

## Studying Civic and Citizenship Education in the European Context –

### A progress report from the IEA ICCS Study

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This presentation explores how civic and citizenship education in the European context is being addressed through the new IEA International Civic and Citizenship Education Study (ICCS). Around 40 countries are participating in ICCS, including 25 from Europe. A specific European regional perspective has been included as part of the Study. The presentation goes on to detail how this perspective has been embedded in the various study instruments, notably the national contexts survey (NCS), international instruments and through the development of a specific European Module (EM) instrument.

The European perspective in the ICCS study is an innovative development and an integral component of the overarching ICCS Study. It is part of the Study's focus on regional dimensions to add depth to the international dimension. It has arisen in response to a recognition of the emergence of specific regional related issues in the development of civic and citizenship education across the world and the need to address such issues in the new study. The concept of citizenship and approaches to civic and citizenship education are undergoing fundamental review and reform in many European countries in response to global issues as well as specifically European ones, such as the enlargement of the European Union, cultural diversity, European identity and the movement of peoples within and across countries.

The primary purpose of the new European Module is to investigate specific Europe-related issues that derive from the overarching assessment framework of the Study. There has been a long and detailed development process to frame the purpose, content and elements for inclusion in the European Module. This process has involved inputs from a variety of sources, including participating European countries and an expert group drawn up by the European Commission and Council of Europe. The development process has led to an agreed design for the European Module consisting of a cognitive test (10 minutes) and a perceptions questionnaire (20 minutes). The overall focus of the Module is on issues and dimensions that participating countries see as having highest priority, notably intercultural competence, openness to change, European identity and (attitude to) language learning.