



Civic Education Study

The IEA Civic Education Study is a two-phase, cross-national study. The main goal of the study was to identify and examine, in a comparative framework, the ways in which young people are prepared to undertake their role as citizens in democracies. About 90.000 14-year-olds as well as 10.000 teachers and 4.000 school principals from 28 countries participated in participated in the first survey in 1999, about 60.000 16/18-year-old students and 2.000 school principals in a second survey in 1999/2000. The findings at international and national level have profound implications for policy, practice and research in citizenship education.

The International Association for the Evaluation of Educational Achievement (IEA) is an independent, international consortium of national research institutions and governmental research agencies, with headquarters in Amsterdam. Its primary purpose is to conduct large-scale comparative studies of educational achievement with the aim of gaining more in-depth understanding of the effects of policies and practices within and across systems of education.

Description of the IEA Civic Education Study (English)

1. General Information

All societies have a continuing interest in the ways in which their young people are prepared for citizenship and learn to take part in public affairs. In the 1990's this has become a matter of increased importance in societies striving to establish or re-establish democratic government, but also in societies with continuous and long established democratic traditions. The question of what effective citizenship means and the role of formal education in building a civic culture are of importance not only to governments and

policy makers, but also to the public in general. How much knowledge do young people have in order to understand democracy and citizenship? And what are their basic attitudes towards political issues in contemporary society such as tolerance for minorities or support for civil liberties?

The *International Association for the Evaluation of Educational Achievement (IEA)* makes a contribution in finding answers to these questions by the organisation of the second **IEA Civic Education Study (CivEd)** in the late 1990's. For a short summary of the CivEd Study please click [here](#).

The Study is concerned with examining aspects of Civic Education in school. Researchers gather and analyse student data from 29 different countries regarding their factual knowledge and their attitudes towards issues within the following four domains:

- Democracy
- National Identity
- Social Cohesion and Diversity
- Economics/Media and Environment.

The Civic Education Study is a two-phased study in this field:

2. Phase 1 (Case Studies)

The **first phase** consisted of detailed national case studies, conducted from 1995-97 within the following participating countries: Australia, Belgium (French), Bulgaria, Canada (English), Columbia, Cyprus, the Czech Republic, England, Finland, Germany, Greece, Hong Kong, Hungary, Israel, Italy, Lithuania, Netherlands, Poland, Portugal, Romania, the Russian Federation, Slovenia, Switzerland, and the United States. This phase was a largely qualitative study which was used to prepare both a publication of National Case Studies and the planning for the second phase based on the given information about concepts of citizenship, programs and goals of civic education. The International Co-ordinating Centre for Phase 1 of the IEA Civic Education Study was in the College of Education at the University of Maryland in College Park (USA) with Professor Judith Torney-Purta serving as International Co-ordinator of Phase 1 and Chair of the Planning Committee. The results of phase 1 of this study are published in:

Civic education across countries: Twenty-four national case studies from the IEA Civic Education Project.

Torney-Purta, J., Schwille, J. and Amadeo, J.

Amsterdam: IEA 1999

(the report can be obtained from: IEA Secretariat, Herengracht 487, 1017 BT, Amsterdam, Netherlands, phone: 0031 20 6253625, Fax: 0031 20 420 7136, Email: Department@IEA.nl, price: \$33 plus postage and handling)

3. Phase 2 (International Test and Survey)

The second phase consists of surveys of nationally representative samples of 2000-4000 students per country. and covers two populations:

a.)Standard Population (Age 14)

In 28 countries questionnaires including a cognitive test, questions regarding the student's background and a variety of attitude items were administered to 14-year-old students. This Study also includes a survey among teachers from civic-related subjects and school principals at the sampled schools. In two pilot trials (November/December 1997 and May 1998), both cognitive and attitudinal parts of the student instrument were tested. The results permitted a final selection of items. The final data collection for the survey took place between March and October 1999. Participating countries are: Australia, Belgium (French), Bulgaria, Chile, Columbia, Cyprus, the Czech Republic, Denmark, England, Estonia, Finland, Germany, Greece, Hong Kong (Special Administrative Region of China), Hungary, Italy, Latvia, Lithuania, Norway, Poland, Portugal, Romania, the Russian Federation, Slovak Republic, Slovenia, Sweden, Switzerland, and the United States.

The results were presented at press conferences in Berlin and Washington DC on March 15th 2001 and are published in:

***Citizenship and Education in Twenty-Eight Countries:
Civic Knowledge and Engagement at Age Fourteen.***

Judith Torney-Purta, Rainer Lehmann, Hans Oswald and Wolfram Schulz

Amsterdam: IEA 2001

(the report can be obtained from: IEA Secretariat, Herengracht 487, 1017 BT, Amsterdam, Netherlands, phone: 0031 20 6253625, Fax: 0031 20 420 7136, Email: Department@IEA.nl, price: \$55 plus postage and handling)

Click [here](#) for the Executive Summary describing the main results of this study.

b.)Older Population (Age 16-18)

In 16 countries an additional survey was carried out among older student between 16 and 18 years. In a pilot trial in April-June 1999 a modified set of cognitive items for older students was tested and the final data collection took place between November 1999 and November 2000. Participating countries are: Chile, Columbia, Cyprus, Czech Republic, Denmark, Estonia, Hong Kong (Special Administrative Region of China), Israel, Latvia, Norway, Poland, Portugal, the Russian Federation, Slovenia, Sweden, and Switzerland. The Student Questionnaire contains mostly the same items as for the 14-year-old but a more difficult cognitive test (including a set of 'anchor' items from the test for 14-year-old students). A comparative analysis of data from Standard and Older Population shall give insight in the learning progress in Civic Education and changes in attitudes during the political socialisation of adolescents. The results of this part of the study will be published in early 2002.

4. Organisation

Chair of the [International Steering Committee](#) is Professor [Judith Torney-Purta](#) from the

College of Education at the University of Maryland. **The International Co-ordinating Centre** is located at the [Humboldt University Berlin, Philosophical Faculty IV, Institute for Foundations of Education, Department of Empirical Educational Research](#). Professor Rainer Lehmann is the International Co-ordinator of the second phase of the study, Dr. Wolfram Schulz the Associate International Co-ordinator. Data collection is carried out by the **National Research Centres** in the participating countries and the [IEA Data Processing Center](#) in Hamburg is responsible for data processing, IRT scaling and the co-ordination of sampling procedures.

5. Funding

The field work and organisation within the participating countries is financed by national state, private or public funders, money from IEA member countries provides a baseline support for the international study. In some Eastern European countries the [SOROS foundation](#) provides financial support. The International Co-ordinating Centre is funded by the German Research Society ([DFG, Deutsche Forschungsgemeinschaft](#)). In the United States the [National Center for Education Statistics \(NCES\)](#) and the [W. T. Grant Foundation](#) are financing in-depth data analyses and publications. Support for Phase 1 was received from the [Pew Charitable Trusts](#), Philadelphia and for the transition from Phase 1 to Phase 2 from the [Carnegie Corporation](#) of New York. The [University of Maryland](#) at College Park has provided support since 1993.

Descripción del Estudio de Educación Cívica (Spanish)

1. Información general

Todas las sociedades tienen un interés permanente en saber cómo los jóvenes se están preparando para la ciudadanía y cómo aprenden a participar en los asuntos públicos. En los años noventa esto se convirtió en un tema aún más importante en las sociedades, donde se trata de establecer o restablecer sistemas democráticos, pero también en sociedades con una tradición democrática continua y establecida. Las preguntas: ¿qué significa una ciudadanía efectiva? y ¿cuál es el papel de la educación formal en establecer una cultura cívica? son de importancia no solamente para gobiernos y actores políticos, sino también para el público en general. ¿Cuanto conocimiento tienen los jóvenes para entender la democracia y la ciudadanía? ¿Y cuáles son sus actitudes básicas hacia los temas políticos en la sociedad contemporánea como la tolerancia hacia minorías y el apoyo a las libertades cívicas?

La [IEA \(International Association for the Evaluation of Educational Achievement\)](#) hace una contribución para aclarar estas preguntas realizando el segundo **Estudio de Educación Cívica** (IEA Civic Education Study, CivEd) a fines de los años noventa. Para una breve síntesis de este proyecto haga click [aquí](#). El estudio se ocupa de investigar diferentes aspectos de educación cívica en la escuela, y colecciona y analiza datos de alumnos de 29 países con respecto a su conocimiento y sus actitudes dentro de los cuatro campos siguientes:

- Democracia
- Identidad Nacional
- Cohesión social y diversidad
- Economía/medios de comunicación y medio ambiente.

El Estudio de Educación Cívica se divide en dos fases:

2. Primera fase (estudios de caso)

La **primera fase** consiste en estudios de casos nacionales, realizados entre 1.995 y 1.997, dentro de los siguientes países participantes: Alemania, Australia, Bélgica (Francesa), Bulgaria, Canadá (Inglesa), Chipre, Colombia, Eslovenia, Estados Unidos, Finlandia, Grecia, Hong Kong, Hungría, Inglaterra, Israel, Italia, Lituania, Países Bajos, Polonia, Portugal, República Checa, Rumania, Rusia y Suiza. Esta fase fue básicamente un estudio cualitativo para preparar publicaciones de estudios de casos nacionales y para planificar la segunda fase a base de la información obtenida sobre conceptos de ciudadanía, programas y fines de educación cívica. Los resultados de la primera fase fueron publicados en:

***Citizenship and Education in Twenty-Eight Countries:
Civic Knowledge and Engagement at Age Fourteen.***

Judith Torney-Purta, Rainer Lehmann, Hans Oswald and Wolfram Schulz
Amsterdam: IEA 2001

(the report can be obtained from: IEA Secretariat, Herengracht 487, 1017 BT, Amsterdam, Netherlands, phone: 0031 20 6253625, Fax: 0031 20 420 7136, Email: Department@IEA.nl, price: \$33 plus postage and handling)

3. Segunda fase (prueba internacional y encuesta)

La segunda fase consiste en encuestas basadas en muestras representativas nacionales de 2.000 a 4.000 alumnos en cada país y cubre dos poblaciones:

a.) La Población Estandar (alumnos de 14 años)

En 28 países, alumnos de 14 años respondieron cuestionarios que consistían en una prueba cognitiva y preguntas acerca del fondo socioeconómico y de actitudes. El estudio también incluye una encuesta entre los profesores de materias relacionadas a la educación cívica y otra entre los directores de las escuelas escogidas. En dos estudios pilotos (noviembre/diciembre 1.997 y mayo 1.998), las preguntas fueron sometidas a un test. Los resultados de estos estudios fueron la base para la escogencia final de preguntas. La colección de datos se realizó entre marzo y octubre 1.999. Los países participantes fueron: Alemania, Australia, Bélgica (Francesa), Bulgaria, Chile, Chipre, Colombia, Dinamarca, Eslovenia, Estados Unidos, Estonia, Finlandia, Grecia, Hong Kong (región administrativa especial de China), Hungría, Inglaterra, Italia, Letonia, Lituania, Noruega, Polonia, Portugal, República Checa, República Eslovaca, Rumania, Rusia, Suecia y Suiza.

Los resultados fueron presentados en ruedas de prensa en Berlín y Washington DC el 15 de marzo 2001 y publicados en:

***Citizenship and Education in Twenty-Eight Countries:
Civic Knowledge and Engagement at Age Fourteen.***

Judith Torney-Purta, Rainer Lehmann, Hans Oswald and Wolfram Schulz

Amsterdam: IEA 2001

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b.) La Población Mayor (alumnos entre 16 y 18 años)

En 16 países se realizó una encuesta adicional entre alumnos de 16 a 18 años. Una serie de nuevas preguntas cognitivas fue sometida a otro estudio piloto y la colección de datos se está realizando entre noviembre 1.999 y septiembre 2.000. Los países participantes son: Chile, Chipre, Colombia, Dinamarca, Eslovenia, Estonia, Hong Kong (región administrativa especial de China), Israel, Letonia, Noruega, Polonia, Portugal, República Checa, Rusia, Suecia y Suiza. Los cuestionarios contienen en grandes partes las mismas preguntas que el cuestionario para los alumnos de 14 años y una prueba más difícil (incluyendo una serie de mismas preguntas de la prueba para la población estandar).

Un análisis comparativo de los datos de las dos poblaciones permite medir el avance en el conocimiento cívico y el cambio de actitudes durante la socialización política de los adolescentes. Los resultados serán publicados en el año 2002.

4. Organización y coordinación

La presidenta del **International Steering Committee** es la profesora **Judith Torney-Purta** del Colegio de Educación en la Universidad de Maryland. El **Centro Internacional de Coordinación** se encuentra en la **Universidad Humboldt de Berlin, Facultad Filosófica IV, Instituto de Pedagogía General, Departamento de Investigación Empírica de Educación**. Profesor Rainer Lehmann, es el Coordinador Internacional de la segunda fase del estudio, Wolfram Schulz, es el Coordinador Suplente. La colección de datos se realiza a través de los **Centros de Investigación Nacional (National Research Centers)**, el **Centro de Procesamiento de Datos de la IEA** (IEA Data Processing Center) es responsable del procesamiento de datos, el "Scaling" y la coordinación de muestreo.

5. Recursos

El dinero para el trabajo de campo y su organización proviene de fondos estatales, privados y públicos, dinero de los países miembros de la IEA es un recurso básico para la realización del estudio internacional. En algunos países de Europa Oriental de la **Fundación SOROS**. El **Centro Internacional de Coordinación es financiado por la Asociación de Investigación Alemana** (DFG, Deutsche Forschungsgemeinschaft). En los Estados Unidos el **National Center for Education Statistics** (NCES) y la **W. T. Grant Foundation** dan apoyo para los análisis de datos y las publicaciones. Los **Pew Charitable Trusts**, Philadelphia financiaban la Fase 1, la transición de Fase 1 a Fase 2 recibió el apoyo de la **Carnegie Corporation** of New York. La **Universidad de Maryland** en College Park ha brindado apoyo a este estudio desde el año 1.993.

Reports and publications

[Torney-Purta, J., Schwille, J. and Amadeo, J. \(1999\): Civic education across countries: Twenty-four national case studies from the IEA Civic Education Project. Amsterdam: IEA 1999.](#)

[Torney-Purta, J., Lehmann, R., Oswald, H. and Schulz, W. \(2001\): Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen. Amsterdam: IEA 2001.](#)

Executive Summary of Citizenship and Education in Twenty Eight Countries.

Press release

THURSDAY, MARCH 15, 2001

INTERNATIONAL CIVIC EDUCATION STUDY SHOWS MAJORITY OF 14-YEAR-OLDS IN 28 COUNTRIES EXPECT TO VOTE AS ADULTS, BUT DO NOT INTEND TO PARTICIPATE IN OTHER CONVENTIONAL POLITICAL ACTIVITIES

*First IEA Study of Civic Education Since 1971
Assesses Civic Knowledge, Engagement, and Attitudes*

Washington, DC - The International Association for the Evaluation of Educational Achievement (IEA) today released the results of a cross-national study that examined the civic knowledge, engagement, and attitudes of 14-year-old students in 28 democratic countries. IEA is the organization responsible for the much-heralded Third International Mathematics and Science Study (TIMSS).

The IEA Civic Education Study reveals that young people believe that good citizenship includes the obligation to vote and to obey the law. However, four out of five students do not intend to participate in conventional political activities such as joining a political party, writing letters to newspapers, or being a candidate for a local office. Nevertheless, students are willing to become engaged in other forms of civic life such as collecting money for a social cause or charity, and they believe it is important for adult citizens to participate in community and environmental groups.

The IEA study also found that schools that model democratic practices in classrooms, by creating an open climate for discussing issues, are most effective in promoting civic knowledge and engagement among students. However, across countries many students do not experience this positive type of classroom environment.

The IEA Civic Education Study is an ambitious project in which the civic knowledge of 90,000 students was assessed in 1999. Survey topics also included students' concepts of their role as citizens, their attitudes toward democratic institutions and individual rights, and their intent to become involved in civic activities when they become adults. The findings are contained in a report, *Citizenship and Education in Twenty-eight Countries: Civic Knowledge and Engagement at Age Fourteen*, by Judith Torney-Purta, Rainer Lehmann, Hans Oswald, and Wolfram Schulz.

"This is a landmark study that shows the changing faces of democracy," said Hans

Wagemaker, IEA's Executive Director, upon releasing the report. "These changes present both new challenges and new opportunities for countries seeking to nourish and preserve democratic institutions. Effective civic education involves schools, as well as parents, communities, and peers."

Although countries participating in the IEA study represented diverse democratic political systems, there was a core of agreement about what constituted the most important topics in civic education. A seven-year process of international collaboration made it possible to construct a meaningful, reliable, and valid international test of student knowledge about fundamental democratic principles and processes, as well as a survey of concepts of citizenship, attitudes, and civic-related activities. Questions about governmental structures specific to individual nations were not included in the international test.

The following countries participated in the IEA study: Australia, Belgium (French), Bulgaria, Chile, Colombia, Cyprus, Czech Republic, Denmark, England, Estonia, Finland, Germany, Greece, Hong Kong (SAR), Hungary, Italy, Latvia, Lithuania, Norway, Poland, Portugal, Romania, Russian Federation, Slovak Republic, Slovenia, Sweden, Switzerland, and the United States.

"The IEA Civic Education Study confirms that schools can play an important role in preparing our young people to be more knowledgeable about democratic processes and more engaged in civic life," said Judith Torney-Purta, Professor of Human Development at the University of Maryland, chair of the international steering committee for the study, and the lead author of the report. "By teaching civic content and skills, modeling democratic practices in classrooms, emphasizing the importance of elections, and providing opportunities for students to participate in civic-oriented extra-curricular activities, schools can contribute significantly to encouraging today's students to become tomorrow's participating citizens."

The study itself is an example of collaboration between universities in the United States and Germany. The Humboldt University of Berlin served as the International Coordinating Center for the study under the direction of Rainer Lehmann, who also co-authored the report. Substantial funding for the study was provided by the German Science Association (Deutsche Forschungsgemeinschaft).

The study also found that youth organizations have an untapped potential for fostering civic engagement. "Young people have a great deal to contribute to civic life," said Karen Hein, president of the William T. Grant Foundation, which helped fund the IEA study. "They care about the world around them and have different ways of expressing their connection to it."

Comparatively, the United States did well on the IEA assessment. Students scored significantly higher than the international mean in civic knowledge. They also scored above the international mean with respect to measures of civic engagement such as expected participation in political activities (i.e., intent to vote). In addition, students in the United States scored significantly higher than the international mean with regard to measures of civic attitudes such as trust in government institutions, positive attitudes toward immigrants, and support for women's political rights.

This report of the IEA international study will be followed by individual national reports. These reports will provide further analysis of the knowledge and attitudes of students on a country by country basis. The report of results focusing on the United States is scheduled for release on April 27, 2001, at the annual meeting of the Education Writers Association in Phoenix, Arizona.

The International Association for the Evaluation of Educational Achievement (IEA) is an independent, international consortium of national research institutions and governmental research agencies, with headquarters in Amsterdam. Its primary purpose is to conduct large-scale comparative studies of educational achievement with the aim of gaining more in-depth understanding of the effects of policies and practices within and across systems of education.

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