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## When is the study being carried out?

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The main data collection for ICCS in Southern Hemisphere countries is scheduled for October/ November 2008.

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## When will the results be available?

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The international results are due for release in 2010. A major advantage of international studies of school achievement is that results can be compared across all participating countries.

As is our usual practice, to ensure confidentiality, no results will be reported for individual students, teachers, or schools.

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## Who is responsible for ICCS in New Zealand?

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The Comparative Education Research Unit within the Ministry of Education is the national centre for ICCS. This unit is responsible for managing other large scale international educational studies, including Trends in International Mathematics and Science Study (TIMSS), Programme for International Student Assessment (PISA), Programme in International Reading Literacy Study (PIRLS) and the Adult Literacy and Life Skills (ALL) Survey.

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## Need further information?

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# The International Civic and Citizenship Education Study (ICCS)

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## What is ICCS?

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ICCS is an educational study which aims to investigate the ways in which young people are prepared to undertake their roles as citizens in the 21st century. ICCS is being carried out under the auspices of the International Association for the Evaluation of Educational Achievement (IEA), which is also responsible for other international studies such as the Trends in International Mathematics and Science Study (TIMSS).

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## Why is New Zealand taking part?

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This study builds on previous IEA studies of civic education, particularly the 1999 Civic Education Study (CIVED). New Zealand participated in the first civic education study in 1971 but did not take part in the 1999 study. However, changes in our society over time, and new challenges that have emerged in educating young people for their roles as citizens of the future, suggest that Government, policy makers, schools, researchers and community leaders will benefit from the insights provided by this new study.

ICCS also aligns with the recent changes in the New Zealand curriculum, which now has a greater emphasis on citizenship as students are encouraged to value *community and participation for the common good*.

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## Who will participate?

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Over 30 countries from around the world will take part in ICCS. The New Zealand target population for the study is Year 9 students. We aim to collect information from at least 3,000 students at this group level, from a random sample of 175 schools across New Zealand. We will also ask a sample of Year 9 teachers from each school, as well as school principals, to complete a questionnaire, to provide background information and context to the study.

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## What type of information will be collected?

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The study will report on student achievement in a **test of conceptual understandings and competencies in civic and citizenship education**. More specifically, information will be collected in four areas:

- Civic society & systems (citizens, state institutions, civil institutions).
- Civic principles (equity, freedom, social cohesion).
- Civic participation (decision-making, influencing, community participation).
- Civic identities (civic self-image, civic connectedness).

**Here are two examples of the types of questions students may be asked in the test of civic and citizenship knowledge:**

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| <p>1. A woman who has a young child is interviewed for a job at a travel agency. Which of the following is an example of discrimination? She does not get the job because ...</p> <p>A. <input type="checkbox"/> she has no previous experience.</p> <p>B. <input checked="" type="checkbox"/> she is a mother.</p> <p>C. <input type="checkbox"/> she speaks only one language.</p> <p>D. <input type="checkbox"/> she demands a high salary.</p> <p>2. Which of the following is most likely to cause a government to be called non-democratic?</p> <p>A. <input checked="" type="checkbox"/> People are not allowed to criticise the government.</p> <p>B. <input type="checkbox"/> The political parties criticise each other often.</p> <p>C. <input type="checkbox"/> People must pay very high taxes.</p> <p>D. <input type="checkbox"/> Every citizen has the right to a job.</p> |
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The study will also collect and analyse data about **student activities, dispositions and attitudes related to civics and citizenship**.

**Here are a few examples of the types of statements students may be asked for their opinions on:**

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| <ul style="list-style-type: none"><li>• To help protect jobs in New Zealand we should buy products made in New Zealand.</li><li>• We should keep other countries from trying to influence political decisions in New Zealand.</li><li>• Men and women should get equal pay when they are in the same jobs.</li><li>• Immigrants should have the opportunity to continue speaking their own language.</li></ul> |
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