



ICCS 2009 User Guide for the International Database Supplement 1

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Supplement 1

SECOND EDITION



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The International Association for the Evaluation of Educational Achievement, known as IEA, is an independent, international consortium of national research institutions and governmental research agencies, with headquarters in Amsterdam. Its primary purpose is to conduct large-scale comparative studies of educational achievement with the aim of gaining more in-depth understanding of the effects of policies and practices within and across systems of education.

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Supplement 1:

International Version of the ICCS 2009 Questionnaires

Overview

The International Civic and Citizenship Education Study (ICCS) 2009 International Database includes data for all questionnaires administered as part of the ICCS 2009 assessment.

This supplement contains the international version of the ICCS 2009 questionnaires in the following seven sections:

Section 1: School Questionnaire

Section 2: Teacher Questionnaire

Section 3: Student Questionnaire

Section 4: European Module Questionnaire

Section 5: Latin American Module Questionnaire

Section 6: Asian Module Questionnaire

Section 7: National Context Questionnaire

Each section contains the international version of the questionnaire with variable names labeled next to the corresponding question. The ICCS 2009 questionnaires were designed to provide an opportunity for individual countries to make modifications to some questions or response options. This allowed countries to include the appropriate wording or options most consistent with their own national systems, languages, and cultures. In the international version of the questionnaires, such questions contain instructions to the National Research Coordinators (NRC) to substitute the appropriate wording for their country or to modify or delete any inappropriate questions or options. These instructions were indicated in the questionnaires by text inserted within angle brackets (<country-specific>). The NRC was to substitute, if necessary, an appropriate national adaptation that would retain the same basic interpretation as the text within carets. These national adaptations of the questionnaires are documented in Supplement 2 of the ICCS 2009 User Guide of the International Database.

Section 1: ICCS 2009 School Questionnaire

IDENTIFICATION LABEL

International Civic and Citizenship Education Study

ICCS 2009 Main Survey



School Questionnaire

<Name and address of national centre>



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<Please leave this page blank>

Thank you for taking part in the International Civic and Citizenship Education Study. The purpose of this study is to investigate in a range of countries the ways in which young people in <target grade> are prepared to undertake their roles as citizens.

We know that the interpretation of the results of the student questionnaire depends on the culture of the country, the school, and the teachers' intentions.

In order to understand the context of student responses, we need information from you, as school principal, about the school context in which the students' civic and citizenship education takes place.

Please help us to understand the findings from the student assessment by completing this school questionnaire.

If you find something in our questions that does not perfectly match the conditions of this school, please take into account that this questionnaire has been developed for an international study and has to be used in different school systems.

We thank you for your effort and cooperation.

Please answer the questions with reference to <the school of the sampled students> as a whole.

In answering the questions please refer to the following definition of 'school': "A school is *<to be country adapted>*".

For some of the questions you are asked to answer referring only to <target grade> students. Please look at the instructions given in each of the questions.

GENERAL

Q1 How long have you been <a principal, a headteacher, a school head> altogether, including the current year?

(Please write only full years; count every started school year as a full year)

IC2G01A

In your total career: _____ year(s).

IC2G01B

In this school: _____ year(s).

Q2 How old are you?

IC2G02

(Please tick only one box)

Less than 30

☐ ₁

30–39

☐ ₂

40–49

☐ ₃

50–59

☐ ₄

60 or over

☐ ₅

Q3 Are you female or male?

IC2G03

Female

☐ ₁

Male

☐ ₂

THE SCHOOL ENVIRONMENT

Q4 How much autonomy does this school have in relation to the following issues?

(Please tick only one box in each row)

		<i>Full autonomy</i>	<i>Quite a lot of autonomy</i>	<i>Little autonomy</i>	<i>No autonomy</i>
IC2G04A	a) Curriculum planning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G04B	b) Curriculum delivery	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G04C	c) Choice and use of textbooks	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G04D	d) Appointing teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G04E	e) Dismissing teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G04F	f) Establishing student assessment policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G04G	g) Determining the content of in-service professional development programmes for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G04H	h) Teacher appraisal	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G04I	i) Budget allocations within the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G04J	j) <Extra-curricular activities>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G04K	k) Student admittance policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G04L	l) Establishing teachers' salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q5 The following statements refer to teachers' participation in running the school.

In your opinion, how many teachers in this school ...

(Please tick only one box in each row)

		<i>All or nearly all</i>	<i>Most of them</i>	<i>Some of them</i>	<i>None or hardly any</i>	<i>Not applicable</i>
IC2G05A	a) are involved in school decision making processes?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IC2G05B	b) make their own contribution to solving school problems?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IC2G05C	c) put forward useful suggestions for improving school governance?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IC2G05D	d) are willing to be members of the <school council, school governing board> as teacher representatives?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IC2G05E	e) contribute to establishing school priorities?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IC2G05F	f) support good discipline throughout the school even with students not belonging to their own class or classes?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IC2G05G	g) act to resolve conflict situations arising among the students in the school?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IC2G05H	h) actively take part in school <development/improvement activities>?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IC2G05I	i) encourage students' active participation in school life?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q6

Below is a list of activities that may be carried out by the school in cooperation with external groups/organisations.

During the current school year, how many <target grade> students in this school have had the opportunity to take part in any of these activities?

Please answer referring to <target grade> students.

(Please tick only one box in each row)

		<i>All or nearly all</i>	<i>Most of them</i>	<i>Some of them</i>	<i>None or hardly any</i>	<i>Not offered at school</i>
IC2G06A	a) Activities related to the environment, geared to the local area	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IC2G06B	b) Human rights projects	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IC2G06C	c) Activities related to underprivileged people or groups	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IC2G06D	d) Cultural activities (for example, theatre, music, cinema)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IC2G06E	e) Multicultural and intercultural initiatives within the <local community>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IC2G06F	f) Campaigns to raise people's awareness, such as <AIDS World Day, World No Tobacco Day>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IC2G06G	g) Activities related to improving facilities for the <local community> (for example, public gardens, libraries, health centres, recreation centres, community hall)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IC2G06H	h) Participating in sports events	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q7 How many <target grade> students in this school ...

(Please tick only one box in each row)

		<i>All or nearly all</i>	<i>Most of them</i>	<i>Some of them</i>	<i>None or hardly any</i>	<i>Not applicable</i>
IC2G07A	a) elect their class representatives?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IC2G07B	b) vote in <school council, school governing board> elections?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q8 In your opinion, how many parents of students in this school participate in the following activities?

(Please tick only one box in each row)

		<i>All or nearly all</i>	<i>Most of them</i>	<i>Some of them</i>	<i>None or hardly any</i>
IC2G08A	a) Taking part actively in the school parent <association, assembly, committee>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IC2G08B	b) Voting in <school council, school representative body> elections	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IC2G08C	c) Supporting school projects within the <local community>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IC2G08D	d) Attending school parent <association, assembly, committee> meetings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IC2G08E	e) Attending parent–teacher meetings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q9 In your opinion, to what extent do the following people influence or contribute to the decision-making process concerning the running of this school?

(Please tick only one box in each row)

		<i>To a large extent</i>	<i>To a moderate extent</i>	<i>To a small extent</i>	<i>Not at all</i>	<i>Not applicable</i>
IC2G09A	a) Teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC2G09B	b) <School governors>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC2G09C	c) <School counsellors>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC2G09D	d) Parents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC2G09E	e) Non-teaching staff (for example, librarians, psychologists, administrators)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC2G09F	f) Representatives of the <local community>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q10 In this school, how much are students' opinions taken into account when decisions are made about the following issues?

(Please tick only one box in each row)

		<i>To a large extent</i>	<i>To a moderate extent</i>	<i>To a small extent</i>	<i>Not at all</i>
IC2G10A	a) Teaching/learning materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G10B	b) The timetable	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G10C	c) Classroom rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G10D	d) School rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G10E	e) <Extra-curricular activities>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q11 In your opinion, how many students in this school ...

(Please tick only one box in each row)

		<i>All or nearly all</i>	<i>Most of them</i>	<i>Some of them</i>	<i>None or hardly any</i>
IC2G11A	a) are well behaved on entering and leaving the school premises?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G11B	b) adhere to school rules?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G11C	c) show care for school facilities and equipment?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G11D	d) are well behaved during breaks?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q12 In your opinion, to what extent do the following statements describe the current situation at this school?

(Please tick only one box in each row)

		<i>To a large extent</i>	<i>To a moderate extent</i>	<i>To a small extent</i>	<i>Not at all</i>
IC2G12A	a) The teachers have a positive attitude towards the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G12B	b) The teachers feel they belong to the school community	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G12C	c) Teachers work with enthusiasm	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G12D	d) Teachers take pride in this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G12E	e) Students enjoy being in school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G12F	f) Students work with enthusiasm	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G12G	g) Students take pride in this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G12H	h) Students feel part of the school community	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G12I	i) Non-teaching staff feel part of the school community	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G12J	j) Non-teaching staff care about how well the school operates	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G12K	k) Non-teaching staff work with enthusiasm	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G12L	l) Non-teaching staff have a positive attitude towards the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

THE <LOCAL COMMUNITY>

Q13 Are the following resources available in the local area where this school is located?

Please consider as 'local area' an area of a radius of approximately 5 kilometres.

		Yes	No
IC2G13A	a) Public library	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC2G13B	b) Cinema	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC2G13C	c) Theatre or Concert Hall	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC2G13D	d) Language school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC2G13E	e) Museum or Art Gallery	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC2G13F	f) Playground	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC2G13G	g) Public garden or Park	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC2G13H	h) Religious centre (for example, church, mosque, synagogue)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC2G13I	i) Sports facility (for example, swimming pool, tennis courts, basketball court, <football> field)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q14 To what extent are any of the following issues a source of social tension in the area in which this school is located?

(Please tick only one box in each row)

		<i>To a large extent</i>	<i>To a moderate extent</i>	<i>To a small extent</i>	<i>Not at all</i>
IC2G14A	a) Immigration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G14B	b) Poor quality of housing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G14C	c) Unemployment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G14D	d) Religious intolerance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G14E	e) Ethnic conflicts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G14F	f) Extensive poverty	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G14G	g) Organised crime	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G14H	h) Youth gangs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G14I	i) Petty crime	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G14J	j) Sexual harassment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G14K	k) Drug abuse	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G14L	l) Alcohol abuse	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q15 Please indicate how frequently each of the following problems occurs among students at this school.

(Please tick only one box in each row)

		<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Very often</i>
IC2G15A	a) Vandalism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G15B	b) Truancy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G15C	c) Racism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G15D	d) Religious intolerance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G15E	e) Bullying	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G15F	f) Violence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G15G	g) Sexual harassment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G15H	h) Drug abuse	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC2G15I	i) Alcohol abuse	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

CIVIC AND CITIZENSHIP EDUCATION AT SCHOOL

Q16 How is civic and citizenship education taught at this school at <target grade>?

(Please tick as many boxes as appropriate)

		<i>Yes</i>	<i>No</i>
IC2G16A	a) It is taught as a separate subject by teachers of <civic and citizenship related subjects>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC2G16B	b) It is taught by teachers of subjects related to human and social sciences (for example, of history, geography, law, economics, etc.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC2G16C	c) It is integrated into all subjects taught at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC2G16D	d) It is an <extra-curricular activity>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC2G16E	e) It is considered the result of school experience as a whole	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC2G16F	f) It is not considered a part of the school curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q17 What do you consider the most important aims of civic and citizenship education at school?

Indicate the three aims you consider the most important by ticking the three appropriate boxes.

- | | | |
|---------|---|---------------------------------------|
| IC2G17A | a) Promoting knowledge of social, political and civic institutions | <input type="checkbox"/> ₁ |
| IC2G17B | b) Promoting respect for and safeguard of the environment | <input type="checkbox"/> ₁ |
| IC2G17C | c) Promoting the capacity to defend one's own point of view | <input type="checkbox"/> ₁ |
| IC2G17D | d) Developing students' skills and competencies in conflict resolution | <input type="checkbox"/> ₁ |
| IC2G17E | e) Promoting knowledge of citizens' rights and responsibilities | <input type="checkbox"/> ₁ |
| IC2G17F | f) Promoting students' participation in the <local community> | <input type="checkbox"/> ₁ |
| IC2G17G | g) Promoting students' critical and independent thinking | <input type="checkbox"/> ₁ |
| IC2G17H | h) Promoting students' participation in school life | <input type="checkbox"/> ₁ |
| IC2G17I | i) Supporting the development of effective strategies for the fight against racism and xenophobia | <input type="checkbox"/> ₁ |
| IC2G17J | j) Preparing students for future political engagement | <input type="checkbox"/> ₁ |

Q18 In this school, are specific responsibilities for civic and citizenship education assigned to individual teachers (for example, <head of department>, <civic and citizenship education coordinator>)?

IC2G18

Yes

☐ ₁

No

☐ ₂

SCHOOL SIZE AND RESOURCES

When answering the questions in this section, please refer to the definition of “school” given in the note at the beginning of this questionnaire.

Q19 Is this school a public or a private school?

IC2G19

(Please tick only one box)

A public school

(This is a school managed directly or indirectly by a public education authority, government agency, or governing board, appointed by government or elected by public franchise.)

☐ ₁

A private school

(This is a school managed directly or indirectly by a non-government organisation; for example, a church, trade union, business, or other private institution.)

☐ ₂

Q20 On <1 September 2008>, what was the total school enrolment (number of students)?

(Please write a number on each line. Write 0 (zero) if there are none.)

IC2G20A

a) Number of boys: _____

IC2G20B

b) Number of girls: _____

Q21 On <1 September 2008>, what was the total enrolment (number of students) for <target grade>?

(Please write a number on each line. Write 0 (zero) if there are none.)

IC2G21A

a) Number of boys: _____

IC2G21B

b) Number of girls: _____

Q22 What is the number of teachers in this school?

Include both full-time and part-time teachers.

IC2G22A

- a) Teachers instructing at
<target grade>

IC2G22B

- b) Teachers in TOTAL

Q23 Which of the following categories best describes the community in which this school is located?

IC2G23

(Please tick only one box)

A village, hamlet or rural area (fewer than 3,000 people)

☐ ₁

A small town (3,000 to about 15,000 people)

☐ ₂

A town (15,000 to about 100,000 people)

☐ ₃

A city (100,000 to about 1,000,000 people)

☐ ₄

A large city (over 1,000,000 people)

☐ ₅

Thank you for your cooperation!

Section 2: ICCS 2009 Teacher Questionnaire

IDENTIFICATION LABEL

International Civic and Citizenship Education Study

ICCS 2009 Main Survey



Teacher Questionnaire

<Name and address of national centre>



International Association for the Evaluation
of Educational Achievement
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<Please leave this page blank>

Thank you for taking part in the International Civic and Citizenship Education Study. The purpose of the study is to investigate in a range of countries the ways in which young people in <target grade> are prepared to undertake their roles as citizens and specifically what aspects of schools and education systems are related to achievement in and attitudes to civics and citizenship.

The characteristics of a school as a learning environment are important in this regard, as is the contribution of all teachers.

Teachers are key factors in providing students with the necessary knowledge, understanding and skills that enable them to actively and consciously exercise their role as citizens, and to develop open and democratic attitudes.

This is why this questionnaire is addressed to all teachers and not just to those who teach subjects more closely related, content-wise, to civic and citizenship education. We are asking you to provide us with information on the school context in which the students' civic and citizenship education takes place.

Thank you in advance for your time, commitment and cooperation.

<p>Please answer the questions with reference to your own teaching practices in this school. When answering questions on classroom activities and general information on students, please refer only to the <target grade> students.</p>
--

GENERAL

Q1 What subject are you teaching for the majority of hours per week in this school during the current school year?

(If you teach more than one subject for the same number of hours, please tick as many as appropriate)

- | | | |
|---------|--|---------------------------------------|
| IT2G01A | a) Language Arts (<Mother tongue, Foreign language>) | <input type="checkbox"/> ₁ |
| IT2G01B | b) Human Sciences/Humanities (<History, Geography, Civics, Law, Economics, etc.>) | <input type="checkbox"/> ₁ |
| IT2G01C | c) Mathematics | <input type="checkbox"/> ₁ |
| IT2G01D | d) Sciences (<Physics, Chemistry, Biology, Geology, Earth sciences, etc.>) | <input type="checkbox"/> ₁ |
| IT2G01E | e) Other (<Music, Art, Moral/Ethics, Physical education, Home economics, Personal and social development, etc.>) | <input type="checkbox"/> ₁ |

Q2 Are you teaching any other subjects in this school during the current school year?

(Please tick as many as appropriate)

- | | | |
|---------|--|---------------------------------------|
| IT2G02A | a) Language Arts (<Mother tongue, Foreign language>) | <input type="checkbox"/> ₁ |
| IT2G02B | b) Human Sciences/Humanities (<History, Geography, Civics, Law, Economics, etc.>) | <input type="checkbox"/> ₁ |
| IT2G02C | c) Mathematics | <input type="checkbox"/> ₁ |
| IT2G02D | d) Sciences (<Physics, Chemistry, Biology, Geology, Earth sciences, etc.>) | <input type="checkbox"/> ₁ |
| IT2G02E | e) Other (<Music, Art, Moral/Ethics, Physical education, Home economics, Personal and social development, etc.>) | <input type="checkbox"/> ₁ |

Q3

IT2G03

Approximately what percentage of your classroom teaching time is at <target grade> during the current school year?

(Please tick only one box)

Less than 20% ☐ ₁

20–39% ☐ ₂

40–59% ☐ ₃

60–79% ☐ ₄

80% or more ☐ ₅

Q4

IT2G04

In the current school year, how many schools are you teaching in at <target grade>?

(Please tick only one box)

Only in this school ☐ ₁

In this and another school ☐ ₂

In this and in two other schools ☐ ₃

In this and in three or more other schools ☐ ₄

Q5

IT2G05

If you are teaching in more than one school, is this the school where you work for the majority of your teaching time each week?

Yes ☐ ₁

No ☐ ₂

Q6 How long have you been teaching altogether, including the current school year?

(Please write only full years. Count every started school year as a full year.)

IT2G06A a) *In your total career:* _____ *year(s)*

IT2G06B b) *In this school:* _____ *year(s)*

Q7 How old are you?

IT2G07 *(Please tick only one box)*

Less than 25 ☐ ₁

25–29 ☐ ₂

30–39 ☐ ₃

40–49 ☐ ₄

50–59 ☐ ₅

60 or over ☐ ₆

Q8 Are you female or male?

IT2G08 Female ☐ ₁

Male ☐ ₂

Q9 Have you had any of the following responsibilities during the current school year?

(Please tick only one box in each row)

	<i>Yes</i>	<i>No</i>	<i>Not applicable</i>
IT2G09A a) Member of the <school governing board, school council>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IT2G09B b) <Deputy/Assistant principal>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IT2G09C c) <Head of department, Subject area coordinator>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IT2G09D d) Guidance and counselling activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IT2G09E e) School representative in <community, district> body	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q10 How confident do you feel about using the following teaching methods and approaches?

Please answer referring to all <target grade> classes you teach.

(Please tick only one box in each row)

		<i>Very confident</i>	<i>Quite confident</i>	<i>Not very confident</i>	<i>Not confident at all</i>
IT2G10A	a) Group work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G10B	b) Problem solving	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G10C	c) Role playing, simulation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G10D	d) Classroom discussion	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G10E	e) Research work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G10F	f) Lecturing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G10G	g) Laboratory activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G10H	h) <Information and Communication Technology (ICT)> supported activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

THE SCHOOL

Q11 With reference to the current school year, how many teachers in this school ...

(Please tick only one box in each row)

		<i>All or nearly all</i>	<i>Most of them</i>	<i>Some of them</i>	<i>None or hardly any</i>
IT2G11A	a) support good discipline throughout the school even with students not belonging to their own class or classes?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G11B	b) work collaboratively with one another in devising teaching activities?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G11C	c) act to resolve conflict situations arising among students in the school?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G11D	d) take on tasks and responsibilities in addition to teaching (tutoring, school projects, etc.)?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G11E	e) actively take part in school <development/improvement activities>?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G11F	f) encourage students' active participation in school life?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G11G	g) cooperate in defining and drafting the <school development plan>?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q12 In your opinion, to what extent do the following people influence or contribute to the decision-making process concerning the running of this school?

(Please tick only one box in each row)

	<i>To a large extent</i>	<i>To a moderate extent</i>	<i>To a small extent</i>	<i>Not at all</i>	<i>Not applicable</i>
IT2G12A a) Teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IT2G12B b) <School governors>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IT2G12C c) <School counsellors>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IT2G12D d) Parents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IT2G12E e) Non-teaching staff (for example, librarians, psychologists, administrators)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IT2G12F f) Representatives of the <local community>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q13 At this school, how much are students' opinions taken into account when decisions are made about the following issues?

(Please tick only one box in each row)

		<i>To a large extent</i>	<i>To a moderate extent</i>	<i>To a small extent</i>	<i>Not at all</i>
IT2G13A	a) Teaching/learning materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G13B	b) The timetable	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G13C	c) Classroom rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G13D	d) School rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G13E	e) <Extra-curricular activities>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q14 Please indicate how frequently each of the following problems occurs among students at this school.

(Please tick only one box in each row)

		<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Very often</i>
IT2G14A	a) Vandalism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G14B	b) Truancy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G14C	c) Racism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G14D	d) Religious intolerance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G14E	e) Bullying	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G14F	f) Violence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G14G	g) Sexual harassment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G14H	h) Drug abuse	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G14I	i) Alcohol abuse	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q15 Below is a list of activities that may be carried out by the school in cooperation with external groups/organisations.

During the current school year, have you and any of your <target grade> classes taken part in any of these activities?

(Please tick only one box in each row)

		Yes	No
IT2G15A	a) Activities related to the environment, geared to the local area	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT2G15B	b) Human rights projects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT2G15C	c) Activities related to underprivileged people or groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT2G15D	d) Cultural activities (for example, theatre, music, cinema)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT2G15E	e) Multicultural and intercultural activities within the <local community>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT2G15F	f) Campaigns to raise people's awareness, such as <AIDS World Day, World No Tobacco Day>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT2G15G	g) Activities related to improving facilities for the <local community> (for example, public gardens, libraries, health centres, recreation centres, community hall)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT2G15H	h) Participating in sports events	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q16 Besides the activities carried out as part of your school work, how often in the last twelve months have you personally taken part in activities promoted by the following organisations/groups?

(Please tick only one box in each row)

		<i>Never</i>	<i>A few times</i>	<i>About once a month</i>	<i>More than once a month</i>
IT2G16A	a) Environmental organisations (<for example, WWF, Greenpeace, other national or local environmental organisations>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G16B	b) Cultural and/or educational organisations (<for example, UNESCO>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G16C	c) Human rights organisations (<for example, Amnesty International>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G16D	d) Political parties or organisations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G16E	e) Groups helping disadvantaged people	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G16F	f) Cultural groups promoting the integration of ethnic minorities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G16G	g) Associations promoting culture in the <local community> (<for example, exhibitions, theatre performances>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G16H	h) Groups run by religious organisations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G16I	i) Health/disability organisations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G16J	j) Trade unions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G16K	k) Teachers' associations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q17 In your opinion, how many students in this school ...

(Please tick only one box in each row)

		<i>All or nearly all</i>	<i>Most of them</i>	<i>Some of them</i>	<i>None or hardly any</i>
IT2G17A	a) are well behaved on entering and leaving the school premises?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G17B	b) have a positive attitude towards their own school?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G17C	c) have a good relationship with the school teachers and staff?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G17D	d) show care for school facilities and equipment?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G17E	e) are well behaved during breaks?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G17F	f) show they feel part of the school community?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q18 To what extent do you use the performance of your <target grade> students on assessment tasks for the following purposes?

Please answer referring to all <target grade> classes you teach.

(Please tick only one box in each row)

		<i>To a large extent</i>	<i>To a moderate extent</i>	<i>To a small extent or not at all</i>
IT2G18A	a) Providing feedback to your students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IT2G18B	b) Allowing your students to reflect on their learning processes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IT2G18C	c) Allowing your students to reflect on their behaviour	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IT2G18D	d) Identifying your students' learning difficulties	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IT2G18E	e) Providing feedback to parents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IT2G18F	f) Illustrating learning objectives to your students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IT2G18G	g) Planning future lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IT2G18H	h) Improving your teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q19 In your lessons for <target grade>, how many students ...

Please answer referring to all <target grade> classes you teach.

(Please tick only one box in each row)

		<i>All or nearly all</i>	<i>Most of them</i>	<i>Some of them</i>	<i>None or hardly any</i>
IT2G19A	a) suggest class activities?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G19B	b) negotiate the learning objectives with the teacher?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G19C	c) propose topics/issues for class discussion?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G19D	d) freely state their own views on school problems?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G19E	e) know how to listen to and respect opinions even if different from their own?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G19F	f) freely express their opinion even if different from those of the majority?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G19G	g) feel comfortable during class discussions because they know their views will be respected?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G19H	h) discuss the choice of teaching/learning materials?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q20 In your opinion, how many of your <target grade> students ...

Please answer referring to all <target grade> classes you teach.

(Please tick only one box in each row)

		<i>All or nearly all</i>	<i>Most of them</i>	<i>Some of them</i>	<i>None or hardly any</i>
IT2G20A	a) get on well with their classmates?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q20 In your opinion, how many of your <target grade> students ...

Please answer referring to all <target grade> classes you teach.

(Please tick only one box in each row)

		<i>All or nearly all</i>	<i>Most of them</i>	<i>Some of them</i>	<i>None or hardly any</i>
IT2G20B	b) are well integrated in the class?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G20C	c) respect their classmates even if they are different?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G20D	d) have a good relationship with other students?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

CIVIC AND CITIZENSHIP EDUCATION AT SCHOOL

Q21 What do you consider the most important aims of civic and citizenship education at school?

Indicate the three aims you consider most important by ticking the three appropriate boxes.

- | | | |
|---------|---|---------------------------------------|
| IT2G21A | a) Promoting knowledge of social, political and civic institutions | <input type="checkbox"/> ₁ |
| IT2G21B | b) Promoting respect for and safeguard of the environment | <input type="checkbox"/> ₁ |
| IT2G21C | c) Promoting the capacity to defend one's own point of view | <input type="checkbox"/> ₁ |
| IT2G21D | d) Developing students' skills and competencies in conflict resolution | <input type="checkbox"/> ₁ |
| IT2G21E | e) Promoting knowledge of citizens' rights and responsibilities | <input type="checkbox"/> ₁ |
| IT2G21F | f) Promoting students' participation in the <local community> | <input type="checkbox"/> ₁ |
| IT2G21G | g) Promoting students' critical and independent thinking | <input type="checkbox"/> ₁ |
| IT2G21H | h) Promoting students' participation in school life | <input type="checkbox"/> ₁ |
| IT2G21I | i) Supporting the development of effective strategies for the fight against racism and xenophobia | <input type="checkbox"/> ₁ |
| IT2G21J | j) Preparing students for future political participation | <input type="checkbox"/> ₁ |

Q22 In different school systems and within individual schools those responsible for civic and citizenship education may differ.

Considering your school, to whom should the greatest responsibility for civic and citizenship education be given?

Please indicate to what extent you agree or disagree with each of the following statements.

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
IT2G22A	a) The school <principal, head teacher>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G22B	b) The teachers of subjects directly related to human and social sciences (history, geography, law, economics, etc.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G22C	c) The teachers of all subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G22D	d) The school as a whole	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G22E	e) The teachers of <civic and citizenship education>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q23 Do you teach a <civic and citizenship education related subject> at <target grade>?

IT2G23

Yes

☐ ₁

No

☐ ₂

If your answer to the above question is ‘Yes’, please go to question 24.

If your answer to the above question is ‘No’, please stop here.

Thank you for your cooperation!

TEACHING OF CIVIC AND CITIZENSHIP EDUCATION

Q24 In planning <civic and citizenship education> or citizenship-related topics for your <target grade> classes, to what extent do you draw on the following sources?

Please answer referring to all <target grade> classes you teach.

(Please tick only one box in each row)

		<i>To a large extent</i>	<i>To a moderate extent</i>	<i>To a small extent</i>	<i>Not at all</i>
IT2G24A	a) Official curricula, curricular guidelines or frameworks	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G24B	b) Official requirements (standards) in the area of <civic and citizenship education>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G24C	c) Your own ideas or self-produced materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G24D	d) Original sources (such as constitutions and human rights declarations)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G24E	e) Textbooks	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G24F	f) Teaching/learning materials published by commercial companies, public institutes, or private foundations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G24G	g) <Information and Communication Technology (ICT)> (internet, websites, etc.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G24H	h) Media (newspapers, magazines, television, etc.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q25 How often do the following activities occur during your <civic and citizenship education> classes at <target grade>?

Please answer referring to all <target grade> classes you teach.

(Please tick only one box in each row)

		<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Very often</i>
IT2G25A	a) Students work on projects that involve gathering information outside of school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G25B	b) Students study textbooks	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G25C	c) Students work on drill sheets or work sheets	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G25D	d) Students work in groups on different topics and prepare presentations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G25E	e) Students work individually on different topics and prepare presentations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G25F	f) Students participate in role play and simulations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G25G	g) The teacher asks questions and the students answer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G25H	h) The teacher lectures and the students take notes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G25I	i) The teacher includes discussion on controversial issues in class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G25J	j) Students research and analyse information from different sources	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q26 Is <civic and citizenship education> assessed at <target grade> in this school?

IT2G26

Yes

☐ ₁

No

☐ ₂

If your answer to the above question is ‘Yes’, please go to question 27.

If your answer to the above question is ‘No’, please go to question 28.

Q27 When assessing <target grade> students in <civic and citizenship education>, how often do you make use of ...

Please answer referring to all <target grade> classes you teach.

(Please tick only one box in each row)

		<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Very often</i>
IT2G27A	a) written tests/examinations (for example, open-ended, essay)?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G27B	b) achievement tests (for example, multiple-choice, true/false, matching)?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G27C	c) oral tests?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G27D	d) observation of students?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G27E	e) written homework assignments?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G27F	f) student self-assessment?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G27G	g) peer assessment?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G27H	h) projects?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q28 How confident do you feel about teaching the following topics?

(Please tick only one box in each row)

		<i>Very confident</i>	<i>Quite confident</i>	<i>Not very confident</i>	<i>Not confident at all</i>
IT2G28A	a) Human rights	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IT2G28B	b) Different cultures and ethnic groups	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IT2G28C	c) Voting and elections	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IT2G28D	d) The economy and business	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IT2G28E	e) Rights and responsibilities at work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IT2G28F	f) The global community and international organisations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IT2G28G	g) The environment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IT2G28H	h) Emigration and immigration	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IT2G28I	i) Equal opportunities for men and women	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IT2G28J	j) Citizens' rights and responsibilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IT2G28K	k) The constitution and political systems	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IT2G28L	l) Media communication	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IT2G28M	m) Volunteering	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q28 continued

How confident do you feel about teaching the following topics?

(Please tick only one box in each row)

		<i>Very confident</i>	<i>Quite confident</i>	<i>Not very confident</i>	<i>Not confident at all</i>
IT2G28N	n) Legal institutions and courts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT2G28O	o) The European Union	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q29 In your view, what is needed to improve <civic and citizenship education> in this school?

Indicate the three most important items listed below by ticking the three appropriate boxes.

IT2G29A	a) More materials and textbooks	<input type="checkbox"/> ₁
IT2G29B	b) Better materials and textbooks	<input type="checkbox"/> ₁
IT2G29C	c) Additional training in teaching methods	<input type="checkbox"/> ₁
IT2G29D	d) Additional training in subject matter knowledge	<input type="checkbox"/> ₁
IT2G29E	e) More cooperation between teachers in different subject areas	<input type="checkbox"/> ₁
IT2G29F	f) More instructional time allocated to <civic and citizenship education>	<input type="checkbox"/> ₁
IT2G29G	g) More opportunities for special projects	<input type="checkbox"/> ₁
IT2G29H	h) Specific assessment of <civic and citizenship education>	<input type="checkbox"/> ₁
IT2G29I	i) External school and curriculum evaluation	<input type="checkbox"/> ₁

Thank you for your cooperation!



International Civic and Citizenship Education Study



Student Questionnaire for the Main Survey

(Sample version)

*CONFIDENTIAL TO ICCS
DO NOT CITE OR QUOTE*

July 2008



Università degli Studi Roma Tre
Laboratorio di Pedagogia sperimentale

ABOUT YOU

Q1 When were you born?

IS2G01A

(Please write month and year)

IS2G01B

_____ 19____
Month Year

Q2 Are you a girl or a boy?

girl

boy

IS2G02

☐ ₁

☐ ₂

Q2b <What best describes you?>

Q2b coded
to
IS2G02BN

(Please tick only one box)

<A>

☐ ₁

☐ ₂

<C>

☐ ₃

<D>

☐ ₄

Q3 **Which of the following <levels of education> do you expect to complete?**

IS2G03

(Please tick only one box)

<ISCED level 5A or 6> ☐ ₁

<ISCED level 4 or 5B> ☐ ₂

<ISCED level 3> ☐ ₃

<ISCED level 2> ☐ ₄

I do not expect to complete
<ISCED level 2> ☐ ₅

YOUR HOME AND YOUR FAMILY

Q4 In what country were you and your parents born?

(Please tick only one box in each column)

	IS2G04A	IS2G04B	IS2G04C
	You	Mother or <female guardian>	Father or <male guardian>
<Country of test>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
<Other country/Group A>	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
<Other country/Group B>	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃
<Another country>	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄

Q5 What language do you speak at home most of the time?

IS2G05

(Please tick only one box)

<Language of test>	<input type="checkbox"/> ₁
<Other language 1>	<input type="checkbox"/> ₂
<Other language 2>	<input type="checkbox"/> ₃
<Another language>	<input type="checkbox"/> ₄

Q6a **What is your mother's or <female guardian>'s main <job>?**

Q6a & Q6b
coded to
MISCO88

(e.g. high school teacher, kitchen-hand, sales manager)

(If she is not working now, please tell us her last main <job>. If she has never had a <job>, please write what she is currently doing.)

Please write in the <job> title.

Q6b **What does your mother or <female guardian> do in her main <job>?**

Q6a & Q6b
coded to
MISCO88

(e.g. teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team)

Please use a sentence to describe the kind of work she does or did in that <job>.

Q7

IS2G07

What is the <highest level of education> completed by your mother or <female guardian>?

If you are not sure which box to choose, please ask the <test administrator> for help.

(Please tick only one box)

<ISCED level 5A or 6> ☐ ₁

<ISCED level 4 or 5B> ☐ ₂

<ISCED level 3> ☐ ₃

<ISCED level 2> ☐ ₄

<ISCED level 1> ☐ ₅

She did not complete <ISCED level 1> ☐ ₆

Q8a

Q8a & Q8b
coded to
FISCO88

What is your father's or <male guardian>'s main <job>?

(e.g. high school teacher, kitchen-hand, sales manager)

(If he is not working now, please tell us his last main <job>. If he has never had a <job>, please write what he is currently doing.)

Please write in the <job> title.

Q8b

Q8a & Q8b
coded to
FISCO88

What does your father or <male guardian> do in his main <job>?

(e.g. teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team)

Please use a sentence to describe the kind of work he does or did in that <job>.

Q9

What is the <highest level of education> completed by your father or <male guardian>?

IS2G09

If you are not sure which box to choose, please ask the <test administrator> for help.

(Please tick only one box)

<ISCED level 5A or 6> ☐ ₁

<ISCED level 4 or 5B> ☐ ₂

<ISCED level 3> ☐ ₃

<ISCED level 2> ☐ ₄

<ISCED level 1> ☐ ₅

He did not complete <ISCED level 1> ☐ ₆

Q10

How interested are your parent(s) in political and social issues?

(Please tick only one box in each row)

Very interested Quite interested Not very interested Not interested at all

IS2G10A

a) Mother or <female guardian>

☐ ₁ ☐ ₂ ☐ ₃ ☐ ₄

IS2G10B

b) Father or <male guardian>

☐ ₁ ☐ ₂ ☐ ₃ ☐ ₄

Q11 About how many books are there in your home?

IS2G11

There are usually about 40 books per metre of shelving. Do not count magazines, newspapers, comic strips or your schoolbooks.

(Please tick only one box)

- | | |
|---------------------|----------------------------|
| 0–10 books | <input type="checkbox"/> 1 |
| 11–25 books | <input type="checkbox"/> 2 |
| 26–100 books | <input type="checkbox"/> 3 |
| 101–200 books | <input type="checkbox"/> 4 |
| 201–500 books | <input type="checkbox"/> 5 |
| More than 500 books | <input type="checkbox"/> 6 |

Q11b Do any of these people live at home with you most or all of the time?

(Please tick only one box in each row)

		Yes	No
IS2G11A	a) Mother	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IS2G11B	b) Other <female guardian> (for example, stepmother or foster-mother)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IS2G11C	c) Father	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IS2G11D	d) Other <male guardian> (for example, stepfather or foster-father)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IS2G11E	e) Siblings (brothers or sisters including stepbrothers and stepsisters)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IS2G11F	f) Grandparents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IS2G11G	g) Others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

YOUR ACTIVITIES

Q12 On a normal school day, how much time do you spend doing each of the following activities outside of school?

(Please tick only one box in each row)

	<i>No time</i>	<i>Less than 30 minutes</i>	<i>About 30–60 minutes</i>	<i>About 1–2 hours</i>	<i>More than 2 hours</i>
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IS2G12A	a) Watching television, videos or DVDs for enjoyment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IS2G12B	b) Doing homework or study for school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IS2G12C	c) Using a computer or the internet for enjoyment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IS2G12D	d) Reading for enjoyment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IS2G12E	e) <Chatting> with friends over the phone or internet (including sending text messages or <instant messages>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IS2G12F	f) Spending time with friends	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q13 How often are you involved in each of the following activities outside of school?

(Please tick only one box in each row)

		<i>Never or hardly ever</i>	<i>Monthly (at least once a month)</i>	<i>Weekly (at least once a week)</i>	<i>Daily or almost daily</i>
IS2G13A	a) Talking with your parent(s) about political or social issues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2G13B	b) Watching television to inform yourself about national and international news	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2G13C	c) Reading the newspaper to inform yourself about national and international news	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2G13D	d) Talking with friends about political and social issues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2G13E	e) Using the internet to inform yourself about national and international news	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2G13F	f) Talking with your parent(s) about what is happening in other countries	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2G13G	g) Talking with friends about what is happening in other countries	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2G13H	h) Participating in a youth group (such as <boys/girls scouts>, <YMCA>, <computer club> or <chess club>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q14 Have you ever been involved in activities of any of the following organisations, clubs or groups?

(Please tick only one box in each row)

		<i>Yes, I have done this <u>within</u> the last <u>twelve</u> <u>months</u></i>	<i>Yes, I have done this but <u>more than a</u> <u>year ago</u></i>	<i>No, I have never done this</i>
IS2P14A	a) Youth organisation affiliated with a political party or union	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS2P14B	b) Environmental organisation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS2P14C	c) Human Rights organisation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS2P14D	d) A voluntary group doing something to help the community	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS2P14E	e) An organisation collecting money for a social cause	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS2P14F	f) A cultural organisation based on ethnicity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS2P14G	g) A religious group or organisation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS2P14H	h) A group of young people campaigning for an issue	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q15 At school, have you ever done any of the following activities?

Please think about all schools you have been enrolled at since the first year of <ISCED level 1>.

(Please tick only one box in each row)

		<i>Yes, I have done this <u>within the</u> <u>last twelve</u> <u>months</u></i>	<i>Yes, I have done this but <u>more than</u> <u>a year ago</u></i>	<i>No, I have never done this</i>
IS2G15A	a) Voluntary participation in school-based music or drama activities outside of regular lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS2G15B	b) Active participation in a debate	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS2G15C	c) Voting for <class representative> or <school parliament>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS2G15D	d) Taking part in decision-making about how the school is run	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS2G15E	e) Taking part in discussions at a <student assembly>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS2G15F	f) Becoming a candidate for <class representative> or <school parliament>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

YOUR SCHOOL

Q16 When discussing political and social issues during regular lessons, how often do the following things happen?

(Please tick only one box in each row)

		<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>
IS2G16A	a) Students are able to disagree openly with their teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G16B	b) Teachers encourage students to make up their own minds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G16C	c) Teachers encourage students to express their opinions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G16D	d) Students bring up current political events for discussion in class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G16E	e) Students express opinions in class even when their opinions are different from most of the other students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G16F	f) Teachers encourage students to discuss the issues with people having different opinions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G16G	g) Teachers present several sides of the issues when explaining them in class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q17 In this school, how much are students' opinions taken into account when decisions are made about the following issues?

(Please tick only one box in each row)

		<i>To a large extent</i>	<i>To a moderate extent</i>	<i>To a small extent</i>	<i>Not at all</i>
IS2G17A	a) The way classes are taught	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G17B	b) What is taught in classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G17C	c) Teaching/learning materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G17D	d) The timetable	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G17E	e) Classroom rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G17F	f) School rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G17G	g) <Extra-curricular activities>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q18 How much do you agree or disagree with the following statements about you and your school?

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
IS2G18A	a) Most of my teachers treat me fairly	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G18B	b) Students get along well with most teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G18C	c) Most teachers are interested in students' well-being	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G18D	d) I feel like an outsider at my school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G18E	e) Most of my teachers really listen to what I have to say	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G18F	f) If I need extra help, I will receive it from my teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2G18G	g) I am afraid of being bullied by other students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q19 How much do you agree or disagree with the following statements about student participation at school?

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
IS2P19A	a) Student participation in how schools are run can make schools better	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P19B	b) Lots of positive changes can happen in schools when students work together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P19C	c) Organising groups of students to express their opinions could help solve problems in schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P19D	d) All schools should have a <school parliament>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P19E	e) Students can have more influence on what happens in schools if they act together rather than alone	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

CITIZENS AND SOCIETY

Q20 There are different views about what a society should be like. We are interested in your views on this. **How much do you agree or disagree with the following statements?**

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
IS2P20A	a) Everyone should always have the right to express their opinions freely	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P20B	b) Political leaders should not be allowed to give government jobs to their family members	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P20C	c) No company or government should be allowed to own all newspapers in a country	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P20D	d) The police should have the right to hold people suspected of threatening national security in jail without trial	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P20E	e) All people should have their social and political rights respected	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P20F	f) People should always be free to criticise the government publicly	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P20G	g) Security agencies should be allowed to check letters, phone calls and emails of anyone suspected of threatening national security	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P20H	h) All citizens should have the right to elect their leaders freely	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P20I	i) People should be able to protest if they believe a law is unfair	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q20 continued

There are different views about what a society should be like. We are interested in your views on this. **How much do you agree or disagree with the following statements?**

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
IS2P20J	j) Political protest should never be violent	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P20K	k) Differences in income between poor and rich people should be small	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P20L	l) When faced with violent threats to national security, the government should have the power to control what appears in the media	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q21 How important are the following behaviours for being a good adult citizen?

(Please tick only one box in each row)

		<i>Very important</i>	<i>Quite important</i>	<i>Not very important</i>	<i>Not important at all</i>
IS2P21A	a) Voting in every national election	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P21B	b) Joining a political party	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P21C	c) Learning about the country's history	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P21D	d) Following political issues in the newspaper, on the radio, on TV or on the internet	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P21E	e) Showing respect for government representatives	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P21F	f) Engaging in political discussions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P21G	g) Participating in peaceful protests against laws believed to be unjust	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P21H	h) Participating in activities to benefit people in the <local community>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P21I	i) Taking part in activities promoting human rights	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P21J	j) Taking part in activities to protect the environment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P21K	k) Working hard	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P21L	l) Always obeying the law	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

YOU AND SOCIETY

Q22 How interested are you in the following issues?

(Please tick only one box in each row)

		<i>Very interested</i>	<i>Quite interested</i>	<i>Not very interested</i>	<i>Not interested at all</i>
IS2P22A	a) Political issues within your <local community>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P22B	b) Political issues in your country	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P22C	c) Social issues in your country	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P22D	d) Politics in other countries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P22E	e) International politics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P22F	f) Environmental issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P22G	g) European politics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q23 How much do you agree or disagree with the following statements about you and politics?

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
IS2P23A	a) I know more about politics than most people my age	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P23B	b) When political issues or problems are being discussed, I usually have something to say	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P23C	c) I am able to understand most political issues easily	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P23D	d) I have political opinions worth listening to	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P23E	e) As an adult I will be able to take part in politics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P23F	f) I have a good understanding of the political issues facing this country	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

RIGHTS AND RESPONSIBILITIES

Q24 There are different views about the roles of women and men in society. **How much do you agree or disagree with the following statements?**

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
IS2P24A	a) Men and women should have equal opportunities to take part in government	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P24B	b) Men and women should have the same rights in every way	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P24C	c) Women should stay out of politics	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P24D	d) When there are not many jobs available, men should have more right to a job than women	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P24E	e) Men and women should get equal pay when they are doing the same jobs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P24F	f) Men are better qualified to be political leaders than women	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P24G	g) Women's first priority should be raising children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q25 There are different views on the rights and responsibilities of different <ethnic/racial groups> in society. **How much do you agree or disagree with the following statements?**

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
IS2P25A	a) All <ethnic/racial groups> should have an equal chance to get a good education in <country of test>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P25B	b) All <ethnic/racial groups> should have an equal chance to get good jobs in <country of test>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P25C	c) Schools should teach students to respect <members of all ethnic/racial groups>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P25D	d) <Members of all ethnic/racial groups> should be encouraged to run in elections for political office	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P25E	e) <Members of all ethnic/racial groups> should have the same rights and responsibilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q26 People are increasingly moving from one country to another.
How much do you agree or disagree with the following statements about <immigrants>?

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
IS2P26A	a) <Immigrants> should have the opportunity to continue speaking their own language	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P26B	b) <Immigrant> children should have the same opportunities for education that other children in the country have	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P26C	c) <Immigrants> who live in a country for several years should have the opportunity to vote in elections	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P26D	d) <Immigrants> should have the opportunity to continue their own customs and lifestyle	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P26E	e) <Immigrants> should have all the same rights that everyone else in the country has	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P26F	f) When there are not many jobs available, <immigration> should be restricted	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

INSTITUTIONS AND SOCIETY

Q27 How much do you trust each of the following groups or institutions?

(Please tick only one box in each row)

		Completely	Quite a lot	A little	Not at all
IS2P27A	a) The <national government> of <country of test>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P27B	b) The <local government> of your town or city	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P27C	c) Courts of justice	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P27D	d) The police	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P27E	e) Political parties	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P27F	f) <National Parliament>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P27G	g) The media (television, newspapers, radio)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P27H	h) <The Armed Forces>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P27I	i) Schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P27J	j) The United Nations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P27K	k) People in general	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P27L	l) European Commission	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P27M	m) European Parliament	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P27N	n) <State/Province> government	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q28 How much do you agree or disagree with the following statements about <country of test>?

(Please tick only one box in each row)

		<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
IS2P28A	a) The <flag of country of test> is important to me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P28B	b) The political system in <country of test> works well	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P28C	c) I have great respect for <country of test>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P28D	d) In <country of test> we should be proud of what we have achieved	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P28E	e) I would prefer to live permanently in another country	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P28F	f) I am proud to live in <country of test>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P28G	g) <Country of test> shows a lot of respect for the environment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P28H	h) Generally speaking, <country of test> is a better country to live in than most other countries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q29

IS2P29A

There are different political parties in this country <optional: for example, [A], [B] or [C]>. **Is there any political party that you like more than others?**

Yes

☐

₁

No

☐

₂

If yes, how much are you in favour of this party?

IS2P29B

(Please tick only one box)

A lot

☐

₁

To some extent

☐

₂

A little

☐

₃

PARTICIPATING IN SOCIETY

Q30 How well do you think you would do the following activities?

(Please tick only one box in each row)

		<i>Very well</i>	<i>Fairly well</i>	<i>Not very well</i>	<i>Not at all</i>
IS2P30A	a) Discuss a newspaper article about a conflict between countries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P30B	b) Argue your point of view about a controversial political or social issue	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P30C	c) Stand as a candidate in a <school election>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P30D	d) Organise a group of students in order to achieve changes at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P30E	e) Follow a television debate about a controversial issue	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P30F	f) Write a letter to a newspaper giving your view on a current issue	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P30G	g) Speak in front of your class about a social or political issue	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q31 There are many different ways how citizens may protest against things they believe are wrong. **Would you take part in any of the following forms of protest in the future?**

(Please tick only one box in each row)

		<i>I would certainly do this</i>	<i>I would probably do this</i>	<i>I would probably <u>not</u> do this</i>	<i>I would certainly <u>not</u> do this</i>
IS2P31A	a) Writing a letter to a newspaper	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P31B	b) Wearing a badge or t-shirt expressing your opinion	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P31C	c) Contacting an <elected representative>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P31D	d) Taking part in a peaceful march or rally	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P31E	e) Collecting signatures for a petition	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P31F	f) Choosing not to buy certain products	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P31G	g) Spray-painting protest slogans on walls	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P31H	h) Blocking traffic	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P31I	i) Occupying public buildings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q32 Listed below are different ways adults can take an active part in political life. **When you are an adult, what do you think you will do?**

(Please tick only one box in each row)

		<i>I will certainly do this</i>	<i>I will probably do this</i>	<i>I will probably <u>not</u> do this</i>	<i>I will certainly <u>not</u> do this</i>
IS2P32A	a) Vote in <local elections>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P32B	b) Vote in <national elections>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P32C	c) Get information about candidates before voting in an election	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P32D	d) Help a candidate or party during an election campaign	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P32E	e) Join a political party	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P32F	f) Join a trade union	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P32G	g) Stand as a candidate in <local elections>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P32H	h) Vote in <state, province elections>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P32I	i) Vote in European elections	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q33 Listed below are different actions that you as a young person could take during the next few years. **What do you expect that you will do?**

(Please tick only one box in each row)

*I will
certainly
do this* *I will
probably
do this* *I will
probably
not do this* *I will
certainly
not do this*

IS2P33A	a) Volunteer time to help people in the <local community>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P33B	b) Talk to others about your views on political and social issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P33C	c) Write to a newspaper about political and social issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P33D	d) Contribute to an online discussion forum about social and political issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS2P33E	e) Join an organisation for a political or social cause	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

YOU AND RELIGION

Q34 What is your <religion>?

IS2P34

(Please tick only one box)

- | | |
|----------------|---------------------------------------|
| No religion | <input type="checkbox"/> ₁ |
| <A> | <input type="checkbox"/> ₂ |
| | <input type="checkbox"/> ₃ |
| <C> | <input type="checkbox"/> ₄ |
| <D> | <input type="checkbox"/> ₅ |
| Other religion | <input type="checkbox"/> ₆ |

Q35 How often do you attend <religious services> outside your home with a group of other people?

IS2P35

(Please tick only one box)

- | | |
|-----------------------|---------------------------------------|
| Never | <input type="checkbox"/> ₁ |
| Less than once a year | <input type="checkbox"/> ₂ |
| At least once a year | <input type="checkbox"/> ₃ |
| At least once a month | <input type="checkbox"/> ₄ |
| At least once a week | <input type="checkbox"/> ₅ |

Q36 How much do you agree or disagree with the following statements about religion?

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
IS2P36A	a) Religion is more important to me than what is happening in national politics	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P36B	b) Religion helps me to decide what is right and what is wrong	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P36C	c) Religious leaders should have more power in society	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P36D	d) Religion should influence people's behaviour towards others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P36E	e) Rules of life based on religion are more important than civil laws	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
IS2P36F	f) Religion should no longer be relevant in the modern world	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Thank you for your cooperation!

Section 4: ICCS 2009 European Module Questionnaire

IDENTIFICATION LABEL

**International Civic and Citizenship
Education Study**

ICCS 2009 Main Study



**European Module Booklet
Part 2**

<Name and address of national centre>

<Please leave this page blank>

General Directions

PART 2

The following instructions tell you what to do in Part 2, the **questionnaire**.

The aim of this questionnaire is to find out what you think about Europe and European issues.

In this questionnaire, you will find questions about:

- You and your school
- Languages you speak and your views on learning languages
- Your views on various political and social issues

Below is some brief background information about Europe.

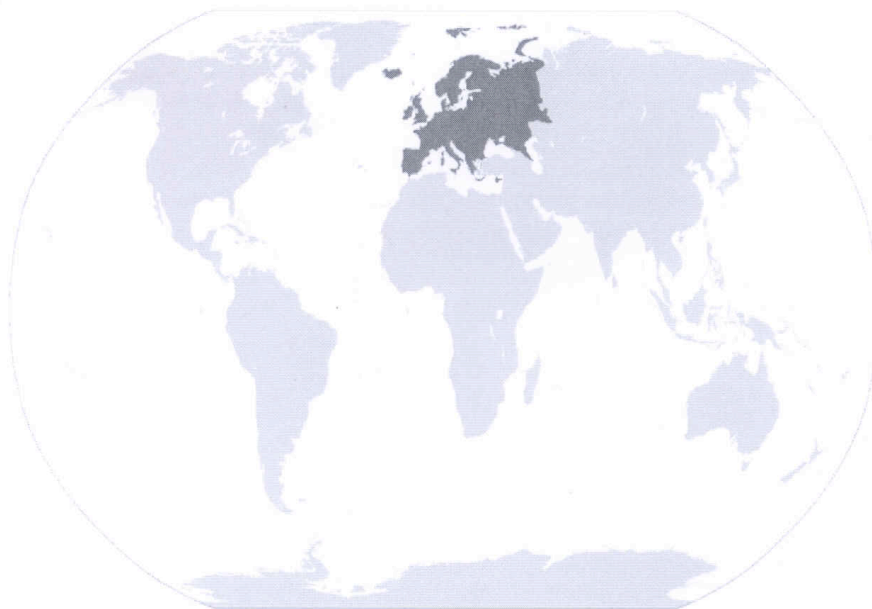
General Directions (continued)

ABOUT EUROPE

As you know, <country of test> is part of a continent called **Europe**. All the students that are completing this booklet live in a European country. Some European countries are large and also have part of their land in other continents (such as Asia).

Look at the map of the world below (Figure 1). The dark shading is the continent of Europe. To be classed as a European country, countries have to have all, or most of, their land in the dark shaded area.

FIGURE 1



General Directions (continued)

Many languages are known as ‘European languages’. European languages are the official languages of the countries that make up Europe.

Some European countries, but not all, belong to an organisation called the European Union <(EU)>, which is a group of democratic European countries. The last three questions of this questionnaire are about the European Union <(EU)>, as you will see from the question headings.

There are two types of question in Part 2:

Attitude questions

With these questions you will be given a series of statements. There are no right or wrong answers. We would like to know your views. Please **tick** the statement that best fits your views.

Factual questions

These are questions about activities you do or have done. You may not always remember exactly if or how often you have done these things but try to select the response option that is most likely to be correct.

Instructions for the Questionnaire

Please read each question carefully and answer it as well as you can. You will answer by **ticking a box**.

If you make a mistake when ticking a box, cross out or erase your mistake and tick the correct box.

Remember no-one except the researchers will see your answers.

You will have **17 minutes** to complete Part 2.

Q1 We would like to find out about how you see yourself.
How much do you agree or disagree with the following statements?

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
ES2P01A	a) I see myself as European.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P01B	b) I see myself first as a citizen of Europe and then as a citizen of <country of test>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P01C	c) I am proud to live in Europe.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P01D	d) I feel part of Europe.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P01E	e) I see myself first as a citizen of Europe and then as a citizen of the world.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P01F	f) I have more in common with young people from European countries than with those from countries outside Europe.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P01G	g) I feel part of the European Union.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P01H	h) I am proud that my country is a member of the European Union.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P01I	i) I feel more part of Europe than of <my region>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q2 Have you ever participated in any of the following activities?

(Please tick only one box in each row)

		<i>Yes, I have done this within the last 12 months</i>	<i>Yes, I have done this but more than a year ago</i>	<i>No, I have never done this</i>
ES2P02A	a) Activities organised in my local area that involve meeting people from other European countries.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ES2P02B	b) Activities related to friendship agreements (twinning) between my local town/city and other European towns/cities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ES2P02C	c) Music, dance or film festival(s) in another European country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ES2P02D	d) Sports event(s) in another European country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ES2P02E	e) Gathering information about another European country from the internet or the media (press, TV or radio).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ES2P02F	f) Exchange programmes with students from other European countries (going abroad or others coming to your country).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ES2P02G	g) School trip(s) to another European country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ES2P02H	h) Visits to other European countries for leisure/holidays.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ES2P02I	i) Exhibitions, festivals or other events about the art and culture (e.g. music, films) of other European countries.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ES2P02J	j) Trip(s) to another European country organised by <organisations>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q3 How much do you agree or disagree with the following statements?

(Please tick only one box in each row)

	My school gives me opportunities to ...	Strongly agree	Agree	Disagree	Strongly disagree
ES2P03A	a) visit other European countries.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ES2P03B	b) meet young people from other European countries.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ES2P03C	c) learn about political and economic issues in other European countries.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ES2P03D	d) find out what is happening in other European countries.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ES2P03E	e) find out about other European countries through the internet or the media (press, TV or radio).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ES2P03F	f) learn about arts and culture (e.g. music, films) in other European countries.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ES2P03G	g) learn about sport in other European countries.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ES2P03H	h) find out what it is like to live in other European countries.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ES2P03I	i) learn about how I could work in other European countries.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q4 How often are you involved in each of the following activities?

(Please tick only one box in each row)

		<u>Never or hardly ever</u>	<u>Yearly (at least once a year)</u>	<u>Monthly (at least once a month)</u>	<u>Weekly (at least once a week)</u>
ES2P04A	a) Watching television to inform yourself about European news.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ES2P04B	b) Reading the newspapers to inform yourself about European news.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ES2P04C	c) Discussing the political or economic situation in other European countries with your friends or family.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ES2P04D	d) Discussing European sports events with your friends or family.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ES2P04E	e) Discussing arts and culture (e.g. music, films) from other European countries with your friends or family.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ES2P04F	f) Discussing the European Union with your friends or family.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ES2P04G	g) Discussing issues raised in the European Parliament with your friends or family.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ES2P04H	h) Talking about what life is like in other European countries with your friends and family.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ES2P04I	i) Talking, with your friends and family, about what it might be like to work in other European countries.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q5 Are you able to communicate in or understand any languages spoken in other European countries? Do not count <language of test>.

ES2P05

Yes

☐ ₁

No

☐ ₂

(Go to Question 7)



(Go to Question 6)

Q6 Of this/these other language(s), think of the one you know best.
How well can you communicate with other people in this language?

ES2P06

(Please tick only one box)

Very well

*(I can
communicate well)*

☐ ₁

Well

*(Sometimes
I can communicate well)*

☐ ₂

Not very well

*(I often
cannot communicate well)*

☐ ₃

Go to Question 7 →

Q7 We would like to know what you think about learning languages spoken in other European countries.

How much do you agree or disagree with the following statements?

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
ES2P07A	a) Learning a foreign European language is important for travelling/going on holidays in Europe.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P07B	b) Learning foreign European languages can make it easier to find a job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P07C	c) Learning a foreign European language is important for working or studying in another European country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P07D	d) Learning a foreign European language helps people understand other European cultures better.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P07E	e) All young people in Europe should learn at least two foreign European languages.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P07F	f) Schools should give young people more opportunity to learn foreign languages used in other European countries.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q8 Here are some statements about citizens of European countries travelling in Europe or moving home to another European country (i.e. becoming <immigrants> there).

How much do you agree or disagree with the following statements?

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
ES2P08A	a) Citizens of European countries should be allowed to live and work anywhere in Europe.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P08B	b) The travel of European citizens in Europe should be more restricted to help fight terrorism.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P08C	c) Other Europeans living in <country of test> leads to conflict and hostility between people of different nationalities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P08D	d) Citizens of <country of test> will be safer from crime if they close their borders to <immigrants> from other European countries.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P08E	e) Other Europeans being allowed to live in <country of test> is good because they bring different cultures with them.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P08F	f) Allowing citizens of other European countries to come and work here leads to more unemployment for citizens of <country of test>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P08G	g) Restrictions to the travel of European citizens within Europe prevent people from getting to know Europe better.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q8 continued

Here are some statements about citizens of European countries travelling in Europe or moving home to another European country (i.e. becoming <immigrants> there).

How much do you agree or disagree with the following statements?

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
ES2P08H	h) Allowing citizens from other European countries to work here is good for the economy of <country of test>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P08I	i) The movement of workers between European countries should be restricted, otherwise some countries will be full of <immigrants>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P08J	j) European citizens should be free to travel anywhere in Europe, so they get to understand other European cultures better.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q9 Below are some statements about the opportunities which citizens from European countries should have in <country of test>.

How much do you agree or disagree with the following statements?

(Please tick only one box in each row)

Citizens of European countries who come to <country of test> should have the same opportunities as people from <country of test> ...

Strongly agree

Agree

Disagree

Strongly disagree

ES2P09A	a) whatever their ethnic or racial background.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P09B	b) whatever their religion or beliefs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P09C	c) whatever language they speak.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P09D	d) whether they come from a rich country or a poor one.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P09E	e) whatever their level of education.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q10 Here are some statements about European countries and how they should be organised.

How much do you agree or disagree with the following statements?

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
ES2P10A	a) European countries would lose their individual identities if they were all part of one big political union.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P10B	b) All European countries should have the same approach to their relationships with countries outside Europe.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P10C	c) European countries should try and have a common set of policies regarding the environment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P10D	d) European countries should try and have similar education systems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P10E	e) The heads of state of European countries (<presidents, kings, queens, etc.>) should one day be replaced by a 'President' of all Europe.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P10F	f) It would be good if European countries had more similar rules and laws.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P10G	g) Each European country should be free to decide its own affairs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P10H	h) When countries join the European Union they should give up their individual governments.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P10I	i) The European Parliament should one day replace the parliaments of all European countries.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q11 Here are some more statements about European countries, their economies and their currencies (<money they use>). Some statements refer to the Euro, which is used in several European Union countries and is therefore known as a 'common currency'.

How much do you agree or disagree with the following statements?

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
ES2P11A	a) All European countries should have the same economic policies.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P11B	b) If all European countries had the same currency, they would be economically stronger.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P11C	c) There are more advantages to joining a common currency, such as the Euro, than there are disadvantages.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P11D	d) All countries in Europe should join the Euro.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q12 Here are some statements about the European Union and its enlargement (the increase in the number of countries that are members of the European Union).

How much do you agree or disagree with the following statements?

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
ES2P12A	a) The European Union should continue to enlarge until it includes all European countries.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P12B	b) The European Union should be enlarged so more countries can benefit from the economic advantages it brings.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P12C	c) All countries in Europe should aspire to become members of the European Union.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P12D	d) The advantage of European Union enlargement is that it encourages countries that want to join to be democratic.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P12E	e) The European Union will have greater influence in the world if more countries join it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P12F	f) The European Union needs to include all European countries to be a worthwhile organisation.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P12G	g) The advantage of European Union enlargement is that it encourages countries that want to join to respect human rights.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q13 How much do you know about the following topics?

(Please tick only one box in each row)

		<i>A lot</i>	<i>Quite a lot</i>	<i>A little</i>	<i>Nothing</i>
ES2P13A	a) Facts about the European Union.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P13B	b) Laws and policies of the European Union.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P13C	c) Institutions of the European Union (e.g. European Parliament).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES2P13D	d) The Euro (the currency of some European Union countries).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Section 5: ICCS 2009 Latin American Module Questionnaire

IDENTIFICATION LABEL

International Civic and Citizenship Education Study

Main Survey

Booklet of the Latin American Module Part 2



<Name and address of national centre>



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General Instructions Part 2

The following instructions tell you what to do in Part 2.

The objective of Part 2 is to find out about your opinion regarding certain issues that are important for the Latin American region. In this part you will find questions about your views on political and social issues, your experiences and how you react in certain situations.

There are no correct or incorrect answers; we only want to know your opinion about certain issues. You should give the response that is right for you.

Please read each question carefully and answer it as well as you can. Answer by marking a <cross> in only one <box> in each row.

If you make a mistake when marking a <box>, cross out or erase your mistake and then mark your new answer.

All your responses will be confidential.

P1 How much do you agree or disagree with the following statements about Latin America and its people?

(Please tick only one box in each row)

Strongly agree Agree Disagree Strongly disagree

LS2P01A	a) We Latin Americans have a lot in common even if we come from different countries.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P01B	b) In Latin America more things unite us than separate us.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P01C	c) I feel I have a lot in common with other Latin American youths.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P01D	d) Sometimes I support teams from other Latin American countries during international competitions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P01E	e) I often support teams from other Latin American countries when my country has been eliminated from a competition.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

P2 How much do you agree or disagree with the following statements about the government and its leaders?

(Please tick only one box in each row)

Strongly agree *Agree* *Disagree* *Strongly disagree*

LS2P02A	a) It is better for government leaders to make decisions without consulting anybody.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P02B	b) People in government must enforce their authority even if it means violating the rights of some citizens.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P02C	c) People in government lose part of their authority when they admit their mistakes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P02D	d) People whose opinions are different than those of the government must be considered its enemies.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P02E	e) The most important opinion of a country should be that of the president.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P02F	f) It is fair that the government does not comply with the law when it thinks it is not necessary.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

P3 How much do you agree or disagree with the following statements about governments and their power?

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
LS2P03A	a) Concentration of power in one person guarantees order.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P03B	b) The government should close communication media that are critical.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P03C	c) If the president does not agree with <Congress>, he/she should dissolve it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P03D	d) Dictatorships are justified when they bring order and safety.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P03E	e) Dictatorships are justified when they bring economic benefits.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

P4 How much do you agree or disagree with the following statements about the civic service and government?

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
LS2P04A	a) It is acceptable for a civil servant to accept bribes if his salary is too low.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P04B	b) It is acceptable for a civil servant to use the resources of the institution in which he/she works for personal benefit	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P04C	c) Good candidates grant personal benefits to voters in return for their votes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P04D	d) Paying an additional amount to a civil servant in order to obtain a personal benefit is acceptable.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P04E	e) It is acceptable that a civil servant helps his/her friends by giving them employment in his/her office.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P04F	f) Since public resources belong to everyone, it is acceptable that those who can keep part of them.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P04G	g) The government must guarantee the transparent use of resources.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P04H	h) The government has to be accountable to society.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

P5 How much do you agree or disagree with the following statements about situations where the law is disobeyed?

(Please tick only one box in each row)

A law may be disobeyed....		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
LS2P05A	a) when it is the only alternative left for achieving important objectives.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P05B	b) when it is the only way one has to help one's family.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P05C	c) when others who disobeyed it were not punished.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P05D	d) when others do it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P05E	e) when one distrusts the enacting body.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P05F	f) when one is sure nobody will realize.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P05G	g) when it is the only way of fighting publicly against an unfair law.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P05H	h) when nobody gets hurt.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P05I	i) when it is not done with bad intentions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P05J	j) when one is not familiar with the law.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P05K	k) when one distrusts the authority executing the law.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P05L	l) when one can obtain economic benefits.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

P6 How much would you like or dislike having neighbours belonging to the following groups?

(Please tick only one box in each row)

		<i>I would like it</i>	<i>I wouldn't care</i>	<i>I would dislike it</i>
LS2P06A	a) People with different skin colour than yours.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P06B	b) People of a different social class than yours.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P06C	c) People of a different religion than yours.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P06D	d) Homosexuals or lesbians.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P06E	e) People who come from another region of the country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P06F	f) People with physical disabilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P06G	g) People with mental disorders.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P06H	h) People of a different nationality than yours.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P06I	i) People with AIDS.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P06J	j) People of indigenous origin.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

P7 **How much do you agree or disagree with the following statements about peace and obeying the law?**

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
LS2P07A	a) Peace is only achieved through dialogue and negotiation.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P07B	b) To achieve peace, the means justify the end.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P07C	c) If the authorities fail to act, the citizens should organise themselves to punish criminals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P07D	d) Hitting is a justified punishment when someone commits a crime against my family.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

P8 How much do you agree or disagree with the following phrases?

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
LS2P08A	a) He who does me harm will have to pay for it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P08B	b) Watching fights between classmates is fun.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P08C	c) If you cannot do it in a good way, do it in a bad way.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P08D	d) You have to fight so people do not think you are a coward.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

P09 How do you feel when you witness the following situations at your school?

(Please tick only one box in each row)

		<i>I think it is fun</i>	<i>I don't care</i>	<i>It bothers me</i>
LS2P09A	a) A classmate falls and gets hurt.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P09B	b) A classmate gets beaten up.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P09C	c) A classmate gets unfairly reprimanded.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P09D	d) A classmate gets unfairly punished.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P09E	e) A classmate gets something stolen from him/her.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P09F	f) A classmate gets ridiculed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P09G	g) A classmate gets insulted.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P09H	h) A classmate looks very sad.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P09I	i) A classmate gets bad grades.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS2P09J	j) A classmate has nobody to play with.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

P10 Last month, how often did the following happen to you at your school?

(Please tick only one box in each row)

Never Only once 2 to 4 times 5 times or more

LS2P10A	a) Someone in your school hit, slapped, kicked, pushed or pinched you.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P10B	b) Someone in your school insulted you.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P10C	c) Someone threatened to hit you.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P10D	d) Someone rejected you and did not allow you to join their group.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P10E	e) A classmate called you an offensive nickname.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

P11 How much do you agree or disagree with the following statements with regard to homosexual orientations?

(Please tick only one box in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
LS2P11A	a) Persons of the same sex should have the right to get married	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P11B	b) The morale of a country is affected by the presence of homosexuals and lesbians	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P11C	c) Homosexuals and lesbians deserve having the same rights as the rest of the citizens	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P11D	d) In my school homosexuals and lesbians should not be accepted	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
LS2P11E	e) Homosexuality should be treated as a mental disorder	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

P12 At your school, how much have the following issues been discussed?

(Please tick only one box in each row)

Not at all Little Sometimes Often

LS2P12A	a) Rights and duties you assume as a citizen when you become an adult.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P12B	b) Consequences of consuming illegal drugs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P12C	c) Integration of people with different sexual tendencies and orientations in the community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P12D	d) Discrimination against people with different sexual orientation.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P12E	e) Advantages and disadvantages of non governmental organizations operating in a democratic country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P12F	f) Integration of people with different cultural backgrounds in the school, neighbourhood or community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P12G	g) Respect for different religious rites.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P12H	h) Facilities that people with physical and mental disabilities should have in different environments (school, street, workplace, etc.).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS2P12I	i) Difficulties encountered by people with AIDS in being accepted by society.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Section 6: ICCS 2009 Asian Module Questionnaire

IDENTIFICATION LABEL

International Civic and Citizenship Education Study

ICCS 2009 Main Study



Asian Regional Questionnaire

<Name and address of national centre>



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General Instructions

The aim of these questions is to find out your opinions about some topics that are important in Asia. You will be asked to show how much you agree or disagree with different statements.

Please read each question carefully and answer it the best you can. Mark an “X” in only one square on each row.

If you make a mistake when marking a square, erase your answer or darken the square completely and then proceed to mark your new answer.

In this section there are no right or wrong answers. Your answer should be whatever you consider appropriate in your opinion.

All your answers will be confidential.

You will have 15 minutes to answer the questions.

Q1 How much do you agree or disagree with each of the following statements about the government of your country?

(Please tick only one box in each row.)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
AS2P01A	a) The government should take care of its people the way parents take care of their children.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
AS2P01B	b) As long as everyone can enjoy prosperity, it does not matter whether the government is democratic or not.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
AS2P01C	c) It is the role of the government to promote people's religious or spiritual life.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
AS2P01D	d) As long as the government represents citizens' ideas it does not matter whether the government is democratic or not.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
AS2P01E	e) It is acceptable for the government to act undemocratically in order to do its job more efficiently.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
AS2P01F	f) The more power the government has, the more likely it is to solve its people's problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
AS2P01G	g) It is acceptable for the government to break the law when it considers it necessary.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q2 How much do you agree or disagree with each of the following statements about how to best behave in society?

(Please tick only one box in each row.)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
AS2P02A	a) Even if you have a different opinion, you should always follow the advice of elders when making important decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P02B	b) For the sake of social harmony, we should tolerate our classmates or colleagues wrong behaviours.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P02C	c) Even if you have a different opinion, you should always follow the advice of the people with the highest status position when making important decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P02D	d) Even if you have a different opinion you should always obey your teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P02E	e) Classmates or colleagues should not argue with each other, to maintain social harmony.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P02F	f) Even if you have a different opinion you should always obey your parents.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P02G	g) It is more important to point out what has gone wrong than to <save someone's face>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q3 How much do you agree or disagree with each of the following statements about traditional culture in your own country?

(Please tick only one box in each row.)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
AS2P03A	a) I would like to have more opportunities to learn about <country of test>'s traditional culture.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P03B	b) <country of test> needs to maintain its unique cultural identity against the influence of other cultures.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P03C	c) Because <country of test>'s traditional culture represents our cultural heritage, all parts of our traditional culture should be preserved.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P03D	d) I feel responsible for preserving <country of test>'s traditional culture.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q4 How much do you agree or disagree with each of the following statements about the law and judiciary in your country?

(Please tick only one box in each row.)

	In <country of test> ...	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
AS2P04A	a) the law favours those who have money and power.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P04B	b) everyone is equally treated by the law.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P04C	c) the government often intervenes in decisions made by the courts.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P04D	d) the courts are able to apply the law fairly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P04E	e) there is no corruption in the legal system.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q5 How much do you agree or disagree with each of the following statements about public officials and politicians?

(Please tick only one box in each row.)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
AS2P05A	a) It is acceptable to bribe government officials to get things done effectively.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P05B	b) The honesty and morality of a politician is more important than his/her abilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P05C	c) It doesn't matter if a public official uses resources from the institution where he/she works for his/her personal benefit.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P05D	d) Political leaders should be role models of morality.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P05E	e) Preventing corruption is adults' business, it has nothing to do with me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P05F	f) Politicians have the responsibility to make sure that their family obeys the law.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P05G	g) Politicians have the responsibility to make sure that their family behaves morally.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P05H	h) Politicians should be accountable if a member of their family breaks the law or behaves immorally.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q6 How much do you agree or disagree with each of the following statements about the Asian region and Asian identity?

(Please tick only one box in each row.)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
AS2P06A	a) I think of myself as an Asian citizen.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P06B	b) I think of myself as a world citizen.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P06C	c) Asian nations should develop an Asian Union (like the European Union) to promote regional cooperation.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P06D	d) I am proud of the economic progress that has been made across Asia as a whole.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P06E	e) I am proud of being Asian.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P06F	f) I am proud of Asian cultural traditions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q6 continued

How much do you agree or disagree with each of the following statements about the Asian region and Asian identity?

(Please tick only one box in each row.)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
AS2P06G	g) I am proud of the progress of democracy that has been made across Asia as a whole.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
AS2P06H	h) I am proud of the progress that has been made in human rights across Asia as a whole.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
AS2P06I	i) Western countries have more to be proud of than Asian countries.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
AS2P06J	j) A few countries in Asia will determine the future development of the entire Asian region.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
AS2P06K	k) Western countries have a lot to learn from Asian countries.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
AS2P06L	l) I feel I have a lot in common with other young people in Asia.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Q7 How much do you agree or disagree with each of the following statements about being a good citizen?

(Please tick only one box in each row.)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
AS2P07A	a) A person who obeys the law is a good citizen.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P07B	b) A person who obeys the law but does not behave morally is not a good citizen.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P07C	c) One can only be a good citizen if one is a good moral person.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P07D	d) Having good morality is more important than having good knowledge for one to be a good citizen.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P07E	e) Self-cultivation is an important process of becoming a good citizen.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P07F	f) For one to become a good citizen one must have a high quality of spirituality.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P07G	g) Even if a person behaves properly they cannot be a good citizen without a high quality of spirituality.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q8 How much do you agree or disagree with each of the following statements about the role of <connections> in elections or public office?

(Please tick only one box in each row.)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
AS2P08A	a) If there are many candidates in an election we should only vote for the people from our <hometown/local area>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P08B	b) Only the candidates we have <connections> with would truly serve us after they get elected.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P08C	c) If a candidate is a friend or relative then we should vote for him/her even if he/she is not the best candidate for the job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P08D	d) It is acceptable for public officials to give preference to family and friends when hiring people for public office.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
AS2P08E	e) It is acceptable for a public official to give government contracts to people they have <connections> with even if they are not the best qualified to do the contract work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Section 7: ICCS 2009 National Context Questionnaire

IDENTIFICATION LABEL

International Civic and Citizenship Education Study

ICCS 2009 Main Survey



National Context Questionnaire

<Name and address of national centre>



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<Please leave this page blank>

ICCS 2009 National Context Survey

ICCS – National Contexts Survey – Progress Update and Stage 2 Details

Dear <NRC>,

We are conscious that it has been a while since you completed Stage 1 of the National Contexts Survey (NCS). Considerable progress has been made with NCS since the Windsor meeting. In particular:

- Stage 1 data have been received from all 38 countries participating in ICCS
- Stage 1 data have been analysed and reviewed for all countries, and a list of questions and issues for clarification drawn up for each country
- A decision has been made to produce a stand-alone ICCS Encyclopaedia, containing national case study chapters, building from the NCS data

As you will remember, the intention was that NCS was to be completed in two stages: Stage 1 near the start of the ICCS Study in 2007/08 and Stage 2 toward the end of the Study in 2009/10.

Aim and Purpose of NCS – Stage 2

The aim of Stage 2 is to carry out an update of the NCS data from each participating country. This is designed to check and verify the NCS data already collected in Stage 1 and to provide an opportunity for you to update any on-going political, educational and curriculum changes in your country since 2007/08. This will ensure that the NCS data collected from your country is up-to-date when it is included in the international and regional reports in 2010.

Our intention is that Stage 2 should not be a difficult task for you. It is anticipated that you will review, clarify and update existing data rather than add substantially to Stage 1 data. During the course of Stage 2, you will have access to the on-line survey which you completed during Stage 1, and so you will be able to build on the answers which you (and your colleagues) have provided already.

Updating NCS data about your country

Since your country's NCS questionnaire was submitted, there may have been changes to contexts relevant to citizenship education (CE). Therefore we ask you to update:

- Sections A-G with any new information. The data in these sections should refer to the academic year **2008–9**, which is when the ICCS main survey took place
- Section H, which looks forward from the school year of data collection. It should be updated to reflect what changes are likely to occur in **2009–10 and beyond**.

Please ensure that, where questions refer to the <target grade>, the data provided is for the grade of the students who were surveyed during the ICCS main survey.

Clarifying and reviewing responses

The process of clarification and review of responses involves two main aspects:

- The phrasing of some questions and items has been adjusted, in the light of Stage 1 analysis, in order to ensure that they are clear, and that the information provided is consistent across countries. You are requested to check your responses to the adjusted questions or items and, where necessary, adjust responses. Adjusted text in questions and items is underlined in the Stage 2 NCS questionnaire. (Questions with adjustments are: 3, 5, 6, 7, 37a, 38a, 38c, 39, 40, 42 and 43).
- The review of the NCS data submitted by each country in Stage 1 indicated that there is some information which requires further clarification from NRCs in certain countries, in Stage 2. We will send you a list of issues for clarification with regard to your country and would be grateful if you could respond to these issues when you update the NCS data for your country in Stage 2

Deadline for NCS – Stage 2

Please verify and update your country's data by **30th September 2009**.

Notes for Guidance

You can access the NCS Notes for Guidance [here](#).

Contacts

If there are any further queries about Stage 2, please use the contacts below.

For technical queries about the on-line survey:

IEA DPC (Falk Brese / Michael Jung)

iccs@iea-dpc.de (with copy to iccs@acer.edu.au)

For all other queries:

David Kerr: d.kerr@nfer.ac.uk or Joana Lopes: j.lopes@nfer.ac.uk

(with copy to iccs@acer.edu.au)

Thank you for completing the ICCS NCS.

Section A. Education System

1. How would you best categorize the school education system in your country?

Please refer to the Notes of Guidance for clarification of the terms 'school education system' and 'country'.

(Please tick one box only) ☐ XA2G01

- ☐ a. Responsibility for school education rests primarily with national ministry or department of education
- ☐ b. Responsibility for school education rests primarily with state or provincial authorities
- ☐ c. There is an even balance of responsibility for school education between national and state/provincial authorities
- ☐ d. Responsibility for school education rests primarily with individual schools
- ☐ e. Other

If other, please specify:

☐ XA2G01T

2. How does the education system operate in practice in your country?

In brief, what is the balance between top-down (national/state/provincial) and bottom-up (local/regional) approaches to school education (i.e. How much autonomy do schools have, in practice) in relation to:

a. Policy formation?

☐ XA2G02A

b. Policy implementation?

☐ XA2G02B

3. For what ages is school education compulsory in your country?

(Please write a number in each box)

- a. At what age does compulsory education begin? (Age at which most children begin their first year of compulsory education) ☐ XA2G03A
- b. At what age does compulsory education finish? (Age at which most children complete their last year of compulsory education) ☐ XA2G03B
- c. How many years of compulsory education are there? ☐ XA2G03C

4. Please describe the institutions (e.g. schools, colleges) in which the following phases/cycles of education are provided in your country

- a. Education at the primary level
(ISCED 1 – age from 5 upwards to around 11 years old)

XA2G04A

- b. Education at the lower secondary level
(ISCED 2 – age from 11 to around 14/15 years old)

XA2G04B

*You may need to differentiate and explain different strands, tracks or programmes that exist at institutional level.
This could include strands, tracks or programmes concerning:*

- General education
- Pre-vocational/pre-technical education
- Vocational or technical education

- c. Education at the upper secondary level XA2G04C
(ISCED 3 – age from 14/15 to around 17/18 years old)

*You may need to differentiate and explain different strands, tracks or programmes that exist at institutional level.
This could include strands, tracks or programmes concerning:*

- General education
- Pre-vocational/pre-technical education
- Vocational or technical education

5. What types of LOWER secondary schools are there in your country?

See the Notes for Guidance for more information about the classification of LOWER secondary schools.

What is the percentage of...

(Please write a percentage as a whole number in each box)

- a. ...Public/government schools? (i.e. run by the state or government, at national to local level, even if receiving some private funds) % XA2G05A
- b. ...Private/independent schools? (i.e. privately run, even if they receive some public funds – sometimes referred to as 'private grant-aided' schools) % XA2G05B
- c. ...Other schools? % XA2G05C

If other, please specify

XA2G05CT

6. What is the percentage of ISCED 2 lower secondary students in...

See the Notes for Guidance for more information about the classification of *ISCED lower secondary*.

(Please write a percentage as a whole number in each box)

- a. ...Public/government schools? (i.e. run by the state or government, at national to local level, even if receiving some private funds) %
- b. ...Private/independent schools? (i.e. privately run, even if they receive some public funds – sometimes referred to as ‘private grant-aided’ schools) %
- c. ...Other schools? %

7. How much autonomy (i.e. in terms of turning official recommendations/ expectations into actual practice and/or in deciding their own practices) do lower secondary schools have in your country in relation to:

See the Notes for Guidance for more information about the classification of *LOWER secondary schools*.

(Please tick *one* box on each line)

- | | Complete
Autonomy | Some
Autonomy | No Autonomy | |
|--|-----------------------|-----------------------|-----------------------|--------------------------------------|
| a. School governance (e.g. school governing bodies/elected school boards) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G07A"/> |
| b. School culture, ethos and values (e.g. school rules on behavior) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G07B"/> |
| c. Student participation (e.g. school/student councils) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G07C"/> |
| d. Parental/community involvement in school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G07D"/> |
| e. School/community links | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G07E"/> |
| f. Curriculum planning (i.e. whether the overall curriculum framework is set by other bodies for all or the major part of the curriculum, or whether schools have autonomy to set their own framework) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G07F"/> |
| g. Curriculum delivery (i.e. actual delivery within any overall frameworks set by schools or other bodies) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G07G"/> |
| h. Choice and use of textbooks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G07H"/> |
| i. Teacher recruitment and training | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G07I"/> |
| j. Student assessment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G07J"/> |
| k. Monitoring and inspection | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G07K"/> |

Additional comments (if required):

Section B. Education Policy and Civic and Citizenship Education

- 8. What are the main priorities of current education policy and reform in the school system in your country?**

XA2G08

- 9. What priority is given to civic and citizenship education in current education policy and reform in your country?**

Please answer in relation to priorities listed in question 8 before.

(Please tick one box only)

XA2G09

- ☐ a. High priority
- ☐ b. Medium priority
- ☐ c. Low priority
- ☐ d. Does not feature as a priority

- 10. What is the national or official definition of civic and citizenship education (with reference to legislative sources)?**

See the Notes for Guidance for information about [civic and citizenship education](#) in the context of this survey.

If no such definition exists in your country, please describe, in brief, the situation.

XA2G10

- 11. What is the relevant term for citizenship in your own language?**

See the Notes for Guidance for a definition of [citizenship](#).

Please provide a brief explanation of its meaning.

XA2G11

- 12. What, in brief, are the main aims and goals of educational policy in your country concerning the role of the school system in preparing young people to undertake their roles as citizens in the 21st century, as defined in relevant official sources (e.g. education acts, white papers, action plans, national aims/goals)?**

XA2G12

13. Does the national or official definition of civic and citizenship education in your country (with reference to legislative sources) include the following contexts:

(Please tick one box on each line)

Whole school approaches

- | | Yes | No | |
|--|-----------------------|-----------------------|---------|
| a. School governance (e.g. school governing bodies/ elected school boards) | <input type="radio"/> | <input type="radio"/> | XA2G13A |
| b. Student participation (e.g. school/student councils) | <input type="radio"/> | <input type="radio"/> | XA2G13B |
| c. School ethos, culture and values (e.g. school rules in behavior) | <input type="radio"/> | <input type="radio"/> | XA2G13C |
| d. Parental/community involvement in school | <input type="radio"/> | <input type="radio"/> | XA2G13D |

School curriculum approaches

- | | Yes | No | |
|--|-----------------------|-----------------------|---------|
| e. Specific curriculum subject | <input type="radio"/> | <input type="radio"/> | XA2G13E |
| f. Integrated into several subjects (e.g. history, geography, social studies through which civic and citizenship education is delivered) | <input type="radio"/> | <input type="radio"/> | XA2G13F |
| g. Cross-curricular | <input type="radio"/> | <input type="radio"/> | XA2G13G |
| h. Assemblies and special events | <input type="radio"/> | <input type="radio"/> | XA2G13H |
| i. Extra-curricular activities (e.g. outside of the school curriculum) | <input type="radio"/> | <input type="radio"/> | XA2G13I |
| j. Classroom experiences/ethos | <input type="radio"/> | <input type="radio"/> | XA2G13J |

Wider community links

- | | Yes | No | |
|---|-----------------------|-----------------------|---------|
| k. School/community links | <input type="radio"/> | <input type="radio"/> | XA2G13K |
| l. Student and teacher involvement in the community | <input type="radio"/> | <input type="radio"/> | XA2G13L |

14. How much direct influence has each of the following had in deciding the aims and goals of educational policy in relation to civic and citizenship education in your country?

(Please tick one box on each line)

	No influence	Some influence	Major influence	
a. National government/ministry of Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G14A
b. State or provincial authorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G14B
c. Parliament/Congress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G14C
d. Local authorities (e.g. municipalities and districts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G14D
e. Educational practitioners (school leaders, teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G14E
f. Elected school boards/governing bodies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G14F
g. Parents' associations and organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G14G
h. Other public bodies (e.g. churches, NGOs (non-governmental organizations) trade unions etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G14H
i. Children and young people (e.g. through national associations and consultations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G14I
j. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G14J

If other, please specify:

XA2G14JT

15. What particular situations (historical, cultural, contextual etc...) have most influenced the current character and approach to civic and citizenship education in educational policies in your country?

XA2G15

Refer to relevant official sources, where appropriate.

Section C. Approaches to Civic and Citizenship Education

In providing answers to the questions in this section:

Step 1.

Please indicate whether the national/state or provincial and regional/local education authorities have issued any recommendations (mandatory or non-mandatory) or expectations/perceptions about the issues in the question.

Step 2.

Please indicate whether there are any pilot projects/programmes of particular significance, or examples of interesting practice relating to these issues in your country.

Step 3.

If no such measures exist in your country please describe briefly the situation.

16. In your country, are there any recommendations (mandatory or non-mandatory) or expectations/perceptions concerning:

- | | Yes | No | |
|--|-----------------------|-----------------------|----------|
| (a) School governance (e.g. school governing bodies/elected school boards) | <input type="radio"/> | <input type="radio"/> | XA2G16A1 |

If you answered Yes, please provide brief details for the lower secondary phase/cycle of education

If you answered No, please go to question 17.

Brief details

Lower secondary (ISCED 2)

XA2G16A2

- | | Yes | No | |
|--|-----------------------|-----------------------|----------|
| (b) Are there any pilot projects/programmes of particular significance, or examples of interesting practice relating to school governance in the lower secondary phase/cycle of education? | <input type="radio"/> | <input type="radio"/> | XA2G16B1 |

If you answered Yes, please provide brief details

XA2G16B2

17. In your country, are there any recommendations (mandatory or non-mandatory) or expectations/ perceptions concerning:

- | | Yes | No | |
|---|-----------------------|-----------------------|----------|
| (a) School culture/ethos/values (e.g. school rules on behavior) | <input type="radio"/> | <input type="radio"/> | XA2G17A1 |

If you answered Yes, please provide brief details for the lower secondary phase/cycle of education

If you answered No, please go to question 18

Brief details

Lower secondary (ISCED 2)

XA2G17A2

- (b) Are there any pilot projects/programmes of particular significance, or examples of interesting practice relating to school culture/ethos/values in the lower secondary phase/cycle of education?
- Yes ☐ No ☐ XA2G17B1

If you answered Yes, please provide brief details

XA2G17B2

18. In your country, are there any recommendations (mandatory or non-mandatory) or expectations/perceptions concerning:

- (a) Student participation (e.g. school/student councils)
- Yes ☐ No ☐ XA2G18A1

If you answered Yes, please provide brief details for the lower secondary phase/cycle of education

If you answered No, please go to question 19.

Brief details

Lower secondary (ISCED 2)

XA2G18A2

- (b) Are there any pilot projects/programmes of particular significance, or examples of interesting practice relating to student participation in the lower secondary phase /cycle of education?
- Yes ☐ No ☐ XA2G18B1

If you answered Yes, please provide brief details

XA2G18B2

19. In your country, are there any recommendations (mandatory or non-mandatory) or expectations/perceptions concerning:

- (a) Parental involvement in schools (e.g. participation in school bodies and establishing school rules)
- Yes ☐ No ☐ XA2G19A1

If you answered Yes, please provide brief details for the lower secondary phase/cycle of education

If you answered No, please go to question 20.

Brief details

Lower secondary (ISCED 2)

XA2G19A2

Yes No

- (b) Are there any pilot projects/programmes of particular significance, or examples of interesting practice relating to parental involvement in schools in the lower secondary phase/cycle of education? ☐ ☐ XA2G19B1

If you answered Yes, please provide brief details

XA2G19B2

20. In your country, are there any recommendations (mandatory or non-mandatory) or expectations/perceptions concerning:

- (a) School/community links (e.g. teacher and student participation in the community outside of the school and use of community in school) ☐ Yes ☐ No XA2G20A1

If you answered Yes, please provide brief details for the lower secondary phase/cycle of education

If you answered No, please go to question 21.

Brief details

Lower secondary (ISCED 2)

XA2G20A2

- (b) Are there any pilot projects/programmes of particular significance, or examples of interesting practice relating to school/community links in the lower secondary phase/cycle of education? ☐ Yes ☐ No XA2G20B1

If you answered Yes, please provide brief details

XA2G20B2

21. To what extent in relevant official sources, in your country, are the following aspects seen as contributing to civic and citizenship education:

(Please tick one box in each line)

- | | No contribution | Some contribution | Major contribution | |
|--|-----------------------|-----------------------|-----------------------|---------|
| a. School governance (e.g. school governing bodies/elected school boards) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | XA2G21A |
| b. School culture/ethos/values (e.g. school rules on behavior) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | XA2G21B |
| c. Student participation (e.g. school/student councils) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | XA2G21C |
| d. Parental involvement in schools (e.g. participation in school bodies and in establishing school rules) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | XA2G21D |
| e. School/community links (e.g. teacher and student participation in the community and use of community in school) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | XA2G21E |

Additional comments (if required):

XA2G21F

Section D. Civic and Citizenship Education and School Curriculum Approaches

Important:

Throughout this survey questionnaire, the term curriculum is intended to include any common or national centrally-supported curriculum in schools. The curriculum need not be mandated but it should be strongly recommended or at least widely used. This curriculum may not necessarily be articulated in a formal document, or different aspects of the curriculum may appear in different documents.

It is also recognized that in some countries students may not follow a common or national curriculum in schools and that there will be differentiation via strands, tracks or programmes. The survey attempts to take account of such differentiations. However, it may be necessary, for certain questions, for NRCs to provide further explanatory information.

22. Is civic and citizenship education part of the curriculum in your country at different phases/cycles of education?

(Please tick one box in each line)

Civic and citizenship education is part of the curriculum at:

Lower secondary (ISCED 2)

	Yes	No	Not applicable	
a. For students following general education strands, tracks or programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G22A
b. For students following pre-vocational /pre-technical education strands, tracks or programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G22B
c. For students following vocational or technical education strands, tracks or programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G22C

Primary (ISCED 1)

	Yes	No	Not applicable	
d. For pupils following general education programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G22D

Upper secondary (ISCED 3)

	Yes	No	Not applicable	
e. For students following general education strands, tracks or programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G22E
f. For students following pre-vocational /pre-technical education strands, tracks or programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G22F
g. For students following vocational or technical education strands, tracks or programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G22G

If you answered No/Not applicable, to all parts of Question 22, you will be redirected to Section E

If you answered Yes, to any parts of Question 22 please answer Question 23 on the next page.

23. How is civic and citizenship education approached in the curriculum in your country at different phases/cycles of education?

Please tick all boxes that apply but leave blank columns that do not apply in your country, e.g. pre-vocational (pre-voc) or technical (tech)

Lower secondary (ISCED 2) – If there are differences between grades within the lower secondary phase/cycle of education then the question should be answered with respect to the <target grade>

Civic citizenship education is approached as:	Lower secondary (ISCED 2)			Primary (ISCED 1)	Upper secondary (ISCED 3)		
	General Education	Pre-voc/tech	Voc or tech	General Education	General Education	Pre-voc/tech	Voc or tech
a. Specific curriculum subject	<input type="checkbox"/> XA2G23A1	<input type="checkbox"/> XA2G23A2	<input type="checkbox"/> XA2G23A3	<input type="checkbox"/> XA2G23A4	<input type="checkbox"/> XA2G23A5	<input type="checkbox"/> XA2G23A6	<input type="checkbox"/> XA2G23A7
b. Integrated in several subjects (e.g. history, geography social studies)	<input type="checkbox"/> XA2G23B1	<input type="checkbox"/> XA2G23B2	<input type="checkbox"/> XA2G23B3	<input type="checkbox"/> XA2G23B4	<input type="checkbox"/> XA2G23B5	<input type="checkbox"/> XA2G23B6	<input type="checkbox"/> XA2G23B7
c. Cross-curricular	<input type="checkbox"/> XA2G23C1	<input type="checkbox"/> XA2G23C2	<input type="checkbox"/> XA2G23C3	<input type="checkbox"/> XA2G23C4	<input type="checkbox"/> XA2G23C5	<input type="checkbox"/> XA2G23C6	<input type="checkbox"/> XA2G23C7
d. Assemblies and special events	<input type="checkbox"/> XA2G23D1	<input type="checkbox"/> XA2G23D2	<input type="checkbox"/> XA2G23D3	<input type="checkbox"/> XA2G23D4	<input type="checkbox"/> XA2G23D5	<input type="checkbox"/> XA2G23D6	<input type="checkbox"/> XA2G23D7
e. Extra-curricular activities (outside the school curriculum)	<input type="checkbox"/> XA2G23E1	<input type="checkbox"/> XA2G23E2	<input type="checkbox"/> XA2G23E3	<input type="checkbox"/> XA2G23E4	<input type="checkbox"/> XA2G23E5	<input type="checkbox"/> XA2G23E6	<input type="checkbox"/> XA2G23E7
f. Classroom experiences/ethos	<input type="checkbox"/> XA2G23F1	<input type="checkbox"/> XA2G23F2	<input type="checkbox"/> XA2G23F3	<input type="checkbox"/> XA2G23F4	<input type="checkbox"/> XA2G23F5	<input type="checkbox"/> XA2G23F6	<input type="checkbox"/> XA2G23F7
g. Other	<input type="checkbox"/> XA2G23G1	<input type="checkbox"/> XA2G23G2	<input type="checkbox"/> XA2G23G3	<input type="checkbox"/> XA2G23G4	<input type="checkbox"/> XA2G23G5	<input type="checkbox"/> XA2G23G6	<input type="checkbox"/> XA2G23G7

If other, please specify:

☐ XA2G23GT

If you ticked any box in row a (specific curriculum subject), you will be redirected to Question 24.

If you did not tick any box in row a, you will be redirected to Question 25.

24. If you ticked any box in Question 23 Part a. (i.e. specific curriculum subject) please:

- i) give the name of the curriculum subject, in your language, with an English translation
 ii) indicate whether the subject is compulsory or optional

Lower secondary (ISCED 2) – If there are differences between grades within the lower secondary phase/cycle of education then the question should be answered with respect to the <target grade>

Lower secondary (ISCED 2)

*Please tick **one** box in each line*

	Name (original)	Name (translated)	Please tick one box in each line			
			Optional	Compulsory	Not applicable	
• General education	<input type="text" value="XA2G24A1"/>	<input type="text" value="XA2G24A2"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G24A3"/>
• Pre-vocational/technical	<input type="text" value="XA2G24B1"/>	<input type="text" value="XA2G24B2"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G24B3"/>
• Vocational/technical	<input type="text" value="XA2G24C1"/>	<input type="text" value="XA2G24C2"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G24C3"/>

Primary (ISCED 1)

*Please tick **one** box in each line*

	Name (original)	Name (translated)	Please tick one box in each line			
			Optional	Compulsory	Not applicable	
• General education	<input type="text" value="XA2G24D1"/>	<input type="text" value="XA2G24D2"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G24D3"/>

Upper secondary (ISCED 3)

*Please tick **one** box in each line*

	Name (original)	Name (translated)	Please tick one box in each line			
			Optional	Compulsory	Not applicable	
• General education	<input type="text" value="XA2G24E1"/>	<input type="text" value="XA2G24E2"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G24E3"/>
• Pre-vocational/technical	<input type="text" value="XA2G24F1"/>	<input type="text" value="XA2G24F2"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G24F3"/>
• Vocational/technical	<input type="text" value="XA2G24G1"/>	<input type="text" value="XA2G24G2"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G24G3"/>

Section E. Civic and Citizenship in the School Curriculum at the <target grade>

Important:

Throughout this section that covers the <target grade>, the term curriculum is intended to include any common or national centrally-supported curriculum in schools. The curriculum need not be mandated but it should be strongly recommended or at least widely used. This curriculum may not necessarily be articulated in a formal document, or different aspects of the curriculum may appear in different documents.

It is also recognized that in some countries students in the <target grade> may not follow a common or national curriculum in schools and that there will be differentiation via strands, tracks or programmes. However, it may be necessary, for certain questions, for NRCs to provide further explanatory information.

25. Do students in the <target grade> in your country follow a common curriculum?

See the Notes for Guidance for the definition of the <target grade> in ICCS.

Yes

No

☐☐

XA2G25

If Yes, you will be redirected to Question 27, if No, you will be redirected to Question 26.

26. If students do not follow a common curriculum in the <target grade> how is the curriculum differentiated for different groups of students?

- | | Yes | No | |
|--|-----------------------|-----------------------|---------|
| a. These are different strands, tracks or programmes within schools (e.g. students follow general education, pre-vocational/pre-technical and vocational or technical) | <input type="radio"/> | <input type="radio"/> | XA2G26A |
| b. These are different school types (e.g. general, pre-vocational, vocational) | <input type="radio"/> | <input type="radio"/> | XA2G26B |
| c. Other | <input type="radio"/> | <input type="radio"/> | XA2G26C |

If other, please specify:

XA2G26CT

27. Please describe briefly the main aims and objectives of civic and citizenship education at the <target grade> in your country? (If possible with reference to relevant curriculum documents and parts of the curriculum)

If this question is not applicable to your country please write 'Not applicable' in the box below and move on to question 28.

If there are differences between grades within the lower secondary phase/cycle of education then the question should be answered with respect to the <target grade>

Lower secondary (ISCED 2) Main aims and objectives

• General education

XA2G27A

• Pre-vocational/technical

XA2G27B

• Vocational/technical

XA2G27C

28. How much direct influence has each of the following had in deciding upon the aims and objectives of civic and citizenship education in the school curriculum at the <target grade> in your country?

(Please tick one box on each line)

	No influence	Some influence	Major influence	Not applicable (is not in the school curriculum)	
a. National government/ ministry of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G28A
b. State or provincial government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G28B
c. Parliament/Congress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G28C
d. Local authorities (e.g. municipalities and districts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G28D
e. Educational practitioners (school leaders, teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G28E
f. Elected school boards/governing bodies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G28F
g. Parents associations and organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G28G
h. Other public bodies (e.g. churches, NGOs (Non-governmental organizations), trade unions etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G28H
i. Children and young people (e.g. through national associations and consultations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G28I
j. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G28J

If other, please specify:

XA2G28JT

29. What emphasis is placed in the school curriculum at the <target grade> on the following processes for students?

(Please tick one box on each line)

	Major influence	Some influence	No influence	
a. Knowing basic civic and citizenship facts (e.g. about political institutions and processes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G29A
b. Understanding key civic and citizenship concepts (e.g. democracy, rights and responsibilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G29B
c. Understanding key civic and citizenship values and attitudes (e.g. fairness, responsibility, engagement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G29C
d. Communicating through discussion and debate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G29D
e. Communicating through projects and written work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G29E
f. Analyzing and observing change processes in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G29F
g. Analyzing and observing change processes in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G29G
h. Understanding decision-making and active participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G29H
i. Creating opportunities for student involvement in decision-making in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G29I
j. Creating opportunities for student participation in community-based activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G29J
k. Reflecting on and analyzing to participation and engagement opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G29K
l. Developing a sense of national identity and allegiance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G29L
m. Developing positive attitudes toward participation and engagement in civic and civil society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G29M

30. How much emphasis does the school curriculum at the <target grade> place on students learning about the following topics?

(Please tick *one* box on each line)

	Major influence	Some influence	No influence	
a. Human rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G30A
b. Legal systems and courts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G30B
c. Understanding different cultures and ethnic groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G30C
d. Parliament and government systems (national, federal, local)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G30D
e. Voting and elections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G30E
f. The economy and economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G30F
g. Voluntary groups (e.g. charities, NGOs (Non-governmental organizations))	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G30G
h. Resolving conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G30H
i. Communication studies (e.g. media, internet etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G30I
j. The global community and international organizations (e.g. UN, UNESCO, UNHCR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G30J
k. Regional institutions and organizations e.g. European Union, European Parliament, Organization of American States)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G30K
l. The environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G30L

31. Are any of the following methods used to help implement civic and citizenship education in the school curriculum at the <target grade> in your country?

(Please tick *one* box on each line)

	Yes	No	Not applicable (is not in the school curriculum)	
a. Official publication containing the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G31A
b. Mandated or recommended textbook(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G31B
c. Instructional or pedagogic guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G31C
d. Ministry notes and directives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G31D
e. A system of school inspection or audit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G31E
f. Curriculum evaluation during or after implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G31F
g. Specifically developed or recommended instructional activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G31G
h. National assessments based on student samples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G31H
i. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	XA2G31I

If other, please specify:

XA2G31IT

32. Does the school curriculum specify the amount of instructional time that should be devoted to civic and citizenship education at the <target grade>?

Yes

No

☐☐

XA2G32A

If **yes**, what percentage of total instructional time is specified % XA2G32B

(Please write a percentage as a whole number in the box)

If you answered No, or if the specified time varies across different programmes, please explain:

XA2G32C

33. Are parents informed about civic and citizenship education in the school curriculum at the <target grade> in your country?

Yes

No

☐☐

XA2G33A

If yes, how are parents informed:

(Please tick all that apply)

- | | |
|--|----------|
| <input type="checkbox"/> From teachers | XA2G33BA |
| <input type="checkbox"/> From the school administration | XA2G33BB |
| <input type="checkbox"/> From public awareness campaigns | XA2G33BC |
| <input type="checkbox"/> From Ministry website | XA2G33BD |
| <input type="checkbox"/> From Ministry brochures and documents | XA2G33BE |
| <input type="checkbox"/> Through parents' associations/organizations | XA2G33BF |
| <input type="checkbox"/> Other | XA2G33BG |

If other, please specify:

XA2G33BT

Section F. Teachers and Civic and Citizenship Education

In providing answers to the questions in this section:

Step 1.

Please indicate whether the national/state or provincial and regional/local education authorities have issued any recommendations (mandatory or non-mandatory) or expectations/perceptions about issues in the question.

Step 2.

Please indicate whether there are any pilot projects/programmes of particular significance, or examples of interesting practice relating to these issues in your country.

Step 3.

Provide information for teachers in lower secondary , particularly those who teach the <target grade>.

Step 4.

If no such measures exist in your country please describe briefly the situation there.

34. What are the current requirements, if any, for being a teacher at the <target grade>?

(Please tick *one* box on each line)

	Yes	No	
a. Pre-practicum and supervised practicum in this field	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G34A"/>
b. Passing an examination	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G34B"/>
c. First degree	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G34C"/>
d. Post-degree diploma, certificate or award	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G34D"/>
e. Completion of a probationary teaching period	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G34E1"/>
If yes, how long is this period? (in months)	<input type="text" value=""/>	Months	<input type="text" value="XA2G34E2"/>
	Yes	No	
f. Completion of a mentoring or induction programme	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G34F"/>
g. Other	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G34G"/>

If other, please specify:

35. Is there a process to license or certify <target grade> teachers in your country?

Yes

No

☐☐

XA2G35A

If yes, who certifies/licenses these teachers?

(Please tick all that apply)

☐ Minister/ministry of education

XA2G35BA

☐ National/state/provincial licensing board

XA2G35BB

☐ Universities/colleges

XA2G35BC

☐ Teacher organization/union

XA2G35BD

☐ Other

XA2G35BE

If other, please specify:

XA2G35BT

36. Who teaches civic and citizenship at the <target grade> in your country?

(Please tick one box on each line)

Yes

No

a. Specialist civic and citizenship teachers

☐☐

XA2G36A

b. Teachers of integrated subjects (e.g. history, geography, social studies through which civic and citizenship education is delivered)

☐☐

XA2G36B

c. Non-specialist teachers

☐☐

XA2G36C

d. All teachers

☐☐

XA2G36D

e. Other

☐☐

XA2G36E

If other, please specify:

XA2G36ET

37a. Is civic and citizenship education covered in pre- service/initial teacher education in your country, for <target grade> teachers?

Yes

No

☐☐

XA2G37A

If Yes, you will be redirected to Question 37b

If No, you will be redirected to Question 38a

37b. Is civic and citizenship education covered for:

(Please tick one box on each line)

- | | Yes | No | |
|--|-----------------------|-----------------------|---------------------------------------|
| a. All those in pre-service/initial teacher education? | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G37BA"/> |
| b. Those training in integrated subjects (e.g. history, geography, social studies through which civic and citizenship is delivered)? | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G37BB"/> |
| c. Those training as specialist teachers of civic and citizenship education? | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G37BC"/> |
| d. Other? | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G37BD"/> |

If other, please specify:

38a. Is civic and citizenship education covered through in-service/continuing professional development education in your country (for <target grade> teachers)?

Yes No

☐☐

If Yes, you will be redirected to Question 38b

If No, you will be redirected to Question 40

38b. Is in-service/continuing professional development education in civic and citizenship education in your country...

(Please tick one box on each line)

- ☐ a. Mandatory
- ☐ b. Optional

38c. Is in-service/continuing professional development education in civic and citizenship education in your country available for...

(Please tick one box on each line)

- | | Yes | No | |
|--|-----------------------|-----------------------|---------------------------------------|
| a. All <target-grade> teachers | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G38CA"/> |
| b. <Target-grade> teachers of integrated subjects (e.g. history, geography, social studies through which civic and citizenship is delivered) | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G38CB"/> |
| c. <Target-grade> specialist teachers of civic and citizenship education | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G38CC"/> |
| d. School leaders | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G38CD"/> |
| e. Other? | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G38CE"/> |

If other, please specify:

39. Who are the main providers of in-service/continuing professional development education in civic and citizenship education in your country (for <target grade> teachers)?

(Please tick all that apply)

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> National government/Ministry of education | <input type="text" value="XA2G39A"/> |
| <input type="checkbox"/> State or provincial jurisdictions | <input type="text" value="XA2G39B"/> |
| <input type="checkbox"/> Local authorities (e.g. municipalities and districts) | <input type="text" value="XA2G39C"/> |
| <input type="checkbox"/> Universities/colleges | <input type="text" value="XA2G39D"/> |
| <input type="checkbox"/> Professional associations/unions | <input type="text" value="XA2G39E"/> |
| <input type="checkbox"/> NGOs (Non-governmental organizations)/charities | <input type="text" value="XA2G39F"/> |
| <input type="checkbox"/> International/regional bodies (e.g. UN, UNESCO, Council of Europe) | <input type="text" value="XA2G39G"/> |
| <input type="checkbox"/> Schools/colleges (i.e. in-house training) | <input type="text" value="XA2G39H"/> |
| <input type="checkbox"/> Other | <input type="text" value="XA2G39I"/> |

If other, please specify:

40. If changes were made to civic and citizenship education in the school how would a <target-grade> teacher in your country learn about them?

(Please tick one box on each line)

- | | Yes | No | |
|---|-----------------------|-----------------------|--------------------------------------|
| a. Special conferences/seminars on curriculum | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G40A"/> |
| b. Ministry (department of education, government, board of education) website | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G40B"/> |
| c. Printed copies of curriculum distributed to schools | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G40C"/> |
| d. Teachers receive own printed copy | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G40D"/> |
| e. Teacher training/education/pre-service education | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G40E"/> |
| f. Ministry notes | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G40F"/> |
| g. Professional association newsletter | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G40G"/> |
| h. Education journals | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G40H"/> |
| i. Other educational authorities | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G40I"/> |
| j. Other | <input type="radio"/> | <input type="radio"/> | <input type="text" value="XA2G40J"/> |

If other, please specify:

Section G. Civic and Citizenship Education and Assessment and Quality Assurance

In providing answers to the questions in this section:

Step 1.

Please indicate whether the national/state or provincial and regional/local education authorities have issued any recommendations (mandatory or non-mandatory) perceptions or expectations about issues in the questions.

Step 2.

Please indicate whether there are any pilot projects/programmes of particular significance, or examples of interesting practice relating to these issues in your country.

Step 3.

Provide information for lower secondary , particularly the <target grade>.

Step 4.

If no such measure exists in your country please describe briefly the situation there.

41. Are students in lower secondary schools assessed in relation to their civic and citizenship education?

Yes No Not sure

☐☐☐

XA2G41A

If Yes, how are students assessed?

(Please tick all boxes that apply)

- | | |
|--|----------|
| <input type="checkbox"/> Written examinations | XA2G41BA |
| <input type="checkbox"/> Oral examinations | XA2G41BB |
| <input type="checkbox"/> Written tasks and essays | XA2G41BC |
| <input type="checkbox"/> Tests | XA2G41BD |
| <input type="checkbox"/> Projects | XA2G41BE |
| <input type="checkbox"/> Presentations | XA2G41BF |
| <input type="checkbox"/> Student responses in class | XA2G41BG |
| <input type="checkbox"/> Students self-assess their progress | XA2G41BH |
| <input type="checkbox"/> Peer assessment | XA2G41BI |
| <input type="checkbox"/> Other | XA2G41BJ |

If other, please specify:

XA2G41BT

42. Are lower secondary schools evaluated in relation to their approaches to civic and citizenship education through the curriculum, through whole-school approaches and community links?

Yes No
☐ ☐

If Yes, how are schools evaluated?

*(Please tick **one** box on each line)*

	Yes	No	
a. Visits by school inspectors	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G42BA"/>
b. School self-evaluation tools	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G42BB"/>
c. External evaluation (e.g. research, survey)	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G42BC"/>
d. Parental feedback	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G42BD"/>
e. Student feedback	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G42BE"/>
f. National or state/provincial assessments	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G42BF"/>
g. Local assessments (e.g. municipalities and districts)	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G42BG"/>
h. Other	<input type="radio"/>	<input type="radio"/>	<input type="text" value="XA2G42BH"/>

If other, please specify:

43. Are parents of lower secondary students, in your country, informed about approaches to civic and citizenship education in schools?

Yes No
☐ ☐

If Yes, how are parents informed:

*(Please tick **all** that apply)*

<input type="checkbox"/> By teachers	<input type="text" value="XA2G43BA"/>
<input type="checkbox"/> By the school administration	<input type="text" value="XA2G43BB"/>
<input type="checkbox"/> Through public awareness campaigns	<input type="text" value="XA2G43BC"/>
<input type="checkbox"/> Via Ministry website	<input type="text" value="XA2G43BD"/>
<input type="checkbox"/> Via Ministry brochures and documents	<input type="text" value="XA2G43BE"/>
<input type="checkbox"/> Through parents' association/organizations	<input type="text" value="XA2G43BF"/>
<input type="checkbox"/> Other	<input type="text" value="XA2G43BG"/>

If other, please specify:

Section H. Current Debates and Reforms

44. Is education policy on civic and citizenship education currently a focus of debate in your country?

Yes

☐

No

☐

XA2G44A

If you answered Yes, please explain the nature of the debate:

XA2G44B

If you answered No, please provide a comment on the level and degree of interest in civic and citizenship education:

XA2G44C

45a. Is the school curriculum that includes the <target grade> currently being revised?

Yes

☐

No

☐

XA2G45AA

If you answered Yes, please describe, in brief, the main revisions:

XA2G45AB

45b. Are school approaches to civic and citizenship education currently being revised?

Yes

☐

No

☐

XA2G45BA

If you answered Yes, please describe, in brief, the nature of this revision:

XA2G45BB

46. Are there any other educational/policy reforms underway in your country, which have the potential to impact on civic and citizenship education before the ICCS study reports in 2010?

Yes

☐

No

☐

XA2G46A

If you answered Yes, please describe, in brief, the nature of these reforms:

XA2G46B

Any other comments:

XA2G46C

