

Amsterdam, March 2019

**CALL FOR PROPOSALS**  
**Call no. IEA 03/10-2018****IEA Research for Education Series:**  
**Using IEA ICCS data: Northern Lights on ICCS****1. Introduction**

The International Association for the Evaluation of Educational Achievement (IEA) invites proposals for creating a report based on secondary analysis of IEA data. The general theme for this report is to use the data from the IEA Civic and Citizenship Education Study (ICCS) 2016 with an emphasis on the results from the Northern European countries, Denmark, Finland, Norway, and Sweden. This report is a cooperation between IEA and the Nordic countries through the Nordic Council of Ministers, and will be a follow up of the [Northern Light Series](#), based on Nordic cooperation in large-scale international studies.

The deliverable for this project will be an 80- to 150-page book, to be published by Springer as part of IEA's Research for Education Series (see <https://link.springer.com/bookseries/14293>). The book will include, in addition to the main text, tables, graphs, cited references, and relevant appendix materials.

**2. Data**

IEA's International Civic and Citizenship Study (ICCS) is the only dedicated international study of civics and citizenship education. In 2016, nationally representative samples of students from 24 educational systems participated in the study. In addition to an international assessment and survey, regional modules have been administered in Europe and Latin America. The various reports on ICCS provide a detailed overview of the study's results<sup>1</sup>.

ICCS 2016 was the fourth project conducted by the IEA in civic education (after ICCS 2009, CIVED 1999, and the Six Subject Survey conducted in [1971](#)). Because the study was also the second cycle in the frame of the International Civic and Citizenship Education Study, it monitored trends in civic knowledge and engagement over seven years in the countries that participated in [ICCS 2009](#). More information is available from the [ICCS study website](#).

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<sup>1</sup> See <https://iccs.iea.nl/resources/publications.html>; [http://pub.iea.nl/national\\_reports.html](http://pub.iea.nl/national_reports.html); and <https://iccs.iea.nl/resources/national-reports/>.

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ICCS investigates the ways in which young people are prepared to undertake their roles as citizens in a world where contexts of democracy and civic participation continue to change. It reports on students' knowledge and understanding of concepts and issues related to civics and citizenship, as well as their beliefs, attitudes, and behaviors with respect to this domain. The study collects a rich array of contextual data about the organization and content of civic and citizenship education in the curriculum, teacher qualifications and experiences, teaching practices, school environment and climate, and home and community support. Mindful of the new and emerging challenges evident in today's world, the study aims to improve countries' understanding of issues such as students' role with respect to global citizenship, environmental sustainability, social interactions at school, and the use of new social media for civic engagement.

### **3. Study background and objectives**

The Nordic Countries work closely together in the Nordic council of ministers (<https://www.norden.org/en/nordic-council-ministers>). As part of their work, the Nordic council of ministers publishes results from international education studies to inform policy and practice in the member countries. This call for proposals is supported by the Nordic council of ministers. The aim of the report is to get an in-depth understanding of the results of ICCS 2016 for the Nordic countries and at the further development of democracy and civic knowledge and understanding, and how this is implemented and followed up in schools. Although it is expected that the report should be based on data from participation in ICCS 2016, where possible, trend data from earlier ICCS should also be investigated. The analyses should be based on the Nordic countries, but it is also relevant to see how characteristics and trends in the Nordic countries can be compared to other parts of the world.

### **4. Research questions**

This thematic report should use IEA ICCS data to examine civic and citizenship education in the Nordic countries. Interesting aspects that could be explored in the report may include, but are not limited to:

- A research based analysis of important trends (i.e., politics, media, digitalisation, migration) in society that can influence young peoples' civic understanding and engagement
- How civics and citizenship are embedded in curricula and teaching?
- Which factors stimulate young peoples' civic understanding and engagement (i.e., school, parents, friends)
- Young peoples' use of media, and the impact of new digital media
- Challenges for Nordic equity in school – what characterises young people at risk for social exclusion (i.e., SES, digital divide, knowledge and attitudes, school environment, self-efficacy).

## 5. General guidelines for proposal submission

5.1. Proposals must be submitted in English.

5.2. The research literature on civics and citizenship is extensive. Please ensure the proposal demonstrates familiarity with this research by including a sound literature review. Ensure that the contribution of the proposed thematic report to this literature is explicit, especially in terms of its potential to expand the current state of research and knowledge.

5.3. When preparing a proposal, please clearly specify the research relevance and the policy relevance of the research questions and methods selected. This specification needs to expand on and add to the ideas set out in this call for proposals.

5.4. The proposal must furthermore describe the general analytical framework that will guide not only analyses of the IEA data, but also interpretation of the results of those analyses. The description of the framework must be such that it clearly shows how the proposed analysis will address the policy-relevant research questions. The description should therefore identify: (a) which IEA data (study, questionnaire items, indices, or constructs from questionnaires) you intend to use; (b) any non-IEA data sources that will be included; and (c) any additional data collection that is deemed necessary (e.g., system-level characteristics). Please make sure that a brief description of the types of statistical analyses to be used is included.

5.5. In addition, the proposal must include a detailed timeline for all analyses and report-writing activities, as well as a well-considered budget proposal to complete the project.

5.6. When developing timelines, assume a start date of 1 June 2019 and an end date of 1 July 2020; the final manuscript of the report must be supplied to IEA for copy editing and print production by 1 May 2020. Although there may be a certain degree of flexibility in the timeline, it must make provision for (i) submission of a complete draft report on 1 February 2020 for review by IEA and the Nordic council of ministers, and (ii) subsequent revision and later language editing of the report. The corresponding author must be available for consultation with Springer Publishers during the print production period, approximately May–August 2020.

5.7. Budgets must include the expected number of work days needed to complete each activity related to the project and a total budget in euros or US dollars. The total budget should not exceed 25,000 euros.

5.8. The call is open to all researchers.

5.9. The proposal should be no more than 10 pages in length<sup>2</sup>. Please also provide a short (500-word maximum) biographical note on each person in the team tendering for the project. Please highlight the relevance of each person's experience to the proposed activities.

5.10. IEA will review all proposals according to their methodological quality, research and policy relevance, and budget. All tenderers will be informed of the outcome of these deliberations by 31 May 2019.

## 6. Useful references

Huang, L., Bruun, J., Lieberkind, J., Arensmeier, C. (2018). Nye tall om ungdom: Skandinaviske ungdommers tillit til samtid og framtid. *Tidsskrift for ungdomsforskning*, 18, 146–165.

Köhler, H., Weber, S., Brese, F., Schulz, W., & Carstens, R. (Eds.) (2018). *ICCS 2016 User Guide for the International Database*. Amsterdam: IEA.

Losito, B., Agrusti, G., Damiani, V., & Schulz, W. (2018) *Young People's Perceptions of Europe in a Time of Change: IEA International Civic and Citizenship Education Study 2016 European Report*. Cham: Springer. ISBN 978-3-319-73960-1.

Schulz, W., Ainley, J., Cox, C., Friedman, T. (2018). *Young People's Views of Government, Peaceful Coexistence, and Diversity in Five Latin American Countries: IEA International Civic and Citizenship Education Study 2016 Latin American Report*. Cham: Springer. ISBN 978-3-319-95393-9.

Schulz, W., Ainley, J., Fraillon, J., Losito, B., & Agrusti, G. (2016). *IEA International Civic and Citizenship Education Study 2016 Assessment Framework*. Cham: Springer. ISBN 978-3-319-39356-8.

Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G., & Friedman, T. (2018) *Becoming Citizens in a Changing World: IEA International Civic and Citizenship Education Study 2016 International Report*. Cham: Springer. ISBN 978-3-319-73963-2

Schulz, W., Carstens, R., Losito, B., & Fraillon, J. (Eds.) (2018) *ICCS 2016 Technical Report*. Amsterdam: IEA.

**Proposals may be submitted by post, courier, or email.**

**The deadline for proposals is 1:00 pm, 1 May 2019.**

Send the proposal by post to: International Association for the Evaluation of Educational Achievement, Keizersgracht 311, 1016 EE Amsterdam, The Netherlands

or by email to: [secretariat@iea.nl](mailto:secretariat@iea.nl).

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<sup>2</sup> Times New Roman, Arial or similar, 12 point type, double spaced.