

CALL FOR PROPOSALS**Call no. IEA 09/09-2018****IEA Research for Education Series:****Using IEA ICCS data to understand the next generation of citizens****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 IEA's International Civics and Citizenship Study (ICCS) data to delve into concepts of "critical" and "good" citizenship (Dewey, 1916; Westheimer & Kahne, 2004). 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. Study background and objectives

In recent years, there have been major economic, political, and social upheavals around the world. From the global financial crisis of 2008, to the mass migration of more recent years, the economic and social landscapes, both nationally and internationally, have changed substantially. Issues of environmental sustainability, and the rise of social media as an agent of socialization and civic engagement add to the context. Such shifts bring with them an important call for citizens to take part in the political process through various mechanisms, including voting, and informing themselves about important issues. Further, with large shifts in migration patterns, supporting integration especially with regards to civic education and participation may prove critical. To that end, the IEA's ICCS serves as a rich source of information for understanding issues around "good citizenship," often but not only characterized by *personal responsibility, community or societal participation, and an orientation toward solving societal problems* (Westheimer, 2015; Westheimer & Kahne, 2004). In addition to the measurement of civic knowledge, ICCS collects a wealth of contextual information on attitudes, beliefs, and opinions in a number of relevant arenas, exploring issues of conventional citizenship, attitudes toward social movement and notions of personal responsibility. Regional modules in Europe and Latin America offer more culturally specific information, which can be used to understand patterns of citizenship knowledge and attitudes. Finally, as a trend study, ICCS offers a perspective on civics and citizenship

dating back to 2009, and contains links to IEA's influential Civic Education Study (CIVED) of 1999. Taken together, ICCS data provide rich resources to better understand the way in which today's youth are prepared to assume their place as the next generation of adult citizens.

3. Possible substantive topics

Interesting aspects that could be explored in the report may include, but are not limited to:

- What profiles of "good" citizenship exist internationally? Can they be confirmed by ICCS data?
- Have patterns of "good" citizenship changed over time? Can changes be related to other civic outcomes?
- Are there factors that predict "good" citizens?
- In places with large demographic changes due to migration, are these factors consistent across both native and immigrant populations?
- Does "good" citizenship differ by gender or socioeconomic background?
- How do profiles of citizenship relate to notions of global citizenship and sustainable development across education systems and cultures?

Although this call references certain theoretical models for understanding "good" citizens and citizenship, IEA welcomes proposals that address this topic from different theoretical, curricula and cultural perspectives. Competitive proposals should clearly describe the overarching framework, and provide well-defined research questions, and a detailed description of the proposed methods. Successful author teams are expected to provide exemplar syntax and data, so that readers can replicate and extend the analyses presented in the book.

4. Data

IEA's International Civics 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 results¹.

ICCS collects data on civic knowledge and further encompasses rich background information from students, teachers, principals, and on the national context. Acknowledging that the implementation of civic and citizenship education varies considerably from one system to the next, IEA studies are based on a model where the intended, implemented, and achieved curricula are considered.

¹ See <https://iccs.iea.nl/resources/publications.html>; http://pub.iea.nl/national_reports.html; and <https://iccs.iea.nl/resources/national-reports/>.

5. General guidelines for proposal submission

Proposals must be submitted in English.

Please ensure the proposal demonstrates familiarity with the proposed 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.

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 augment or complement the outline ideas set out in this call for proposals.

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:

(i) which IEA data (study, questionnaire items, indices, or constructs from questionnaires) you intend to use,

(ii) any non-IEA data sources that will be included, and

(iii) any additional data collection that is deemed necessary (such as system-level characteristics).

Please make sure that a clear and complete description of the types of quantitative or qualitative analyses to be used is included. The degree to which the methods are suited to answer the research question is an important evaluation criteria for all proposals.

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

When developing timelines, assume a start date of 1 December 2018 and an end date of 1 January 2020; the final manuscript of the book must be supplied to IEA for print production by 1 September 2019. Although there may be a certain degree of flexibility in the timeline, it must make provision for (i) submission of a complete draft report by 1 June 2019 for review by IEA, and (ii) time for subsequent revision and language editing of the report. The corresponding author must be available for consultation with Springer Publishers during the print production period.

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.

The call is open to all researchers, excluding teams from IEA International Study Centers. For the latter, direct assignments are possible.

The proposal should be no more than 10 pages in length². 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.

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 early December 2018.

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

The deadline for proposals is 1:00 p.m., 5 November 2018.

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.

References

Dewey, J. (1916). *Democracy and education*. New York, NY: MacMillan.

Westheimer, J. (2015). *What kind of citizen?: Educating our children for the common good*. New York, NY:
Teachers College Press.

Westheimer, J., & Kahne, J. (2004). Educating the "good" citizen: Political choices and pedagogical goals. *PS: Political Science and Politics*, 37(2), 241–247.

² Times New Roman, Arial or similar, 12 point type, double spaced.