A growing number of countries across the world have used large-scale surveys to gather data about the extent to which young people are prepared for their roles as adult citizens in the future. Surveys of this kind tend to include assessments of both cognitive and affective-behavioural aspects through the use of test and questionnaire items. Measuring outcomes of civic and citizenship education faces many challenges, in particular in cross-national studies where contexts for this learning area vary considerably across education systems. The keynote will address general challenges for the measurement of cognitive and affective-behavioural variables in large-scale survey research as well as draw attention to those that are unique to the field of civic and citizenship education. It will present an overview of methodological developments that have gradually been implemented in studies of civic and citizenship education to improve the measurement of civic outcomes and also highlight persisting issues which need to be addressed in future studies.

The keynote will include comments on issues regarding the measurement of civic knowledge. Often national curricula tend not to give clear guidance for test construction because the learning area is taught through different subjects or defined as a cross-curricular theme. Furthermore, it is particularly challenging to develop instruments in international studies where cognitive domains have to be defined in reference to common aspects of knowledge across quite different education systems. Other central elements of studies of civic outcomes are the measurement of affective-behavioural variables and collecting data about the learning context for civic and citizenship education. For the collection of data across different education systems it is important to ensure measurement equivalence which is often affected by differing cultural, social and language contexts as well as the considerable variation in learning contexts across countries.