Measuring Active Citizenship: a comparison of current developments in international surveys
Bryony Hoskins, European Commission, CRELL

CENTRE FOR RESEARCH ON LIFELONG LEARNING
based on indicators and benchmarks

Active Citizenship for Democracy

Aims of the Project:
• To propose indicators on active citizenship and education and training for active citizenship
• Evaluate and monitor the success of education and training policies on active citizenship
• To explore the relationship between the learning for and the practice of active citizenship

Active citizenship for democracy

The Network
• Council of Europe
• 20 key experts
• International surveys

Building a framework for indicators
Active citizenship

Participation in civil society, community and/or political life characterised by mutual respect and non-violence and in accordance with human rights and democracy.
Building a Composite Indicator

Limits of current data availability

- Data available on organised, formal and structured participation
- Limited data on informal participation
- Limited data on new forms of participation (web blogging)
- Limited information on the connection with learning
- The data reflects values and behaviors and not knowledge and skills
- The data is from 2002

THE NEW SURVEY BID

Active Learning & Active Citizenship

Lynne Chisholm, Kenneth Newton, Günther Ogris & J an van Deth

The accelerated changes in the world require willingness and capacity to learn about new ideas and new ways of doing things – and to do so on a continuing, lifelong basis. Focusing on the relationship between:

- lifelong and life-wide learning in formal, non-formal and informal contexts and processes, and
- Active citizenship

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New indicators on active citizenship

- Conventional Political Action
  - Voting
  - Contacting politicians
  - Party activity
  - Campaigning
  - Worked in a non-party political organisation or association
  - Informal support for a party or a candidate during election campaigns

- Protest Activities
  - Taking part in a demonstration
  - Petitions
  - Boycotting and boycotting

Civic Action
- Participation in community projects
- Personal helping behaviour

Citizenship Values
- Human rights
- Democracy
- Inter-cultural understanding
- Interest in politics
- The importance of the citizen role

Indicators for active learning

- Use of learning resources
  - Formal
  - Qualifications
  - Field
  - Years of formal
  - Non-formal
  - Informal
  - Use of the mass media
  - TV
  - Print media
  - Radio
  - New electronic media

- Different ways of acquiring information
- Using personal contacts, encouragement, conversations to acquire information
- Verifying, checking information and opinion
- Active learning values
- Creativity, originality
- Listening to different opinions
- Autonomy
- Questioning
- Values learning
- Active learning life-courses

ESS bid active learning & active citizenship

- Explores the interrelations between active citizenship and active learning. 'Learning of active citizenship in the 21st century'
- Comparison: changing nature of generic and specific forms of democratic participation and learning cultures in 21st century Europe
- Future of modern democracies; the extent to which people can and do engage actively with their life-worlds, not only to manage their own lives and prospects but also to contribute to shaping their communities at all levels

THE NEW IEA SURVEY
International Citizenship & Civic education study

ICCS Aims and objectives

- How young people are prepared to be citizens
- Student achievement in conceptual understandings and competencies in citizenship
- Student activities, dispositions and attitudes related to citizenship education
- Changes since 1999
- Relationship of learning outcomes with curriculum, teaching and school organisation
- Relationship of learning outcomes with student background

Contrast to previous study (CIVED)

- Greater focus on young people as active citizens that can contribute to the school and the community
- Deeper focus on attitudes and values
- Greater focus on analyzing and reasoning and not just knowledge
Framework: content domains

- Domain 1: Civic Society and Systems
  - Underlying structures
- Domain 2: Civic Principles
  - Shared values
- Domain 3: Civic Practices
  - Active citizenship
- Domain 4: Civic Identities
  - An individual as an actor in their communities

Framework: affective/behavioural/cognitive

- Affective- behavioural
  - Domain 1: Values/beliefs
  - Domain 2: Attitudes
  - Domain 3: Behavioural intentions
  - Domain 4: Behaviours
- Cognitive domains
  - Domain 1: Knowing
  - Domain 2: Reasoning and Analysing

Contextual factors

Three levels:
- Context of the wider community (local, regional, national, supra-national)
- Context of school and classroom (factors related to the school culture and instruction students receive)
- Context of individual (family characteristics, individual characteristics of the student)

General survey design

Instruments:
- Student questionnaire
- Teacher questionnaire
- School questionnaire
- National Contexts Survey

Population:
- Grade 8 (mandatory)

Regional modules:
- European
- Latin American

Comparison

Survey | IEA ICCS | Active learning
--- | --- | ---
Age group | Grade 8 (13.5) | 15 +
Countries | 27+ int. | 26 European
Last round | 1999 | 2002
Next round | 2009 | 2009
Behavior | ✔ | ✔
Knowledge | ✔ | ✔
Skills | ✔ | ✔
Values | ✔ | ✔
Attitudes | ✔ | ✔
Formal education | ✔ | ✔
Non-formal | | ✔
Informal | | ✔
Comparison

Strengths
- ICCS Testing of competences (knowledge, skills & attitudes)
- Active learning 21st century learning (lifelong and life-wide)
- Active learning of data on active citizenship (behaviors)
- Both provide a comparison over time
- Both provide a better understanding of the link between learning and active citizenship

Weaknesses
- ICCS Grade 8 (13.5)  
  - Active citizens now?  
  - No longitudinal perspective
- Active learning - no testing of knowledge or skills

A longitudinal option

The Citizenship Education Longitudinal Study
- UK government commissioned longitudinal study of citizenship education in schools over eight years (2001 to 2009).
- Tracks a cohort (over 10,000) of the first year group of young people to receive continuous entitlement to citizenship education from age 11 to 18.

Aim of the study
- Assess the short term and long term effects of citizenship education on the knowledge, skills and attitudes of pupils.

Suggestions for future directions for Asia

3 Options:
- Join the IEA ICCS survey
- Run a similar survey to the European Social Survey in the Asia region
- Run a longitudinal survey similar to the UK model