THE ROLE OF CIVIC PARTICIPATION IN NATIONAL AND SCHOOL CURRICULA

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Civic and citizenship education is increasingly conceptualized in national curricula within a lifelong learning perspective that encompasses formal curricula (that specify content and approaches in a subject or set of subjects), non-formal curricula (through co-curricular activities in schools) and informal curricula (through a school and classroom ethos that embodies citizenship values) (Birzea et al., 2004; Cox, Jaramillo, & Reimers, 2005). One review of education policies in Europe documents attempts to encourage "active citizenship" supported by "democratic schools" offering a "participatory school culture" (Eurydice, 2005). However, there is evidence of a gap between declarations of principle and the implementation of these principles in schools as well as between policies and practices (Birzea et al., 2004). This paper uses data from the IEA International Civic and Citizenship Education Study (ICCS 2009) to document the variation among 38 countries in the way provision is made for civic and citizenship education. In examining patterns of civic and citizenship education it considers the extent to which curricula envisage wider forms of future participation as citizens than through formal political systems. It also examines the extent to which the experience of civic participation at school and in adult life is viewed as an important aspect of civic and citizenship education by education systems, principals and teachers. In addition the paper analyses the association between the inclusion of school participation as part of this learning area and the extent to civic and citizenship education is viewed as important by schools and teachers.

Background

Although there is an extensive body of literature about influences on formal political participation there is rather less literature about influences on civic engagement in a broader sense. It is not clear what influence civic knowledge has on broader forms of active civic engagement and whether factors such as parental interest in political and social issues influence civic engagement. There has been considerable interest in levels of civic engagement over the past two decades. One aspect of this interest has focused on concerns about a decline in formal political participation (such as voting in elections) and declining civic participation among young people (Brooks, 2009). As part of this interest there is debate about whether this has been a real decline (Lister and Pia, 2008) or whether there has simply been a shift from traditional formal political participation to new forms of social and civic participation (Forbrig, 2005; Torney- Purta, & Amadeo, 2003).

Activities such as voting, volunteering for campaign work, becoming members of political parties or other politically active organizations, running for office, and protest activities are all forms of political participation. Associated with emergent social movements, protest has become more prominent as a recognized form of participation in many countries. Thus, a distinction has emerged between "conventional" (voting, running for office) and "unconventional" or "social-movement-related" activities (grass-root campaigns, protest activities). Within the latter, a further distinction is made between legal and illegal forms of behavior (Kaase, 1990). Another form of citizen participation receiving increased attention in the literature, especially since the 1990s, relates to volunteering and social engagement (Putnam, 2000; Norris, 2001). Ekman and Amnå (2009)

distinguish civic participation (or latent political participation) from manifest political participation as well as individual from collective forms of engagement. In this typology, civic participation consists of involvement (e.g., interest and attentiveness) and civic engagement (defined as either individual or collective activities). Political participation can involve formal political participation (e.g., voting or party membership) or activism (legal or illegal protest).

Alongside considerations of what constitutes participation as a citizen, there have been discussions whether there has been a concomitant shift from passive to active citizenship with regard to the aims of civic and citizenship education in schools. Questions have also been raised about whether such a shift in the goals of civic and citizenship education has been accompanied by changes in the way civic and citizenship education is provided (Kennedy, 2006) and by changes in what actually happens in schools (Pasek et al., 2008). Against this background it is of interest to investigate curricula in civic and citizenship education and the emphasis on opportunities for participation in civic-related activities in and through schools.

The argument that civic and citizenship education in schools impacts on later participation as a citizen appears to be predicated on generating a higher level of civic knowledge (about formal systems and informal processes), developing a greater sense of political self-efficacy and nurturing a stronger disposition to participate as a citizen. In keeping with this argument civic and citizenship education typically involves a combination of teaching content knowledge related to this area as well as providing experiences with civic participation at school and in the community.

There is some evidence about the role of school experiences on active participation as citizens. One analysis of school effects on reported political participation found little variation among schools and almost none of this variation was associated with structural school characteristics (Quintelier, 2008). However, Quintelier did find that aspects of formal civic and citizenship education (topics discussed, political knowledge) as well as active learning strategies (membership of a school council, voluntary activities beneficial to society) had significant effects on later participation. Solhaug (2006) analyzed data from Norwegian upper-secondary students and reported that self-efficacy (self-confidence with regard to verbal persuasion, learning, writing petitions, and influencing local administration) was a stronger predictor of political participation than civic knowledge.

Scholars have emphasized the importance of students' experience at school, including the extent to which they have power to influence how schools are run, in shaping political self-efficacy (see for example Bandura, 1997). There is evidence that more democratic forms of school governance have the potential to contribute to higher levels of political efficacy (Pasek et al, 2008). There is also evidence that students' involvement civic-related activities at school tends to be associated with higher levels of civic knowledge. In their analyses of the National Assessment of Educational Progress (NAEP) assessments in the United States, Niemi and Junn (1998) found that participation in role-playing elections or mock trials had a positive association with civic knowledge. Reported student participation in a school council or student parliament was also positively correlated with civic knowledge and engagement in CIVED 1999 and ICCS 2009 (Torney-Purta et al., 2001; Amadeo et al., 2003; Schulz et al, 2010). Results from the national assessment of civics and citizenship in Australia (see ACARA, 2011), based on samples of 7000 grade 6 students (from 335 schools) and 6400 grade 10 students (from 312 schools indicate that participation in school governance activities (voting for a class representative, election to representative body, being a candidate in a school

election, and helping to make a decision) and extra-curricular activities (preparing a newspaper or magazine, participating in peer-support or mentoring, participating in community activities or representing the school in activities) were correlated with achievement on at test of knowledge and understanding in civics and citizenship (correlation coefficients averaged 0.22).

Both CIVED and ICCS 2009 included items designed to assess students' confidence in the value of school participation. Results from both studies showed that female students expressed more confidence in the value of school participation than males (Torney-Purta et al., 2001; Schulz et al., 2010). The 2010 national assessment of civics and citizenship in Australia also assessed grade 6 and grade 10 students' valuing of civic action (both at school and in general) and confirmed more positive appreciations of civic action among female students (ACARA, 2011). The results also showed that there was no change in the levels of valuing civic action between the two grades.

Lauglo (2011) shows that discussion of political and civic issues in young people's homes influenced them to foresee active participation as citizens. It might therefore be plausible that providing opportunities for such discussions in schools might have similar effects. Lauglo argues that this operates through an enhanced disposition to participate rather than just through increased civic knowledge.

Purpose

The purpose of this paper is to describe the ways in which civic and citizenship education is provided in lower secondary schooling across 38 countries and in particular the extent to which that provision includes participation by students in civic-related functions in schools and in the communities where schools are located. Specifically it investigates the following research questions:

1) How much variation is there in the mode of provision of civic and citizenship education (as a specified subject or through other subjects) and the emphasis on a range of topics often included in civic and citizenship education?
2) What is the extent of emphasis on different purposes of, and processes in, civic and citizenship education including the relative emphasis on school and community participation compared to other aspects of civic and citizenship education?
3) To what extent are there differences across countries in the emphasis in civic and citizenship education on school and community participation?
4) What is the extent to which students participate through their schools in various community activities and are there links to civic and citizenship education?

Data

This paper uses data from IEA International Civic and Citizenship Education Study (ICCS 2009) to explore patterns in the provision of different aspects of civic and citizenship education among countries and schools (Schulz et al, 2010; Schulz et al, 2011). In particular, it will draw upon the following three sources of data from ICCS 2009.

The first data source are responses to an on-line national contexts survey for which 38 national research coordinators coordinated the provision of information procured from national experts. These data include information about the structure of the education system, civic and citizenship

education in the national curricula, and developments in civic and citizenship education. The national contexts survey was completed at the start of ICCS in 2006 and 2007 and then updated and reviewed toward the end of the study in 2009.

The second data source consists of a set of national chapters written by national centers for the ICCS encyclopedia. Each chapter includes a description of the general demographic and political characteristics of the country, details about the background and structure of the education system and is followed by a description of the approach to civic and citizenship education (how it is included in the national curriculum, which school activities are related to it and whether there are any current reforms and debates about the learning area). The chapters also outline the requirements for teacher education in general as well as the extent to which teachers of related subjects were prepared for teaching in civic and citizenship education. Each chapter concludes with a description of the national approaches to assessment and quality assurance in general as well as regarding civic and citizenship education.

The third source of data for this paper consisted of responses of school principals and teachers of grade 8 students to questionnaires about priorities for, and teaching approaches in, civics and citizenship. These questions were included in the ICCS 2009 teacher and school questionnaire. In total, there were data from 5,300 schools and 62,000 teachers. These data were used to generate country level indicators related to priorities and teaching approaches in civic and citizenship education.

In the data tables of the paper country-level results are presented as grouped in geopolitical regions. ICCS 2009 was generally organized around three main geopolitical regions: Europe, Latin America and Asia. In this paper European countries have been further subdivided into Eastern Europe, Nordic and Western Europe. This presentation is intended to highlight communalities as well as regional differences in recent political traditions (as for example the transition from communist to democratic systems of government in Eastern Europe).

Results

Organisation and Content of Civic and Citizenship Education

Table 1 indicates the ways in which civic and citizenship was included in the school curriculum in lower secondary school (specifically grade 8) in 38 countries. A key feature is whether or not there was a designated subject concerned with civic and citizenship education or whether that area of learning was considered to be integrated in several subjects or as a cross-curricular theme through many subjects. Eighteen of the 38 countries provided a specific subject related to civic and citizenship education[1]. This was most common in Eastern European countries (seven out of nine countries) and reasonably common in Asia (three out of five countries) and Latin America (three out six countries). In Western Europe five out of 13 countries had a specific subject concerned with civics and citizenship. In Scandinavia none of the four participating countries had a specific subject concerned designated as civics and citizenship. As also shown in Table 1 there was no relationship

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[1] In addition in Colombia and Greece civic and citizenship education was a designated subject for some but not all programs of study.

between the teaching of civic and citizenship education as a separate subject and the priority it was reported to have in national educational policies.

Table 2 records the emphasis that was reported as being placed on various topics typically covered in civic and citizenship education by each country, according to the results from the ICCS 2009 national contexts survey. It also demonstrates the average rating for emphasis on each topic and the variation in these ratings. Overall, it was reported that, on average, greatest emphasis was placed on human rights, understanding different cultural and ethnic groups and the environment and least emphasis was placed on the nature of voluntary groups, regional institutions and organizations and the economy and economics. The differences among countries were greatest for regional institutions and organizations, the economy and economics, legal systems and courts, and voluntary groups. There was least variation across countries for understanding cultures and ethnic groups, global issues and international organizations, the environment, and voting and elections.

In those countries where there was a specific civic and citizenship subject there was a tendency for a greater emphasis to be placed on matters concerned with the parliament and government systems, legal systems and courts, voting and elections (the correlation coefficients between the emphasis on these topics and the provision of a specific subject were 0.28 or greater). There was little or no association between the teaching of civic and citizenship as a specific subject and the emphasis placed on topics such as the environment, understanding different cultures and ethnic groups, voluntary groups or resolving conflict.

There are also some examples of differences among geopolitical regions with regard to the emphasis on content. Understanding regional institutions and organizations was relatively strongly emphasized in both Eastern and Western Europe but not in Latin America. Communication studies were relatively strongly emphasized in Nordic countries but received little emphasis in Asian countries. Voting and elections was strongly emphasized in Latin American countries but not in Nordic countries. In Asian countries, legal systems were more strongly emphasized whereas this was not the case in Western European countries. Emphasis on resolving conflict was stronger in Western Europe than in Eastern Europe.

Purposes and Processes in Civic and Citizenship Education

Table 3 records the emphasis ratings placed on various purposes and processes in civic and citizenship education by national centers in response to the national contexts survey. The highest average ratings were recorded for knowledge and understanding of civics and citizenship (this included knowing basic facts, understanding key concepts, and understanding key values and attitudes) and there was little variation in the emphasis placed on these purposes. There was also a moderately high emphasis placed on developing a sense of, and allegiance to, engagement in civic and civil society but again there were few differences across countries.

Results from the ICCS 2009 national contexts survey show that 24 of the 38 participating ICCS countries placed a strong emphasis on processes related to "participation and engagement in civic and civil society" in the definition of their curricula for civic and citizenship education.

Creating opportunities for student involvement in decision-making in school and for community-based activities were accorded considerably less emphasis on average and there was more variation

regarding the emphasis on these processes: only nine of the 38 countries placed a strong emphasis on community-based activities. Similarly low emphasis was placed on reflecting on and analyzing participation opportunities. The lowest levels of emphasis were recorded for "analyzing and observing change processes in school" while "analyzing and observing change processes in the community" also received a relatively low emphasis from countries.

For five countries a strong emphasis on creating opportunities for student involvement in both decision-making in school and for community-based activities was reported (Colombia, Mexico, Chile, Malta and New Zealand). From six countries there were reports on a strong emphasis on creating opportunities for student involvement in both decision-making in school but not for community-based activities (Russian Federation, Sweden, Ireland, Spain, Belgium (Flemish) and Greece). Three countries recorded a strong emphasis on creating opportunities for student involvement in community-based activities but not on decision making in school (Italy, Thailand and Indonesia). Three of the six Latin American countries in ICCS 2009 reported a strong emphasis on student involvement but there were no differences between geopolitical regions evident.

For almost all countries in the Asian and Latin American regions strong emphasis was reported on developing a sense of national identity and allegiance whereas in other regions there was more variation in the emphasis on this purpose.

Two other sources of data provide perspectives on the importance placed on different purposes and process in civic and citizenship education. ICCS 2009 collected responses of school principals and responses of teachers of the target grade (all teachers and not just those teaching civic-related subjects) to a question asking to select three out of ten goals for civic and citizenship education as most important.

The national percentages for the issues that were selected as one of three most important aims of civic and citizenship education are shown in Tables 4 (principals) and 5 (teachers). In general, the level of the respective percentages regarding "promoting students' participation in the local community" and "promoting students' participation in school life" the responses are consistent with each other. These two goals or purposes are among those least frequently rated among the most important aims of civic and citizenship education. On average, "promoting students' participation in the local community" was rated as one the three most important aims of civic and citizenship education by 18 per cent of principals and 16 per cent of teachers. "Promoting students' participation in school life" was named as one the three most important aims of civic and citizenship education by 18 per cent of principals and 19 per cent of teachers. There was also a high correlation between the national percentages of principals and teachers in each country including promoting students' participation in the local community (r=0.86) and promoting students' participation in school life (r=0.80) in the three most important aims of civic and citizenship education.

There was some variation among countries in these national percentages. The range was 45 and 40 percentage points in terms of principals' responses with regard to community participation and school participation and 38 and 33 percentage points respectively in terms of teachers' responses.

The percentages that selected "Preparing students for future political engagement" as one of three most important aims of civic and citizenship education were low with only 12 per cent among principals and 7 per cent among teachers. Although the range of principal-based national

percentages was 53 percentage points it was only 19 percentage points for the teacher-based national percentages.

In contrast, the most frequently named aims in both groups of respondents were "promoting knowledge of citizens' rights and responsibilities" (66% and 60% respectively) and "promoting students' critical and independent thinking" (55% and 52%). However, there was a large amount of variation across countries in these percentages. The range of national percentages for promoting knowledge of citizens' rights and responsibilities was 81 and 62 percentage points for principals and teacher-based data respectively. With regard to promoting students' critical and independent thinking the ranges were 80 and 70 percentage points for principals and teacher-based data respectively.

"Promoting knowledge of social, political and civic institutions" was rated as one of the three most important aims by 42 per cent of principals and 33 per cent of teachers. "Promoting respect for and safeguard of the environment" was rated as an important aim by 31 per cent of principals and 41 per cent of teachers.

Some differences among geopolitical regions were evident. Promoting students' critical and independent thinking was very frequently nominated as one of the three important aims of civic and citizenship education by principals and teachers in Nordic (80% and 85% respectively) and Western European (60% and 63%) countries. However, this aim was not as frequently nominated as important by principals and teachers in Asia (38% and 42%) and Latin American (41% and 42%) countries. Promoting citizens' knowledge of rights and responsibilities was more frequently nominated as an important aim by principals and teachers in Asian (79% and 67%) and Latin American (78% and 66%) countries but less frequently by principals and teachers in Nordic (50% and 44%) and Western European (54% and 46%) countries.

Community-Connected Activities

Table 6 shows the national percentages of teachers of subjects related to civics and citizenship in the ICCS target grade (typically grade 8) who reported that students in the target grade had participated in various community activities. By far the most frequently reported community activities were sports events (68%) and cultural activities (e.g. theatre, music, and cinema) (66%). However, there were several activities that had a more civic or social focus. Internationally, 45 per cent of teachers reported that students in the target grade at their school had been involved in campaigns to raise people's awareness (such as AIDS World Day, World No Tobacco Day) and 43 per cent reported that students had participated in activities related to the environment (geared to the local area). Thirty-two per cent reported student participation in multicultural and intercultural activities within the local community and 31 per cent had been involved in activities related to underprivileged people or groups. Twenty-eight per cent of teachers reported that their students had been involved in human rights projects and in activities related to improving facilities for the local community. Only 12 per cent of teachers reported no participation by their students in these community-related activities.

Table 6 also shows that there is a large amount of variation in these indicators of community participation across countries, which suggests that there is potential to explore some of the differences in policy and practice. The most frequently nominated activities concern sports events and cultural activities (the gaps between highest and lowest national percentages were 64 and 63

percentage points respectively). These two activities are more frequently mentioned in Asia, Eastern Europe and Latin-America than in Nordic or Western European countries. The more overtly civic-related activities such as environmental activities in the local area, campaigns to raise people's awareness and improving facilities for the local community, which feature with moderate frequency, show an even larger range between highest and lowest percentages (typically around 80 percentage points). These were mentioned less frequently in Nordic and Western European countries than in other regions.

Conclusions

In 15 of the 38 ICCS countries civic and citizenship education was regarded as having a high priority and in a further 20 countries it was seen as of medium priority. Civic and citizenship education is provided various modes in lower secondary schooling across the 38 ICCS countries. It is taught as a separately designated subject in almost half of the countries and through a range of related subjects in others (of course in some countries it is both of these. There is no relationship between whether or not it is a separate subject and its priority in educational policy.

The topics most frequently given a strong emphasis are human rights, understanding cultures and ethnic groups, the environment, government systems and voting or elections. The topics least frequently given a strong emphasis concern regional organizations and institutions and the role and function of voluntary groups. In countries where there was a specific civic and citizenship subject there was a greater emphasis on civic operational matters (such as parliament and government, legal systems, voting and elections). Some differences in emphases appear to be related to geopolitical region (especially with regard to the aspects regional institutions and organizations, communication voting and elections, and legal systems).

Experiencing an open and democratic school environment has frequently been emphasized as having a key role in developing students' civic knowledge and engagement. However, the reports provided by national centers uniformly indicated that the greatest emphasis was placed on knowledge and understanding of civics and citizenship (basic facts, key concepts, and understanding values and attitudes). There was also a moderately high and uniform emphasis placed on developing positive attitudes toward participation engagement in civic and civil society. Student involvement in decision-making in school, and participating in community-based activities were accorded considerably less emphasis. These relative priorities reported by national centers were also reflected in the views of principals and teachers regarding the most important aims of civic and citizenship education. In general, "promoting students' participation in the local community" and "promoting students' participation in school life" were among the least frequently selected important aims of civic and citizenship education. The results also suggest that involvement in the community and involvement in school governance and decision making do not loom large in either policies of education systems, or the priorities of principals and teachers in schools, regarding civic and citizenship education. There was some variation among countries in these priorities but no obvious explanation for those variations.

Despite the low emphasis placed on student engagement with communities as part of civic and citizenship education, there is apparently in most countries a high level of student participation in

community related activities. The most frequently nominated activities concern sports events and cultural activities (and these are more frequently mentioned in Asia, Eastern Europe and Latin-America than in Nordic or Western European countries) but even more apparently civic-related activities feature with moderate frequency (but less frequently in Nordic and Western European countries than in other regions). Possibly what is missing is a linking of civic-related activities to what is taught in civic and citizenship education.

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Table 1   **Mode of provision of civic and citizenship education in 38 countries**

| | Mode of provision | | | | | Priority given to CCE |
	Specific subject	Integrated in several subjects	Cross-curricular theme	Subject name	Compulsory Subject	
Asian						
Chinese Taipei	●		●	Social Studies Learning Area (Civics)	Yes	Medium
Hong Kong SAR - China			●			High
Indonesia	●			Civic Education	Yes	Medium
Korea, Republic of	●	●	●	Moral Education, Social Studies	Yes	Medium
Thailand		●				High
Eastern Europe						
Bulgaria		●	●			Medium
Czech Republic	●	●	●	Citizenship education	Yes	Medium
Estonia	●	●	●	Social Studies	Yes	High
Latvia		●	●		Yes	Medium
Lithuania	●	●	●	Basic knowledge of citizenship	Yes	Medium
Poland	●			Knowledge of society	Yes	None
Russian Federation	●		●	Knowledge about society	Yes	High
Slovak Republic	●			Civic Education	Yes	High
Slovenia	●	●		Citizenship education and ethics	Yes	Medium
Latin American						
Chile		●	●			High
Colombia		●	●	Standards of Citizenship	No	Medium
Dominican Republic	●	●	●	Moral and Civic Education	Yes	High
Guatemala		●	●			Medium
Mexico	●	●	●	Civics and Ethics Formation	Yes	Medium
Paraguay	●	●		Ethics and Civic Formation	Yes	High
Nordic						
Denmark		●	●			Medium
Finland		●	●			Medium
Norway		●				Medium
Sweden		●	●			Medium
Western Europe						
Austria		●	●			High
Belgium (Flemish)		●	●			Medium
Cyprus		●	●			High
England	●	●	●	Citizenship education	Yes	High
Greece		●				Low
Ireland	●	●	●	Civic, Social and Political Education	Yes	Medium
Italy		●	●			Medium
Liechtenstein		●				High
Luxembourg	●					High
Malta		●	●		Yes	High
Netherlands, the		●				Medium
Spain	●	●	●	Ethic-Civic Education	Yes	Medium
Switzerland	●	●	●	Civic and Citizenship Education	Yes	High
Other						
New Zealand		●	●			Low

Table 2 **Emphasis given to topics in the curriculum of civic and citizenship education for students at the country's ICCS target grade**

	Specific subject	Emphasis on topics											
		Human rights	Legal & courts	Understand cultures & ethnic groups	Government systems	Voting & elections	Economy & economics	Voluntary groups	Resolving conflict	Comm. studies	International organizations	Regional institutions	Environment
Asian													
Chinese Taipei	●	1	2	1	2	2	1	1	1	1	1	1	2
Indonesia	●	2	2	2	2	2	1	1	1	0	1	1	2
Korea	●	2	2	2	2	2	2	1	2	2	2	1	2
Hong Kong SAR		0	0	0	0	0	0	0	0	0	0	0	2
Thailand		1	2	2	2	2	2	1	2	1	1	1	0
Eastern Europe													
Czech Republic	●	1	1	1	2	1	0	0	0	1	1	1	0
Estonia	●	2	2	2	2	1	2	2	1	1	1	1	1
Lithuania	●	2	1	1	2	2	1	1	0	1	1	1	1
Poland	●	1	1	1	2	2	1	1	1	1	1	2	2
Russian Federation	●	0	0	1	0	0	2	1	1	1	0	0	2
Slovak Republic	●	2	2	2	2	2	1	0	1	1	2	2	1
Slovenia	●	2	0	1	1	1	1	1	1	1	1	1	2
Bulgaria		2	1	2	2	1	2	1	1	1	1	2	2
Latvia		2	2	1	1	1	1	1	1	1	1	1	1
Latin American													
Dominican Republic	●	2	1	1	2	2	1	0	1	1	1	0	1
Mexico	●	2	1	2	2	2	0	1	2	1	1	1	2
Paraguay	●	1	2	1	2	2	1	1	1	1	1	2	2
Chile		2	1	2	1	2	2	2	1	2	2	1	1
Colombia		2	1	2	1	1	0	0	2	2	1	0	1
Guatemala		0	1	2	0	1	1	0	0	0	0	0	2

Key: 0=No emphasis
 1=Some emphasis
 2=Major emphasis

Table 2 Emphasis given to topics in the curriculum of civic and citizenship education for students at the country's ICCS target grade (continued)

	Specific subject	Emphasis on topics											
		Human rights	Legal & courts	Understand cultures & ethnic groups	Government systems	Voting & elections	Economy & economics	Voluntary groups	Resolving conflict	Comm. studies	International organizations	Regional institutions	Environment
Nordic													
Denmark		1	1	2	2	1	2	1	1	1	1	1	1
Finland		2	1	2	2	2	2	1	1	2	1	2	2
Norway		2	2	1	2	1	1	0	1	1	1	0	2
Sweden		2	1	2	1	1	0	1	1	2	2	0	2
Western Europe													
England	●	2	2	2	2	2	2	2	2	2	2	2	2
Ireland	●	2	2	2	2	2	1	1	2	1	2	2	2
Luxembourg	●	2	1	2	1	1	1	2	2	2	1	1	1
Spain	●	2	2	2	2	2	1	1	2	1	2	2	2
Switzerland	●	2	2	2	2	2	0	0	1	0	2	2	1
Austria		1	1	2	2	1	2	1	1	2	1	1	2
Belgium (Flemish)		1	0	2	1	2	1	0	2	2	1	0	2
Cyprus		2	1	1	1	2	1	0	1	1	1	1	1
Greece		2	1	1	1	2	1	1	1	2	1	1	2
Italy		2	0	2	1	1	1	2	1	2	1	2	1
Liechtenstein		2	1	2	1	1	2	0	2	2	1	1	2
Malta		1	2	1	2	1	2	2	1	2	2	2	2
Netherlands, the		2	1	2	1	1	0	0	2	0	2	1	2
Other													
New Zealand		1	1	1	1	1	1	1	1	1	1	1	1
Average (38 Countries)		1.58	1.24	1.58	1.50	1.45	1.13	0.84	1.18	1.21	1.18	1.08	1.55
Variance		0.41	0.46	0.30	0.42	0.36	0.50	0.46	0.37	0.44	0.32	0.51	0.36

Key: 0=No emphasis
  1=Some emphasis
  2=Major emphasis

Table 3 Emphasis given to purposes and processes in civic and citizenship education for students

	Specific subject	Knowledge and understanding of civics and citizenship			Communicating through		Creating opportunities for student involvement in		Analyzing and observing change processes		Reflecting on and analyzing	Developing a sense of	Developing positive attitudes toward
		knowing basic facts	understanding key concepts	understanding key values attitudes	discussion debate	projects written work	decision-making in school	community-based activities	in school	in the community	participation engagement opportunities	national identity allegiance	participation engagement in civic & civil society
Asian													
Chinese Taipei	●	2	2	1	1	1	1	1	1	1	1	1	1
Indonesia	●	2	2	2	2	1	0	2	0	1	1	2	2
Korea, Republic of	●	2	2	2	2	1	1	1	1	2	2	2	2
Hong Kong SAR		1	1	1	1	0	0	0	0	0	0	2	1
Thailand		2	2	1	2	2	1	2	1	2	1	2	2
Eastern Europe													
Czech Republic	●	2	2	1	0	1	1	1	1	1	0	0	0
Estonia	●	2	2	2	1	0	0	0	0	0	0	2	2
Lithuania	●	2	2	2	1	1	1	1	0	0	0	1	2
Poland	●	2	2	1	1	0	1	1	1	1	1	2	1
Russian Federation	●	2	2	2	1	2	2	1	1	1	1	1	1
Slovak Republic	●	2	2	1	1	1	0	0	0	0	0	1	1
Slovenia	●	1	2	2	2	1	1	1	1	1	0	1	1
Bulgaria		2	2	2	2	2	1	1	1	2	1	2	2
Latvia		1	1	2	2	2	1	1	1	1	1	2	1
Latin American													
Dominican Republic	●	2	2	2	1	1	1	0	0	0	0	2	2
Mexico	●	2	2	2	2	2	2	2	2	2	2	2	2
Paraguay	●	2	1	1	0	0	1	1	0	0	1	2	1
Chile		2	2	2	2	2	2	2	1	2	2	2	2
Colombia		1	2	2	2	2	2	2	1	1	1	1	2
Guatemala		2	1	1	1	1	0	0	0	0	0	2	1

Table 3 Emphasis given to purposes and processes in civic and citizenship education for students (continued)

	Specific subject	Knowledge and understanding of civics and citizenship			Communicating through		Creating opportunities for student involvement in		Analyzing and observing change processes		Reflecting on and analyzing	Developing a sense of	Developing positive attitudes toward
		knowing basic facts	understanding key concepts	understanding key values attitudes	discussion debate	projects written work	decision-making in school	community-based activities	in school	in the community	participation engagement opportunities	national identity allegiance	participation engagement in civic & civil society
Nordic													
Denmark		2	2	2	2	1	1	0	0	1	1	1	1
Finland		2	2	2	1	1	1	1	0	1	1	1	2
Norway		2	2	2	2	1	1	0	0	1	1	1	2
Sweden		2	2	2	1	0	2	1	0	0	1	1	2
Western Europe													
England	●	2	2	2	2	2	1	1	1	1	1	1	2
Ireland	●	2	2	2	2	2	2	1	1	1	2	1	2
Luxembourg	●	1	2	2	2	2	1	1	2	1	1	1	2
Spain	●	2	2	2	2	1	2	1	1	1	2	0	2
Switzerland	●	2	2	2	1	0	0	0	0	1	1	1	2
Austria		2	2	2	1	1	1	1	0	0	1	1	1
Belgium (Flemish)		1	2	2	2	1	2	1	2	1	2	0	1
Cyprus		1	1	1	1	1	1	1	1	1	1	1	1
Greece		2	2	2	2	1	2	1	0	1	0	2	2
Italy		2	2	2	1	1	1	2	1	1	1	2	2
Liechtenstein		2	2	2	2	2	1	1	1	1	1	2	2
Malta		2	2	2	2	2	2	2	2	2	2	2	2
Netherlands, the		1	2	2	1	1	0	0	0	2	0	1	2
Other													
New Zealand		2	2	2	2	2	2	2	2	2	2	2	2
Average (38 countries)		1.79	1.87	1.76	1.47	1.18	1.11	0.97	0.71	0.97	0.95	1.39	1.61
Variance		0.17	0.12	0.19	0.36	0.48	0.48	0.46	0.48	0.46	0.48	0.41	0.30

Key: 0=No emphasis
1=Some emphasis
2=Major emphasis

Table 4

Table 4   Principals' rating of the more important aims of civic and citizenship education (in national percentages of principals)

Country	Specific subject	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 citizens' rights and responsibilities knowledge of		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 for the fight against racism and xenophobia		Preparing students for future political engagement	
Asia																					
Chinese Taipei	●	34	(6.2)	39	(4.8)	3	(1.4)	45	(6.8)	75	(4.8)	15	(4.6)	61	(6.3)	25	(5.8)	0.4	(0.4)	3	(1.6)
Indonesia	●	58	(6.5)	57	(5.8)	4	(1.9)	17	(5.0)	78	(5.3)	17	(3.6)	14	(3.8)	34	(6.7)	14	(5.1)	5	(3.2)
Korea, Republic of	●	54	(6.3)	49	(7.2)	21	(4.9)	43	(8.0)	80	(4.5)	7	(2.1)	9	(2.3)	28	(5.2)	2	(1.5)	6	(1.9)
Hong Kong SAR		45	(6.1)	49	(5.9)	5	(2.5)	6	(3.0)	72	(5.5)	40	(5.6)	70	(5.4)	13	(3.6)	0	(0.0)	0	(0.0)
Thailand		70	(4.2)	27	(5.8)	12	(4.5)	19	(5.2)	88	(4.5)	27	(7.0)	36	(7.0)	15	(3.3)	0.3	(0.3)	5	(2.1)
Eastern Europe																					
Czech Republic	●	46	(4.9)	32	(4.2)	36	(4.2)	31	(4.2)	73	(3.7)	16	(3.3)	45	(3.9)	13	(2.8)	6	(2.2)	2	(1.3)
Estonia	●	72	(4.0)	11	(3.2)	19	(4.8)	13	(2.9)	87	(3.8)	9	(3.8)	75	(5.0)	8	(2.0)	0	(0.0)	5	(1.9)
Lithuania	●	22	(3.5)	48	(6.4)	10	(2.7)	11	(2.3)	63	(5.8)	31	(5.5)	68	(5.8)	44	(6.9)	3	(2.6)	1	(0.3)
Poland	●	36	(5.9)	21	(4.7)	11	(2.9)	32	(5.3)	66	(6.0)	44	(5.2)	33	(4.7)	34	(5.6)	2	(1.0)	20	(5.5)
Russian Federation	●	22	(3.5)	23	(4.6)	37	(4.5)	25	(4.0)	76	(3.9)	17	(3.9)	43	(4.7)	27	(3.9)	3	(2.2)	25	(4.4)
Slovak Republic	●	40	(4.9)	35	(5.0)	12	(3.8)	44	(5.2)	70	(5.5)	15	(4.2)	58	(5.0)	11	(3.1)	12	(3.6)	3	(1.8)
Slovenia	●	30	(4.4)	48	(3.9)	29	(5.4)	26	(3.8)	63	(4.3)	5	(1.9)	72	(4.8)	21	(5.0)	4	(1.5)	3	(1.4)
Bulgaria		43	(6.0)	27	(4.0)	28	(5.8)	27	(4.3)	72	(4.6)	19	(4.6)	45	(4.5)	31	(5.0)	1	(0.6)	5	(1.6)
Latvia		32	(4.7)	10	(2.6)	34	(5.7)	15	(4.3)	76	(5.0)	17	(4.1)	66	(5.6)	31	(5.8)	1	(0.6)	17	(4.8)
Latin America																					
Dominican Republic	●	70	(5.8)	35	(6.0)	12	(4.1)	30	(6.1)	91	(3.2)	8	(3.3)	31	(4.6)	6	(2.9)	4	(2.7)	11	(4.0)
Mexico	●	26	(5.2)	42	(6.6)	11	(3.3)	55	(5.8)	81	(4.2)	19	(5.3)	37	(5.7)	11	(3.9)	1	(1.2)	16	(5.0)
Paraguay	●	32	(4.5)	41	(4.4)	12	(3.4)	37	(5.3)	75	(4.4)	17	(3.8)	57	(4.5)	6	(1.8)	3	(2.0)	19	(4.1)
Chile		27	(4.1)	35	(5.3)	13	(3.7)	49	(5.4)	68	(5.8)	25	(4.9)	47	(4.7)	24	(4.9)	0.4	(0.4)	11	(3.5)
Colombia		34	(4.9)	23	(3.8)	10	(3.5)	73	(4.3)	71	(4.5)	21	(4.0)	27	(4.7)	20	(3.9)	0	(0.0)	19	(3.8)
Guatemala		33	(5.4)	31	(4.2)	14	(3.7)	48	(5.4)	79	(5.0)	32	(5.6)	44	(5.1)	6	(2.3)	1	(0.5)	12	(3.2)

(Continued)

Table 4 Principals' rating of the more important aims of civic and citizenship education (in national percentages of principals) (continued)

Country	Specific subject	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 citizens' rights and responsibilities knowledge of		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 for the fight against racism and xenophobia		Preparing students for future political engagement	
Nordic																					
Denmark		54	(5.0)	15	(3.7)	7	(2.3)	46	(4.5)	43	(4.6)	13	(2.5)	81	(3.6)	4	(1.4)	15	(4.0)	23	(3.4)
Finland		47	(4.5)	49	(4.7)	9	(3.8)	36	(3.8)	44	(4.0)	10	(2.4)	84	(2.8)	10	(2.7)	6	(2.6)	4	(1.7)
Norway		54	(7.8)	21	(5.9)	8	(2.8)	34	(7.7)	35	(6.4)	22	(3.8)	64	(6.7)	22	(4.1)	31	(8.5)	9	(3.9)
Sweden		21	(3.7)	24	(4.7)	16	(3.6)	23	(4.5)	79	(5.0)	1	(0.7)	89	(3.6)	13	(4.3)	31	(6.0)	3	(2.4)
Western Europe																					
England	●	38	(6.4)	24	(5.7)	3	(1.3)	19	(4.9)	70	(4.8)	45	(5.8)	45	(6.4)	32	(5.8)	10	(2.9)	13	(3.0)
Ireland	●	72	(4.9)	41	(4.5)	3	(2.0)	12	(2.9)	75	(4.4)	33	(5.7)	41	(5.5)	9	(2.7)	4	(1.9)	9	(3.2)
Luxembourg	●	68	(12.0)	18	(9.1)	5	(4.6)	23	(10.2)	59	(7.9)	9	(6.4)	59	(10.2)	23	(4.6)	18	(6.4)	18	(9.1)
Spain	●	24	(4.2)	26	(4.6)	6	(2.0)	52	(5.2)	77	(4.2)	5	(2.1)	73	(4.7)	15	(3.5)	18	(4.5)	3	(1.6)
Switzerland	●	48	(6.5)	28	(5.2)	23	(6.0)	44	(6.0)	36	(5.0)	13	(4.8)	64	(5.8)	8	(2.2)	5	(1.8)	32	(4.9)
Austria		33	(5.1)	12	(3.8)	25	(4.7)	42	(4.6)	10	(3.2)	3	(1.9)	51	(5.4)	5	(2.2)	12	(3.5)	14	(3.7)
Belgium (Flemish)		26	(5.0)	42	(4.5)	40	(4.7)	59	(4.8)	19	(4.6)	10	(2.9)	61	(5.0)	30	(4.1)	9	(2.4)	4	(3.2)
Cyprus		55	(7.2)	21	(4.8)	22	(6.2)	22	(6.2)	66	(6.8)	10	(3.5)	60	(6.3)	21	(5.5)	14	(4.8)	9	(3.9)
Greece		57	(7.1)	12	(3.2)	23	(5.8)	21	(6.1)	69	(5.7)	6	(2.5)	47	(6.3)	10	(3.9)	4	(1.9)	53	(7.0)
Italy		61	(4.2)	20	(3.2)	5	(2.2)	25	(4.5)	85	(3.5)	25	(4.8)	64	(4.9)	6	(1.4)	8	(3.1)	1	(0.4)
Liechtenstein		22	(15.9)	44	(20.0)	0	(0.0)	44	(16.3)	44	(20.0)	0	(0.0)	78	(15.9)	11	(11.2)	22	(2.2)	33	(19.5)
Malta		13	(5.0)	55	(6.6)	11	(3.8)	32	(5.5)	70	(5.2)	25	(5.0)	66	(5.8)	21	(5.6)	6	(3.3)	0	(0.0)
Netherlands		40	(8.0)	22	(6.5)	28	(8.8)	64	(7.3)	22	(7.6)	13	(6.8)	69	(8.4)	15	(4.6)	12	(6.6)	13	(5.7)
Other																					
New Zealand		31	(4.8)	39	(4.6)	4	(1.9)	23	(4.0)	54	(4.4)	40	(4.1)	72	(4.2)	31	(3.9)	4	(1.8)	2	(1.4)
ICCS Average		42	(1.0)	31	(1.0)	15	(0.7)	33	(1.0)	66	(1.0)	18	(0.7)	55	(1.0)	18	(0.8)	8	(0.5)	12	(0.8)
Variance		270		170		118		251		385		140		350		109		66		125	

Note: Standard errors are shown in parentheses

Table 5   Teachers ratings of the most important aims of civic and citizenship education (national percentages of teachers)

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 for the fight against racism and xenophobia		Preparing students' for future political participation	
Asian																				
Chinese Taipei	28	(1.1)	59	(1.3)	4	(0.4)	63	(1.1)	53	(1.2)	13	(0.8)	58	(1.0)	17	(1.0)	2	(0.3)	1	(0.2)
Indonesia	57	(2.2)	22	(1.6)	5	(0.6)	42	(2.6)	75	(1.7)	26	(1.7)	37	(1.9)	23	(1.3)	8	(1.1)	5	(0.9)
Korea, Republic of	42	(1.3)	33	(1.1)	27	(1.1)	50	(1.8)	65	(1.9)	12	(0.9)	19	(1.0)	35	(1.2)	1	(0.1)	16	(1.0)
Hong Kong SAR	45	(1.4)	48	(1.7)	8	(0.7)	15	(1.1)	64	(1.1)	32	(1.5)	59	(1.5)	24	(1.3)	2	(0.4)	2	(0.5)
Thailand †	57	(2.0)	33	(1.5)	10	(1.4)	30	(1.9)	78	(1.9)	27	(2.4)	38	(1.8)	20	(1.8)	0	(0.1)	6	(1.0)
Eastern Europe																				
Czech Republic †	36	(1.7)	37	(1.3)	36	(1.3)	44	(1.7)	57	(1.3)	19	(1.0)	45	(1.6)	9	(0.9)	12	(0.9)	2	(0.4)
Estonia	46	(1.6)	30	(1.6)	23	(1.2)	30	(1.5)	71	(1.3)	12	(1.0)	66	(1.3)	13	(0.9)	1	(0.3)	7	(0.8)
Lithuania	17	(1.1)	49	(1.5)	25	(1.2)	34	(1.4)	54	(1.4)	24	(1.3)	57	(1.4)	35	(1.4)	2	(0.5)	2	(0.4)
Poland	24	(1.3)	29	(1.1)	22	(1.0)	36	(1.4)	53	(1.3)	38	(1.3)	44	(1.5)	35	(1.3)	7	(0.6)	10	(0.9)
Russian Federation	16	(1.1)	52	(1.4)	33	(1.4)	34	(1.2)	76	(0.9)	18	(0.9)	39	(1.2)	19	(1.6)	3	(0.6)	9	(0.7)
Slovak Republic[1]	38	(1.4)	50	(1.5)	18	(1.0)	43	(1.4)	63	(1.5)	12	(1.0)	41	(1.6)	15	(1.5)	16	(1.5)	1	(0.3)
Slovenia	24	(1.0)	55	(1.0)	31	(0.9)	40	(1.0)	49	(1.1)	5	(0.5)	64	(1.0)	17	(1.0)	13	(0.7)	1	(0.2)
Bulgaria	28	(2.0)	43	(1.6)	36	(1.7)	30	(1.8)	61	(1.4)	11	(1.4)	55	(1.9)	28	(1.6)	4	(0.8)	3	(0.5)
Latvia	27	(2.0)	35	(2.0)	38	(1.7)	27	(1.7)	52	(1.7)	9	(1.1)	61	(1.3)	29	(1.8)	1	(0.3)	13	(1.5)
Latin America																				
Colombia	34	(1.9)	40	(1.7)	9	(1.0)	73	(1.6)	59	(1.7)	16	(1.3)	36	(1.7)	16	(1.3)	2	(0.6)	12	(1.1)
Dominican Republic	54	(3.9)	42	(2.4)	11	(1.8)	42	(2.5)	72	(2.3)	12	(1.9)	40	(3.0)	9	(1.4)	8	(1.8)	8	(1.3)
Mexico	25	(1.4)	47	(1.7)	14	(1.2)	58	(2.0)	66	(1.6)	15	(1.3)	45	(1.7)	17	(1.8)	3	(0.5)	9	(0.9)
Paraguay	38	(3.0)	47	(2.4)	10	(1.4)	43	(2.9)	69	(2.0)	18	(1.8)	47	(2.7)	9	(1.3)	4	(0.8)	14	(1.5)
Chile	27	(1.7)	32	(1.8)	21	(1.4)	58	(1.4)	59	(1.6)	16	(1.3)	51	(1.7)	23	(1.7)	3	(0.5)	8	(1.0)
Guatemala	36	(2.5)	41	(1.9)	17	(1.4)	37	(2.4)	69	(2.5)	27	(1.5)	33	(2.1)	13	(1.7)	9	(1.1)	15	(1.6)

(Continued)

Table 5 Teachers ratings of the most important aims of civic and citizenship education (national percentages of teachers) (continued)

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 for the fight against racism and xenophobia		Preparing students' for future political participation	
Nordic																				
Denmark	48	(1.6)	22	(1.7)	20	(1.7)	51	(1.7)	32	(1.9)	7	(1.1)	89	(1.2)	4	(0.9)	9	(1.4)	16	(1.1)
Finland	27	(1.1)	61	(1.0)	14	(0.7)	44	(1.1)	37	(1.0)	7	(0.6)	81	(0.9)	18	(0.8)	9	(0.7)	1	(0.3)
Sweden †	16	(1.1)	37	(1.3)	24	(1.2)	30	(1.2)	62	(1.6)	2	(0.4)	84	(0.9)	10	(0.8)	31	(1.3)	2	(0.4)
Western Europe																				
England	27	(1.3)	35	(1.5)	13	(0.9)	31	(1.5)	50	(1.4)	27	(1.5)	64	(1.3)	22	(1.3)	23	(1.2)	6	(0.6)
Ireland ‡	42	(1.5)	39	(1.4)	13	(0.9)	22	(1.1)	56	(1.3)	40	(1.3)	49	(1.6)	19	(1.0)	12	(1.0)	7	(0.7)
Luxembourg	46	(4.1)	33	(3.5)	22	(2.8)	36	(3.8)	57	(4.0)	6	(1.5)	64	(3.3)	14	(2.6)	15	(2.7)	5	(1.5)
Spain	17	(1.0)	32	(1.3)	22	(1.1)	57	(1.5)	61	(1.3)	3	(0.4)	67	(1.4)	13	(0.9)	23	(1.2)	3	(0.5)
Switzerland	33	(1.8)	43	(2.2)	28	(1.8)	48	(1.6)	32	(1.9)	5	(0.7)	70	(1.7)	10	(0.9)	15	(1.4)	16	(1.4)
Austria	25	(2.0)	27	(1.5)	38	(1.5)	46	(1.9)	17	(1.9)	3	(0.5)	65	(1.5)	2	(0.5)	21	(1.7)	16	(2.3)
Belgium (Flemish)	17	(1.1)	58	(1.4)	46	(1.5)	59	(1.2)	25	(1.2)	11	(0.9)	58	(1.4)	14	(0.9)	11	(1.0)	1	(0.2)
Cyprus	41	(1.8)	34	(1.8)	34	(1.8)	23	(1.5)	45	(1.7)	12	(1.2)	63	(1.5)	18	(1.3)	22	(1.4)	8	(0.9)
Italy	50	(1.1)	38	(1.1)	12	(0.7)	21	(1.0)	78	(1.0)	8	(0.6)	58	(1.2)	11	(0.7)	21	(1.0)	2	(0.3)
Liechtenstein	31	(4.6)	35	(5.5)	20	(4.1)	58	(5.3)	19	(3.8)	3	(1.5)	74	(3.8)	11	(2.4)	30	(4.9)	19	(4.3)
Malta	20	(1.6)	58	(1.8)	18	(1.6)	32	(1.8)	60	(1.8)	18	(1.5)	60	(1.9)	21	(1.6)	10	(1.0)	3	(0.6)
Other																				
New Zealand	19	(1.4)	50	(2.0)	12	(1.0)	34	(1.4)	38	(1.5)	25	(1.4)	74	(1.4)	32	(1.5)	11	(0.9)	4	(0.7)
ICCS average	33	(0.4)	41	(0.4)	20	(0.3)	41	(0.4)	60	(0.3)	16	(0.2)	52	(0.3)	19	(0.3)	10	(0.3)	7	(0.2)
Variance	118		94		93		160		260		94		200		69		70		30	

Notes: Standard errors are shown in parentheses

Countries shown in italics did not meet sampling requirements for the teacher survey

Table 6   National percentages of grade 8 CCE teachers reporting to have taken part with their target grade classes in listed activities

Country	Activities related to the environment, geared to the local area		Human rights projects		Activities related to underprivileged people or groups		Cultural activities (for example, theatre, music, cinema)		Multicultural and intercultural activities within the <local community>		Campaigns to raise people's awareness, such as <AIDS World Day, World No Tobacco Day>		Activities related to improving facilities for the <local community>		Participating in sports events		not in any of these activities	
Asia																		
Chinese Taipei	19	(1.5)	10	(0.8)	23	(1.3)	52	(1.4)	17	(1.0)	38	(1.5)	16	(1.0)	67	(1.1)	19	(1.0)
Indonesia	75	(2.0)	54	(2.0)	73	(2.6)	52	(2.4)	43	(2.2)	42	(2.3)	44	(1.7)	89	(1.2)	3	(0.8)
Korea, Republic of	58	(1.8)	13	(0.8)	39	(1.6)	57	(2.0)	23	(1.2)	43	(1.6)	33	(1.7)	55	(1.5)	15	(0.8)
Hong Kong SAR	36	(1.7)	10	(1.0)	27	(1.4)	59	(1.7)	36	(1.8)	38	(1.7)	27	(1.4)	59	(1.6)	21	(1.4)
Thailand †	94	(0.8)	71	(1.5)	66	(2.3)	91	(1.3)	79	(1.8)	96	(0.7)	87	(1.4)	98	(0.4)	0	(0.2)
Eastern Europe																		
Czech Republic †	35	(1.7)	22	(1.2)	16	(1.2)	71	(1.4)	31	(1.5)	46	(2.0)	19	(1.3)	54	(1.3)	14	(1.0)
Estonia	54	(1.9)	8	(1.0)	6	(0.8)	80	(1.3)	24	(1.8)	54	(1.7)	45	(1.7)	87	(1.0)	6	(0.8)
Lithuania	46	(1.8)	26	(1.7)	28	(1.9)	76	(1.4)	50	(1.8)	65	(1.9)	54	(1.6)	72	(1.1)	7	(0.7)
Poland	46	(1.5)	28	(1.8)	41	(1.5)	65	(1.7)	24	(1.2)	65	(1.5)	16	(1.0)	56	(1.4)	10	(0.9)
Russian Federation	66	(2.2)	38	(1.9)	43	(2.5)	70	(1.8)	42	(2.2)	70	(1.6)	36	(2.3)	69	(1.7)	7	(0.9)
Slovak Republic[1]	77	(1.7)	50	(2.0)	30	(1.7)	96	(0.7)	57	(2.1)	72	(1.6)	48	(2.1)	96	(0.9)	1	(0.2)
Slovenia	46	(1.5)	27	(1.1)	23	(1.5)	74	(1.1)	38	(1.2)	47	(1.3)	17	(0.9)	70	(1.3)	10	(0.7)
Bulgaria	43	(2.4)	9	(1.0)	23	(2.1)	73	(2.2)	44	(2.6)	70	(2.0)	37	(2.4)	79	(1.6)	7	(0.8)
Latvia	59	(2.2)	21	(1.5)	22	(2.0)	80	(1.3)	37	(2.2)	39	(2.2)	56	(2.4)	81	(1.5)	7	(0.8)
Latin America																		
Colombia	60	(1.7)	43	(2.0)	33	(1.7)	76	(1.9)	59	(2.1)	39	(1.7)	33	(1.6)	82	(1.5)	4	(0.7)
Dominican Republic	75	(2.7)	58	(3.3)	52	(2.9)	74	(2.4)	75	(2.2)	73	(3.2)	55	(2.5)	78	(2.5)	2	(0.5)
Mexico	65	(1.9)	47	(1.8)	32	(2.7)	66	(1.8)	41	(2.4)	55	(1.7)	36	(1.9)	74	(1.5)	5	(0.5)
Paraguay	73	(2.5)	35	(2.3)	42	(2.7)	80	(2.0)	59	(2.8)	59	(2.3)	59	(2.0)	89	(1.4)	2	(0.7)
Chile	35	(2.3)	15	(1.5)	27	(2.0)	50	(1.8)	27	(1.8)	34	(2.1)	14	(1.7)	49	(2.2)	20	(1.4)
Guatemala	45	(2.0)	31	(2.3)	30	(2.2)	61	(2.8)	42	(2.5)	34	(1.7)	35	(2.6)	78	(1.9)	9	(1.7)

Table 6   National percentages of grade 8 CCE teachers reporting to have taken part with their target grade classes in listed activities (Continued)

Country	Activities related to the environment, geared to the local area		Human rights projects		Activities related to underprivileged people or groups		Cultural activities (for example, theatre, music, cinema)		Multicultural and intercultural activities within the <local community>		Campaigns to raise people's awareness, such as <AIDS World Day, World No Tobacco Day>		Activities related to improving facilities for the <local community>		Participating in sports events		not in any of these activities	
Nordic																		
Denmark	12	(1.2)	14	(1.4)	15	(1.9)	55	(2.3)	6	(0.8)	14	(1.4)	13	(1.5)	43	(2.1)	27	(1.8)
Finland	16	(1.1)	5	(0.7)	19	(1.0)	50	(1.3)	13	(1.1)	60	(1.3)	20	(1.7)	56	(1.4)	14	(0.8)
Norway	15	(2.6)	17	(2.7)	22	(2.6)	87	(1.5)	17	(2.1)	45	(4.9)	23	(3.8)	74	(4.4)	8	(1.0)
Sweden †	19	(1.5)	27	(2.0)	17	(1.4)	80	(1.5)	16	(1.3)	18	(1.2)	16	(1.4)	69	(1.4)	11	(1.1)
Western Europe																		
England	32	(1.7)	27	(1.4)	37	(1.6)	51	(1.7)	21	(1.2)	35	(1.5)	17	(1.3)	60	(1.6)	17	(1.2)
Ireland ‡	29	(1.3)	24	(1.2)	25	(1.2)	41	(1.3)	13	(0.9)	21	(1.1)	12	(0.8)	57	(1.4)	24	(1.2)
Luxembourg	17	(2.8)	22	(2.6)	21	(2.7)	34	(3.4)	17	(2.3)	40	(3.4)	12	(2.7)	35	(3.5)	32	(3.4)
Spain	41	(2.1)	42	(1.6)	41	(1.8)	74	(1.5)	27	(1.5)	50	(1.7)	12	(1.0)	55	(2.1)	10	(0.8)
Switzerland	18	(2.0)	11	(1.5)	11	(1.1)	47	(1.9)	8	(0.9)	22	(1.6)	8	(1.1)	55	(3.3)	25	(2.0)
Austria	31	(1.5)	22	(1.8)	23	(2.1)	64	(2.0)	16	(1.5)	27	(1.6)	19	(1.6)	56	(2.0)	16	(1.3)
Belgium (Flemish)	49	(2.5)	35	(2.2)	51	(2.0)	83	(1.3)	32	(1.7)	51	(2.6)	14	(1.2)	78	(1.3)	6	(0.8)
Cyprus	28	(1.6)	22	(1.4)	25	(1.4)	50	(1.8)	27	(1.5)	22	(1.7)	19	(1.5)	44	(1.7)	21	(1.5)
Italy	40	(1.9)	40	(2.0)	39	(1.6)	80	(1.4)	34	(1.6)	44	(1.6)	19	(1.3)	65	(1.6)	7	(0.7)
Liechtenstein	23	(4.2)	23	(4.4)	20	(4.6)	54	(5.1)	2	(1.2)	29	(4.0)	9	(2.7)	55	(4.5)	21	(4.3)
Malta	45	(1.9)	29	(1.8)	41	(1.8)	75	(1.9)	29	(1.5)	39	(2.1)	19	(1.4)	78	(1.8)	8	(1.3)
Other																		
New Zealand	36	(1.9)	20	(1.2)	32	(1.7)	49	(1.3)	29	(1.4)	40	(1.5)	17	(1.3)	68	(1.6)	15	(0.9)
ICCS Average	43		28		31		66		32		45		28		68		12	
Variance	426		237		205		225		328		324		324		233		65	