and responsibilities, and developing students’ abilities to resolve conflict resolution are important objectives of civic and citizenship education. However, although relatively large proportions of teachers across the ICCS countries saw the promotion of respect for and safeguard of the environment as one of the important goals, the results from the school survey suggest somewhat more variation with regard to school principals’ perceptions of the importance of learning about environmental protection.

## Contexts for teacher preparation

The national contexts survey (NCS) asked national centers to indicate whether civic and citizenship education was a mandatory part of teacher education at the pre-service level and at the in-service level for different groups of target-grade teachers. The centers in all of the ICCS 2016 countries said that civic and citizenship education is part of teacher training for teachers of subjects related to civic and citizenship education, either at the pre-service level, the in-service level, or both (see [Table 2.10](#)).

In 19 of the 24 participating countries (the exceptions were Colombia, Croatia, Dominican Republic, Hong Kong SAR, and Slovenia), civic and citizenship education is, according to the national centers, mandatory at the pre-service level for at least some teachers. In 18 of these countries, training is available for pre-service teachers of subjects related to civic and citizenship education. Seven of the 18 national centers advised that pre-service training is on offer to specialist teachers of civic and citizenship education. In the benchmarking participant North Rhine-Westphalia (Germany), only specialist teachers have access to this type of training. Seven countries also offer this type of pre-service education to teachers teaching subjects not related to civic and citizenship education.

The national centers in 20 countries said that their countries provide some form of in-service training in civic and citizenship education for teachers of subjects related to this learning area (the exceptions were Denmark, Korea, the Netherlands, and Norway). Of these 20 countries, 11 were, according to the respective national centers, offering training to specialist teachers of civic and citizenship education, while the centers in another 13 countries advised that training is also available to teachers of subjects not related to civic and citizenship education.

The ICCS 2016 teacher questionnaire also included a set of questions administered only to target-grade teachers of subjects that each national context regarded as part of civic and citizenship education.<sup>5</sup> These questions included a question about the opportunities teachers have to participate in professional development courses on the following topics during their pre-service

4 We advise readers to treat comparisons with due caution given that school principals’ perceptions are reported at the student level, while the teachers’ perceptions pertain to the teacher population.

5 National centers were asked to identify those subjects.



Table 2.9: Percentages of teachers selecting different aims of civic and citizenship education as one of the three most important aims

Country	Promoting knowledge of social, political, and civic institutions	Promoting respect for and safeguard of the environment	Promoting the capacity to defend one's own point of view	Developing students' skills and competencies in conflict resolution	Promoting knowledge of citizens' rights and responsibilities	Promoting students' participation in the local community	Promoting students' critical and independent thinking	Promoting students' participation in school life	Supporting the development of effective strategies to reduce racism	Preparing students for future political engagement
Belgium (Flemish) <sup>†</sup>	19 (1.0) ▼	56 (1.3) △	42 (1.5) ▲	60 (1.5) ▲	27 (1.1) ▼	15 (0.8) ▽	62 (1.2)	22 (1.0)	16 (1.1) △	2 (0.4) ▽
Bulgaria	27 (1.7)	54 (1.9)	42 (1.6) ▲	44 (1.7)	50 (2.2) ▽	22 (1.5)	51 (2.0) ▽	40 (1.8) ▲	8 (1.2) ▽	7 (1.0)
Chile	42 (1.9) ▲	39 (1.6) ▼	23 (1.7)	48 (2.1)	67 (1.9) ▲	32 (1.8) ▲	52 (1.9) ▽	20 (1.9)	7 (1.3) ▽	16 (1.4) △
Chinese Taipei	28 (1.0)	56 (1.3) △	6 (0.7) ▼	60 (1.1) ▲	51 (1.3) ▽	14 (0.8) ▽	65 (1.1) △	15 (0.7) ▽	5 (0.5) ▽	2 (0.3) ▽
Colombia	41 (2.3) ▲	53 (2.3)	15 (1.9) ▽	75 (2.0) ▲	61 (2.1) △	36 (1.7) ▲	39 (2.3) ▼	27 (2.2) △	11 (1.9)	25 (2.1) ▲
Croatia	25 (1.3) ▽	50 (1.3)	30 (1.0) △	44 (1.2)	53 (1.1)	23 (0.9) △	59 (1.4)	16 (1.1) ▽	9 (0.6) ▽	5 (0.6) ▽
Dominican Republic	55 (2.9) ▲	48 (3.1)	17 (2.3) ▽	46 (3.2)	81 (2.2) ▲	21 (1.9)	44 (2.9) ▼	17 (1.6) ▽	10 (1.3)	14 (2.2) △
Finland <sup>†</sup>	19 (0.9) ▽	56 (1.8) △	15 (0.8) ▽	51 (1.1) △	30 (1.3) ▼	8 (0.6) ▼	82 (1.3) ▲	28 (0.9) △	15 (1.1) △	3 (0.4) ▽
Italy	37 (1.3) △	48 (1.2) ▽	12 (0.8) ▽	32 (1.2) ▼	69 (1.2) ▲	15 (0.8) ▽	62 (1.2)	14 (0.9) ▽	18 (1.0) △	4 (0.5) ▽
Latvia	28 (1.1)	40 (1.3) ▼	31 (1.5) △	29 (1.4) ▼	53 (1.8)	12 (0.8) ▽	65 (1.6) △	41 (1.5) ▲	2 (0.3) ▼	11 (0.8) ▽
Lithuania	19 (1.0) ▼	64 (1.3) ▲	28 (1.1) △	49 (1.1)	45 (1.4) ▼	40 (1.2) ▲	67 (1.3) △	39 (1.4) ▲	8 (0.7) ▽	5 (0.5) ▽
Malta	19 (1.6) ▼	60 (1.7) △	16 (1.7) ▽	32 (2.0) ▼	57 (2.2)	22 (1.7)	66 (1.8) △	22 (1.5)	15 (1.6)	4 (0.8) ▽
Mexico	19 (1.5) ▼	46 (1.7) ▽	10 (1.2) ▼	66 (1.5) ▲	70 (1.5) ▲	26 (1.4) △	44 (2.0) ▼	16 (1.3) ▽	4 (0.5) ▽	9 (1.2)
Norway	45 (2.3) ▲	39 (1.8) ▼	19 (1.3) ▽	44 (1.8)	36 (2.1) ▼	16 (1.2) ▽	74 (1.6) ▲	16 (1.4) ▽	19 (1.3) △	4 (0.6) ▽
Peru	31 (1.4)	59 (1.4) △	13 (1.2) ▽	38 (1.7) ▽	78 (1.2) ▲	21 (1.2)	50 (1.5) ▼	19 (1.4) ▽	11 (0.9)	14 (1.3) △
Slovenia	25 (1.2) ▽	55 (1.2) △	31 (1.2) △	46 (1.1)	47 (1.4) ▽	17 (0.9) ▽	69 (1.1) △	22 (1.1)	11 (0.7)	3 (0.5) ▽
Sweden	19 (1.3) ▽	44 (1.3) ▽	13 (1.0) ▽	28 (1.4) ▼	64 (1.6) △	2 (0.5) ▼	80 (1.1) ▲	15 (1.2) ▽	38 (1.4) ▲	6 (0.8) ▽
<b>ICCS 2016 average</b>	<b>29 (0.4)</b>	<b>51 (0.4)</b>	<b>21 (0.3)</b>	<b>47 (0.4)</b>	<b>55 (0.4)</b>	<b>20 (0.3)</b>	<b>61 (0.4)</b>	<b>23 (0.3)</b>	<b>12 (0.3)</b>	<b>8 (0.3)</b>

  

Countries not meeting sample participation requirements for teacher survey										
Denmark	44 (2.7)	21 (1.7)	22 (1.9)	43 (2.2)	45 (2.4)	8 (1.6)	91 (1.5)	12 (1.9)	6 (1.3)	18 (1.9)
Estonia	43 (2.3)	27 (2.0)	25 (2.5)	43 (3.2)	63 (2.0)	23 (2.2)	73 (1.7)	22 (2.1)	6 (1.4)	8 (1.6)
Korea, Republic of	38 (1.3)	34 (1.9)	27 (1.5)	64 (1.4)	53 (1.7)	11 (0.9)	24 (1.4)	34 (1.5)	2 (0.4)	14 (1.0)
Netherlands	23 (1.3)	34 (1.5)	38 (1.5)	56 (1.6)	23 (1.2)	21 (1.2)	70 (1.6)	17 (1.1)	13 (1.2)	9 (0.8)
Russian Federation	33 (2.8)	51 (2.8)	33 (2.1)	44 (1.5)	62 (3.1)	22 (2.3)	36 (2.4)	29 (2.6)	9 (1.1)	17 (2.7)

**National percentage**

▲ More than 10 percentage points above ICCS 2016 average

△ Significantly above ICCS 2016 average

▽ Significantly below ICCS 2016 average

▼ More than 10 percentage points below ICCS 2016 average

**Notes:**

0 Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

† Met guidelines for teacher sampling participation rates only after replacement schools were included.



Table 2.10: Civic and citizenship education in initial and in-service training of target-grade teachers as reported by the ICCS 2016 national contexts survey

Country	Civic and citizenship education mandatory part of preservice/initial teacher education?			In-service, continuing education, or professional development for civic and citizenship education offered?		
	Specialist teachers	Teachers of subjects <i>related</i> to civic and citizenship education	Teachers of subjects <i>not related</i> to civic and citizenship education	Specialist teachers	Teachers of subjects <i>related</i> to civic and citizenship education	Teachers subjects <i>not related</i> to civic and citizenship education
Belgium (Flemish)		●	●		●	●
Bulgaria		●			●	●
Chile		●			●	
Chinese Taipei	●	●		●	●	
Colombia				●	●	●
Croatia					●	●
Denmark		●	●			
Dominican Republic					●	
Estonia	●	●	●	●	●	●
Finland		●			●	
Hong Kong SAR				●	●	●
Italy		●		●	●	●
Korea, Republic of		●				
Latvia	●	●	●	●	●	●
Lithuania		●		●	●	●
Malta		●			●	●
Mexico	●	●	●	●	●	●
Netherlands		●				
Norway	●	●	●			
Peru	●	●		●	●	
Russian Federation	●	●		●	●	
Slovenia					●	
Sweden		●	●		●	●
<b>Benchmarking participant</b>						
North Rhine-Westphalia (Germany)	●			●	●	●

and/or in-service training: (a) human rights; (b) voting and elections; (c) the global community and international organizations; (d) the environment and environmental sustainability; (e) emigration and immigration; (f) equal opportunities for men and women; (g) citizens' rights and responsibilities; (h) the constitution and political systems; (i) responsible internet use (e.g. privacy, source reliability, social media); (j) critical and independent thinking; (k) conflict resolution; and (l) the European Union (for European countries only).

Table 2.11 shows the national percentages of teachers of civic and citizenship education who said they had opportunity to participate in training courses on topics related to this learning area. On average across participating countries, the highest percentages pertained to conflict resolution (65%), responsible internet use (61%), critical and independent thinking (61%), citizens' rights and responsibilities (59%), the environment and environmental sustainability (58%), and human rights (58%).

The results also showed considerable differences across countries in terms of the extent to which teachers said they had opportunities to engage in professional development relevant to teaching civic and citizenship education. Although in Croatia and Norway, for example, less than half of the teachers reported not having received training relevant to any of the topics, more than half of the teachers in Latvia and Peru indicated that they had participated in professional development for all of the topics included in this question.

Table 2.11: Teacher participation in training courses on topics related to civic and citizenship education

Country	Percentages of teachers reporting having participated in training courses on civic-related topics during pre-service and/or in-service training											
	Human rights	Voting and elections	The global community and international organizations	The environment and environmental sustainability	Emigration and immigration	Equal opportunities for men and women	Citizens' rights and responsibilities	The constitution and political systems	Responsible internet use (e.g., privacy, source reliability, social media)	Critical and independent thinking	Conflict resolution	The European Union
Belgium (Flemish) <sup>†</sup>	36 (2.5) ▼	34 (2.1) ▼	32 (1.9) ▼	41 (2.0) ▼	33 (2.0) ▼	35 (2.0) ▼	36 (1.9) ▼	35 (1.9) ▼	56 (2.4) ▼	56 (2.0) ▼	54 (2.2)	35 (2.2) ▼
Bulgaria	43 (5.6) ▼	34 (5.5) ▼	41 (5.6)	40 (5.6) ▼	42 (4.8)	38 (4.8) ▼	51 (6.1)	45 (6.1)	41 (5.3) ▼	46 (5.3) ▼	66 (5.4)	47 (5.2)
Chile	41 (4.2) ▼	32 (4.1) ▼	23 (3.4) ▼	40 (4.4) ▼	24 (3.5) ▼	36 (3.7) ▼	42 (4.1) ▼	31 (4.1) ▼	41 (3.6) ▼	43 (4.3) ▼	56 (3.8) ▼	–
Chinese Taipei	87 (2.7) ▲	82 (3.4) ▲	63 (4.1) ▲	86 (2.8) ▲	42 (3.2)	93 (2.5) ▲	88 (2.9) ▲	80 (3.6) ▲	80 (3.1) ▲	80 (3.8) ▲	82 (3.0) ▲	–
Colombia	74 (4.1) ▲	82 (3.1) ▲	47 (2.7)	82 (2.4) ▲	49 (3.1)	71 (3.1) ▲	80 (2.2) ▲	67 (3.2) ▲	72 (2.8) ▲	75 (4.0) ▲	82 (2.2) ▲	–
Croatia	32 (1.4) ▼	17 (1.0) ▼	16 (1.1) ▼	28 (1.5) ▼	16 (1.2) ▼	23 (1.3) ▼	29 (1.5) ▼	19 (1.1) ▼	41 (1.5) ▼	32 (1.4) ▼	44 (2.2) ▼	20 (1.1) ▼
Dominican Republic	70 (5.0) ▲	68 (4.6) ▲	50 (5.6)	77 (3.9) ▲	57 (4.4) ▲	70 (5.7) ▲	76 (5.0) ▲	65 (5.9) ▲	68 (5.8)	69 (5.9)	75 (5.1) ▲	–
Finland <sup>†</sup>	46 (2.8) ▼	25 (2.1) ▼	41 (2.0)	60 (2.3)	34 (2.3) ▼	45 (3.0) ▼	46 (2.7) ▼	28 (2.1) ▼	63 (1.8)	67 (2.4) ▲	48 (1.9) ▼	32 (2.0) ▼
Italy	47 (2.2) ▼	18 (1.8) ▼	27 (2.0) ▼	49 (2.5) ▼	44 (2.4)	31 (2.2) ▼	43 (2.4) ▼	34 (2.2) ▼	62 (2.5)	36 (2.5) ▼	47 (2.7) ▼	33 (2.4) ▼
Latvia	87 (2.6) ▲	64 (4.2) ▲	77 (3.9) ▲	80 (3.0) ▲	64 (4.5) ▲	70 (3.9) ▲	89 (2.6) ▲	68 (4.1) ▲	86 (2.7) ▲	94 (1.4) ▲	94 (1.6) ▲	78 (3.2) ▲
Lithuania	59 (3.8)	46 (3.5)	59 (4.5) ▲	59 (3.0)	56 (3.7) ▲	43 (3.8) ▼	65 (4.0)	60 (4.0) ▲	66 (2.5)	72 (2.7) ▲	82 (3.1) ▲	78 (3.7) ▲
Malta	34 (4.5) ▼	11 (2.9) ▼	27 (4.3) ▼	42 (4.3) ▼	37 (4.4) ▼	49 (4.7)	46 (4.6) ▼	16 (3.2) ▼	62 (4.2)	48 (5.5) ▼	45 (5.1) ▼	22 (3.9) ▼
Mexico	85 (2.9) ▲	60 (4.4) ▲	49 (5.1)	76 (4.7) ▲	64 (5.8) ▲	82 (3.9) ▲	81 (4.3) ▲	57 (4.3)	66 (5.1)	72 (4.2) ▲	85 (3.4) ▲	–
Norway	38 (3.8) ▼	28 (2.5) ▼	38 (4.2)	32 (3.6) ▼	35 (2.8) ▼	32 (3.7) ▼	28 (3.1) ▼	39 (3.3) ▼	43 (3.9) ▼	35 (3.7) ▼	34 (3.0) ▼	28 (3.0) ▼
Peru	86 (3.1) ▲	89 (2.8) ▲	67 (3.2) ▲	89 (2.9) ▲	84 (3.1) ▲	91 (2.9) ▲	92 (2.4) ▲	80 (3.9) ▲	77 (3.2) ▲	87 (2.9) ▲	88 (3.3) ▲	–
Slovenia	65 (2.1) ▲	47 (2.8)	42 (2.5)	55 (2.4)	43 (2.5)	48 (2.6) ▼	63 (2.2)	64 (2.4) ▲	80 (1.5) ▲	75 (1.6) ▲	81 (1.6) ▲	59 (2.3) ▲
Sweden	50 (4.4)	44 (4.7)	54 (4.0) ▲	56 (4.3)	44 (4.3)	47 (4.3)	54 (4.2)	50 (4.3)	37 (3.7) ▼	49 (4.1) ▼	43 (3.8) ▼	40 (4.2)
Average ICCS 2016	58 (0.9)	46 (0.8)	44 (0.9)	58 (0.8)	45 (0.9)	53 (0.9)	59 (0.9)	49 (0.9)	61 (0.8)	61 (0.9)	65 (0.8)	43 (1.0)
Countries not meeting sample participation requirements for teacher survey												
Denmark	61 (6.8)	69 (5.4)	65 (6.5)	50 (5.6)	48 (7.2)	52 (6.8)	75 (4.9)	77 (5.4)	34 (5.9)	75 (5.2)	56 (6.5)	63 (5.9)
Estonia	53 (6.9)	41 (5.9)	50 (7.9)	71 (5.6)	55 (7.3)	51 (7.7)	57 (9.3)	49 (7.4)	78 (6.3)	68 (5.8)	73 (4.9)	54 (9.2)
Korea, Republic of	54 (4.2)	32 (3.7)	35 (3.3)	45 (3.9)	28 (2.7)	54 (4.1)	52 (3.8)	37 (3.5)	69 (3.3)	49 (4.2)	61 (3.6)	–
Netherlands	29 (2.8)	33 (2.6)	39 (2.6)	46 (3.1)	39 (3.0)	37 (2.9)	36 (3.2)	39 (2.8)	57 (2.8)	61 (2.2)	51 (2.7)	41 (2.8)
Russian Federation	95 (2.2)	94 (2.3)	92 (2.7)	90 (3.0)	86 (3.9)	90 (3.3)	95 (2.2)	97 (1.4)	92 (2.6)	90 (3.4)	92 (2.4)	–

**National percentage**

▲ More than 10 percentage points above ICCS 2016 average

△ Significantly above ICCS 2016 average

▽ Significantly below ICCS 2016 average

▼ More than 10 percentage points below ICCS 2016 average

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

† Met guidelines for teacher sampling participation rates only after replacement schools were included.

– Not administered.

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