

# Appendices

## APPENDIX A EXAMPLES OF ITEMS FROM THE CIVIC KNOWLEDGE TEST

**Figure A.1a Item Example: Which of the following is a fact?**

Country	Correct Answers (in %)	Example 1 (Item #38) Type 2: Skills in Interpretation
Australia	58 (1.5)	<p><b>38. Three of these statements are opinions and one is a fact. Which of the following is a FACT [the factual statement]?</b></p> <p>A. People with very low incomes should not pay any taxes.</p> <p>B. In many countries rich people pay higher taxes than poor people.*</p> <p>C. It is fair that some citizens pay higher taxes than others.</p> <p>D. Donations to charity are the best way to reduce differences between rich and poor.</p>
Belgium (French)	42 (1.5)	
Bulgaria	44 (2.5)	
Chile	26 (1.1)	
Colombia	26 (1.6)	
Cyprus	63 (1.3)	
Czech Republic	46 (1.6)	
Denmark	54 (1.0)	
England	54 (1.1)	
Estonia	46 (1.2)	
Finland	68 (1.0)	
Germany	53 (1.5)	
Greece	53 (1.3)	
Hong Kong (SAR)	57 (1.6)	
Hungary	48 (1.4)	
Italy	55 (1.4)	
Latvia	42 (1.5)	
Lithuania	35 (1.6)	
Norway	59 (1.2)	
Poland	50 (3.2)	
Portugal	25 (1.6)	
Romania	39 (2.4)	
Russian Federation	52 (2.4)	
Slovak Republic	44 (1.5)	
Slovenia	44 (1.2)	
Sweden	54 (1.8)	
Switzerland	56 (1.5)	
United States	69 (1.6)	
<b>International Sample</b>	49 (0.3)	
<p>( ) Standard errors appear in parentheses. * Correct answer.</p>		

Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

**Figure A.1b Item Example: Which is an example of discrimination in pay equity?**

Country	Correct Answers (in %)	Example 2 (Item #26) Type 2: Skills in Interpretation
Australia	66 (1.4)	<p>26. Two people work at the same job but one is paid less than the other. The principle of equality would be violated if the person is paid less because of ...</p> <p>A. fewer educational qualifications.</p> <p>B. less work experience.</p> <p>C. working for fewer hours.</p> <p>D. gender [sex].*</p>
Belgium (French)	47 (1.6)	
Bulgaria	33 (2.4)	
Chile	31 (1.2)	
Colombia	32 (2.0)	
Cyprus	56 (1.3)	
Czech Republic	48 (1.6)	
Denmark	67 (1.2)	
England	64 (1.1)	
Estonia	41 (1.3)	
Finland	75 (1.0)	
Germany	51 (1.2)	
Greece	49 (1.5)	
Hong Kong (SAR)	65 (1.6)	
Hungary	56 (1.4)	
Italy	48 (1.4)	
Latvia	33 (1.8)	
Lithuania	42 (1.5)	
Norway	57 (1.3)	
Poland	68 (2.3)	
Portugal	41 (1.4)	
Romania	32 (1.9)	
Russian Federation	29 (2.4)	
Slovak Republic	29 (1.6)	
Slovenia	46 (1.2)	
Sweden	68 (1.6)	
Switzerland	57 (1.8)	
United States	76 (1.6)	
<b>International Sample</b>	50 (0.3)	
<p>( ) Standard errors appear in parentheses.</p> <p>* Correct answer.</p>		

Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

**Figure A.1c Item Example: Result if large publisher buys many newspapers**

Country	Correct Answers (in %)	Example 4 (Item #18) Type 1: Knowledge of Content
Australia	59 (1.4)	<p>18. Which of the following is most likely to happen if a large publisher buys many of the [smaller] newspapers in a country?</p> <p>A. Government censorship of the news is more likely.</p> <p>B. There will be less diversity of opinions presented.*</p> <p>C. The price of the country's newspapers will be lowered.</p> <p>D. The amount of advertising in the newspapers will be reduced.</p>
Belgium (French)	50 (1.6)	
Bulgaria	55 (1.6)	
Chile	40 (1.1)	
Colombia	49 (2.1)	
Cyprus	71 (1.0)	
Czech Republic	51 (1.4)	
Denmark	70 (0.9)	
England	49 (1.3)	
Estonia	61 (1.0)	
Finland	48 (1.2)	
Germany	62 (1.1)	
Greece	71 (1.1)	
Hong Kong (SAR)	70 (1.3)	
Hungary	54 (1.2)	
Italy	44 (1.2)	
Latvia	57 (1.6)	
Lithuania	65 (1.1)	
Norway	65 (0.8)	
Poland	78 (1.5)	
Portugal	34 (1.0)	
Romania	39 (1.9)	
Russian Federation	66 (1.9)	
Slovak Republic	61 (1.3)	
Slovenia	55 (1.2)	
Sweden	69 (1.0)	
Switzerland	56 (1.2)	
United States	59 (1.6)	
<b>International Sample</b>	57 (0.3)	
<p>( ) Standard errors appear in parentheses.                      * Correct answer.</p>		

Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

**Table A.1 Domain Content Categories and Short Titles for Items in Final Test****I A: Democracy and Its Defining Characteristics**

Domain Content Category	Item #	Short Titles for Items	Correct Answers (in %)	Item Parameter
Identify defining characteristics of democracy	12	...who ought to govern in democracy (also IEA, 1971)	71	88
	19	...necessary feature of democratic government	65	96
Identify limited and unlimited government, undemocratic regimes	17	...what makes a government non-democratic	53	106
Evaluate strengths and weaknesses of democratic systems	14	...main message of cartoon about democracy	61	100
Identify incentives to participate in the form of factors undermining democracy	9	...most serious threat to democracy	72	90
Identify problems in transitions of government from non-democratic to democratic	29	...most convincing action to promote democracy	54	106

**Table A.1 (continued)****I B: Institutions and Practices in Democracy**

Domain Content Category	Item #	Short Titles for Items	Correct Answers (in %)	Item Parameter
Identify characteristics and functions of elections and parties	11	...function of having more than one political party	75	88
	22	...function of periodic elections (also IEA, 1971)	42	113
Identify qualifications of candidates for positions and making up one's mind during elections	23	...which party issued political leaflet	65	97
	24	...what issuers of leaflet think about taxes	71	91
	25	...which policy issuers of leaflet likely to favor	58	100
Identify a healthy critical attitude toward officials and their accountability	30	...example of corruption in national legislature	66	96
	33	...main message of cartoon about political leader	77	84
Identify basic character of parliament, judicial system, law, police	2	...an accurate statement about laws	78	84
	13	...main task of national legislature	67	94
Identify provisions of constitution	28	...what countries' constitutions contain	62	99
Understand basic economic issues and their political implications	27	...essential characteristic of market economy	47	110
	38	...a fact (not an opinion) about taxes	49	109

**Table A.1 (continued)****I C: Citizenship: Rights and Duties**

Domain Content Category	Item #	Short Titles for Items	Correct Answers (in %)	Item Parameter
Identify general rights, qualifications, and obligations of citizens in democracies	3	...a political right	78	85
Identify citizens' rights to participate and express criticism and their limits	10	...illegal activity for a political organization	59	101
	15	...violation of civil liberties in democracy (also IEA, 1971)	53	107
Identify obligations, civic duties of citizens in democracy	1	...role of citizen in democratic country	79	83
Understand the role of mass media in democracy	4	...which of a reporter's rights was violated	70	92
	18	...result if large publisher buys many newspapers	57	103
Identify network of associations and differences of political opinion	7	...why organizations are important in democracy	69	93
	34	...main point of article about factory being shut	35	121
Identify the human rights defined in international documents	6	... purpose of Universal Declaration of Human Rights	77	86
	20	...what is in Convention on Rights of the Child	77	84
Identify rights in the economic sphere	8	...purpose of labor unions	64	98
Demonstrate awareness of tradeoffs	35	...economic objections to factory being shut	67	93

**II A: National Identity**

Domain Content Category	Item #	Short Titles for Items	Correct Answers (in %)	Item Parameter
Recognize sense of collective identity	32	...an opinion (not a fact) about flags	66	95
Recognize that every nation has events in its history of which it is not proud	36	...main message of cartoon about history textbooks	58	102

**Table A.1 (continued)****II B: International Relations**

Domain Content Category	Item #	Short Titles for Items	Correct Answers (in %)	Item Parameter
Recognize international economic issues and organizations (other than inter-governmental) active in dealing with matters with economic implications	21	...who owns multinational businesses	47	110
	31	...an opinion (not a fact) about the environment	53	106
Recognize major inter-governmental organizations	16	...major purpose of United Nations (also IEA, 1971)	85	77

**III A: Social Cohesion and Diversity**

Domain Content Category	Item #	Short Titles for Items	Correct Answers (in %)	Item Parameter
Recognize groups subject to discrimination	5	...an example of discrimination in employment	65	97
	26	...an example of discrimination in pay equity	50	108
	37	...a fact (not an opinion) about women and politics	72	89



## **APPENDIX B ITEM-BY-SCORE MAPS FOR SCALES REPORTED IN CHAPTERS 5 THROUGH 7**

### **Item-by-Score Map and International Item Percentages**

This section contains additional information on the scales presented in Chapters 4 to 7. The item-by-score map links scale scores to item responses; tables with international item frequencies show how students in the participating countries answered the scaled items. We have scaled the attitudinal items using the IRT (Item Response Theory) 'Partial Credit Model'. We then transformed the resulting person parameters (logits) for the latent dimensions to international scales with a mean of 10 and a standard deviation of 2 across all countries (equally weighted). The scale scores are always to be seen as relative to the international mean, and in themselves do not reveal any substantial meaning regarding the item response categories.

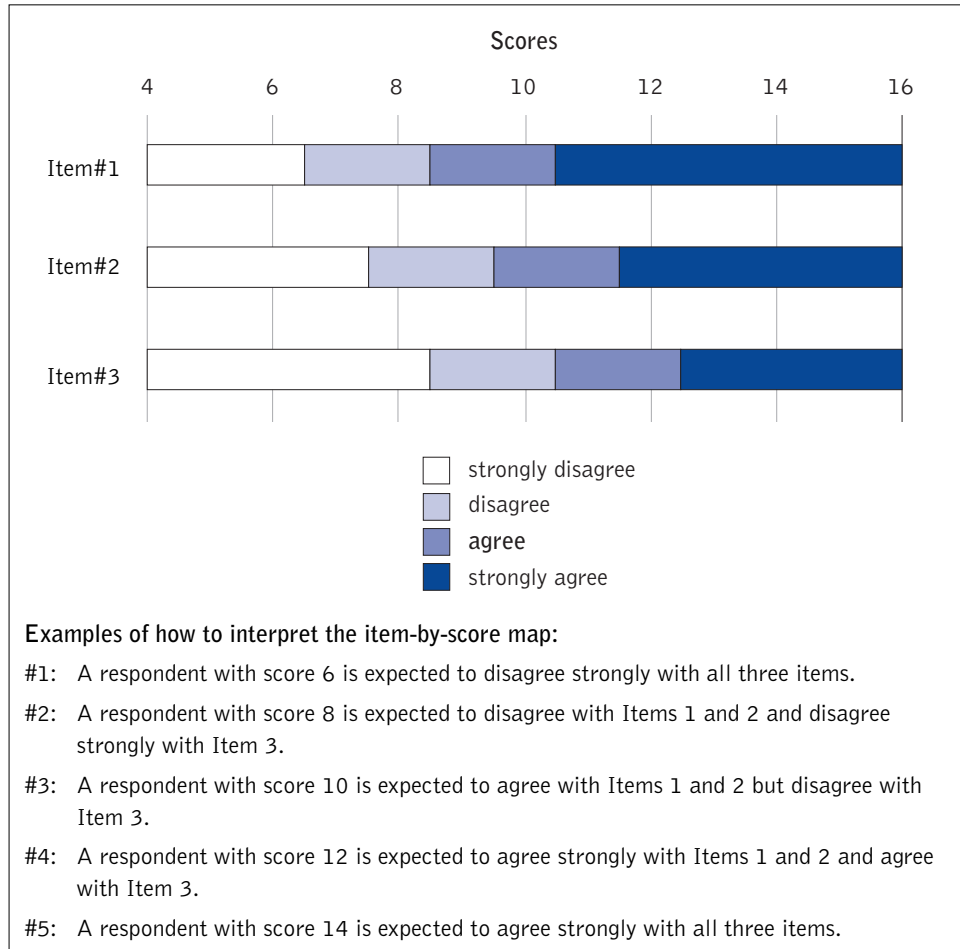
Generally, items differ according to the extent of endorsement along the latent dimension. Thus, for example, in a measurement of altruism, respondents will probably more readily agree with 'donating smaller amounts of money' than with 'spending time after work in community service'. Both items may measure the same dimension, but respondents usually will score higher on the latent dimension when they agree with the second item.

To illustrate the meaning of these international scale scores for every scale, we have provided a so-called 'Item-by-Score Map'. From the item parameters of the Rasch model it is possible to determine which response can be expected for each item given a certain scale score. Figure B.1 shows how the item-by-score map should be interpreted.

The vertical lines indicate for each of the scale scores at the top of the figure which response a student is most likely to give. If, for example, a respondent has a score of 10 in this example, he or she is likely to agree with Items 1 and 2 but to disagree with Item 3. Likewise, a respondent with a scale score of 8 will probably disagree with Item 1 and 2 and disagree strongly with Item 3, whereas a respondent with a scale score of 12 will probably strongly agree with Items 1 and 2 and agree with item 3.

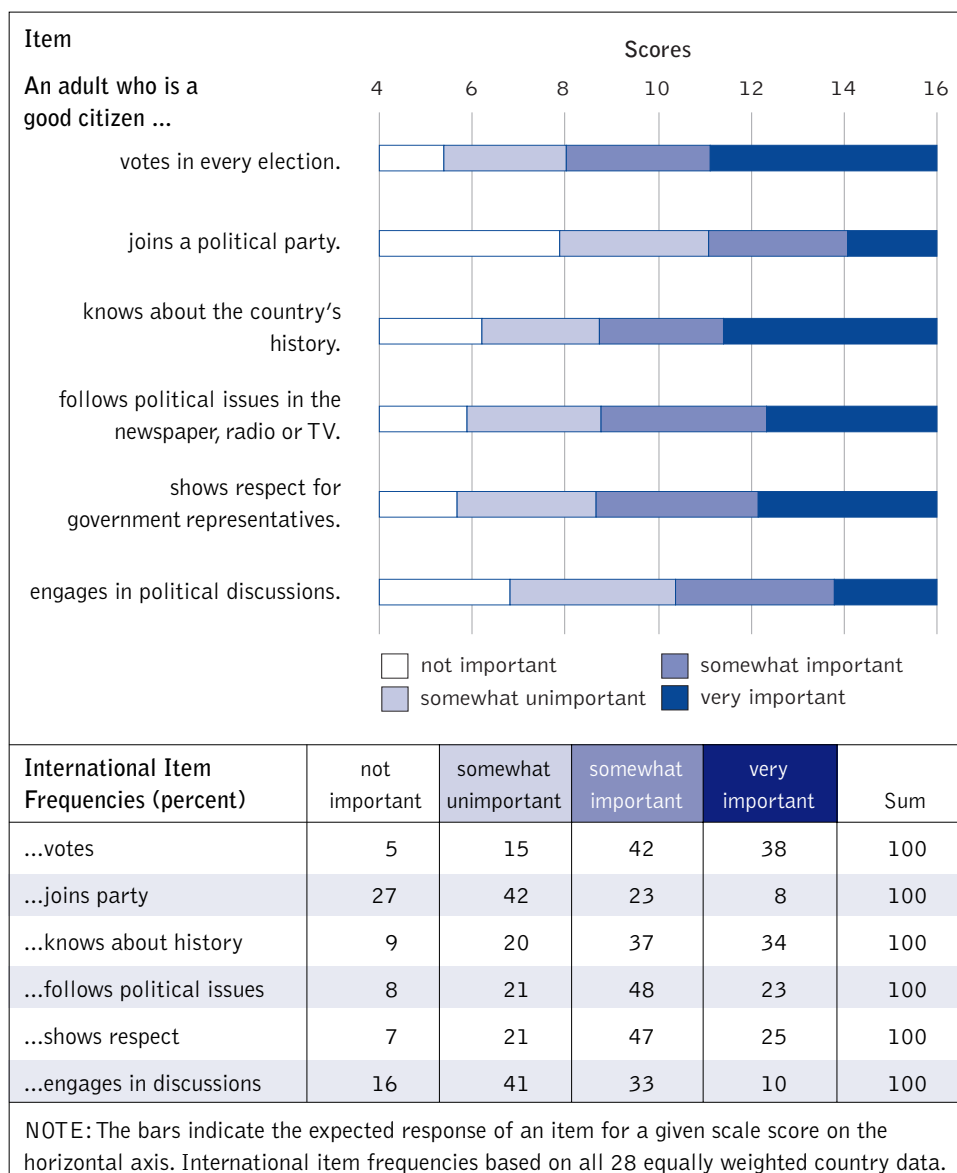
In addition to providing the item-by-score maps, we also give the international percentage for each scaled item. These percentages are based on equally weighted samples from all 28 participating countries and include only valid responses, excluding 'don't know' and missing. The international percentages enable the reader to see the average level of endorsement for each of the scaled items. Figure B.1 shows a fictitious example, and consequently does not contain any percentages.

**Figure B.1 Example of Item-By-Score Map**



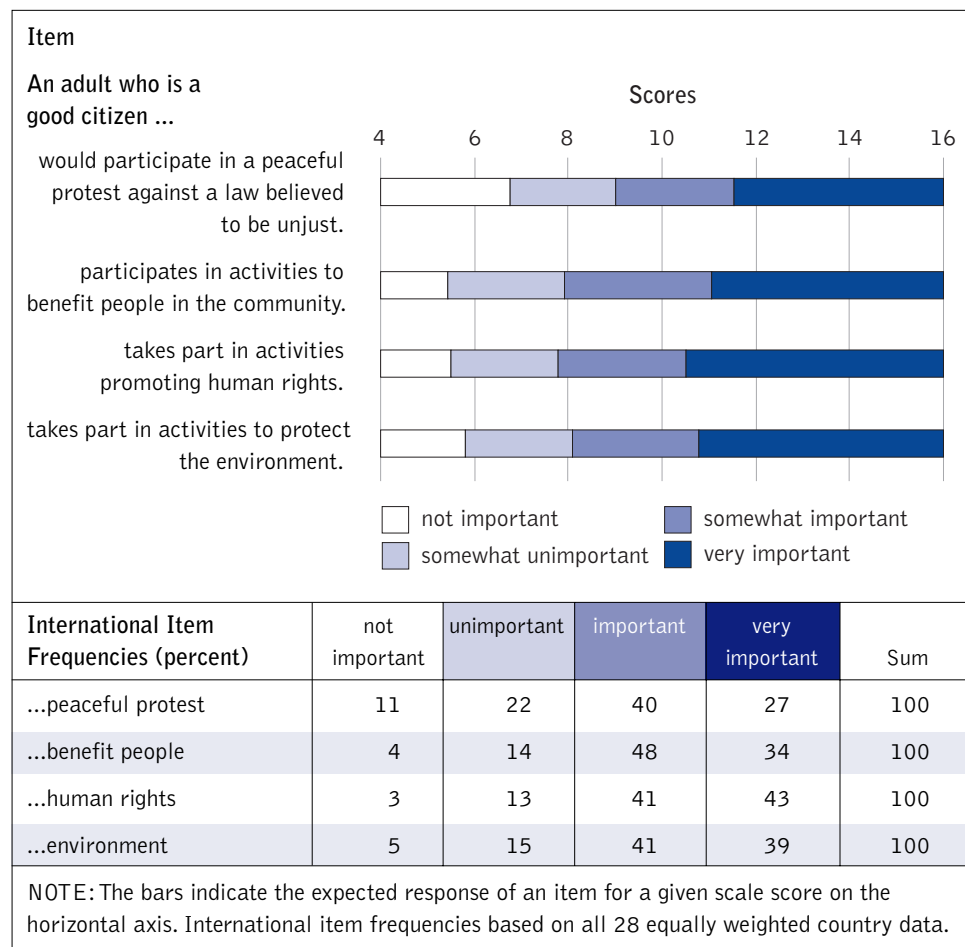
*Source: International Coordinating Center of the IEA Civic Education Study.*

**Figure B.2a Item-By-Score Map for Importance of Conventional Citizenship**



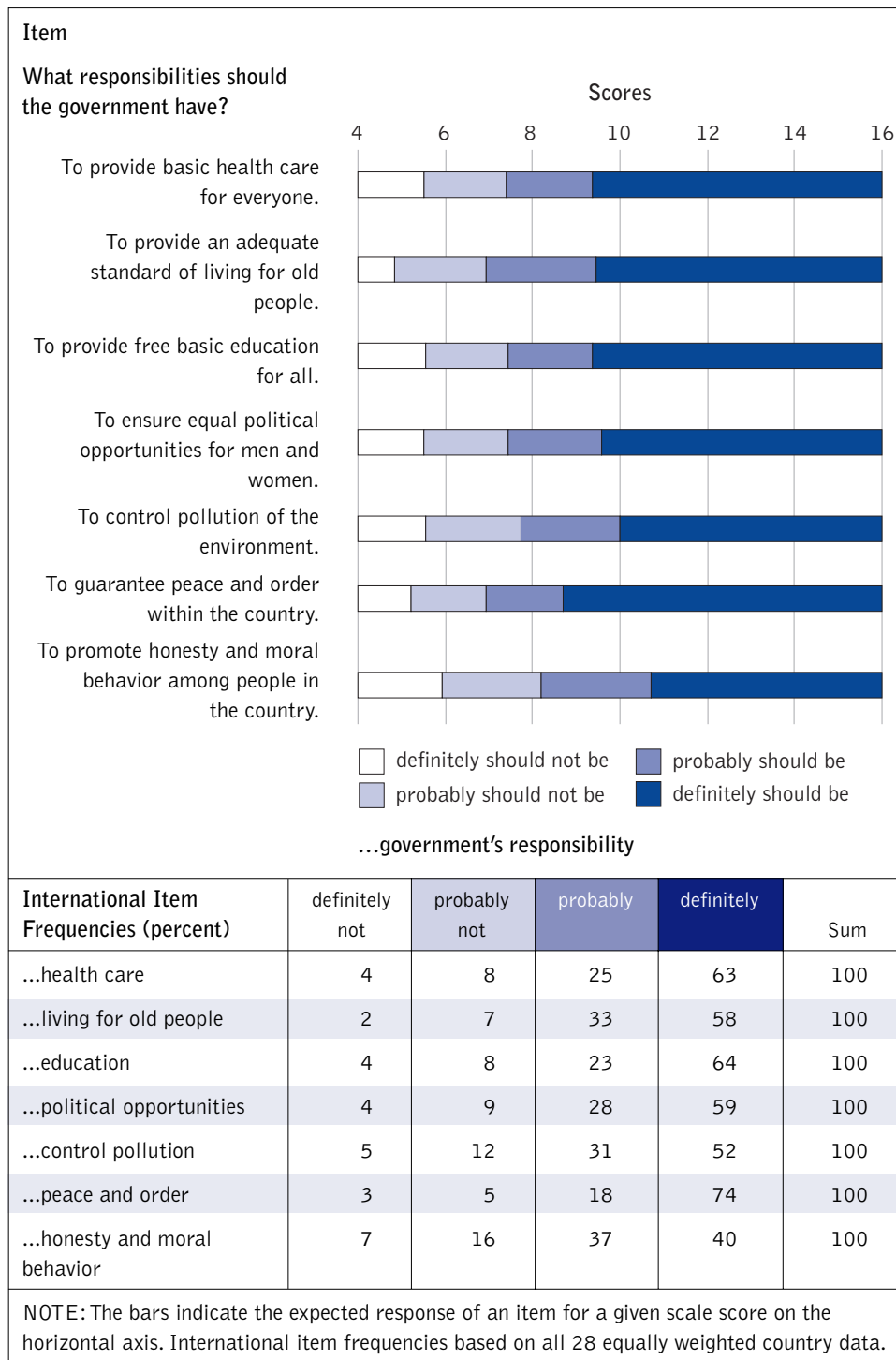
Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

**Figure B.2b Item-By-Score Map for Importance of Social Movement-related Citizenship**



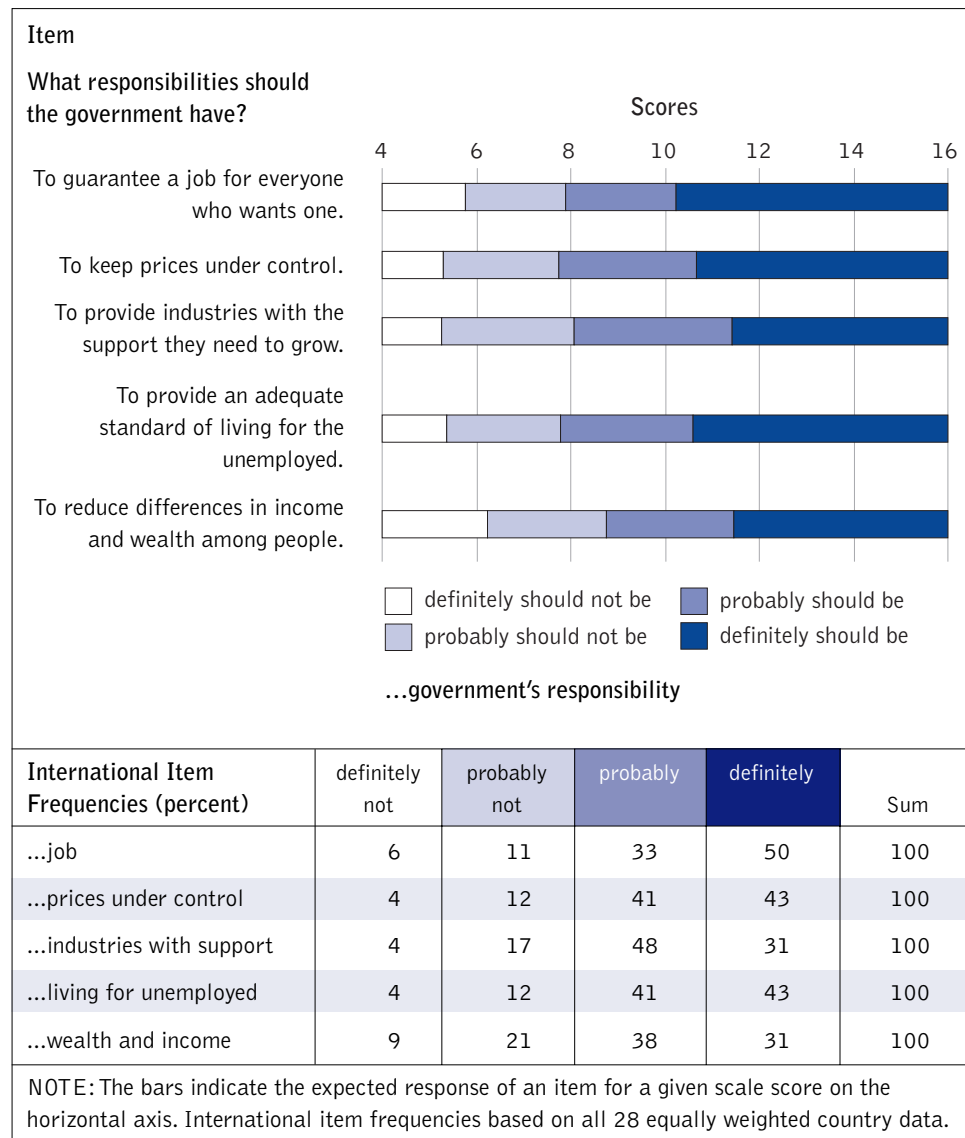
Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

**Figure B.2c Item-By-Score Map for Concept of Society-related Government Responsibilities**



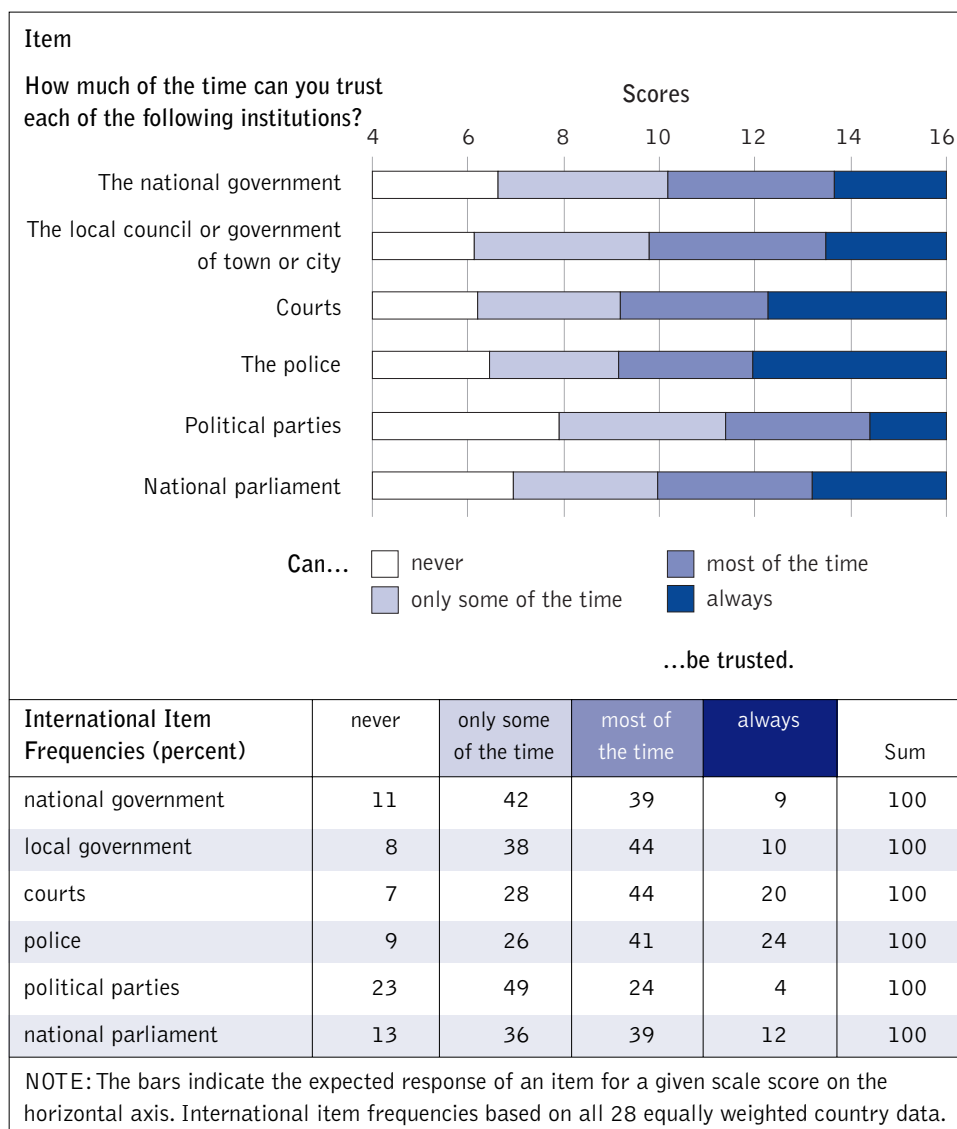
Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

**Figure B.2d Item-By-Score Map for Concept of Economy-related Government Responsibilities**



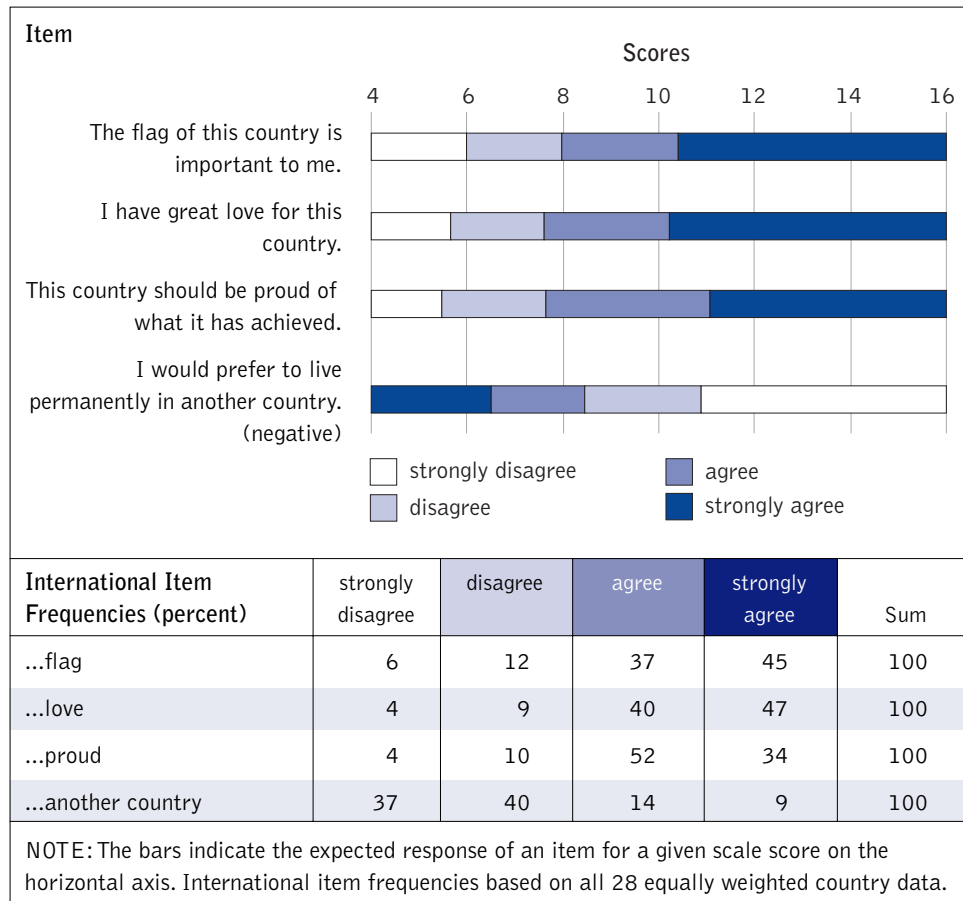
Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

**Figure B.2e Item-By-Score Map for Trust in Government-related Institutions**



Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

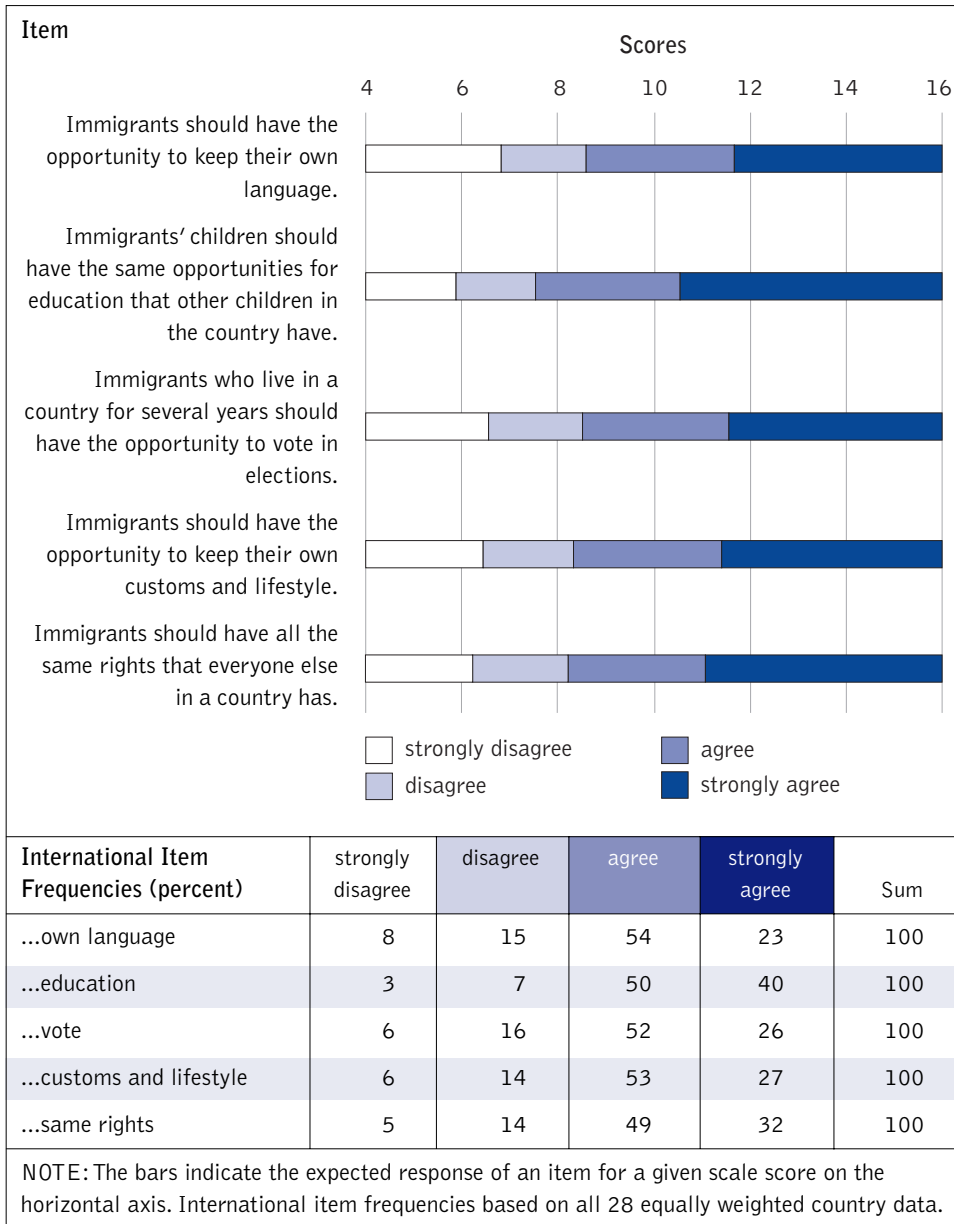
**Figure B.2f Item-By-Score Map for Positive Attitudes toward One's Nation**



Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

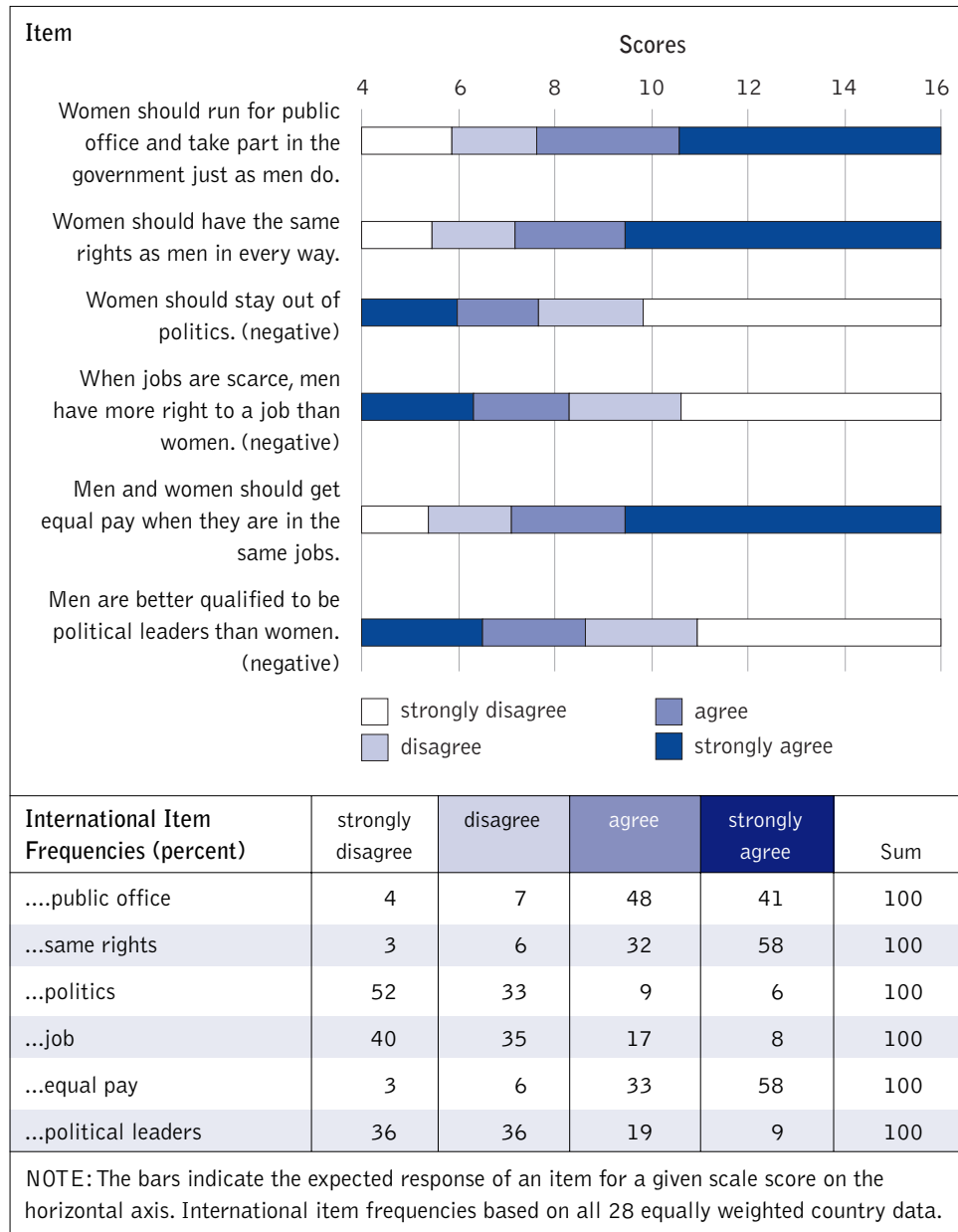


**Figure B.2g Item-By-Score Map for Positive Attitudes toward Immigrants**



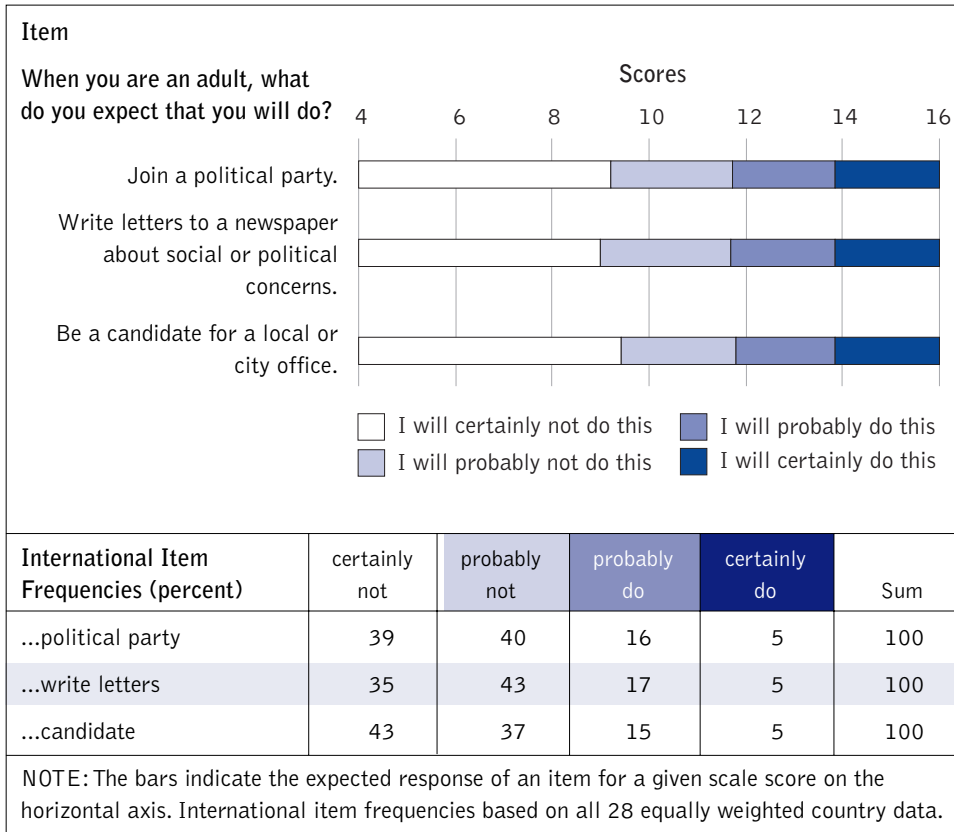
Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

**Figure B.2h Item-By-Score Map for Attitudes toward Women’s Political and Economic Rights**



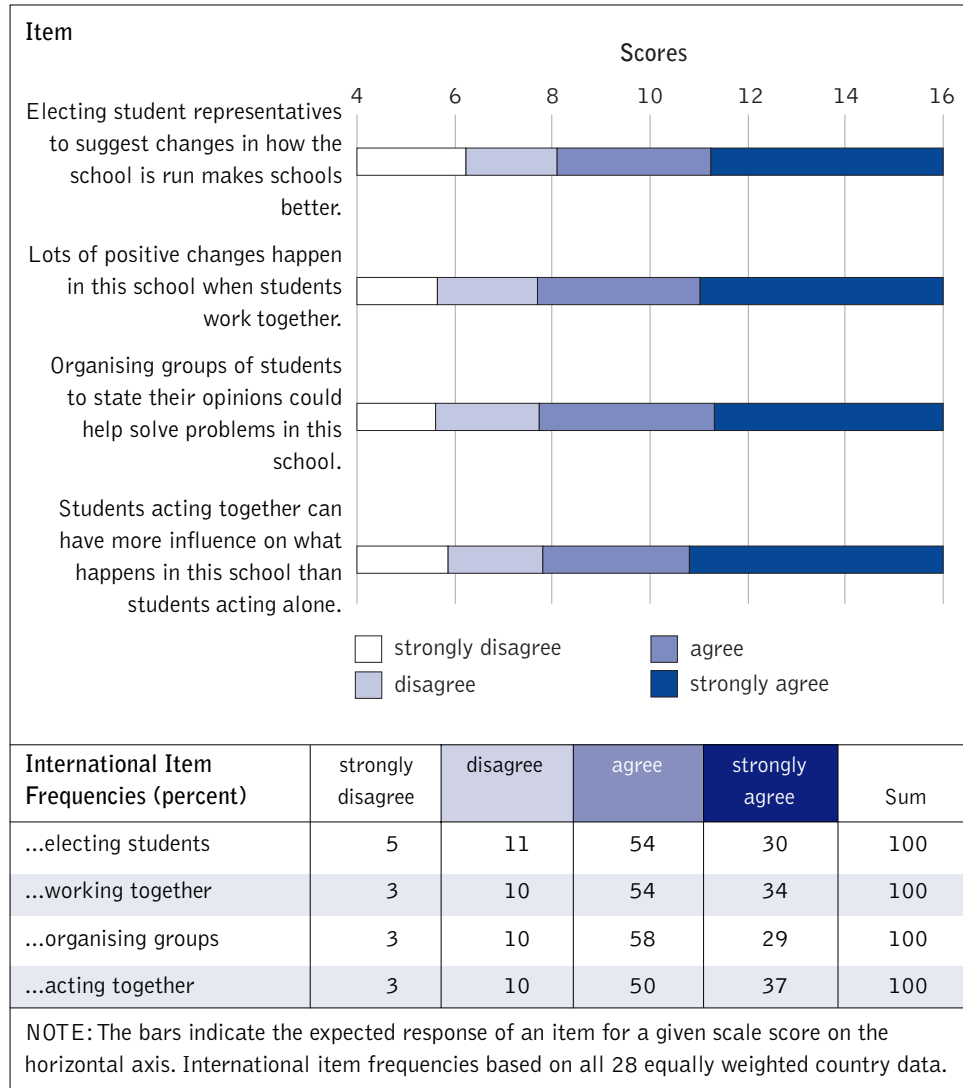
Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

**Figure B.2i Item-By-Score Map for Political Activities**



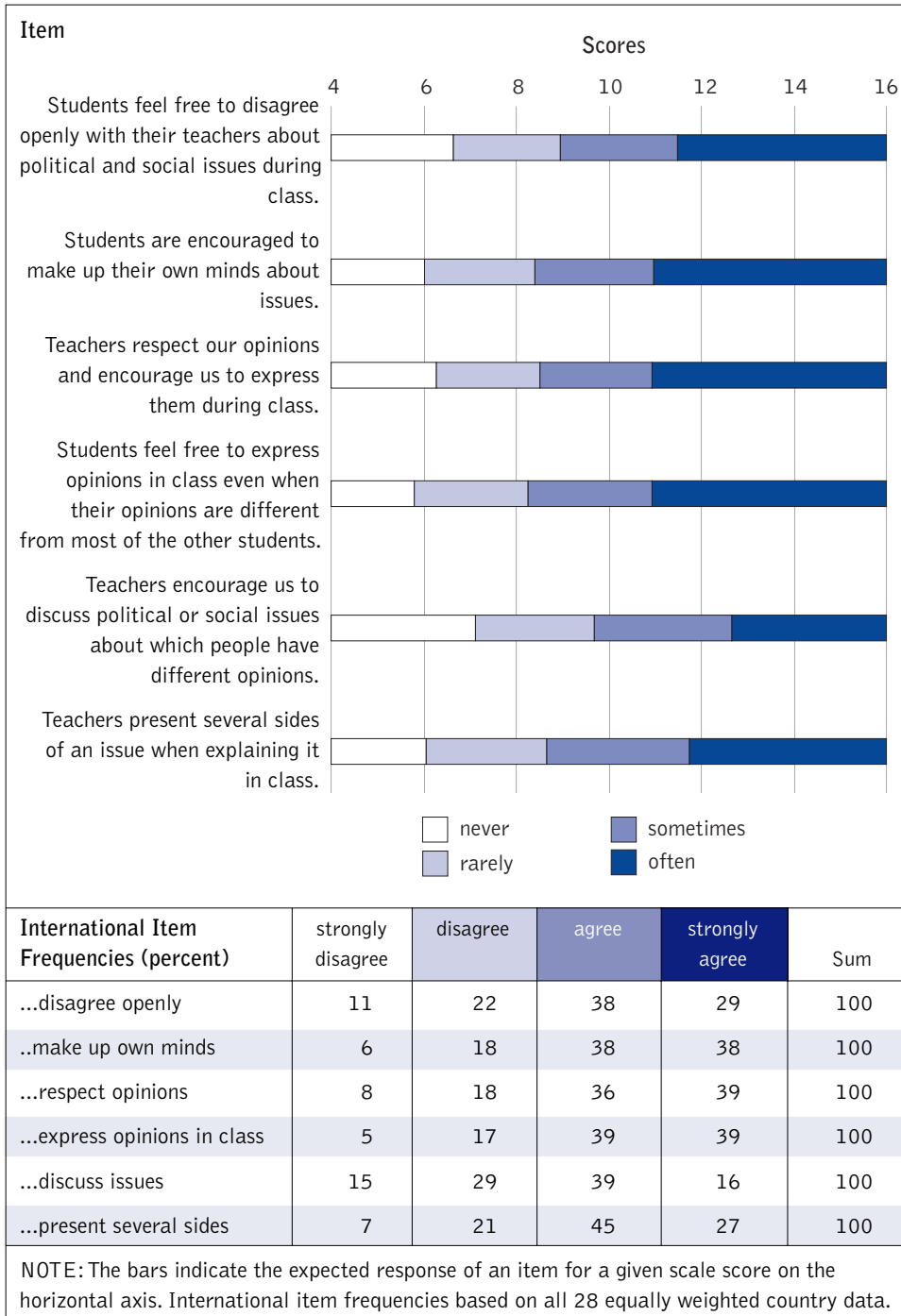
Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

**Figure B.2j Item-By-Score Map for Confidence in Participation at School**



Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

**Figure B.2k Item-By-Score Map for Open Classroom Climate for Discussion**



Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

## APPENDIX C CLASSICAL PSYCHOMETRIC INDICES (SELECTED)

**Table C.1 Cronbach's Alpha Reliability Coefficients for All Scales**

Scale Name	Alpha	Number of Items in Scale
Total Civic Achievement	.88	38
Civic Knowledge Subscale	.84	25
Skills in Interpreting Political Communications	.76	13
Conventional Citizenship	.67	6
Social Movement Citizenship	.63	4
Economy-related Government Responsibility	.55	5
Society-related Government Responsibility	.70	7
Trust in Government-related Institutions	.78	6
Positive Attitudes toward One's Nation	.68	4
Support for Women's Rights	.79	6
Positive Attitudes toward Immigrants	.82	5
Confidence in Participation in School	.69	4
Expected Participation in Political Activities	.73	3
Open Climate for Classroom Discussions	.76	6
Coefficients computed for calibration sample of 500 students per country.		

*Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.*

**Table C.2 Cronbach's Alpha Reliability Coefficients Within Countries: Civic Knowledge Subscales and Overall Test**

Country	Content Knowledge	Skills in Interpreting Political Communication	Total Civic Knowledge
Australia	.85	.80	.90
Belgium (French)	.82	.76	.88
Bulgaria	.85	.73	.89
Chile	.80	.77	.87
Colombia	.79	.74	.86
Cyprus	.81	.73	.87
Czech Republic	.83	.71	.88
Denmark	.86	.78	.90
England	.83	.77	.88
Estonia	.79	.71	.86
Finland	.83	.72	.88
Germany	.84	.74	.89
Greece	.84	.78	.89
Hong Kong (SAR)	.88	.81	.91
Hungary	.81	.74	.87
Italy	.83	.73	.88
Latvia	.82	.71	.87
Lithuania	.82	.70	.87
Norway	.86	.74	.90
Poland	.86	.77	.90
Portugal	.81	.68	.86
Romania	.83	.65	.87
Russian Federation	.86	.79	.90
Slovak Republic	.79	.70	.86
Slovenia	.82	.71	.87
Sweden	.84	.74	.89
Switzerland	.82	.71	.87
United States	.86	.81	.90
<b>Median</b>	<b>.83</b>	<b>.74</b>	<b>.88</b>
<i>Number of items</i>	<i>25</i>	<i>13</i>	<i>38</i>

Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

## APPENDIX D STANDARD DEVIATIONS OF TOTAL CIVIC KNOWLEDGE

**Table D.1 Standard Deviations of Total Civic Knowledge**

Country	Overall		Females		Males	
	Mean	Standard deviation	Mean deviation	Standard deviation	Mean	Standard deviation
Australia	102 (0.8)	20	103 (0.9)	18	101 (1.1)	22
Belgium (French)	95 (0.9)	18	97 (1.1)	17	93 (1.3)	19
Bulgaria	98 (1.3)	20	99 (1.5)	20	97 (1.2)	20
Chile	88 (0.8)	17	88 (0.8)	16	89 (0.8)	17
Colombia	86 (1.2)	15	87 (1.3)	15	86 (1.1)	16
Cyprus	108 (0.5)	19	108 (0.7)	19	108 (0.6)	20
Czech Republic	103 (0.8)	19	102 (0.8)	18	104 (1.0)	19
Denmark	100 (0.5)	21	99 (0.7)	20	102 (0.7)	22
England	99 (0.7)	19	99 (0.8)	18	100 (1.0)	20
Estonia	94 (0.5)	16	95 (0.6)	16	93 (0.7)	17
Finland	109 (0.6)	21	110 (0.9)	19	108 (0.8)	22
Germany	100 (0.5)	19	99 (0.6)	18	101 (0.7)	19
Greece	108 (0.7)	21	109 (0.8)	21	107 (0.9)	22
Hong Kong (SAR)	107 (1.0)	23	108 (1.1)	21	106 (1.4)	24
Hungary	102 (0.7)	18	102 (0.7)	17	101 (0.8)	18
Italy	105 (0.7)	19	106 (0.9)	19	104 (1.1)	20
Latvia	92 (0.8)	17	93 (0.9)	17	90 (0.9)	16
Lithuania	94 (0.7)	17	95 (0.8)	16	92 (0.8)	17
Norway	103 (0.4)	20	103 (0.6)	19	103 (0.7)	22
Poland	111 (1.7)	22	112 (2.2)	22	109 (1.5)	23
Portugal	96 (0.7)	17	96 (0.8)	16	97 (0.9)	17
Romania	92 (0.7)	17	92 (1.0)	17	91 (0.9)	16
Russian Federation	100 (1.3)	21	99 (1.2)	20	100 (1.7)	22
Slovak Republic	105 (0.7)	17	105 (0.8)	17	105 (0.9)	17
Slovenia	101 (0.4)	18	102 (0.6)	17	99 (0.6)	18
Sweden	99 (0.7)	20	100 (0.8)	18	99 (1.1)	21
Switzerland	98 (0.8)	17	97 (0.8)	16	100 (0.9)	18
United States	106 (1.0)	22	107 (1.2)	21	106 (1.3)	24

( ) Standard errors appear in parentheses.

*Source:* IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.



## APPENDIX E TEACHERS' REPORTS

**Table E.1 Teachers' Perceptions of Students' Opportunities to Learn**

Country	Percentage of Students whose Teachers Perceive 'Considerable' or 'Very Much' Opportunity to Learn About...										
	Constitution and political system					Citizen and human rights					
	National history	National constitution	Democracy	Electoral systems	Political systems	Judicial system	Citizen rights	Human rights	Equal opportunities	Cultural differences	
Australia	70 (3.8)	18 (3.2)	28 (3.7)	32 (3.7)	21 (3.3)	22 (3.2)	43 (3.5)	38 (3.6)	42 (3.9)	50 (3.8)	
Belgium (French)	31 (5.0)	3 (1.7)	18 (3.9)	8 (2.9)	13 (3.5)	7 (2.8)	30 (5.2)	40 (5.3)	26 (5.0)	26 (5.0)	
Bulgaria	88 (1.8)	33 (3.2)	26 (3.2)	23 (2.8)	34 (4.1)	12 (2.4)	40 (3.6)	45 (4.9)	n.a. (n.a.)	n.a. (n.a.)	
Chile	84 (3.4)	35 (3.6)	32 (3.4)	32 (3.8)	25 (3.2)	22 (3.1)	58 (4.1)	56 (4.0)	63 (3.4)	63 (3.4)	
Cyprus	80 (2.7)	24 (2.6)	26 (3.4)	28 (2.6)	26 (2.7)	12 (1.7)	58 (3.4)	74 (2.8)	57 (3.5)	57 (3.5)	
Czech Republic	84 (2.5)	68 (3.6)	51 (4.2)	60 (4.5)	45 (4.5)	35 (4.1)	89 (2.5)	91 (2.1)	57 (3.7)	61 (3.5)	
Denmark	91 (1.8)	79 (2.5)	77 (3.0)	63 (2.7)	80 (2.6)	70 (2.6)	84 (2.3)	89 (1.8)	85 (2.1)	84 (2.3)	
England	82 (2.1)	22 (2.6)	25 (2.7)	22 (2.6)	36 (2.8)	19 (2.7)	43 (3.0)	50 (3.1)	64 (2.5)	64 (2.5)	
Estonia	83 (3.3)	29 (3.8)	21 (3.4)	24 (3.5)	21 (3.2)	18 (2.9)	46 (3.9)	47 (4.1)	32 (3.9)	32 (3.9)	
Finland	91 (2.7)	11 (2.9)	36 (4.3)	16 (3.2)	35 (4.0)	12 (2.4)	17 (3.2)	36 (4.1)	21 (3.5)	21 (3.5)	
Germany	56 (4.9)	26 (3.9)	18 (3.5)	43 (3.9)	30 (4.0)	23 (3.1)	48 (4.4)	50 (4.3)	44 (5.0)	44 (5.0)	
Greece	91 (2.0)	31 (3.6)	27 (3.2)	21 (2.9)	27 (3.3)	10 (2.0)	60 (3.4)	61 (3.4)	55 (3.3)	32 (3.2)	
Hong Kong (SAR)	51 (2.3)	10 (1.7)	13 (1.7)	36 (2.4)	11 (1.8)	29 (2.5)	59 (2.3)	40 (2.4)	35 (2.4)	35 (2.4)	
Hungary	77 (3.9)	40 (4.1)	30 (4.1)	36 (3.8)	41 (4.3)	24 (3.8)	44 (4.0)	37 (3.8)	33 (3.8)	30 (4.1)	
Italy	71 (3.1)	51 (3.4)	42 (3.5)	22 (2.7)	28 (3.0)	18 (2.5)	66 (2.8)	69 (3.1)	46 (3.5)	46 (3.5)	
Latvia	81 (3.0)	20 (2.6)	37 (3.3)	18 (2.3)	25 (2.9)	5 (1.5)	44 (3.7)	40 (3.6)	31 (2.9)	31 (2.9)	
Lithuania	78 (3.0)	20 (2.4)	15 (2.5)	13 (2.8)	16 (3.1)	12 (2.2)	48 (3.3)	48 (3.4)	26 (3.1)	26 (2.9)	
Norway	92 (1.9)	72 (3.1)	47 (3.1)	65 (3.3)	64 (3.2)	59 (3.3)	60 (3.7)	88 (2.2)	87 (2.2)	78 (3.1)	
Poland	96 (1.4)	88 (2.1)	61 (3.5)	74 (3.3)	59 (4.6)	54 (4.4)	88 (2.4)	87 (2.4)	65 (4.0)	65 (4.0)	
Portugal	72 (2.4)	23 (1.7)	34 (2.7)	17 (2.0)	38 (2.6)	6 (1.3)	47 (2.6)	52 (2.5)	38 (2.9)	43 (2.6)	
Romania	91 (1.9)	54 (3.6)	34 (3.2)	30 (3.7)	24 (2.6)	16 (2.3)	61 (3.3)	55 (3.3)	32 (3.3)	32 (3.3)	
Russian Federation	93 (1.9)	87 (3.2)	74 (3.6)	62 (3.5)	63 (3.9)	58 (4.1)	94 (1.6)	92 (2.0)	60 (3.6)	60 (3.6)	
Slovak Republic	62 (3.1)	96 (1.2)	87 (2.5)	80 (2.9)	58 (3.4)	59 (3.1)	98 (1.2)	95 (1.5)	74 (2.9)	74 (2.9)	
Slovenia	86 (1.9)	36 (2.9)	57 (2.8)	20 (2.4)	40 (2.8)	7 (1.6)	72 (2.8)	77 (2.1)	70 (2.6)	70 (2.6)	
Sweden	87 (4.0)	86 (4.0)	87 (3.7)	87 (4.0)	81 (4.9)	98 (0.6)	96 (1.5)	92 (2.1)	83 (5.0)	83 (5.0)	
Switzerland	63 (4.8)	36 (3.9)	33 (4.2)	47 (4.8)	42 (3.8)	16 (2.4)	51 (4.8)	63 (4.3)	53 (4.0)	53 (4.8)	

( ) Standard errors appear in parentheses. Percentages based on valid responses.

Data from Colombia and the United States are omitted from all tables in this appendix due to country-specific problems in ascertaining the linkage between teachers and classes of students.

Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

**Table E.1 (continued) Teachers' Perceptions of Students' Opportunities to Learn**

Country	Percentage of Students whose Teachers Perceive 'Considerable' or 'Very Much' Opportunity to Learn About...												
	International organizations and relations			Economics and welfare			Media			Others			
	International organizations	International problems	Migrations	Economic issues	Social welfare	Trade unions	Dangers of propaganda	Media	Environmental issues	Civic virtues			
Australia	16 (2.4)	28 (3.4)	33 (3.6)	20 (3.1)	24 (3.1)	12 (2.7)	30 (3.7)	54 (3.7)	68 (3.8)	34 (4.0)			
Belgium (French)	6 (1.7)	15 (3.7)	17 (3.4)	17 (4.3)	4 (1.9)	1 (0.8)	27 (5.0)	41 (5.7)	47 (4.8)	32 (5.2)			
Bulgaria	38 (5.4)	n.a. (n.a.)	n.a. (n.a.)	n.a. (n.a.)	n.a. (n.a.)	n.a. (n.a.)	n.a. (n.a.)	n.a. (n.a.)	n.a. (n.a.)	n.a. (n.a.)			
Chile	38 (3.5)	25 (3.4)	24 (3.0)	34 (3.7)	40 (4.1)	13 (2.8)	34 (3.1)	65 (3.5)	87 (2.3)	73 (3.2)			
Cyprus	47 (3.0)	24 (2.8)	23 (2.6)	15 (2.0)	34 (3.3)	14 (1.9)	30 (2.9)	53 (3.3)	73 (2.4)	71 (3.0)			
Czech Republic	44 (4.3)	63 (3.6)	33 (3.6)	29 (3.3)	42 (4.0)	16 (2.9)	55 (4.3)	66 (3.4)	88 (2.2)	76 (3.1)			
Denmark	71 (3.1)	73 (2.8)	82 (2.6)	57 (3.1)	79 (2.6)	64 (3.1)	83 (2.4)	92 (1.9)	90 (1.8)	76 (2.9)			
England	31 (2.8)	39 (2.9)	38 (2.2)	42 (2.5)	43 (2.9)	24 (2.7)	57 (2.5)	61 (2.9)	70 (2.4)	19 (2.5)			
Estonia	22 (3.1)	25 (3.1)	20 (2.8)	31 (3.3)	36 (3.8)	13 (2.6)	20 (3.3)	48 (3.9)	69 (3.5)	38 (4.0)			
Finland	29 (3.9)	63 (3.9)	38 (4.2)	19 (3.0)	10 (2.6)	7 (2.4)	45 (4.5)	30 (4.0)	17 (3.2)	12 (2.9)			
Germany	11 (3.3)	22 (3.5)	19 (3.0)	35 (3.2)	27 (2.7)	14 (3.2)	33 (4.1)	54 (4.2)	69 (4.6)	22 (3.9)			
Greece	16 (2.6)	18 (2.8)	36 (3.6)	13 (2.6)	30 (3.4)	12 (2.3)	23 (3.1)	63 (3.4)	78 (2.9)	41 (3.8)			
Hong Kong (SAR)	8 (1.6)	12 (1.9)	26 (2.1)	34 (2.7)	33 (2.2)	9 (1.6)	25 (2.1)	42 (2.2)	62 (2.4)	61 (2.5)			
Hungary	29 (3.5)	31 (3.9)	21 (3.7)	31 (3.9)	29 (3.7)	31 (4.0)	25 (3.8)	37 (3.9)	43 (4.2)	35 (3.9)			
Italy	39 (3.4)	27 (3.1)	59 (3.1)	36 (2.9)	34 (2.9)	17 (2.1)	40 (3.2)	63 (2.8)	74 (2.7)	44 (3.5)			
Latvia	21 (3.2)	26 (2.9)	26 (3.0)	62 (3.1)	45 (3.2)	9 (1.6)	15 (2.8)	42 (3.4)	69 (3.2)	47 (3.2)			
Lithuania	11 (1.8)	12 (1.9)	12 (2.2)	27 (3.5)	34 (3.2)	3 (1.1)	10 (2.2)	35 (3.3)	50 (3.2)	60 (3.1)			
Norway	49 (3.2)	66 (3.1)	33 (3.2)	28 (3.0)	16 (2.5)	36 (3.6)	65 (3.5)	80 (3.0)	83 (2.8)	87 (2.3)			
Poland	64 (3.6)	54 (3.3)	34 (5.1)	39 (5.2)	52 (3.4)	43 (5.8)	49 (3.9)	72 (2.7)	91 (2.2)	79 (3.0)			
Portugal	33 (3.0)	32 (2.6)	42 (2.9)	34 (2.4)	8 (1.5)	9 (1.6)	29 (2.5)	40 (2.5)	69 (2.3)	41 (2.9)			
Romania	30 (2.5)	30 (2.9)	43 (3.0)	43 (3.1)	44 (3.4)	18 (2.5)	20 (2.7)	60 (3.4)	69 (2.4)	53 (2.8)			
Russian Federation	54 (3.8)	48 (4.1)	27 (3.9)	58 (4.8)	59 (3.0)	28 (3.2)	38 (3.0)	58 (4.1)	75 (3.0)	84 (2.8)			
Slovak Republic	59 (3.7)	66 (3.5)	39 (3.3)	62 (3.7)	70 (3.1)	37 (3.8)	81 (2.8)	84 (2.4)	96 (1.4)	87 (2.4)			
Slovenia	50 (3.2)	47 (2.8)	48 (2.9)	26 (2.2)	29 (2.6)	16 (2.1)	46 (3.1)	69 (2.8)	86 (2.0)	52 (3.0)			
Sweden	69 (6.7)	79 (4.9)	58 (5.7)	79 (4.3)	76 (5.9)	55 (5.9)	90 (3.8)	88 (4.0)	87 (4.5)	96 (1.7)			
Switzerland	25 (4.8)	33 (3.8)	38 (4.1)	29 (3.5)	23 (3.3)	14 (2.9)	47 (4.6)	65 (4.5)	63 (4.4)	19 (4.4)			

( ) Standard errors appear in parentheses. Percentages based on valid responses.

Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

**Table E.2 Teachers' Reports of Type of Assessment Used (two choices, percent chosen)**

Country	Percentage of Students whose Teachers Report to Rely Primarily on...					
	Written compositions	Multiple-choice tests	Oral assessments	Oral participation	Other	No specific assessment
Australia	75 (3.5)	14 (2.3)	35 (3.3)	33 (3.9)	32 (3.8)	1 (0.4)
Belgium (French)	45 (4.7)	12 (3.5)	16 (3.7)	54 (5.0)	11 (3.3)	13 (3.5)
Chile	48 (3.1)	32 (3.4)	24 (3.3)	53 (3.6)	28 (3.2)	3 (1.1)
Cyprus	42 (3.0)	36 (3.5)	17 (2.7)	83 (2.3)	11 (1.9)	1 (0.7)
Czech Republic	37 (3.1)	27 (3.1)	39 (2.8)	77 (2.5)	10 (2.1)	0 (0.1)
England	38 (2.4)	4 (1.2)	39 (2.6)	66 (3.0)	11 (1.7)	12 (2.0)
Estonia	52 (3.7)	23 (3.1)	53 (3.6)	40 (3.8)	11 (2.3)	4 (1.4)
Finland	91 (2.0)	7 (1.7)	8 (2.2)	90 (2.4)	4 (1.7)	n.a. (n.a.)
Germany	81 (3.3)	2 (1.1)	27 (3.9)	71 (4.3)	10 (2.8)	2 (1.1)
Greece	72 (3.2)	9 (2.1)	26 (3.4)	83 (2.6)	5 (1.0)	0 (0.0)
Hong Kong (SAR)	25 (2.0)	15 (2.0)	12 (1.8)	73 (1.9)	24 (2.3)	10 (1.6)
Hungary	62 (4.1)	17 (3.3)	58 (4.2)	45 (4.6)	4 (1.8)	1 (1.0)
Italy	15 (2.3)	19 (2.6)	73 (2.5)	68 (2.8)	2 (0.9)	3 (1.1)
Norway	84 (2.2)	9 (1.6)	4 (1.3)	86 (2.4)	14 (2.4)	n.a. (n.a.)
Romania	35 (3.2)	50 (3.6)	42 (3.2)	58 (3.1)	3 (0.9)	1 (0.6)
Russian Federation	55 (3.1)	46 (3.8)	77 (3.7)	14 (2.6)	6 (1.6)	n.a. (n.a.)
Slovenia	37 (2.5)	12 (2.1)	23 (2.7)	59 (2.9)	7 (1.4)	18 (2.2)
Sweden	79 (5.3)	n.a. (n.a.)	28 (6.2)	58 (5.8)	19 (5.0)	n.a. (n.a.)

( ) Standard errors appear in parentheses.

Data are not available for Bulgaria, Denmark, Latvia, Lithuania, Poland, Portugal, Slovak Republic and Switzerland.

Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

**Table E.3 Teachers' Reports on the Importance of Sources for Planning Civic Education-related Activities**

Country	Percentage of Students whose Teachers Consider as 'Important' or 'Very Important'						
	Curricular guidelines	Approved textbooks	Original sources	External materials	Media	Personal assessment	Self-produced materials
Australia	79 (2.7)	77 (3.1)	86 (3.0)	50 (3.9)	97 (1.1)	82 (3.1)	78 (3.3)
Belgium (French)	25 (4.8)	60 (5.3)	98 (1.3)	53 (5.9)	97 (1.3)	78 (5.0)	23 (4.8)
Bulgaria	92 (1.8)	93 (1.4)	96 (1.3)	38 (2.8)	77 (3.5)	84 (3.1)	77 (3.2)
Chile	87 (2.4)	94 (1.6)	98 (0.5)	73 (3.3)	97 (1.6)	77 (4.0)	89 (3.5)
Cyprus	88 (2.4)	93 (1.8)	96 (1.5)	50 (3.6)	91 (1.7)	90 (1.7)	88 (2.0)
Czech Republic	80 (3.9)	77 (2.9)	92 (2.1)	23 (3.0)	80 (2.9)	84 (2.5)	58 (3.6)
Denmark	81 (2.4)	61 (3.3)	92 (1.8)	22 (2.5)	99 (0.6)	88 (1.7)	75 (3.0)
England	52 (3.0)	57 (2.6)	69 (2.8)	50 (2.9)	89 (1.8)	75 (2.4)	82 (2.4)
Estonia	87 (2.8)	89 (2.1)	97 (1.2)	47 (3.4)	94 (1.9)	88 (2.4)	81 (3.2)
Finland	67 (4.5)	83 (3.7)	82 (3.3)	44 (4.8)	100 (0.0)	99 (0.5)	93 (2.2)
Germany	84 (3.3)	92 (2.1)	94 (2.3)	56 (4.4)	99 (0.5)	81 (3.2)	87 (3.1)
Greece	92 (1.8)	100 (0.3)	97 (1.1)	78 (2.9)	95 (1.5)	90 (2.0)	94 (2.0)
Hong Kong (SAR)	56 (2.7)	52 (2.8)	59 (2.7)	51 (2.6)	81 (2.0)	85 (1.6)	72 (2.6)
Hungary	78 (3.6)	79 (3.4)	93 (2.3)	21 (3.6)	95 (1.8)	89 (2.5)	81 (3.2)
Italy	56 (3.0)	64 (3.5)	97 (1.1)	43 (3.6)	92 (1.9)	76 (3.0)	62 (3.6)
Latvia	84 (2.3)	84 (2.4)	95 (1.3)	44 (3.1)	94 (1.6)	89 (2.2)	78 (2.8)
Lithuania	84 (2.4)	87 (2.5)	98 (0.7)	31 (3.0)	90 (2.3)	86 (2.1)	83 (2.5)
Norway	88 (2.2)	88 (1.9)	83 (2.1)	43 (2.6)	97 (0.9)	82 (2.1)	56 (2.6)
Poland	87 (3.2)	78 (3.1)	100 (0.3)	65 (3.6)	94 (2.5)	82 (3.2)	83 (2.7)
Portugal	77 (2.4)	73 (2.4)	94 (1.3)	83 (1.7)	97 (0.9)	90 (2.0)	80 (1.8)
Romania	78 (2.3)	97 (0.9)	97 (0.7)	55 (3.5)	92 (1.6)	89 (1.8)	84 (2.3)
Russian Federation	91 (2.1)	87 (2.6)	100 (0.4)	20 (3.2)	94 (2.3)	82 (3.3)	74 (3.9)
Slovak Republic	93 (1.5)	88 (2.0)	95 (1.6)	22 (2.8)	80 (2.5)	87 (2.0)	62 (3.4)
Slovenia	84 (2.2)	89 (1.9)	94 (1.2)	71 (2.5)	92 (1.6)	87 (2.0)	83 (2.0)
Sweden	94 (2.3)	57 (5.0)	71 (5.8)	25 (4.4)	96 (2.4)	97 (1.4)	75 (5.5)
Switzerland	56 (4.2)	78 (3.5)	94 (1.6)	43 (4.7)	97 (1.1)	93 (1.8)	81 (3.2)

( ) Standard errors appear in parentheses.

Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

**Table E.4 Teachers' Reports on Their Conceptualization of Civic Education**

Country	Percentage of Students whose Teachers 'Agree' or 'Strongly Agree' that...			
	there is a broad consensus in our society as to what is worth learning	there cannot be agreement on what should be taught	teachers should teach according to curriculum standards	teachers should negotiate with students what is to be studied
Australia	46 (3.3)	21 (3.1)	82 (3.6)	49 (3.5)
Belgium (French)	33 (4.9)	18 (3.9)	61 (5.2)	79 (3.5)
Bulgaria	20 (3.0)	36 (3.7)	81 (3.1)	58 (4.7)
Chile	22 (2.3)	13 (2.2)	74 (2.8)	65 (3.4)
Cyprus	49 (3.2)	37 (3.2)	70 (3.1)	70 (3.2)
Czech Republic	51 (3.5)	13 (2.6)	93 (1.7)	29 (4.0)
Denmark	32 (2.7)	29 (2.8)	74 (2.5)	70 (3.3)
England	43 (2.5)	40 (3.1)	51 (2.9)	46 (2.8)
Estonia	26 (3.2)	27 (2.6)	81 (2.6)	72 (3.0)
Finland	50 (4.3)	18 (3.5)	81 (3.6)	59 (4.6)
Germany	31 (4.3)	18 (3.2)	79 (4.0)	39 (4.2)
Greece	60 (3.3)	38 (3.2)	62 (3.5)	45 (3.6)
Hong Kong (SAR)	41 (2.4)	75 (2.0)	64 (2.6)	86 (1.9)
Hungary	4 (1.7)	27 (3.8)	75 (3.9)	47 (4.3)
Italy	25 (2.8)	15 (2.6)	40 (3.1)	70 (2.9)
Latvia	12 (2.0)	35 (3.0)	85 (2.0)	54 (2.8)
Lithuania	32 (3.1)	23 (2.9)	83 (2.6)	69 (2.8)
Norway	36 (2.8)	18 (2.3)	76 (2.6)	89 (2.2)
Poland	14 (2.0)	15 (2.2)	66 (4.0)	82 (2.7)
Portugal	24 (2.6)	14 (2.0)	81 (2.0)	55 (2.8)
Romania	58 (3.4)	32 (3.6)	92 (1.4)	55 (3.6)
Russian Federation	36 (3.3)	17 (2.1)	91 (2.2)	60 (4.0)
Slovak Republic	68 (3.3)	17 (2.8)	94 (1.5)	22 (2.8)
Slovenia	20 (2.4)	46 (2.8)	83 (1.9)	50 (2.7)
Sweden	68 (6.2)	17 (3.9)	98 (2.0)	87 (3.3)
Switzerland	22 (3.0)	39 (3.7)	75 (3.7)	40 (3.8)

( ) Standard errors appear in parentheses.

Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

**Table E.5 Teachers' Reports on What Students Learn in School**

Country	Percent of Students whose Teachers 'Agree' or 'Strongly Agree' that Students Learn in School...									
	to understand people who have different ideas	to co-operate in groups with other students	to contribute to solve problems in the community	to be patriotic and loyal citizens of their country	how to act to protect the environment	to be concerned what happens in other countries	about importance of voting in national and local elections			
Australia	86 (2.6)	95 (1.7)	68 (3.4)	37 (4.4)	90 (2.5)	79 (3.0)	65 (3.9)			
Belgium (French)	91 (2.6)	85 (3.5)	69 (4.8)	33 (4.0)	79 (4.1)	79 (3.9)	56 (5.2)			
Bulgaria	82 (2.7)	81 (3.5)	57 (4.4)	88 (3.0)	91 (1.9)	81 (3.1)	39 (3.6)			
Chile	87 (1.8)	95 (1.6)	75 (2.7)	86 (2.1)	93 (1.6)	76 (2.6)	78 (2.9)			
Cyprus	86 (1.8)	86 (1.8)	75 (2.3)	96 (1.1)	87 (2.3)	83 (2.2)	90 (2.1)			
Czech Republic	89 (2.0)	91 (1.9)	87 (2.3)	88 (2.3)	99 (0.5)	97 (1.2)	89 (2.2)			
Denmark	91 (1.9)	99 (0.6)	67 (2.9)	31 (2.9)	93 (1.4)	95 (1.5)	89 (1.9)			
England	96 (1.1)	98 (0.7)	67 (2.8)	22 (2.7)	93 (1.4)	85 (2.3)	48 (2.9)			
Estonia	83 (3.0)	93 (1.9)	59 (3.5)	83 (2.3)	91 (2.0)	88 (2.2)	79 (2.6)			
Finland	81 (3.7)	95 (2.2)	41 (4.6)	80 (4.0)	90 (3.0)	85 (3.4)	93 (2.3)			
Germany	83 (3.1)	80 (3.8)	50 (5.0)	25 (3.4)	91 (2.6)	87 (3.3)	84 (2.7)			
Greece	79 (3.2)	79 (2.8)	76 (2.9)	83 (2.6)	86 (2.2)	71 (3.4)	82 (2.8)			
Hong Kong (SAR)	65 (2.3)	89 (1.8)	37 (2.4)	29 (2.6)	72 (2.6)	39 (2.9)	71 (2.5)			
Hungary	85 (3.2)	95 (1.8)	58 (4.2)	84 (3.0)	91 (2.5)	76 (3.4)	86 (2.9)			
Italy	82 (2.4)	72 (2.7)	54 (3.5)	35 (3.4)	76 (2.7)	77 (2.6)	66 (3.2)			
Latvia	85 (2.0)	93 (1.7)	61 (3.2)	79 (2.6)	90 (1.9)	92 (1.6)	76 (2.5)			
Lithuania	93 (1.9)	94 (1.8)	79 (2.8)	89 (2.1)	94 (1.4)	92 (1.6)	72 (2.7)			
Norway	97 (1.4)	95 (1.3)	48 (3.6)	50 (3.2)	88 (2.0)	95 (1.1)	90 (1.9)			
Poland	97 (0.9)	97 (0.8)	65 (3.8)	97 (0.8)	98 (0.8)	89 (2.1)	89 (2.0)			
Portugal	88 (1.8)	95 (1.1)	63 (2.6)	55 (2.8)	95 (1.0)	72 (2.4)	59 (2.7)			
Romania	85 (2.3)	89 (1.9)	81 (2.5)	97 (0.9)	92 (1.6)	88 (1.8)	84 (2.0)			
Russian Federation	96 (1.1)	94 (1.3)	62 (3.7)	98 (0.9)	95 (1.5)	98 (0.8)	89 (2.7)			
Slovak Republic	86 (2.6)	90 (2.3)	92 (1.8)	94 (1.7)	99 (0.7)	96 (1.2)	93 (1.9)			
Slovenia	94 (1.5)	94 (1.4)	89 (1.8)	66 (2.8)	95 (1.3)	86 (1.9)	41 (2.7)			
Sweden	96 (1.7)	96 (1.6)	67 (5.6)	23 (4.4)	92 (3.6)	98 (0.7)	99 (0.6)			
Switzerland	90 (2.1)	91 (2.5)	54 (4.1)	29 (4.2)	87 (2.9)	91 (2.5)	72 (4.1)			

( ) Standard errors appear in parentheses.

Source: IEA Civic Education Study, Standard Population of 14-year-olds tested in 1999.

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