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Foreword -- Introduction from Editors -- Part 1: National Perspectives on Participation in IEA Civic and Citizenship Education Studies -- 1 Flemish Belgian Students' and Teachers' Results in the IEA ICCS Studies: Implication for Cross-Curricular Approaches to Civic Education; Ellen Claes and Linde Stals -- 2 Bulgarian Civic Education in Transition; Svetla Petrova -- 3 Civic and Citizenship Education in Chile and the Influence of International Civic and Citizenship Education Studies; Gabriela Cares and Elisa Salinas Valdivieso -- 4 Civic and Citizenship Education in Colombia: Challenges for Both Students and Teachers; Luis Felipe Dussán Zuluaga and Juan Camilo Ramírez Chaguendo -- 5 Civic and Citizenship Education in Denmark 1999–2019: Discourses of Progressive and Productive Education; Jens Bruun -- 6 Building Civic and Citizenship Education in the Dominican Republic; Ancell Scheker and Michelle Guzmán -- 7 Estonian Civic and Citizenship Education in Turbulent Times; Anu Toots and Mare Oja -- 8 IEA's International Civic and Citizenship Education Study and the Teaching of Civic Education in Italy; Laura Palmerio, Valeria Damiani and Elisa Caponera -- 9 Improving Civic and Citizenship Education in Latvia; Ireta ekse -- 10 How IEA's Civic and Citizenship Education Studies Have Contributed to Educational Discourse in Lithuania; Rita Dukynait, Ginta Orintien, and Šarnas Gerulaitis -- 11 The Role of IEA's Civic and Citizenship Education Studies in Mexico; María Eugenia Luna-Elizarrarás, María Teresa Meléndez-Irigoyen and Citlalli Sánchez-Alvarez -- 12 Inequality in Citizenship Competences: Citizenship Education and Policy in The Netherlands; Anne Bert Dijkstra, Geert ten Dam and Anke Munniksma -- 13 Strengthening Connections Between Research, Policy and Practice in Norwegian Civic and Citizenship Education; Heidi Biseth, Idunn Seland and Lihong Huang -- 14 The Role of IEA's Studies in the Development of Civic and Citizenship Education in Slovenia; Eva Klemeni Mirazchiyski -- Part 2: Regional and Interdisciplinary Perspectives on Findings From the IEA Civic and Citizenship Education Studies -- 15 The Personal, the Professional, and the Political: An Intertwined Perspective on the IEA Civic Education Studies; Erik Amnå -- 16 Joining an International Community of Practice: Reflections on the IEA Civic Education Studies as an Early Career Scholar; Carolyn Barber -- 17 IEA Civic Education Studies in Latin America: Paths of Influence and Critique in Policy and Research; Cristian Cox -- 18 Reflecting on IEA's CIVED in the United States: Policies, People, and Research; Carole Hahn -- 19 The Contribution of the IEA Civic and Citizenship Education Studies to Educational Research and Policy in Europe; Maria Magdalena Isac -- 20 Asian Students' Citizenship Values: Exploring Theory by Reviewing Secondary Data Analysis; Kerry Kennedy -- 21 Understanding School and Classroom Contexts for Civic and Citizenship Education: The Importance of Teacher Data in the IEA Studies; Bruno Losito, Gabriella Agrusti, and Valeria Damiani -- 22 The Landscape and Recent Developments of Civic and Citizenship Education Across the Latin American Region; Andrés Sandoval-Hernández and Daniel Miranda -- 23 Reflections on the Development of the IEA Civic and Citizenship Education Studies; Wolfram Schulz -- 24 A Moral Perspective on Citizenship Education and on IEA's International Civic and Citizenship Studies; Wiel Veugelers.

This open access book identifies the multiple ways that IEA's studies of civic and citizenship education have contributed to national and international educational discourse, research, policymaking, and practice. The IEA International Civic and Citizenship Education Study (ICCS), first conducted in 2009, was followed by a second cycle in 2016. The project was linked to the earlier IEA Civic Education Study (CIVED 1999, 2000). IEA's ICCS remains the only large-scale

international study dedicated to formal and informal civic and citizenship education in school. It continues to make substantial contributions to understanding the nature of the acquired civic knowledge, attitudes, and participatory skills. It also discusses in-depth how a wide range of countries prepare their young people for citizenship in changing political, social, and economic circumstances. The next cycle of ICCS is planned for 2022. In this book, more than 20 national representatives and international scholars from Europe, Latin America, Asia, and North America assess how the processes and findings of the 2009 and 2016 cycles of ICCS and CIVED 1999/2000 have been used to improve nations' understanding of their students' civic knowledge, beliefs, attitudes, current civic-related behaviors, and intentions for future participation in a comparative context. There are also chapters summarizing the secondary analysis of those studies' results indicating their usefulness for educational improvement and reflecting on policy issues. The analyses and reflections in this book provide timely insight into international educational discourse, policy, practice, and research in an area of education that is becoming increasingly important for many societies.
