

Questions relevant to environmental citizenship

The ICCS 2016 student questionnaire

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ICCS study: a promise under development

- IEA studies <https://www.iea.nl/>
- The International Civic and Citizenship Study (ICCS) is an ongoing, comparative research program that investigates the ways in which young people are prepared to undertake their roles as citizens.
- ICCS reports on levels of students' civic knowledge, their understanding of concepts and issues related to civics and citizenship, as well as their civic attitudes and engagement.
- CIVED 1999 (28 countries), ICCS 2009 (38 countries), ICCS 2016 (24 countries), ICCS 2022 (in planning)
- Data collection instruments: student knowledge test, student questionnaire, teacher questionnaire, school principal questionnaire, national context survey. All is accessible at: <https://iccs.iea.nl/home.html>



Definition and Measures of environmental citizenship

- Environmental citizenship is the responsible pro-environmental behaviour of citizens who **act and participate** in society as agents of change in the **private and public sphere**, on a local, national and global scale through **individual and collective actions**, in the direction of solving contemporary environmental problems, preventing the creation of new environmental problems, achieving sustainability and developing a healthy relationship with nature (<http://enec-cost.eu/our-approach/>). (ENEC 2018).
- Environmental citizenship has become an integral element of civic and citizenship education curricula (ICCS 2016 Assessment framework by Schulz et al. 2016; Reference framework of competences for democratic culture by Council of Europe 2018).
- https://iccs.iea.nl/fileadmin/user_upload/Editor_Group/Downloads/ICCS2016_IDB_User_Guide.pdf

Student Environmental Citizenship Variables:

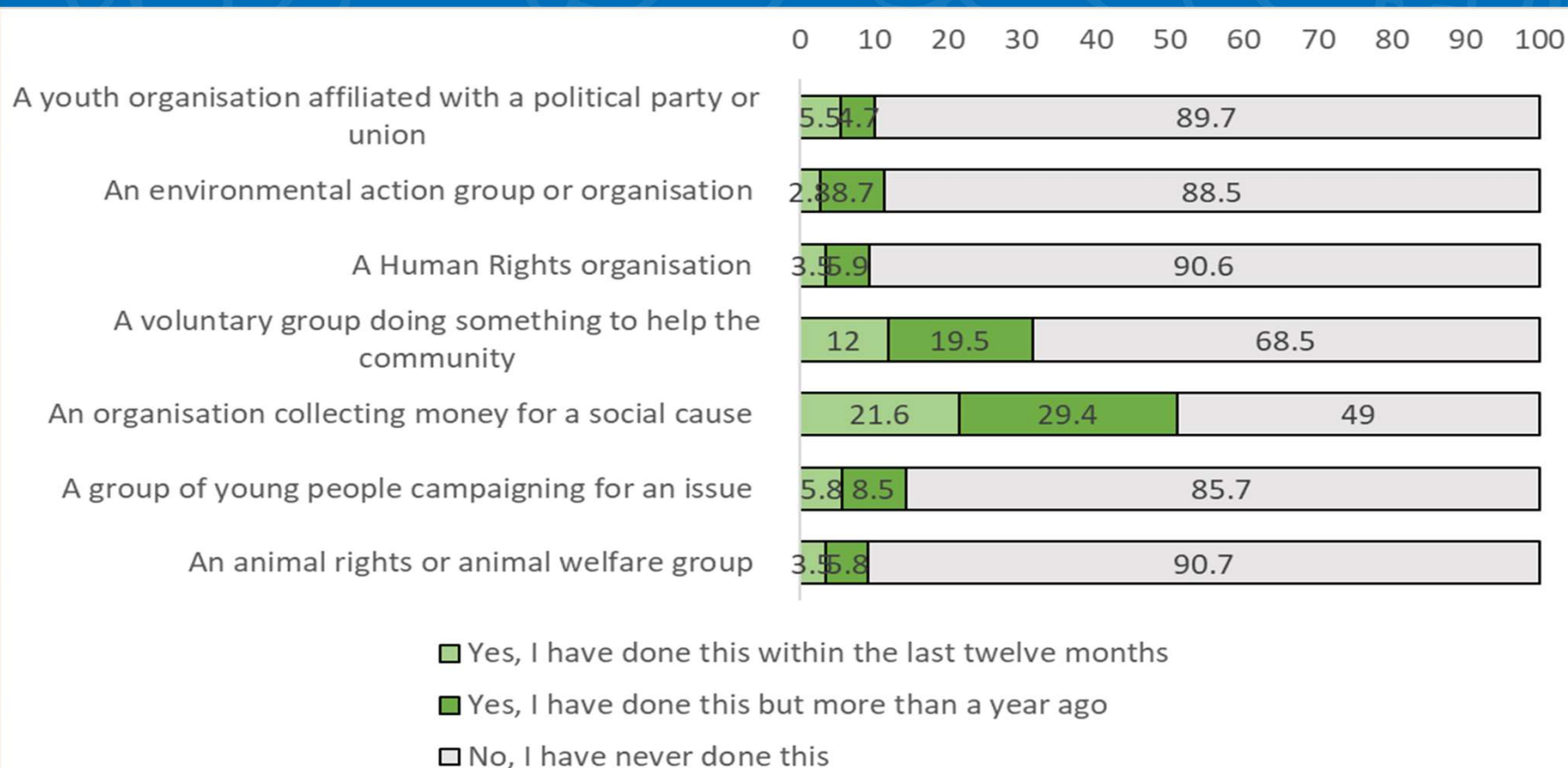
Actions: current and past organised participations Q15, Q16

Knowledge and Skills: At school, to what extent have you learnt about how to protect the environment? Q18

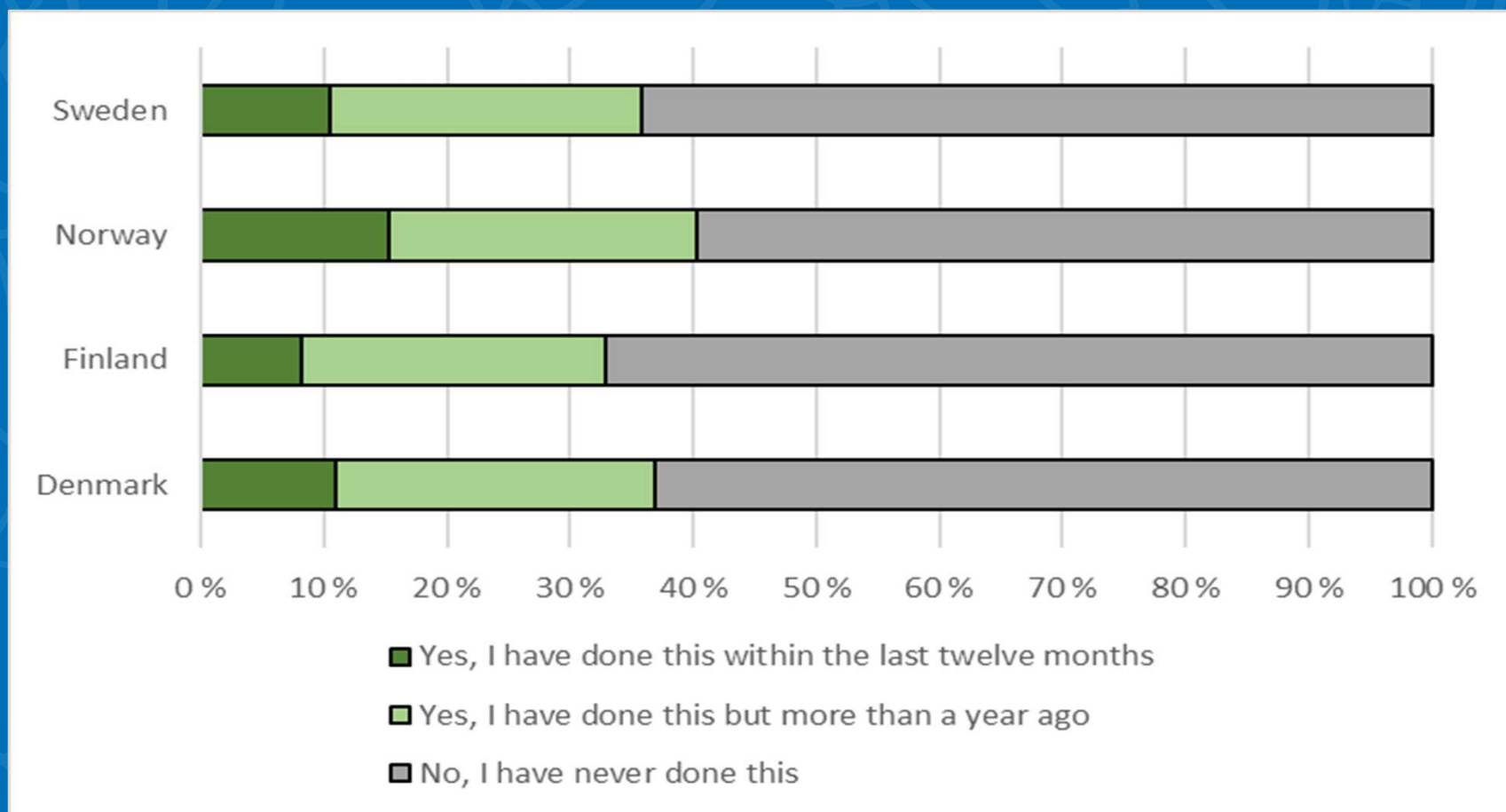
Values and Attitudes: How important are the following behavior for being a good adult citizen i) taking part in activities to protect the environment, ii) making personal efforts to protect natural resources Q23

Future action intentions: when you are an adult, what do you think you will do as to “make personal efforts to help the environment?” Q31

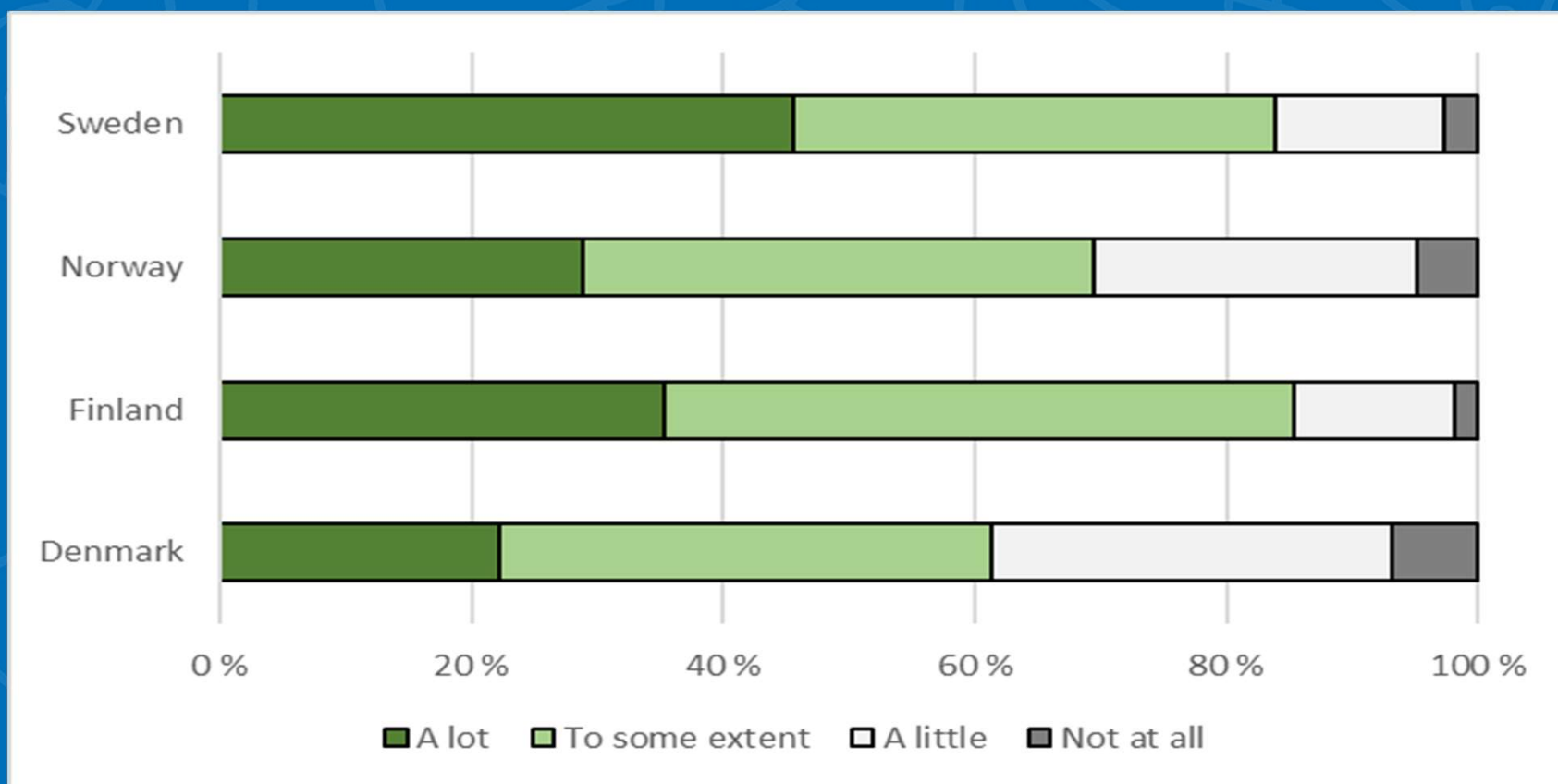
Actions: current and past organized participations outside of school ICCS Q15 (Norway) modified EEC Q1



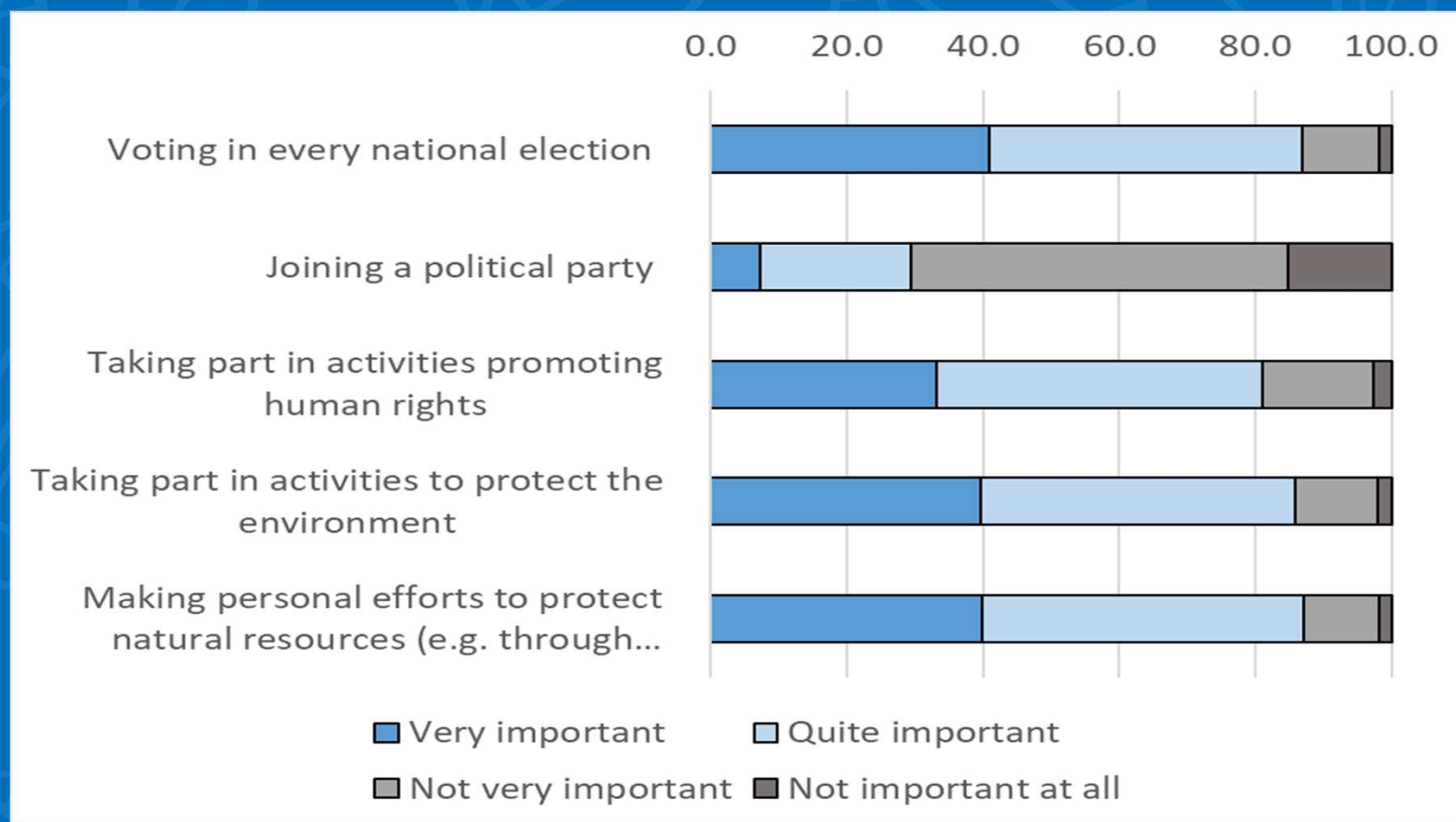
Actions: current and past organized participations at school ICCS Q16 (Nordic)



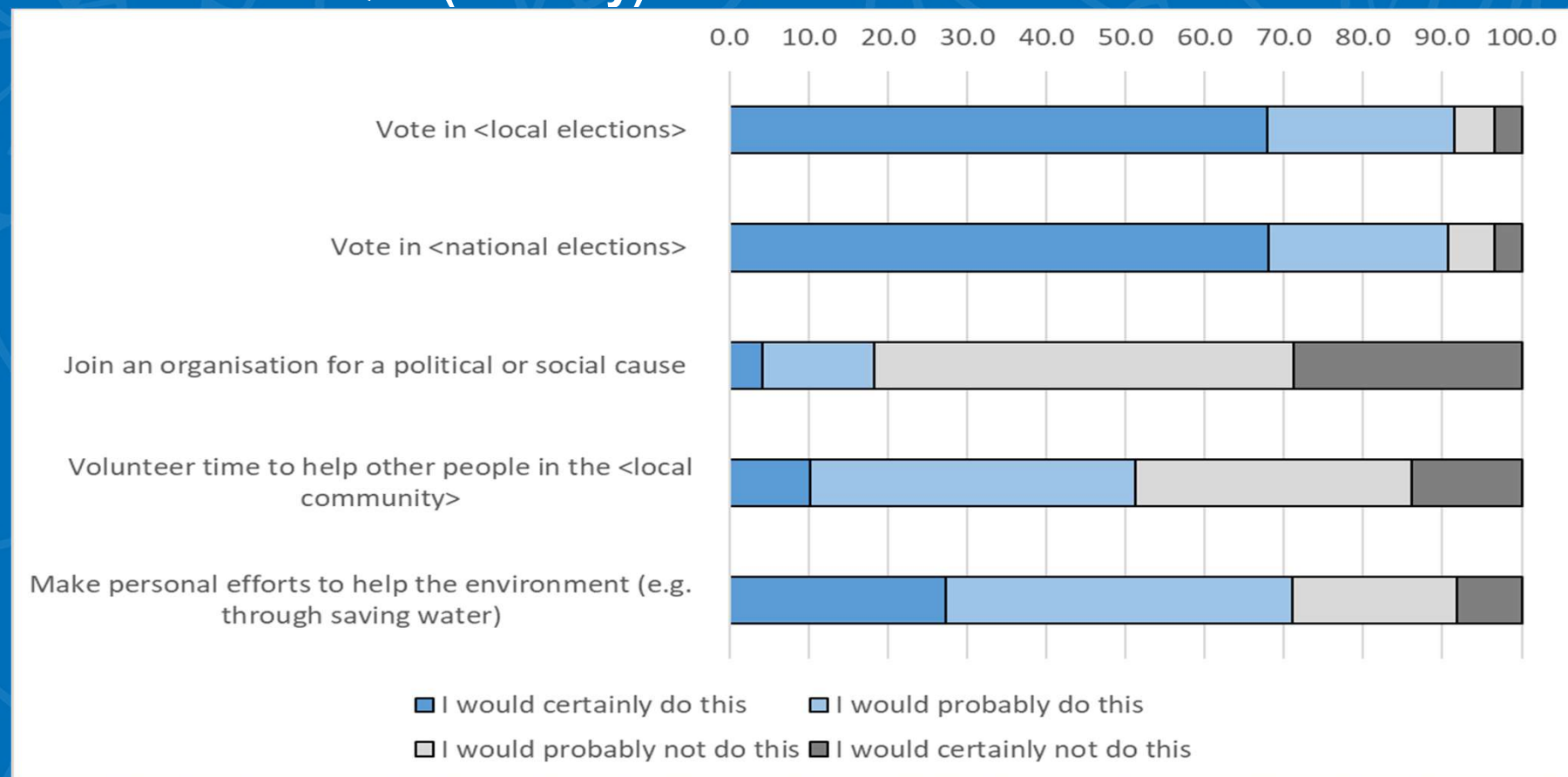
At school, to what extent have you learnt about how to protect the environment? ICCS Q18 (Nordic) modified EEC Q2



How important are the following behavior for being a good adult citizen? ICCS Q23 (Norway) modified in EEC Q3



Future action intentions: when you are an adult, what do you think you will do? ICCS Q31 (Norway)



Measures of school activities as education for environmental citizenship (as an example)

Asking: Principals on school practices				Asking: Teachers on their students			Asking: Students
How many students in your school have had opportunities to participate in activities related to environmental sustainability (e.g., energy and water saving, recycling)	Has this school implemented differential waste collection?	Has this school implemented purchasing of environmentally friendly items (e.g., recycled paper for printing, biodegradable cutlery and dishes).	Has this school implemented energy-saving practices?	Activities related to environmental sustainability (e.g., energy and water saving, recycling) have been carried out by the school in cooperation with external groups/organisations	During the current school year, clean-up activities outside schools carried out with your students	During the current school year, recycling and waste collection in the local community was carried out with your students	At school, have you ever participated in an activity to make the school more environmentally friendly (e.g., through water saving or recycling)

Discrepancy between adults and adolescents at school (%)

	One of the 3 most important aims of CCE is "Promoting respect for and safeguard of the environment"		When you are an adult, what do you think you will do? Make personal efforts to help the environment (e.g. through saving water)	
	School leaders	Teachers	I would certainly do this	I would probably do this
Denmark	10.4	21.4	24.1	52.7
Finland	51.8	55.8	28.1	49.5
Norway	24.2	39.0	27.3	43.7
Sweden	30.3	43.8	28.6	43.3
International average	40.0	51.0	45	41

There are limitations in measures and data of environmental citizenship in ICCS study.

There is room and possibility for improvement.

Cross-boarder, cross-disciplinary collaboration and interdisciplinary approaches are badly needed.

