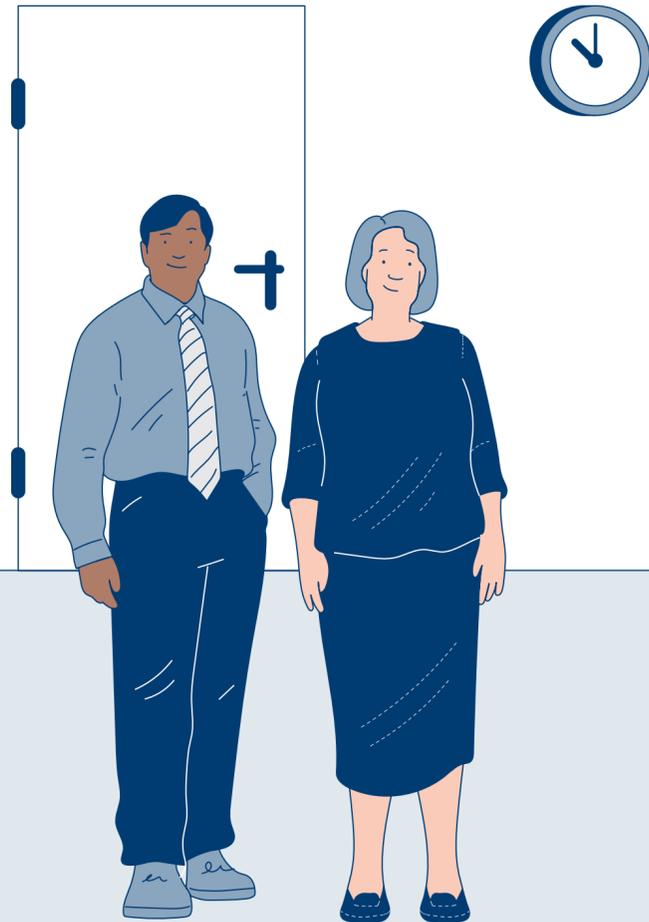


# ICCS is the largest international, and only dedicated, study of civic and citizenship education.

ICCS 2022 collected high-quality data from:



**3,400** School Principals



**40,000** Teachers



**82,000** Eighth-Grade Students



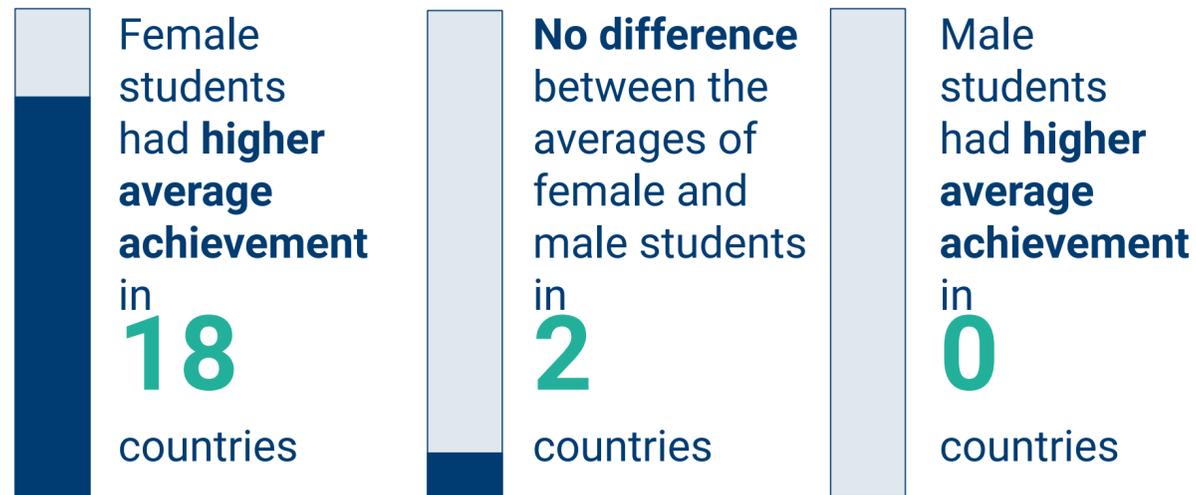
**22** Countries and  
**2** Benchmarking Entities

While civic knowledge increased across countries that participated in 2009 and 2016, it did not increase across countries that participated in 2016 and 2022.

Trends 2016–2022



# Internationally, female students demonstrated higher civic knowledge than male students in ICCS 2022.

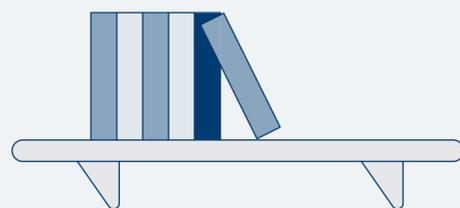
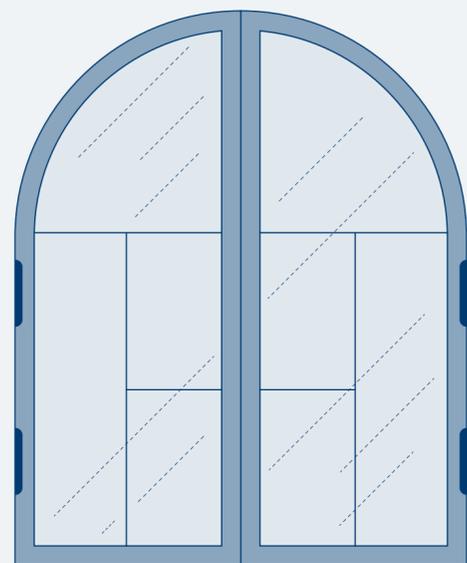


Across the three cycles of ICCS, the achievement of female students has been consistently higher than that of male students.

Across countries in ICCS 2022, students in higher socioeconomic status groups demonstrated higher average civic knowledge than students in lower socioeconomic status groups.

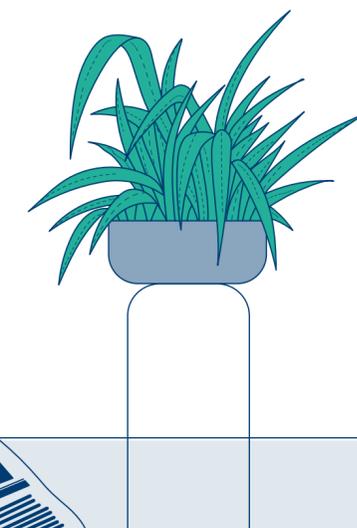
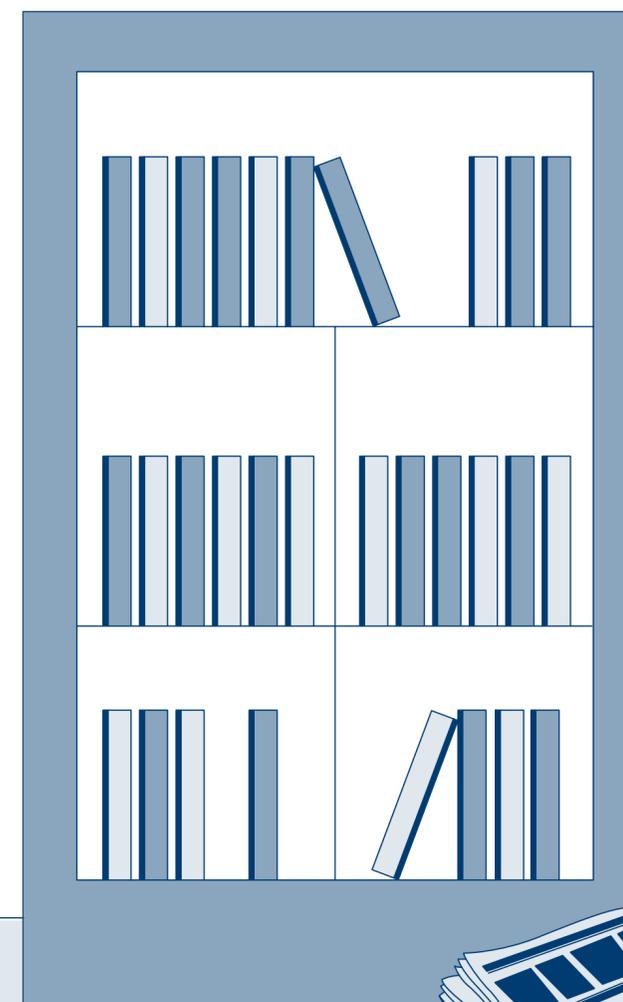
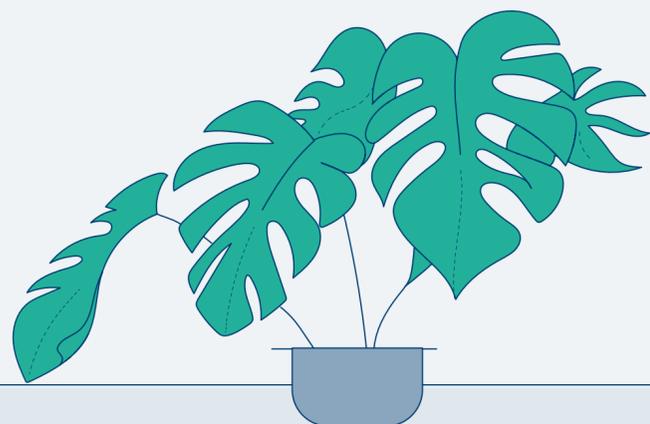
For example, civic knowledge scores by books in the home:

ICCS 2022 International Average

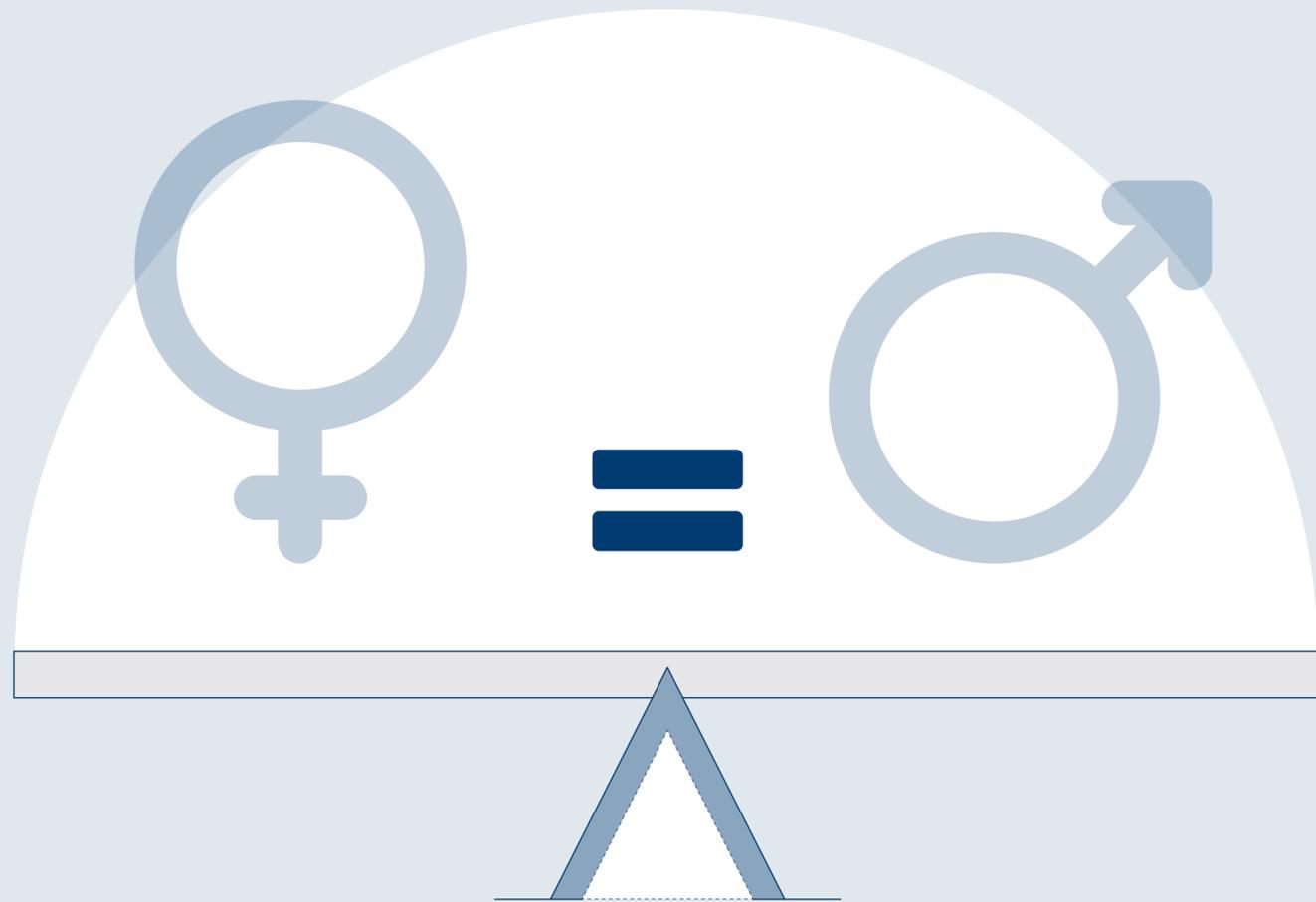


↓ 467  
Low SES

↑ 532  
High SES



**International results from ICCS 2022 show that students with higher levels of civic knowledge and understanding tend to:**



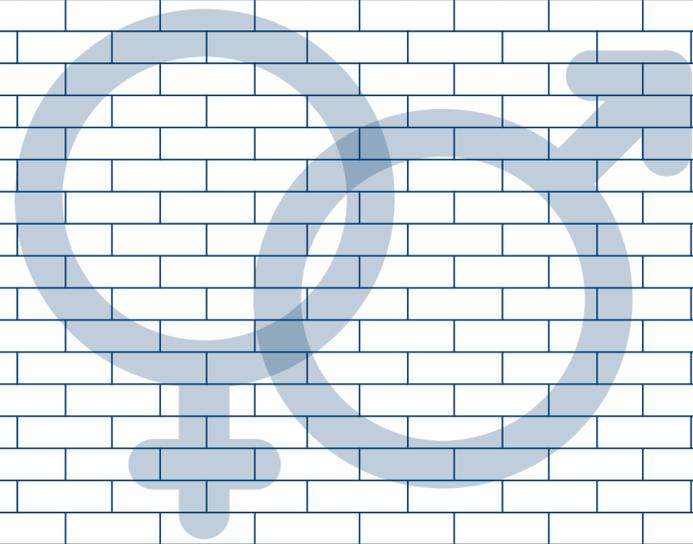
Be more supportive  
of gender equality



More strongly endorse  
equal rights for immigrants  
and all ethnic groups

# High levels of young people's support for gender equality was seen across countries in ICCS 2022 and endorsement was stronger among female students.

Percentage of students internationally agreeing or strongly agreeing with the following statements:



“Men and women should have equal opportunities to take part in government”

94%

“Men and women should have the same rights in every way”

91%

“Men and women should get equal pay when they are doing the same jobs”

90%

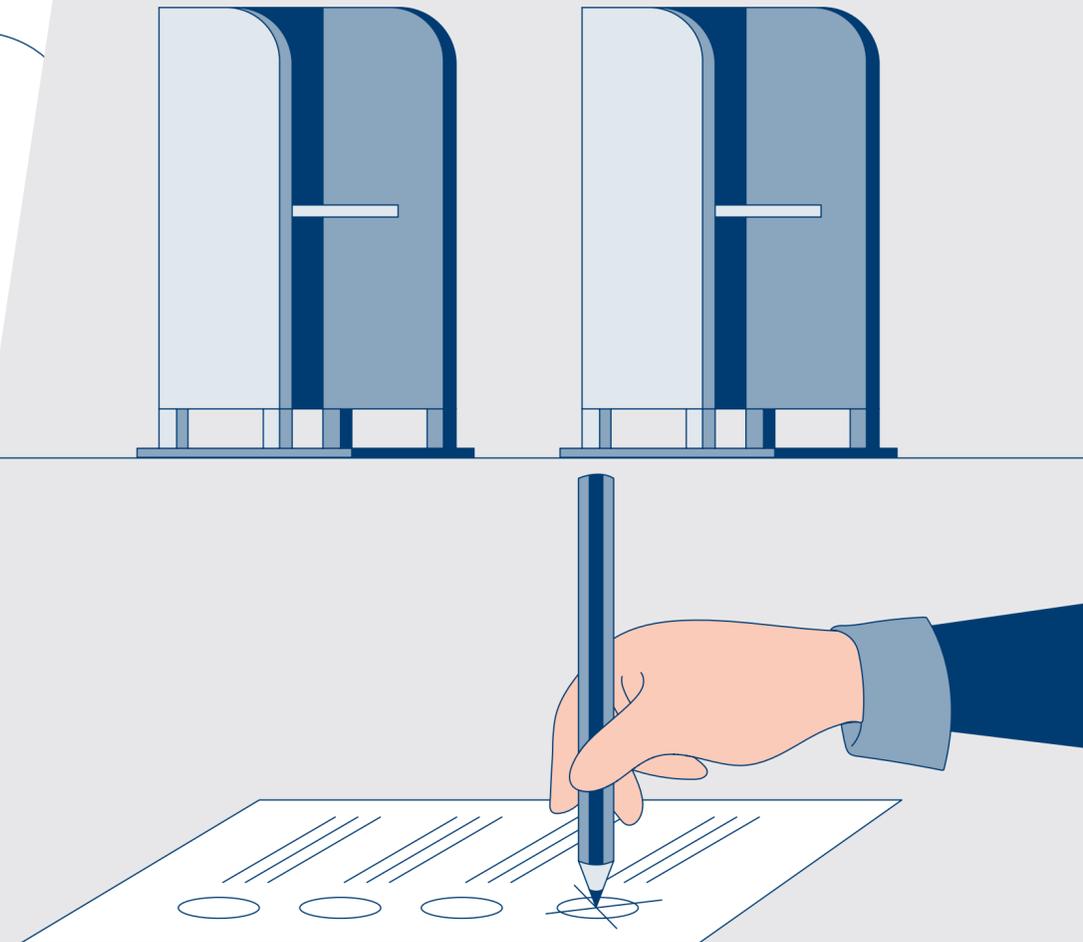
International results from ICCS 2022 show that students with higher levels of civic knowledge and understanding tend to be:



More open to **diversity**



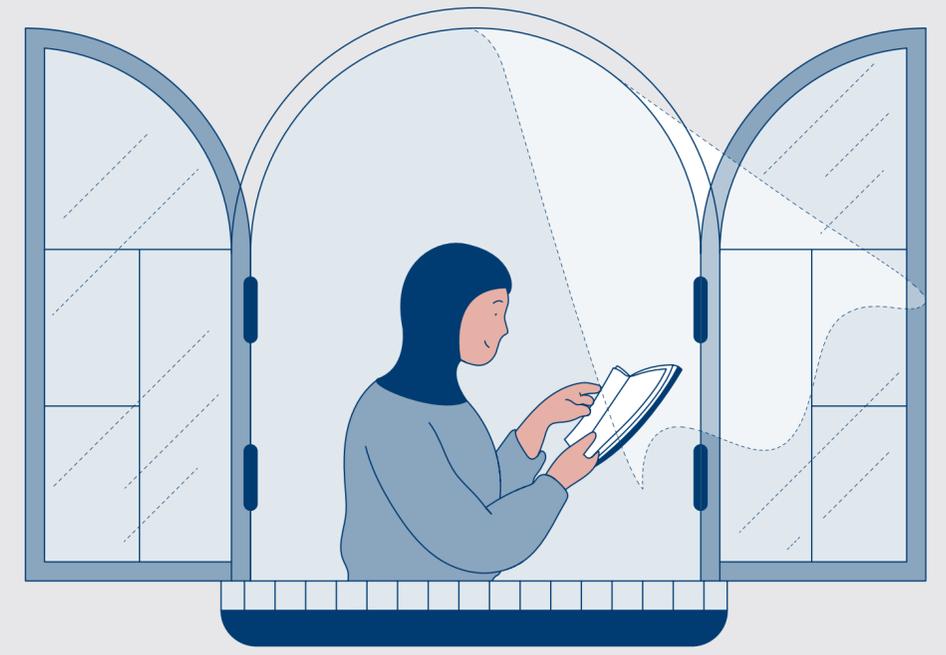
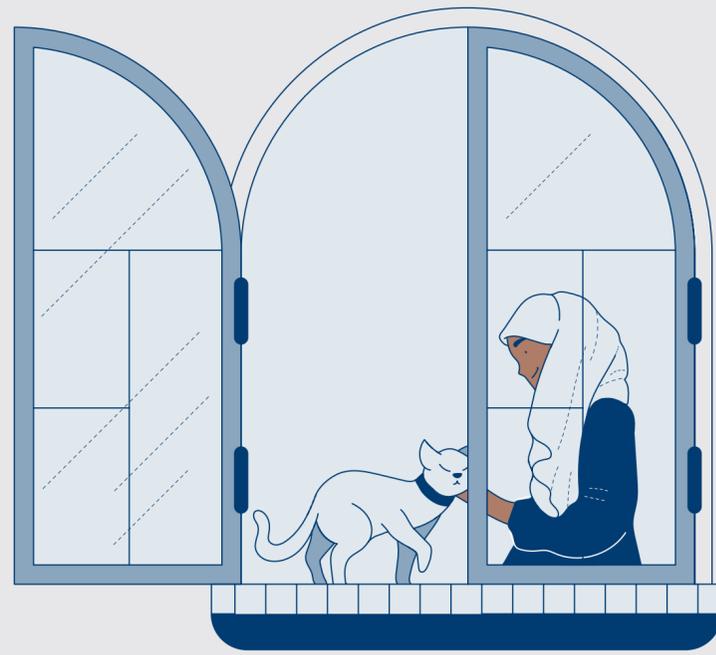
More supportive of  
**environmental protection**



More likely to expect to **vote**  
**in elections**

# Across countries in ICCS 2022, most students endorsed equal opportunities for immigrants in their countries.

On average, **73%** of students agreed that immigration brought cultural, social, and economic benefits to their country.



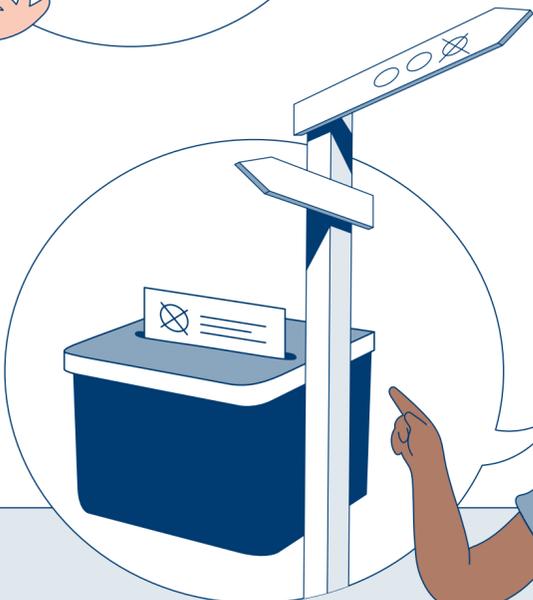
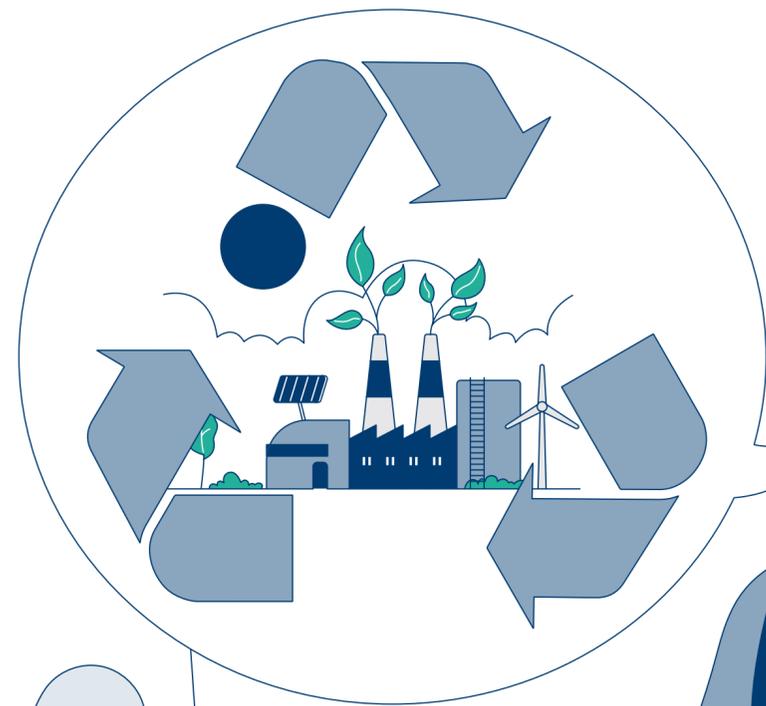
There were high levels of **support for environmental protection** across countries in ICCS 2022, and concerns about climate change as a global threat increased since 2016.



In ICCS 2022, **90%** of students internationally thought that every citizen needs to contribute to the reduction of pollution.



In ICCS 2022, **more than one third** of students across countries reported talking about political or social issues with parents.



In ICCS 2022, students reported that they participate in discussions of political and social issues more often when compared to the previous two cycles.

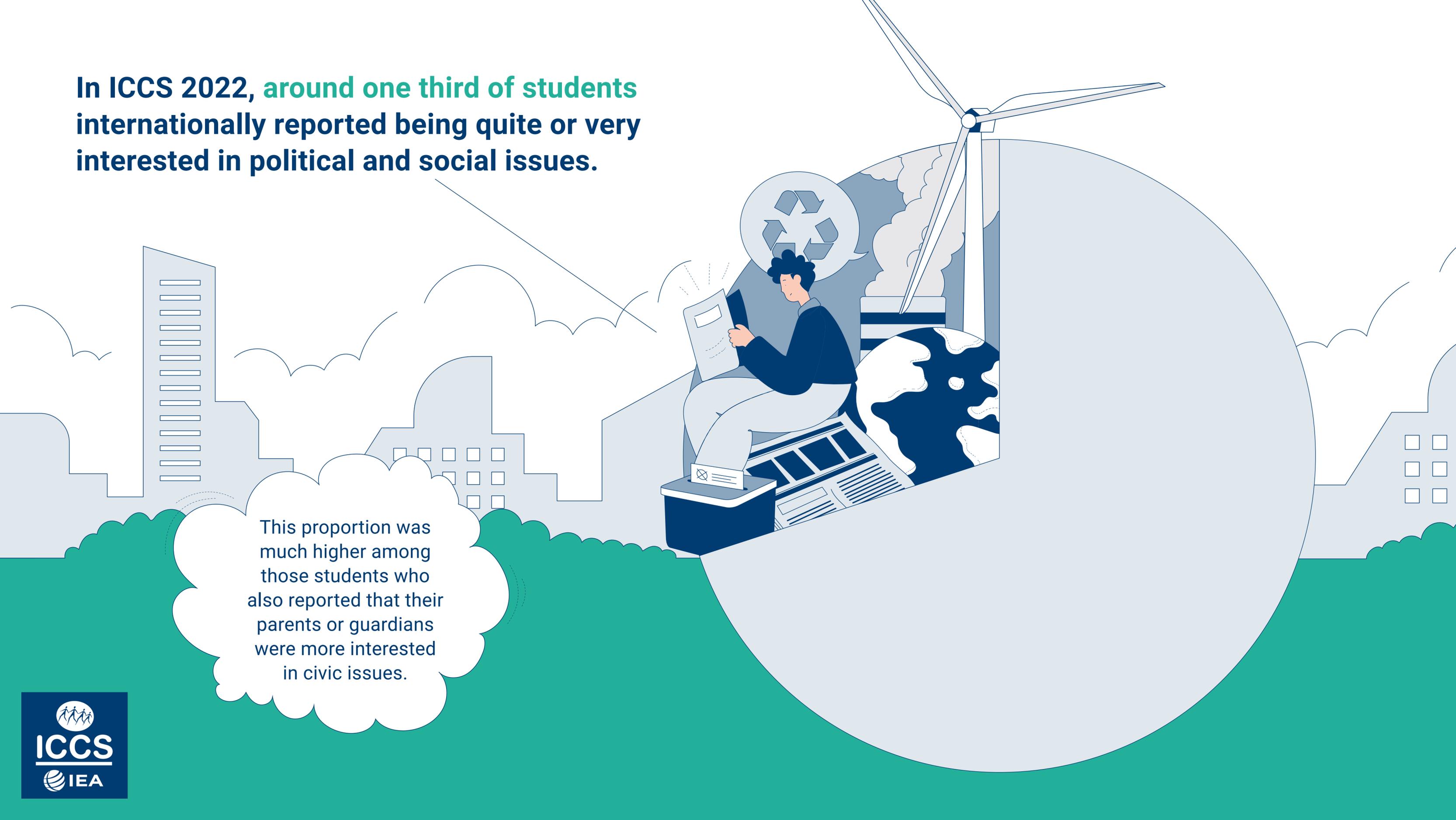
International results from ICCS 2022 show that **around three quarters** of students expected to probably or certainly participate in national or local elections.

Students with **higher levels of civic knowledge** expected to participate as adults in elections to a greater extent than other students.

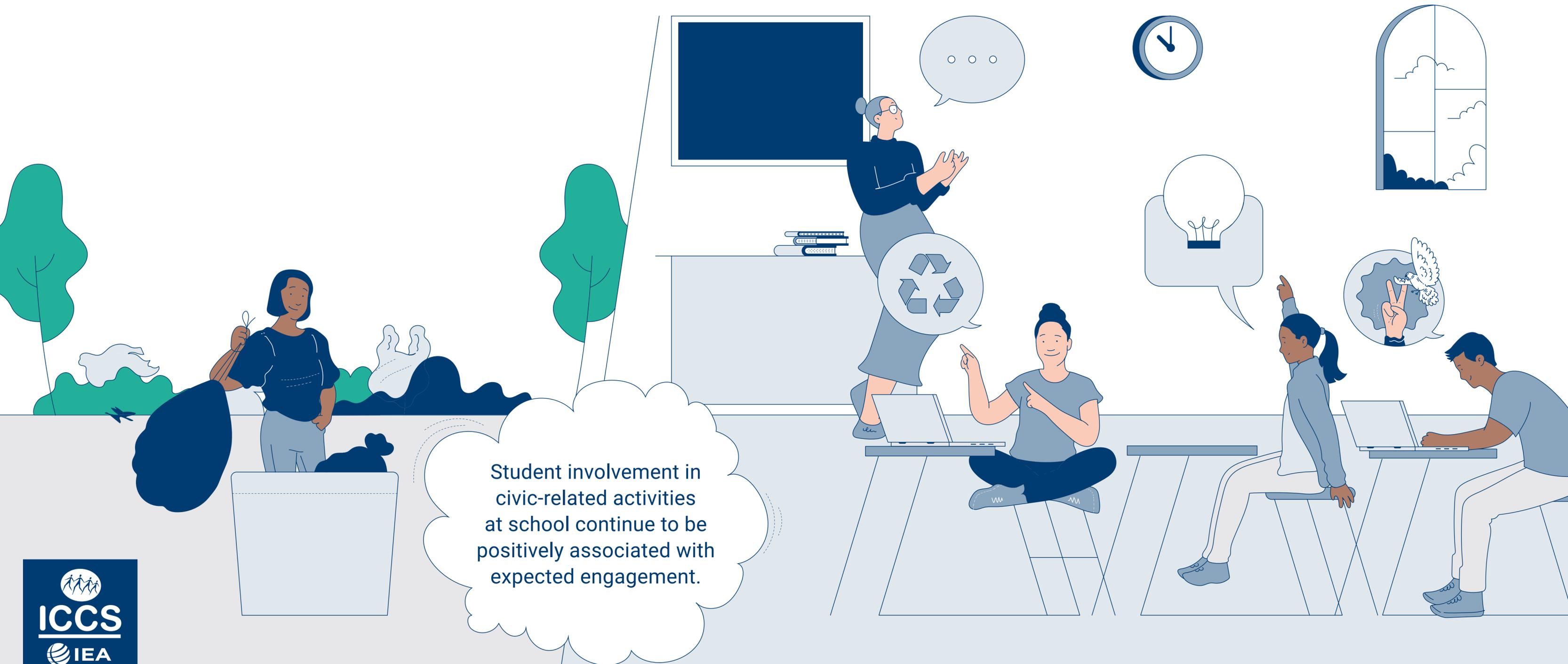


In ICCS 2022, **around one third of students** internationally reported being quite or very interested in political and social issues.

This proportion was much higher among those students who also reported that their parents or guardians were more interested in civic issues.



International results from ICCS 2022 show that **perceptions of an open classroom climate for discussions** are positively associated with civic knowledge.



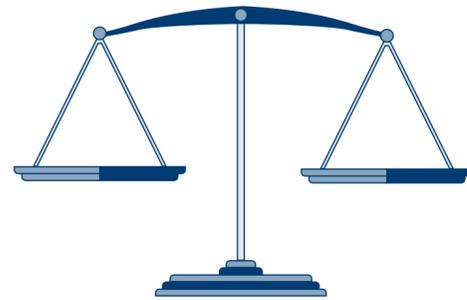
Student involvement in civic-related activities at school continue to be positively associated with expected engagement.

ICCS 2022 revealed that **three quarters of students** internationally believe democracy is still the best form of government.

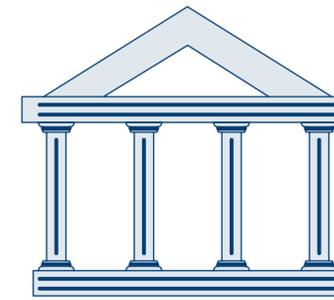
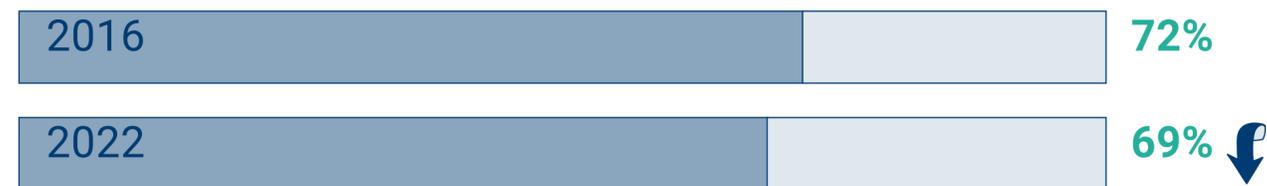
Still, many students internationally expressed critical views of how the democratic system works, and **a little over one half of students** internationally agreed that their elected representatives represent the interests of people in their country well.



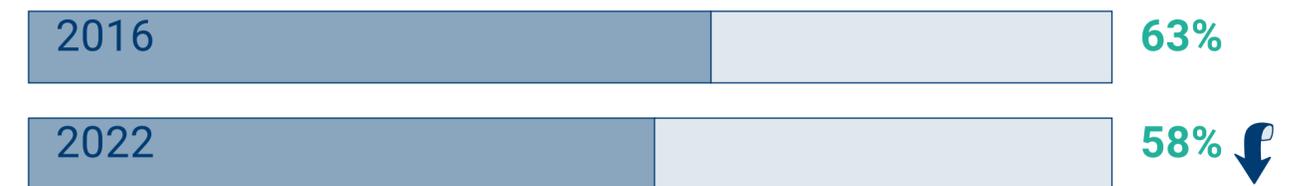
On average internationally, there were declines in the percentage of students reporting “complete” or “quite a lot” of trust across different institutions between ICCS 2016 and ICCS 2022.



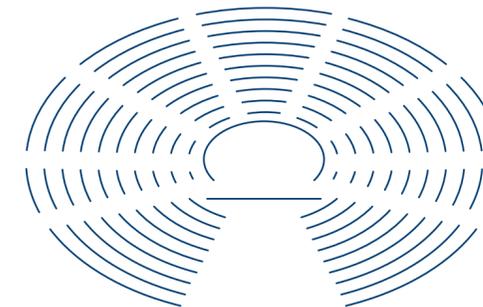
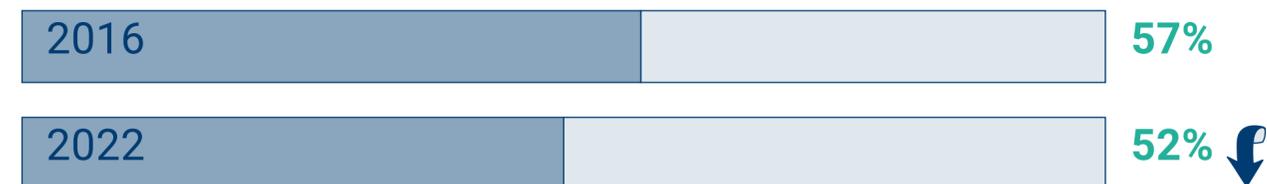
### Courts of justice



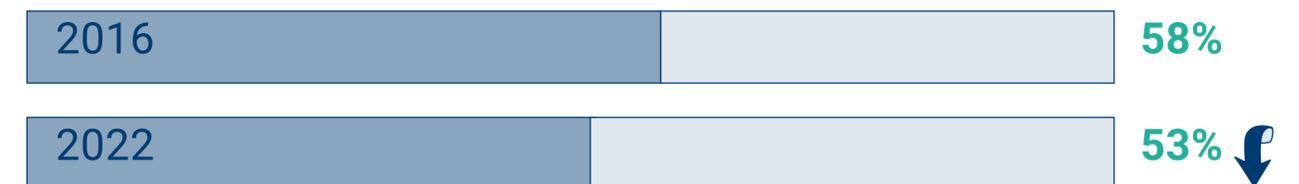
### National government



### Traditional media



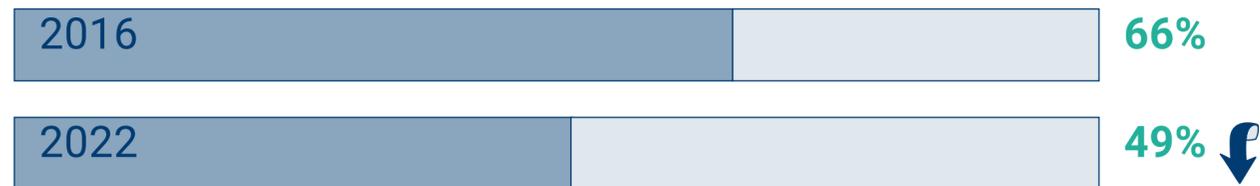
### Parliament/congress



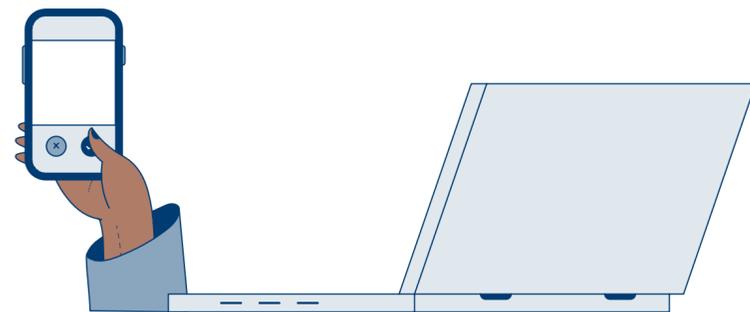
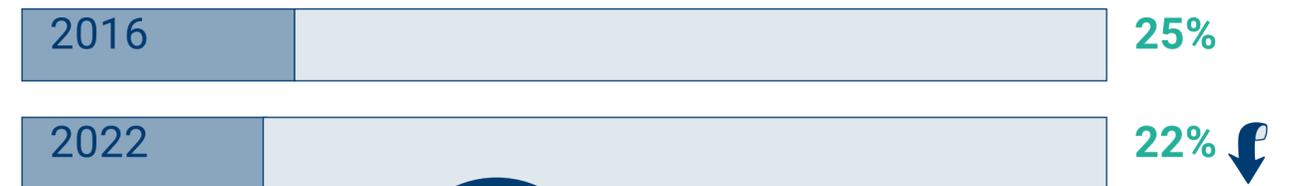
# Changes were observed in students' reports of what communications activities they use at least once weekly in ICCS 2022 compared to 2016:



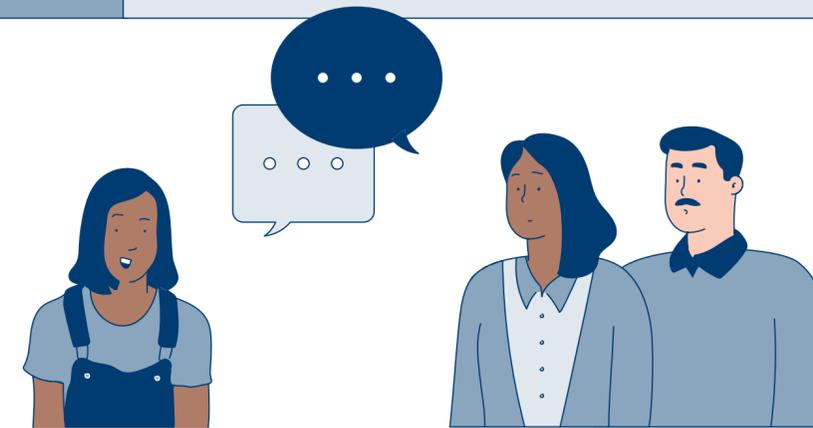
### Watching TV news to inform oneself



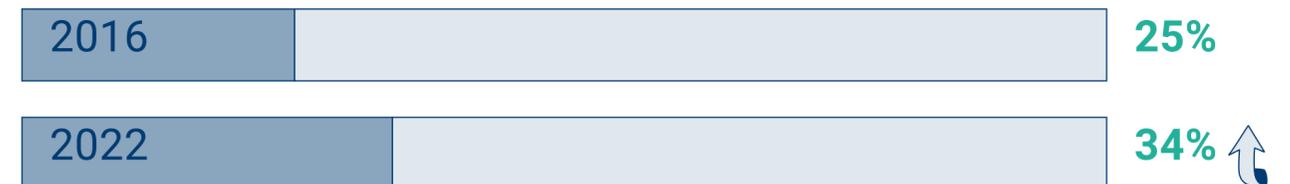
### Reading newspapers to inform oneself



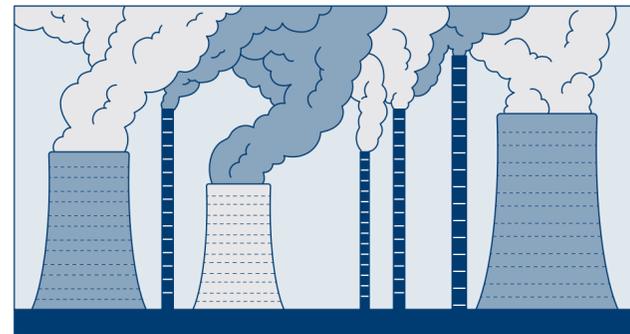
### Using the internet to find information about political/social issues



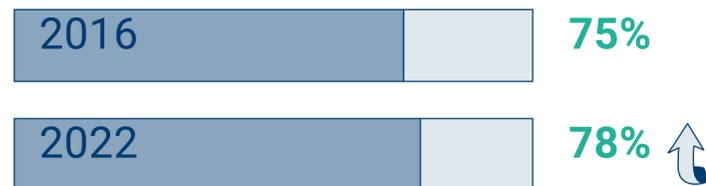
### Talking to parents about political/social issues



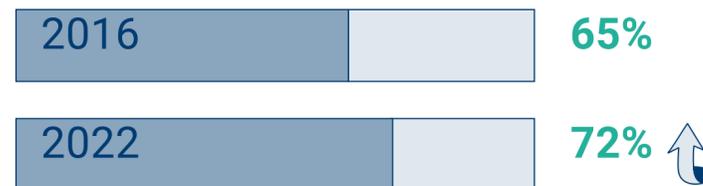
# Internationally, students perceived a number of issues as being “to a large extent” threats to the world’s future.



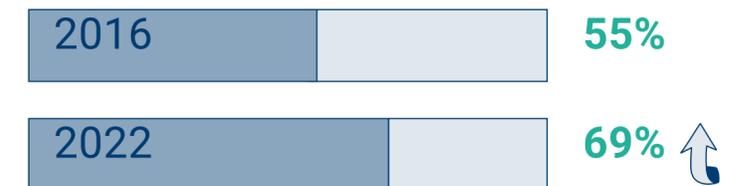
## Pollution



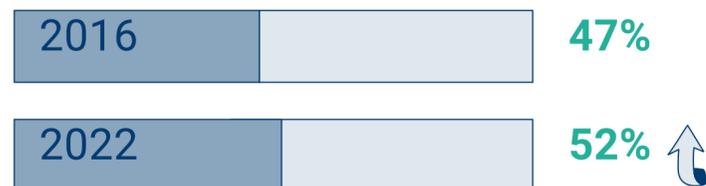
## Water shortages



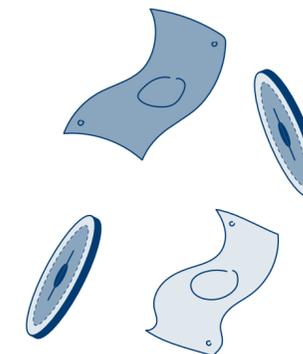
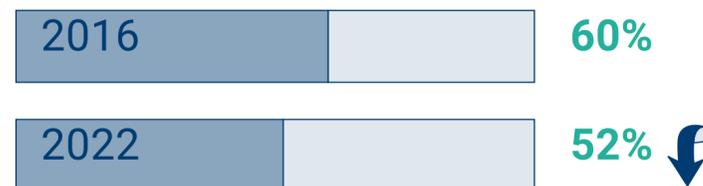
## Climate change



## Violent conflict



## Infectious diseases



## Global financial crisis



The majority of students across participating countries reported seeing themselves as European, being proud to live in Europe, and feeling part of Europe.



Across participating countries, students who expressed higher levels of trust in civic institutions also tended to have a **stronger sense of European identity** than students with lower levels of trust.

More than half of the students expressed trust in European institutions and were expecting to vote in European elections.



On average across participating countries, students' **trust in European institutions was higher** than their trust in their national governments.



# Students held positive expectations about the future of Europe in relation to:



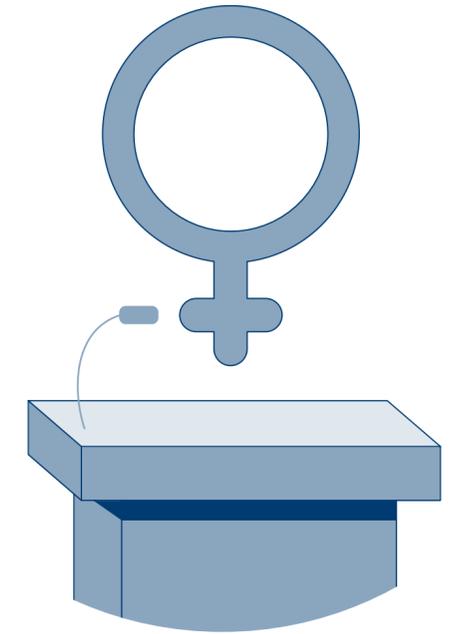
Stronger cooperation among European countries



Strengthening of democracy



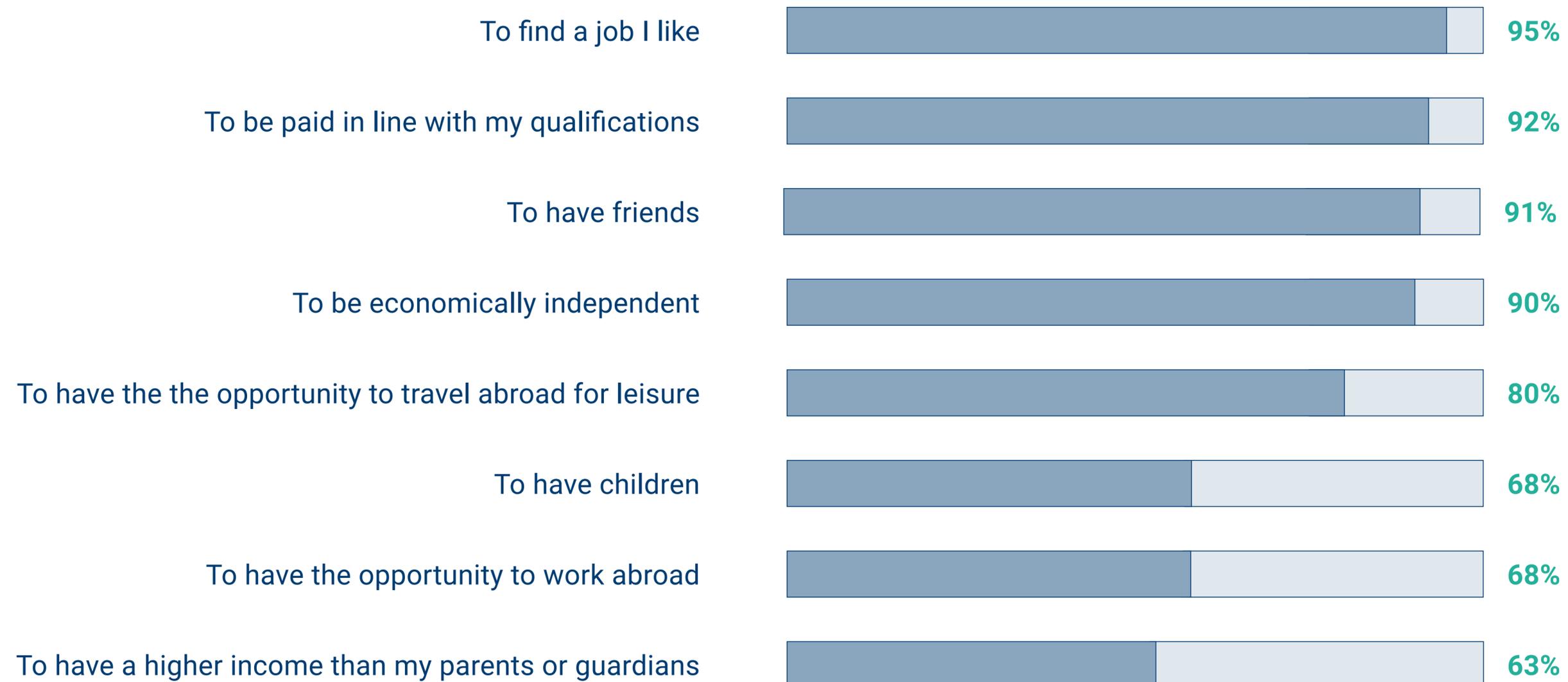
Improved access to healthcare for people below the poverty line



Increased numbers of women among political leaders



# Percentages of students who considered that the following as important or very important in their future life:



**Nearly all students were in favor of different forms of cooperation among European countries to protect the environment.**

