



ICCS 2016 User Guide for the International Database

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IEA International Civic and Citizenship
Education Study 2016

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CHAPTER 1:

Study overview: the data and the implications for analysis

Ralph Carstens and Hannah Köhler

1.1 Main objectives and scope

The International Civic and Citizenship Education Study (ICCS) 2016 investigated the ways in which young people are prepared to undertake their roles as citizens in a range of countries in the second decade of the 21st century. It studied students' knowledge and understanding of civics and citizenship, as well as their attitudes, perceptions, and activities related to civics and citizenship. Based on nationally representative samples of students, the study further examined differences among countries in relation to these outcomes of civic and citizenship education, and explored how cross-national differences relate to student characteristics, school and community contexts, and national characteristics. As the second cycle of this study, ICCS 2016 is a continuation and an extension of ICCS 2009. Some materials and variables are statistically linked and allow for changes to be investigated.

The International Association for the Evaluation of Educational Achievement (IEA) established ICCS in order to meet the need for continuing research on civic and citizenship education and as a response to widespread interest in conducting regular international assessments of this field of education. ICCS 2016 was intended as an exploration of enduring and emerging challenges of educating young people in a world where contexts of democracy and civic participation continue to change.

ICCS addressed research questions concerned with the following:

- (1) Students' knowledge and understanding of civics and citizenship and the factors associated with variations in this civic knowledge.
- (2) Students' current and expected future involvement in civic-related activities, their perceptions of their capacity to engage in these activities, and their perceptions of the value of civic engagement.
- (3) Students' beliefs about contemporary civil and civic issues in society, including those concerned with civic institutions, rules, and social principles (democracy, citizenship, and diversity), as well as their perceptions of their communities and threats to the world's future.
- (4) The ways in which countries organize civic and citizenship education, with a particular focus on general approaches, the curriculum and its delivery, and the processes used to facilitate future citizens' civic engagement and interaction within and across communities.

In each of these domains, ICCS 2016 investigated variations within and across countries, factors associated with those variations, and changes since ICCS 2009.

ICCS gathered data from more than 94,000 students in their eighth year of schooling in about 3800 schools from 24 countries. Most of these countries had participated in ICCS 2009. The student data were augmented by data from more than 37,000 teachers in those schools and by contextual data collected from school principals and national research centers. An additional European student questionnaire in ICCS 2016 gathered data from almost 53,000 students in 14 European countries and one benchmarking participant (North Rhine-Westphalia, Germany). The Latin American student questionnaire in ICCS 2016 gathered data from more than 25,000 students in five Latin American countries.

1.2 The design in brief

The ICCS 2016 international database offers researchers and analysts a rich environment for examining students' civic knowledge in an international context. This includes:

- Comparable data for 24 countries from around the world providing an international perspective from which to examine educational practices and student outcomes in civic and citizenship education.
- Comparable regional data for 15 countries from the European region and five countries from the Latin American region that allow investigations on aspects to civic and citizenship education of specific relevance in each of these geographic regions.
- Students' civic knowledge linked to questionnaire information from students and school principals, providing policy-relevant contextual information on the antecedents of civic knowledge.
- Data from the teacher questionnaire that provide additional contextual information about the organization and culture of sampled schools, as well as data on general and civic-specific aspects of teaching.
- Student civic knowledge scores on the scale established in 2009 to compare changes in civic knowledge across these first two cycles of ICCS.

The ICCS 2016 main target population was students in the grade that represents eight years of schooling, counting from the beginning of Level 1 of the International Standard Classification of Education (ISCED), provided that the average age of students in this grade was at least 13.5 years, so usually at grade 8 at the time of the assessment. If the average age of students in that grade was less than 13.5 years, the following grade (grade 9) became the target population.

The target population for the ICCS 2016 teacher survey was defined as all teachers teaching regular school subjects to the students of the target grade during the testing period and since the beginning of the school year. A specific segment of the teacher questionnaire collected information from teachers teaching subjects related to civic and citizenship education.

Random samples that involved multiple sampling stages, clustering, and stratification were selected for all target populations. In most participating countries, about 150 schools were sampled; generally, one class per school and 15 teachers per school were sampled. Minimum exclusion and target response rates were determined in order to ensure high-quality data. Chapter 5 of the ICCS 2016 technical report (Schulz, Carstens, Losito, & Fraillon, 2018c) provides a comprehensive description of the sampling design.

1.3 Analyzing the data

The ICCS 2016 design and operations resembled procedures used in past and current educational surveys and student achievement studies, such as, for example, the IEA Trends in International Mathematics and Science Study (TIMSS), the IEA Progress in International Reading Literacy Study (PIRLS), and the IEA International Computer Information Literacy Study (ICILS). ICCS 2016 was an ambitious and demanding study, involving complex procedures for drawing samples, collecting data, and analyzing and interpreting findings. To work effectively with the information in the ICCS 2016 database, researchers should familiarize themselves with the characteristics of the study (Schulz, Ainley, Fraillon, Losito, & Agrusti, 2016; Schulz et al., 2018c), in addition to the recommendations and advice provided in this user guide.

1.3.1 Resources and requirements

This user guide describes the organization, content, and use of the international database from a practical perspective. It is imperative that it is used in conjunction with the ICCS 2016 technical report (Schulz et al., 2018c), which provides a comprehensive account of the conceptual, methodological, and analytical implementation of the study. The ICCS 2016 international report (Schulz, Ainley, Fraillon, Losito, Agrusti, & Friedman, 2018b), the European report (Losito, Agrusti, Damiani, & Schulz, 2018), and the Latin American report (Schulz, Ainley, Cox, & Friedman, 2018a) are further key resources. Using all these publications in combination will allow analysts to understand and confidently replicate the procedures used, and correctly undertake new analyses in areas of special interest.

At a minimum, an analyst carrying out statistical analysis will need to have a good understanding of the conceptual foundations of ICCS 2016 (Schulz et al. 2018c), the themes addressed, the populations targeted, the samples selected, the instruments used, and the production of the international database. All of this information is covered and explained in detail in the ICCS 2016 technical report (Schulz et al., 2018c) and described in practical terms in this user guide. Researchers using the database also need to make themselves familiar with the database structure and its included variables (see Chapter 2 in this guide). While it is not critically necessary to be fully knowledgeable about the methods used to construct, validate, and compute the derived scales, analysts must be aware of possible limitations (see Chapters 10 and 11 in the ICCS 2016 technical report; Schulz et al., 2018c).

Other important aspects to keep in mind when working with ICCS data are these:

- ICCS 2016 is an observational, nonexperimental study that collected cross-sectional data. For this reason, causal inferences and language of the type “condition A caused effect B,” “factor A influenced outcome B,” and “variable A impacted on variable B” cannot and should not be established with ICCS 2016 data alone. The reports containing the international results of the study refrain from making such inferences or using causal language.
- The ICCS 2016 instruments included a variety of questions relating to factual information, as well as questions designed to establish attitudes, beliefs, and perceptions. All this information was self-reported by the principals, teachers, and students. Population features were not observed, but estimated using sample data, thus wording such as “the estimated proportion of students with X is ...” is preferable to writing “X percent of students are ...”.
- Nearly all variables in ICCS 2016 are categorical in nature (nominal or ordered). Analysts may therefore need to consider using categorical, nonparametric analysis methods for these types of variable. Techniques for continuous variables (provided that the required assumptions hold) should only be used on counts and on the derived scales obtained through data reduction or scaling methods such as factor analysis, structural equation modeling, or item response theory.

Analysts also need to have a working knowledge of SPSS (IBM Corp., 2013), the software of choice for this user guide, and knowledge of basic inferential statistics, such as estimating means, correlations, and linear regression parameters. Appropriate theoretical knowledge will be needed to conduct advanced analyses such as logistic regressions.

1.3.2 Estimation requirements

Researchers familiar with population estimation in large-scale education-survey databases such as TIMSS, PIRLS, and other IEA studies will have little difficulty analyzing ICCS 2016 data once they have familiarized themselves with the study’s conceptual foundation and its methodological, operational, and analytical details. If, as a user of the ICCS 2016 international database, you are not accustomed to working with complex survey sample data, this guide should provide you with sufficient technical information to enable you to conduct correct basic analyses.

The three main design features of ICCS 2016 that you will need to take into account during any secondary analysis of the study's data are the following:

- (1) The unequal selection probabilities of the sampling units that necessitate the use of weights during computation of estimates;
- (2) The complex multistage cluster sample design that was implemented to ensure a balance between the research goals and cost-efficient operations; and
- (3) The rotated design of the civic knowledge test, wherein students completed only samples of the test items rather than the full set of test items.

Chapter 3 of this user guide includes a brief account of the weights and variance estimation techniques intended for ICCS, whereas Chapters 5 and 9 of the ICCS 2016 technical report provide a more detailed description of the sample design and the weighting procedures. A detailed description of the ICCS 2016 scaling and how the civic knowledge scale was created is available in Chapter 10 of the ICCS 2016 technical report (Schulz et al., 2018c).

To obtain accurate and representative samples, ICCS 2016 used a two-stage sampling procedure whereby a random sample of schools is selected at the first stage, and one or two intact target grade classes in the case of students or a random sample of teachers from the target grade are sampled at the second stage. This is an effective and efficient sampling approach given ICCS' purpose of describing population characteristics, but the resulting student sample has a complex structure that must be taken into consideration when analyzing the data. In particular, sampling weights need to be applied and a variance estimation technique adequate for complex samples, in the case of ICCS the jackknife repeated replication (JK2) approach, needs to be used to estimate sampling variances correctly.¹

ICCS 2016 used item response theory (IRT) scaling to summarize student assessment results. Scales based on (unmodified) item sets already included in the ICCS 2009 questionnaires were equated, and their scale scores are comparable with the scales established in the ICCS 2009 study (Schulz, Ainley, & Fraillon, 2011). The scaling approach uses multiple imputation ("plausible values") methodology to obtain proficiency scores in civic knowledge for each student.

Each imputed score is a prediction based on limited information, and is therefore subject to estimation error. To allow analysts to account for this error when analyzing the civic knowledge data, the international database provides five separate imputed scores for the civic knowledge scale. Any analysis involving civic knowledge scores needs to be replicated five times, using a different plausible value each time, with the results then combined into a single result that includes information on standard errors that incorporate both sampling and imputation error.²

This user guide is principally tailored to SPSS (IBM Corp., 2013), one of the most widely used statistical packages in the social sciences and educational research. Unfortunately, the base SPSS to date (Version 25) does not directly support complex survey designs such as those used in ICCS 2016 and cannot be used "out of the box" for methodologically correct estimation of sampling errors and of test statistics. The base SPSS assumes that data come from a single-stage, simple random sample, which is not the case in ICCS 2016 or most, if not all, other large-scale assessments in education. A "complex samples" module for SPSS is available, however, it supports only one of many variance estimation approaches, namely Taylor expansion, and does not handle jackknife replication for estimating sampling errors, which was the technique used for ICCS 2016.

1 Further details on the sampling design and its implementation are provided in Chapter 5 of the ICCS 2016 technical report (Schulz et al., 2018c)

2 More information about plausible values can be found in Chapter 10 of the ICCS 2016 technical report (Schulz et al., 2018c).

This gap has been filled by IEA's International Database (IDB) Analyzer (IEA, 2017), which is available free of charge to analysts and researchers using the ICCS 2016 database. The Analyzer employs SPSS and SAS (SAS Institute Inc., 2012) as an engine to compute population estimates and design-based standard errors using replication for a variety of international large-scale assessments. IEA developed the Analyzer in the context of its large-scale student assessments TIMSS and PIRLS, and adapted it for use with data from ICCS 2016 and other studies. The Analyzer allows users to compute estimates of percentages, means, percentiles, correlations, and linear regression parameters, including their respective standard errors, and, more recently, logistic regressions. It also simplifies management of the ICCS 2016 international database by providing a module for selecting subsets of countries and variables, and merging files for analysis. Chapter 4 of this guide provides in-depth information about the IDB Analyzer, and includes examples illustrating its use.

If you are an occasional user of the database, you may not want to use one of the commercial statistical software packages due to their associated costs. In addition to the IDB Analyzer, there are a growing number of alternative packages suitable for analyzing complex sample data, able to handle the jackknifing replication method implemented in ICCS 2016.

The WesVar (Westat Inc., 2008) software for complex sample analysis is available free of charge from Westat's webpage at <https://www.westat.com/our-work/information-systems/wesvar-support/download-wesvar>. The software is accompanied by a user's guide and technical appendices.

Commercial packages that include support for the weights and the replication method used in ICCS 2016 are SAS 9.4 and later editions (SAS Institute Inc., 2012), and Stata 13 and later editions (StataCorp, 2013). While these support the complex samples in ICCS 2016, they do not generally support these in orchestration with the multiple imputation methodology that ICCS 2016 used to describe and represent the data on students' civic knowledge. Third-party scripts and macros may exist to provide this support, for example as packages for R (R Core Team, 2014), a free software environment for statistical computing and graphics.

1.3.3 Limitations of the international database

When analyzing ICCS 2016 data, researchers need to keep the following constraints in mind:

- Students in the Republic of Korea were tested in the first half of the school year rather than at the end of Grade 8.
- Malta assessed Grade 9 students, because the average age of Grade 8 students in Malta is below 13.5 years old.
- Norway (Grade 9) deviated from the internationally defined population and surveyed the adjacent upper grade.
- Exclusion rates pertaining to the student population were greater than five percent in Estonia, Latvia, Norway (Grade 9), Sweden and North Rhine-Westphalia (Germany). The ICCS 2016 research team deemed this level of exclusion a significant reduction of the target population coverage, and researchers need to keep this caveat in mind when interpreting results.
- Participation rates in the student survey were below ICCS 2016 standards in Hong Kong SAR, Republic of Korea and the benchmarking participant North Rhine-Westphalia (Germany), resulting in the separate presentation of their results in the ICCS 2016 reports. Student data from these countries contain a higher risk of bias and therefore should be interpreted with caution and not compared with data from other countries.
- Participation rates for the teacher survey were below ICCS 2016 standards in Denmark, Estonia, Republic of Korea, the Netherlands and the Russian Federation resulting in a separated presentation of the results in the ICCS 2016 reports. Teacher data from these

countries contain a higher risk of bias and therefore should be interpreted with caution and not compared with data from other countries.

- Concerns about the extremely low response rates (less than 10%) for the teacher surveys in North Rhine-Westphalia (Germany) led to a decision to exclude the corresponding data from the international database.
- Because the teacher survey in Hong Kong SAR did not follow international sampling procedures, the data from Hong Kong SAR were also excluded from the international database.

Population coverage and exclusion rates for countries participating in ICCS 2016 are provided in Chapter 5 of the ICCS 2016 technical report, and participation rates are available from Chapter 9 of the ICCS 2016 technical report (Schulz et al., 2018c).

1.4 Contents of this guide

This ICCS 2016 user guide describes the content and format of the data in the ICCS 2016 international database. In addition to this introduction, the ICCS 2016 user guide includes the following three chapters:

- Chapter 2 describes the structure and content of the ICCS 2016 international database.
- Chapter 3 introduces the use of weighting and variance estimation variables for analyzing the ICCS 2016 data.
- Chapter 4 introduces the IEA International Database (IDB) Analyzer software (IEA, 2017) and, using this software in conjunction with SPSS and SAS, presents example analyses of the ICCS 2016 data.

The ICCS 2016 user guide is accompanied by four appendices.

- Appendix A includes the international version of all international questionnaires administered in ICCS 2016, and the regional student questionnaires. These serve as a reference to the questions asked and the variable names used to record the responses in the international database.
- Appendix B details all national adaptations that were applied to the national versions of the ICCS 2016 international questionnaires. When using the database, please refer to this appendix and check for any special adaptations made to the international versions of the ICCS 2016 questionnaires that could potentially affect the results of analyses.
- Appendix C describes how the derived questionnaire variables used to produce the tables in the ICCS 2016 international and regional reports were computed.
- Appendix D contains all restricted use items in the ICCS 2016 assessment of civic knowledge along with their respective scoring guides. The restricted use items are made available to illustrate the content of ICCS 2016.

User should note that prior permission is always required when using IEA data sources³.

³ All online and/or printed publications and restricted use items by ICCS, TIMSS, PIRLS and other IEA studies, as well as translations thereof, are for non-commercial, educational and research purposes only. Prior permission is required when using IEA data sources for assessments or learning materials. IEA its Intellectual Property Policy is inter alia included on the IEA Data Repository (<http://www.iea.nl/data>). IEA copyright must be explicitly acknowledged (© IEA 2018), and the need to obtain permission for any further use of the published text/material clearly stated in the requested use/display of this material.

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The ICCS 2016 International Database

Hannah Köhler

2.1 Overview

The International Civic and Citizenship Education Study (ICCS) 2016 international database (IDB) contains student civic knowledge test data and international student, teacher, and school questionnaire data collected in the 24 countries around the world that participated in the study. The database also includes data from the ICCS 2016 National Contexts Survey, providing information on the national contexts of civic and citizenship education for all participating countries. Additionally, for countries participating in one of the two regional student questionnaires included in ICCS 2016, the database contains regional questionnaire data¹.

Table 2.1 lists all ICCS 2016 countries, along with the operational codes used to identify them in the ICCS 2016 international database, and includes information about country participation in the regional student questionnaires, and in ICCS 2009. Some countries were not included in cross-national comparisons in the international reports (see Table 2.1), because of low participation in either ICCS 2009 or ICCS 2016, or both.

For details on population coverage and exclusion rates for countries that participated in ICCS 2016, please refer to Chapter 5 of the ICCS 2016 technical report; for details on participation rates, please refer to Chapter 9 of the ICCS 2016 technical report (Schulz et al., 2018c).

The database also contains materials that provide additional information on its structure and content. This chapter describes the content of the database and is divided into seven major sections corresponding to the different file types and materials included in the database.

¹ Since data for the Latin American student questionnaire is under embargo until April 2018, these data are not included in the initial release of the ICCS 2016 international database. Latin American student data will be added to the international database concurrent with the release of the ICCS 2016 Latin American report in April 2018.

Table 2.1: Countries participating in ICCS 2016

Countries	Operational codes		ICCS 2016 Regional Questionnaires		Participation in 2009	ICCS 2009 Regional Questionnaires		Included in cross-national comparisons
	Alpha-3	Numeric	European	Latin American		European	Latin American	
Belgium (Flemish)	BFL	56001	•		•	•		•
Bulgaria	BGR	100	•		•	•		•
Chile	CHL	152		•	•		•	•
Chinese Taipei	TWN	158			•			•
Colombia	COL	170		•	•		•	•
Croatia	HRV	191	•					
Denmark ¹	DNK	208	•		•	•		•
Dominican Republic	DOM	214		•	•		•	•
Estonia ¹	EST	233	•		•	•		•
Finland	FIN	246	•		•	•		•
Hong Kong SAR ^{2,3}	HKG	344			•			– ^a
Italy	ITA	380	•		•	•		•
Korea, Republic of ^{1,2,4}	KOR	410			•			– ^b
Latvia	LVA	428	•		•	•		•
Lithuania	LTU	440	•		•	•		•
Malta ⁵	MLT	470	•		•	•		•
Mexico	MEX	484		•	•		•	•
Netherlands ¹	NLD	528	•		•	•		– ^c
Norway (9) ⁶	NOR	578	•		•			•
Peru	PER	604		•				
Russian Federation ¹	RUS	643			•			•
Slovenia	SVN	705	•		•	•		•
Sweden	SWE	752	•		•	•		•
Benchmarking participant								
North Rhine-Westphalia (Germany) ^{2,7}	DNW	276001	•					

Notes:

- 1 Country did not meet sample participation requirements for the teacher survey.
 - 2 Country did not meet sample participation requirements for the student survey.
 - 3 Because the teacher survey in country did not follow international sampling procedures, data were excluded from the international database.
 - 4 Country surveyed target grade in the first half of the school year.
 - 5 Country assessed Grade 9 students given that the average age of Grade 8 students is below 13.5.
 - 6 Country deviated from international defined population and surveyed adjacent upper grade.
 - 7 Concerns about the extremely low response rates (less than 10%) for the teacher surveys led to a decision not to include the corresponding data in the international database.
- a Country did not meet sample participation requirements in ICCS 2009 and ICCS 2016.
b Country did not meet sample participation requirements in ICCS 2016.
c Country did not meet sample participation requirements in ICCS 2009.

2.2 ICCS 2016 database

The ICCS 2016 database comprises data from all instruments administered to the students, the teachers teaching in the target grade at their school, and their school principals. This includes the student responses to the international civic knowledge test items, the responses to the international student, teacher, and school questionnaires, and responses to the regional student questionnaires. The files also contain the civic knowledge test scores estimated for participating students, and derived variables for reporting study findings in the ICCS 2016 international reports. National Research Coordinators' responses to the National Contexts Questionnaire are also part of the international database.

The ICCS 2016 data files are provided in SPSS format (.sav) and SAS format (.7bdat), except for the National Contexts Survey data, which are only available in SPSS format (.sav). The files can be downloaded from the IEA Study Data Repository at <http://www.iea.nl/data>. The database contains files for each country that participated in ICCS 2016 for which internationally comparable data are available.

The file name identifies the type of data file and the country (Table 2.2). For example, ISGNORC3.sav is an SPSS file that contains Norway's ICCS 2016 target grade student questionnaire data. For each file type, a separate data file is provided for each participating country, with the exceptions of North Rhine-Westphalia (Germany) and Hong Kong SAR; these last two countries did not meet sampling requirements for the teacher survey and therefore no teacher data were released (see Table 2.1). Files of the same type include the same uniformly defined set of variables across countries.

Table 2.2: ICCS 2016 data file names

File name	Description
ISG•••C3	International Student Questionnaire File
ISA•••C3	Student Civic Knowledge Test File
ISR•••C3	Student Reliability File
ISE•••C3	European Student Questionnaire File
ISL•••C3	Latin American Student Questionnaire File
ITG•••C3	Teacher Questionnaire File
ICG•••C3	School Questionnaire File
NCQICSC3	National Contexts Questionnaire File

Note:

••• = three-character alphanumeric country code based on the ISO 3166 coding scheme (see Table 2.1).

The SPSS files include full dictionary/meta information, namely, variable names, formats (type, width, and decimals), variable labels, value labels, missing values, and appropriately set measurement levels (nominal, ordinal, or scale). The dictionary information can be accessed through the SPSS **View** → **Variables** menu, or in output form through the **File** → **Display Data File Information** menu. SAS files include appropriate display formats and variable labels but do not permanently store value labels in data files.

Please note, the SPSS data files were created in Unicode mode. However, when saving SPSS data files in Unicode encoding in code page mode, defined string widths are automatically tripled. These format changes will then cause problems when merging data with the IDB Analyzer (i.e. when merging the data in SPSS). Researchers should take this into account when saving data files in SPSS.

2.2.1 Questionnaire data files

There are five types of ICCS 2016 questionnaire data files corresponding to the five types of questionnaires administered in ICCS 2016. The international, European and Latin American student data files, and the teacher and school data files contain the responses to the questions asked in the respective questionnaire.

All questionnaire data files feature a number of structure and design variables, sampling and weight variables, and derived variables from the respective questionnaire data that were used for analyses in the international reports including questionnaire scales. These variables are described later in this chapter (see Section 2.4).

School questionnaire data files (ICG)

The school questionnaire data files contain responses from school principals to the questions in the ICCS 2016 school questionnaires.

Although school level analyses where schools are the units of analysis can be performed, it is preferable to analyze school-level variables as attributes of students or teachers. To perform student- or teacher-level analyses with school data, the school questionnaire data files must be merged with the student or teacher questionnaire data files using the country and school identification variables. The merging procedure using the IEA IDB Analyzer is described in Chapter 4 of this user guide.

Teacher questionnaire data files (ITG)

The teachers that were sampled for ICCS 2016 were administered one questionnaire to collect information about school and classroom contexts, connections between schools and local communities, perceived objectives of civic and citizenship education, and approaches to teaching in this learning area.

It is important to note that, in contrast to other IEA surveys, the teachers in the teacher questionnaire data files constitute a representative sample of target grade teachers in a country. However, student and teacher data must not be merged directly because these two groups constitute separate target populations. Chapter 4 of this user guide describes student-level analyses with teacher data using the IEA IDB Analyzer software.

International student questionnaire data files (ISG)

Students who participated in ICCS 2016 were administered a questionnaire with questions related to their home background, perceptions of their school context, their attitudes toward civic principles, institutions and important topics in society, as well as aspects related to their civic engagement. The international student questionnaire data files contain students' responses to these questions. They also contain students' civic knowledge test scores (plausible values) to facilitate analyses of relationships between student background and student perceptions, characteristics and achievement.

Regional student questionnaire data files (ISE; ISL)

Students from European and Latin American countries were administered regional student questionnaires in addition to the student test booklet and the international student questionnaire. The questions in the regional questionnaires were related to students' attitudes and perceptions relevant to the region. The questionnaire data files contain students' responses to these questions.

Questionnaire response code values

A series of conventions were adopted to code the data included in the ICCS 2016 questionnaire data files.

The values assigned to each of the questionnaire variables depend on the item format and the number of options available. For categorical questions, sequential numerical values were used to indicate the available response options. For example, the first response option was represented by a 1, the second response option by a 2, and so on. Check-all-that-apply questions were coded as “checked” if the corresponding option was chosen, otherwise they were coded as “not checked”. Open-ended questions, such as “the number of students in a school”, were coded with the actual number given as the response.

2.2.2 Student civic knowledge test data files (ISA)

The ICCS 2016 student civic knowledge test data files contain the student responses to the individual test items in the ICCS 2016 assessments. The student test data files are best suited for performing item-level analyses. Civic knowledge test scores (plausible values) for the ICCS 2016 civic knowledge scale are only available in the student questionnaire data files.

Students who participated in ICCS 2016 were administered one of eight assessment booklets, each including a series of items.² Most of these items were multiple-choice items and some were constructed-response items. The student test data files contain the actual responses to the multiple-choice questions and the scores assigned to the constructed-response items.

With the exception of the items already presented in the international report and Appendix D of this user guide, the items administered in ICCS 2016 and associated materials (such as scoring guides) will remain secure for future use and hence are not available for secondary analysis.

Item response code values

A series of conventions also were adopted to code the data included in the civic knowledge test data files.

The values assigned to each of the test item variables also depend on the item format. For multiple-choice items, numerical values from 1 through 4 were used to correspond to the response options A through D, respectively. For these items, the correct response is marked with an asterisk (*) following the value label of the correct option.

Each of the nine constructed-response items had its own scoring guide³ that used a one-digit scoring scheme. These items had a valid score range of 0 (= incorrect response), 1 (= partially correct response), and 2 (= correct response). Six of the nine items (items: CI3PRO1, CI3CBO1, CI2BIO1, CI3MPO2, CI2ETO1 and CI2WFO1) were scored so that responses that included two different described conceptual categories were scored as 2 and any response related to a single described conceptual category was scored as 1. Items CI2WFO2, CI3CPO1, CI3CPO2 followed a different scoring logic to the previous six items. For item CI2WFO2, the scoring codes reflect a conceptual hierarchy in which either of two categories of response warrant full credit (2) and a different category of response warrants partial credit (1). Items CI3CPO1 and CI3CPO2 were scored so that only responses related to a single described conceptual category were scored as 1. The “missing” code (9) was used when a student made no attempt to answer a question. This code was only allocated when the entire stimulus, question stem and question response area were left blank by the student.

2 The ICCS 2016 booklet design is described in Chapter 2 of the ICCS 2016 technical report (Schulz et al., 2018c).

3 Scoring guides for the restricted use items are provided in Appendix D of this user guide.

2.2.3 Within-country scoring reliability data files (ISR)

The ICCS 2016 within-country scoring reliability data files contain data that can be used to investigate the reliability of the ICCS 2016 constructed-response item scoring. The scoring reliability data files contain one record for each booklet that was double scored during the within-country scoring reliability exercise. For each constructed-response item in the civic knowledge test, the following three variables are included in the scoring reliability data files:

- Original score (score assigned by the first scorer);
- Second score (score assigned by the second scorer);
- Score agreement (degree of agreement between the two scorers).

It should be noted that the second score data were used only to evaluate within-country scoring reliability and were not used when computing the test scores included in the database and presented in the international reports.

Reliability variable score values

The values contained in both the original score and second score variables are the one-digit diagnostic codes assigned following the ICCS 2016 scoring guides. The score agreement variable may have one of two values, depending on the degree of agreement between the two scorers: code 0 was assigned if different scores were assigned. Code 1 was assigned in case of agreement between both scorers. Code 9 was used if the item was coded as omitted by both scorers.

2.2.4 National Contexts Questionnaire data file

This data file contains the responses provided by National Research Coordinators of the participating countries to the ICCS 2016 National Contexts Questionnaire. The National Contexts Survey was designed to systematically collect relevant data on the structure of the education system, education policy, and civic and citizenship education, teacher qualifications for civic and citizenship education, and the extent of current debate and reforms in this area. The survey also collected data on processes at the national level regarding assessment of and quality assurance in civic and citizenship education and in school curriculum approaches. The National Contexts Questionnaire was administered online using the IEA Online Survey System (OSS) developed at the IEA Hamburg.

The National Contexts Questionnaire data file (NCQICSC3.sav) is available in SPSS format and contains data for all 24 countries participating in ICCS 2016.

2.3 Records included

The international database includes all records that satisfied the international sampling standards. Data from those respondents who either did not participate, or did not pass adjudication because, for example, within-school participation was not sufficient, were removed from the final database.

More specifically, the database contains records for the following:

- All participating schools: any school where the school principal responded to the school questionnaire has a record in the school-level files. Participation in ICCS 2016 at school level is independent of participation at the student and/or teacher levels for the same school.
- All participating teachers: any teacher who responded to the teacher questionnaire has a record in the teacher-level files, provided that at least 50% of the sampled teachers of that school participated in the study.
- All participating students: any student who responded to at least one item of the student test or the international student questionnaire has a record in the student-level files, but only if the

respective school was regarded as participating in the student survey. A school was regarded as having participated in the student survey if, in its sampled class(es), at least 50% of the students participated and all sampled classes participated. A class was regarded as having participated if at least 50% of its students participated.

Consequently, the following records were excluded from the database:

- Schools where the principal did not respond to the questionnaire;
- Teachers who did not respond to the questionnaire;
- Teachers from those schools where less than 50% of the sampled teachers participated;
- Students who could not or refused to participate, or did not respond to any items in the student test or the international student questionnaire;
- Students from those schools with sampled classes where less than 50% of the students participated;
- Students and/or teachers who were afterwards reported as not in scope, ineligible, or excluded;
- Students and/or teachers who participated but were not part of the sample; and
- Any other records that were considered unreliable, of undocumented origin, or otherwise in violation of accepted sampling and adjudication standards.

Any additional data collected by countries to meet national requirements were also excluded from the international database.

Further information on the ICCS 2016 participation and sampling adjudication requirements is available in Chapter 5 of the ICCS 2016 technical report (Schulz et al., 2018c).

2.4 Survey variables

The database contains the following information for each school that participated in the survey:

- The identification variables for the country and school;
- The school principal's responses to the school questionnaire;
- Additional structure and design variables;
- The school indices derived from the original questions in the school questionnaires;
- Weights and variance estimation variables pertaining to schools; and
- The version and the scope of the database.

For each teacher who participated in the survey, the database contains:

- The identification variables for the country, school, and teacher;
- The teacher's responses to the teacher questionnaire;
- Additional structure and design variables;
- The teacher indices derived from the original questions in the teacher questionnaire;
- The weights and variance estimation variables pertaining to teachers; and
- The version and the scope of the database.

For each student who participated in the survey, the following information is available:

- The identification variables for the country, school, class and student;
- The student's responses to the student questionnaire;
- The student's responses to the student civic knowledge test;

- Additional structure and design variables;
- The student civic knowledge test scores;
- The student indices derived from the original questions in the student questionnaire;
- The weights and variance estimation variables pertaining to students; and
- The version and the scope of the database.

The next three sections of this chapter (sections 2.4.1–2.4.3) offer more detailed explanations of these variables.

2.4.1 Questionnaire variables

The questionnaire variable names consist of a 6- to 8-character string (e.g., IS3G04A). The variable names used in the database were assigned using a consistent and systematic naming convention:

- The first character indicates the reference level. The letter “I” is used for variables that are administered on an international level. The letter “E” is used for variables from the European student questionnaire, and the letter “L” is used for variables from the Latin American student questionnaire.
- The second character indicates the type of respondent. The letter “C” is used to identify data from school principals, the letter “T” is used for teacher data, and the letter “S” for student data.
- The third character indicates the study cycle: Number “3” identifies ICCS 2016 as the 3rd cycle of an IEA study focusing on civic and citizenship education.
- The fourth character consists of the letter “G”, which is used for all questionnaire variables.
- The fifth, sixth, seventh and eighth characters indicate the question number. Their combination is unique to each variable within a questionnaire.

2.4.2 Student civic knowledge test item and scoring reliability variables

The names of the item variables pertaining to the international test are based on an alphanumeric code consisting of seven characters (e.g., CI3PRO1), which adheres to the following rules:

- The first character indicates the general study context. “C” stands for civic and citizenship education.
- The second character “I” indicates that the variable is originally a civic knowledge test variable.
- The third character indicates the assessment cycle when the item was first used in ICCS. The item names in the ICCS 2016 assessment consist of either “2” for items used already in ICCS 2009, or “3” for items newly developed for ICCS 2016.
- The fourth and fifth characters indicate the unique item identifier.
- The sixth character is used for the item type. “M” represents multiple-choice items, “O” stands for open-ended response items.
- The seventh digit represents the number of an item within a unit comprising the same content.

For example, CI3ULM1 is the first part of a multiple-choice item developed for ICCS 2016, and whose unique (content) identifier is UL.

In the scoring reliability files the variable names for the original score, second score, and score agreement variables are based on the same naming convention as for the international test item variables shown above. Only the second character in the variable name is used differently in order to differentiate between the three reliability variables:

- The original score variable has the letter “I” as the second character, in accordance with the test item naming convention (e.g., CI2WFO1).

- The second score variable has the letter “R” as the second character (e.g., CR2WFO1) and represents the score assigned by the reliability coder in the Reliability file.
- The score agreement variable has the letter “X” as the second character (e.g., CX2WFO1).

2.4.3 Civic knowledge test scores

In ICCS 2016 a civic knowledge scale was derived from the test data. The ICCS civic knowledge reporting scale was developed in 2009, and the Rasch model (Rasch, 1960) was used to accomplish this work. The scale has a mean (the average score of countries participating in ICCS 2009) of 500 and a standard deviation of 100 for equally weighted national samples. Chapter 10 of the ICCS 2016 technical report (Schulz et al., 2018c) provides a detailed description of the scaling procedures used in ICCS 2016 and the creation of the civic knowledge scale. The ICCS 2016 international database provides five separate estimates of each student’s score on that scale. These are included in the student questionnaire file. The five estimates of students’ civic knowledge are so-called “plausible values,” and variation between them reflects the uncertainty inherent in the measurement process.

The plausible values for the civic knowledge scale are the available measures of students’ civic knowledge in the ICCS 2016 international database, and should be used as the outcome measure in any study of students’ civic knowledge. Plausible values can be readily analyzed using the IEA IDB Analyzer and the SAS programs described in this user guide.

The test score variable names are based on a six-character alphanumeric code, where PV1CIV represents the first plausible value and PV5CIV represents the fifth plausible value.

2.4.4 Summary scales and derived variables from the questionnaires

In the ICCS 2016 questionnaires, typically sets of items reflecting a number of different aspects were used to measure a single construct. In these cases, responses to the individual items were combined to create a derived variable that provided a more comprehensive picture of the construct of interest than relying on individual item responses.

In the ICCS 2016 reports, a scale is a special type of derived variable that assigns a score value to students on the basis of their responses to the component variables. In ICCS 2016, new scales were typically calculated as IRT WLE (weighted likelihood estimates) scores with mean of 50 and standard deviation of 10 for equally weighted countries. Scales based on (unmodified) item sets already included in the ICCS 2009 questionnaire were equated, and their scale scores are comparable with the scales established in the previous survey; in such cases, the metric reflects a mean of 50 and a standard deviation in the pooled ICCS 2009 sample giving equal weights to each participating country. For student, teacher and school questionnaire scaling, we only included records in the scale calculation if there were data for at least two of the corresponding indicator variables.

In addition to the scale indices, the ICCS 2016 international database also contains other (simple) indices that were derived by simple recoding or arithmetical transformation of original questionnaire variables.

Appendix C to this user guide provides a description of all derived variables (scale scores and indices) included in the international database. Chapter 11 of the ICCS 2016 technical report (Schulz et al., 2018c) provides further information about the scaling procedure for questionnaire items.

2.4.5 Weighting and variance estimation variables

To enable calculation of the population estimates and correct jackknife variance estimates, sampling and weight variables are provided in the data files. Further details about weighting and variance estimation are provided in Chapter 3 of this user guide.

The following weight variables are included in the ICCS 2016 international database (see Table 2.3 for the location of individual variables).

TOTWGTS

This is the final student weight. It is computed as the product of WGTFAC1, WGTADJ1S, WGTFAC2S, WGTADJ2S and WGTADJ3S. The final student weight must be applied when analyzing the students' data.

WGTFAC1

This is the school base weight. It corresponds to the inverse of the selection probability of the school.

WGTADJ1S

This is the school weight adjustment for students. It accounts for non-participating schools. The adjustment is done within explicit strata.

WGTFAC2S

This is the class weight factor. It corresponds to the inverse of the selection probability of the class within the school.

WGTADJ2S

This is the class weight adjustment. It accounts for the non-participating classes. The adjustment is done across schools, but inside the explicit stratum.

WGTADJ3S

This is the student weight adjustment. It accounts for the non-participating students. The adjustment is done within classes.

TOTWGTT

This is the final teacher weight. It is computed as the product of WGTFAC1, WGTADJ1T, WGTFAC2T, WGTADJ2T and WGTADJ3T. The final teacher weight must be applied when analyzing the teacher's data.

WGTADJ1T

This is the school weight adjustment for teachers. It accounts for non-participating schools. The adjustment is done within explicit strata.

WGTFAC2T

This is the teacher weight factor. It corresponds to the inverse of the selection probability of the teacher within the school.

WGTADJ2T

This is the teacher weight adjustment. It accounts for the non-participating teachers. The adjustment is done within schools.

WGTADJ3T

This is the teacher multiplicity adjustment. It accounts for teachers teaching in more than one school.

TOTWGTC

This is the final school weight for schools. It is computed as the product of WGTFAC1 and WGTADJ1C. The final school weight must be applied when analyzing the data from the school questionnaire.

WGTADJ1C

This is the school weight adjustment for schools. It accounts for the non-returned school questionnaires.

Table 2.3: Location of weight variables in the ICCS 2016 international database

Weight variables	Data file types					
	ISA	ISG	ITG	ICG	ISE	ISL
TOTWGTS	•	•			•	•
WGTFAC1		•	•	•		
WGTADJ1S		•				
WGTFAC2S		•				
WGTADJ2S		•				
WGTADJ3S		•				
TOTWGTT			•			
WGTADJ1T			•			
WGTFAC2T			•			
WGTADJ2T			•			
WGTADJ3T			•			
TOTWGTC				•		
WGTADJ1C				•		

Notes:

ISA = Student Civic Knowledge Test File, ISG = International Student Questionnaire File, ITG = Teacher Questionnaire File, ICG = School Questionnaire File, ISE = European Student Questionnaire File, and ISL = Latin American Student Questionnaire File.

A variance estimation method that considers the structure of the data is the jackknife repeated replication (JRR) method. The ICCS 2016 international database contains variables that support the implementation of this method (i.e., “jackknife zone,” “jackknife replicate,” “replicate weights”); we strongly encourage database users to use them. As the IEA IDB Analyzer automatically recognizes the data structure of ICCS 2016, it reports correct standard errors for all estimates using JRR with the respective variables.

The following variance estimation variables (or “jackknife variables”) are included in the ICCS 2016 international database (see Table 2.4 for the location of individual variables). The actual replicate weights are computed “on-the-fly” within the IDB Analyzer, but they are also available in the data files for use with other analysis tools.

JKZONES

This variable indicates which sampling zone the student belongs to. The values of JKZONES can vary between 1 and 75. This variable is used to estimate sampling errors when analyzing student data.

JKREPS

This variable can take the values 0 or 1. It indicates whether the student should be deleted or its weight doubled when estimating sampling errors.

SRWGT1 to SRWGT75

These variables indicate the jackknife replicate weights variables (1–75) for the student survey.

JKZONET

This variable indicates which sampling zone the teacher belongs to. The values of JKZONET can vary between 1 and 75. This variable is used to estimate sampling errors when analyzing teacher data.

JKREPT

This variable can take the values 0 or 1. It indicates whether the teacher should be deleted or its weight doubled when estimating sampling errors.

TRWGT1 to TRWGT75

These variables indicate the jackknife replicate weights variables (1–75) for the teacher survey.

JKZONEC

This variable indicates to which sampling zone the school belongs. The values of JKZONEC can vary between 1 and 75. This variable is used to estimate sampling errors when analyzing school data.

JKREPC

This variable can take the values 0 or 1. It indicates whether the school should be deleted or its weight doubled when estimating sampling errors.

CRWGT1 to CRWGT75

These variables indicate the jackknife replicate weights variables (1–75) for the school survey.

Table 2.4: Location of variance estimation variables in the ICCS 2016 international database

Variance estimation variables	Data file types					
	ISA	ISG	ITG	ICG	ISE	ISL
JKZONES	•	•			•	•
JKREPS	•	•			•	•
SRWGT1 to SRWGT75	•	•			•	•
JKZONET			•			
JKREPT			•			
TRWGT1 to TRWGT75			•			
JKZONEC				•		
JKREPC				•		
CRWGT1 to CRWGT75				•		

Notes:

ISA = Student Civic Knowledge Test File, ISG = International Student Questionnaire File, ITG = Teacher Questionnaire File, ICG = School Questionnaire File, ISE = European Student Questionnaire File, and ISL = Latin American Student Questionnaire File.

2.4.6 Structure and design variables

Besides the variables used to store responses to the questionnaires and test booklets, the ICCS 2016 data files also contain variables meant to store information used to identify and describe the respondents, and design information that is required to properly analyze the data.

Identification variables

All ICCS 2016 data files contain several identification variables that provide information to identify countries and entries of students, teachers, or schools (see Table 2.5 for the location of individual variables). These variables are used to link variables for one case, clusters of cases (students and teachers pertaining to specific schools), and cases across the different data file types. However, the variables do not allow identification of individual schools, students, or teachers in a country.

IDCOUNTRY

This variable indicates the country or participating education system the data refers to as an up to six-digit numeric code based on the ISO 3166 classification, with adaptations reflecting the education systems participating. This variable should always be used as the first linking variable whenever files are linked within and across countries.

COUNTRY

This variable indicates the participant's three letter alphanumeric code, based on the ISO 3166-1 coding, with adaptations reflecting the education systems participating.

IDSCHOOL

IDSCHOOL is a four-digit identification code that uniquely identifies the participating schools within each country. The school codes are not unique across countries. Schools across countries can only be uniquely identified with the combination of IDCNTRY and IDSCHOOL.

IDCLASS

IDCLASS is a six-digit identification code that uniquely identifies the sampled classrooms within a country. The variable IDCLASS has a hierarchical structure and is formed by concatenating the IDSCHOOL variable and a two-digit sequential number identifying the sampled classrooms within a school. Classrooms can be uniquely identified across countries using the combination of IDCNTRY and IDCLASS.

IDSTUD

IDSTUD is an eight-digit identification code that uniquely identifies each sampled student within a country. The variable IDSTUD also has a hierarchical structure and is formed by concatenating the IDCLASS variable and a two-digit sequential number identifying all students within each classroom. Students can be uniquely identified across countries using the combination of IDCNTRY and IDSTUD.

IDTEACH

IDTEACH is a six-digit identification code that uniquely identifies the sampled teacher within a country. The variable IDTEACH has a hierarchical structure and is formed by concatenating the IDSCHOOL variable and a two-digit sequential number identifying the sampled teacher within a school. Teachers can be uniquely identified across countries using the combination of IDCNTRY and IDTEACH.

IDPOP

IDPOP identifies the grade and is set to "2" for the ICCS 2016 target grade for all participating countries (representing 8 years of schooling).

IDGRADE

IDGRADE identifies the tested grade of the participating students. In ICCS 2016, the value is "8" (= Grade 8) for most countries.

IDBOOK

IDBOOK identifies the specific test booklet that was administered to each student. The booklets are given a numerical value from 1 through 8.

For reasons of confidentiality, the identification variables for the student (IDSTUD), teacher (IDTEACH), and school (IDSCHOOL) were scrambled, and hence do not match the identifiers used during data collection. However, the structural link between the school and student/teacher level (the variable IDSCHOOL in the student and teacher files and the first four digits of any IDSTUD/IDTEACH) has been maintained for all countries. For each country, unique matching tables were created and made available to authorized individuals.

Table 2.5: Location of identification variables in the ICCS 2016 international database

Identification variables	Data file types						
	ISA	ISR	ISG	ITG	ICG	ISE	ISL
IDCNTRY	•	•	•	•	•	•	•
COUNTRY	•	•	•	•	•	•	•
IDSCHOOL	•	•	•	•	•	•	•
IDCLASS	•	•	•			•	•
IDSTUD	•	•	•			•	•
IDTEACH				•			
IDPOP	•	•	•	•	•	•	•
IDGRADE			•				
IDBOOK	•	•	•				

Notes:

ISA = Student Civic Knowledge Test File, ISR = Student Reliability File, ISG = International Student Questionnaire File, ITG = Teacher Questionnaire File, ICG = School Questionnaire File, ISE = European Student Questionnaire File, and ISL = Latin American Student Questionnaire File.

Tracking variables

Information about students, teachers, and schools provided by the survey tracking forms⁴ or used otherwise in the process of within-school sampling is stored in the tracking variables (see Table 2.6 for the location of individual variables).

ITADMINI

Position of the test administrator of the test session as an attribute for each student. Code “1” is used for national center staff, code “2” is used for teachers from school but not from selected class, and code “3” is used for test administrators that did not fall into the groups coded as “1” or “2”.

ITDATE

This variable indicates the date (month/year) when the test was administered to a student.

ITLANG

This variable indicates the language used for student test administration. The two-digit alphanumeric language codes are based on the ISO 639-1 standard.

ITMODE_C

Administration mode of the school questionnaire in the data source: this variable indicates whether the principal completed the questionnaire online (code “1”) or on paper (code “2”).

ITMODE_T

Administration mode of the teacher questionnaire in the data source: this variable indicates whether the teacher completed the questionnaire online (code “1”) or on paper (code “2”).

STREAM

Stream of the class/student. In some countries, classes and/or students belong to or are organized in certain streams of, for example, different skill levels. This variable was derived from WinW3S and was recoded. The new value scheme consists of the country operational code and the number of the national category (last two digits).

TCERTAN

This variable indicates whether a teacher was sampled with certainty.

⁴ Survey tracking forms are lists of students, teachers, or schools used for sampling and administrative purposes.

ILRELIAB

This variable indicates whether the student was sampled as part of the reliability sample.

INICS16

This variable indicates the inclusion of a school, student or teacher in the database. It is set to “1” for all records.

Table 2.6: Location of tracking variables in the ICCS 2016 international database

Tracking variables	Data file types						
	ISA	ISR	ISG	ITG	ICG	ISE	ISL
ITADMINI			•				
ITDATE			•				
ITLANG			•				
ITMODE_C					•		
ITMODE_T				•			
STREAM			•				
TCERTAN				•			
ILRELIAB	•	•	•				
INICS16	•	•	•	•	•	•	•

Notes:

ISA = Student Civic Knowledge Test File, ISR = Student Reliability File, ISG = International Student Questionnaire File, ITG = Teacher Questionnaire File, ICG = School Questionnaire File, ISE = European Student Questionnaire File, and ISL = Latin American Student Questionnaire File.

2.4.7 Database creation variables

Information about the version number of the ICCS 2016 international database and the scope of the database is contained in the database creation variables. They are included in all data files.

VERSION

Throughout the data processing process a system of version numbers for the database was used. The version number of the ICCS 2016 final database is “32”.

SCOPE

This variable identifies the scope of the data files. Code “2” indicates the Restricted Use Files (RUF) and code “3” the Public Use Files (PUF).

2.5 Coding of missing data

A subset of the values for each variable type was reserved for specific codes related to different categories of missing data. We recommend that the user reads the following section with particular care, since the way in which these missing codes are used may have major consequences for analyses.

Omitted response codes (SPSS: 9, 99, 999, ...; SAS: .)

“Omitted” response codes are used for questions or items that a student, teacher, or school principal should have answered but did not; an omitted response code is thus given when an item is left blank. The length of the omitted response code given to a variable in the SPSS data files depends on the number of characters needed to represent the variable. For example, the omitted code for a one-digit variable is “9” whereas the omitted code for a three-digit variable is “999”.

Invalid response codes (SPSS 7, 97, 997, ...; SAS: .I)

The response to a question is coded as “invalid” when the question was administered but an invalid response was given. This code is used for uninterpretable responses, for example when the respondent has chosen more than one option in response to a multiple-choice question. The length of the invalid response code in the SPSS data files depends on the number of characters needed to represent the variable. For example, the invalid code for a one-digit variable is “7” whereas the invalid code for a three-digit variable is “997”. Invalid codes are not applicable for open-ended items of the international test instruments.

Not administered response codes (SPSS: 8, 98, 998, ...; SAS: .A)

Specific codes were given to items that were “not administered” to distinguish these from data that were missing due to non-response. The not administered code was used in the following cases:

- *Civic knowledge test item was not assigned to the student*, All students participating in ICCS 2016 received only one of the eight test booklets. All variables corresponding to items that were not part of the booklet assigned to a student were coded as “not administered”.
- *Student was absent from test session*. When a student did not attend a particular testing session, for example because of sickness, all variables relevant to that session were coded as “not administered”.
- *Question or item misprinted*. When a particular question or item (or a whole page) was misprinted or otherwise not available to the respondent, the corresponding variable was coded as “not administered”.
- *Question or item deleted or mistranslated*. If a question or item was identified during translation verification or item review as having a translation error, such that the nature of the question was altered, or had poor psychometric properties, it was coded as “not administered” if it could not be recoded to match the international version.
- *A questionnaire or booklet was returned empty, was not returned, or was lost*. In such cases, all variables referring to that instrument and any derived variables were coded as “not administered”.
- *A country chose, for cultural reasons, not to administer (include) a certain question in its national questionnaire*. The variables corresponding to the removed question were coded as “not administered.” All national adaptations are provided in Appendix B of this user guide.

The length of the invalid response code in the SPSS data files depends on the number of characters needed to represent the variable. For example, the not administered code for a one-digit variable is “8,” whereas the not administered code for three-digit variables would be “998”.

Not reached response codes (SPSS: 6; SAS: .R)

An item was considered “not reached” in the test data files when the item itself and the item preceding it were not answered, and there were no other items completed in the remainder of the booklet. For scaling purposes, ICCS 2016 treated the not-reached items as incorrect responses, however, during the item calibration step of the IRT scaling, not-reached items were considered as not administered.⁵

Logically not applicable response codes (SPSS: 6, 96, 996, ..., SAS: .B)

“Logically not applicable” response codes were used for the questionnaire items for which responses were dependent on a filter question. If the filter question was answered such that the following questions would not apply, any follow-up question was coded as “logically not applicable”.

⁵ For more detailed information about the scaling procedure for ICCS test items refer to Chapter 10 of the ICCS 2016 technical report (Schulz et al., 2018c).

The length of the logically not applicable response code in the SPSS data files depends on the number of characters needed to represent the variable. For example, the logically not applicable code for a one-digit variable is “0”, whereas the logically not applicable code for three-digit variables would be “996”.

2.6 Codebook files

All information related to the structure of the ICCS 2016 data files, as well as the source, format, descriptive labels, and response option codes for all variables, is contained in a codebook file in Excel format.

In the codebook file, there is a tab for each appropriate data file type in the ICCS 2016 international database. These tabs describe the contents and structure of the respective data file. Important codebook fields include “Label”, which contains extended textual information for all variables, “Value Scheme Detailed”, which lists the acceptable responses allowed for each variable, and “Missing Scheme Detailed”, which lists all applicable missing codes in SPSS and SAS.

2.7 Program files

The ICCS 2016 international database includes SPSS and SAS programs that can be used to convert the response codes to individual items from the civic knowledge test data files to their corresponding score levels.

These SPSS and SAS programs are part of the ICCS 2016 international database and are available in the IEA Study Data Repository at <http://www.iea.nl/data>.

2.8 Two versions of the ICCS 2016 international database

Indirect identification of individuals was prevented by applying international disclosure risk edits, such as scrambling of identification variables and jackknife zone information. Some of the personal data variables that were needed only during field operations and data processing were removed; variables that were identified as highly identifying were suppressed or categorized.

The ICCS 2016 international database is available in two versions: a Public Use File (PUF) and a Restricted Use File (RUF). The public use version is available for immediate access from the IEA Study Data Repository (<http://www.iea.nl/data>). A number of variables have been removed or categorized from the public use version in order to minimize the risk of disclosing confidential information or enabling re-identification. Users should be able to replicate all published ICCS 2016 results with this version of the ICCS 2016 international database. The restricted use file is an extended version for scientific use. Users who require any of the removed variables to conduct their analyses should contact the IEA to obtain permission and access to the restricted use version of the ICCS 2016 international database (see the IEA Study Data Repository at <http://www.iea.nl/data>).

Tables 2.7 to 2.9 list the variables that either have been scrambled, categorized or removed in the restricted and the public use version of the ICCS 2016 international database.

Table 2.7: Disclosure risk edits for sampling, identification and tracking variables

Variables	Description	Data files	RUF	PUF
IDSCHOOL/IDCLASS/ IDSTUD/IDTEACH	ID variables	All files	Scrambled	Scrambled
JKZONEC/T/S	Jackknife zone	ICG, ITG, ISG, ISA, ISE, ISL	Scrambled	Scrambled
IDSTRATE	Explicit stratum code	ICG, ITG, ISG, ISA, ISE, ISL	Suppressed	Suppressed
IDSTRATI	Implicit stratum code	ICG, ITG, ISG, ISA, ISE, ISL	Suppressed	Suppressed
ITMODE_C	Administration mode school	ICG	Included	Suppressed
ITMODE_T	Administration mode teacher	ITG	Included	Suppressed
TBIRTHY	Teachers' year of birth from tracking forms	ITG	Suppressed	Suppressed
SBIRTHY, SBIRTHM	Students' year/month of birth from tracking forms	ISG	Suppressed	Suppressed
ITDATE	Date of testing (month/year)	ISG	Included	Suppressed

Notes:

RUF = Restricted Use File, PUF = Public Use File, ISA = Student Civic Knowledge Test File, ISR = Student Reliability File, ISG = International Student Questionnaire File, ITG = Teacher Questionnaire File, ICG = School Questionnaire File, ISE = European Student Questionnaire File, and ISL = Latin American Student Questionnaire File.

Table 2.8: Disclosure risk edits for school questionnaire variables

Variables	Description	Data files	RUF	PUF
IC3G17	Public or private school	ICG	Included	Suppressed
C_PRIVATE	Public or private school - derived	ICG	Included	Suppressed
IC3G18A/IC3G18B	Total school enrollment	ICG	Included	Suppressed
C_SCSIZE	Total school enrollment - derived	ICG	Included	Categorized
IC3G19A/IC3G19B	Total enrollment <target grade>	ICG	Included	Suppressed
C_GENROL	Total enrollment <target grade> - derived	ICG	Included	Categorized

Notes:

RUF = Restricted Use Files, PUF = Public Use File, ICG = School Questionnaire File.

Table 2.9 Disclosure risk edits for student questionnaire

Variables	Description	Data files	RUF	PUF
IS3G01A, IS3G01B	Date of birth (month, year)	ISG	Suppressed	Suppressed
IS3G06A, IS3G06B	Female guardians job (open ended)	ISG	Suppressed	Suppressed
IS3G08A, IS3G08B	Male guardians job (open ended)	ISG	Suppressed	Suppressed

Notes:

RUF = Restricted Use Files, PUF = Public Use Files, ISG = International Student Questionnaire File.

More details for all of these variables are available in the codebook files, as described in section 2.6.

Weights and variance estimation

Sabine Weber

3.1 Overview

This chapter provides an introduction to the use of weight and variance estimation variables in the International Civic and Citizenship Education Study (ICCS) 2016. The names and locations of these variables in the ICCS 2016 International Database are described, and their specific roles in student, teacher, and school analysis are explained. Examples demonstrating the importance of using the appropriate weighting and variance estimation techniques are given.

3.2 Sampling weights

3.2.1 *Why weights are needed*

All data in the ICCS 2016 International Database were derived from randomly drawn samples of schools, students and teachers. Of course, the results of the study should be valid not only for the sampled units but intentionally for the educational system that participated in the ICCS 2016 study. In order to make correct inferences about the educational systems, the complex nature of the sampling design implemented in ICCS 2016 needs to be taken into account. Chapter 5 of the ICCS 2016 technical report (Schulz et al., 2018c) provides a comprehensive description of the sampling design.

The ICCS 2016 sampling design called for different selection probabilities at the school level and at the within-school sampling level. Sampling weights reflect and compensate the disproportional selection probabilities of the schools, the students, and the teachers. If any unit of response had a small selection probability, a large weight would compensate, and vice versa. Given that some sampled schools, students, and teachers refused to participate in ICCS 2016, it was necessary to adjust the sampling weights for the sample size loss. Thus, the sampling weights were multiplied by non-response adjustments. The final (total) weights are the product of weight factors and adjustment factors that reflect the selection probabilities and the non-response patterns at all levels of analysis. Chapter 9 of the ICCS 2016 technical report (Schulz et al., 2018c) reports weighting and adjustments in more detail.

3.2.2 *Weight variables in the ICCS 2016 international database*

Each record in the ICCS 2016 International Database contains data for one or more variables that concern weighting. The last character of the variable name indicates the data type (S = student, T = teacher, C = school). The weights and weighting factors differ depending on the type of data. Only the value of the school base weight (variable WGTFACT1) is identical in all three types of datasets, since it does not depend on the data type.

Student weight variables

Six student weight variables are included in the ICCS 2016 International Database (Table 3.1).

Table 3.1: Weight variables in student data files

Variable	Description	Source Files
TOTWGTS	Total student weight	ISA, ISE, ISG, ISL
WGTFAC1	School base weight	ISG
WGTADJ1S	School non-participation adjustment for the student survey	ISG
WGTFAC2S	Class base weight	ISG
WGTADJ2S	Class non-participation adjustment	ISG
WGTADJ3S	Student non-participation adjustment	ISG

Notes:

For a full description of the weight variables, see section 2.4.5. ISA = Student Civic Knowledge Test File, ISE = European Student Questionnaire File, ISG = International Student Questionnaire File, and ISL = Latin American Student Questionnaire File.

Teacher weight variables

Six teacher weight variables are included in the teacher data files in the ICCS 2016 International Database (Table 3.2).

Table 3.2: Weight variables in teacher data files

Variable	Description	Source Files
TOTWGTT	Total teacher weight	ITG
WGTFAC1	School base weight	ITG
WGTADJ1T	School non-participation adjustment for the teacher survey	ITG
WGTFAC2T	Teacher base weight	ITG
WGTADJ2T	Teacher non-participation adjustment	ITG
WGTADJ3T	teacher multiplicity adjustment	ITG

Notes:

For a full description of the weight variables, see section 2.4.5. ITG = Teacher Questionnaire File.

School weight variables

Three weight variables are included in the school data files of the ICCS 2016 International Database.

Table 3.3: Weight variables in school data files

Variable	Description	Source Files
TOTWGTC	Total school weight	ICG
WGTFAC1	School base weight	ICG
WGTFAC1C	School non-participation adjustment for school level data analyses	ICG

Notes:

For a full description of the weight variables, see section 2.4.5. ICG = School Questionnaire File.

3.2.3 Selecting the appropriate weight variable

When analyzing the ICCS 2016 data, it is important that the appropriate weights are selected. The selection of the appropriate weight depends on the type of data used for analysis, the level of analysis and the number of countries involved.

Single level analysis

For analyses concerning only one data type, different weights must be applied depending on the type of data:

- For student level analyses, TOTWGTS should be used
- For teacher level analyses, TOTWGTT should be used
- For school level analyses, TOTWGTC should be used.

When the IEA IDB Analyzer is used for data analysis, the software automatically selects these variables.

Please note that ICCS 2016 is conceptually a student and teacher survey, and was not designed as a school survey. Although it is possible to undertake analyses at the school-level that generate unbiased results, the sampling precision of the estimates tends to be lower (with large standard errors and confidence intervals) at this level than it is for analyses at the student or teacher level. Therefore, results concerning school-level data tend to be associated with a high degree of uncertainty.

Merging files from different levels

If researchers plan to analyze data from more than one level and plan to merge data of different data types, they must choose the correct weight carefully.

- The variable TOTWGTS should be used for analyzing student data with added school data. This type of analysis of disaggregated data is straightforward with the IEA IDB Analyzer. The software merges school-level data to the student data and selects the correct weight automatically. This way, school information becomes an attribute of the student and the user can analyze information from both files. A sample research question could be: “What percentage of students study at schools with a female headmaster?”
- Analyzing combined teacher data and school data should be performed in the same way; TOTWGTT is the variable of choice. As for student data, the IEA IDB Analyzer takes care of the correct selection. In this type of analysis, school information becomes an attribute of the teacher. An example research question could be: “What percentage of teachers work at schools with a female headmaster?”
- If student or teacher information is regarded as an attribute of school information, this cannot be handled easily with the IEA IDB Analyzer. The researcher must use other software (e.g. SPSS or SAS) to aggregate the student or teacher data and to merge the resulting information to the school file.
- To aggregate student data within schools, within-school weights (which are the product of class and student-level weight factors $WGTFAC2S \times WGTADJ2S \times WGTADJ3S$), should be used. However, for all ICCS 2016 countries, all students in the same school share the same within-school weight. For this reason, it is possible to omit the use of weights when aggregating data within schools.
- Within-school teacher weights (defined as the product of teacher-level weight factors $WGTFAC2T \times WGTADJ2T \times WGTADJ3T$), should be used to aggregate teacher data within the school. Omitting this weighting step will lead to incorrect results for any ICCS 2016 country.
- After aggregation, the student or teacher file can be merged with the school file (with `IDSCHOOL` as the key variable). When this step is completed, the data can be processed

further with the IEA IDB Analyzer. TOTWGTC should be used for school-level data analysis. A sample question is: "In what percentage of schools is it true that more than 50% of the tested students do not speak the language of the test at home?"

- Analysts need to be aware that the aggregation of individual-level information (i.e., teacher or student level data) to the school level implicitly contains a shift of focus to the school level: inferences and interpretations can no longer refer to the level 1 units, in this case the students or teachers. Ignoring these issues may result in an "ecological fallacy" (Robinson, 1950) when aggregated information is analyzed. This fallacy assumes that each individual member of a group has the average characteristics of the group at large.

It is neither possible nor meaningful to combine files of student and teacher data directly. These two groups constitute separate target populations. A sampled student may never have been taught by a sampled teacher, and a sampled teacher may never have taught a sampled student. However, it is possible to aggregate teacher data at the school level and then treat the result as a contextual attribute of the student data. Similarly, it is possible to aggregate student data at the school level and then treat the result as an attribute of the teacher data.

Multi-level analysis

Working with aggregated or disaggregated data poses some methodological problems (for details, see Snijders & Bosker, 1999). In order to use the full potential of the data, it is possible to perform multi-level analysis with specialized software packages. For this type of analysis, users have to compute the appropriate weights themselves.

- At level 1 (student level), the analyst should apply a "within-school student weight" as the product of the class and student level weight factors ($WGTFAC2S \times WGTADJ2S \times WGTADJ3S$). If the teachers constitute level 1, the analyst should apply a "within-school teacher weight" as the product of the teacher level weight factors ($WGTFAC2T \times WGTADJ2T \times WGTADJ3T$).
- At level 2 (school level), the user should calculate a "school weight". For student data analysis, this is the product of the variables $WGTFAC1$ and $WGTADJ1S$; for teacher level analysis, this is the product of $WGTFAC1$ and $WGTADJ1T$. Users should ensure that the software used for multi-level analysis normalizes the weights, that is, makes the sum of weights equal to the sample size. Users should not use the variable TOTWGTC from the school files, as non-response adjustments made to school questionnaire data may make these values slightly different from the correct ones.

Analyses of groups of countries

Thus far, the discussion has focused on analysis of data from one country at a time. However, all the above statements also hold when more than one country is analyzed. Some caution must be exercised when international averages are calculated, however. If an international average is computed using TOTWGTS, TOTWGTT or TOTWGTC, larger countries will contribute more to this average than smaller countries, which may not be the intention of the researcher.

Instead of performing weighted analyses across groups of countries, users must conduct weighted analyses separately for each country and calculate an average of these results afterwards. This is true regardless of whether single-level data, aggregated or disaggregated data, or multi-level data files are used for analyses.

Users of the IEA IDB Analyzer do not need to worry about the issue of international averages (called "table averages" there), since the software performs the correct calculations automatically. To calculate an international mean, the IEA IDB Analyzer first calculates national means using the TOTWGT variables and then averages the results over the countries that contribute to the international mean.

3.2.4 Analyzing weighted data: an example

If no weights are used in the data analysis, this can lead to severely biased results. The following example illustrates the importance of using weights when conducting research with ICCS 2016 data.

A researcher may be interested in the average civic knowledge in Chile (variables PV1CIV, PV2CIV, PV3CIV, PV4CIV, and PV5CIV in the ISG file). Using unweighted data (e.g., in SPSS), the mean of each plausible value (PV) is calculated and an average of the five values is calculated; in this example, the average score of the five PVs is 490.30 (Figure 3.1).

Figure 3.1: Example of unweighted analysis in SPSS

Descriptive statistics

	N	Mean
Civic knowledge - 1st PV	5081	489.6908
Civic knowledge - 2nd PV	5081	490.9587
Civic knowledge - 3rd PV	5081	490.5134
Civic knowledge - 4th PV	5081	490.4541
Civic knowledge - 5th PV	5081	489.8819
Valid N (listwise)	5081	

Notes:

N = number of cases, PV = plausible value.

However, if the researcher uses the IEA IDB Analyzer, the data is automatically correctly weighted, revealing that, for Chile, the correct estimate for civic knowledge is actually only 482.45 (Figure 3.2).

Figure 3.2: Example of weighted analysis using the IEA IDB Analyzer

N of Cases	Sum of TOTWGTS	Percent	Percent (s.e.)	PVCIV (Mean)	PVCIV (s.e.)
5081	230271	100.00	.00	482.45	3.11

Notes:

N = number of cases, PVCIV = plausible value civic knowledge, s.e. = standard error.

The large difference between the unweighted and the weighted result can be explained by the ICCS 2016 sampling design for Chile. The proportion of students from private schools in the ICCS 2016 school sample is higher than their proportion in the student population. The sample was selected this way intentionally in order to allow the Chilean researchers to make more accurate statements about this group of students. In order to balance out the disproportionate sample allocation, students from private schools were assigned smaller weights than students from the remaining school types. Since, on average, students from private schools perform better than students from other school types, omitting weights leads to an over-estimate of the students' performance in Chile. The sampling weights compensate for that disproportional school sample allocation.

3.3 Variance estimation

Since all information in ICCS 2016 is based upon sample data, analysts should report the precision of the population estimates. Due to the complex sampling design used in ICCS 2016, it is not possible to calculate standard errors or to perform significance tests with standard software packages. While these programs implicitly assume that the data is derived from a simple random sample, the ICCS 2016 student and teacher data come from a two-stage stratified cluster sample (each school being regarded as a “cluster” of students or teachers). Any method for estimating sampling variance must take this difference into account.

The ICCS 2016 International Database contains variables that allow for the use of a variance estimation method known as the jackknife repeated replication (JRR). These variables are referred to as “jackknife zones” and as “jackknife replicates”. The JRR method was implemented in the IEA IDB Analyzer software (for details about the JRR technique used in ICCS 2016, please refer to Chapter 12 of the ICCS 2016 technical report; Schulz et al., 2018c).

3.3.1 Variance estimation variables in the ICCS 2016 international database

Student-level, teacher-level and school-level variance estimation variables (or “jackknife variables”) are included in the ICCS 2016 International Database (Tables 3.4, 3.5 and 3.6).

Table 3.4: Student-level variance estimation variables

Variable	Description	Source Files
JKZONES	Jackknife zone to which students of a school are assigned	ISA, ISE, ISG, ISL
JKREPS	Jackknife replicate to which students of a school are assigned	ISA, ISE, ISG, ISL
SRWGT1 to 75	Student jackknife replicate weight 1 to 75	ISA, ISE, ISG, ISL

Notes:

For a full description of the variance estimation variables, see section 2.4.5. ISA = Student Civic Knowledge Test File, ISE = European Student Questionnaire File, ISG = International Student Questionnaire File, and ISL = Latin American Student Questionnaire File.

Table 3.5: Teacher-level variance estimation variables

Variable	Description	Source Files
JKZONET	Jackknife zone to which teachers of a school are assigned	ITG
JKREPT	Jackknife replicate to which teachers of a school are assigned	ITG
TRWGT1 to 75	Teacher jackknife replicate weight 1 to 75	ITG

Notes:

For a full description of the variance estimation variables, see section 2.4.5. ITG = Teacher Questionnaire File.

Table 3.6: School-level variance estimation variables

Variable	Description	Source Files
JKZONEC	Jackknife zone to which a school is assigned for school-level data analyses	ICG
JKREPC	Jackknife replicate to which a school is assigned for school-level data analyses	ICG
CRWGT1 to 75	School jackknife replicate weight 1 to 75	ICG

Notes:

For a full description of the variance estimation variables, see section 2.4.5. ICG = School Questionnaire File.

3.3.2 Selecting the appropriate variance estimation variables

Different variance estimation variables must be applied depending on the type of data:

- For all student-level analyses, JKZONES and JKREPS should be used
- For all teacher-level analyses, JKZONET and JKREPT should be used
- For all school-level analyses, JKZONEC and JKREPC should be used.

Even for the same school, the variables at different levels of analysis can differ from each other and thus are not interchangeable. Just as with weights, researchers should ensure to choose the correct jackknife variables when working with aggregated datasets. The level of analysis (student, teacher, or school) determines which variable to choose.

When calculations are performed with the IEA IDB Analyzer, the correct variables will be selected automatically. However, researchers may choose to use specialized software for types of data analysis that go beyond the range of the IEA IDB Analyzer's capabilities. In this case, researchers have to specify the jackknife variables according to the requirements of the software. Usually, “-zone” variables have to be specified as “stratum” or “strata” variables, while the “-rep” variables are commonly referred to as “cluster” variables.

3.3.3 Example for variance estimation

If the jackknife variables are not used in the data analysis, this will lead to incorrect estimations of sampling precision. The following example illustrates the importance of using the JRR technique for research and analysis of the ICCS 2016 data.

Researchers may be interested in determining the average teacher age (variable T_AGE) in Chile. Using SPSS for the data analysis, they will find that the (weighted) average teacher age is about 42 years and the standard error seems to be close to 0.06 years (Figure 3.3).

Figure 3.3: Example of incorrect variance estimation in SPSS

Descriptive statistic		N	Mean
	Statistic	Statistic	Standard error
Teacher's age	45089	41.92	.055
Valid N (listwise)	45089		

Note:

N = number of cases.

However, using the JRR technique with the IEA IDB Analyzer, they would find that the correct estimate for the standard error is more than seven times as large (Figure 3.4).

Figure 3.4: Example of correct variance estimation using the IEA IDB Analyzer

N of Cases	Sum of TOTWGTT	Percent	Percent (s.e.)	T_AGE (Mean)	T_AGE (s.e.)
1450	45089.23	100.00	.00	41.92	.42

Note:

N = number of cases, T_AGE = teacher's age, s.e. = standard error.

The standard methods of the SPSS base version can neither handle weights correctly for sampling variance estimation nor account for the clustered data structure. This means that not only standard errors, but also analyses that contain significance tests will be incorrect, unless specialized software is used.

Analyzing the ICCS 2016 data using the IEA IDB Analyzer

Falk Brese

4.1 Overview

The current chapter describes the use of the IEA International Database Analyzer software (IEA, 2017) for analyzing the ICCS 2016 international data files. Used in conjunction with either SPSS (IBM Corporation, 2013) or SAS (SAS Institute Inc., 2012), the IEA IDB Analyzer provides a user-friendly interface to easily merge the various data file types of the ICCS 2016 International Database, and seamlessly takes into account the sampling information and the multiple imputed civic knowledge scores to produce accurate statistical results.

Example analyses illustrate the capabilities of the IEA IDB Analyzer to compute a variety of statistics, including percentages of students in specified subgroups, average civic knowledge in those subgroups, correlations, regression coefficients, and percentages of students reaching certain proficiency levels. The examples use student, teacher, and school questionnaire data to replicate some of the ICCS 2016 results included in the ICCS 2016 international report (Schulz et al., 2018b), and illustrate other useful analyses for investigating policy-relevant research questions.

Users should be able to perform statistical analyses with the IEA IDB Analyzer and have a basic knowledge of the ICCS 2016 International Database. Chapter 2 gives a more detailed description of the data files contained in the International Database, including their structure and contents, along with a description of all the supporting documentation provided with the International Database.

Developed by the IEA, the IEA IDB Analyzer is an interface for SPSS and SAS; both are well-known statistical analysis software packages. The IEA IDB Analyzer enables users to combine either SPSS or SAS data files from IEA's large-scale assessments and conduct analyses using either SPSS or SAS, without actually writing programming code. The IEA IDB Analyzer generates SPSS and SAS syntax that takes into account information from the sampling design in the computation of statistics and their standard errors. In addition, the generated syntax makes appropriate use of plausible values for calculating estimates of civic knowledge scores and their standard errors, combining both sampling variance and imputation variance.

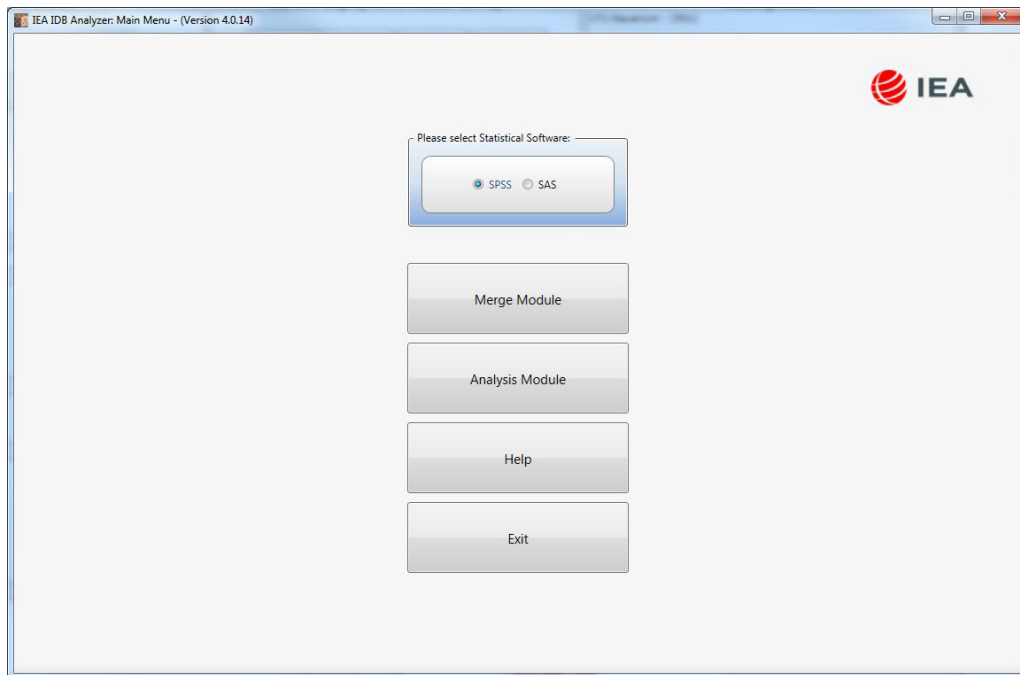
The IEA IDB Analyzer consists of two modules – the merge module and the analysis module – which are integrated and executed in one common application. The merge module is used to create analysis datasets by combining data files of different types and from different countries and selecting subsets of variables for analysis. The analysis module provides procedures for computing various statistics and their standard errors. The latest version of the IEA IDB Analyzer (version 4.0.14) is available for download from the IEA website: <http://www.iea.nl/data>. Once installed, the IEA IDB Analyzer can be accessed by using the START menu in Windows:

Start ⇨ All Programs ⇨ IEA ⇨ IDB AnalyzerV4 ⇨ IEA IDB Analyzer

When the IEA IDB Analyzer application is launched, the main window will appear (see Figure 4.1). Users first need to select either SPSS or SAS as their statistical software of choice. For the examples in this chapter, we will use the SPSS software and hence the SPSS data files from the ICCS 2016 International Database.

The main window will direct users to the **Merge Module**, the **Analysis Module**, the **Help** manual, or to simply **Exit** the application. The IEA IDB Analyzer has an extensive manual, accessible through the **Help** button, which users are encouraged to consult for full details on all the functionalities and features of the IEA IDB Analyzer.

Figure 4.1: IEA IDB Analyzer main window



4.2 Scoring the individual civic knowledge items using SPSS or SAS

This section describes how students' answers to the civic knowledge assessment items can be scored. The original answers to multiple-choice items are located in the student test data files (ISA). The ICCS 2016 data already contains variables for each student's civic knowledge as a set of plausible values. Those are the preferred scores to be used for analysis. However, if an item-level analysis is desired, students' responses to the individual multiple-choice items need to be recoded into score points according to a scheme that specifies the correct option for each one of these items.

Two types of items were administered as part of the ICCS 2016 assessment. There were multiple-choice items, where students were asked to select one out of four options as the correct response. Numbers 1 through 4 are used to represent response options A through D, respectively, in the student test data files (ISA). There also were constructed-response items, where students were asked to write a text response to a question, rather than choosing an answer from a list of options. Constructed-response items were allocated score points by scorers from the national centers, trained to use the scoring guides to score the answers to these questions. The numbers 0 through 2 were used to represent the scored responses to these items and their point values: "0" for an incorrect response, "1" for a partially correct response, and "2" for a correct response. For both types of items, special codes were set aside to represent missing data either as "Not administered", "Omitted", "Not reached" or "Invalid". Responses to multiple-choice items need to be converted to their appropriate score levels ("1" for correct and "0" for incorrect and missing responses, excluding "not administered" items), and responses coded to the special missing codes, in order to carry out specific item-level analyses. Database users can obtain an overview of the correct responses for this item type from the ISA codebooks and data files, where the correct response option is marked with an asterisk "*". As mentioned, constructed-response items were scored by the national centers in each country.

The ICCS 2016 International Database includes a SPSS program (ISASCRC3.SPS) and a SAS program (ISASCRC3.SAS); both enable users to recode the items from the civic knowledge data files to their score level. The programs will convert the response option codes for multiple-choice items to dichotomous score levels (0 or 1) based on each item's scoring key. They will also convert the special missing codes as either incorrect (0) or missing. By default, the not administered response codes are recorded as missing, and the omitted and not reached response codes as incorrect. These default settings can be modified, depending on the requirements of the item-level analyses. For example, not reached responses were treated as missing when calibrating the ICCS 2016 items, whereas they were treated as incorrect when scoring the results of individual countries and deriving civic knowledge scores for students.

4.2.1 SPSS scoring syntax

To use the SPSS program, users should:

- Open the SPSS data file containing the civic knowledge items data (e.g. ISABFLC3.sav);
- Open the SPSS program file ISASCRC3.SPS;
- Press CTRL+A followed by CTRL+R to submit the code for processing;
- Save the SPSS data file.

The program recodes the items into new variables (using a new variable name with the original variable name the extension “_R”, for example CI2ASM1_R) and saves the results in the same SPSS data file. If not reached responses need to be treated as missing rather than incorrect, users need to adapt the recode statement for each variable. For example, to recode variable CI2ASM1, users should replace the following statement:

```
recode CI2ASM1 (8=8) (4=1) (else=0) into CI2ASM1_R.
```

with this statement:

```
recode CI2ASM1 (6=6) (8=8) (4=1) (else=0) into CI2ASM1_R.
```

All recode statements need to be adapted accordingly. Users can recode all statements in one step by replacing “(8=8)” with “(6=6) (8=8)”.

Figure 4.2 shows a condensed version of the SPSS program for scoring the international civic knowledge items.

Figure 4.2: Example of ISASCRC3.sps SPSS program for converting item response codes to their score level

```
recode CI3ULM1 (8=8) (1=1) (else=0) into CI3ULM1_R.
recode CI3VGM1 (8=8) (3=1) (else=0) into CI3VGM1_R.
...
exe.
missing values CI2ASM1_R (6,8).
missing values CI2ASM1_R (6,8).
...
```

4.2.2 SAS scoring syntax

To use the SAS syntax, users will need to adapt the program code in the ISASCRC3.SAS program as follows:

- Open the SAS program file ISASCRC3.SAS;
- Specify the path to your data file in the “libname” statement;
- Specify the file name of your data file in the “set” statement;
- Submit the edited code for processing in SAS;
- Save the resulting SAS data file.

The program recodes the items into new variables. If not reached responses need to be treated as missing rather than incorrect, users should adapt the program by adding the following line directly below the “Ritems{i}=0;” statement:

```
if items{i}="R" then Ritems{i}=.R;
```

Figure 4.3 shows a condensed version of the SAS program for scoring the international civic knowledge items. Assuming that the SAS data file of student achievement data containing the civic knowledge test items located in folder D:\ICCS is called ISAINTC3, when item response codes are converted to their score level, the resulting data file with the scored items is called ISAINTC3_SCR and is located in the same folder.

Figure 4.3: Example of ISASCRC3.sas SAS program for converting item response codes to their score level

```
libname test "D:\ICCS";
data ISAINTC3_SCR;
set test.ISAINTC3;
format CI2ASM1_R CI2ASM2_R CI2BCM1_R CI2BIO1_R CI2BPM1_R
...
array items{*} CI2ASM1 CI2ASM2 CI2BCM1 CI2BIO1 CI2BPM1
...
array Ritems{*} CI2ASM1_R CI2ASM2_R CI2BCM1_R CI2BIO1_R CI2BPM1_R
...
do i=1 to dim(items);
Ritems{i}=0;
if items{i}="A" then Ritems{i}=.A;
end;
if CI2ASM1="4" then CI2ASM1_R = 1;
...
run;
```

4.3 Merging files with the IEA IDB Analyzer

The ICCS 2016 data files are disseminated separately for each country and by file type. In addition to allowing users to combine data from the same file type from more than one country for cross-country analyses, the merge module allows for the combination of data from different levels, for example merging student and school data into single SPSS dataset. This enables users to analyze the associations between student data and the characteristics of the school they attend using the IEA IDB Analyzer Analysis Module.

The ICCS 2016 design allows various combinations of data file types to be merged at different levels (see Table 4.1). When analyzing the ICCS 2016 data:

- The school questionnaire file can be merged with every other file type.
- Teacher questionnaire files can be merged only with themselves (i.e. teacher questionnaire files from different countries) and with school questionnaire files. It is not possible to merge teacher questionnaire files with any of the student files (student questionnaire, student test and regional questionnaire data files) because the ICCS 2016 teacher target population includes all teachers from the students' target grade, and so may include teachers who do not teach the sampled students. Thus, teacher data cannot be directly linked to student data.¹
- The user cannot merge data from different regional questionnaires (European and Latin American) because the students who completed these instruments only answered the questionnaire designed for the region where they lived (e.g., European students only completed the European questionnaire).

When merging a regional questionnaire file with some other file type, the IEA IDB Analyzer will always display a warning if no file is found for a specific country. In general it will list all countries that did not administer the specific regional questionnaire; for example, if the user is merging the data from the Latin American regional questionnaire, the IDB Analyzer will display a warning listing the European countries because they did not administer the Latin American regional questionnaire. Countries will also be listed if they belong to a region for which a regional questionnaire was developed but they did not administer it. For example, there are European countries that decided not to use the European questionnaire; the IDB Analyzer will alert the user about such cases via a warning message.

Table 4.1: Possible merges between different file types in ICCS 2016

	ISA	ISG	ITG	ICG	ISE	ISL
ISA	×	×		×	×	×
ISG	×	×		×	×	×
ITG			×	×		
ICG	×	×	×	×	×	×
ISE	×	×		×	×	
ISL	×	×		×		×

Notes:

ISA = Student Civic Knowledge Test File, ISG = International Student Questionnaire File, ITG = Teacher Questionnaire File, ICG = School Questionnaire File, ISE = European Student Questionnaire File, and ISL = Latin American Student Questionnaire File, × = file types can be merged, gray shading indicates merges of the same file type.

4.3.1 Merging data from different countries

Merging the files from different countries on a single level is simple. The same steps apply for merging school questionnaire, teacher questionnaire, or any other file types. The following example illustrates the sequence of steps required when merging student questionnaire data from all countries to create an SPSS or SAS² data file:

- (1) Start the IEA IDB Analyzer from the START menu and click the **Merge Module** button
- (2) In the **Select Data Files and Participants** tab and in the **Select Directory** field, click Select and browse to the folder where all data files are located. In this example, all SPSS data files

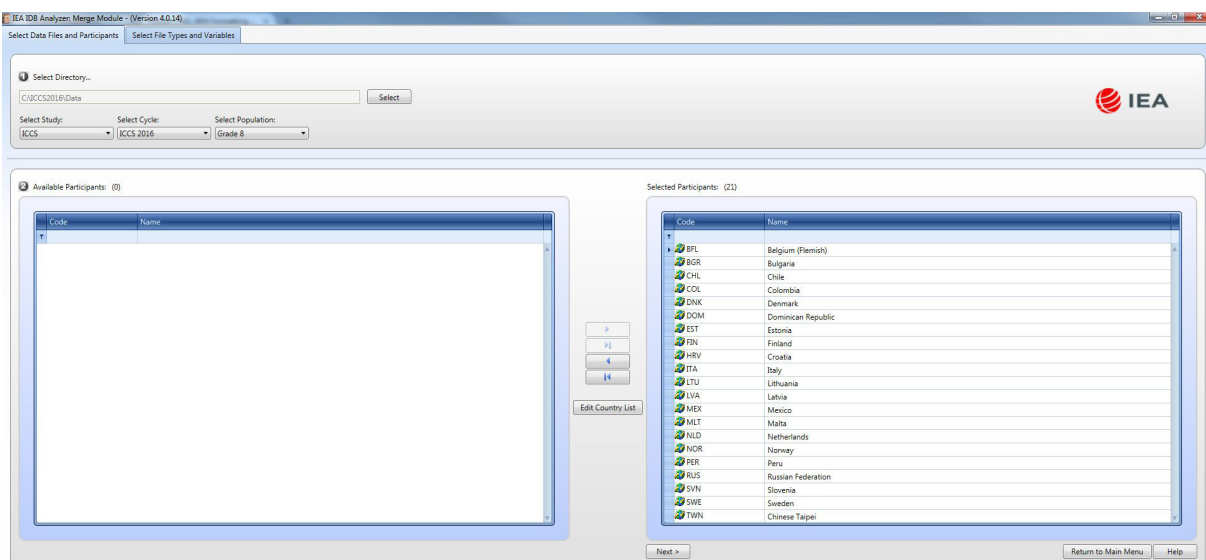
¹ For more details on the ICCS 2016 sampling strategy and procedures see Chapter 5 of the ICCS 2016 technical report (Schulz et al., 2018c).

² Depending on the software selected in the main menu of the IEA IDB Analyzer.

are located in the folder titled “C:\ICCS2016\Data” (see Figure 4.4). The program will automatically recognize and complete the **Select Study**, **Select Cycle**, and **Select Population** fields and list all countries that are available in this folder as possible candidates for merging. If the folder contains data from more than one IEA study, or from more than one grade, the IEA IDB Analyzer will prompt users to select files from the desired combination of study and grade for analyses. In this example, ICCS 2016 eighth grade is selected (Figure 4.4).

- (3) Click a country of interest from the **Available Participants** list and click the **right arrow** button (▶) to move it to the **Selected Participants** panel. Individual countries can be moved directly to the **Selected Participants** panel by double-clicking on them. To select multiple countries, hold the CTRL key of the keyboard when clicking countries. Click the **tab-right arrow** button (▶|) to move all countries to the **Selected Participants** panel. In this example, all available ICCS 2016 countries were selected (Figure 4.4 shows the screen view after the correct steps are entered).

Figure 4.4: IEA IDB Analyzer Merge Module: selecting countries

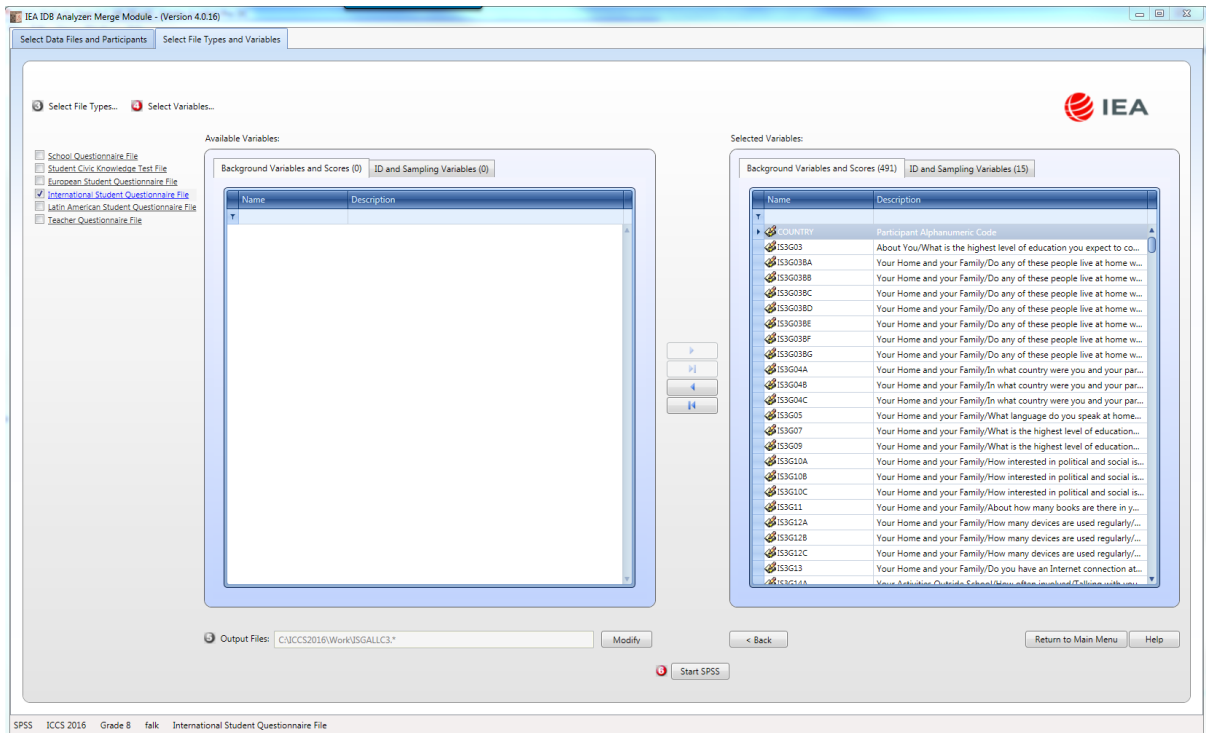


SPSS ICCS 2016 Grade 8 ipetk.esydim

- (4) Click the **Next >** button to proceed to the next step. The software will open the **Select File Types and Variables** tab of the merge module (see Figure 4.5), enabling the user to select the file types and the variables to be included in the merged data file.
- (5) Select the file types for merging by **checking** the appropriate **boxes** to the left of the window. In the current example only the international student questionnaire file is selected (see Figure 4.5).
- (6) Select the variables of interest from the **Available Variables** list in the left panel. Variables are selected by clicking on them and then clicking the **right arrow** (▶) button. Clicking the **tab-right arrow** (▶|) button selects all variables. Note that there are two tabs: **Background Variable and Scores** and **ID and Sampling Variables**. All civic knowledge scores and all identification and sampling variables are selected automatically by the IEA IDB Analyzer. Appendix A of this user guide provides the variable names for all questions in the questionnaires. In the example, all student variables were selected for merging (Figure 4.5).

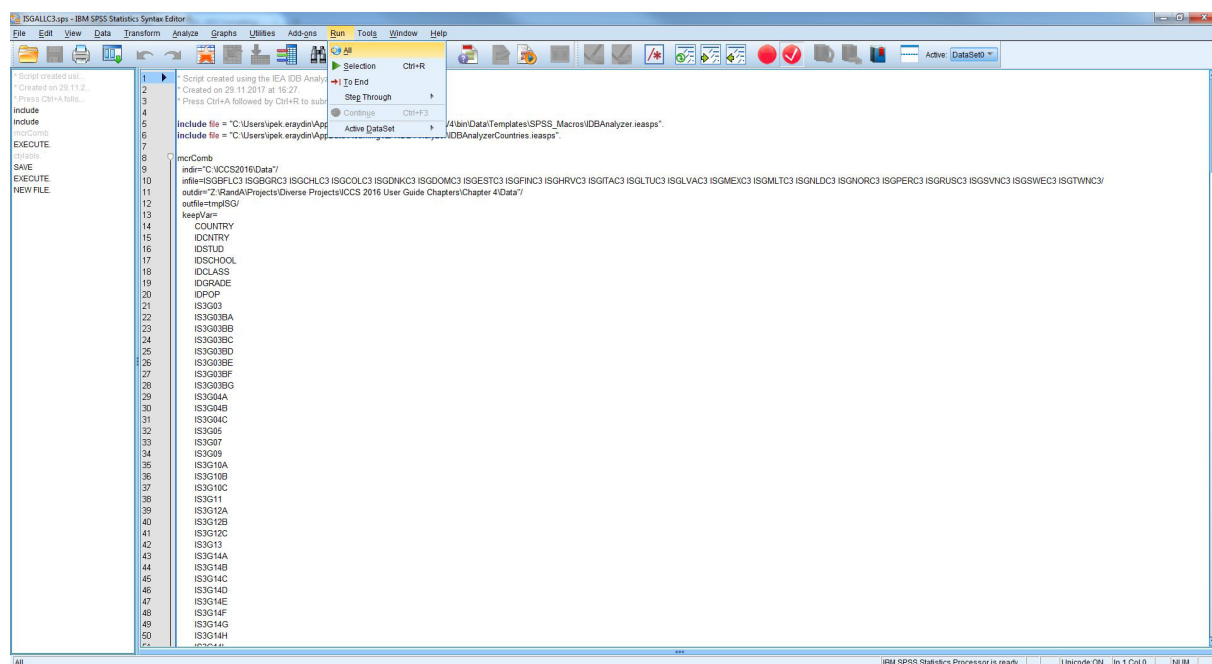
- (7) Specify the desired name for the merged data file and the folder where it will be stored in the **Output Files** field by clicking the **Define/Modify** button. The IEA IDB Analyzer also will create a SPSS or SAS syntax file (*.SPS or *.SAS) of the same name and save this to the same folder as the SPSS or SAS code used to perform the merge. In the example, the SPSS data file ISGALLC3.sav and the syntax file ISGALLC3.sps are stored in the “C:\ICCS2016\Work” folder (Figure 4.5). If using SAS, the names of the resulting files would be ISGALLC3.sas7bdat (data) and ISGALLC3.sas (syntax). The merged data file will contain student questionnaire data with the variables shown in the **Selected Variables** panel on the right.

Figure 4.5: IEA IDB Analyzer Merge Module: selecting file types and variables



- (8) Click the **Start SPSS** button to create the SPSS syntax file with the specified name. The IEA IDB Analyzer stores the SPSS syntax file in the specified folder and opens it in a SPSS Syntax Editor window (Figure 4.6), ready for execution. The syntax file can be executed by opening the **Run** menu of SPSS and selecting the **All** menu option. In SAS, hitting the **Submit** option from the **Run** menu will execute the syntax. The IEA IDB Analyzer will display a warning if it is about to overwrite an existing file in the specified folder.

Figure 4.6: SPSS Syntax editor with merge syntax produced by the IEA IDB Analyzer Merge Module



Once SPSS or SAS has completed its execution, it is important to check the SPSS output window or SAS log for possible warnings. If warnings appear, these should be read carefully, because they may indicate that the merge process was not performed properly and that the resulting merged data file might not be as expected.

4.3.2 Merging student questionnaire and regional questionnaire files

Student questionnaire files contain contextual variables related to students' background characteristics, their perceptions and behaviors. The regional questionnaire data files contain variables addressing specific regional aspects of civic and citizenship education. As the use of the regional questionnaire instrument was optional, some countries chose not to participate; for example, some European countries decided not to administer the European questionnaire.

Merging the student questionnaire data files with the regional data files can give researchers the chance to enrich the student-level analyses with variables that are specific to a certain region of the world.

To merge student questionnaire data with regional data, perform steps 1 to 4 as described in section 4.3.1. Then, simply select both file types in the second window of the IEA IDB Analyzer Merge Module. The variables of interest need to be selected separately for both file types, as follows:

- (1) **Check the checkbox** next to the international student questionnaire file type. The **Background Variables and Scores** listed in the left panel will include all available variables from the student questionnaire data files. The plausible values, ID and sampling variables are selected automatically and already listed in the right panel.
- (2) Select the variables of interest from the left panel and click the **right arrow** (▶) button to move these variables to the **Selected Variables** panel on the right. Click the **tab-right arrow** (▶) button to select all available variables.

- (3) Next, **check the checkbox** next to the Latin American/European Student File (which one will depend on your interest). Based on country selection, the IEA IDB Analyzer may display a warning that certain countries do not have data for the selected region. Close the warning message and select the variables of interest from the **Background Variables and Scores** panel in the same manner as described in steps 1 and 2.
- (4) **Define/Modify** the desired name of the merged data file and the folder where it will be stored in the **Output Files** field. The IEA IDB Analyzer will create an SPSS syntax file (*.SPS) of the same name and store this in the same folder as the code necessary to perform the merge.
- (5) Click on the **Start SPSS** button to create the SPSS syntax file that will produce the required merged data file, which can then be run by opening the **Run** menu of SPSS and selecting the **All** option.

Note that when merging variables from more than one file type, the checkboxes of the desired file types need to remain checked throughout the selection of variables. Unchecking a file type will result in a merged file without any variables from that file type, even if variables from that file type have been selected for merging in a previous step.

4.3.3 Merging school and student data files

The ICCS 2016 school samples were designed to optimize the student samples and the student-level estimates. Therefore, it is preferable to analyze school variables as attributes of students, rather than as elements in their own right. However, the school samples are representative probability samples of schools within each participating country and so it is possible to compute weighted numbers of schools with particular characteristics to provide reasonable estimates of percentages and means across the populations of schools in each country.

When merging school and student questionnaire data files, the school data will be disaggregated to student level; the school data thus become an attribute of the students in that school.

To merge the school and student questionnaire data files, select both the school questionnaire file and student questionnaire file types. The variables of interest to be included in the merged data file need to be selected separately by file type using the same set of instructions as described in section 4.3.2. The ID and sampling variables will be selected automatically. Please note that when merging student and school data, only the total student weight (TOTWGTS) variable will be included in the merged file, but not the total school weight (TOTWGTC). An analysis using school variables on student level together with student-level variables will use the total student weight and will not allow the researcher to make inferences for the school themselves. The interpretation of the results will be about students who study in schools with certain characteristics. For example, if we used merged student and school data and used the principals' gender as a grouping variable, the total student weight would be selected as the weighting variable. The results then would be interpreted as percentages of students who study in schools where the school principal is male or female, for example: "In Austria, 67% of the 8th grade students study in schools with male principals, and 33% in schools with female ones."

4.3.4 Merging school and teacher data files

Merging the school and teacher data files follows the same procedure as merging the school and student data files. School data will be disaggregated to the teacher level by adding the respective school level variables to each teacher record. To merge teacher questionnaire and school questionnaire data files, perform steps 1 to 4, as described in section 4.3.2. Then, simply select both file types in the second window of the IEA IDB Analyzer Merge Module. The variables of interest need to be selected separately for both file types, as follows:

- (1) **Check the checkbox** next to the **Teacher Questionnaire File** type so that it appears checked. The ID and sampling variables are selected automatically, and will be already listed in the right panel.
- (2) Select the variables of interest from the left panel and click the **right arrow (▶)** button to move these variables to the **Selected Variables** panel on the right. Click the **tab-right arrow (▶|)** button to select all available variables.
- (3) Next, **check the checkbox** next to the **School Questionnaire File** type. Select the variables of interest from the **Background Variables and Scores** panel, as described in steps 1 and 2.
- (4) **Define/Modify** the desired name of the merged data file and the folder where it will be stored in the **Output Files** field. The IEA IDB Analyzer will create an SPSS syntax file (*.SPS) of the same name and save this in the same folder as the code necessary to perform the merge.
- (5) Click on the **Start SPSS** button to create the SPSS syntax file that will produce the required merged data file, which can then be run by opening the **Run** menu of SPSS and selecting the **All** option.

4.3.5 Merging data files for the example analyses

To carry out the sample analyses described in this chapter, users should create the following merged data files, including all available context and background variables and scores:

- ISGALLC3.sav Merge the student questionnaire (ISG) data files for all countries.
- ITGALLC3.sav Merge the teacher questionnaire (ITG) data files for all countries.
- ISG_ICGALLC3.sav Merge the school questionnaire (ICG) and student questionnaire (ISG) data files for all countries.

4.4 Performing analyses with the IEA IDB Analyzer

The IEA IDB Analyzer can perform statistical analyses on any files created using the **Merge Module** or on any original IEA study data file. Several statistical procedures are included in the **Analysis Module** of the IEA IDB Analyzer (Table 4.2).

Table 4.2: Statistical procedures available in the Analysis Module of the IEA IDB Analyzer

Statistic type	Description
Percentages and means	Computes percentages, means, and standard deviations for selected analysis variables by subgroups defined by grouping variable(s). Plausible values can be included as analysis variables
Percentages only	Computes percentages by subgroups defined by grouping variable(s)
Linear regression	Computes linear regression coefficients for selected independent variables to predict a dependent variable by subgroups defined by grouping variable(s). Plausible values can be included as dependent or independent variables
Logistic regression*	Computes logistic regression coefficients for selected independent variables to predict a dependent variable by subgroups defined by grouping variable(s). Plausible values can be included as dependent or independent variables. When used as a dependent variable, plausible values will be dichotomized using a specified cut-point, such as one of the ICCS international benchmarks
Benchmarks	Computes percentages of students meeting a set of user-specified civic knowledge proficiency levels by subgroups defined by grouping variable(s)
Correlations	Computes means, standard deviations, and correlation coefficients for selected variables by subgroups defined by grouping variable(s). Plausible values can be included as analysis variables
Percentiles	Computes the score points that separate a given proportion of the distribution of scores, by subgroups defined by the grouping variable(s). Plausible values can be included as analysis variables
Group differences by performance*	Computes differences in an analysis variable, between groups, conditional on the civic knowledge or performance levels

Note:

*The statistics types *Logistic Regression* and *Group Differences by Performance* are not covered in this chapter. Refer to the IEA IDB Analyzer Help manual for details about these types of analysis.

All features of the IEA IDB Analyzer are described extensively in its associated Help manual. All statistical procedures offered in the analysis module of the IEA IDB Analyzer make appropriate use of sampling weights, and standard errors are computed using the jackknife repeated replication (JRR) method (Schulz et al., 2018c). Percentages, means, linear regressions, correlations, and percentiles may be specified with or without civic knowledge scores. When civic knowledge scores are used, the analyses are performed five times (once for each plausible value) and the results are aggregated to produce accurate estimates of civic knowledge and standard errors that incorporate both sampling and imputation errors. To conduct analyses using civic knowledge scores, select the **Use PVs** option from the **Plausible Value Option** drop-down menu. The various variables required to perform an analysis need to be selected for each specific variable field, according to their purpose (see Table 4.3).

Table 4.3: Fields for variable selection in the Analysis Module of the IEA IDB Analyzer

Field	Description
Grouping Variables	This list of variables defines the subgroups of interest. The list must consist of at least one grouping variable. By default, the IEA IDB Analyzer includes the variable IDCNTY, used to distinguish the participating countries. Additional variables may be selected from the available list. If the Exclude Missing from Analysis option is checked, only cases that have non-missing values in the grouping variables will be used in the analysis. If it is not checked, missing values become reporting categories
Analysis Variables	This is a list of variables for which means, percentages, correlations, or percentiles are to be computed. Usually, more than one analysis variable can be selected. To compute statistics based on civic knowledge scores, it is necessary to select the Use PVs option in the Plausible Value Option drop-down menu, and select the civic knowledge scores of interest in the Plausible Values field
Plausible Values	This section is used to identify the set of plausible values to be used when civic knowledge scores are the analysis variable for computing statistics. Select the Use PVs option in the Plausible Value Option drop-down menu before specifying the civic knowledge scores in the Plausible Values field
Independent Variables	This is a list of variables to be treated as independent variables for a linear or logistic regression analysis. More than one independent variable can be selected. Categorical variables and continuous variables can be specified as independent variables. When specifying categorical variables as independent variables, they can be treated either by "effect coding" or "dummy coding" using the Contrast drop-down menu. Civic knowledge scores also can be included as an independent variable. To specify civic knowledge scores as an independent variable, it is necessary to select the Use PVs option in the Plausible Value Option drop-down menu and select the civic knowledge scores of interest in the Plausible Values field
Dependent Variable	This is the variable to be used as the dependent variable when a linear or logistic regression analysis is specified. Only one dependent variable can be listed and can be either a context or background variable or civic knowledge scores. To use civic knowledge scores as the dependent variable, select the Use PVs option in the Plausible Value Option drop-down menu, click on the Plausible Values radio button in the Dependent Variable section, and select the civic knowledge scores of interest in the Plausible Values field
Achievement Benchmarks	These are the values that will be used as cut points on the civic knowledge scale, selected in the Plausible Values section, for computing the percentages of students meeting the specified benchmarks. Multiple cut points can be specified, each separated by a blank space. A drop-down menu is available to select the ICCS international benchmarks
Percentiles	These are the percentiles that will be calculated from the distribution of a continuous analysis variable selected in the Analysis Variables section. Civic knowledge scores can also be selected as an analysis variable. Select the Use PVs option in the Plausible Value Option drop-down menu and select the civic knowledge scores of interest in the Plausible Values field. Multiple percentiles can be specified, each separated by a blank space
Weight Variable	This is the sampling weight variable that will be used in the analysis. The IEA IDB Analyzer automatically selects the appropriate weight variable for analysis based on the file types included in the merged data file. Generally, this will be TOTWGTS for analysis on student level. When analyzing teacher data TOTWGTT will be used. Chapter 3 of this user guide provides more information on the ICCS 2016 sampling weights

4.5 Performing analyses with student-level variables

Many analyses of the ICCS 2016 data can be undertaken using student-level data only. This section presents examples of analyses used to produce tables for the ICCS 2016 international report, including examples of percentages only, percentages and means, linear regression analyses and computing percentages of students reaching proficiency levels. This section also discusses the steps involved when conducting correlation analyses.

4.5.1 Student-level analysis without civic knowledge scores

In our first example, we will replicate an analysis of students' reported age at the time of testing from the ICCS 2016 international report (Table 4.4, see also Schulz et al., 2018b, p. 58). This example focuses on the average age at the time of testing (with appropriate standard errors) and, therefore, we compute means without civic knowledge scores.

We need to undertake a number of steps to replicate the analysis to calculate the students' average reported age as given in the ICCS 2016 international report (Table 4.4). The student questionnaire data codebook reveals that the student questionnaire data variable S_AGE is the numeric variable reporting the age of students at the time of testing.

After creating the merged data file for the analysis, the Analysis Module of the IEA IDB Analyzer enables us to perform our analysis in the following steps:

- (1) Open the **Analysis Module** of the IEA IDB Analyzer.
- (2) Select the merged data file ISGALLC3.sav as the **Analysis File** by clicking the **Select** button.
- (3) Select **ICSS (Using Student Weights)** as the Analysis Type.
- (4) Select **Percentages and Means** as the Statistic Type.
- (5) Select **None Used** as the Plausible Value Option.
- (6) Leave **Listwise** as the Missing Data Option and 2 as the Number of Decimals.
- (7) The variable IDCNTY is selected automatically as **Grouping Variables**. No additional grouping variables are needed for this analysis. Leave the default option **Exclude Missing From Analysis** selected.
- (8) Click the **Analysis Variables** field to activate this choice, and select **S_AGE** from the list of available variables. Move it to the **Analysis Variables** field by clicking the **right arrow** (▶) button in this section.
- (9) The **Weight Variable** is automatically defined by the software. As this example analysis uses student questionnaire data, TOTWGTS is selected by default.
- (10) Specify the name and the folder of the output files in the **Output Files** field by clicking the **Define/Modify** button. The IEA IDB Analyzer will use this name and folder to create six output files. (i) An SPSS syntax file that contains the code for performing the analysis, and, after running the syntax file, (ii) an SPSS data file with the results, (iii) an SPSS output file, and (iv) an Excel file with these same results. Another two files contain significant test results: (v) an SPSS data file, and (vi) an Excel file (see Figure 4.7).
- (11) Press the **Start SPSS** button to create the SPSS syntax file. The file opens in an SPSS syntax win dow. The syntax file is executed by opening the **Run** menu of SPSS and selecting the **All** option. If necessary, the IEA IDB Analyzer prompts the user to confirm overwriting already existing files.

In our example, we only present the first countries that are displayed to save space (see Figure 4.8); this will be done for all example analyses. Note that the IEA IDB Analyzer also presents average statistics for all countries included in the analysis (the "Table Average").

In this example, each country's average for the S_AGE variable is reported for all sampled students. The IDB Analyzer outputs the number of valid cases, sum of weights of the sampled students, and their percentage, mean, and standard deviation, as well as the respective standard errors (Figure 4.8). In this case, in Bulgaria, valid data were available for 2966 students and these sampled students represent a population of about 52891 students. The estimate for the mean age of Bulgarian students was 14.74 years at the time they took the ICCS 2016 test, with a standard error of 0.01.

Table 4.4: Distributions of civic knowledge, originally published in the ICCS 2016 international report

Country	Civic knowledge									
	Years of schooling	Average age	250	350	450	550	650	750	Average scale score	HDI
Denmark [†]	8	14.9							586 (3.0) ▲	0.93
Chinese Taipei	8	14.1							581 (3.0) ▲	0.88 ³
Sweden [†]	8	14.7							579 (2.8) ▲	0.91
Finland	8	14.8							577 (2.3) ▲	0.90
Norway (9) [†]	9	14.6							564 (2.2) ▲	0.95
Estonia [†]	8	14.9							546 (3.1) ▲	0.87
Russian Federation	8	14.8							545 (4.2) ▲	0.80
Belgium (Flemish)	8	13.9							537 (4.1) ▲	0.90
Slovenia	8	13.8							532 (2.5) ▲	0.89
Croatia	8	14.6							531 (2.5) ▲	0.83
Italy	8	13.8							524 (2.4) ▲	0.89
Netherlands [†]	8	14.0							523 (4.5)	0.92
Lithuania	8	14.7							518 (3.0)	0.85
Latvia [†]	8	14.8							492 (3.1) ▼	0.83
Malta	9	13.8							491 (2.7) ▼	0.86
Bulgaria	8	14.7							485 (5.3) ▼	0.79
Chile	8	14.2							482 (3.1) ▼	0.85
Colombia	8	14.6							482 (3.4) ▼	0.73
Mexico	8	14.1							467 (2.5) ▼	0.76
Peru	8	14.0							438 (3.5) ▼	0.74
Dominican Republic	8	14.2							381 (3.0) ▼	0.72
ICCS 2016 average		14.4	Below D	D	C	B	A		517 (0.7)	

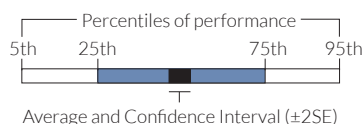
Proficiency Level

Countries not meeting sample participation requirements

Hong Kong SAR	8	13.9							515 (6.6)	0.92
Korea, Republic of ²	8	14.0							551 (3.6)	0.90

Benchmarking participant not meeting sample participation requirements

North Rhine-Westphalia (Germany) ¹	8	14.3							519 (2.7)	0.93
---	---	------	--	--	--	--	--	--	-----------	------



- ▲ Achievement significantly higher than international average
- ▼ Achievement significantly lower than international average

Notes:

() Standard errors appear in parentheses.

(9) Country deviated from International Defined Population and surveyed adjacent upper grade.

† Met guidelines for sampling participation rates only after replacement schools were included.

¹ National Defined Population covers 90% to 95% of National Target Population.

² Country surveyed target grade in the first half of the school year.

³ Data estimated for 2014. Source: <http://focustaiwan.tw/news/asoc/201409180039.aspx>.

Source: Schulz et al. (2018b, Table 3.9, p. 58).

Figure 4.7: IEA IDB Analyzer setup for example student-level analysis without plausible values

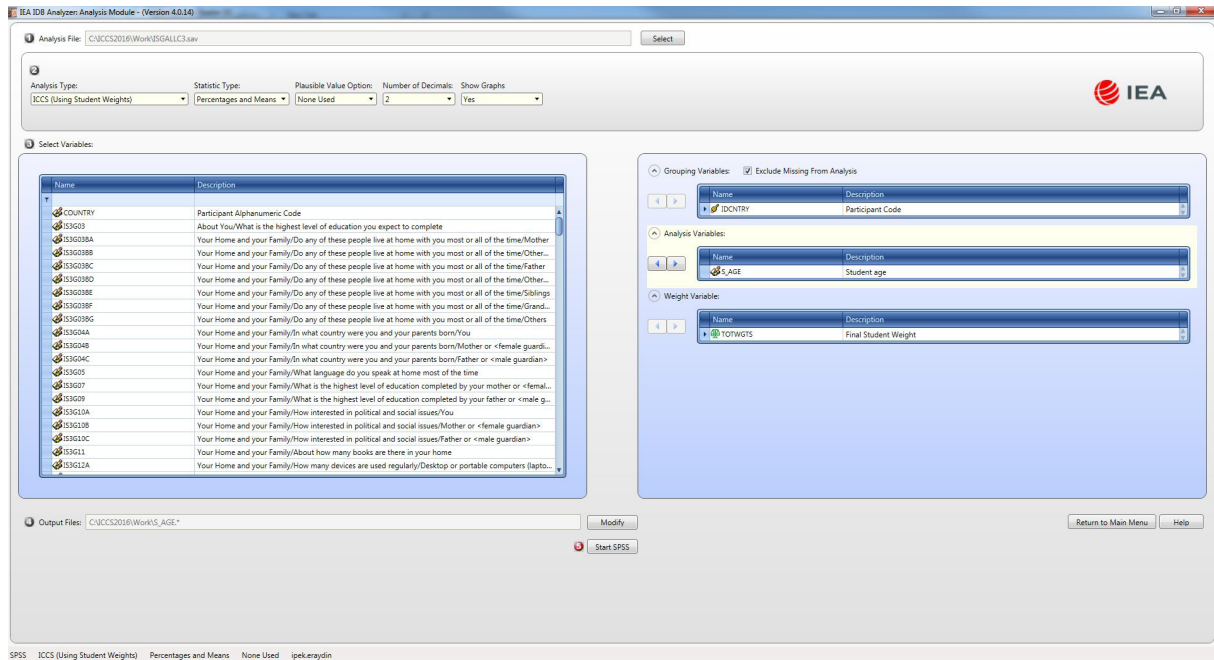


Figure 4.8: Output for example student-level analysis without civic knowledge scores

Average for S_AGE by (IDCNTRY)									PAGE	1
Participant Code	N of Cases	Sum of TOTWGTS	Sum of TOTWGTS (s.e.)	Percent	Percent (s.e.)	S_AGE (Mean)	S_AGE (s.e.)	Std.Dev.	Std.Dev. (s.e.)	
Bulgaria	2966	52891.34	1227.22	.81	.02	14.74	.01	.45	.02	
Chile	5081	230271.08	5861.15	3.54	.09	14.19	.02	.69	.03	
Chinese Taipei	3952	230810.11	3028.32	3.55	.06	14.12	.01	.41	.01	
Colombia	5609	689130.66	15706.73	10.60	.23	14.64	.04	1.06	.03	
Croatia	3896	37984.80	646.40	.58	.01	14.59	.01	.35	.01	
...										
Table Average	.	.	.	4.76	.04	14.40	.00	.52	.00	

Notes:

N = number, s.e. = standard error, Std. Dev. = standard deviation. The output shows the first five countries, and is for illustrative purposes only.

4.5.2 Student-level analysis with civic knowledge scores

In our second example, we replicate another set of results presented in the ICCS 2016 international report (Table 4.5, see Schulz et al., 2018b, p. 64). In this case, we are investigating the relationship between students' gender and civic knowledge, the latter being represented by a set of five plausible values. Since the results are based on plausible values, we need to ensure we include these when we create the file using the merge module, and to indicate that our analysis will make use of civic knowledge scores when we specify the analysis type.

Table 4.5: Gender differences in civic knowledge scores, originally published in the ICCS 2016 international report

Country	Average scale score females	Average scale score males	Difference (absolute value)	Gender difference			
				-50	0	50	100
Malta	511 (3.7)	473 (3.9)	38 (5.4)				
Bulgaria	505 (5.9)	468 (6.0)	37 (5.6)				
Sweden ¹	598 (3.1)	562 (3.9)	36 (4.3)				
Slovenia	550 (2.6)	515 (3.3)	35 (3.4)				
Chinese Taipei	599 (3.4)	564 (3.3)	34 (3.4)				
Norway (9) ¹	581 (2.4)	547 (2.6)	34 (2.4)				
Estonia ¹	563 (3.4)	530 (3.4)	33 (3.6)				
Finland	594 (2.3)	561 (3.4)	33 (3.8)				
Latvia ¹	507 (3.8)	476 (3.7)	30 (4.2)				
Dominican Republic	396 (3.4)	367 (3.3)	29 (3.0)				
Lithuania	532 (3.6)	504 (3.4)	28 (3.7)				
Croatia	544 (2.9)	518 (2.9)	26 (3.2)				
Chile	494 (3.8)	471 (3.3)	24 (3.8)				
Denmark [†]	597 (2.9)	575 (3.7)	23 (3.1)				
Mexico	478 (3.0)	456 (3.2)	21 (3.4)				
Italy	535 (3.0)	515 (3.0)	20 (3.6)				
Russian Federation	552 (5.1)	538 (4.3)	14 (4.6)				
Netherlands ¹	530 (5.0)	516 (4.9)	13 (4.0)				
Colombia	486 (4.1)	478 (3.6)	9 (3.9)				
Peru	441 (4.6)	435 (4.1)	6 (4.9)				
Belgium (Flemish)	538 (5.4)	537 (4.6)	1 (5.8)				
ICCS 2016 average	530 (0.8)	505 (0.8)	25 (0.9)				
Countries not meeting sample participation requirements							
Hong Kong SAR	532 (6.6)	499 (7.7)	33 (6.9)				
Korea, Republic of ²	568 (4.8)	537 (3.4)	31 (4.6)				

Notes:

() Standard errors appear in parentheses.

Statistically significant changes ($p < 0.05$) between 2009 and 2016 are displayed in **bold**.

(9) Country deviated from International Defined Population and surveyed adjacent upper grade.

† Met guidelines for sampling participation rates only after replacement schools were included.

¹ National Defined Population covers 90% to 95% of National Target Population.

² Country surveyed target grade in the first half of the school year.

Source: Schulz et al. (2018b, table 3.13, p. 64).

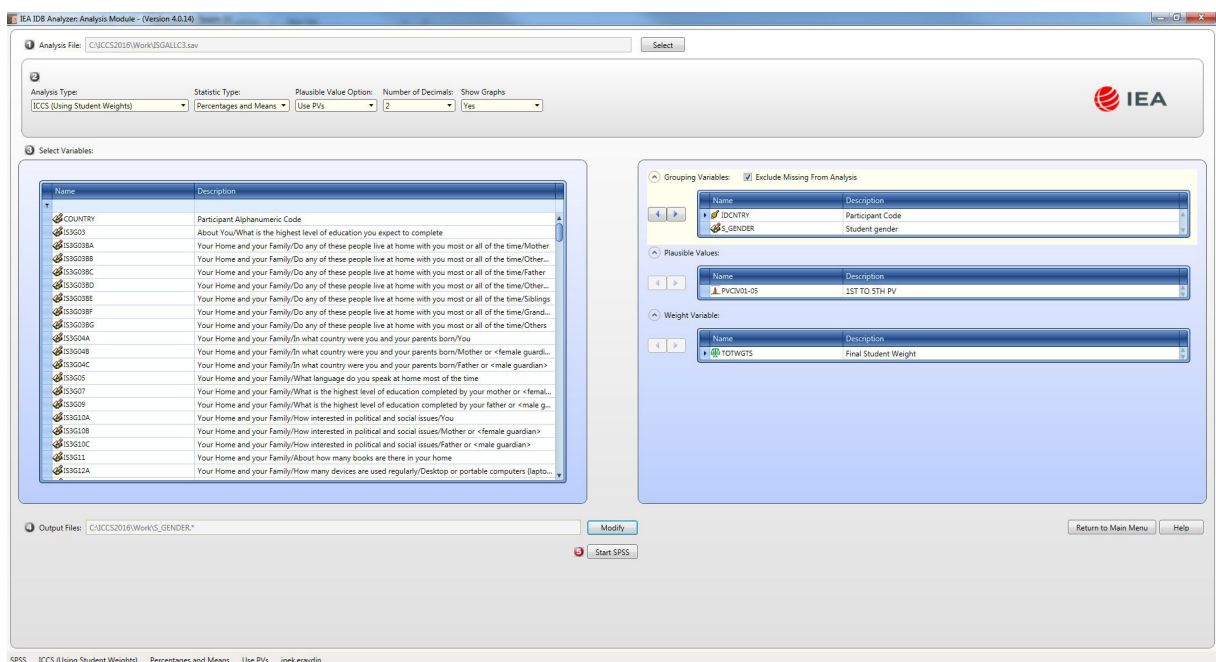
■ Gender difference statistically significant at 0.05 level
□ Gender difference not statistically significant

The codebooks reveal that the variable S_GENDER in the student questionnaire data files contains categorical information on the gender of the student.

The **Percentages and Means** analysis type with the **Use PVs** option activated computes percentages and mean civic knowledge scores based on plausible values and their respective standard errors. The IEA IDB Analyzer enables the user to replicate the analysis of gender differences in civic knowledge scores as follows (Figure 4.9 shows how the analysis module looks when the settings for this example analysis are entered):

- (1) Open the **Analysis Module** of the IEA IDB Analyzer.
- (2) Select the merged data file ISGALLC3.sav as the Analysis File by clicking the **Select** button.
- (3) Select **ICCS (Using Student Weights)** as the Analysis Type.
- (4) Select **Percentages and Means** as the Statistic Type. By default, the program will exclude records with missing grouping variables from the analysis.
- (5) Select **Use PVs** as the Plausible Value Option.
- (6) Add the variable S_GENDER as a second **Grouping Variable**. The variable IDCNTRY is always selected automatically as a grouping variable.
- (7) Specify the civic knowledge scores to be used for the analysis by clicking the **Plausible Values** field to activate it. Select PVCIV01-05 from the list of available variables and move it to the **Plausible Values** field by clicking the **right arrow** (▶) button in this section.
- (8) The **Weight Variable** is automatically selected by the software. As this example analysis uses student questionnaire data, TOTWGTS is included in the analysis by default.
- (9) Specify the name and the folder of the output files in the **Output Files** field by clicking the **Define/Modify** button.
- (10) Click the **Start SPSS** button to create the SPSS syntax file. The file will open in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu of SPSS and selecting the **All** menu option. If necessary, the IEA IDB Analyzer prompts the user to confirm or cancel overwriting already existing files.

Figure 4.9: IEA IDB Analyzer setup for example student-level analysis with civic knowledge scores



The IEA IDB Analyzer outputs each country's results split by gender, i.e. the values of the S_GENDER variable (Figure 4.10). The countries are identified in the first column and the second column describes the category of S_GENDER being reported. The third column reports the number of valid cases, and the fourth and fifth the sum of weights of the sampled students and the standard error of that sum. Two columns report the percentage of students in each category and the associated standard error, followed by the estimated mean civic knowledge and associated standard error. The standard deviation of the civic knowledge scores and the standard error are reported in the last two columns.

For example, in Bulgaria, 46.18% of the target population students are girls, and 53.82% are boys; the mean civic knowledge is 505.15 (standard error of 5.86) for girls and 467.96 (standard error of 5.98) for boys (Figure 4.10).

Figure 4.10: Output for example student-level analysis with civic knowledge scores

Average for PVCIV by IDCNTY S_GENDER										PAGE	1
Participant Code	Student gender	N of Cases	Sum of TOTWGTS	Sum of TOTWGTS (s.e.)	Percent	Percent (s.e.)	PVCIV (Mean)	PVCIV (s.e.)	Std.Dev	Std.Dev (s.e.)	
Bulgaria	Boy	1571	28467	1184.11	53.82	1.76	467.96	5.98	107.97	3.45	
	Girl	1395	24424	1048.82	46.18	1.76	505.15	5.86	104.41	4.11	
Chile	Boy	2577	116564	4028.94	50.62	1.12	470.80	3.26	95.61	1.64	
	Girl	2504	113707	3780.88	49.38	1.12	494.40	3.81	92.16	2.17	
Chinese Taipei	Boy	2040	117328	2796.61	50.82	1.10	564.25	3.33	92.26	2.10	
	Girl	1913	113542	3104.91	49.18	1.10	598.61	3.37	82.64	1.90	
Colombia	Boy	2676	323492	10254.34	46.94	1.25	477.58	3.65	84.02	1.73	
	Girl	2933	365639	13048.84	53.06	1.25	486.12	4.11	82.65	1.71	
Croatia	Boy	1971	18825	456.41	49.56	.85	518.05	2.88	77.98	1.95	
	Girl	1925	19160	457.42	50.44	.85	544.14	2.90	71.47	2.18	
...											
Table Average	Boy	.	.	.	50.50	.24	504.98	.82	88.79	.46	
	Girl	.	.	.	49.50	.24	529.96	.83	84.33	.51	

Notes:

N = number, s.e. = standard error, Std. Dev. = standard deviation. The output shows the first five countries, and is for illustrative purposes only.

The IEA IDB Analyzer also provides output files for all analysis types in Excel format. These files are located in the folder specified in the **Output Files** field. For the Percentages and Means analysis type (and as well for the Benchmark analysis type) there is also an Excel file with significance test results for differences of percentages as well as differences in means (for an example, see Figure 4.11).

Figure 4.11: Excel output including significance test results for example student-level analysis with civic knowledge scores

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	IDCNTY	relgroup	compgroup	mnpx	cmnpv	mpvdiff	pct	cpct	pctdiff	mpnv_se	cmnpv_se	mpvdiff_se	pct_se	cpct_se	pctdiff_se	pctdiff_t	mpvdiff_t
2	Bulgaria	Boy	Boy	467.96	467.96	0.00	53.82	53.82	0.00	5.98	5.98	#NULL!	1.76	1.76	#NULL!	#NULL!	#NULL!
3	Bulgaria	Boy	Girl	467.96	505.15	37.19	53.82	46.18	-7.64	5.98	5.86	5.61	1.76	1.76	3.52	-2.17	6.63
4	Bulgaria	Girl	Boy	505.15	467.96	-37.19	46.18	53.82	7.64	5.86	5.98	5.61	1.76	1.76	3.52	2.17	-6.63
5	Bulgaria	Girl	Girl	505.15	505.15	0.00	46.18	46.18	0.00	5.86	5.86	#NULL!	1.76	1.76	#NULL!	#NULL!	#NULL!
6	Chile	Boy	Boy	470.80	470.80	0.00	50.62	50.62	0.00	3.26	3.26	#NULL!	1.12	1.12	#NULL!	#NULL!	#NULL!
7	Chile	Boy	Girl	470.80	494.40	23.60	50.62	49.38	-1.24	3.26	3.81	3.80	1.12	1.12	2.24	-0.55	6.21
8	Chile	Girl	Boy	494.40	470.80	-23.60	49.38	50.62	1.24	3.81	3.26	3.80	1.12	1.12	2.24	0.55	-6.21

The Excel file provides significance test results for all combinations of grouping variables that were specified in the analysis module. In this example, this comprises all combinations of students' gender: boys with boys, boys with girls, girls with boys, and girls with girls. The interesting comparison is girls with boys (or vice versa). In Bulgaria, the difference in civic knowledge between girls and boys was already established from the SPSS output (see Figure 4.10; girls score 505.15, boys score 467.96). In our example, row 4 of the Excel file (Figure 4.11) shows that, in Bulgaria, boys score 37.19 score points lower than girls on the civic knowledge scale (with a standard error of 5.61). Column Q provides the t-value, which in this case is -6.63. Opting for a 95% confidence level, this difference is statistically significant, as the absolute value of that t-value (6.63) is ≥ 1.96 .

4.5.3 Student-level linear regression analysis

The IEA IDB Analyzer is able to calculate multiple linear regressions between dependent variables and a set of independent variables. This section demonstrates an example regression analysis with civic knowledge scores using student-level variables selected in the example merged data file ISGALLC3.sav.

The IEA IDB Analyzer can also be used to compute regression analysis without civic knowledge scores, but no example will be described here as the steps are similar to those described for a regression analysis with civic knowledge scores.

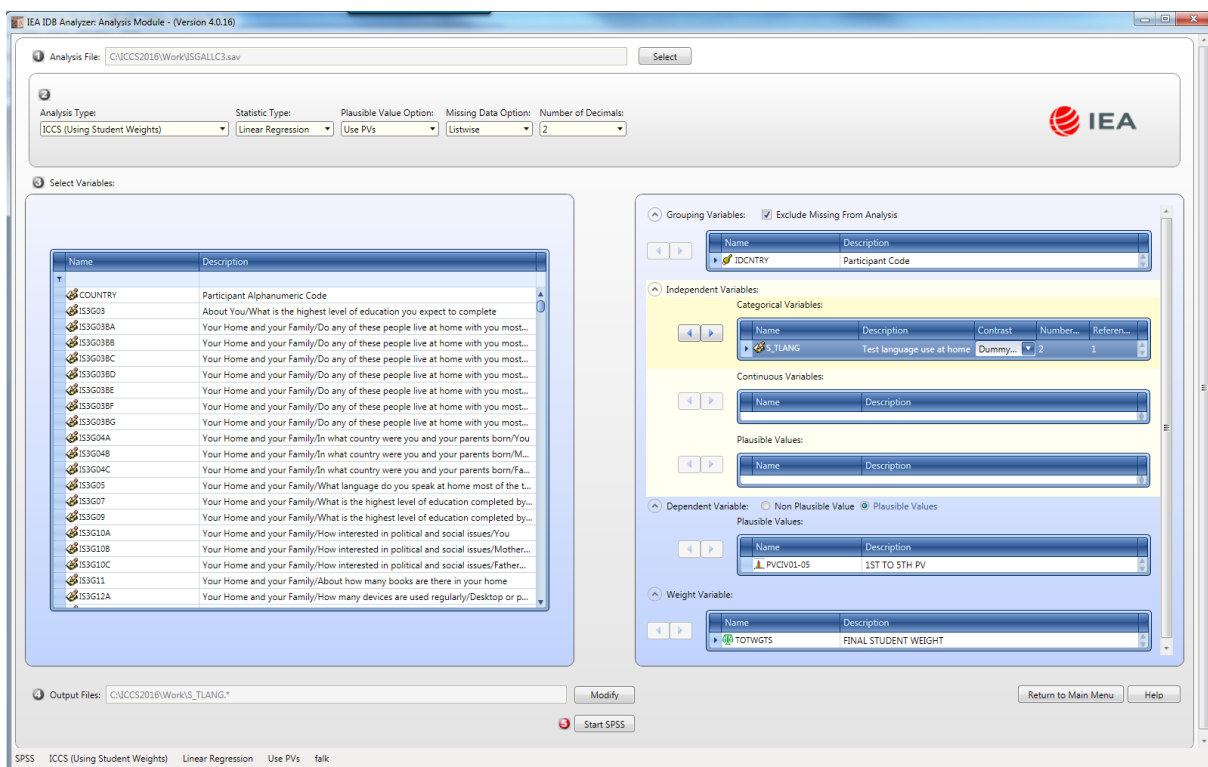
In our third example, we do not replicate any results presented in the ICCS 2016 international report; instead we will examine the language spoken at home as a predictor of civic knowledge. The linear regression analysis will use the variable S_TLANG, which indicates whether or not the student took the ICCS assessment in the language spoken at home, as the predictor of the five plausible values for civic knowledge (PVCIV01 through PVCIV05), using the weighting variable TOTWGTS. The data will be read from the merged data file ISGALLC3.sav and the standard errors will be computed based on 75 sets of replicate weights.

The example regression analysis is performed using the analysis module of the IEA IDB Analyzer as follows (Figure 4.12 shows how the analysis module should look when the proper settings for this example analysis are entered):

- (1) Open the **Analysis Module** of the IEA IDB Analyzer.
- (2) Specify the data file ISGALLC3.sav as the **Analysis File** by clicking the **Select** button and selecting the file from the location it has been saved.
- (3) Select **ICCS (Using Student Weights)** as the Analysis Type.
- (4) Select **Linear Regression** as the Statistic Type.
- (5) Select **Use PVs** as the **Plausible Value Option**.
- (6) The variable IDCNTY is selected automatically as **Grouping Variables**. No additional grouping variables are needed for this analysis.
- (7) Click the **Categorical Variables** field in the **Independent Variables** section to activate it and select the variable S_TLANG as the independent variable. This is done by selecting S_TLANG from the list of available variables and moving it to the **Categorical Variables** field by clicking the **right arrow** (▶) button in this section. By clicking the **Contrast** field of S_TLANG, a drop-down menu will appear, from which **Dummy Coding** should be selected. By default, the IEA IDB Analyzer will assume that S_TLANG has two categories, and it will select the first category (code 0) according to the coding of the variable as the reference category. These settings fit our needs. This way, the intercept or constant will be the estimated average civic knowledge for students with "other language[s]" spoken at home than the language of test, whereas the regression coefficient (S_TLANG (estimate)) shows the estimated difference in civic knowledge score points of students speaking the language of test at home and those students who speak another language at home. This also will allow us to perform a t-test to determine if the average civic knowledge is significantly different between students speaking and not speaking the language of test at home.

- (8) Click the **Plausible Values** radio button in the **Dependent Variable** section and select PVCIV01-05 as the Plausible Values. This is done by selecting PVCIV01-05 from the list of available variables and moving it to the **Plausible Values** field by clicking the **right arrow** (▶) button in this section.
- (9) The **Weight Variable** is automatically selected by the software. As this example analysis uses student questionnaire data, TOTWGTS is selected by default.
- (10) Specify the name and the folder of the output files in the **Output Files** field by clicking the **Define/Modify** button.
- (11) Click the **Start SPSS** button to create the SPSS syntax file. The file will open in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu of SPSS and selecting the **All** option. If applicable, the IEA IDB Analyzer will prompt the user to confirm they want to overwrite already existing files.

Figure 4.12: IDB Analyzer setup for example student-level regression analysis with civic knowledge scores



The IEA IDB Analyzer outputs the mean civic knowledge scores for students who did (marked “Constant”) and students who did not (flagged by the variable S_TLANG_D2) speak the test language at home for each country (Figure 4.13). These results show, for example, that in Belgium (Flemish) the estimated mean civic knowledge of target-grade students speaking the language of test at home was 490.60, with a standard error of 6.60. The Flemish target-grade students speaking the language of test at home had an estimated mean civic knowledge score 59.86 points (S_TLANG_D2) higher than Flemish students who did not speak the language of test at home, with standard error of 6.71. The estimated t-test value is 9.64, which in absolute value is greater than 1.96, indicating that this difference is statistically significant with a 95% confidence level. In the model statistics section of the results, the output (Figure 4.13) shows that about 8% of the variance in student civic knowledge in Belgium (Flemish) can be attributed to whether the language the student took the ICCS test in was the language spoken at home.

Figure 4.13: Output for example student-level regression analysis with civic knowledge scores

Regression Coefficients							PAGE	1
IDCNTY	Variable	Regression Coefficient	Regression Coefficient (s.e.)	Regression Coefficient (t-value)	Stndrdzd. Coefficient	Stndrdzd. Coefficient (s.e.)	Stndrdzd. Coefficient (t-value)	
Belgium (Flemish)	(CONSTANT)	490.60	6.60	74.31	.	.	.	
	S_TLANG_D2	59.86	6.71	8.92	.28	.03	9.64	
Bulgaria	(CONSTANT)	390.04	10.10	38.62	.	.	.	
	S_TLANG_D2	108.10	9.70	11.15	.32	.03	9.36	
Chile	(CONSTANT)	445.21	14.78	30.12	.	.	.	
	S_TLANG_D2	38.80	14.20	2.73	.05	.02	2.75	
Chinese Taipei	(CONSTANT)	537.59	5.84	92.05	.	.	.	
	S_TLANG_D2	50.41	5.15	9.79	.17	.02	9.09	
Colombia	(CONSTANT)	467.55	15.35	30.46	.	.	.	
	S_TLANG_D2	14.94	15.35	.97	.02	.02	.93	
...								
Table Average	(CONSTANT)	474.08	2.26	209.68	.	.	.	
	S_TLANG_D2	48.23	2.26	21.35	.14	.01	22.76	

Model Statistics					PAGE	1
IDCNTY	R-Square	R-Square (s.e.)	Adjusted R-Square	Adjusted R-Square (s.e.)		
Belgium (Flemish)	.08	.02	.08	.02		
Bulgaria	.10	.02	.10	.02		
Chile	.00	.00	.00	.00		
Chinese Taipei	.03	.01	.03	.01		
Colombia	.00	.00	.00	.00		
...						
Table Average	.03	.00	.03	.00		

Notes:

s.e. = standard error. The output shows the first five countries, and is for illustrative purposes only.

4.5.4 Calculating percentages of students reaching proficiency levels

This section describes how the IEA IDB Analyzer can be used to perform benchmark analyses, which will compute the percentages of students reaching specified proficiency levels on the civic knowledge scale and within specified subgroups, along with appropriate standard errors.

As an example, we will compute the percentages of students (not) reaching the three ICCS 2016 international proficiency levels of civic knowledge (Level D = 311 to 394 score points; Level C = 395 to 478 score points; Level B = 479 to 562 score points; and Level A = 563 score points and above) using the merged ISGALLC3.sav data file. This analysis will replicate results from the ICCS 2016 international report (Table 4.6, see Schulz et al., 2018b, p. 60).

This example is performed by using the Analysis Module of the IEA IDB Analyzer as follows (Figure 4.14 shows how the analysis module should look when the correct settings for this example analysis are entered):

- (1) Open the **Analysis Module** of the IEA IDB Analyzer.
- (2) Specify the data file ISGALLC3.sav as the **Analysis File** by clicking the **Select** button.
- (3) Select **ICCS (Using Student Weights)** as the Analysis Type.
- (4) Select **Benchmarks** as the Statistic Type.

Table 4.6: Percentages of students at each proficiency level of civic knowledge, originally published in the ICCS 2016 international report

Country	Below Level D	Level D	Level C	Level B	Level A	
Denmark [†]	0 (0.1)	2 (0.4)	10 (0.8)	25 (0.8)	62 (1.3)	
Chinese Taipei	0 (0.2)	3 (0.4)	10 (0.8)	25 (1.2)	62 (1.4)	
Finland	0 (0.1)	2 (0.4)	10 (0.8)	27 (1.4)	60 (1.6)	
Sweden [†]	1 (0.2)	4 (0.6)	12 (0.8)	25 (1.0)	58 (1.3)	
Norway (9) [‡]	1 (0.2)	4 (0.3)	13 (0.7)	29 (1.0)	53 (1.2)	
Estonia [†]	0 (0.1)	3 (0.5)	17 (1.0)	37 (1.5)	43 (1.8)	
Russian Federation	0 (0.1)	4 (0.6)	17 (1.2)	37 (1.5)	42 (2.1)	
Belgium (Flemish)	0 (0.1)	5 (0.8)	19 (1.6)	37 (1.6)	40 (2.2)	
Slovenia	0 (0.2)	4 (0.5)	21 (0.9)	38 (1.2)	37 (1.4)	
Croatia	0 (0.1)	4 (0.5)	20 (1.2)	40 (1.5)	36 (1.5)	
Netherlands [†]	1 (0.4)	8 (1.4)	23 (1.5)	32 (1.8)	36 (1.8)	
Italy	1 (0.3)	7 (0.6)	22 (0.8)	36 (1.1)	35 (1.2)	
Lithuania	1 (0.3)	7 (0.8)	24 (1.2)	39 (1.6)	31 (1.7)	
Bulgaria	6 (1.2)	16 (1.3)	23 (1.4)	28 (1.5)	27 (1.5)	
Malta	6 (0.5)	13 (0.8)	23 (1.0)	32 (1.1)	26 (1.1)	
Chile	4 (0.5)	16 (0.9)	27 (1.0)	32 (1.0)	21 (1.1)	
Latvia [‡]	2 (0.4)	11 (1.1)	29 (1.3)	39 (1.8)	19 (1.6)	
Colombia	2 (0.4)	14 (1.1)	31 (1.0)	35 (1.2)	17 (1.2)	
Mexico	3 (0.4)	18 (1.0)	33 (1.2)	33 (1.0)	13 (0.8)	
Peru	9 (0.9)	24 (1.2)	32 (1.2)	26 (1.2)	9 (0.8)	
Dominican Republic	19 (1.2)	39 (1.2)	30 (1.2)	11 (1.0)	1 (0.4)	
ICCS 2016 average	3 (0.1)	10 (0.2)	21 (0.2)	31 (0.3)	35 (0.3)	
Countries not meeting sample participation requirements						
Hong Kong SAR	3.4 (0.9)	11 (1.5)	19 (1.7)	32 (1.6)	35 (2.3)	
Korea, Republic of [‡]	0.8 (0.3)	5 (0.8)	17 (1.0)	31 (1.2)	47 (1.6)	
Benchmarking participant not meeting sample participation requirements						
North Rhine-Westphalia (Germany) [‡]	0.6 (0.1)	7 (0.7)	23 (1.7)	39 (1.5)	31 (1.6)	

Notes:

() Standard errors appear in parentheses.

(9) Country deviated from International Defined Population and surveyed adjacent upper grade.

† Met guidelines for sampling participation rates only after replacement schools were included.

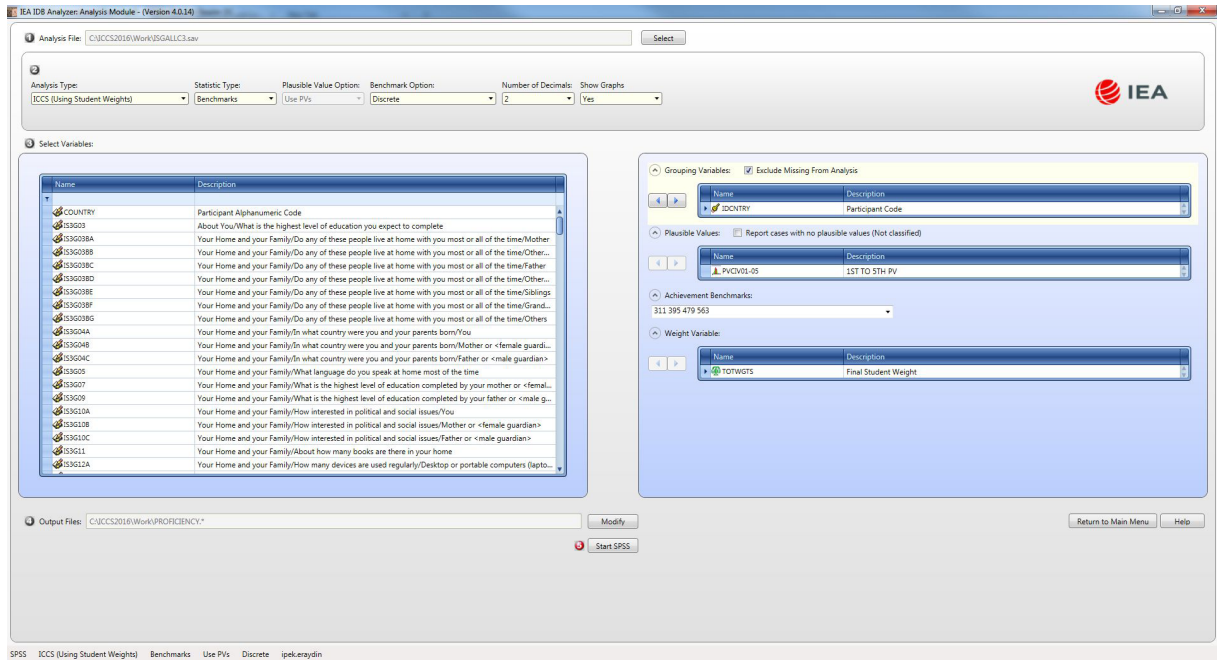
¹ National Defined Population covers 90% to 95% of National Target Population.

² Country surveyed target grade in the first half of the school year.

Source: Schulz et al. (2018b, table 3.10, p. 60).

- (5) Select the **Discrete** option under the **Benchmark Option** drop-down menu to get discrete percentages of students reaching the ICSS international benchmarks.
- (6) The variable IDCNTRY is selected automatically as **Grouping Variables**. No additional grouping variables are needed for this analysis.
- (7) Specify the civic knowledge scores to be used for the analysis by clicking the **Plausible Values** field. Select PVCIV01-05 from the list of available variables and move it to the **Plausible Values** field by clicking the **right arrow** (▶) button in this section.
- (8) Specify the ICCS 2016 International Benchmarks, namely 311, 395, 479 and 563 (Level D, Level C, Level B and Level A, respectively). These values can be entered manually in the **Achievement Benchmarks** field, each separated by a blank space, or they can be selected by clicking on the drop-down menu available for this field.
- (9) The **Weight Variable** is automatically defined by the software. As this example analysis uses student questionnaire data, TOTWGTS is selected by default.
- (10) Specify the name and the folder of the output files in the **Output Files** field by clicking the **Define/Modify** button.
- (11) Click the **Start SPSS** button to create the SPSS syntax file. The file will open in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu of SPSS and selecting the **All** option. If necessary, the IEA IDB Analyzer will prompt the user to confirm they want to overwrite already existing files.

Figure 4.14: IDB Analyzer setup for example benchmark analysis



The IEA IDB Analyzer outputs the percentages of students reaching the specified benchmarks (Figure 4.15). In Bulgaria, 6.36% of the target-grade students are below proficiency level D of 311 score points (with a standard error of 1.24%), 16.02% of students reached proficiency level D (with a standard error of 1.26%), 22.55% of the students reached proficiency level C (with a standard error of 1.36%), 28.42% of students reached proficiency level B (with a standard error of 1.52%), and 26.66% of the students achieved proficiency level A (with standard error of 1.51%).

Figure 4.15: Output for example benchmark analysis of levels of civic knowledge

Percents by Performance Groups of PVCIV						PAGE 1
Participant Code	Performance Group	N of Cases	Sum of TOTWGTS	Sum of TOTWGTS (s.e.)	Percent	Percent (s.e.)
Bulgaria	1.Below 311	157	3365	657.44	6.36	1.24
	2.From 311 to Below 395	403	8472	737.18	16.02	1.26
	3.From 395 to Below 479	646	11925	751.19	22.55	1.36
	4.From 479 to Below 563	882	15031	858.78	28.42	1.52
	5.At or Above 563	877	14099	850.93	26.66	1.51
Chile	1.Below 311	164	8451	1123.31	3.67	.47
	2.From 311 to Below 395	751	36955	2307.74	16.05	.93
	3.From 395 to Below 479	1305	62625	2858.46	27.20	1.00
	4.From 479 to Below 563	1618	72993	2976.68	31.70	1.01
	5.At or Above 563	1243	49247	2750.38	21.39	1.09
Chinese Taipei	1.Below 311	16	1040	404.76	.45	.17
	2.From 311 to Below 395	111	6773	898.67	2.93	.38
	3.From 395 to Below 479	381	22900	1911.42	9.92	.81
	4.From 479 to Below 563	954	56619	2889.33	24.52	1.22
	5.At or Above 563	2491	143538	3791.98	62.17	1.45
Colombia	1.Below 311	108	14455	2468.08	2.10	.36
	2.From 311 to Below 395	730	95022	7828.83	13.79	1.13
	3.From 395 to Below 479	1707	215826	8000.09	31.32	1.01
	4.From 479 to Below 563	2010	244013	10963.78	35.41	1.22
	5.At or Above 563	1054	119815	8694.32	17.39	1.19
Croatia	1.Below 311	17	118	46.69	.31	.12
	2.From 311 to Below 395	169	1479	175.23	3.89	.48
	3.From 395 to Below 479	807	7549	467.11	19.87	1.25
	4.From 479 to Below 563	1540	15170	601.36	39.94	1.48
	5.At or Above 563	1363	13669	692.73	35.98	1.54
...						
Table Average	1.Below 311	.	.	.	2.74	.11
	2.From 311 to Below 395	.	.	.	9.82	.18
	3.From 395 to Below 479	.	.	.	21.21	.24
	4.From 479 to Below 563	.	.	.	31.49	.29
	5.At or Above 563	.	.	.	34.75	.31

Notes:

N = number, s.e. = standard error. The output shows the first five countries, and is for illustrative purposes only.

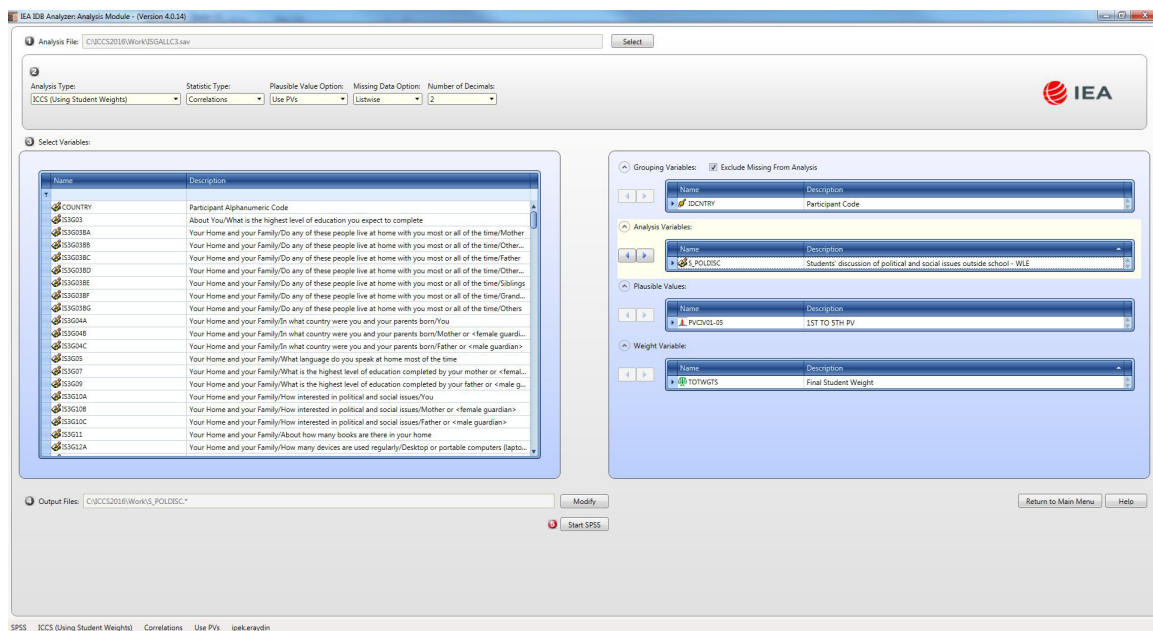
4.5.5 Computing correlations with context or background variables and civic knowledge scores

In addition to the analyses described above, the IEA IDB Analyzer also is able to compute correlations between context or background variables, and between context or background variables and civic knowledge scores. The example shown here will be a correlation analysis with civic knowledge scores. Correlation analysis between two context or background variables follows the same steps. The only difference is that the correlation between two context or background variables will require adding two variables in the Analysis Variables field instead of one.

The examples of correlation between a context or background variable and civic knowledge scores presented here cannot be found in the ICCS 2016 international report. In this example, we will calculate the correlation between students' discussion of political and social issues outside of school (S_POLDISC) and the civic knowledge score (represented by the five plausible values PVCIV01-05). To perform this correlation analysis, we again use the Analysis Module of the IEA IDB Analyzer as follows (Figure 4.16 shows how the analysis module should look when the correct settings for the analysis are entered):

- (1) Open the **Analysis Module** of the IEA IDB Analyzer.
- (2) Specify the data file ISGALLC3.sav as the **Analysis File**.
- (3) Select **ICCS (Using Student Weights)** as the Analysis Type.
- (4) Select **Correlations** as the Statistic Type. The IDCNTRY (country ID) is selected by default. No other variable needs to be selected for this analysis.
- (5) Specify the civic knowledge scores to be used for the analysis by clicking the **Plausible Values** field to activate it.
- (6) Specify the variable POLDISC as the analysis variable by clicking the **Analysis Variables** field to activate it. Select POLDISC from the list of available variables and move it to the **Analysis Variables** field by clicking the **right arrow** (▶) button in this section.
- (7) Select PVCIV01-05 from the list of available variables and move it to the **Plausible Values** field by clicking the **right arrow** (▶) button in this section.
- (8) The **Weight Variable** is automatically defined by the software. As this example analysis uses student questionnaire data, TOTWGTS is selected by default.
- (9) Specify the name and the folder of the output files in the **Output Files** field by clicking the **Define/Modify** button.
- (10) Click the **Start SPSS** button to create the SPSS syntax file. The file will open in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu of SPSS and selecting the **All** option. If necessary, the IEA IDB Analyzer will prompt the user to confirm they want to overwrite already existing files.

Figure 4.16: IDB Analyzer setup for example correlation analysis



The IEA IDB Analyzer outputs the correlation analysis in SPSS format (Figure 4.17) revealing that the correlation between students' discussion of political and social issues outside of school and the civic knowledge score in Belgium (Flemish) is 0.08 with a standard error of 0.03. To verify whether this correlation is statistically significant, we can compute the t-value by dividing the correlation coefficient by its standard error. Using the exact numbers from the Excel output, we get a t-value of 2.71, which indicates that on a 95% confidence level there is a statistically significant correlation in Belgium (Flemish) between students' discussion of political and social issues outside of school and students' civic knowledge. However, although the correlation is statistically significant, it is only very weak and therefore negligible.

Figure 4.17: Output for example correlation analysis

Correlation Coefficients					PAGE	1
IDCNTRY	Variable	Correlation with S_POLDISC	Correlation with S_POLDISC (s.e.)	Correlation with PV_CIV	Correlation with PV_CIV (s.e.)	
Belgium (Flemish)	S_POLDISC	1.00	.00	.08	.03	
	PV_CIV	.08	.03	1.00	.00	
Bulgaria	S_POLDISC	1.00	.00	.05	.03	
	PV_CIV	.05	.03	1.00	.00	
Chile	S_POLDISC	1.00	.00	.17	.02	
	PV_CIV	.17	.02	1.00	.00	
Chinese Taipei	S_POLDISC	1.00	.00	.16	.02	
	PV_CIV	.16	.02	1.00	.00	
Colombia	S_POLDISC	1.00	.00	.02	.02	
	PV_CIV	.02	.02	1.00	.00	
...						
Table Average	S_POLDISC	1.00	.00	.14	.00	
	PV_CIV	.14	.00	1.00	.00	

Notes:

s.e. = standard error. The output shows the first five countries, and is for illustrative purposes only.

4.5.6 Calculating percentiles of students' civic knowledge

The IEA IDB Analyzer can also be used to calculate percentiles of civic knowledge scores by selecting the Percentiles analysis option. This computes the percentiles within the distribution of student civic knowledge scores within specified subgroups of students. This analysis type also computes the appropriate standard errors for those percentiles.

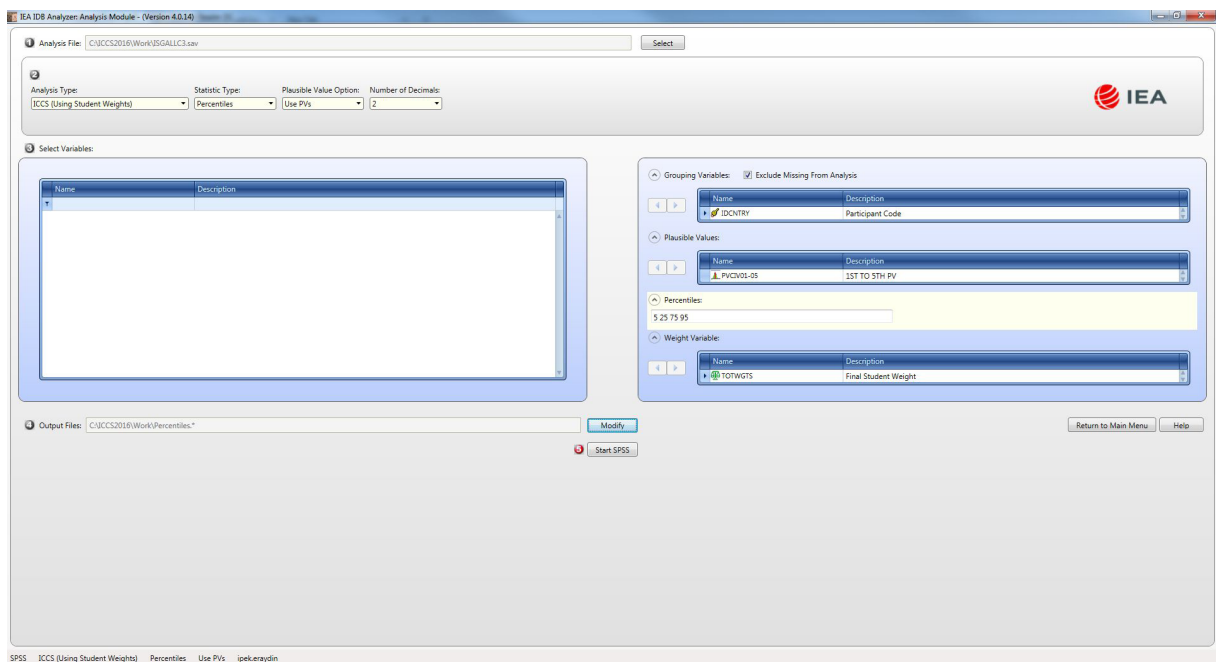
As an example, we will compute the percentiles of student civic knowledge scores and their standard errors within each country, using the weighting variable TOTWGTS, replicating values that were previously reported in the ICCS 2016 international report (refer again to Table 4.4 earlier in this chapter; see also Schulz et al., 2018b, p. 58). The data are derived from the data file ISGALLC3.sav and the standard error calculations are based on replicate weights.

To perform a percentile analysis, we again use the Analysis Module of the IEA IDB Analyzer as follows (Figure 4.18 shows how the analysis module should look when the correct settings for the example analysis are entered):

- (1) Open the **Analysis Module** of the IEA IDB Analyzer.
- (2) Specify the data file ISGALLC3.sav as the **Analysis File**.
- (3) Select **ICCS (Using Student Weights)** as the Analysis Type.
- (4) Select **Percentiles** as the Statistic Type.
- (5) The IDCNTRY (country ID) is selected by default as a grouping variable. No other grouping variable needs to be selected for this analysis.
- (6) Specify the civic knowledge scores to be used for the analysis by clicking the **Plausible Values** field to activate it. Select PVCIV01-05 from the list of available variables and move it to the **Plausible Values** field by clicking the **right arrow** (▶) button in this section.
- (7) The **Weight Variable** is automatically defined by the software. As this example analysis uses student questionnaire data, TOTWGTS is selected by default.

- (8) Click on the **Percentiles** radio button and specify the percentile points in the distribution. For our example, we will use the 5th, 25th, 75th and 95th percentiles. These need to be typed in increasing order separated by spaces.
- (9) Specify the name and the folder of the output files in the **Output Files** field by clicking the **Define/Modify** button.
- (10) Click the **Start SPSS** button to create the SPSS syntax file. The file will open in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu of SPSS and selecting the **All** option. If necessary, the IEA IDB Analyzer will prompt you to confirm overwriting already existing files.

Figure 4.18: Analysis Module setup screen for computing percentiles



The IEA IDB Analyzer outputs the percentile analysis in SPSS format (Figure 4.19). The example reveals that, in Bulgaria, the score of the 5th percentile of the score distribution is 297.26 points (standard error 8.73), for the 25th percentile it is 407.73 points (standard error 9.78), for the 75th percentile it is 567.37 points (standard error 4.03), and for the 95th percentile it is 645.79 points (standard error 4.93).

Figure 4.19: SPSS output for percentiles

Percentiles for PVCIV by IDCNTY										PAGE 1
Participant Code	N of Cases	Sum of TOTWGTS	p5	p5_se	p25	p25_se	p75	p75_se	p95	p95_se
Bulgaria	2966	52891	297.26	8.73	407.73	9.78	567.37	4.03	645.79	4.93
Chile	5081	230271	322.68	4.85	413.94	4.89	552.70	2.87	631.10	3.40
Chinese Taipei	3953	230870	418.15	7.76	527.24	4.12	643.97	3.15	712.00	3.24
Colombia	5609	689131	339.80	4.79	425.69	4.51	540.92	3.96	615.24	4.84
Croatia	3896	37985	401.90	5.16	481.51	3.63	585.22	3.07	647.34	4.28
...										
Table Average	.	.	365.62	1.44	458.45	1.06	580.29	.84	653.12	1.03

Notes:

N = number, s.e. = standard error, p5 = 5th percentile, p25 = 25th percentile, p75 = 75th percentile, p95 = 95th percentile. The output shows the first five countries, and is for illustrative purposes only.

4.6 Performing analyses with teacher-level data

As already noted, student and teacher data cannot be merged and analyzed together due to the sampling design of ICCS 2016. The example of an analysis using teacher questionnaire data presented here investigates the percentage of teachers who reported taking part in cultural activities (e.g., theatre, music, cinema) with the target grade classes they taught. The analysis replicates results reported in the ICCS 2016 international report (Table 4.7; see also Schulz et al., 2018b, table 6.13, p. 165). We use the Percentages Only analysis type in the IEA IDB Analyzer to estimate the percentages teachers reporting taking part in cultural activities with target classes.

As with previous examples, we first identify the relevant analysis variables in the appropriate files, and review the documentation for any specific national adaptations to the questions of interest (see Appendix B of this user guide). Since we are interested in teacher-level data, we need to look in the teacher questionnaire data files for the variable that contains the information in the teachers' report on cultural activities with students of the target grade (IT3G08D).

The example uses data from the merged data file ITGALLC3.sav. The variable that identifies the country (IDCNTY) is selected automatically by the IEA IDB Analyzer Analysis Module, and so are the variables that contain the sampling information and that will be used to generate the replicate weights for the analysis.

To perform the example teacher-level analysis, we again use the Analysis Module of the IEA IDB Analyzer as follows (Figure 4.20 shows how the analysis module should look when the correct settings for the example analysis are entered):

- (1) Open the **Analysis Module** of the IEA IDB Analyzer.
- (2) Select the data file ITGALLC3.sav as the **Analysis File**.
- (3) Select **ICCS (Using Teacher Weights)** as the Analysis Type since we want to analyze the responses of the teachers.
- (4) Select **Percentages only** as the Statistic Type.
- (5) Specify the variable IT3G08D as a second grouping variable by clicking the **Grouping Variables** field to activate it. Select IT3G08D from the list of available variables and move it to the **Grouping Variables** field by clicking the **right arrow** (▶) button in this section.
- (6) The **Weight Variable** is automatically defined by the software. As this example analysis uses only teacher questionnaire data, TOTWGTT is selected by default.

Table 4.7: Teacher's perceptions of student activities, originally published in the ICCS 2016 international report

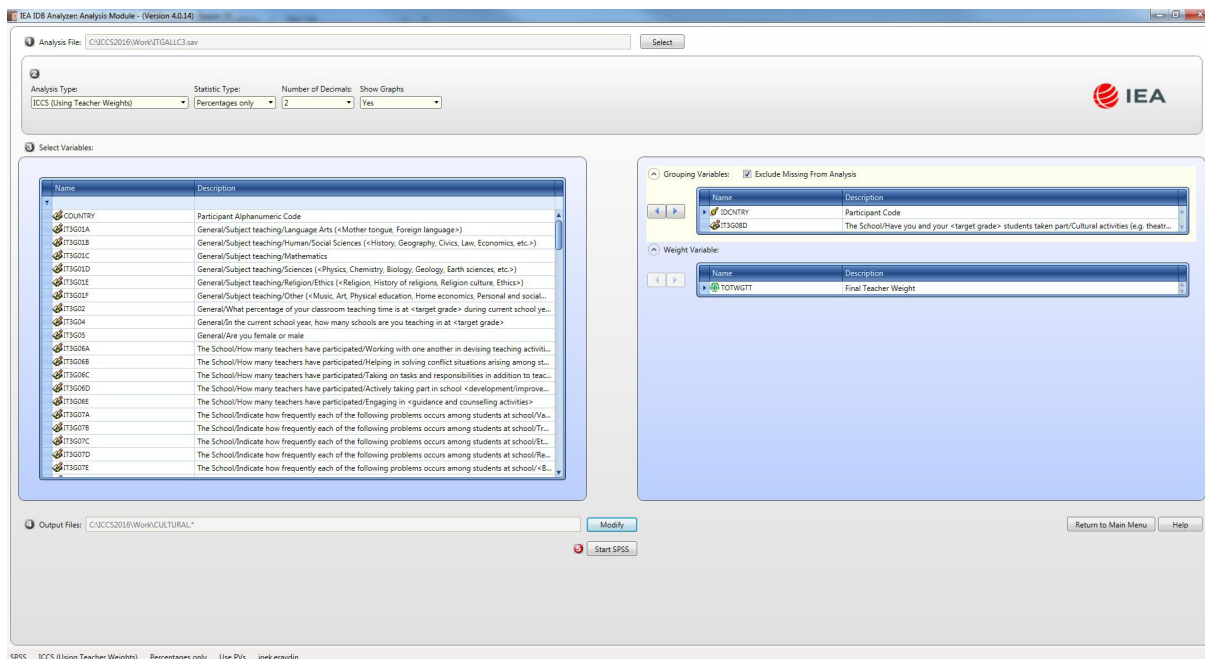
Country	National percentages of teachers who reported having taking part with their target-grade classes in ...								
	Activities related to environmental sustainability	Human rights projects	Activities for underprivileged people or groups	Cultural activities (e.g. theater, music)	Multicultural and intercultural activities within the <local community>	Campaigns to raise people's awareness	Activities aimed at protecting the cultural heritage in the <local community>	Visits to political institutions	Sports events
Belgium (Flemish) [†]	50 (2.1) ▽	31 (1.8) ▽	54 (2.2) ▲	84 (1.6) △	35 (1.9) ▽	47 (1.9) ▽	9 (0.9) ▼	10 (1.3) ▽	76 (1.3) △
Bulgaria	54 (2.8)	15 (1.3) ▼	36 (2.0)	69 (2.8) ▽	51 (1.9) △	72 (2.2) ▲	52 (2.3) ▲	8 (1.9) ▽	79 (1.5) △
Chile	43 (2.3) ▼	21 (1.8) ▼	45 (2.3) △	69 (1.7) ▽	58 (1.8) ▲	51 (2.4)	34 (2.3) ▽	18 (1.9)	70 (1.7) ▽
Chinese Taipei	41 (1.5) ▼	19 (1.1) ▼	33 (1.2) ▽	62 (1.3) ▼	33 (1.3) ▼	40 (1.3) ▼	13 (0.9) ▼	7 (0.8) ▽	70 (1.3) ▽
Colombia	72 (2.4) ▲	54 (3.0) ▲	41 (2.0)	79 (1.6) △	63 (2.2) ▲	75 (2.1) ▲	58 (2.2) ▲	10 (1.6) ▽	85 (1.4) ▲
Croatia	62 (1.9) △	43 (1.6) △	30 (1.5) ▽	65 (1.7) ▽	38 (2.1) ▽	33 (1.7) ▼	52 (1.6) ▲	10 (1.0) ▽	63 (1.9) ▼
Dominican Republic	84 (3.0) ▲	62 (3.7) ▲	52 (4.5) ▲	80 (3.1)	68 (3.1) ▲	73 (3.6) ▲	66 (3.1) ▲	40 (3.9) ▲	80 (3.2) △
Finland [†]	45 (1.6) ▼	15 (1.4) ▼	31 (1.3) ▽	56 (1.6) ▼	17 (1.2) ▼	61 (1.8) △	14 (1.1) ▼	2 (0.3) ▼	48 (2.1) ▼
Italy	54 (2.0)	48 (1.7) ▲	44 (1.9) △	84 (1.4) △	38 (1.9) ▽	62 (1.4) △	41 (1.6)	22 (1.5) △	65 (1.6) ▽
Latvia	46 (2.5) ▼	17 (1.3) ▼	17 (1.2) ▼	72 (1.5)	48 (1.6) △	39 (1.5) ▼	43 (1.4) △	14 (1.2) ▽	72 (1.6)
Lithuania	68 (1.8) ▲	36 (1.5)	42 (1.9)	86 (1.1) ▲	54 (1.6) △	62 (1.6) △	54 (1.4) ▲	31 (2.1) ▲	84 (1.3) ▲
Malta	58 (2.1)	27 (1.7) ▽	36 (1.8)	63 (2.0) ▼	32 (1.8) ▼	33 (1.7) ▼	35 (2.1) ▽	32 (1.8) ▲	74 (1.7)
Mexico	76 (1.5) ▲	63 (1.6) ▲	41 (2.1)	72 (1.2) ▽	58 (2.0) ▲	59 (2.2) △	50 (1.9) ▲	8 (0.8) ▽	76 (1.5) △
Norway	35 (1.8) ▼	37 (1.9)	26 (1.3) ▼	83 (1.2) △	16 (2.3) ▼	43 (2.6) ▼	32 (2.0) ▽	23 (1.6) △	72 (1.7)
Peru	70 (2.2) ▲	40 (1.8) △	48 (1.9) △	77 (1.6)	74 (2.2) ▲	67 (1.8) ▲	56 (1.8) ▲	11 (1.1) ▽	91 (0.8) ▲
Slovenia	70 (1.6) ▲	39 (1.3) △	49 (1.4) ▲	87 (1.0) ▲	40 (1.3) ▽	56 (1.3)	48 (1.8) △	14 (1.3)	82 (1.1) △
Sweden	39 (1.7) ▼	46 (2.0) ▲	33 (1.7) ▽	80 (1.9) △	29 (2.0) ▼	33 (1.9) ▼	15 (1.2) ▽	20 (1.8)	58 (1.9) ▼
ICCS 2016 average	57 (0.5)	36 (0.5)	39 (0.5)	75 (0.4)	44 (0.5)	53 (0.5)	39 (0.4)	16 (0.4)	73 (0.4)
Countries not meeting sample participation requirements for teacher survey									
Denmark	39 (3.5)	32 (3.9)	16 (2.4)	73 (3.3)	15 (2.4)	16 (2.1)	9 (2.5)	22 (3.1)	60 (3.4)
Estonia	60 (3.0)	12 (1.6)	14 (2.1)	91 (1.7)	44 (3.5)	72 (3.5)	67 (3.0)	35 (4.7)	95 (1.0)
Korea, Republic of	57 (2.2)	34 (1.8)	41 (1.6)	75 (1.6)	36 (1.6)	48 (1.7)	32 (1.6)	14 (1.3)	74 (1.5)
Netherlands	20 (1.5)	15 (1.3)	39 (2.4)	60 (2.0)	16 (1.2)	19 (1.7)	9 (1.0)	8 (0.8)	61 (1.8)
Russian Federation	74 (2.9)	39 (3.0)	52 (3.9)	75 (3.1)	76 (3.1)	55 (2.9)	72 (2.6)	21 (2.7)	82 (2.8)

National percentage:
 ▲ More than 10 percentage points above ICCS 2016 average
 △ Significantly above ICCS 2016 average
 ▽ Significantly below ICCS 2016 average
 ▼ More than 10 percentage points below ICCS 2016 average

Notes:
 () Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.
 † Met guidelines for sampling participation rates only after replacement schools were included.

Source: Schulz et al. (2018b, table 6.13, p. 165).

Figure 4.20: IDB Analyzer setup for example teacher-level analysis



- (7) Specify the name and the folder of the output files in the **Output Files** field by clicking the **Define/Modify** button.
- (8) Click the **Start SPSS** button to create the SPSS syntax file. The file will open in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu of SPSS and selecting the **All** option. If necessary, the IEA IDB Analyzer will prompt the user to confirm they want to overwrite already existing files.

The IDB Analyzer outputs each country's results on two lines, one for each value of the IT3G08D variable (Figure 4.21). In this case, the selected variable has two categories (Yes/No). For categorical variables with more than two categories, the output will show one line per category for each country. The results are presented in the same manner as in the previous examples, revealing that, for example, 69.09% of teachers in Bulgaria took part in cultural activities with students from the target grade classes they taught, while 30.91% of teachers did not get involved in cultural activities with their classes; in both cases, the standard error is 2.75%.

Figure 4.21: Output for example teacher-level analysis

Percentages by (IDCOUNTRY IT3G08D)						PAGE 1
Participant Code	The School/Have you and your <target grade> students taken part/ Cultural activities (e.g. theatre, music)	N of Cases	Sum of TOTWGTT	Sum of TOTWGTT (s.e.)	Percent	Percent (s.e.)
Bulgaria	Yes	1105	10442	520.02	69.09	2.75
	No	420	4672	454.32	30.91	2.75
Chile	Yes	1004	30839	1015.53	69.27	1.71
	No	429	13680	831.37	30.73	1.71
Chinese Taipei	Yes	1393	16150	591.90	61.92	1.32
	No	830	9931	408.86	38.08	1.32
Colombia	Yes	1220	89928	3789.58	79.14	1.56
	No	346	23700	1957.65	20.86	1.56
Croatia	Yes	1820	8029	235.71	64.90	1.71
	No	891	4341	293.31	35.10	1.71
...						
Table Average	Yes	.	.	.	74.65	.41
	No	.	.	.	25.35	.41

Notes:

N = number, s.e. = standard error. The output shows the first five countries, and is for illustrative purposes only.

4.7 Performing analyses with school-level data

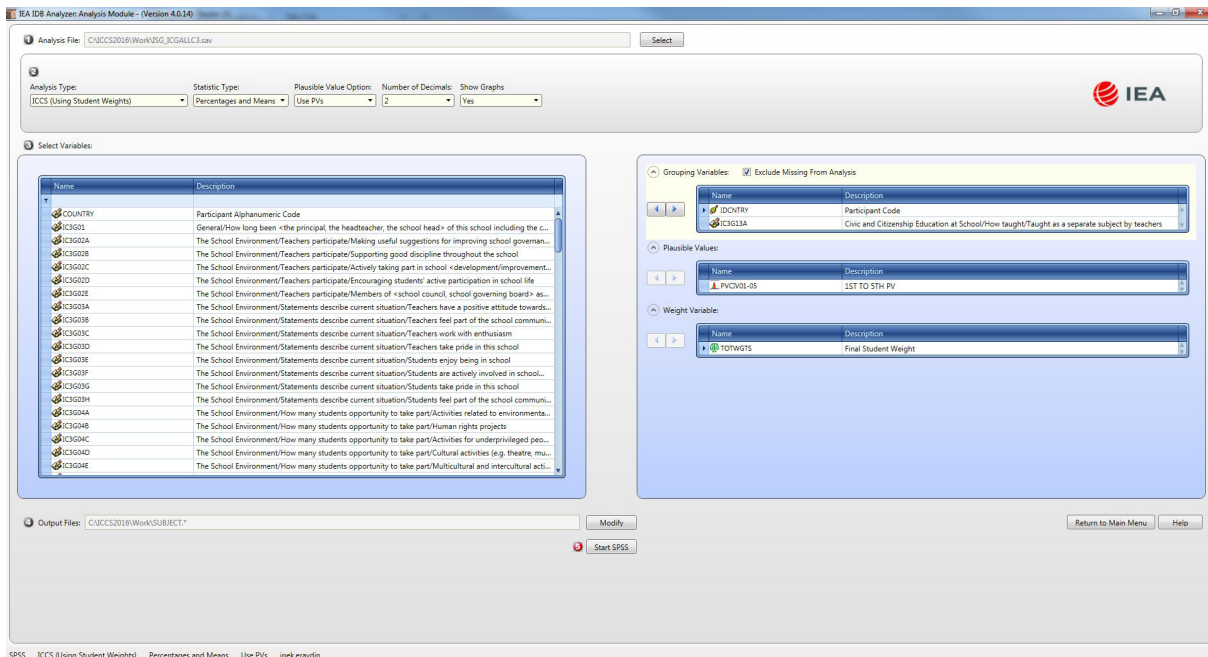
When performing analyses with the merged school-level data, the data are analyzed to make statements about the number or percentages of students attending schools with a given characteristic, rather than about the number or percentages of schools with a given characteristic. In this example of a school-level analysis, we investigate the percentage of students who attend schools in which civic and citizenship education is taught as a separate subject by teachers of civic education. We additionally calculate the average civic knowledge within each of the two categories of the variable. Note that the example presented here is not provided in the ICCS 2016 international report.

In this example analysis of school-level data, we use the ISG_ICGALLC3.sav data file, which contains merged school- and student-level data, as described in section 4.3. Please note that in merging school- and student-level data only, the total student weight TOTWGTS (and student jackknifing variables JKZONES and JKREPS) are included in the merged file, but not the school-level files. We can undertake this analysis using the **Percentages and Means** analysis type in the IEA IDB Analyzer with the **Plausible Value Option** checked. The first step in our analysis is to identify the variables of interest from the appropriate files and review the documentation on specific national adaptations to the questions of interest (see Appendix B). Variable IC3G13A in the school questionnaire data file contains information on whether civic and citizenship is taught as a separate subject in the school.

The variable identifying the country (IDCNTY) is selected automatically by the IEA IDB Analyzer. For this school-level analysis, we again use the Analysis Module of the IEA IDB Analyzer as follows (Figure 4.22 shows how the analysis module should look when the correct settings for the example analysis are entered):

- (1) Open the **Analysis Module** of the IEA IDB Analyzer.
- (2) Select the merged data file ISG_ICGALLC3.sav as the **Analysis File**.
- (3) Select **ICCS (Using Student Weights)** as the Analysis Type because we want to analyze school questionnaire data as student attributes.
- (4) Select **Percentages and Means** as the Statistic Type.
- (5) Select **Use PVs** as the **Plausible Value Option**.
- (6) Specify the variable IC3G13A as a second grouping variable by clicking the **Grouping Variables** field to activate it. Select IC3G13A from the list of available variables and move it to the **Grouping Variables** field by clicking the **right arrow** (▶) button in this section.
- (7) Specify the civic knowledge scores to be used for the analysis by clicking the **Plausible Values** field to activate it. Select PVCIVT01-05 from the list of available variables and move it to the **Plausible Values** field by clicking the **right arrow** (▶) button in this section.
- (8) The **Weight Variable** is automatically selected by the software; As this example analysis uses student questionnaire data as well as school questionnaire data disaggregated to student level, TOTWGTS is selected by default.
- (9) Specify the name and the folder of the output files in the **Output Files** field by clicking the **Define/Modify** button.
- (10) Click the **Start SPSS** button to create the SPSS syntax file and open it in a SPSS syntax window. The syntax file can be executed by opening the **Run** menu of SPSS and selecting the **All** option. If necessary, the IEA IDB Analyzer will display a prompt to confirm the overwriting of existing files.

Figure 4.22: IDB Analyzer setup for example analysis with school-level data



The IDB Analyzer outputs each country's results on two lines, one for each value of the IC3G13A variable (Table 4.23). The results are presented in the same manner as in the previous examples, and, again, the variable IC3G13A has two categories (Yes/No). The third column shows the number of students with data in each category. Columns four and five provide the estimate for the number of students in the student population per category of the grouping variable IC3G13A and its standard error. The sixth and seventh columns represent the percentage of students for each one of the two categories of the IC3G13A selected by the principals and their respective standard error. The eighth and ninth columns represent the mean civic knowledge of the students for which the principals selected "Yes" or "No" and the associated standard error. Columns ten and eleven provide the standard deviation and standard error of the mean civic knowledge within each category of IC3G13A. As an example, the analysis shows that 13.45% of target-grade students in Chile attend schools with civic and citizenship education as a separate subject, and 86.55% attend schools where this is not a separate subject; the standard error in both cases is 2.84%. The analysis also shows that, in Chile, the estimated mean civic knowledge of students in schools with civic and citizenship education as a separate subject is 498.68 score points (with a standard error of 9.90 score points), whereas the estimated mean civic knowledge of students in schools where citizenship education is not taught as a separate subject is 479.79 score points (standard error of 4.21 score points).

Figure 4.23: Output for example analysis with school-level data

Average for PVCIV by IDCNTRY IC3G13A										PAGE 1
Participant Code	Civic and Citizenship Education at School/How taught/Taught as a separate subject by teachers	N of Cases	Sum of TOTWGTS	Sum of TOTWGTS (s.e.)	Percent Percent	PVCIV (s.e.)	PVCIV (Mean)	PVCIV (s.e.)	Std.Dev. Std.Dev	Std.Dev. (s.e.)
Chile	Yes	613	27431	5855.90	13.45	2.84	498.68	9.90	96.42	4.20
	No	3883	176457	9079.43	86.55	2.84	479.79	4.21	93.44	1.88
Chinese Taipei	Yes	3417	200179	7233.21	87.44	2.77	583.24	2.90	88.59	1.60
	No	488	28765	6342.95	12.56	2.77	561.68	9.92	91.74	5.64
Colombia	Yes	2619	323036	30185.19	55.94	4.88	485.55	4.80	83.90	1.97
	No	2180	254443	30584.97	44.06	4.88	482.24	5.09	81.14	2.70
Croatia	Yes	623	1937	842.54	5.17	2.21	538.91	22.55	77.86	5.10
	No	3216	35509	705.61	94.83	2.21	530.68	2.36	75.78	1.50
Denmark	Yes	4146	34910	2286.27	68.86	3.89	584.06	3.25	91.01	1.77
	No	1797	15787	1974.82	31.14	3.89	592.26	6.55	94.25	2.77
...										
Table Average	Yes	.	.	.	53.33	.81	518.70	1.93	87.29	.81
	No	.	.	.	46.67	.81	517.64	1.53	86.77	.78

Notes:

N = number, s.e. = standard error, Std. Dev. = standard deviation. The output shows the first five countries, and is for illustrative purposes only.

4.8 Trend analyses

When performing trend analyses, users should note that the process of equating the tests across the cycles of ICCS introduces some additional error into the calculation of any test statistic. This additional error, termed the equating error, needs to be recognized and incorporated when calculating the standard error of any differences between results from different cycles.

In order to estimate the standard error (SE) of a trend statistic, the mean and its standard error needs to be estimated for each cycle. The trend is the difference between the means. To estimate the standard error of the difference, the two standard errors of the means need to be combined with the equating error:

$$SE_{diff} = \sqrt{SE_{09}^2 + SE_{16}^2 + EqErr^2}$$

Where SE_{diff} is the standard error of the trend analysis, SE_{09} is the standard error of the 2009 estimate, SE_{16} is the standard error of the 2016 estimate, and $EqErr$ is the equating error.

When comparing means on the civic knowledge scale between 2009 and 2016, the equating error is 3.086 (please see also the section on reporting of differences in chapter 13 of the ICCS 2009 Technical Report; Schulz et al., 2011, p. 265). We here provide an overview of the equating errors in the reporting metric for test and questionnaire scales (including regional scales) in ICCS 2016 (Table 4.8).

Table 4.8: Overview of the equating errors in ICCS 2016

Scale	Equating error (in reporting metric)
Civic knowledge (PVs)	3.086
S_CITCON	0.411
S_CITEFF	0.261
S_CITSOC	0.428
S_ELECPART	0.019
S_ETHRGHT	0.250
S_GENEQL	0.423
S_INTRUST	0.291
S_OPDISC	0.340
S_POLDISC	0.438
S_POLPART	0.351
S_RELINF	0.115
S_STUTREL	0.454
S_VALPARTS	0.235
E_EUIDENT	0.726
E_IMMRGHT	0.667

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APPENDIX A:

International version of the ICCS 2016 questionnaires

Overview

The ICCS 2016 international database includes data for all questionnaires administered as part of the ICCS 2016 assessment. The ICCS 2016 survey was comprised of six separate questionnaires, which will be described in the following sections:

- Section 1: School questionnaire
- Section 2: Teacher questionnaire
- Section 3: International student questionnaire
- Section 4: European student questionnaire
- Section 5: Latin American student questionnaire (English and Spanish)
- Section 6: National contexts survey

Each section contains the international version of the questionnaire; the corresponding variable name is provided for each question. The ICCS 2016 questionnaires were designed to provide an opportunity for individual countries to modify to some questions or response options, enabling participating education systems 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 contained instructions to the National Research Coordinators (NRCs) to substitute the appropriate wording for their country and/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>). NRCs were asked to substitute, if necessary, an appropriate national adaptation that would retain the same basic interpretation as the text within brackets. Appendix B of this user guide documents all national adaptations.

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Section 1: School questionnaire



[Placeholder for identification label]
(105 x 35 mm)

**International Association for the
Evaluation of Educational Achievement (IEA)**

International Civic and Citizenship Education Study (ICCS) 2016

School Questionnaire

Main Survey Version

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[National Project Information]



International Study Consortium
International Association for the Evaluation of Educational Achievement (IEA),
The Netherlands and Germany
Australian Council for Educational Research (ACER), Australia
Laboratorio di Pedagogia Sperimentale (LPS), Roma Tre University, Italy

<INTRODUCTION TO THE SCHOOL QUESTIONNAIRE>

Thank you for taking part in the 2016 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.

The conception of civic and citizenship education underpinning ICCS 2016 focuses on the individual student and reflects a view that learning about civics and citizenship results from a range of processes that take place in different environments. Civic and citizenship education, while entailing civic knowledge and understanding, embraces the development of attitudes towards aspects of civic life and dispositions to participate actively and responsibly in the life of communities (home, school, local community). In this regard, the characteristics of a school as a learning environment are equally important as the contribution of teachers of all school subjects.

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.

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.

We thank you for your effort and cooperation!

GENERAL

Q1 How long have you been <the principal, the head teacher, the school head> of this school including the current school year?

IC3G01

Please count every started school year as a full year.

(Please tick only one box.)

1 - 2 years ₁

3 - 5 years ₂

6 years or more ₃

THE SCHOOL ENVIRONMENT

Q2 The following statements refer to teachers' participation in the running of the school.

In your opinion, how many teachers participate as follows at this school?

(Please tick only one box in each row.)

		All or nearly all	Most of them	Some of them	None or hardly any
IC3G02A	a) Making useful suggestions for improving school governance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G02B	b) Supporting good discipline throughout the school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G02C	c) Actively taking part in school <development/improvement activities>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G02D	d) Encouraging students' active participation in school life.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G02E	e) Being 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

Q3 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.)

		To a large extent	To a moderate extent	To a small extent	Not at all
IC3G03A	a) Teachers have a positive attitude towards the school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G03B	b) Teachers feel part of the school community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G03C	c) Teachers work with enthusiasm.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G03D	d) Teachers take pride in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G03E	e) Students enjoy being in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G03F	f) Students are actively involved in school work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G03G	g) Students take pride in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂		
IC3G03H	h) Students feel part of the school community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂		

Q4 Below is a list of activities that may be carried out by the school in cooperation with external groups/organizations.

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 tick only one box in each row.)

		All or nearly all	Most of them	Some of them	None or hardly any	Not offered at school
IC3G04A	a) Activities related to environmental sustainability (e.g. <energy and water saving, recycling>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC3G04B	b) Human rights projects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC3G04C	c) Activities for underprivileged people or groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC3G04D	d) Cultural activities (e.g. theater, music)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC3G04E	e) Multicultural and intercultural activities within the <local community> (e.g. <promotion and celebration of cultural diversity, food street market>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC3G04F	f) Campaigns to raise people's awareness, such as <campaigns to raise people's awareness about social issues, campaigns to raise people's awareness of environmental issues>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC3G04G	g) Activities aimed at protecting the cultural heritage within the <local community>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC3G04H	h) Visits to political institutions (e.g. <Parliament house, Prime Minister's/President's official residence>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC3G04I	i) Sports events	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q5 How many <target grade> students at this school ...

(Please tick only one box in each row.)

		All or nearly all	Most of them	Some of them	None or hardly any	Not applicable
IC3G05A	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
IC3G05B	b) vote in <student council, school parliament> elections?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q6 <Bullying> is defined as the activity of repeated, aggressive behavior intended to hurt someone either physically, emotionally, verbally, or through internet communication.

During the current school year, how often did any of the following situations happen at this school?

(Please tick only one box in each row.)

		Never	Less than once a month	1 to 5 times a month	More than 5 times a month
IC3G06A	a) A student reported to <the principal, the head teacher, the school head> aggressive or destructive behaviors by other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G06B	b) A student reported to <the principal, the head teacher, the school head> that s/he was <bullied> by a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G06C	c) A teacher reported to <the principal, the head teacher, the school head> that a student was <bullied> by other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G06D	d) A teacher reported to <the principal, the head teacher, the school head> that a student helped another student who was being <bullied>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G06E	e) A teacher reported to <the principal, the head teacher, the school head> that s/he was being <bullied> by students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G06F	f) A parent reported to <the principal, the head teacher, the school head> that his/her son/daughter was <bullied> by other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q7 During the current school year, are any of the following activities against <bullying> (including <cyber-bullying>) being undertaken at this school?

(Please tick only one box in each row.)

		Yes	No
IC3G07A	a) Meetings aiming at informing parents about <bullying> at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G07B	b) Specific training to provide teachers with knowledge, skills and confidence to make students aware of <bullying>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G07C	c) Teacher training sessions on safe and responsible internet use to avoid <cyber-bullying>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G07D	d) Student training sessions for responsible internet use to avoid <cyber-bullying>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G07E	e) Meetings aiming at raising parents' awareness on <cyber-bullying>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G07F	f) Development of a system to report anonymously incidents of <cyber-bullying> among students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G07G	g) Classroom activities aiming at raising students' awareness on <bullying>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G07H	h) <Anti-bullying> conferences held by experts and/or by local authorities on <bullying> at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q8 To what extent do the following statements apply to the current situation at this school?

(Please tick only one box in each row.)

		To a large extent	To a moderate extent	To a small extent	Not at all
IC3G08A	a) Teachers are involved in decision-making processes. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G08B	b) Parents are involved in decision-making processes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G08C	c) Students' opinions are taken into account in decision-making processes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G08D	d) Rules and regulations are followed by teaching and non-teaching staff, students, and parents.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G08E	e) Students are given the opportunity to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G08F	f) Parents are provided with information on the school and student performance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q9 To what extent are the following practices implemented at this school?*(Please tick only one box in each row.)*

		To a large extent	To a moderate extent	To a small extent	Not at all
IC3G09A	a) Differential waste collection.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G09B	b) Waste reduction (e.g. <encouraging waste-free lunches, limiting the use of plastic disposable products>).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G09C	c) Purchasing of environmentally friendly items (e.g. <recycled paper for printing, biodegradable cutlery and dishes>).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G09D	d) Energy-saving practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G09E	e) Posters to encourage students' environmental-friendly behaviors.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q10 Are the following devices with internet access provided by the school to <target grade> students for their learning activities?*(Please tick only one box in each row.)*

		Yes	No
IC3G10A	a) Desktop computers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G10B	b) Portable computers (laptop, notebook, netbook)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G10C	c) Tablet devices (e.g. <iPad>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G10D	d) E-readers (e.g. <Kindle, Kobo, Nook>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G10E	e) Interactive whiteboards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

THE <LOCAL COMMUNITY>

Q11 Are the following resources available in the immediate area where the school is located?

(Please tick only one box in each row.)

		Yes	No
IC3G11A	a) Public library	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G11B	b) Cinema	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G11C	c) Theater or Concert Hall	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G11D	d) Language school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G11E	e) Museum or Art Gallery	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G11F	f) Playground	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G11G	g) Public garden or Park	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G11H	h) Religious center (e.g. church, mosque, synagogue) ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G11I	i) Sports facilities (e.g. swimming pool, tennis courts, basketball court, <football> field)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G11J	j) Music schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q12 To what extent are any of the following issues a source of social tension in the immediate area where the school is located?

(Please tick only one box in each row.)

		To a large extent	To a moderate extent	To a small extent	Not at all
IC3G12A	a) Presence of immigrants	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G12B	b) Poor quality of housing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G12C	c) Unemployment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G12D	d) Religious intolerance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G12E	e) Ethnic conflicts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G12F	f) Extensive poverty	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G12G	g) Organized crime	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G12H	h) Youth gangs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G12I	i) Petty crime	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G12J	j) Sexual harassment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G12K	k) Drug abuse	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G12L	l) Alcohol abuse	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

CIVIC AND CITIZENSHIP EDUCATION AT SCHOOL

Q13 How is civic and citizenship education taught at this school at <target grade>?

(Please tick only one box in each row.)

		Yes	No
IC3G13A	a) It is taught as a separate subject by teachers of <subjects related to civic and citizenship education>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G13B	b) It is taught by teachers of subjects related to human/social sciences (e.g. <History, Geography, Law, Economics, etc.>).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G13C	c) It is integrated into all subjects taught at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G13D	d) It is an <extra-curricular activity>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IC3G13E	e) It is considered the result of school experience as a whole.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q14 How much autonomy does this school have with regard to the following activities related to civic and citizenship education?

(Please tick only one box in each row.)

		Full autonomy	Quite a lot of autonomy	Little autonomy	No autonomy
IC3G14A	a) Choice of textbooks and teaching materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G14B	b) Establishing student assessment procedures and tools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G14C	c) Curriculum planning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G14D	d) Determining the content of in-service professional development programs for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G14E	e) <Extra-curricular activities>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G14F	f) Establishing cooperation agreements with organizations and institutions (e.g. universities, local authorities, associations, foundations)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G14G	g) Participating in projects in partnership with other schools at national and international levels	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC3G14H	h) Participating in European projects (e.g. <Erasmus+, student/teacher mobility>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q15 In this school, are specific tasks for civic and citizenship education assigned to any of the following teachers?

- IC3G15 (Please tick only one box.)
- The <head of department> of human/ social sciences (<History, Geography, Law, Economics, etc.>) ₁
 - The <civic and citizenship education> coordinator ₂
 - The teacher responsible for cross-curricular projects ₃
 - No specific tasks are assigned to individual teachers ₄

Q16 What do you consider the most important aims of civic and citizenship education at school?

Indicate the three aims that in your opinion ought to be the most important by ticking the three appropriate boxes.

- IC3G16A a) Promoting knowledge of social, political and civic institutions ₁
- IC3G16B b) Promoting respect for and safeguard of the environment .. ₁
- IC3G16C c) Promoting the capacity to defend one's own point of view ₁
- IC3G16D d) Developing students' skills and competencies in conflict resolution ₁
- IC3G16E e) Promoting knowledge of citizens' rights and responsibilities ₁
- IC3G16F f) Promoting students' participation in the <local community> ₁
- IC3G16G g) Promoting students' critical and independent thinking ₁
- IC3G16H h) Promoting students' participation in school life ₁
- IC3G16I i) Supporting the development of effective strategies to reduce racism ₁
- IC3G16J j) Preparing students for future political engagement ₁

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.

Q17 Is this school a public or a private school?

IC3G17

(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 organization; for example, a church, trade union, business, or other private institution.)

 ₂

Q18 On <1 September 2015>, what was the total school enrollment (number of students)?

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

IC3G18A

Number of boys:

IC3G18B

Number of girls:

Q19 On <1 September 2015>, what was the total enrollment (number of students) for <target grade>?

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

IC3G19A

Number of boys:

IC3G19B

Number of girls:

Q20 Which best describes the immediate area in which this school is located?

IC3G20

(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

Q21 Approximately what percentage of students in your school have the following backgrounds?

(Please tick only one box in each row.)

IC3G21A

a) Come from economically affluent homes

0 to 10% 11 to 25% 26 to 50% More than 50%

- ₁ ₂ ₃ ₄

IC3G21B

b) Come from economically disadvantaged homes

- ₁ ₂ ₃ ₄

Thank you for your cooperation!

Section 2: Teacher questionnaire

[Placeholder for identification label]
(105 x 35 mm)

**International Association for the
Evaluation of Educational Achievement (IEA)**

International Civic and Citizenship Education Study (ICCS) 2016

Teacher Questionnaire

Main Survey Version

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[National Project Information]



International Study Consortium
International Association for the Evaluation of Educational Achievement (IEA),
The Netherlands and Germany
Australian Council for Educational Research (ACER), Australia
Laboratorio di Pedagogia Sperimentale (LPS), Roma Tre University, Italy

<INTRODUCTION TO THE TEACHER QUESTIONNAIRE>

Thank you for taking part in the 2016 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 conception of civic and citizenship education underpinning ICCS 2016 focuses on the individual student and reflects a view that learning about civics and citizenship results from a range of processes that take place in different environments. Civic and citizenship education, while entailing civic knowledge and understanding, embraces the development of attitudes towards aspects of civic life and dispositions to participate actively and responsibly in the life of communities (home, school, local community). In this regard, the characteristics of a school as a learning environment are equally important as the contribution of teachers of all school subjects.

Teachers are key factors not only in providing students with the necessary knowledge, understanding and skills that enable them to actively and consciously exercise their role as citizens, but also in the development of students' 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.

Please answer the questions with reference to your own teaching practices in this school. For some of the questions you are asked to refer **only** to the <target grade> students. **Please look at the specific instructions given in each question.**

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

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 boxes as appropriate.)

- | | | |
|---------|--|---------------------------------------|
| IT3G01A | a) Language Arts (<Mother tongue, Foreign language>) | <input type="checkbox"/> ₁ |
| IT3G01B | b) Human/Social Sciences (<History, Geography, Civics, Law, Economics, etc.>) | <input type="checkbox"/> ₁ |
| IT3G01C | c) Mathematics | <input type="checkbox"/> ₁ |
| IT3G01D | d) Sciences (<Physics, Chemistry, Biology, Geology, Earth sciences, etc.>) | <input type="checkbox"/> ₁ |
| IT3G01E | e) Religion/Ethics (<Religion, History of religions, Religion culture, Ethics>) | <input type="checkbox"/> ₁ |
| IT3G01F | f) Other (<Music, Art, Physical education, Home economics, Personal and social development, etc.>) | <input type="checkbox"/> ₁ |

Q2 What percentage of your classroom teaching time is at <target grade> during the current school year at this school?

- | | | |
|--------|------------------------------------|---------------------------------------|
| IT3G02 | <i>(Please tick only one box.)</i> | |
| | Less than 20% | <input type="checkbox"/> ₁ |
| | 20–39% | <input type="checkbox"/> ₂ |
| | 40–59% | <input type="checkbox"/> ₃ |
| | 60–79% | <input type="checkbox"/> ₄ |
| | 80% or more | <input type="checkbox"/> ₅ |

Q3 How old are you?

- | | | |
|-------------------|------------------------------------|---------------------------------------|
| Q3 coded to T_AGE | <i>(Please tick only one box.)</i> | |
| | Less than 25 | <input type="checkbox"/> ₁ |
| | 25–29 | <input type="checkbox"/> ₂ |
| | 30–39 | <input type="checkbox"/> ₃ |
| | 40–49 | <input type="checkbox"/> ₄ |
| | 50–59 | <input type="checkbox"/> ₅ |
| | 60 or over | <input type="checkbox"/> ₆ |

Q4 In the current school year, how many schools are you teaching in at <target grade>?

IT3G04

(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 Are you female or male?

IT3G05

(Please tick only one box.)

- Female ₁
- Male ₂

THE SCHOOL

Q6 Below is a list of activities related to teachers' cooperation in the running of the school.
In your opinion, how many teachers have participated as follows in the current school year?

(Please tick only one box in each row.)

		All or nearly all	Most of them	Some of them	None or hardly any
IT3G06A	a) Working with one another in devising teaching activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G06B	b) Helping in solving conflict situations arising among students in the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G06C	c) Taking 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
IT3G06D	d) Actively taking part in school <development/improvement activities>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G06E	e) Engaging in <guidance and counselling activities>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q7 Please indicate how frequently each of the following problems occurs among students at this school.

(Please tick only one box in each row.)

		Never	Sometimes	Often	Very often
IT3G07A	a) Vandalism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G07B	b) Truancy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G07C	c) Ethnic intolerance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G07D	d) Religious intolerance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G07E	e) <Bullying>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G07F	f) Violence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G07G	g) Sexual harassment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G07H	h) Drug abuse	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G07I	i) Alcohol abuse	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	

Q8 Below is a list of activities that may be carried out by the school in cooperation with external groups/organizations.

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

(Please tick only one box in each row.)

		Yes	No
IT3G08A	a) Activities related to environmental sustainability (e.g. <energy and water saving, recycling>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT3G08B	b) Human rights projects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT3G08C	c) Activities for underprivileged people or groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT3G08D	d) Cultural activities (e.g. theatre, music)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT3G08E	e) Multicultural and intercultural activities within the <local community> (e.g. <promotion and celebration of cultural diversity, food street market>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT3G08F	f) Campaigns to raise people's awareness, such as <campaigns to raise people's awareness about social issues, campaigns to raise people's awareness of environmental issues>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT3G08G	g) Activities aimed at protecting the cultural heritage in the <local community>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT3G08H	h) Visits to political institutions (e.g. <Parliament house, Prime Minister's/President's official residence>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT3G08I	i) Sports events	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q9 In your opinion, how many students in this school ...

(Please tick only one box in each row.)

		All or nearly all	Most of them	Some of them	None or hardly any
IT3G09A	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
IT3G09B	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
IT3G09C	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
IT3G09D	d) show care for school facilities and equipment?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G09E	e) are well behaved during breaks?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G09F	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

Q10 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.)*

		All or nearly all	Most of them	Some of them	None or hardly any
IT3G10A	a) get on well with their classmates?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G10B	b) are well integrated in the class?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G10C	c) respect their classmates even if they have different opinions?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G10D	d) have a good relationship with other students?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q11 <Bullying> is defined as the activity of repeated, aggressive behavior intended to hurt someone either physically, emotionally, verbally, or through internet communication.

How often have any of the following situations happened during the current school year?

(Please tick only one box in each row.)

		Never	Less than once a month	1 to 5 times a month	More than 5 times a month
IT3G11A	a) A student informed you about aggressive or destructive behaviors by other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G11B	b) A student informed you that s/he was <bullied> by another student.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G11C	c) A teacher informed you that a student was <bullied> by other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G11D	d) A teacher informed you that a student helped another student who was being <bullied>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G11E	e) A student informed you that s/he was <bullied> by a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G11F	f) A parent informed you that his/her son/daughter was <bullied> by other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G11G	g) A teacher informed you that s/he was <bullied> by students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G11H	h) You witnessed students' <bullying> behaviors.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q12 Below is a list of activities related to environmental issues.

During the current school year, have you carried out any of the following activities with your <target grade> students?

(Please tick one box in each row.)

		Yes	No
IT3G12A	a) Writing letters to newspapers or magazines to support actions about the environment (e.g. <recycling, air and water pollution, waste collection>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT3G12B	b) Signing a petition on environmental issues (e.g. <water pollution, noise pollution>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT3G12C	c) Posting on social network, forum or blog to support actions about the environment (e.g. <recycling, air and water pollution, waste collection>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT3G12D	d) Activities to make students aware of the environmental impact of excessive water consumption	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT3G12E	e) Activities to make students aware of the environmental impact of excessive energy consumption	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT3G12F	f) <Cleanup activities> outside the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IT3G12G	g) Recycling and waste collection in the <local community>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q13 How frequently do you use the following devices with internet access provided by the school for your teaching activities with <target grade> students?

(Please tick only one box in each row.)

		Never	In some of the lessons	In all or most of the lessons	Not provided by the school
IT3G13A	a) Desktop computers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G13B	b) Portable computers (laptop, notebook, netbook)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G13C	c) Tablet devices (e.g. <iPad>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G13D	d) E-readers (e.g. <Kindle, Kobo, Nook>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G13E	e) Interactive whiteboards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

CIVIC AND CITIZENSHIP EDUCATION AT SCHOOL

Q14 What do you consider the most important aims of civic and citizenship education at school?

Indicate the three aims that in your opinion ought to be the most important by ticking the three appropriate boxes.

- | | | |
|---------|--|----------------------------|
| IT3G14A | a) Promoting knowledge of social, political and civic institutions | <input type="checkbox"/> 1 |
| IT3G14B | b) Promoting respect for and safeguard of the environment | <input type="checkbox"/> 1 |
| IT3G14C | c) Promoting the capacity to defend one's own point of view | <input type="checkbox"/> 1 |
| IT3G14D | d) Developing students' skills and competencies in conflict resolution | <input type="checkbox"/> 1 |
| IT3G14E | e) Promoting knowledge of citizens' rights and responsibilities | <input type="checkbox"/> 1 |
| IT3G14F | f) Promoting students' participation in the <local community> | <input type="checkbox"/> 1 |
| IT3G14G | g) Promoting students' critical and independent thinking | <input type="checkbox"/> 1 |
| IT3G14H | h) Promoting students' participation in school life | <input type="checkbox"/> 1 |
| IT3G14I | i) Supporting the development of effective strategies to reduce racism | <input type="checkbox"/> 1 |
| IT3G14J | j) Preparing students for future political engagement | <input type="checkbox"/> 1 |

Q15 Do you teach a <civic and citizenship education related subject> at <target grade>?

IT3G15	Yes	<input type="checkbox"/>	₁
	No	<input type="checkbox"/>	₂

If your answer to the above question is 'Yes', please go to question 16.

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

Thank you for your cooperation!

TEACHING OF CIVIC AND CITIZENSHIP EDUCATION

Q16 In planning lessons related to <civic and citizenship education> for your <target grade> students, to what extent do you draw on the following sources?

(Please tick only one box in each row.)

		To a large extent	To a moderate extent	To a small extent	Not at all
IT3G16A	a) Official curricula, curricular guidelines or frameworks .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G16B	b) Original sources (e.g. constitutions and human rights declarations)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G16C	c) Textbooks	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G16D	d) Teaching/learning materials published by commercial companies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G16E	e) Media (e.g. newspapers, magazines, television, etc.) .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G16F	f) Teaching material directly published by the Ministry of Education or by the local education authority	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G16G	g) Web-based sources of information (e.g. wikis, newspapers on line) and social media	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G16H	h) Documents published by NGOs, political parties, international associations, public institutions, academic institutions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q17 How often do the following activities take place during your <target grade> lessons related to <civic and citizenship education>?

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

(Please tick only one box in each row.)

		Never	Sometimes	Often	Very often
IT3G17A	a) Students work on projects that involve gathering information outside school (e.g. interviews in the neighborhood, small-scale surveys).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G17B	b) Students work in small groups on different topics/issues.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G17C	c) Students participate in role plays.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G17D	d) Students take notes during teacher's lectures.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G17E	e) Students discuss current issues.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G17F	f) Students research and/or analyze information gathered from multiple Web sources (e.g. wikis, online newspapers).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G17G	g) Students study textbooks.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G17H	h) Students propose topics/issues for the following lessons.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q18 How well prepared do you feel to teach the following topics and skills?*(Please tick only one box in each row.)*

		Very well prepared	Quite well prepared	Not very well prepared	Not prepared at all
IT3G18A	a) Human rights	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G18B	b) Voting and elections	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G18C	c) The global community and international organizations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G18D	d) The environment and environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G18E	e) Emigration and immigration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G18F	f) Equal opportunities for men and women	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G18G	g) Citizens' rights and responsibilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G18H	h) The constitution and political systems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G18I	i) Responsible Internet use (e.g. privacy, source reliability, social media)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G18J	j) Critical and independent thinking	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G18K	k) Conflict resolution	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G18L	l) The European Union	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q19 Have you attended any teacher training courses addressing the following topics and skills?

(Please tick only one box in each row.)

		Yes, during pre-service training	Yes, during in-service training	Yes, during both pre- and in-service training	No
IT3G19A	a) Human rights	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G19B	b) Voting and elections	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G19C	c) The global community and international organizations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G19D	d) The environment and environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G19E	e) Emigration and immigration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G19F	f) Equal opportunities for men and women	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G19G	g) Citizens' rights and responsibilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G19H	h) The constitution and political systems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G19I	i) Responsible Internet use (e.g. privacy, source reliability, social media)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G19J	j) Critical and independent thinking	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G19K	k) Conflict resolution	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G19L	l) The European Union	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q20 Have you attended any teacher training courses addressing the following teaching methods and approaches?

(Please tick only one box in each row.)

		Yes, during pre-service training	Yes, during in-service training	Yes, during both pre- and in-service training	No
IT3G20A	a) Pair and group work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G20B	b) Classroom discussion	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G20C	c) Role play	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G20D	d) Research work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G20E	e) Problem solving	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q21 When assessing <target grade> students in <civic and citizenship education>, how often do you make use of the following assessment tools?

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

(Please tick only one box in each row.)

		Never	Sometimes	Often	Very often
IT3G21A	a) Written assessment tests (e.g. <multiple choice, cloze, essay>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G21B	b) Oral examinations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G21C	c) Observation (e.g. <checklist and rating scale>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G21D	d) Peer assessment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IT3G21E	e) Project work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q22 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.

IT3G22A	a) More materials and textbooks	<input type="checkbox"/> ₁
IT3G22B	b) Better materials and textbooks	<input type="checkbox"/> ₁
IT3G22C	c) More in-service training in teaching methods	<input type="checkbox"/> ₁
IT3G22D	d) More in-service training in subject matter knowledge	<input type="checkbox"/> ₁
IT3G22E	e) More pre-service training in <civic and citizenship education>	<input type="checkbox"/> ₁
IT3G22F	f) More cooperation between teachers in different subject areas	<input type="checkbox"/> ₁
IT3G22G	g) More instructional time allocated to <civic and citizenship education>	<input type="checkbox"/> ₁
IT3G22H	h) More opportunities for projects related to <civic and citizenship education>	<input type="checkbox"/> ₁
IT3G22I	i) <Formal assessment> of <civic and citizenship education>	<input type="checkbox"/> ₁
IT3G22J	j) New <civic and citizenship education> national curricula	<input type="checkbox"/> ₁
IT3G22K	k) More parental involvement	<input type="checkbox"/> ₁
IT3G22L	l) Greater involvement of outside agencies or stakeholders	<input type="checkbox"/> ₁
IT3G22M	m) More cooperation between the school and the <local community>	<input type="checkbox"/> ₁
IT3G22N	n) More emphasis given to civic and citizenship education by the education authorities	<input type="checkbox"/> ₁

Thank you for your cooperation!

Section 3: International student questionnaire



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(105 x 35 mm)

**International Association for the Evaluation of Educational
Achievement (IEA)**

International Civic and Citizenship Education Study (ICCS) 2016

Student Questionnaire

Main Survey Version

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[National Project Information]



International Study Consortium
International Association for the Evaluation of Educational Achievement (IEA)
The Netherlands and Germany
Australian Council for Educational Research (ACER), Australia
Laboratorio di Pedagogia Sperimentale (LPS), Roma Tre University, Italy

<INTRODUCTION TO THE STUDENT QUESTIONNAIRE>

In this questionnaire you will find questions about:

- You, your home and your family
- Your activities at and outside of school
- Your views on various political or social issues

Please read each question carefully and answer as accurately as you can. In this questionnaire, you will normally answer by ticking a box. There are also a few questions where you will need to write a short response.

If you make a mistake when ticking a box, cross out or erase your mistake and mark the correct box. If you make an error when writing an answer, simply cross it out and write the correct answer next to it.

In this questionnaire, there are no right or wrong answers. Your answers should be the ones that are best for you.

You may ask for help if you do not understand something or if you are not sure how to answer a question.

Your answers will be combined with others to make totals and averages in which no individual can be identified. All your answers will be kept confidential.

ABOUT YOU

Q1 When were you born?

(Please write month and year)

Q1 coded to S_AGE		
	Month	Year

Q2 Are you a girl or a boy?

Q2 coded to S_GENDER	Girl	<input type="checkbox"/> ₁
	Boy	<input type="checkbox"/> ₂

Q2b <What best describes you?>

Q2b coded to IS3G02BN	<i>(Please tick only one box)</i>	
	<A>	<input type="checkbox"/> ₁
		<input type="checkbox"/> ₂
	<C>	<input type="checkbox"/> ₃
	<D>	<input type="checkbox"/> ₄

Q3 What is the highest level of education you expect to complete?

IS3G03	<i>(Please tick only one box)</i>	
	<ISCED level 6, 7 or 8>	<input type="checkbox"/> ₁
	<ISCED level 4 or 5>	<input type="checkbox"/> ₂
	<ISCED level 3>	<input type="checkbox"/> ₃
	<ISCED level 2> or below	<input type="checkbox"/> ₄

YOUR HOME AND YOUR FAMILY

In this section you will be asked some questions about your home and your mother and father or guardians who look after you - for example, stepparents or foster parents.

If you share your time with more than one set of parents or guardians, please answer the following questions for those parents/guardians you spend the most time with.

Q3b 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
IS3G03BA	a) Mother	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IS3G03BB	b) Other <female guardian> (for example, stepmother or foster mother)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IS3G03BC	c) Father	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IS3G03BD	d) Other <male guardian> (for example, stepfather or foster father)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IS3G03BE	e) Siblings (brothers or sisters including stepbrothers and stepsisters)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IS3G03BF	f) Grandparents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
IS3G03BG	g) Others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q4 In what country were you and your parents born?

(Please tick only one box in each column)

	IS3G04A/ IS3G04AN	IS3G04B/ IS3G04BN	IS3G04C/ IS3G04CN
	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?

IS3G05/
IS3G05N (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>?

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

Q6a & Q6b
coded to
S MISCO

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>?

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

Q6a & Q6b
coded to
S MISCO

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

Q7 What is the highest level of education completed by your mother or <female guardian>?

IS3G07

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

(Please tick only one box.)

- <ISCED level 6, 7 or 8> ₁
- <ISCED level 4 or 5> ₂
- <ISCED level 3> ₃
- <ISCED level 2> ₄
- She did not complete <ISCED level 2> ₅

Q8a What is your father's or <male guardian>'s main <job>?

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

Q8a & Q8b
coded to
S_FISCO

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 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)

Q8a & Q8b coded to S_FISCO

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>?

IS3G09

If you are not sure which box to choose, please ask the <test administrator> for help. (Please tick only one box.)

- <ISCED level 6, 7 or 8> ₁
- <ISCED level 4 or 5> ₂
- <ISCED level 3> ₃
- <ISCED level 2> ₄
- He did not complete <ISCED level 2> ₅

Q10 How interested are you and 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
IS3G10A	a) You	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G10B	b) Mother or <female guardian>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G10C	c) Father or <male guardian>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q11 About how many books are there in your home?

IS3G11 *Do not count magazines, newspapers, comic strips, eBooks or your schoolbooks.
(Please tick only one box.)*

- None or very few (0–10 books) ₁
- Enough to fill one shelf (11–25 books) ₂
- Enough to fill one bookcase (26–100 books) ₃
- Enough to fill two bookcases (101–200 books) ₄
- Enough to fill three or more bookcases (more than 200 books) ₅

Q12 How many of the following devices are used regularly in your home?

(Please tick one box in each row.)

		None	One	Two	Three or more
IS3G12A	a) Desktop or portable computers (laptop, notebook or netbook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IS3G12B	b) Tablet devices or e-readers (e.g. <iPad> or <Kindle>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IS3G12C	c) Mobile phones with internet access (e.g. <smart phones>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q13 Do you have an Internet connection at home?

- IS3G13 Yes ₁
- No ₂

YOUR ACTIVITIES OUTSIDE SCHOOL

Q14 How often are you involved in each of the following activities?

(Please tick only one box in each row.)

		Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily
IS3G14A	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
IS3G14B	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
IS3G14C	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
IS3G14D	d) Talking with friends about political or social issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G14E	e) 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
IS3G14F	f) 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
IS3G14G	g) Using the internet to find information about political or social issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G14H	h) Posting a comment or image regarding a political or social issue on the internet or social media.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G14I	i) Sharing or commenting on another person's online post regarding a political or social issue.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q15 Have you ever been involved in activities of any of the following organizations, clubs or groups?

(Please tick only one box in each row.)

		Yes, I have done this <u>within the last twelve months</u>	Yes, I have done this but <u>more than a year ago</u>	No, I have never done this
IS3G15A	a) A youth organization affiliated with a political party or union	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G15B	b) An environmental action group or organization	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G15C	c) A Human Rights organization	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G15D	d) A voluntary group doing something to help the community	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G15E	e) An organization collecting money for a social cause ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G15F	f) A group of young people campaigning for an issue ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G15G	g) An animal rights or animal welfare group	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G15H	h) A religious group or organization	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G15I	i) A community youth group (such as <boys/girls scouts, YMCA>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G15J	j) A sports team	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

YOUR SCHOOL

Q16 **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.)

		Yes, I have done this within the last twelve months	Yes, I have done this but more than a year ago	No, I have never done this
IS3G16A	a) Active participation in an organized debate	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G16B	b) Voting for <class representative> or <school parliament>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G16C	c) Taking part in decision-making about how the school is run	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G16D	d) Taking part in discussions at a <student assembly> ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G16E	e) Becoming a candidate for <class representative> or <school parliament>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G16F	f) Participating in an activity to make the school more <environmentally friendly> (e.g. through water-saving or recycling)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G16G	g) Voluntary participation in school based music or drama activities outside of regular classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q17 **When discussing political or social issues during regular lessons, how often do the following things happen?**

(Please tick only one box in each row.)

		Never	Rarely	Sometimes	Often
IS3G17A	a) 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
IS3G17B	b) Teachers encourage students to express their opinions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G17C	c) 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
IS3G17D	d) 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
IS3G17E	e) 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
IS3G17F	f) 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

Q18 At school, to what extent have you learned about the following topics?

(Please tick only one box in each row.)

		To a large extent	To a moderate extent	To a small extent	Not at all
IS3G18A	a) How citizens can vote in local or national elections	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G18B	b) How laws are introduced and changed in <country of test>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G18C	c) How to protect the environment (e.g. through energy-saving or recycling)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G18D	d) How to contribute to solving problems in the <local community>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G18E	e) How citizen rights are protected in <country of test>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G18F	f) Political issues and events in other countries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G18G	g) How the economy works	<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 teachers and students at your school?

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
IS3G19A	a) Most of my teachers treat me fairly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G19B	b) Students get along well with most teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G19C	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
IS3G19D	d) Most of my teachers listen to what I have to say.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G19E	e) If I need extra help, I receive it from my teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G19F	f) Most teachers would stop students from being bullied.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G19G	g) Most students at my school treat each other with respect.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G19H	h) Most students at my school get along well with each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G19I	i) My school is a place where students feel safe.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G19J	j) 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

Q20 During the last three months, how often did you experience the following situations at your school?

(Please tick only one box in each row.)

		Not at all	Once	2 to 4 times	5 times or more
IS3G20A	a) A student called you by an offensive nickname.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G20B	b) A student said things about you to make others laugh.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G20C	c) A student threatened to hurt you.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G20D	d) You were physically attacked by another student.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G20E	e) A student broke something belonging to you on purpose.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G20F	f) A student posted offensive pictures or text about you on the Internet.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q21 How much do you agree or disagree with the following statements about student participation at school?

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
IS3G21A	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
IS3G21B	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
IS3G21C	c) Organizing 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
IS3G21D	d) 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
IS3G21E	e) Voting in student elections can make a difference to what happens at schools.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

CITIZENS AND SOCIETY

Q22 Below is a list of things that may happen in a democratic country. Some of them may be good for and strengthen democracy, some may be bad for and weaken democracy, while others are neither good nor bad for democracy.

Which of the following situations do you think would be good, neither good nor bad, or bad for democracy?

(Please tick only one box in each row.)

		Good for democracy	Neither good nor bad for democracy	Bad for democracy
IS3G22A	a) Political leaders give government jobs to their family members.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G22B	b) One company or the government owns all newspapers in a country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G22C	c) People are allowed to publicly criticize the government.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G22D	d) All adult citizens have the right to elect their political leaders.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G22E	e) People are able to protest if they think a law is unfair.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G22F	f) The police 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
IS3G22G	g) Differences in income between poor and rich people are small.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G22H	h) The government influences decisions by courts of justice.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IS3G22I	i) All <ethnic/racial> groups in the country have the same rights.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q23 How important are the following behaviors for being a good adult citizen?

(Please tick only one box in each row.)

		Very important	Quite important	Not very important	Not important at all
IS3G23A	a) Voting in every national election	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G23B	b) Joining a political party	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G23C	c) Learning about the country's history	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G23D	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
IS3G23E	e) Showing respect for government representatives	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G23F	f) Engaging in political discussions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G23G	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
IS3G23H	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
IS3G23I	i) Taking part in activities promoting human rights	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G23J	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
IS3G23K	k) Working hard	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G23L	l) Always obeying the law	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G23M	m) Ensuring the economic welfare of their families	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G23N	n) Making personal efforts to protect natural resources (e.g. through saving water or recycling waste)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G23O	o) Respecting the rights of others to have their own opinions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G23P	p) Supporting people who are worse off than you	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G23Q	q) Engaging in activities to help people in less developed countries	<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.)

		Strongly agree	Agree	Disagree	Strongly disagree
IS3G24A	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
IS3G24B	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
IS3G24C	c) Women should stay out of politics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G24D	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
IS3G24E	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
IS3G24F	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
IS3G24G	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.)

		Strongly agree	Agree	Disagree	Strongly disagree
IS3G25A	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
IS3G25B	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
IS3G25C	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
IS3G25D	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
IS3G25E	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

INSTITUTIONS AND SOCIETY

Q26 How much do you trust each of the following groups, institutions or sources of information?

(Please tick only one box in each row.)

		Completely	Quite a lot	A little	Not at all
IS3G26A	a) The <national government> of <country of test>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G26B	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
IS3G26C	c) Courts of justice	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G26D	d) The police	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G26E	e) Political parties	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G26F	f) <National Parliament>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G26G	g) Media (television, newspapers, radio)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G26H	h) Social media (e.g. <Twitter, blogs, YouTube>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G26I	i) <The Armed Forces>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G26J	j) Schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G26K	k) The United Nations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G26L	l) People in general	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G26M	m) <State/Province> government	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G26N	n) European Commission	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G26O	o) European Parliament	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q27 How much do you agree or disagree with the following statements about <country of test>?

(Please tick only one box in each row.)

		Strongly Agree	Agree	Disagree	Strongly disagree
IS3G27A	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
IS3G27B	b) I have great respect for <country of test>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G27C	c) 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
IS3G27D	d) 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
IS3G27E	e) 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

Q28 To what extent do you think the following issues are a threat to the world's future?

(Please tick only one box in each row.)

		To a large extent	To a moderate extent	To a small extent	Not at all
IS3G28A	a) Pollution	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G28B	b) Energy shortages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G28C	c) Global financial crises	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G28D	d) Crime	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G28E	e) Water shortages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G28F	f) Violent conflict	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G28G	g) Poverty	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G28H	h) Food shortages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G28I	i) Climate change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G28J	j) Unemployment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G28K	k) Overpopulation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G28L	l) Infectious diseases (e.g. <bird flu>, <AIDS>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G28M	m) Terrorism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

PARTICIPATING IN SOCIETY

Q29 How well do you think you would do the following activities?

(Please tick only one box in each row.)

		Very well	Fairly well	Not very well	Not at all
IS3G29A	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
IS3G29B	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
IS3G29C	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
IS3G29D	d) Organize 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
IS3G29E	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
IS3G29F	f) Write a letter or email 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
IS3G29G	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

Q30 There are many different ways how citizens may express their opinions about important issues in society.

Would you take part in any of the following activities to express your opinion 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>
IS3G30A	a) Talk to others about your views on political or social issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G30B	b) Contact an <elected representative>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G30C	c) Take part in a peaceful march or rally	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G30D	d) Collect signatures for a petition	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G30E	e) Contribute to an online discussion forum about social or political issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G30F	f) Organize an online group to take a stance on a controversial political or social issue	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G30G	g) Participate in an online campaign	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G30H	h) Choose to buy certain products in support of social justice (e.g. <fair trade goods>, <ethically sourced products>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G30I	i) Spray-paint protest slogans on walls	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G30J	j) Stage a protest by blocking traffic	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G30K	k) Occupy public buildings as a sign of protest	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q31 Listed below are different ways adults can take an active part in society.

When you are an adult, what do you think you will do?

(Please tick only one box in each row.)

		I would certainly do this	I would probably do this	I would probably not do this	I would certainly not do this
IS3G31A	a) Vote in <local elections>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G31B	b) Vote in <national elections>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G31C	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
IS3G31D	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
IS3G31E	e) Join a political party	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G31F	f) Join a trade union	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G31G	g) Stand as a candidate in <local elections>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G31H	h) Join an organization for a political or social cause	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G31I	i) Volunteer time to help other people in the <local community>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G31J	j) Make personal efforts to help the environment (e.g. through saving water)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G31K	k) Vote in <state, province elections>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G31L	l) Vote in European elections	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q32 Listed below are different activities that might be offered at your school.

If you were given the chance, how likely is it that you would participate in each activity?

(Please tick only one box in each row.)

		Very likely	Quite likely	Not very likely	Not at all likely
IS3G32A	a) Vote in a school election of <class representatives> or <school parliament>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G32B	b) Join a group of students campaigning for an issue you agree with	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G32C	c) Become a candidate for <class representative> or <school parliament>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G32D	d) Take part in discussions in a <student assembly>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G32E	e) Participate in writing articles for a school newspaper or website	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

YOU AND RELIGION

Q33 What is your <religion>?

IS3G33/
IS3G33N

(Please tick only one box.)

- No religion ₁
- <A> ₂
- ₃
- <C> ₄
- <D> ₅
- Other religion ₆

Q34 How often do you attend <religious services> outside your home with a group of other people?

IS3G34

(Please tick only one box.)

- Never ₁
- Less than once a year ₂
- At least once a year ₃
- At least once a month ₄
- At least once a week ₅

Q35 How much do you agree or disagree with the following statements about religion?

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
IS3G35A	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
IS3G35B	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
IS3G35C	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
IS3G35D	d) Religion should influence people's behavior towards others.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G35E	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
IS3G35F	f) All people should be free to practice the religion they choose.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IS3G35G	g) Religious people are better citizens.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Thank you for your cooperation!

Section 4: European student questionnaire

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**International Association for the
Evaluation of Educational Achievement (IEA)**

International Civic and Citizenship Education Study (ICCS) 2016

European Student Questionnaire

Main Survey Version

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[National Project Information]



International Study Consortium
International Association for the Evaluation of Educational Achievement (IEA),
The Netherlands and Germany
Australian Council for Educational Research (ACER), Australia
Laboratorio di Pedagogia Sperimentale (LPS), Roma Tre University, Italy

<INTRODUCTION TO THE EUROPEAN QUESTIONNAIRE>

In this questionnaire you will find questions on topics and issues that are relevant to people living in Europe.

The aim of this questionnaire is to find out what you think about Europe and European issues. We would like to know your opinion.

All the students that are completing this questionnaire live in a European country.

Please read each question carefully and **tick the answer that best fits your opinion**.

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

You may ask for help if you do not understand something or if you are not sure how to answer a question.

All your answers will be kept confidentially.

You will have **20 minutes** to complete this questionnaire.

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.)

		Strongly agree	Agree	Disagree	Strongly disagree
ES3G01A	a) I see myself as European.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G01B	b) I am proud to live in Europe.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G01C	c) I feel part of Europe.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G01D	d) 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
ES3G01E	e) I feel part of the European Union.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G01F	f) 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

Q2 Below is a list of opportunities students may have to learn about Europe at school.

At school, to what extent have you had the opportunity to learn about the following issues or topics?

(Please tick only one box in each row.)

		To a large extent	To a moderate extent	To a small extent	Not at all
ES3G02A	a) Political and economic systems of other European countries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G02B	b) The history of Europe	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G02C	c) Political and social issues in other European countries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G02D	d) Political and economic integration between European countries (for example the European Union)	<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 the following statements related to the possibilities for European citizens to work in other European countries?

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
ES3G03A	a) Allowing citizens of European countries to work anywhere in Europe is good for the European economy.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G03B	b) Citizens of European countries should be allowed to work anywhere in Europe.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G03C	c) Allowing citizens of European countries to work anywhere in Europe helps to reduce unemployment. .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G03D	d) Citizens of European countries should be allowed to work in another European country only if their skills are needed there.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G03E	e) Citizens of European countries who wish to work in another country should be allowed to take only the jobs that no one in the other country wants to do.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G03F	f) Only a limited number of people should be allowed to move for work from one European country to another.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q4 People all over the world 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.)

		Strongly agree	Agree	Disagree	Strongly disagree
ES3G04A	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
ES3G04B	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
ES3G04C	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
ES3G04D	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
ES3G04E	e) <Immigrants> should have 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

Q5 Below is a list of statements about possible forms of cooperation among European countries.

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

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
ES3G05A	a) European countries should cooperate to protect the environment (e.g. through programs to limit pollution, programs to combat climate change).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G05B	b) European countries should cooperate to guarantee high levels of employment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G05C	c) European countries should cooperate to strengthen their economies.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G05D	d) European countries should recognize all educational qualifications achieved in any other European country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G05E	e) European countries should have a European army for peacekeeping missions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G05F	f) European countries should cooperate to prevent and combat terrorism.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G05G	g) European countries should cooperate to combat illegal entry from non-European countries.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G05H	h) European countries should cooperate to provide shelter to people escaping persecution in their countries for reasons of race, religion, or political opinions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q6 *Discrimination* is when somebody is unfairly disadvantaged only because of a specific personal feature, such as age, sex, or the color of his/her skin.

We would like to know your opinion about discrimination in society.

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

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
ES3G06A	a) In <country of test> it is common that women have lower salaries and fewer career opportunities than men.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G06B	b) In <country of test> <immigrants> are more exposed to unfair treatment than other groups.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G06C	c) In <country of test> gay and lesbian people are often <bullied>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G06D	d) In <country of test> there is less discrimination than in other European countries.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G06E	e) There is only a limited amount of discrimination in <country of test>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G06F	f) There is less discrimination in Europe than in other parts of the world.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G06G	g) In <country of test> young people are often discriminated against.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q7 Below is a list of statements about possible scenarios related to Europe in the future.

What is Europe likely to look like in 10 years?

(Please tick only one box in each row.)

		Very likely	Likely	Unlikely	Very unlikely
ES3G07A	a) There will be stronger cooperation among European countries.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G07B	b) There will be greater peace across Europe.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G07C	c) Terrorism will be more of a threat all across Europe. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G07D	d) Europe will be more influenced by non-European powers like China, India and the United States.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G07E	e) The economy will be weaker in all European countries.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G07F	f) There will be less air and water pollution in Europe. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G07G	g) There will be a rise in poverty and unemployment in Europe.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G07H	h) Democracy will be strengthened across Europe.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q8 Below is a list of statements about your life in the future.

How likely do you think it is that your future will look like this?

(Please tick only one box in each row.)

		Very likely	Likely	Unlikely	Very unlikely
ES3G08A	a) I will find a steady job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G08B	b) My financial situation will be better than that of my parents.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G08C	c) I will find a job I like.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G08D	d) I will have the opportunity to travel abroad for leisure.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G08E	e) I will earn enough money to start a family.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q9 In recent years it has become more and more common that people express their political attitude by deciding to buy or not to buy certain products. These people are often called <political/ethical consumers>.

How much do you agree or disagree with the following statements related to <political/ethical consumerism>?

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
ES3G09A	a) People should not buy goods coming from non-democratic countries.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G09B	b) People should not buy goods produced by companies using child labor.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G09C	c) People should not buy products whose production has a negative impact on the environment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G09D	d) People should not buy goods produced by a company violating social rights of their employees.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G09E	e) People should buy only products that can be recycled afterwards.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G09F	f) People should buy <green products> even if they are more expensive.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q10 In your opinion, regardless of the laws in <country of test>, how old should a person be to have the right to do the following things?

(Please tick only one box in each row.)

		Less than 14 years old	14 years old	16 years old	18 years old	20 years old or more
ES3G10A	a) Buy beer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
ES3G10B	b) Buy spirits	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
ES3G10C	c) Vote in national elections	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
ES3G10D	d) Get a car driving license	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
ES3G10E	e) Get a credit card	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
ES3G10F	f) Buy cigarettes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
ES3G10G	g) Get a job	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
ES3G10H	h) Get a motorbike driving license	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
ES3G10I	i) Join a social network (e.g. Facebook, Twitter)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
ES3G10J	j) Vote in local elections	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
ES3G10K	k) Get married	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q11 Below is a list of statements related to the European Union (<EU>). Twenty-eight European countries are members of the European Union (<EU>).

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

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
ES3G11A	a) <EU> guarantees respect for human rights all over Europe.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G11B	b) <EU> makes Europe a safe place to live.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G11C	c) <EU> takes care of the environment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G11D	d) <EU> is good for the economy of individual countries.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ES3G11E	e) <EU> is good because countries share a common set of rules and laws.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Thank you for your cooperation!

Section 5: Latin American student questionnaire



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**International Association for the
Evaluation of Educational Achievement (IEA)**

International Civic and Citizenship Education Study (ICCS) 2016

Latin American Student Questionnaire

Main Survey Version

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International Study Consortium
International Association for the Evaluation of Educational Achievement (IEA),
The Netherlands and Germany
Australian Council for Educational Research (ACER), Australia
Laboratorio di Pedagogia Sperimentale (LPS), Roma Tre University, Italy

Introduction to the Latin American Questionnaire

The objective of this questionnaire 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.

Q1 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
LS3G01A	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
LS3G01B	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
LS3G01C	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
LS3G01D	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
LS3G01E	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
LS3G01F	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

Q2 How much do you agree or disagree with the following statements about governments and their power?

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
LS3G02A	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
LS3G02B	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
LS3G02C	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
LS3G02D	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
LS3G02E	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

Q3 How much do you agree or disagree with the following statements about the public service and government?

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
LS3G03A	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
LS3G03B	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
LS3G03C	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
LS3G03D	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
LS3G03E	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
LS3G03F	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

Q4 How much do you agree or disagree with the following statements?

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
LS3G04A	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
LS3G04B	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
LS3G04C	c) If the authorities fail to act, the citizens should organize themselves to punish criminals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G04D	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
LS3G04E	e) 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
LS3G04F	f) Watching fights between classmates is fun.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G04G	g) If you can't succeed by doing good things, <try> the bad ones.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G04H	h) 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
LS3G04I	i) Revenge is sweet.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G04J	j) Aggression serves to achieve what one wants.	<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 the following statements about situations where the law is disobeyed?

(Please tick only one box in each row.)

A law may be disobeyed ...		Strongly agree	Agree	Disagree	Strongly disagree
LS3G05A	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
LS3G05B	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
LS3G05C	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
LS3G05D	d) when others do it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G05E	e) when one distrusts the enacting body.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G05F	f) when one is sure nobody will realize.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G05G	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
LS3G05H	h) when nobody gets hurt.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G05I	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
LS3G05J	j) when one can obtain economic benefits.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q6 Would it bother you having neighbours belonging to the following groups?

(Please tick only one box in each row.)

		Yes	No
LS3G06A	a) Persons with different skin color than yours	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
LS3G06B	b) Persons of a different social class than yours	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
LS3G06C	c) Persons of a different religion than yours	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
LS3G06D	d) Persons who come from another region of the country	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
LS3G06E	e) Persons with physical disabilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
LS3G06F	f) Persons with mental disorders	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
LS3G06G	g) Persons from a different country	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
LS3G06H	h) Persons of indigenous origin	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q7 How do you feel when you witness the following situations at your school?*(Please tick only one box in each row.)*

		I think it is fun	I don't care	It bothers me
LS3G07A	a) A classmate falls and gets hurt.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07B	b) A classmate gets beaten up.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07C	c) A classmate gets unfairly reprimanded.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07D	d) A classmate gets unfairly punished.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07E	e) A classmate gets something stolen from him/her.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07F	f) A classmate gets ridiculed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07G	g) A classmate gets insulted.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07H	h) A classmate looks very sad.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07I	i) A classmate gets bad grades.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07J	j) A classmate has nobody to play with.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07K	k) There is a fight between classmates.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q8 How much do you agree or disagree with the following statements with regard to homosexual orientations?*(Please tick only one box in each row.)*

		Strongly agree	Agree	Disagree	Strongly disagree
LS3G08A	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
LS3G08B	b) Two persons of the same sex should have the right to adopt children.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G08C	c) Homosexuals should have the same rights as all other citizens.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G08D	d) All schools should accept homosexuals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G08E	e) Homosexuals should have the right to hold any political or public position.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q9 *Discrimination* occurs when access to rights and opportunities is unfairly limited due to specific personal features, such as age, sex, or the color of his/her skin.

We would like to know your opinion about discrimination in society

To what extent are the following groups of people discriminated against in <country of test>?

(Please tick only one box in each row.)

		A lot	To some extent	A little	Not at all
LS3G09A	a) Women	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09B	b) Young persons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09C	c) Homosexual persons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09D	d) Unemployed persons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09E	e) Persons with a disability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09F	f) Persons of African origin	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09G	g) Religious minorities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09H	h) Poor people	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09I	i) Older people	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09J	j) <Immigrants>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09K	k) Persons of indigenous origin	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Thank you for your cooperation!



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**International Association for the
Evaluation of Educational Achievement (IEA)**

Estudio Internacional de Cívica y Ciudadanía (ICCS) 2016

Cuestionario Latinoamericano para el Estudiante

Prueba Final
[Español]

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International Study Consortium
International Association for the Evaluation of Educational Achievement (IEA),
The Netherlands and Germany
Australian Council for Educational Research (ACER), Australia
Laboratorio di Pedagogia Sperimentale (LPS), Roma Tre University, Italy

Introducción al Cuestionario Latinoamericano

El objetivo del presente cuestionario es averiguar cuál es tu opinión acerca de algunos temas importantes para la región latinoamericana. En esta parte encontrarás preguntas acerca de tu opinión sobre temas políticos y sociales, sobre tus experiencias, y de cómo reaccionarías en ciertos contextos.

No hay respuestas correctas o incorrectas; sólo queremos conocer tu opinión acerca de ciertos temas. Debes responder en la forma que consideres correcta según tu punto de vista.

Por favor lee cuidadosamente cada pregunta y responde con la mayor exactitud posible. En esta parte se contesta marcando con una equis la casilla .

Si te equivocas al marcar una casilla borra tu respuesta o ennegrecéelo completamente y luego marca tu nueva respuesta.

Todas tus respuestas serán confidenciales.

P1 ¿En qué medida estás de acuerdo o en desacuerdo con las siguientes afirmaciones sobre el gobierno y sus líderes?

(Por favor marca sólo una casilla en cada fila.)

		Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
LS3G01A	a) Es mejor que los líderes del gobierno tomen decisiones sin consultar a nadie.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G01B	b) Los gobernantes deben hacer valer su autoridad aunque violen los derechos de algunos ciudadanos. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G01C	c) Los gobernantes pierden su autoridad cuando reconocen sus errores.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G01D	d) Las personas que tengan opiniones diferentes al gobierno deben ser consideradas como sus enemigos.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G01E	e) La opinión más importante del país debe ser la del presidente.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G01F	f) Es justo que el gobierno no cumpla con las leyes cuando lo crea necesario.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

P2 ¿En qué medida estás de acuerdo o en desacuerdo con las siguientes afirmaciones sobre los gobiernos y su poder?

(Por favor marca sólo una casilla en cada fila.)

		Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
LS3G02A	a) La concentración del poder en una sola persona garantiza el orden.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G02B	b) El gobierno debería cerrar los medios de comunicación que lo critiquen.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G02C	c) Si el presidente no está de acuerdo con el <congreso>, debería <disolverlo>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G02D	d) Las dictaduras se justifican cuando traen orden y seguridad.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G02E	e) Las dictaduras se justifican cuando traen beneficios económicos.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

P3 ¿En qué medida estás de acuerdo o en desacuerdo con las siguientes afirmaciones sobre el servicio público y el gobierno?

(Por favor marca sólo una casilla en cada fila.)

		Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
LS3G03A	a) Es aceptable que un funcionario público acepte sobornos cuando su salario es muy bajo.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G03B	b) Es apropiado que un funcionario público utilice los recursos de la institución donde trabaja para su beneficio personal.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G03C	c) Los buenos candidatos le dan beneficios personales a los electores a cambio de su voto.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G03D	d) Es aceptable pagarle algo adicional a un funcionario público para obtener un beneficio personal.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G03E	e) Es aceptable que un funcionario público apoye a sus amigos consiguiéndoles empleos en su oficina.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G03F	f) Como los recursos públicos son de todos, está bien que el que pueda se quede con parte de ellos.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

P4 ¿En qué medida estás de acuerdo o en desacuerdo con las siguientes afirmaciones?

(Por favor marca sólo una casilla en cada fila.)

		Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
LS3G04A	a) La paz sólo se logra por medio del diálogo y la negociación.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G04B	b) Para lograr la paz el fin justifica los medios.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G04C	c) Si las autoridades no actúan, los ciudadanos deben organizarse para castigar a los criminales.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G04D	d) Es justificado golpear como castigo a alguien que comete un delito contra mi familia.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G04E	e) El que me las hace me las paga.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G04F	f) Ver peleas entre compañeros es divertido.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G04G	g) Si no se puede por las buenas, <toca> por las malas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G04H	h) Hay que pelear para que la gente no piense que uno es cobarde.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G04I	i) La venganza es dulce.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G04J	j) La agresión sirve para lograr lo que uno quiere.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

P5 ¿En qué medida estás de acuerdo o en desacuerdo con las siguientes afirmaciones sobre situaciones en las que se desobedece la ley?

(Por favor marca sólo una casilla en cada fila.)

Una ley se puede desobedecer...		Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
LS3G05A	a) cuando es la única alternativa que queda para alcanzar objetivos importantes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G05B	b) cuando es la única manera que uno tiene para ayudar a su familia.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G05C	c) cuando otros que la desobedecieron no fueron castigados.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G05D	d) cuando los demás lo hacen.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G05E	e) cuando se desconfía del organismo que hizo la ley.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G05F	f) cuando uno está seguro de que nadie se va a dar cuenta.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G05G	g) cuando es la única manera de luchar públicamente contra una ley injusta.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G05H	h) cuando no se le hace daño a nadie.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G05I	i) cuando se hace sin mala intención.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G05J	j) cuando uno puede sacar provecho económico.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

P6 ¿Te molesta tener vecinos que pertenecen a los siguientes grupos?

(Por favor marca sólo una casilla en cada fila.)

		Si	No
LS3G06A	a) Personas de un color de piel distinta a la tuya	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
LS3G06B	b) Personas de una clase social distinta a la tuya	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
LS3G06C	c) Personas de una religión distinta a la tuya	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
LS3G06D	d) Personas que vienen de otra región del país	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
LS3G06E	e) Personas con discapacidades físicas	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
LS3G06F	f) Personas con discapacidades mentales	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
LS3G06G	g) Personas que vienen de otro país	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
LS3G06H	h) Personas de origen indígena	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

P7 ¿Cómo te sientes cuando observas las siguientes situaciones en tu escuela?

(Por favor marca sólo una casilla en cada fila.)

		Me parece divertido	Me es indiferente	Me preocupa
LS3G07A	a) Un compañero de clases se cae y se hace daño.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07B	b) A un compañero de clase le pegan.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07C	c) Regañan injustamente a un compañero.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07D	d) Castigan injustamente a un compañero.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07E	e) A un compañero de clase le roban algo.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07F	f) Se burlan de un compañero.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07G	g) Insultan a un compañero.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07H	h) Un compañero de clases está muy triste.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07I	i) Un compañero saca malas calificaciones.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07J	j) Un compañero no tiene con quien jugar.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
LS3G07K	k) Hay una pelea entre compañeros.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

P8 ¿En qué medida estás de acuerdo o en desacuerdo con las siguientes afirmaciones respecto a la homosexualidad?

(Por favor marca sólo una casilla en cada fila.)

		Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
LS3G08A	a) Las personas del mismo sexo deberían tener derecho a casarse entre sí.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G08B	b) Dos personas del mismo sexo deberían tener el derecho de adoptar hijos.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G08C	c) Los homosexuales deberían tener los mismos derechos que los demás ciudadanos.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G08D	d) Todos los colegios deberían aceptar a homosexuales.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G08E	e) Los homosexuales deberían tener el derecho de postularse para cualquier cargo político o público.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

P9 La *discriminación* ocurre cuando el acceso a derechos y oportunidades por parte de una persona es injustamente limitada debido a características específicas como su edad, su género o el color de su piel.

Nos gustaría conocer tu opinión acerca de la discriminación en la sociedad.

¿En qué medida se discrimina a los siguientes grupos de personas en <país de prueba>?

(Por favor marca sólo una casilla en cada fila.)

		Mucho	Hasta cierto punto	Poco	Nada
LS3G09A	a) Mujeres	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09B	b) Personas jóvenes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09C	c) Personas homosexuales	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09D	d) Personas sin empleo	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09E	e) Personas con discapacidades	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09F	f) Personas afrodescendientes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09G	g) Minorías religiosas	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09H	h) Personas pobres	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09I	i) Personas mayores	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09J	j) <Inmigrantes>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
LS3G09K	k) <Personas de origen indígena>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

¡Muchas gracias por su participación!

Section 6: National contexts survey



**International Association for the
Evaluation of Educational Achievement (IEA)**

International Civic and Citizenship Education Study (ICCS) 2016

National Contexts Survey

Main Survey Version

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International Study Consortium
International Association for the Evaluation of Educational Achievement (IEA),
The Netherlands and Germany
Australian Council for Educational Research (ACER), Australia
Laboratorio di Pedagogia Sperimentale (LPS), Roma Tre University, Italy

Introduction

The National Contexts Survey is an important part of the ICCS study. It is addressed to National Research Coordinators (NRCs), who are asked to supply information in English about their country's approaches to civic and citizenship education at a **national level**. The information will assist in the process of interpreting the school, teacher and student achievement data collected in other parts of the ICCS study. Your responses are, therefore, very important in helping to provide a context for and a better understanding of the study results.

Instructions

We ask that you or your nominee complete this survey questionnaire, working with others as necessary (e.g. ministries of education, NGOs, teachers associations in your country). It is important that you answer each question carefully and concisely and provide additional information where requested so that as accurate a picture as possible of your country's approach to **civic and citizenship education** is presented, particularly in relation to the study target population at Grade 8, or equivalent.

In order to help you to complete the survey as accurately and concisely as possible there are accompanying Notes for Guidance and **Definition of Key Concepts and terms**. It is recommended that you read these first before beginning to complete the survey and refer to them when answering the questions in the sections of the survey. Hyperlinks will take you to the Notes for Guidance where necessary, by means of a mouse-click when you need to refer to them.

You can logout of the survey at any time. Your answers will be automatically saved any time you press the "Previous" or "Next" button. You can always go back and change answers to questions you have already answered before. The Table of Contents for quick navigation is available as a link on the bottom of each page. Once you finish the survey, please indicate completion by clicking the "Finish" button at the end of the survey.

Please complete this survey within two months after you submitted your Main Survey (MS) data to the IEA DPC, latest until **31st of August 2016**.

If you are in doubt about any aspect covered in this survey questionnaire, please contact the IEA DPC in Hamburg at iccs@iea-dpc.de.

Your cooperation in completing this survey is greatly appreciated. Thank you in advance.

The IEA ICCS 2016 Joint Management Committee

SECTION A: EDUCATION SYSTEM

A.1. BACKGROUND

Q1 Have there been any changes introduced to the structure and organization of primary and secondary education in your country since 2009?

XA3G01

*(Please tick **one** box only.)*

Yes ₁

No ₂

XA3G01T

If you answered 'yes', please describe, in brief, the nature of the changes and provide references to relevant documents:

Q2 Which of the following statements best characterizes the governance of school education in your country?

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

XA3G02

*(Please tick **one** box only.)*

Responsibility for school education rests primarily with a national ministry or department of education ₁

Responsibility for school education rests primarily with state/provincial authorities ₂

There is an even balance of responsibility for school education between national and state/provincial authorities ₃

Other ₄

XA3G02T

If 'other', please specify: _____

Q3 To what extent do individual lower secondary schools have responsibility for decisions about:

(Please select the most appropriate response and add written comments.)

XA3G03A	a) Allocating resources	
	Schools can allocate resources (including teaching time) to various components of a total school budget	<input type="checkbox"/> ₁
	Schools can allocate resources other than teacher time to various components of a total school budget	<input type="checkbox"/> ₂
	Resource allocations are determined either regionally or centrally	<input type="checkbox"/> ₃
XA3G03AT	Please provide written comments to support your response:	
<hr/>		
<hr/>		
XA3G03B	b) Curriculum planning	
	Schools may decide and implement their own curricula	<input type="checkbox"/> ₁
	Schools must follow some general official curriculum guidelines but can influence the curriculum	<input type="checkbox"/> ₂
	Schools must follow a pre-planned curriculum as defined by authorities	<input type="checkbox"/> ₃
XA3G03BT	Please provide written comments to support your response:	
<hr/>		
<hr/>		
XA3G03C	c) Pedagogy or approaches to teaching	
	Schools may decide on a general approach	<input type="checkbox"/> ₁
	Schools are encouraged to adopt certain approaches to teaching	<input type="checkbox"/> ₂
	Schools must follow system-wide recommended approaches	<input type="checkbox"/> ₃
XA3G03CT	Please provide written comments to support your response:	
<hr/>		
<hr/>		

XA3G03D

d) **Recruiting and appointing teaching staff**

Schools have authority to recruit and appoint staff ₁

Schools can recruit and recommend teaching staff to be appointed ₂

All teaching staff are recruited and appointed by central or regional authorities and assigned to schools ₃

XA3G03DT

Please provide written comments to support your response:

XA3G03E

e) **Student assessment**

All student assessments are decided within schools ₁

Some assessments are school based but there are some mandated system-wide assessments ₂

All student assessments are system-wide ₃

XA3G03ET

Please provide written comments to support your response:

A.2. STRUCTURE OF THE EDUCATION SYSTEM

Q4 For what ages is school education compulsory in your country?

(Please write a number in each row.)

XA3G04A a) At what age does compulsory education begin? _____

XA3G04B b) At what age does compulsory education finish? _____

XA3G04C c) How many years of compulsory education are there? _____

Q5a Please outline the main characteristics of the institutions which offer education at the primary level (ISCED 1) (from age 5 upwards to around 11 years old).

You may need to differentiate and explain different types of school that operate. It would also be helpful to indicate the ways in which education for students with special needs is provided (e.g. mainly in special schools, in special classes within comprehensive schools or through an integrated system). If ISCED 2 level of education is provided in a program/institution with ISCED level 1, please report the second phase of the educational level under this question.

XA3G05AT

Q5b Please outline the main characteristics of the institutions which offer education at the lower secondary level (ISCED 2) (from age 11 to around 14/15 years old).

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

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

XA3G05BT

Q5c Please outline the main characteristics of the institutions which offer education at the upper secondary level (ISCED 3) (from age 14/15 to around 17/18 years old).

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

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

XA3G05CT

Q6 What are the approximate percentages of government (public) and non-government (private) schools that provide education at the ISCED 2 level in your country?

*(Please write a percentage on **each** line and ensure that the percentages add to 100.)*

XA3G06A

a) Public/government schools?
(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.) %

XA3G06B

b) Private/independent schools?
(This is a school managed directly or indirectly by a non-government organization; for example, a church, trade union, business, or other private institution.) %

XA3G06C

c) Other schools (please describe below): %

XA3G06CT

SECTION B: CIVIC AND CITIZENSHIP EDUCATION IN CURRICULUM

B.1. EDUCATION POLICY OF CIVIC AND CITIZENSHIP EDUCATION

Q7 Have there been any changes introduced relevant to the character and approach to civic and citizenship education in educational policies in your country since 2009?

XA3G07

*(Please tick **one** box only.)*

Yes ₁

No ₂

XA3G07T

If you answered 'yes', please describe, in brief, the nature of the changes and provide references to relevant documents:

Q8 Since 2000, have there been any major studies about civic and citizenship education of young people in your country?

XA3G08

*(Please tick **one** box only.)*

Yes ₁

No ₂

XA3G08T

If you answered 'yes', please describe, in brief, the nature of the studies and provide references to relevant documents.

Q9 Which of the following have most influenced the current character and approach to civic and citizenship education in educational policies in your country?

*See the Notes for Guidance for clarification of influences relevant for this question. (Please tick **all** boxes that apply, describe the influences and refer to relevant sources.)*

XA3G09A	Educational approaches	<input type="checkbox"/> ₁
XA3G09AT	_____	
XA3G09B	Historical events	<input type="checkbox"/> ₁
XA3G09BT	_____	
XA3G09C	Cultural traditions	<input type="checkbox"/> ₁
XA3G09CT	_____	
XA3G09D	Political changes	<input type="checkbox"/> ₁
XA3G09DT	_____	
XA3G09E	Results from international and/or national studies of civic and citizenship education	<input type="checkbox"/> ₁
XA3G09ET	_____	
XA3G09F	Other influences (please describe):	<input type="checkbox"/> ₁
XA3G09FT	_____	

Q10 Is there a definition of civic and citizenship education in the national curricula or official guidelines for school education?

See the Notes for Guidance for information about civic and citizenship education in the context of this survey.

*(Please tick **one** box only.)*

XA3G10	Yes	<input type="checkbox"/> ₁
	No	<input type="checkbox"/> ₂

XA3G10T	If you answered 'yes', please describe, in brief, the definition and provide references to relevant documents.

Q11 What are the main 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, action plans, national goals)?

(Please describe in brief below.)

XA3G011T

Q12 Are the following aspects of school organization and operations recognized in national curricula or official guidelines for school education as contributing to civic and citizenship education in your country?

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

		<i>Yes</i>	<i>No</i>
XA3G12A	a) School governance (e.g. school governing bodies/elected school boards)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G12B	b) Student participation (e.g. school/student councils)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G12C	c) School ethos, culture and values (e.g. school code of conduct)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G12D	d) Parental/community involvement in school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G12E	e) Assemblies and special events	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G12F	f) Extra-curricular activities (e.g. sports, political clubs, debating groups)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G12G	g) Classroom experiences/ethos	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G12H	h) School/community links (e.g. partnerships between school and the local community)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G12I	i) Student and teacher involvement in the community	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

B.2. CIVIC AND CITIZENSHIP EDUCATION AT SCHOOL

Q13a Please describe how civic and citizenship education is formally implemented in Primary education (ISCED 1).

*(Please tick **one** box on each line and provide further descriptions where indicated.)*

XA3G13A	Primary education (ISCED 1) <i>(Please write original name of educational level and its English translation below)</i>		
	_____	<i>Yes</i>	<i>No</i>
XA3G13AA	a) Is civic and citizenship included as part of the formal curriculum?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G13AB	b) Are there differences between different study programs at this educational level?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G13ABT	If 'yes', please describe these differences: _____		
XA3G13AC	c) Is there a specific curriculum subject for civic and citizenship education?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G13ACT	If 'yes', please provide the original name of this subject with its translation into English and in which grades it is taught: _____		

Q13b Please describe how civic and citizenship education is formally implemented at lower-secondary education (ISCED 2).

*(Please tick **one** box on each line and provide further descriptions where indicated.)*

XA3G13B	Lower-secondary education (ISCED 2)	
	<i>(Please write original name of educational level and its English translation below)</i>	
<hr/>		
		<i>Yes</i> <i>No</i>
XA3G13BA	a) Is civic and citizenship included as part of the formal curriculum?	<input type="checkbox"/> ₁ <input type="checkbox"/> ₂
XA3G13BB	b) Are there differences between different study programs at this educational level?	<input type="checkbox"/> ₁ <input type="checkbox"/> ₂
XA3G13BBT	If 'yes', please describe these differences:	
<hr/>		
XA3G13BC	c) Is there a specific curriculum subject for civic and citizenship education?	<input type="checkbox"/> ₁ <input type="checkbox"/> ₂
XA3G13BCT	If 'yes', please provide the original name of this subject with its translation into English and in which grades it is taught:	
<hr/>		

Q13c Please describe how civic and citizenship education is formally implemented at upper-secondary education (ISCED 3).

*(Please tick **one** box on each line and provide further descriptions where indicated.)*

XA3G13C	Upper-secondary education (ISCED 3)	
	<i>(Please write original name of educational level and its English translation below)</i>	
<hr/>		
		<i>Yes</i> <i>No</i>
XA3G13CA	a) Is civic and citizenship included as part of the formal curriculum?	<input type="checkbox"/> ₁ <input type="checkbox"/> ₂
XA3G13CB	b) Is civic and citizenship included as part of the formal curriculum?	<input type="checkbox"/> ₁ <input type="checkbox"/> ₂
XA3G13CBT	If 'yes', please describe these differences:	
<hr/>		
XA3G13CC	c) Is civic and citizenship included as part of the formal curriculum?	<input type="checkbox"/> ₁ <input type="checkbox"/> ₂
XA3G13CCT	If 'yes', please provide the original name of this subject with its translation into English and in which grades it is taught:	
<hr/>		

B.3. CIVIC AND CITIZENSHIP EDUCATION AT THE TARGET GRADE

Q14 How is civic and citizenship education intended to be taught at the target grade in schools?

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

		<i>Yes</i>	<i>No</i>
XA3G14A	a) It is taught as a separate subject by teachers of subjects related to civic and citizenship education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G14B	b) It is taught by teachers of subjects related to human/social sciences (e.g. History, Geography, Law or Economics)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G14C	c) It is integrated into all subjects taught at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G14D	d) It is an extra-curricular activity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G14E	e) It is considered the result of school experience as a whole	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q15 Please describe briefly the main aims and objectives of civic and citizenship education at the target grade in your country.

If possible please provide references to relevant curriculum documents and parts of the curriculum.

If this question is not applicable to your country, please write 'Not applicable' on the lines below and move on to question 18.

If there are differences between study programs within the target grade, please describe those differences.

XA3G015T

Q16 Are the following topics included in the curriculum at the target grade?*(Please tick **one** box on each line.)*

		<i>No</i>	<i>Yes</i>
XA3G16A	a) Human rights	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G16B	b) Voting and elections	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G16C	c) The global community and international organizations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G16D	d) The environment and environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G16E	e) Emigration and immigration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G16F	f) Equal opportunities for men and women	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G16G	g) Citizens' rights and responsibilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G16H	h) The constitution and political systems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G16I	i) Responsible Internet use (e.g. privacy, source reliability, social media)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G16J	j) Critical and independent thinking	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G16K	k) Conflict resolution	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G16L	l) Regional institutions and organizations (e.g. European Union, European Parliament, Organization of American States)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G16LT	Please provide any additional comments about curriculum coverage and references to sources where appropriate.		

Q17 Are the following learning objectives specified in the curriculum for the target grade?

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

		<i>No</i>	<i>Yes</i>
XA3G17A	a) Knowing basic civic and citizenship facts (e.g. about political institutions and processes)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G17B	b) Understanding key civic and citizenship concepts (e.g. democracy, rights and responsibilities)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G17C	c) Understanding key civic and citizenship values and attitudes (e.g. fairness, responsibility, engagement)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G17D	d) Communicating through discussion and debate	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G17E	e) Understanding decision-making and active participation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G17F	f) Becoming involved in decision-making in school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G17G	g) Participating in community-based activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G17H	h) Developing a sense of national identity and allegiance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G17I	i) Developing positive attitudes toward participation and engagement in civic and civil society	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G17J	j) Understanding how to resolve conflicts in society	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G17K	k) Understanding principles of voting and elections	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q18 Does the school curriculum specify the amount of instructional time that should be devoted to civic and citizenship education (taught as a separate subject and/or as part of subjects related to human and social sciences) at the target grade?

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

*(Please tick **one** box only.)*

XA3G18

Yes ₁

No ₂

XA3G18AT

If you answered 'yes', please give an estimate in hours per week:

_____hour(s)

XA3G18BT

If you answered 'no', or if the specified time varies across different programs, please describe:

B.4. CURRENT REFORMS AND DEBATES

Q19 Since 2009, has education policy on civic and citizenship education been a major focus of debate in your country?

XA3G19

*(Please tick **one** box only.)*

Yes ₁

No ₂

XA3G19AT

If you answered 'yes', please describe the nature of the debate:

If you answered 'no', please comment on the level and degree of interest in civic and citizenship education

XA3G19BT

(See the Notes for Guidance for the clarification of the term 'level and degree of interest in civic and citizenship education'):

Q20 Since 2009, has the curriculum for civic and citizenship education undergone revision?

XA3G20

*(Please tick **one** box only.)*

Yes ₁

No ₂

XA3G20T

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

SECTION C: TEACHERS AND TEACHER EDUCATION

C.1. TEACHER EDUCATION IN GENERAL

Q21 What are the current formal requirements, if any, for being a teacher at the target grade?

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

		<i>Yes</i>	<i>No</i>
XA3G21A	a) Pre-practicum and supervised practicum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G21B	b) Passing an examination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G21C	c) Bachelor degree	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G21D	d) Post-degree diploma, certificate or award	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G21E	e) Other tertiary qualification (e.g. diploma)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G21F	f) Completion of a probationary teaching period	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
A3G21FT	If 'yes', how long is this period? (in months)	_____months	
XA3G21G	g) Completion of a mentoring or induction program	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G21H	h) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G21HT	If 'other', please specify: _____		
XA3G21T	Please provide references to relevant documents.		

Q22 In addition to the requirements listed in Q21, is there a process to license or certify lower-secondary teachers in your country?

XA3G22A (Please tick **one** box only.)

Yes ₁

No ₂

If you answered 'yes', who certifies or licenses these teachers?

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

- | | | |
|-----------|---|---------------------------------------|
| XA3G22BA | Minister or ministry of education | <input type="checkbox"/> ₁ |
| XA3G22BB | National or state or provincial licensing board | <input type="checkbox"/> ₁ |
| XA3G22BC | Universities or colleges | <input type="checkbox"/> ₁ |
| XA3G22BD | Teacher organization or union | <input type="checkbox"/> ₁ |
| XA3G22BE | Other | <input type="checkbox"/> ₁ |
| XA3G22BET | If 'other', please specify: _____ | |

C.2. TEACHER EDUCATION FOR CIVIC AND CITIZENSHIP EDUCATION

Q23 Who teaches content related to civic and citizenship education at the target grade in your country?

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

		Yes	No
XA3G23A	a) Specialist teachers of civic and citizenship education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G23B	b) Teachers of subjects related to civic and citizenship education (e.g. history, geography, social studies)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G23C	c) Teachers of subjects not related to civic and citizenship education (e.g. mathematics, science)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G23T	Please provide references to relevant documents.		

Q24 Is civic and citizenship education covered as mandatory part of pre-service/initial teacher education for the following groups of target grade teachers?

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

		Yes	No
XA3G24A	a) Specialist teachers of civic and citizenship education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G24B	b) Teachers of subjects related to civic and citizenship education (e.g. history, geography, social studies)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G24C	c) Teachers of subjects not related to civic and citizenship education (e.g. mathematics, science)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G24T	Please provide references to relevant documents.		

C.3. IN-SERVICE TEACHER EDUCATION FOR CIVIC AND CITIZENSHIP EDUCATION

Q25 Is in-service, continuing education or professional development for civic and citizenship education offered to the following groups of target grade teachers?

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

		<i>Yes</i>	<i>No</i>
XA3G25A	a) Specialist teachers of civic and citizenship education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G25B	b) Teachers of subjects related to civic and citizenship education (e.g. history, geography, social studies)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G25C	c) Teachers of subjects not related to civic and citizenship education (e.g. mathematics, science)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
XA3G25T	Please provide references to relevant documents.		

Q26 Who are major providers of in-service, continuing education or professional development in civic and citizenship education for target grade teachers?

See the Notes for Guidance for clarification of 'sub-national entities in federal systems' in this question.

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

XA3G26A	National government or Ministry of education	<input type="checkbox"/> ₁
XA3G26B	State or provincial jurisdictions (e.g. sub-national entities in federal systems)	<input type="checkbox"/> ₁
XA3G26C	Local authorities (e.g. regions, municipalities and districts)	<input type="checkbox"/> ₁
XA3G26D	Universities or colleges	<input type="checkbox"/> ₁
XA3G26E	Professional associations	<input type="checkbox"/> ₁
XA3G26F	Unions	<input type="checkbox"/> ₁
XA3G26G	NGOs (Non-governmental organizations) or charities	<input type="checkbox"/> ₁
XA3G26H	International or regional bodies (e.g. UN, UNESCO, Council of Europe)	<input type="checkbox"/> ₁
XA3G26I	Schools (i.e. in-house training)	<input type="checkbox"/> ₁
XA3G26J	Networks of schools	<input type="checkbox"/> ₁
XA3G26K	Publishers of textbooks and other educational material	<input type="checkbox"/> ₁
XA3G26L	Other	<input type="checkbox"/> ₁
XA3G26LT	If 'other', please specify: _____	

SECTION D: ASSESSMENTS AND QUALITY ASSURANCE

Q27 Are students in the target grade expected to be formally assessed with regard to learning outcomes of civic and citizenship education?

XA3G27

*(Please tick **one** box only.)*

Yes ₁

No ₂

XA3G27T

If you answered 'yes', please describe the methods used for these formal assessments:

Q28 Do students in the target grade receive formal reports regarding their learning outcomes of civic and citizenship education at the end of school terms or years?

XA3G28

*(Please tick **one** box only.)*

Yes ₁

No ₂

Q29 Are schools expected to inform parents of students at the target grade about aims of and approaches to civic and citizenship education?

XA3G29

*(Please tick **one** box only.)*

Yes ₁

No ₂

XA3G29T

If you answered 'yes', please describe the ways in which are parents expected to be informed:

This is the end of the National Contexts Survey. For each person that contributed to the responses, please list their name, their position and the nature of their contribution:

Suppressed	1. _____
Suppressed	2. _____
Suppressed	3. _____
Suppressed	4. _____

APPENDIX B:

National adaptations of international questionnaires

Overview

This appendix describes national adaptations made to the international versions of the ICCS 2016 questionnaires. This information enables users to evaluate the availability of internationally comparable data for use in secondary analyses involving the ICCS 2016 questionnaire variables.

Questionnaire adaptations include questions that countries were required to adapt, questions that were not administered, and questions that countries modified to suit their national context.

The adaptations to questionnaires are presented in three sections: (1) language of test administration; (2) general or common cultural adaptations; and (3) other adaptations specific to individual systems.

Language of test administration

This information indicates in which language the student administered the civic knowledge test. It was not part of the test data itself but was tracked by the national centers. The values for the systems are given in the table below. The corresponding values are included in the international student questionnaire data file (ISG) as variable ITLANG.

ITLANG	
Country	Documentation
Belgium (Flemish)	12 = Dutch
Bulgaria	9 = Bulgarian
Chile	2 = Spanish
Chinese Taipei	10 = Chinese
Colombia	2 = Spanish
Croatia	20 = Italian 56 = Croatian
Denmark	11 = Danish
Dominican Republic	2 = Spanish
Estonia	29 = Russian 46 = Estonian
Finland	32 = Swedish 43 = Finnish
Hong Kong SAR	1 = English 10 = Chinese
Italy	20 = Italian
Korea, Republic of	47 = Korean
Latvia	21 = Latvian 29 = Russian
Lithuania	22 = Lithuanian 27 = Polish 29 = Russian
Malta	1 = English 48 = Maltese

Mexico	2 = Spanish
Netherlands	12 = Dutch
North Rhine-Westphalia (Germany)	15 = German
Norway	8 = Bokmal 26 = Nynorsk
Peru	2 = Spanish
Russian Federation	29 = Russian
Slovenia	31 = Slovene
Sweden	32 = Swedish

General adaptations

General adaptations relate to text passages in the international English version of the instruments for which it was mandatory (or at least highly likely) to adapt them to the specific national settings and terminology and which were used several times throughout the questionnaires. Mandatory cultural adaptations were indicated using angle brackets (< >) in the international version, for instance, the term <Target grade>, which was used several times in the school and the teacher questionnaires. The tables in this section include back-translations into English of those general terms.

<Civic and citizenship education>

Country	Documentation
Belgium (Flemish)	Citizenship education
Bulgaria	Citizenship education
Chile	Civic and citizenship education
Chinese Taipei	Civic and citizenship education
Colombia	Civic and citizenship education
Croatia	Civic education
Denmark	Social Science
Dominican Republic	Civic and citizenship education
Estonia	Studies of society
Finland	Civic and Citizenship education
Hong Kong SAR	Civic education
Italy	Civic and citizenship education
Korea, Republic of	Civic and citizenship education
Latvia	Civic and citizenship education
Lithuania	History or geography classes related to the topics of citizenship
Malta	Civic and citizenship education
Mexico	Civic and citizenship education
Netherlands	Citizenship education
North Rhine-Westphalia (Germany)	Civic and citizenship education
Norway	Civic education
Peru	Citizenship and civic education
Russian Federation	Civic education
Slovenia	Civic and citizenship education
Sweden	Citizenship and society

<Extra-curricular activities>

Country	Documentation
Belgium (Flemish)	Extra-curricular activities
Bulgaria	Out of class activity
Chile	Extra-curricular activities
Chinese Taipei	Extra-curricular activities
Colombia	Extra-curricular activities
Croatia	Extra-curricular activities
Denmark	Voluntary activity
Dominican Republic	Extra-curricular activity
Estonia	Out-of-class activities
Finland	School clubs or volunteer projects
Hong Kong SAR	Extra-curricular activities
Italy	Extra-curricular activities
Korea, Republic of	Extra-curricular activities
Latvia	Extra-curricular activities
Lithuania	Extra-curricular activities
Malta	Extra-curricular activity
Mexico	Extra-curricular activities
Netherlands	Extra-curricular activity
North Rhine-Westphalia (Germany)	Extra-curricular activities
Norway	Activities at school outside regular teaching hours
Peru	Extra-curricular activities
Russian Federation	Extra-curricular activities
Slovenia	Extra-curricular activities
Sweden	Activities outside the regular curriculum

<Female guardian>

Country	Documentation
Belgium (Flemish)	Female guardian
Bulgaria	Female guardian
Chile	Female guardian
Chinese Taipei	Female guardian
Colombia	Female guardian
Croatia	Female guardian
Denmark	Another adult woman
Dominican Republic	Female guardian
Estonia	Female guardian
Finland	Female guardian
Hong Kong SAR	Female guardian
Italy	Female guardian
Korea, Republic of	Female guardian
Latvia	Female guardian
Lithuania	Female guardian

Malta	Female guardian
Mexico	Female guardian
Netherlands	Female guardian
North Rhine-Westphalia (Germany)	Female guardian
Norway	Female guardian
Peru	Female guardian
Russian Federation	Female guardian
Slovenia	Female guardian
Sweden	Female guardian

<Male guardian>

Country	Documentation
Belgium (Flemish)	Male guardian
Bulgaria	Male guardian
Chile	Male guardian
Chinese Taipei	Male guardian
Colombia	Male guardian
Croatia	Male guardian
Denmark	Another adult man
Dominican Republic	Male guardian
Estonia	Male guardian
Finland	Male guardian
Hong Kong SAR	Male guardian
Italy	Male guardian
Korea, Republic of	Male guardian
Latvia	Male guardian
Lithuania	Male guardian
Malta	Male guardian
Mexico	Male guardian
Netherlands	Male guardian
North Rhine-Westphalia (Germany)	Male guardian
Norway	Male guardian
Peru	Male guardian
Russian Federation	Male guardian
Slovenia	Male guardian
Sweden	Male guardian

<Job>

Country	Documentation
Belgium (Flemish)	Job
Bulgaria	Job
Chile	Job
Chinese Taipei	Job
Colombia	Job
Croatia	Job
Denmark	Work
Dominican Republic	Job
Estonia	Job
Finland	Job
Hong Kong SAR	Job

Italy	Job
Korea, Republic of	Job
Latvia	Job
Lithuania	Job
Malta	Job
Mexico	Job
Netherlands	Job
North Rhine-Westphalia (Germany)	Job
Norway	Job
Peru	Job
Russian Federation	Job
Slovenia	Job
Sweden	Job

<Local community>

Country	Documentation
Belgium (Flemish)	Local community
Bulgaria	Settlement
Chile	Community (neighborhood, commune or town)
Chinese Taipei	Local community
Colombia	Local community
Croatia	Local community
Denmark	Local society
Dominican Republic	Local community
Estonia	Home site
Finland	Local community
Hong Kong SAR	Local community
Italy	Local community
Korea, Republic of	Local community
Latvia	Local community
Lithuania	Local community
Malta	Local community
Mexico	Community
Netherlands	Local community
North Rhine-Westphalia (Germany)	City/local community
Norway	Local community
Peru	Neighborhood or community
Russian Federation	Local community
Slovenia	Local community
Sweden	Nearby area

<School parliament>

Country	Documentation
Belgium (Flemish)	Student council
Bulgaria	School parliament
Chile	Student's council
Chinese Taipei	School parliament
Colombia	School council
Croatia	School parliament
Denmark	Student council
Dominican Republic	School parliament

Estonia	Students' representative body
Finland	School parliament
Hong Kong SAR	Student parliament
Italy	School parliament
Korea, Republic of	School parliament
Latvia	Council of the Students
Lithuania	Students' council
Malta	Students' council
Mexico	Student society
Netherlands	Student council
North Rhine-Westphalia (Germany)	Student representative
Norway	Student council
Peru	Scholar town council/student council
Russian Federation	School council
Slovenia	School parliament
Sweden	Student council

<Target grade>

Country	Documentation
Belgium (Flemish)	2nd year
Bulgaria	8th grade
Chile	8th grade
Chinese Taipei	8th grade
Colombia	Eighth grade
Croatia	Eighth grade
Denmark	Grade 8
Dominican Republic	8th grade
Estonia	Eighth grade
Finland	8th grade
Hong Kong SAR	Secondary 2
Italy	Third grade of lower secondary school
Korea, Republic of	Middle school grade 2
Latvia	Grade 8
Lithuania	Eighth grade
Malta	Year 9
Mexico	Second year of junior high school
Netherlands	2nd year
North Rhine-Westphalia (Germany)	Grade 8
Norway	9th grade
Peru	Eighth grade
Russian Federation	Grade 8
Slovenia	8th grade
Sweden	Grade eight

<The principal, the head teacher, the school head>

Country	Documentation
Belgium (Flemish)	The principal
Bulgaria	The headmaster of the school
Chile	The principal
Chinese Taipei	The principal
Colombia	The principal

Croatia	The principal
Denmark	The school management
Dominican Republic	The principal, the head teacher, the school head
Estonia	The principal, assistant principal in teaching affairs
Finland	The principal
Hong Kong SAR	The principal
Italy	The school principal
Korea, Republic of	The principal
Latvia	The school head
Lithuania	The principal
Malta	Head of School
Mexico	Director
Netherlands	The head of the school or the department
North Rhine-Westphalia (Germany)	The school head
Norway	The school management
Peru	The principal
Russian Federation	The director, deputy director
Slovenia	The head teacher
Sweden	The principal/the school head

Adaptations specific to individual systems

Adaptations specific to individual systems are presented in five sections, each corresponding to the ICCS 2016 questionnaire types:

- School questionnaire
- Teacher questionnaire
- International student questionnaire
- European student questionnaire
- Latin American student questionnaire

For each question that was adapted, a national entry is included if the version of the question administered in a country was different from the international version. For each question, the following is provided:

- Question number
- Question stem and response options
- Variable name(s)
- National adaptation, listed by country

Each adaptation was assigned a code, either code D or code X. The codes are defined as follows:

Code D: National data for the country are included in the international database. This code was used when the question was considered comparable to the international version.

Code X: National data for the country are not included in the international database. This code was used for questions that were not administered, not applicable, or deleted for any of several reasons (e.g., the question was not internationally comparable, removed at the country's request, or removed due to other data problems).

Section 1: School questionnaire

ScQ-01

Question: How long have you been <the principal, the head teacher, the school head> of this school including the current school year?

- 1 = 1 - 2 years
 2 = 3 - 5 years
 3 = 6 years or more

Variable Name(s): IC3G01

Country	Item ID	Code	Documentation
Belgium (Flemish)	ScQ-01	D	Principal (or board member)
Denmark	ScQ-01	D	School leader
Latvia	ScQ-01	D	The principal
Netherlands	ScQ-01	D	The principal or head of the department
Norway	ScQ-01	D	School head (principal, assistant principal, school inspector)
Peru	ScQ-01	D	The principal, the head teacher, the school head

ScQ-02A-E

Question: The following statements refer to teachers' participation in the running of the school. In your opinion, how many teachers participate as follows at this school?

- a) Making useful suggestions for improving school governance
 b) Supporting good discipline throughout the school
 c) Actively taking part in school <development/improvement activities>
 d) Encouraging students' active participation in school life
 e) Being willing to be members of the <school council, school governing board> as teacher representatives

- 1 = All or nearly all
 2 = Most of them
 3 = Some of them
 4 = None or hardly any

Variable Name(s): IC3G02A, IC3G02B, IC3G02C, IC3G02D, IC3G02E

Country	Item ID	Code	Documentation
Belgium (Flemish)	ScQ-02C	D	School development and improvement
Belgium (Flemish)	ScQ-02E	D	School council
Bulgaria	ScQ-02C	D	Improvement of school quality activities
Bulgaria	ScQ-02E	X	Dimension not administered or data not available
Chile	ScQ-02E	D	School governing board
Colombia	ScQ-02C	D	Improvement activities
Colombia	ScQ-02E	D	School council
Croatia	ScQ-02C	D	Development activities
Croatia	ScQ-02E	D	Dimension changed: Being willing to be in the school council as a member and teacher representative
North Rhine-Westphalia (Germany)	ScQ-02C	D	Measures for school development

North Rhine-Westphalia (Germany)	ScQ-02E	D	School conference
Denmark	ScQ-02C	D	Development activities
Denmark	ScQ-02E	D	School board
Estonia	ScQ-02C	D	Development activities
Estonia	ScQ-02E	D	School governing board
Finland	ScQ-02C	D	Development activities
Finland	ScQ-02E	D	School governing board
Hong Kong SAR	ScQ-02E	D	Incorporated Management Committee (IMC)
Italy	ScQ-02E	D	School governing council
Korea, Republic of	ScQ-02E	D	School council
Latvia	ScQ-02C	D	Development
Latvia	ScQ-02E	D	School council
Lithuania	ScQ-02E	D	School council
Malta	ScQ-02E	D	School council
Mexico	ScQ-02E	D	Technical school council, school advisory council or school board of social participation
Netherlands	ScQ-02C	D	Development and improvement activities
Netherlands	ScQ-02E	D	School council
Norway	ScQ-02C	D	Strategic and development activities
Norway	ScQ-02E	D	School board, management team, coordinating committee or similar
Peru	ScQ-02C	D	Improvement activities
Peru	ScQ-02E	D	Scholar council, scholar municipality
Russian Federation	ScQ-02C	D	Development/improvement activities
Russian Federation	ScQ-02E	D	School council
Slovenia	ScQ-02C	D	Development activities
Slovenia	ScQ-02E	D	School council
Sweden	ScQ-02E	D	Local school governing board

ScQ-04A-I

Question:

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

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?

- a) Activities related to environmental sustainability (e.g. <energy and water saving, recycling>)
- b) Human rights projects
- c) Activities for underprivileged people or groups
- d) Cultural activities (e.g. theatre, music)
- e) Multicultural and intercultural activities within the <local community> (e.g. <promotion and celebration of cultural diversity, food street market>)
- f) Campaigns to raise people's awareness, such as <campaigns to raise people's awareness about social issues, campaigns to raise people's awareness of environmental issues>
- g) Activities aimed at protecting the cultural heritage within the <local community>
- h) Visits to political institutions (e.g. <Parliament house, Prime Minister's/President's official residence>)
- i) Sports events

- 1 = All or nearly all
 2 = Most of them
 3 = Some of them
 4 = None or hardly any
 5 = Not offered at school

Variable Name(s): IC3G04A, IC3G04B, IC3G04C, IC3G04D, IC3G04E, IC3G04F, IC3G04G, IC3G04H, IC3G04I

Country	Item ID	Code	Documentation
Belgium (Flemish)	ScQ-04E	D	Activities concerning cultural diversity, foreign cuisines
Belgium (Flemish)	ScQ-04F	D	Dimension changed: Campaigns to raise awareness about social or environmental issues, such as World AIDS Day, Amnesty International, or Earth Hour
Belgium (Flemish)	ScQ-04H	D	Parliament or City Hall
Bulgaria	ScQ-04E	D	Your settlement Celebration of cultural diversity
Bulgaria	ScQ-04F	D	World AIDS Day/World No Tobacco Day
Bulgaria	ScQ-04H	D	Parliament, the Council of Ministers
Chile	ScQ-04E	D	Community Promotion and celebration of diversity, integration activities
Chile	ScQ-04F	D	Campaigns to raise people's awareness about social issues or environmental issues
Chile	ScQ-04H	D	Chile's government building, congress
Chinese Taipei	ScQ-04H	D	Parliament house, prime minister's/president's official residence
Colombia	ScQ-04H	D	National Parliament, President's official residence, City Hall
Croatia	ScQ-04A	D	Dimension changed: Activities related to environment protection (e.g., energy and water usage savings, recycling)
Croatia	ScQ-04F	D	"For health Today", "SOS for Adriatic"
Croatia	ScQ-04H	D	Parliament house, office of the President of the Government of the Republic of Croatia
North Rhine-Westphalia (Germany)	ScQ-04E	D	City/local community Intercultural events and markets
North Rhine-Westphalia (Germany)	ScQ-04F	D	World AIDS Day, environmental week, competition on inclusion, workshop on prevention
North Rhine-Westphalia (Germany)	ScQ-04H	D	German Parliament, chancellery, state Parliament
Denmark	ScQ-04E	D	Local society Culture festival, street market
Denmark	ScQ-04F	D	The international AIDS day, WHO anti-tobacco day or an environmental campaign
Denmark	ScQ-04H	D	National Parliament, Town Hall
Estonia	ScQ-04E	D	Promotion and celebration of cultural diversity, food street festivals
Estonia	ScQ-04F	D	Dimension changed: Campaigns to raise awareness on social issues, such as Smoking free class, Clean up campaigns etc.
Estonia	ScQ-04H	D	Residence of national Parliament, residence of national Government
Finland	ScQ-04E	D	Promotion and celebration of cultural diversity, food street market, folk dances, traditional costumes and handicraft shows
Finland	ScQ-04F	D	Hunger-day, World AIDS Day, Joint responsibility collection, campaigns concerning environmental and equality issues

Hong Kong SAR	ScQ-04A	D	World Environment Day, Promotion Program on Source Separation of Waste
Hong Kong SAR	ScQ-04E	D	Celebrations of ethnic minorities festivals within school or in the local community
Hong Kong SAR	ScQ-04F	D	World AIDS Day, World No Tobacco Day
Hong Kong SAR	ScQ-04H	D	Legislative Council, District Council
Italy	ScQ-04E	D	Promotion of cultural diversity activities, fair trade market
Italy	ScQ-04F	D	World AIDS Day, International Day for the Elimination of Violence against Women, Legality Day
Italy	ScQ-04H	D	Parliament, Quirinal Palace, City Hall
Korea, Republic of	ScQ-04F	D	World AIDS Day, World No Tobacco Day
Korea, Republic of	ScQ-04H	D	Parliament house, President's official residence
Latvia	ScQ-04E	D	Supporting cultural diversity - celebration of cultural diversity days
Latvia	ScQ-04F	D	Campaigns to raise people's awareness about social and environmental issues
Latvia	ScQ-04H	D	Parliament, The Cabinet of Ministers
Lithuania	ScQ-04E	D	Promotion to support of cultural diversity; fair of nations
Lithuania	ScQ-04F	D	Campaigns to raise people's awareness related to social or environmental problems
Lithuania	ScQ-04H	D	Seimas palace; Presidential Palace
Malta	ScQ-04F	D	World AIDS Day, World No Tobacco Day
Mexico	ScQ-04A	D	Saving water and electricity, waste recycling
Mexico	ScQ-04E	D	Folk dancing, craft markets, parades of traditional costumes
Mexico	ScQ-04F	D	World AIDS or World No Tobacco Day
Mexico	ScQ-04H	D	Congress, National Palace
Netherlands	ScQ-04E	D	Activities where different cultures learn about each other, meeting activities
Netherlands	ScQ-04F	D	Dimension changed: Campaigns to raise people's awareness about social issues, such as the World AIDS Day or Earth Hour
Netherlands	ScQ-04H	D	The House of Representatives, Town Hall, etc.
Norway	ScQ-04E	D	Multicultural festivals, international food market
Norway	ScQ-04F	D	Social issues or environment- or climate change (e.g., Operation Day's Work)
Norway	ScQ-04H	D	City Hall, Parliament
Peru	ScQ-04H	D	Congress, Government Palace
Russian Federation	ScQ-04A	D	Saving water and energy, waste and recycling
Russian Federation	ScQ-04E	D	Preparation and celebration of the important dates, ethnic day, City days
Russian Federation	ScQ-04F	D	Campaigns to inform people on social issues, environmental issues
Russian Federation	ScQ-04H	D	The State Duma, City council, Village council
Slovenia	ScQ-04E	D	Promotion and celebration of cultural diversity
Slovenia	ScQ-04F	D	World AIDS Day or world anti-tobacco day
Slovenia	ScQ-04H	D	Parliament house, government offices
Sweden	ScQ-04E	D	Culture, music and pride festivals, food and craft markets
Sweden	ScQ-04F	D	International Women's Day, Earth Hour
Sweden	ScQ-04H	D	Parliament of Sweden, the local council

ScQ-05A-B

Question: How many <target grade> students in this school ...

a) elect their class representatives?

b) vote in <school council, school parliament> elections?

1 = All or nearly all
 2 = Most of them
 3 = Some of them
 4 = None or hardly any
 5 = Not applicable

Variable Name(s): IC3G05A, IC3G05B

Country	Item ID	Code	Documentation
Belgium (Flemish)	ScQ-05B	D	Student council, school council
Bulgaria	ScQ-05B	D	School parliament
Chile	ScQ-05B	D	Student's council
Colombia	ScQ-05B	D	School council
Croatia	ScQ-05B	D	Students' school council elections
North Rhine-Westphalia (Germany)	ScQ-05B	D	Student representative
Denmark	ScQ-05B	D	Students' council or school board
Estonia	ScQ-05B	D	Students' representatives
Finland	ScQ-05B	D	School parliament
Hong Kong SAR	ScQ-05B	D	Student union elections
Italy	ScQ-05B	D	School council
Korea, Republic of	ScQ-05B	D	School council
Lithuania	ScQ-05B	D	Students council
Malta	ScQ-05B	D	Students' council
Mexico	ScQ-05B	D	School council
Norway	ScQ-05B	D	Student council at the school
Peru	ScQ-05B	D	Student council, school municipality
Russian Federation	ScQ-05B	D	School council
Slovenia	ScQ-05B	D	School parliament
Sweden	ScQ-05B	D	Student council

ScQ-06A-F

Question: <Bullying> is defined as the activity of repeated, aggressive behavior intended to hurt someone either physically, emotionally, verbally, or through internet communication.

During the current school year, how often did any of the following situations happen at this school?

a) A student reported to <the principal, the head teacher, the school head> aggressive or destructive behaviors by other students

b) A student reported to <the principal, the head teacher, the school head> that s/he was <bullied> by a teacher

c) A teacher reported to <the principal, the head teacher, the school head> that a student was <bullied> by other students

d) A teacher reported to <the principal, the head teacher, the school head> that a student helped another student who was being <bullied>

e) A teacher reported to <the principal, the head teacher, the school head> that s/he was being <bullied> by students

f) A parent reported to <the principal, the head teacher, the school head> that his/her son/daughter was <bullied> by other students

1 = Never

2 = Less than once a month

3 = 1 to 5 times a month

4 = More than 5 times a month

Variable Name(s): IC3G06A, IC3G06B, IC3G06C, IC3G06D, IC3G06E, IC3G06F

Country	Item ID	Code	Documentation
Chile	ScQ-06A-B	D	His/her head teacher or to the principal
Croatia	ScQ-06A-F	D	Violence at school
Croatia	ScQ-06B	D	Dimension changed: A student reported to the principal that he experienced violence at school by a teacher
Croatia	ScQ-06C	D	Dimension changed: A teacher reported to the principal that a student experienced violence at school by other students
Croatia	ScQ-06D	D	Dimension changed: A teacher reported to the principal that a student helped another student who experienced violence at school
Croatia	ScQ-06E	D	Dimension changed: A teacher reported to the principal that he experienced violence at school by students
Croatia	ScQ-06F	D	Dimension changed: A parent reported to the principal that his child experienced violence at school by other students
Latvia	ScQ-06B-F	D	The school head Victim of aggression
Peru	ScQ-06A	D	The tutor, the principal, the assistant manager

ScQ-07A-H

Question: During the current school year, are any of the following activities against <bullying> (including <cyber-bullying>) being undertaken at this school?

- Meetings aiming at informing parents about <bullying> at school
- Specific training to provide teachers with knowledge, skills and confidence to make students aware of <bullying>
- Teacher training sessions on safe and responsible internet use to avoid <cyber-bullying>
- Student training sessions for responsible internet use to avoid <cyber-bullying>
- Meetings aiming at raising parents' awareness on <cyber-bullying>
- Development of a system to report anonymously incidents of <cyber-bullying> among students
- Classroom activities aiming at raising students' awareness on <bullying>
- <Anti-bullying> conferences held by experts and/or by local authorities on <bullying> at school

1 = Yes

2 = No

Variable Name(s): IC3G07A, IC3G07B, IC3G07C, IC3G07D, IC3G07E, IC3G07F, IC3G07G, IC3G07H

Country	Item ID	Code	Documentation
Croatia	ScQ-07A-B	D	Violence
Croatia	ScQ-07A-H	D	Violence at school (bullying) Cyber-violence (cyber-bullying)
Croatia	ScQ-07C-F	D	Cyber-violence (cyber-bullying)
Croatia	ScQ-07G	D	Violence at school
Croatia	ScQ-07H	D	Dimension changed: Anti-bullying conferences organized by experts and/or by local authorities for stopping violence at school
Denmark	ScQ-07A-H	D	Bullying Digital bullying
Denmark	ScQ-07C-F	D	Digital bullying
Latvia	ScQ-07A-H	D	Bullying Victim of aggression via the Internet
Russian Federation	ScQ-07A-B,G	D	Disorderly conduct, intimidation, humiliation, cyber-bullying
Russian Federation	ScQ-07A-H	D	Disorderly conduct, intimidation, humiliation, cyber-bullying
Russian Federation	ScQ-07H	D	Harassment and bullying

ScQ-09A-E

Question:	To what extent are the following practices implemented at this school? a) Differential waste collection b) Waste reduction (e.g. <encouraging waste-free lunches, limiting the use of plastic disposable products>) c) Purchasing of environmentally friendly items (e.g. <recycled paper for printing, biodegradable cutlery and dishes>) d) Energy-saving practices e) Posters to encourage students' environmental-friendly behaviors 1 = To a large extent 2 = To a moderate extent 3 = To a small extent 4 = Not at all
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Variable Name(s): IC3G09A, IC3G09B, IC3G09C, IC3G09D, IC3G09E

Country	Item ID	Code	Documentation
Belgium (Flemish)	ScQ-09C	D	Recycled paper for printing, biodegradable cleaning products, biodegradable cutlery and dishes
Bulgaria	ScQ-09B	D	Dimension changed: Limiting the use of plastic packings harmful to the environment
Bulgaria	ScQ-09C	D	Recycled paper
Croatia	ScQ-09B	D	Encouraging waste-free lunches, limiting the use of plastic package
Croatia	ScQ-09C	D	Dimension changed: Purchasing ecological products (e.g., recycled paper, biodegradable cutlery and dishes)
North Rhine-Westphalia (Germany)	ScQ-09C	D	Recycled paper for printing, ecological lunch
Denmark	ScQ-09B	D	Limit plastic and paper waste, reduce waste from school kitchen
Denmark	ScQ-09C	D	Recycled paper for printers, biologically degradable products

Estonia	ScQ-09B	D	Decreasing waste of lunches; limiting use of plastic cups and tableware
Latvia	ScQ-09B	D	Limiting the use of plastic disposable products
Latvia	ScQ-09C	D	Recycled paper for printing, use eco-friendly disposable tableware
Mexico	ScQ-09B	D	Encourage the use of reusable containers for breakfast, limit the use of disposable plastic products
Netherlands	ScQ-09C	D	Recycled paper for printing, biodegradable cleaning products, biodegradable cutlery and dishes
Norway	ScQ-09B	D	Encouraging awareness on waste from food packaging, reduce the use of disposable dishes and cutlery
Norway	ScQ-09C	D	Recycled paper, swan labeled products
Russian Federation	ScQ-09B	D	Promoting waste-free lunches, limiting the use of the plastic disposable tableware
Russian Federation	ScQ-09C	D	Recycled paper for printing, biodegradable tableware

ScQ-10A-E

Question: Are the following devices with internet access provided by the school to <target grade> students for their learning activities?

- a) Desktop computers
- b) Portable computers (e.g. laptop, notebook, netbook)
- c) Tablet devices (e.g. <iPad>)
- d) E-readers (e.g. <Kindle, Kobo, Nook>)
- e) Interactive whiteboards

1 = Yes

2 = No

Variable Name(s): IC3G10A, IC3G10B, IC3G10C, IC3G10D, IC3G10E

Country	Item ID	Code	Documentation
Belgium (Flemish)	ScQ-10D	D	Kindle, Kobo
Bulgaria	ScQ-10D	D	Kindle
Chile	ScQ-10D	D	Kindle
Chinese Taipei	ScQ-10D	D	Dimension changed: E-readers
Colombia	ScQ-10B	D	Dimension changed: Laptop or tablet (e.g., iPad® or other similar device)
Colombia	ScQ-10D	D	Amazon Kindle®
North Rhine-Westphalia (Germany)	ScQ-10D	D	Kindle
Denmark	ScQ-10D	D	Kindle, Kobo, Pocketbook
Dominican Republic	ScQ-10C	D	iPad, Samsung Galaxy Tab
Estonia	ScQ-10D	D	Kindle, Kobo
Korea, Republic of	ScQ-10D	D	Kindle, iRiver, Story K, etc.
Lithuania	ScQ-10D	D	Kindle
Mexico	ScQ-10D	D	Kindle
Norway	ScQ-10D	D	Kindle or another e-reader
Norway	ScQ-10E	D	Dimension changed: Interactive whiteboards (e.g., SMARTboard)

Peru	ScQ-10D	D	Kindle, smart phone
Sweden	ScQ-10D	D	Kindle, Kobo, iRiver

ScQ-11A-J

Question:	Are the following resources available in the immediate area where the school is located? a) Public library b) Cinema c) Theatre or Concert Hall d) Language school e) Museum or Art gallery f) Playground g) Public garden or Park h) Religious center (e.g. church, mosque, synagogue) i) Sports facilities (e.g. swimming pool, tennis courts, basketball court, <football> field) j) Music schools 1 = Yes 2 = No
Variable Name(s):	IC3G11A, IC3G11B, IC3G11C, IC3G11D, IC3G11E, IC3G11F, IC3G11G, IC3G11H, IC3G11I, IC3G11J

Country	Item ID	Code	Documentation
Chinese Taipei	ScQ-11I	D	Baseball
Colombia	ScQ-11G	D	Public park
Estonia	ScQ-11I	D	Stadium
Malta	ScQ-11E	D	Dimension changed: Museum, historical site or art gallery

ScQ-12A-L

Question:	To what extent are any of the following issues a source of social tension in the immediate area where the school is located? a) Presence of immigrants b) Poor quality of housing c) Unemployment d) Religious intolerance e) Ethnic conflicts f) Extensive poverty g) Organized crime h) Youth gangs i) Petty crime j) Sexual harassment k) Drug abuse l) Alcohol abuse 1 = To a large extent 2 = To a moderate extent 3 = To a small extent 4 = Not at all
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Variable Name(s): IC3G12A, IC3G12B, IC3G12C, IC3G12D, IC3G12E, IC3G12F, IC3G12G, IC3G12H, IC3G12I, IC3G12J, IC3G12K, IC3G12L

Country	Item ID	Code	Documentation
Colombia	ScQ-12A	D	Immigration

ScQ-13A-E

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

a) It is taught as a separate subject by teachers of <subjects related to civic and citizenship education>

b) It is taught by teachers of subjects related to human/social sciences (e.g. <History, Geography, Law, Economics, etc.>)

c) It is integrated into all subjects taught at school

d) It is an <extra-curricular activity>

e) It is considered the result of school experience as a whole

1 = Yes
2 = No

Variable Name(s): IC3G13A, IC3G13B, IC3G13C, IC3G13D, IC3G13E

Country	Item ID	Code	Documentation
Belgium (Flemish)	ScQ-13A	X	Dimension not administered or data not available
Belgium (Flemish)	ScQ-13B	D	History, MAVO (Social Education), SEI (Social and Economic Initiation), PAV (Project General Subjects), etc.
Bulgaria	ScQ-13A	X	Dimension not administered or data not available
Bulgaria	ScQ-13B	D	History, Geography, Philosophy
Chile	ScQ-13B	D	History, Geography, Economics, etc.
Chinese Taipei	ScQ-13A	D	Civics
Chinese Taipei	ScQ-13B	D	History and Geography
Colombia	ScQ-13A	D	Subjects related to civic and citizenship education (such as Social Science, Democracy, Economics, Environmental studies, Ethic, Citizenship skills or cross-sectional projects in citizenship)
Croatia	ScQ-13A	D	Subject/s related to human or social sciences (e.g., History, Geography, Croatian or Foreign languages, Religion, Music, Arts or Physical Culture)
Croatia	ScQ-13B	D	History, Geography, Croatian or Foreign languages, Religion, Music, Arts or Physical Culture
North Rhine-Westphalia (Germany)	ScQ-13A	D	Dimension changed: It is taught as a separate subject by teachers related to political science
North Rhine-Westphalia (Germany)	ScQ-13B	D	History, Geography, Law, etc.
Denmark	ScQ-13B	D	Language subjects, History, Social Science etc.
Dominican Republic	ScQ-13A	D	Moral and civic education or Social sciences
Estonia	ScQ-13A	D	Social studies, History or Geography
Estonia	ScQ-13B	X	Dimension not administered or data not available
Finland	ScQ-13A	D	History, Social studies
Finland	ScQ-13B	D	History, Social studies, Geography, Religion, Ethics, Home economics and Health education
Hong Kong SAR	ScQ-13A	D	Civic education

Hong Kong SAR	ScQ-13B	D	Chinese History, History, Geography, Economic and Public Affairs, Life and Society and Integrated Humanities, etc.
Italy	ScQ-13B	D	History, Geography, Italian language, etc.
Korea, Republic of	ScQ-13C	D	Dimension changed: Integrated into all subjects
Latvia	ScQ-13A	D	Subjects related to civic and citizenship education (for example Social Sciences, Economics, Ethics, Health Sciences etc.)
Latvia	ScQ-13B	D	History, Geography, Economics, etc.
Lithuania	ScQ-13A	X	Dimension not administered or data not available
Lithuania	ScQ-13B	D	History, Geography
Malta	ScQ-13A	D	Social studies, Environmental studies, PSCD
Malta	ScQ-13B	D	History, Geography, Economics, etc.
Mexico	ScQ-13A	D	Civic and ethic formation
Mexico	ScQ-13B	D	History, Geography of Mexico and the world, etc.
Netherlands	ScQ-13A	D	Civic education
Netherlands	ScQ-13B	D	Geography, History or Economics, etc.
Norway	ScQ-13A	D	Social studies
Norway	ScQ-13B	D	History, Geography
Peru	ScQ-13A	D	Citizenship and civic formation
Peru	ScQ-13B	D	History, Geography, Economics, etc.
Russian Federation	ScQ-13A	D	Social studies
Slovenia	ScQ-13B	D	History, Geography, Patriotic and citizenship culture and ethics etc.
Sweden	ScQ-13A	D	Social oriented subjects
Sweden	ScQ-13B	D	History, Geography, Social Science, Religion

ScQ-14A-H

Question:	How much autonomy does this school have with regard to the following activities related to civic and citizenship education? a) Choice of textbooks and teaching materials b) Establishing student assessment procedures and tools c) Curriculum planning d) Determining the content of in-service professional development programs for teachers e) <Extra-curricular activities> f) Establishing cooperation agreements with organizations and institutions (e.g. universities, local authorities, associations, foundations) g) Participating in projects in partnership with other schools at national and international levels h) Participating in European projects (e.g. <Erasmus+, student/teacher mobility>) 1 = Full autonomy 2 = Quite a lot of autonomy 3 = Little autonomy 4 = No autonomy
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Variable Name(s): IC3G14A, IC3G14B, IC3G14C, IC3G14D, IC3G14E, IC3G14F, IC3G14G, IC3G14H

Country	Item ID	Code	Documentation
Belgium (Flemish)	ScQ-14H	D	Erasmus+, exchange programs for students and teachers
Bulgaria	ScQ-14H	D	Comenius, teachers' and students' mobility
Chile	ScQ-14H	X	Dimension not administered or data not available

Chinese Taipei	ScQ-14H	X	Dimension not administered or data not available
Colombia	ScQ-14H	X	Dimension not administered or data not available
Croatia	ScQ-14E	D	Dimension changed: Determining extra-curricular activities
Dominican Republic	ScQ-14H	X	Dimension not administered or data not available
Hong Kong SAR	ScQ-14H	X	Dimension not administered or data not available
Korea, Republic of	ScQ-14H	X	Dimension not administered or data not available
Mexico	ScQ-14H	X	Dimension not administered or data not available
Netherlands	ScQ-14H	D	Erasmus+, Comenius, student/teacher exchange
Norway	ScQ-14H	D	Erasmus+, exchange programs for teachers/students
Peru	ScQ-14H	X	Dimension not administered or data not available
Russian Federation	ScQ-14H	X	Dimension not administered or data not available

ScQ-15

Question: In this school, are specific tasks for civic and citizenship education assigned to any of the following teachers?

1 = The <head of department> of human/social sciences (<History, Geography, Law, Economics, etc.>)

2 = The <civic and citizenship education> coordinator

3 = The teacher responsible for cross-curricular projects

4 = No specific tasks are assigned to individual teachers

Variable Name(s): IC3G15

Country	Item ID	Code	Documentation
Belgium (Flemish)	ScQ-15	D	History, MAVO (Social Education), SEI (Social and Economic Initiation), PAV (Project General Subjects), etc.
Bulgaria	ScQ-15	D	Nationally defined categories: 1 = Head of methodological department history, geography, philosophy 2 = Citizenship education in the school 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers
Chile	ScQ-15	D	Nationally defined categories: 1 = The head of department of human/social sciences (History, Geography, Economics, etc.) 2 = The civic and citizenship education coordinator 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers
Chinese Taipei	ScQ-15	D	Nationally defined categories: 1 = The head of department of human/social sciences (History, Geography) 2 = The civics coordinator 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers

Croatia	ScQ-15	D	Nationally defined categories: 1 = The head of school expert council for social group of subjects (e.g., History, Geography, etc.) 2 = School coordinator for Civic education 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers
North Rhine-Westphalia (Germany)	ScQ-15	D	Nationally defined categories: 1 = Member of the school head responsible for History, Geography, Politics, Politics/Economy, Law, Social Sciences, Educational Science, Psychology 2 = A chairman of the conference for Politics/Economics, Law 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers
Denmark	ScQ-15	D	Nationally defined categories: 1 = A department leader or team leader for social science subjects (languages, History, Social Science etc.) 2 = Social Science coordinator 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers
Estonia	ScQ-15	D	Nationally defined categories: 1 = The head of the subject section in social sciences (History, Geography, Law, Economics, etc.) 2 = The social studies coordinator 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers
Finland	ScQ-15	D	Nationally defined categories: 1 = The head of subject matter of human/social sciences (History, Geography, Law, Economics etc.) 2 = The civic and citizenship education coordinator 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers
Hong Kong SAR	ScQ-15	D	Nationally defined categories: 1 = The head of department of human/ social sciences (Chinese History, History, Geography, Economic and Public Affairs, Life and Society and Integrated Humanities, etc.) 2 = The civic education coordinator 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers
Italy	ScQ-15	D	Nationally defined categories: 1 = The head of department of human/social sciences (History, Geography, Italian language, etc.) 2 = The civic and citizenship education coordinator 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers

Latvia	ScQ-15	D	Nationally defined categories: 1 = The head of methodical association of human/social sciences (History, Geography, Economics, etc.) 2 = The civic and citizenship education coordinator 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers
Lithuania	ScQ-15	D	Nationally defined categories: 1 = The deputy principal of human/social sciences (History, Geography) 2 = The civic teacher coordinator 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers
Malta	ScQ-15	D	Nationally defined categories: 1 = The head of department of human/social sciences (History, Geography, Civics, Social studies, Business studies, etc.) 2 = The civic and citizenship education coordinator 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers
Mexico	ScQ-15	D	Nationally defined categories: 1 = The head area of human/social sciences (History, Geography of Mexico and the world, etc.) 2 = The Civic and ethic formation coordinator 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers
Netherlands	ScQ-15	D	Nationally defined categories: 1 = The head of the team/section of human and society subjects (e.g., History, Geography, Economics, etc.) 2 = The civic and citizenship education coordinator 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers
Norway	ScQ-15	D	Nationally defined categories: 1 = The department leader of human/social sciences (social studies etc.) 2 = The education in democracy and citizenship coordinator 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers
Peru	ScQ-15	D	Nationally defined categories: 1 = The coordinator of human/social sciences (History, Geography, Economics, etc.) 2 = The citizenship and civic formation coordinator 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers
Russian Federation	ScQ-15	D	Nationally defined categories: 1 = The chairman of methodical council for teachers of human/social sciences (History, Geography, Law, Economics, etc.) 2 = Social studies education coordinator

			3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers
Slovenia	ScQ-15	D	Nationally defined categories: 1 = The leader of the teacher group of human/social sciences (History, Geography, Patriotic and citizenship culture and ethics etc.) 2 = The civic and citizenship education coordinator 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers
Sweden	ScQ-15	D	National categories recoded for international comparability: 1 = The work team leader of human/social sciences (History, Geography, Social Science, Religion) 2 = Category not administered or data not available 3 = The teacher responsible for cross-curricular projects 4 = No specific tasks are assigned to individual teachers

ScQ-16A-J

Question:	What do you consider the most important aims of civic and citizenship education at school? a) Promoting knowledge of social, political and civic institutions b) Promoting respect for and safeguard of the environment c) Promoting the capacity to defend one's own point of view d) Developing students' skills and competencies in conflict resolution e) Promoting knowledge of citizens' rights and responsibilities f) Promoting students' participation in the <local community> g) Promoting students' critical and independent thinking h) Promoting students' participation in school life i) Supporting the development of effective strategies to reduce racism j) Preparing students for future political engagement 1 = Checked 2 = Not checked
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Variable Name(s): IC3G16A, IC3G16B, IC3G16C, IC3G16D, IC3G16E, IC3G16F, IC3G16G, IC3G16H, IC3G16I, IC3G16J

Country	Item ID	Code	Documentation
Estonia	ScQ-16F	D	Local life

ScQ-17

Question:	Is your school a public or a private school? 1 = 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.) 2 = A private school (This is a school managed directly or indirectly by a non-government organization; for example a church, trade union, business, or other private institution.)
Variable Name(s):	IC3G17

Country	Item ID	Code	Documentation
Bulgaria	ScQ-17	D	<p>Stem of the question changed: Is your school a state, a municipal, or a private school?</p> <p>National categories recoded for international comparability:</p> <p>1 = A State school (Schools managed and subsidized directly by the state via the Ministry of Education and Science) / A Municipal school (Schools managed and subsidized directly by the local authorities - municipalities)</p> <p>2 = A Private school (Schools managed directly or indirectly by a non-government organization; e.g., a church, business, or other private institution)</p>

ScQ-18A-B

Question: On <1 September 2015>, what was the total school enrollment (number of students)?

- a) Number of boys
- b) Number of girls

Variable Name(s): IC3G18A, IC3G18B

Country	Item ID	Code	Documentation
Belgium (Flemish)	ScQ-18A-B	D	1 February 2016
Bulgaria	ScQ-18A-B	D	15 September 2015
Chile	ScQ-18A-B	D	1 October 2015
Croatia	ScQ-18A-B	D	1 April 2016
North Rhine-Westphalia (Germany)	ScQ-18A-B	D	1 September 2015
Denmark	ScQ-18A-B	D	1 March 2016
Dominican Republic	ScQ-18A-B	D	16 August 2015
Estonia	ScQ-18A-B	D	1 September 2015
Finland	ScQ-18A-B	D	20 January 2016
Italy	ScQ-18A-B	D	1 March 2016
Korea, Republic of	ScQ-18A-B	D	1 March 2016
Latvia	ScQ-18A-B	D	1 February 2016
Lithuania	ScQ-18A-B	D	1 March 2016
Malta	ScQ-18A-B	D	1 April 2016
Mexico	ScQ-18A-B	D	12 April 2016
Norway	ScQ-18A-B	D	1 February 2016
Russian Federation	ScQ-18A-B	D	1 January 2016
Slovenia	ScQ-18A-B	D	1 March 2016
			<p>Question instruction added: Please enter only the number of students in the part of the school where the survey is held (i.e. do not include dislocated units)</p>
Sweden	ScQ-18A-B	D	1 February 2016

ScQ-19A-B

Question: On <1 September 2015>, what was the total enrollment (number of students) for <target grade>?

a) Number of boys

b) Number of girls

Variable Name(s): IC3G19A, IC3G19B

Country	Item ID	Code	Documentation
Belgium (Flemish)	ScQ-19A-B	D	1 February 2016 2nd year secondary education
Bulgaria	ScQ-19A-B	D	15 September 2015
Chile	ScQ-19A-B	D	1 October 2015
Croatia	ScQ-19A-B	D	1 April 2016
North Rhine-Westphalia (Germany)	ScQ-19A-B	D	1 September 2015
Denmark	ScQ-19A-B	D	1 March 2016
Dominican Republic	ScQ-19A-B	D	16 August 2015
Estonia	ScQ-19A-B	D	1 September 2015
Finland	ScQ-19A-B	D	20 January 2016
Italy	ScQ-19A-B	D	1 March 2016
Korea, Republic of	ScQ-19A-B	D	1 March 2016
Latvia	ScQ-19A-B	D	1 February 2016
Lithuania	ScQ-19A-B	D	1 March 2016
Malta	ScQ-19A-B	D	1 April 2016
Mexico	ScQ-19A-B	D	12 April 2016
Norway	ScQ-19A-B	D	1 February 2016
Russian Federation	ScQ-19A-B	D	1 January 2016
Slovenia	ScQ-19A-B	D	1 March 2016 Question instruction added: Please enter only the number of students in the part of the school where the survey is held (i.e. do not include dislocated units)
Sweden	ScQ-19A-B	D	1 February 2016

ScQ-20

Question:	Which best describes the immediate area in which this school is located?		
	1 = A village, hamlet or rural area (fewer than 3,000 people)		
	2 = A small town (3,000 to about 15,000 people)		
	3 = A town (15,000 to about 100,000 people)		
	4 = A city (100,000 to about 1,000,000 people)		
	5 = A large city (over 1,000,000 people)		
Variable Name(s):	IC3G20		
Country	Item ID	Code	Documentation
Estonia	ScQ-20	D	National categories recoded for international comparability: 1 = Hamlet, rural area (fewer than 1500 habitants) / Village (1500-3000 habitants) 2 = Small town (3000-15000 habitants) 3 = Town (15000-100000 habitants) 4 = City (above 100000 habitants) 5 = Category not administered or data not available
Hong Kong SAR	ScQ-20	D	Gang punched to "A large city (over 1,000,000 people)"
Lithuania	ScQ-20	D	National categories recoded for international comparability: 1 = A village, hamlet or rural area (fewer than 3,000 people) 2 = A small town (3,000 to about 15,000 people) 3 = A town (15,000 to about 100,000 people) 4 = A city (100,000 to about 1,000,000 people) 5 = Category not administered or data not available
Malta	ScQ-20	D	National categories recoded for international comparability: 1 = A village, hamlet or rural area (fewer than 3,000 people) 2 = A small town (3,000 to about 15,000 people) 3 = A town (over 15,000 people) 4 = Category not administered or data not available 5 = Category not administered or data not available
Norway	ScQ-20	D	National categories recoded for international comparability: 1 = A village, hamlet or rural area (fewer than 3,000 people) 2 = A small town (3,000 to about 15,000 people) 3 = A town (15,000 to about 100,000 people) 4 = A city (100,000 to about 1,000,000 people) 5 = Category not administered or data not available
Slovenia	ScQ-20	D	National categories recoded for international comparability: 1 = A village, hamlet or rural area (fewer than 3,000 people) 2 = A small town (3,000 to about 15,000 people) 3 = A town (15,000 to about 50,000 people) / A city (50,000 to about 100,000 people) 4 = A city (over 100,000 people) 5 = Category not administered or data not available

ScQ-21A-B

Question: Approximately what percentage of students in your school have the following backgrounds?
 a) Come from economically affluent homes
 b) Come from economically disadvantaged homes

1 = 0 to 10%

2 = 11 to 25%

3 = 26 to 50%

4 = More than 50%

Variable Name(s): IC3G21A, IC3G21B

Country	Item ID	Code	Documentation
Sweden	ScQ-21A-B	X	Question not administered or data not available

Section 2: Teacher questionnaire

TcQ-01A-F			
Question:	What subject are you teaching for the majority of hours per week in this school during the current school year? a) Language Arts (<Mother tongue, Foreign language> b) Human/Social Sciences (<History, Geography, Civics, Law, Economics, etc.> c) Mathematics d) Sciences (<Physics, Chemistry, Biology, Geology, Earth sciences, etc.> e) Religion/Ethics (<Religion, History of religions, Religion culture, Ethics> f) Other (<Music, Art, Physical education, Home economics, Personal and social development, etc.> 1 = Checked 2 = Not checked		
Variable Name(s):	IT3G01A, IT3G01B, IT3G01C, IT3G01D, IT3G01E, IT3G01F		
Country	Item ID	Code	Documentation
Belgium (Flemish)	TcQ-01A	D	Dutch, French, English, German, Greek, Latin, etc.
Belgium (Flemish)	TcQ-01B	D	History, MAVO (Social Education), SEI (Social and Economic Initiation), PAV (Project General Subjects), etc.
Belgium (Flemish)	TcQ-01D	D	Physics, Chemistry, Biology, etc.
Belgium (Flemish)	TcQ-01E	D	Religion or Ethics
Belgium (Flemish)	TcQ-01F	D	Music, Drawing classes, vocational subjects, etc.
Bulgaria	TcQ-01A	D	Bulgarian language and literature, Foreign languages
Bulgaria	TcQ-01B	D	History, Geography, etc.
Bulgaria	TcQ-01C	D	Dimension changed: Mathematics, Informatics and Information technologies
Bulgaria	TcQ-01D	D	Physics, Chemistry, Biology, etc.
Bulgaria	TcQ-01E	D	Religion, Ethics
Bulgaria	TcQ-01F	D	Music, Art, Physical education and sport, Home and technology, etc.
Chile	TcQ-01A	D	Language and Communication, Foreign language
Chile	TcQ-01B	D	Dimension changed: Social Sciences (History, Geography, Economics, etc.)
Chile	TcQ-01D	D	Physics, Chemistry, Biology, etc.
Chile	TcQ-01E	D	Religion, Guidance, Ethics
Chile	TcQ-01F	D	Music, Art, Physical education, Technology, etc.
Chinese Taipei	TcQ-01A	D	Mandarin, English, Local dialects
Chinese Taipei	TcQ-01D	D	Physics, Chemistry, Biology
Chinese Taipei	TcQ-01E	X	Dimension not administered or data not available
Chinese Taipei	TcQ-01F	D	Art and Humanities, Integrative activities, Health and physical education, etc.
Colombia	TcQ-01A	D	Spanish and literature, Foreign language
Colombia	TcQ-01D	D	Dimension changed: Natural Sciences and Environmental Education (Physics, Chemistry, Biology, Geology, Earth sciences, etc.)
Colombia	TcQ-01F	D	Music, Art, Physical education, etc.
Croatia	TcQ-01A	D	Croatian language or Foreign languages

Croatia	TcQ-01B	D	Dimension changed: Social sciences group of subjects (History, Geography, Civic education, etc.)
Croatia	TcQ-01D	D	Dimension changed: Science or technical group of subjects (Physics, Chemistry, Biology, Informatics, Technical culture, etc.)
Croatia	TcQ-01E	D	Dimension changed: Religion
Croatia	TcQ-01F	D	Dimension changed: Some other subject (Music, Art or Physical education, etc.)
North Rhine-Westphalia (Germany)	TcQ-01B	D	History, Geography, Politics, Politics/Economy, Law, Social sciences, Educational science, Psychology
North Rhine-Westphalia (Germany)	TcQ-01C	D	Dimension changed: Mathematics (including Informatics)
North Rhine-Westphalia (Germany)	TcQ-01D	D	Physics, Chemistry, Biology
North Rhine-Westphalia (Germany)	TcQ-01E	D	Religion, Philosophy, Applied Philosophy
North Rhine-Westphalia (Germany)	TcQ-01F	D	Music, Art, Textile, Drama, Physical education, Nutrition Science, Work Science, Technics
Denmark	TcQ-01A	D	Danish, Foreign languages
Denmark	TcQ-01B	D	History, Social Science
Denmark	TcQ-01D	D	Physics/Chemistry, Biology, Nature/Technology
Denmark	TcQ-01E	D	Christianity (religion)
Denmark	TcQ-01F	D	Music, Art, Craftsmanship and Design, Physical education, Knowledge of food
Dominican Republic	TcQ-01B	D	History, Geography, Civics, Social Sciences, etc.
Dominican Republic	TcQ-01E	D	Religion, integral, human and religious education, History of religions, Religion and culture, Ethics
Estonia	TcQ-01B	D	For example History, Geography, Social studies, Economics, Law
Estonia	TcQ-01D	D	For example Physics, Chemistry, Biology, Natural sciences
Estonia	TcQ-01E	D	Religious studies, Ethics
Estonia	TcQ-01F	D	For example Music, Art, Physical education, Home economics
Finland	TcQ-01B	D	History, Social studies
Finland	TcQ-01D	D	Physics, Chemistry, Biology, Geography
Finland	TcQ-01E	D	Religion, Ethics
Finland	TcQ-01F	D	Music, Art, Physical education, Health education, Home economics, Craft, Student counselling etc.
Hong Kong SAR	TcQ-01A	D	Chinese language, Foreign language
Hong Kong SAR	TcQ-01B	D	Chinese history, History, Geography, Economic and public affairs, Life and society and integrated humanities, etc.
Hong Kong SAR	TcQ-01E	D	Religion, Religion culture, Ethics, Ethics and religious studies, etc.
Italy	TcQ-01A	D	Dimension changed: Italian language or other languages (Italian, English, second EU language)
Italy	TcQ-01B	D	History, Geography, Civic education, etc.
Italy	TcQ-01E	D	Religion/Ethics
Italy	TcQ-01F	D	Music, Arts, Sports etc.
Korea, Republic of	TcQ-01F	D	Music, Art, Physical education, Home economics, Personal and social

			development, Information, Career development, Health care, etc.
Latvia	TcQ-01B	D	History, Geography, Social sciences, Economics, etc.
Latvia	TcQ-01D	D	Physics, Chemistry, Biology, Geography etc.
Latvia	TcQ-01E	D	Religion, History of religions, Ethics
Latvia	TcQ-01F	D	Music, Art, Ethics, Physical education, Home economics, etc.
Lithuania	TcQ-01B	D	History, Geography, Civics etc.
Lithuania	TcQ-01D	D	Physics, Chemistry, Biology, etc.
Lithuania	TcQ-01F	D	Music, Art, Technologies, Physical education, etc.
Malta	TcQ-01A	D	Maltese, English, Arabic, French, German, Italian, Spanish, Russian, Latin, etc.
Malta	TcQ-01B	D	History, Geography, Civics, Social studies, Business studies, Economics, etc.
Malta	TcQ-01D	D	Integrated Science, Physics, Chemistry, Biology, Geology, Environmental Science, Earth Sciences, etc.
Malta	TcQ-01E	D	Religion, Ethics
Malta	TcQ-01F	D	Music, Art, Physical education, Home economics, PSCD, ICT, Technology Education, etc.
Mexico	TcQ-01A	D	Spanish, Foreign language; for example English
Mexico	TcQ-01B	D	History, Geography of Mexico and the world, etc.
Mexico	TcQ-01D	D	Science I-Biology, Science II-Physics, Science III-Chemistry
Mexico	TcQ-01E	D	Civic and ethic formation
Mexico	TcQ-01F	D	Arts, Physical education, Technology, etc.
Netherlands	TcQ-01A	D	Dimension changed: Languages (Dutch, English, French, German, Spanish, Greek, Latin, etc.)
Netherlands	TcQ-01B	D	Dimension changed: Human/Social subjects (History, Geography, Civics, Law, Economics, etc.)
Netherlands	TcQ-01D	D	Physics, Chemistry, Biology, etc.
Netherlands	TcQ-01E	D	Religion, Life views, Ethics
Netherlands	TcQ-01F	D	Music, Art, Physical education, health care
Norway	TcQ-01A	D	Norwegian, English, other foreign languages
Norway	TcQ-01B	D	Social sciences
Norway	TcQ-01D	D	Natural sciences
Norway	TcQ-01F	D	Music, Art and Crafts, Physical education, Home economics, elective courses
Peru	TcQ-01A	D	Spanish, Foreign language
Peru	TcQ-01B	D	Citizenship and civic formation
Peru	TcQ-01D	D	Physics, Chemistry, Biology
Peru	TcQ-01F	D	Music, Art, Physical education, Person, family and human relationships
Russian Federation	TcQ-01A	D	Russian, Mother tongue, Foreign language
Russian Federation	TcQ-01B	D	History, Literature, Geography, Civics, Law, Economics
Russian Federation	TcQ-01D	D	Physics, Chemistry, Biology
Russian Federation	TcQ-01E	D	Religion culture and Ethics
Russian Federation	TcQ-01F	D	Music, Art, Physical education
Slovenia	TcQ-01B	D	History, Geography, Civics etc.

Slovenia	TcQ-01D	D	Physics, Chemistry, Biology, etc.
Slovenia	TcQ-01E	X	Dimension not administered or data not available
Slovenia	TcQ-01F	D	Music, Art, Sports, Home economics, etc.
Sweden	TcQ-01A	D	Swedish, Swedish as a second language, Modern languages
Sweden	TcQ-01B	D	History, Geography, Social science, Religion
Sweden	TcQ-01D	D	Physics, Chemistry, Biology
Sweden	TcQ-01E	X	Dimension not administered or data not available
Sweden	TcQ-01F	D	Music, Art, Physical education and health, Home and consumer studies, Crafts, Technology, etc.

TcQ-05

Question: Are you female or male?

1 = Female
2 = Male

Variable Name(s): IT3G05

Country	Item ID	Code	Documentation
Colombia	TcQ-05	D	Stem of the question changed: Are you male or female?

TcQ-06A-E

Question: Below is a list of activities related to teachers' cooperation in the running of the school. In your opinion, how many teachers have participated as follows in the current school year?

- a) Working with one another in devising teaching activities
- b) Helping in solving conflict situations arising among students in the school
- c) Taking on tasks and responsibilities in addition to teaching (tutoring, school projects, etc.)
- d) Actively taking part in school <development/improvement activities>
- e) Engaging in <guidance and counselling activities>

1 = All or nearly all
2 = Most of them
3 = Some of them
4 = None or hardly any

Variable Name(s): IT3G06A, IT3G06B, IT3G06C, IT3G06D, IT3G06E

Country	Item ID	Code	Documentation
Belgium (Flemish)	TcQ-06D	D	School development and improvement
Belgium (Flemish)	TcQ-06E	D	Guidance and counselling
Bulgaria	TcQ-06D	D	Improvement of school quality activities
Bulgaria	TcQ-06E	D	Students' counselling
Chile	TcQ-06E	D	Guidance activities
Colombia	TcQ-06A-E	D	Stem of the question changed: Below is a list of activities related to teachers' participation in the school governance and their cooperation in the running of the school. In your opinion, how many teachers have participated as follows in the current school year?
Colombia	TcQ-06D	D	Improvement activities
Croatia	TcQ-06D	D	Development activities

Croatia	TcQ-06E	D	Counselling activities
North Rhine-Westphalia (Germany)	TcQ-06D	D	Measures for school development
North Rhine-Westphalia (Germany)	TcQ-06E	D	Student counselling
Denmark	TcQ-06D	D	Development activities
Denmark	TcQ-06E	D	Counselling activities
Estonia	TcQ-06D	D	Development activities
Estonia	TcQ-06E	D	Counselling and mentoring
Finland	TcQ-06D	D	Development activities
Latvia	TcQ-06D	D	Development
Latvia	TcQ-06E	D	Counselling and provide advice
Lithuania	TcQ-06E	D	Consult students in various questions
Malta	TcQ-06E	D	Guidance activities
Netherlands	TcQ-06D	D	Development and improvement activities
Norway	TcQ-06D	D	Strategy and development activities
Norway	TcQ-06E	D	Counselling, guidance and social activities for the students
Peru	TcQ-06D	D	Activities for improving the school
Peru	TcQ-06E	D	Tutorship and counselling sessions
Russian Federation	TcQ-06D	D	Development/creation of new activities
Slovenia	TcQ-06D	D	Development activities
Sweden	TcQ-06D	D	Activities to develop and improve
Sweden	TcQ-06E	D	Activities to guide and counsel students

TcQ-07A-I

Question:	Please indicate how frequently each of the following problems occurs among students at this school.		
	a) Vandalism		
	b) Truancy		
	c) Ethnic intolerance		
	d) Religious intolerance		
	e) <Bullying>		
	f) Violence		
	g) Sexual harassment		
	h) Drug abuse		
	i) Alcohol abuse		
	1 = Never		
	2 = Sometimes		
	3 = Often		
	4 = Very often		
Variable Name(s):	IT3G07A, IT3G07B, IT3G07C, IT3G07D, IT3G07E, IT3G07F, IT3G07G, IT3G07H, IT3G07I		

Country	Item ID	Code	Documentation
Croatia	TcQ-07E	D	Violence at school
Finland	TcQ-07E	D	Bullying at school
Latvia	TcQ-07E	D	Bullying (a form of peer violence that manifests itself at different ages)

TcQ-08A-I

Question: Below is a list of activities that may be carried out by the school in cooperation with external groups/organizations.
During the current school year, have you and your <target grade> students taken part in any of these activities?

- a) Activities related to environmental sustainability (e.g. <energy and water saving, recycling>)
- b) Human rights projects
- c) Activities for underprivileged people or groups
- d) Cultural activities (e.g. theatre, music)
- e) Multicultural and intercultural activities within the <local community> (e.g. <promotion and celebration of cultural diversity, food street market>)
- f) Campaigns to raise people's awareness, such as <campaigns to raise people's awareness about social issues, campaigns to raise people's awareness of environmental issues>
- g) Activities aimed at protecting the cultural heritage in the <local community>
- h) Visits to political institutions (e.g. <Parliament house, Prime Minister's/President's official residence>)
- i) Sports events

1 = Yes
2 = No

Variable Name(s): IT3G08A, IT3G08B, IT3G08C, IT3G08D, IT3G08E, IT3G08F, IT3G08G, IT3G08H, IT3G08I

Country	Item ID	Code	Documentation
Belgium (Flemish)	TcQ-08E	D	Activities concerning cultural diversity, foreign cuisines
Belgium (Flemish)	TcQ-08F	D	Dimension changed: Campaigns to raise awareness about social or environmental issues, such as World AIDS Day, Amnesty International or Earth Hour
Belgium (Flemish)	TcQ-08H	D	Parliament or Town Hall
Bulgaria	TcQ-08F	D	World AIDS Day/World No Tobacco Day
Bulgaria	TcQ-08H	D	Parliament, the Council of Ministers
Chile	TcQ-08E	D	Local community Promotion and celebration of diversity, integration activities
Chile	TcQ-08F	D	Campaigns to raise people's awareness about social issues or environmental issues
Chile	TcQ-08H	D	Chile's government building, congress
Chinese Taipei	TcQ-08H	D	Parliament house, prime minister's /president's official residence
Colombia	TcQ-08H	D	National Parliament, President's official residence, City Hall
Croatia	TcQ-08A	D	Dimension changed: Activities related to environment protection (e.g., energy and water usage savings, recycling)
Croatia	TcQ-08F	D	For health. Today, SOS for Adriatic
Croatia	TcQ-08H	D	Parliament house, Office of the President of the Government of the Republic of Croatia
North Rhine-Westphalia (Germany)	TcQ-08D	D	Dimension changed: Cultural activities (e.g., theatre, music, museum)
North Rhine-Westphalia (Germany)	TcQ-08E	D	City/local community Intercultural events and markets
North Rhine-Westphalia (Germany)	TcQ-08F	D	World AIDS Day, environmental week, competition on inclusion, workshop on prevention
North Rhine-Westphalia (Germany)	TcQ-08H	D	German Parliament, chancellery, state Parliament

Denmark	TcQ-08E	D	Local society Culture festival, street market
Denmark	TcQ-08F	D	The international AIDS day, WHO anti-tobacco day or an environmental campaign
Denmark	TcQ-08H	D	National Parliament, Town Hall
Estonia	TcQ-08E	D	Promotion and celebration of cultural diversity, food street festivals
Estonia	TcQ-08F	D	Dimension changed: Campaigns to raise awareness on social issues, such as Smoking free class, Clean up campaigns etc.
Estonia	TcQ-08H	D	Residence of national Parliament, Residence of national Government
Finland	TcQ-08E	D	Promotion and celebration of cultural diversity, food street market, folk dances, traditional costumes and handicraft shows
Finland	TcQ-08F	D	Hunger day, World AIDS Day, joint responsibility collection, campaigns concerning environmental and equality issues
Hong Kong SAR	TcQ-08A	D	World Environment Day, Promotion Program on Source Separation of Waste
Hong Kong SAR	TcQ-08E	D	Local community Celebrations of ethnic minorities festivals within school or in the local community
Hong Kong SAR	TcQ-08F	D	World AIDS Day, World No Tobacco Day
Hong Kong SAR	TcQ-08H	D	Legislative Council, District Council
Italy	TcQ-08E	D	Promotion and celebration of cultural diversity, Fair Trade market
Italy	TcQ-08F	D	World AIDS Day, International Day Against Homophobia, Legality Day
Italy	TcQ-08H	D	Parliament, Quirinal palace, City Hall
Korea, Republic of	TcQ-08H	D	Parliament house, President's official residence
Latvia	TcQ-08E	D	Local community Supporting cultural diversity - celebration of cultural diversity days
Latvia	TcQ-08F	D	Campaigns to raise people's awareness about social and environmental issues
Latvia	TcQ-08H	D	Parliament, the Cabinet of Ministers
Lithuania	TcQ-08E	D	Promotion to support of cultural diversity; fair of nations
Lithuania	TcQ-08F	D	Campaigns to raise people's awareness related to social or environmental problems
Lithuania	TcQ-08H	D	Seimas palace; Presidential Palace
Malta	TcQ-08F	D	World AIDS Day, World No Tobacco Day
Mexico	TcQ-08E	D	Folk dancing, craft markets, parades of traditional costumes
Mexico	TcQ-08F	D	World AIDS or World No Tobacco Day
Mexico	TcQ-08H	D	Congress, National Palace
Netherlands	TcQ-08E	D	Activities where different cultures learn about each other, meeting activities
Netherlands	TcQ-08F	D	Dimension changed: Campaigns to raise people's awareness, such as the World AIDS Day or Earth Hour
Netherlands	TcQ-08H	D	Het Binnenhof, the House of Representatives, Town Hall, etc.
Norway	TcQ-08A	D	Energy efficiency, water saving, recycling
Norway	TcQ-08E	D	Multicultural festivals, international food market
Norway	TcQ-08F	D	Social issues or environment- or climate change (e.g., Operation Day's Work)

Norway	TcQ-08H	D	City Hall, Parliament
Peru	TcQ-08G	D	Community
Peru	TcQ-08H	D	Congress, Government's Palace
Russian Federation	TcQ-08A	D	Saving water and energy, waste and recycling
Russian Federation	TcQ-08E	D	Local community Preparation and celebration of the important dates, ethnic day, City days
Russian Federation	TcQ-08F	D	Campaigns to inform people on social issues, environmental issues
Russian Federation	TcQ-08H	D	The State Duma, City council, Village council
Slovenia	TcQ-08C	D	Activities for poor people or groups
Slovenia	TcQ-08E	D	Promotion and celebration of cultural diversity
Slovenia	TcQ-08F	D	World AIDS Day, world anti-tobacco day
Slovenia	TcQ-08H	D	State Assembly, Government Offices
Sweden	TcQ-08E	D	Culture, music and pride festivals, food and craft markets
Sweden	TcQ-08F	D	International Women's Day, WWF Earth Hour
Sweden	TcQ-08H	D	The Parliament of Sweden, the local council

TcQ-10A-D

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

- a) get on well with their classmates?
- b) are well integrated in the class?
- c) respect their classmates even if they are different?
- d) have a good relationship with other students?

- 1 = All or nearly all
- 2 = Most of them
- 3 = Some of them
- 4 = None or hardly any

Variable Name(s): IT3G10A, IT3G10B, IT3G10C, IT3G10D

Country	Item ID	Code	Documentation
Colombia	TcQ-10C	D	Dimension changed: Respect their classmates even if they have different opinions

TcQ-11A-H

Question: <Bullying> is defined as the activity of repeated, aggressive behavior intended to hurt someone either physically, emotionally, verbally, or through internet communication.

How often have any of the following situations happened during the current school year?

- a) A student informed you about aggressive or destructive behaviors by other students
- b) A student informed you that s/he was <bullied> by another student
- c) A teacher informed you that a student was <bullied> by other students
- d) A teacher informed you that a student helped another student who was being <bullied>
- e) A student informed you that s/he was <bullied> by a teacher
- f) A parent informed you that his/her son/daughter was <bullied> by other students
- g) A teacher informed you that s/he was <bullied> by students
- h) You witnessed students' <bullying> behaviors

- 1 = Never
 2 = Less than once a month
 3 = 1 to 5 times a month
 4 = More than 5 times a month

Variable Name(s):	IT3G11A, IT3G11B, IT3G11C, IT3G11D, IT3G11E, IT3G11F, IT3G11G, IT3G11H		
Country	Item ID	Code	Documentation
Croatia	TcQ-11A-H	D	Violence at school
Croatia	TcQ-11B	D	Dimension changed: A student reported to you that he experienced violence at school by another student
Croatia	TcQ-11C	D	Dimension changed: A teacher reported to you that a student experienced violence at school by other students
Croatia	TcQ-11D	D	Dimension changed: A teacher reported to you that a student helped another student who experienced violence at school
Croatia	TcQ-11E	D	Dimension changed: A student reported to you that he experienced violence at school by a teacher
Croatia	TcQ-11F	D	Dimension changed: A parent reported to you that his child experienced violence at school by other students
Croatia	TcQ-11G	D	Dimension changed: A teacher reported to you that he experienced violence at school by students
Croatia	TcQ-11H	D	Dimension changed: You witnessed students' experiencing violence at school
Hong Kong SAR	TcQ-11B	D	Dimension changed: A student reported to you that s/he was bullied by another student
Hong Kong SAR	TcQ-11C	D	Dimension changed: A teacher reported to you that a student was bullied by other students
Hong Kong SAR	TcQ-11D	D	Dimension changed: A teacher reported to you that a student helped another student who was being bullied
Hong Kong SAR	TcQ-11E	D	Dimension changed: A student reported to you that s/he was bullied by a teacher
Hong Kong SAR	TcQ-11F	D	Dimension changed: A parent reported to you that his/her son/daughter was bullied by other students
Hong Kong SAR	TcQ-11G	D	Dimension changed: A teacher reported to you that s/he was bullied by students
Latvia	TcQ-11B-C,E,G	D	Victim of aggression
Latvia	TcQ-11F	D	Victim of aggression (bullied)
Latvia	TcQ-11H	D	Aggressive
Russian Federation	TcQ-11B-D	D	Mocked
Russian Federation	TcQ-11E-H	D	Insulted

TcQ-12A-G

Question:

Below is a list of activities related to environmental issues.

During the current school year, have you carried out any of the following activities with your <target grade> students?

- a) Writing letters to the newspapers or magazines to support actions about the environment (e.g. <recycling, air and water pollution, waste collection>)
- b) Signing a petition on environmental issues (e.g. <water pollution, noise pollution>)
- c) Posting on social network, forum or blog to support actions about the environment (e.g. <recycling, air and water pollution, waste collection>)
- d) Activities to make students aware of the environmental impact of excessive water consumption
- e) Activities to make students aware of the environmental impact of excessive energy consumption
- f) <Cleanup activities> outside the school
- g) Recycling and waste collection in the <local community>

1 = Yes

2 = No

Variable Name(s):

IT3G12A, IT3G12B, IT3G12C, IT3G12D, IT3G12E, IT3G12F, IT3G12G

Country	Item ID	Code	Documentation
Bulgaria	TcQ-12F	D	Cleaning areas
Colombia	TcQ-12F	D	Dimension changed: Help clean up places or areas (e.g., playgrounds, rivers, etc.) outside the school
Croatia	TcQ-12F	D	Clean-up environment projects
North Rhine-Westphalia (Germany)	TcQ-12A	D	Recycling, air and water pollution, garbage separation
North Rhine-Westphalia (Germany)	TcQ-12C	D	Recycling, air and water pollution, garbage separation
Denmark	TcQ-12A,C	D	Recycling, initiatives against air- and water pollution, waste collection
Estonia	TcQ-12F	D	Clean up campaigns
Italy	TcQ-12F	D	Dimension changed: Clean-up activities outside the school building
Latvia	TcQ-12G	D	Local municipality
Mexico	TcQ-12A,C	D	Recycle, stop pollution of air and water, garbage collection
Mexico	TcQ-12F	D	Campaigns of cleanliness
Netherlands	TcQ-12A,C	D	Recycling, air and water pollution, separate waste collection
Netherlands	TcQ-12B	D	Water pollution, air pollution
Norway	TcQ-12F	D	Clean-up of garbage
Russian Federation	TcQ-12A,C	D	Recycling and waste management, air and water pollution, waste utilization
Russian Federation	TcQ-12F	D	Cleaning the area

TcQ-13A-E

Question: How frequently do you use the following devices with internet access provided by the school for your teaching activities with <target grade> students?

- a) Desktop computers
- b) Portable computers (laptop, notebook, netbook)
- c) Tablet devices (e.g. <iPad>)
- d) E-readers (e.g. < Kindle, Kobo, Nook>)
- e) Interactive whiteboards

1 = Never

2 = In some of the lessons

3 = In all or most of the lessons

4 = Not provided by the school

Variable Name(s): IT3G13A, IT3G13B, IT3G13C, IT3G13D, IT3G13E

Country	Item ID	Code	Documentation
Belgium (Flemish)	TcQ-13D	D	Kindle and Kobo
Bulgaria	TcQ-13D	D	Kindle
Chile	TcQ-13D	D	Kindle
Chinese Taipei	TcQ-13D	D	Dimension changed: E-readers
Colombia	TcQ-13B	D	Dimension changed: Portable computer
Colombia	TcQ-13D	D	Amazon Kindle®
North Rhine-Westphalia (Germany)	TcQ-13D	D	Kindle
Denmark	TcQ-13D	D	Kindle, Kobo, Pocketbook
Estonia	TcQ-13D	D	Kindle, Kobo
Korea, Republic of	TcQ-13D	D	Kindle, iRiver story K
Lithuania	TcQ-13D	D	Kindle
Mexico	TcQ-13D	D	Kindle
Norway	TcQ-13D	D	Kindle or another e-reader
Norway	TcQ-13E	D	Dimension changed: Interactive whiteboards (e.g., SMARTboard)
Russian Federation	TcQ-13B	D	Dimension changed: Portable computers (laptop, netbook)
Russian Federation	TcQ-13D	D	Dimension changed: eBooks (Kindle, Pocketbook, Nook)
Slovenia	TcQ-13A-E	D	Nationally defined categories: 1 = Never 2 = In some of the lessons 3 = In all or most of the lessons 4 = Not available at the school
Sweden	TcQ-13D	D	Kindle, Kobo, iRiver

TcQ-14A-J

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

a) Promoting knowledge of social, political and civic institutions
 b) Promoting respect for and safeguard of the environment
 c) Promoting the capacity to defend one's own point of view
 d) Developing students' skills and competencies in conflict resolution
 e) Promoting knowledge of citizens' rights and responsibilities
 f) Promoting students' participation in the <local community>
 g) Promoting students' critical and independent thinking
 h) Promoting students' participation in school life
 i) Supporting the development of effective strategies to reduce racism
 j) Preparing students for future political engagement

1 = Checked
 2 = Not checked

Variable Name(s): IT3G14A, IT3G14B, IT3G14C, IT3G14D, IT3G14E, IT3G14F, IT3G14G, IT3G14H, IT3G14I, IT3G14J

Country	Item ID	Code	Documentation
Bulgaria	TcQ-14F	D	Local community
Estonia	TcQ-14F	D	Life in local community

TcQ-15

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

1 = Yes
 2 = No

Variable Name(s): IT3G15

Country	Item ID	Code	Documentation
Belgium (Flemish)	TcQ-15	D	Stem of the question changed: Do you teach in the 2nd grade any of the following subjects: Dutch, History, Geography, MAVO, SEI, PAV or Religion or Ethics?
Bulgaria	TcQ-15	D	History or Geography
Chile	TcQ-15	D	History, Geography, Social science or counselling
Colombia	TcQ-15	D	Civic and citizenship education related subject (such as Social science, Democracy, Economics, Environmental studies, Ethic, Citizenship skills or cross-sectional projects in citizenship)
Croatia	TcQ-15	D	Subject/s from social or humanistic group of subjects: History, Geography, Croatian language, Foreign languages, Religion, Music, Art or Physical culture Eighth grade
North Rhine-Westphalia (Germany)	TcQ-15	D	Stem of the question changed: In the following we are interested in subjects, whose content has something to do with civic and citizenship education. Do you teach Work Science, German, Geography, History, Social Science, Politics, Politics/Economics, Philosophy or Religion?
Dominican Republic	TcQ-15	D	Moral and civic education or social sciences
Finland	TcQ-15	D	History, Social studies, Geography, Health education, Home economics, Religion, Ethics

Hong Kong SAR	TcQ-15	D	Chinese history, History, Geography, Economics, Economic and public affairs, Government and public affairs, or Social studies Secondary 2
Italy	TcQ-15	D	Italian, History, Geography or Citizenship and constitution Third class of lower secondary school
Korea, Republic of	TcQ-15	D	Sociology, Ethnic, Moral education
Latvia	TcQ-15	D	Subjects related to civic and citizenship education (for example Social sciences, Economics, Ethics, Health sciences etc.)
Lithuania	TcQ-15	D	History or Geography
Malta	TcQ-15	D	Social studies/Environmental studies/PSCD
Mexico	TcQ-15	D	Subject of Civics and Ethics Second year of junior high school
Netherlands	TcQ-15	D	Stem of the question changed: Do you teach Civics, Geography, History or Economics, Biology, Philosophies/Religion?
Norway	TcQ-15	D	Stem of the question changed: Do you teach a civic and citizenship education related subject? National categories recoded for international comparability: 1 = Yes, in the 9th grade / Yes, in the 9th grade and in other grades 2 = Yes, in other grades / No
Peru	TcQ-15	D	Course of citizenship and civic formation
Russian Federation	TcQ-15	D	Social studies
Slovenia	TcQ-15	D	Patriotic and citizenship culture and ethics, History, Slovene, Geography
Sweden	TcQ-15	D	Stem of the question changed: Do you teach a subject related to questions of citizenship and society, i.e. Social science, History, Geography or Religion?

TcQ-16A-H

Question:	<p>In planning lessons related to <civic and citizenship education> for your <target grade> students, to what extent do you draw on the following sources?</p> <p>a) Official curricula, curricular guidelines or frameworks b) Original sources (e.g. constitutions and human rights declarations) c) Textbooks d) Teaching/learning materials published by commercial companies e) Media (e.g. newspapers, magazines, television, etc.) f) Teaching material directly published by the Ministry of Education or by the local education authority g) Web-based sources of information (e.g. wikis, newspapers on line) and social media h) Documents published by NGOs, political parties, international associations, public institutions, academic institutions</p> <p>1 = To a large extent 2 = To a moderate extent 3 = To a small extent 4 = Not at all</p>
Variable Name(s):	IT3G16A, IT3G16B, IT3G16C, IT3G16D, IT3G16E, IT3G16F, IT3G16G, IT3G16H

Country	Item ID	Code	Documentation
Belgium (Flemish)	TcQ-16A-H	D	Stem of the question changed: In planning your lessons or projects regarding citizenship education or citizenship-related topics for your 2nd year students, to what extent do you draw on the following sources?
Colombia	TcQ-16D	D	Dimension changed: Teaching/learning materials published by commercial companies, public institutes, or private foundations
Colombia	TcQ-16H	D	Dimension changed: Documents published by NGOs, political parties, international associations, academic institutions
Hong Kong SAR	TcQ-16F	D	Dimension changed: Teaching material directly published by EDB
Lithuania	TcQ-16G	D	Dimension changed: Web-based sources of information (e.g., wikis, newspapers online) and social media (e.g., Facebook)
Russian Federation	TcQ-16A-H	D	Social studies

TcQ-17A-H

Question:	How often do the following activities take place during your <target grade> lessons related to <civic and citizenship education>?
	a) Students work on projects that involve gathering information outside school (e.g. interviews in the neighborhood, small scale surveys)
	b) Students work in small groups on different topics/issues
	c) Students participate in role plays
	d) Students take notes during teacher's lectures
	e) Students discuss current issues
	f) Students research and/or analyze information gathered from multiple Web sources (e.g. wikis, online newspapers)
	g) Students study textbooks
	h) Students propose topics/issues for the following lessons
	1 = Never
	2 = Sometimes
	3 = Often
	4 = Very often

Variable Name(s): IT3G17A, IT3G17B, IT3G17C, IT3G17D, IT3G17E, IT3G17F, IT3G17G, IT3G17H

Country	Item ID	Code	Documentation
Belgium (Flemish)	TcQ-17A-H	D	Stem of the question changed: How often do the following activities take place during lessons or projects of the 2nd year regarding citizenship education?
Russian Federation	TcQ-17A-H	D	Social studies

TcQ-18A-L

Question:	How well prepared do you feel to teach the following topics and skills?		
	<ul style="list-style-type: none"> a) Human rights b) Voting and elections c) The global community and international organizations d) The environment and environmental sustainability e) Emigration and immigration f) Equal opportunities for men and women g) Citizens' rights and responsibilities h) The constitution and political systems i) Responsible Internet use (e.g. privacy, source reliability, social media) j) Critical and independent thinking k) Conflict resolution l) The European Union 		
	<ul style="list-style-type: none"> 1 = Very well prepared 2 = Quite well prepared 3 = Not very well prepared 4 = Not prepared at all 		
Variable Name(s):	IT3G18A, IT3G18B, IT3G18C, IT3G18D, IT3G18E, IT3G18F, IT3G18G, IT3G18H, IT3G18I, IT3G18J, IT3G18K, IT3G18L		
Country	Item ID	Code	Documentation
Chile	TcQ-18L	X	Dimension not administered or data not available
Chinese Taipei	TcQ-18L	X	Dimension not administered or data not available
Colombia	TcQ-18J	D	Dimension changed: Critical thinking
Colombia	TcQ-18L	X	Dimension not administered or data not available
Dominican Republic	TcQ-18L	X	Dimension not administered or data not available
Hong Kong SAR	TcQ-18L	X	Dimension not administered or data not available
Korea, Republic of	TcQ-18L	X	Dimension not administered or data not available
Mexico	TcQ-18L	X	Dimension not administered or data not available
Russian Federation	TcQ-18L	X	Dimension not administered or data not available

TcQ-19A-L

Question:	Have you attended any teacher training courses addressing the following topics and skills?		
	<ul style="list-style-type: none"> a) Human rights b) Voting and elections c) The global community and international organizations d) The environment and environmental sustainability e) Emigration and immigration f) Equal opportunities for men and women g) Citizens' rights and responsibilities h) The constitution and political systems i) Responsible Internet use (e.g. privacy, source reliability, social media) j) Critical and independent thinking k) Conflict resolution l) The European Union 		

- 1 = Yes, during pre-service training
 2 = Yes, during in-service training
 3 = Yes, during both pre- and in-service training
 4 = No

Variable Name(s): IT3G19A, IT3G19B, IT3G19C, IT3G19D, IT3G19E, IT3G19F, IT3G19G, IT3G19H, IT3G19I, IT3G19J, IT3G19K, IT3G19L

Country	Item ID	Code	Documentation
Chile	TcQ-19L	X	Dimension not administered or data not available
Chinese Taipei	TcQ-19L	X	Dimension not administered or data not available
Colombia	TcQ-19A-L	D	Stem of the question changed: Have you attended any teacher training courses addressing the following topics?
Colombia	TcQ-19J	D	Dimension changed: Critical thinking
Colombia	TcQ-19L	X	Dimension not administered or data not available
Dominican Republic	TcQ-19L	X	Dimension not administered or data not available
Hong Kong SAR	TcQ-19L	X	Dimension not administered or data not available
Korea, Republic of	TcQ-19L	X	Dimension not administered or data not available
Mexico	TcQ-19L	X	Dimension not administered or data not available
Russian Federation	TcQ-19L	X	Dimension not administered or data not available

TcQ-21A-E

Question: When assessing <target grade> students in <civic and citizenship education>, how often do you make use of the following assessment tools?

a) Written assessment tests (e.g. <multiple choice, cloze, essay>)
 b) Oral examinations
 c) Observation (e.g. <checklist and rating scale>)
 d) Peer assessment
 e) Project work

1 = Never
 2 = Sometimes
 3 = Often
 4 = Very often

Variable Name(s): IT3G21A, IT3G21B, IT3G21C, IT3G21D, IT3G21E

Country	Item ID	Code	Documentation
Belgium (Flemish)	TcQ-21A	D	Multiple choice, open questions, essays
Bulgaria	TcQ-21A	D	Multiple choice and open questions, essay
Bulgaria	TcQ-21C	D	Checklist and assessment card
Chile	TcQ-21A	D	Multiple choice questions, complete sentences, open ended questions
Croatia	TcQ-21A-E	D	Stem of the question changed: How often do you use the following tools when assessing acquiring of contents of civic education for students in eighth grade?
Denmark	TcQ-21C	D	Checklist
Dominican Republic	TcQ-21A	D	Multiple choice, essay
Dominican Republic	TcQ-21C	D	Checklist and rating scale
Estonia	TcQ-21C	D	Checklist and scoring scale

Finland	TcQ-21A	D	Multiple choice, essay
Finland	TcQ-21C	D	How students work during lessons
Latvia	TcQ-21A	D	Multiple choice, essay
Lithuania	TcQ-21A	D	Multiple choice, essay
Lithuania	TcQ-21C	D	Cumulative assessment, portfolio
Mexico	TcQ-21A	D	Multiple choice, open-ended questions, essays
Mexico	TcQ-21C	D	Checklist and rubric
Netherlands	TcQ-21A	D	Multiple choice, open questions, essay
Netherlands	TcQ-21C	D	Checklist and observation instrument
Norway	TcQ-21A	D	Multiple choice, fill in the missing word, test with short written answers, essays
Norway	TcQ-21C	D	Checklist
Russian Federation	TcQ-21A-E	D	Social studies
Russian Federation	TcQ-21A	D	Dimension changed: Written tests and paperwork
Slovenia	TcQ-21A	D	Multiple choice, open response questions, essay
Sweden	TcQ-21A	D	Multiple choice, essay
Sweden	TcQ-21C	D	Checklist

TcQ-22A-N

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

- a) More materials and textbooks
- b) Better materials and textbooks
- c) More in-service training in teaching methods
- d) More in-service training in subject matter knowledge
- e) More pre-service training in <civic and citizenship education>
- f) More cooperation between teachers in different subject areas
- g) More instructional time allocated to <civic and citizenship education>
- h) More opportunities for projects related to <civic and citizenship education>
- i) <Formal assessment> of <civic and citizenship education>
- j) New <civic and citizenship education> national curricula
- k) More parental involvement
- l) Greater involvement of outside agencies or stakeholders
- m) More cooperation between the school and the <local community>
- n) More emphasis given to civic and citizenship education by the education authorities

1 = Checked

2 = Not checked

Variable Name(s): IT3G22A, IT3G22B, IT3G22C, IT3G22D, IT3G22E, IT3G22F, IT3G22G, IT3G22H, IT3G22I, IT3G22J, IT3G22K, IT3G22L, IT3G22M, IT3G22N

Country	Item ID	Code	Documentation
Belgium (Flemish)	TcQ-22I	D	Dimension changed: Specific assessment of aspects of citizenship education
Bulgaria	TcQ-22I	D	Assessment of students' achievement Citizenship education
Bulgaria	TcQ-22J	D	Dimension changed: New state educational requirements and curriculum for civic education

Bulgaria	TcQ-22M	D	Local community
North Rhine-Westphalia (Germany)	TcQ-22I	D	Dimension changed: Formal assessment of achievement in civic and citizenship education
Estonia	TcQ-22I	X	Dimension not administered or data not available
Finland	TcQ-22I	D	Dimension changed: Formal assessment (giving a grade or by writing descriptions) of civic and citizenship education
Lithuania	TcQ-22H-J	D	Citizenship education
Lithuania	TcQ-22E	D	The area of citizenship education
Netherlands	TcQ-22A-N	D	The education on aspects of citizenship education
Netherlands	TcQ-22G	D	Aspects of citizenship education
Netherlands	TcQ-22I	D	Specific testing Citizenship education
Russian Federation	TcQ-22E	D	Social studies
Slovenia	TcQ-22E	D	More emphasis on civic and citizenship education while studying for a teacher
Slovenia	TcQ-22J	D	Patriotic and citizenship culture and ethics
Sweden	TcQ-22I	D	Specific assessment
Sweden	TcQ-22N	D	Dimension changed: More emphasis given to questions of citizenship and society by the education authorities

Section 3: International student questionnaire

StQ-02B			
Question:	<What best describes you?>		
	1 = <A>		
	2 = 		
	3 = <C>		
	4 = <D>		
Variable Name(s):	IS3G02BN		
Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-02B	X	Nationally defined categories: 1 = Belgian 2 = Flemish 3 = Inhabitant of Brussels 4 = Italian 5 = Moroccan 6 = Turkish 7 = Other
Bulgaria	StQ-02B	X	Question not administered or data not available
Chinese Taipei	StQ-02B	X	Nationally defined categories: 1 = Minnanren 2 = Hakka 3 = Mainlander 4 = Indigenous People 5 = Other
Croatia	StQ-02B	X	Question not administered or data not available
North Rhine-Westphalia (Germany)	StQ-02B	X	Question not administered or data not available
Denmark	StQ-02B	X	Question not administered or data not available
Dominican Republic	StQ-02B	X	Nationally defined categories: 1 = Black 2 = Dark skin 3 = White 4 = Mulatto 5 = Asian 6 = Other
Estonia	StQ-02B	X	Nationally defined categories: 1 = Estonian 2 = Non-Estonian, born in Estonia 3 = Non-Estonian, born abroad 4 = Estonian, born abroad
Finland	StQ-02B	X	Stem of the question changed: Which of the following groups do you feel that you belong to? Nationally defined categories: 1 = Finnish speaking with Finnish origin

			2 = Swedish speaking Finnish
			3 = Sami
			4 = Romany
			5 = Immigrant
			6 = Returnee
			7 = Something else
Hong Kong SAR	StQ-02B	X	Question not administered or data not available
Italy	StQ-02B	X	Question not administered or data not available
Korea, Republic of	StQ-02B	X	Question not administered or data not available
Latvia	StQ-02B	X	Stem of the question changed: What is your ethnic background? Nationally defined categories: 1 = Latvian 2 = Russian 3 = Belarusian 4 = Another ethnicity
Lithuania	StQ-02B	X	Question not administered or data not available
Malta	StQ-02B	X	Nationally defined categories: 1 = African 2 = Asian 3 = European 4 = Arabic
Mexico	StQ-02B	X	Question not administered or data not available
Netherlands	StQ-02B	X	Stem of the question changed: What do you feel like you are most? Nationally defined categories: 1 = Dutch 2 = Surinamese 3 = Antillean or Aruban 4 = Turkish 5 = Moroccan 6 = Cape Verdean 7 = Chinese 8 = Polish 9 = Another European country 10 = Another non-European country
Norway	StQ-02B	X	Question not administered or data not available
Peru	StQ-02B	X	Nationally defined categories: 1 = White 2 = Mestizo 3 = Indigenous 4 = Afro-Peruvian
Russian Federation	StQ-02B	X	Question not administered or data not available

Slovenia	StQ-02B	X	Nationally defined categories: 1 = Slovenian 2 = Italian 3 = Hungarian 4 = Roma 5 = Bosnian 6 = Croatian 7 = Serbian 8 = Albanian 9 = Other
Sweden	StQ-02B	X	Question not administered or data not available

StQ-03

Question:	Which of the following levels of education do you expect to complete? 1 = <ISCED level 6, 7 or 8> 2 = <ISCED level 4 or 5> 3 = <ISCED level 3> 4 = <ISCED level 2> or below		
Variable Name(s):	IS3G03		
Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-03	D	Nationally defined categories: 1 = Higher education at a college or university: Bachelor's, Master's or Doctoral degree 2 = Higher vocational education courses (HBO5) or advanced secondary courses (specialization year of the 3rd stage of TSE and ASE) 3 = Secondary education, including 6th year of secondary education (GSE, ASE, TSE, VSE or DBSO) 4 = 1st grade of secondary education, or no degree
Bulgaria	StQ-03	D	Nationally defined categories: 1 = Higher education 2 = Post-secondary vocational education 3 = Secondary education (general and vocational) 4 = Based education
Chile	StQ-03	D	Nationally defined categories: 1 = A career at university or postgraduate studies (Master's degree or PhD) 2 = A vocational or technical career 3 = High school (academic or vocational track) 4 = 8th grade or below
Chinese Taipei	StQ-03	D	Nationally defined categories: 1 = Bachelor's degree, Master's degree or Doctorate degree 2 = Technical school 3 = Senior high school/Vocational school 4 = Junior high school/below junior high school

Colombia	StQ-03	D	National categories recoded for international comparability: 1 = Postgraduate (e.g., Master's or Doctoral degree) / Bachelor's degree, 2 = Tertiary education 3 = Upper secondary education (10th to 11th grade) 4 = Lower secondary education (6th to 9th grade) or below
Croatia	StQ-03	D	Nationally defined categories: 1 = Undergraduate, graduate or postgraduate education 2 = Professional training after completing high school (additional schooling and/or requalification) 3 = High school 4 = Elementary school
North Rhine-Westphalia (Germany)	StQ-03	D	Nationally defined categories: 1 = University degree 2 = Higher vocational degree or similar (e.g., higher secondary vocational school, college, technical secondary school) 3 = A-level certificate or vocational training 4 = Basic school leaving certificate (e.g., from a lowest track school or from a middle track school)
Denmark	StQ-03	D	Nationally defined categories: 1 = Long education (8-11 years of education after secondary school) e.g., lawyer, dentist, engineer, psychologist, biologist, school teacher or researcher 2 = Medium education (4-7 years of education after secondary school) e.g., farmer, carpenter, teacher, nurse, policeman, designer, social worker, photographer, real estate agent or electrician 3 = Short education (1-3 years of education after secondary school) e.g., academic secondary education (high school, hf, vocational school) or a short training e.g. cleaning assistant, healthcare assistant, postman, mechanic, warehouse worker or driver 4 = 9th or 10th grade of people's school or less
Dominican Republic	StQ-03	D	National categories recoded for international comparability: 1 = Bachelor's degree /Doctor degree 2 = Senior Technician 3 = High school 4 = Second cycle of primary education / I do not expect to finish primary education
Estonia	StQ-03	D	Nationally defined categories: 1 = University 2 = College of applied education/polytechnics 3 = Gymnasium or vocational secondary education 4 = Basic school or below
Finland	StQ-03	D	Nationally defined categories: 1 = A university or a polytechnic qualification 2 = A specialist vocational qualification taken after completing vocational school

				3 = Upper secondary or vocational education 4 = No more than comprehensive school
Hong Kong SAR	StQ-03	D	Nationally defined categories: 1 = Undergraduate or Graduate School 2 = Certificate, Diploma or Associate Degree 3 = Secondary 6 4 = Junior secondary school S3 or below	
Italy	StQ-03	D	Nationally defined categories: 1 = Bachelor's, or Master's level qualification or PhD (doctoral degree) 2 = Short-cycle tertiary or Post-secondary degree (non-tertiary, for example IFTS vocational diploma) 3 = High school diploma (upper secondary school) 4 = Lower secondary school or below	
Korea, Republic of	StQ-03	D	Nationally defined categories: 1 = 4-year university graduate or over 2 = 2-3 year College degree graduate 3 = High school graduate 4 = Middle school graduate or dropout	
Latvia	StQ-03	D	Nationally defined categories: 1 = Bachelor, Master, PhD 2 = Post-secondary non-tertiary education 3 = Upper secondary education or vocational education 4 = Lower secondary education or less	
Lithuania	StQ-03	D	Nationally defined categories: 1 = Bachelor's (finish university or college), Master's or Doctor degree 2 = Vocational (already having secondary education) 3 = Secondary 4 = Basic or lower	
Malta	StQ-03	D	Nationally defined categories: 1 = Tertiary education (degree level) 2 = A National Diploma or a Higher National Diploma 3 = 5 'O' Levels / SEC examinations or more, or 'A' Levels / MATSEC certificate 4 = 4 'O' Levels / SEC examinations or less	
Mexico	StQ-03	D	National categories recoded for international comparability: 1 = Postgraduate (Master's degree, PhD) / Graduate (Bachelor's degree, technological education, teachers college). 2 = Technical education 3 = Baccalaureate 4 = Junior high school	
Netherlands	StQ-03	D	National categories recoded for international comparability: 1 = University / Higher vocational education (HBO) 2 = Category not administered or data not available	

			3 = Lower vocational education (MBO) / Middle school highest level / Middle school middle level / Middle school low level 4 = Middle school lowest level / First three years of middle school
Norway	StQ-03	D	Nationally defined categories: 1 = University college or university 2 = Vocational college, trade college or other vocational further education 3 = Upper secondary school (general education or vocational education) 4 = Lower secondary school
Peru	StQ-03	D	Nationally defined categories: 1 = University studies, military higher-education, Master's degree, PhD 2 = Occupational studies (short courses in institutes), non-university studies: technical studies, pedagogic studies, art studies or military studies (sub-officer military) 3 = Eleventh grade 4 = Ninth grade
Russian Federation	StQ-03	D	Nationally defined categories: 1 = University education 2 = Vocational education 3 = High school education 4 = Basic education
Slovenia	StQ-03	D	Nationally defined categories: 1 = I will complete High university study (i.e. 3 to 5 years) or higher 2 = After high school I will complete vocational specialization after high school or I will study at a higher vocational school (i.e. 2 years of study after high school) 3 = Secondary school education 4 = I will complete Primary school education or below
Sweden	StQ-03	D	Nationally defined categories: 1 = University/college education (3 years or longer) 2 = Occupational, technical or practical education or university/college education (shorter than 3 years) 3 = Upper secondary education 4 = Lower secondary education

StQ-03BA-BG

Question:	Do any of these people live at home with you most or all of the time? a) Mother b) Other <female guardian> (for example, stepmother or foster-mother) c) Father d) Other <male guardian> (for example, stepfather or foster-father) e) Siblings (brothers or sisters including stepbrothers and stepsisters) f) Grandparents g) Others
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1 = Yes
2 = No

Country	Item ID	Code	Documentation
Denmark	StQ-03BA-BG	D	National categories recoded for international comparability: 1 = All the time / A large part of the time (half or more) 2 = A small part of time (less than half) / Not at all
Estonia	StQ-03BB	D	Dimension changed: Other female guardian (e.g., stepmother)
Estonia	StQ-03BD	D	Dimension changed: Other male guardian (e.g., stepfather)
Norway	StQ-03BA-BG	D	Stem of the question changed: How much time do you live with these people? National categories recoded for international comparability: 1 = All the time / A large part of the time (half or more) 2 = A small part of time (less than half) / Not at all
Sweden	StQ-03BA-BG	D	Stem of the question changed: How large part of the time do you live with these people? National categories recoded for international comparability: 1 = All the time / A large part of the time (half of the time or more) / A lesser part of the time (less than half of the time) 2 = Not at all

StQ-04A-C

Question: In what country were you and your parents born?
a) You
b) Mother or <female guardian>
c) Father or <male guardian>
0 = <Another country/other countries>
1 = <Country of test>

Variable Name(s): IS3G04A, IS3G04B, IS3G04C

Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-04A-C	D	National categories recoded for international comparability: 0 = Another West-European country (e.g., the Netherlands, Italy) / An East-European country (e.g., Poland, Serbia) / A non-European country (e.g., Congo, Turkey, Morocco) 1 = Belgium
Bulgaria	StQ-04A-C	D	National categories recoded for international comparability: 0 = Another country 1 = Bulgaria
Chile	StQ-04A-C	D	National categories recoded for international comparability: 0 = Other Latin American country / Another country (not Latin American) 1 = Chile

Chinese Taipei	StQ-04A-C	D	National categories recoded for international comparability: 0 = China (including Hong Kong and Macau) / South-Eastern Asia / Other countries 1 = Taiwan
Colombia	StQ-04A-C	D	National categories recoded for international comparability: 0 = Another Latin American country / Another country outside Latin America 1 = Colombia
Croatia	StQ-04A-C	D	National categories recoded for international comparability: 0 = Another European country / Another non-European country 1 = Republic of Croatia
North Rhine-Westphalia (Germany)	StQ-04A-C	D	National categories recoded for international comparability: 0 = Another country of the European Union / Another country outside the European Union 1 = Germany
Denmark	StQ-04A-C	D	National categories recoded for international comparability: 0 = Another Nordic country (e.g., Norway or Sweden) / Another European country (e.g., Bosnia-Herzegovina, England, Poland, Romania, Spain, Germany) / Another country outside Europe (e.g., Iran, Iraq, Lebanon, Pakistan, Somalia, Turkey, Vietnam) 1 = Denmark
Dominican Republic	StQ-04A-C	D	National categories recoded for international comparability: 0 = Haiti / United States / Another country 1 = Dominican Republic
Estonia	StQ-04A-C	D	National categories recoded for international comparability: 0 = Russia / Another former Soviet Republic / Another country 1 = Estonia
Finland	StQ-04A-C	D	National categories recoded for international comparability: 0 = Sweden / Russia / Estonia / Another country 1 = Finland
Hong Kong SAR	StQ-04A-C	D	National categories recoded for international comparability: 0 = Mainland China / Other countries 1 = Hong Kong
Italy	StQ-04A-C	D	National categories recoded for international comparability: 0 = Another European country / Another NON European country 1 = Italy
Korea, Republic of	StQ-04A-C	D	National categories recoded for international comparability: 0 = America / Europe / Asia (except Korea) / Australia / Other 1 = Korea
Latvia	StQ-04A-C	D	National categories recoded for international comparability: 0 = Russia / Belarus / Another country 1 = Latvia
Lithuania	StQ-04A-C	D	National categories recoded for international comparability: 0 = Other country 1 = Lithuanian

Malta	StQ-04A-C	D	National categories recoded for international comparability: 0 = Another European country / An African country / An Asian country / A country in the Americas/Caribbean / Australia/Oceania / Other 1 = Malta
Mexico	StQ-04A-C	D	National categories recoded for international comparability: 0 = Another country in Latin America / Another country of the American continent / Another country from another continent 1 = Mexico
Netherlands	StQ-04A-C	D	National categories recoded for international comparability: 0 = Surinam / Antilles or Aruba / Turkey / Morocco / Cape Verde / China / Poland / Another European country / Another non-European country 1 = The Netherlands
Norway	StQ-04A-C	D	National categories recoded for international comparability: 0 = Another Nordic country (Sweden, Denmark, Finland, Iceland) / Another European country / A country outside Europe 1 = Norway
Peru	StQ-04A-C	D	National categories recoded for international comparability: 0 = Another country of Latin America / China or another Asian country / Another country 1 = Peru
Russian Federation	StQ-04A-C	D	National categories recoded for international comparability: 0 = Another country 1 = Russia
Slovenia	StQ-04A-C	D	National categories recoded for international comparability: 0 = One of other republics of former Yugoslavia / Another country 1 = Slovenia
Sweden	StQ-04A-C	D	National categories recoded for international comparability: 0 = Nordic country (excluding Sweden) / European country (excluding the Nordic countries) / Country outside of Europe 1 = Sweden

StQ-05

Question: What language do you speak at home most of the time?
0 = <Other language(s)>
1 = <Language of test>

Variable Name(s): IS3G05

Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-05	D	National categories recoded for international comparability: 0 = French / Arabic or Berber language / Turkish / Italian / Other 1 = Dutch/Flemish
Bulgaria	StQ-05	D	National categories recoded for international comparability: 0 = Another language 1 = Bulgarian language

Chile	StQ-05	D	National categories recoded for international comparability: 0 = A native language / Another language 1 = Spanish
Chinese Taipei	StQ-05	D	National categories recoded for international comparability: 0 = Hollo / Hakka / Indigenous languages / Another language 1 = Mandarin
Colombia	StQ-05	D	National categories recoded for international comparability: 0 = English / Native language / Another language 1 = Spanish
Croatia	StQ-05	D	National categories recoded for international comparability: For ITLANG = 20 (Italian): 0 = Serbian / Croatian / Hungarian / Czech / Another language 1 = Italian For ITLANG = 56 (Croatian): 0 = Serbian / Italian / Hungarian / Czech / Another language 1 = Croatian
North Rhine-Westphalia (Germany)	StQ-05	D	National categories recoded for international comparability: 0 = Another language 1 = German
Denmark	StQ-05	D	National categories recoded for international comparability: 0 = Norwegian or Swedish / English, German or French / Another language 1 = Danish
Dominican Republic	StQ-05	D	National categories recoded for international comparability: 0 = Creole / English / Another language 1 = Spanish
Estonia	StQ-05	D	National categories recoded for international comparability: For ITLANG = 29 (Russian): 0 = Estonian / Another language 1 = Russian For ITLANG = 46 (Estonian): 0 = Russian / Another language 1 = Estonian
Finland	StQ-05	D	National categories recoded for international comparability: For ITLANG = 32 (Swedish): 0 = Finnish / Lappish / Romany-language / Russian / Estonian / Another language 1 = Swedish For ITLANG = 43 (Finnish): 0 = Swedish / Lappish / Romany-language / Russian / Estonian / Another language 1 = Finnish

Hong Kong SAR	StQ-05	D	<p>National categories recoded for international comparability:</p> <p>For ITLANG = 1 (English): 0 = Cantonese / Putonghua / Other languages 1 = English</p> <p>For ITLANG = 10 (Chinese): 0 = Putonghua / English / Other languages 1 = Cantonese</p>
Italy	StQ-05	D	<p>National categories recoded for international comparability:</p> <p>0 = A dialect / Another language 1 = Italian</p>
Korea, Republic of	StQ-05	D	<p>National categories recoded for international comparability:</p> <p>0 = English / Chinese/Japanese / French / Other 1 = Korean</p>
Latvia	StQ-05	D	<p>National categories recoded for international comparability:</p> <p>For ITLANG = 21 (Latvian): 0 = Russian / Polish / Another language 1 = Latvian</p> <p>For ITLANG = 29 (Russian): 0 = Latvian / Polish / Another language 1 = Russian</p>
Lithuania	StQ-05	D	<p>National categories recoded for international comparability:</p> <p>For ITLANG = 22 (Lithuanian): 0 = Other language 1 = Lithuanian</p> <p>For ITLANG = 27 (Polish): 0 = Other language 1 = Polish</p> <p>For ITLANG = 29 (Russian): 0 = Other language 1 = Russian</p>
Malta	StQ-05	D	<p>National categories recoded for international comparability:</p> <p>For ITLANG = 1 (English): 0 = Maltese / Italian / Another language 1 = English</p> <p>For ITLANG = 48 (Maltese): 0 = English / Italian / Another language 1 = Maltese</p>
Mexico	StQ-05	D	<p>National categories recoded for international comparability:</p> <p>0 = An indigenous language (Nahuatl, Maya, Zapoteco, Otomí or other) / English / Another language 1 = Spanish</p>

Netherlands	StQ-05	D	National categories recoded for international comparability: 0 = Frisian / Surinamese or Sranantongo / Papiamentu / Turkish / Arabic or Berber / Bahasa Indonesia or Moluccan Malaysian / Chinese or Vietnamese / Polish / Another European language (e.g., German or Serbo-Croatian, etc.) / Another non-European language (e.g., Thai, South-African, etc.) 1 = Dutch
Norway	StQ-05	D	National categories recoded for international comparability: 0 = Sami / Danish or Swedish / Another European language (e.g., English, French or Polish) / Another language (e.g., Urdu, Vietnamese or Somali) 1 = Norwegian
Peru	StQ-05	D	National categories recoded for international comparability: 0 = Quechua/Aymara / Amazonian language (Ashaninka, Shipibo, Awajún, etc.) / Foreign language 1 = Spanish
Russian Federation	StQ-05	D	National categories recoded for international comparability: 0 = Another language 1 = Russian
Slovenia	StQ-05	D	National categories recoded for international comparability: 0 = Italian / Hungarian / One of the languages of other republics and autonomous territories of former Yugoslavia (Croatian, Serbian, Macedonian, Albanian and other) / Roma / Other 1 = Slovenian
Sweden	StQ-05	D	National categories recoded for international comparability: 0 = Finnish, Norwegian, Danish / Another European language / Another language 1 = Swedish

StQ-07

Question: What is the highest level of education completed by your mother or <female guardian>?
1 = <ISCED level 6, 7 or 8>
2 = <ISCED level 4 or 5>
3 = <ISCED level 3>
4 = <ISCED level 2>
5 = She did not complete <ISCED level 2>

Variable Name(s): IS3G07

Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-07	D	Nationally defined categories: 1 = Higher education at a college or university: Bachelor's, Master's or Doctoral degree 2 = Higher vocational education courses (HBO5) or advanced secondary courses (specialization year of the 3rd stage of TSE and ASE) 3 = Secondary education, including 6th year of secondary education (GSE, ASE, TSE, VSE or DBSO) 4 = 1st grade of secondary education 5 = She did not complete 1st grade of secondary education

Bulgaria	StQ-07	D	Nationally defined categories: 1 = Higher education 2 = Post-secondary vocational education 3 = Secondary education (general and vocational) 4 = Based education 5 = She did not complete based education
Chile	StQ-07	D	Nationally defined categories: 1 = A career at university or postgraduate studies (Master's degree or PhD) 2 = A vocational or technical career 3 = High school (academic or vocational track) 4 = 8th grade 5 = She did not complete 8th grade
Chinese Taipei	StQ-07	D	Nationally defined categories: 1 = Bachelor's degree, Master's degree or Doctorate degree 2 = Technical school 3 = Senior high school/vocational school 4 = Junior high school 5 = She did not complete junior high school
Colombia	StQ-07	D	National categories recoded for international comparability: 1 = Postgraduate / Bachelor's degree, 2 = Tertiary education 3 = Upper secondary education (10th to 11th grade) 4 = Lower secondary education (6th to 9th grade) or below 5 = She did not complete lower secondary education (6th to 9th grade)
Croatia	StQ-07	D	Nationally defined categories: 1 = Undergraduate, graduate or postgraduate education 2 = Professional training after completing high school (additional schooling and/or requalification) 3 = High school 4 = Elementary school 5 = She did not complete elementary school
North Rhine-Westphalia (Germany)	StQ-07	D	Nationally defined categories: 1 = University degree 2 = Higher vocational degree or similar (e.g., higher secondary vocational school, college, technical secondary school) 3 = A-level certificate or vocational training 4 = Basic school leaving certificate (e.g., from a lowest track school or from a middle track school) 5 = She did not complete any school
Denmark	StQ-07	D	Nationally defined categories: 1 = Long education (8-11 years of education after secondary school) e.g., lawyer, dentist, engineer, psychologist, biologist, school teacher or researcher 2 = Medium education (4-7 years of education after secondary school) e.g., farmer, carpenter, teacher, nurse, policeman, designer, social worker, photographer, real estate agent or electrician

			<p>3 = Short education (1-3 years of education after secondary school) e.g., academic secondary education (high school, hf, vocational school) or a short training, cleaning assistant, healthcare assistant, postman, mechanic, warehouse worker or driver</p> <p>4 = 9th or 10th grade of people's school or less</p> <p>5 = She did not finish people's school</p>
Dominican Republic	StQ-07	D	<p>Nationally defined categories:</p> <p>1 = Bachelor's, degree/Doctor</p> <p>2 = Senior Technician</p> <p>3 = High school</p> <p>4 = Second cycle of primary education</p> <p>5 = She did not finish primary education</p>
Estonia	StQ-07	D	<p>Nationally defined categories:</p> <p>1 = University</p> <p>2 = College of applied education/polytechnics</p> <p>3 = Gymnasium or vocational secondary education</p> <p>4 = Basic school</p> <p>5 = She did not complete</p>
Finland	StQ-07	D	<p>Nationally defined categories:</p> <p>1 = A university or a polytechnic qualification (e.g., Master's or Bachelor's degree, doctor, specialized nurse, engineer with university or polytechnic degree, economist, Bachelor of Business Administration)</p> <p>2 = A specialist vocational qualification taken after completing vocational school (e.g., college degree, nurse, college engineer, business school graduate)</p> <p>3 = Upper secondary or vocational education (e.g., graduate, vocational school, assisting nurse, technician, certificate in business administration)</p> <p>4 = Comprehensive school</p> <p>5 = She did not complete comprehensive school</p>
Hong Kong SAR	StQ-07	D	<p>National categories recoded for international comparability:</p> <p>1 = Undergraduate or graduate school</p> <p>2 = Certificate, diploma or associate degree</p> <p>3 = Senior Secondary</p> <p>4 = Junior Secondary</p> <p>5 = Primary education / She did not complete Primary education</p>
Italy	StQ-07	D	<p>Nationally defined categories:</p> <p>1 = Bachelor or Master level qualification or PhD (doctoral degree)</p> <p>2 = Short-cycle tertiary or Post-secondary degree (non-tertiary, for example IFTS vocational diploma)</p> <p>3 = High school diploma (upper secondary school)</p> <p>4 = Lower secondary school</p> <p>5 = She did not complete Lower secondary school</p>
Korea, Republic of	StQ-07	D	<p>Nationally defined categories:</p> <p>1 = 4-year university graduate or over</p> <p>2 = 2-3 year College graduate</p> <p>3 = High school graduate</p>

			4 = Middle school graduate 5 = Middle school dropout or less
Latvia	StQ-07	D	Nationally defined categories: 1 = Higher education, Bachelor's degree, Master's degree, PhD 2 = College, technical school or 2-3 years education after upper secondary 3 = Upper secondary education or vocational education 4 = Lower secondary education 5 = She did not complete lower secondary education
Lithuania	StQ-07	D	National categories recoded for international comparability: 1 = Bachelor's (finished university or college), Master's or Doctor degree 2 = Further (finished further education school, technical school) / Vocational (already having secondary education) 3 = Secondary 4 = Basic 5 = She did not complete basic school
Malta	StQ-07	D	Nationally defined categories: 1 = A VET degree or an Undergraduate degree or a degree at Masters level or a Doctorate/PhD 2 = A National Diploma or a Higher National Diploma 3 = 5 SEC examinations or more at Grades 1 to 7 or MATSEC Certificate 4 = 4 SEC examinations or less at Grades 1 to 7 5 = She did not complete secondary school
Mexico	StQ-07	D	National categories recoded for international comparability: 1 = Postgraduate (Master's, PhD) / Graduate (Bachelor's degree, technological education, teachers college) 2 = Technical education 3 = Baccalaureate 4 = Junior high school 5 = Elementary school / She did not complete elementary school
Netherlands	StQ-07	D	National categories recoded for international comparability: 1 = University / Higher vocational education (HBO) 2 = Category not administered or data not available 3 = Lower vocational education (MBO) / Middle school higher level / Middle school middle level / Middle school lower level 4 = Basic education (first three years of middle school, HAVO or VWO) 5 = She did not complete basic education
Norway	StQ-07	D	Nationally defined categories: 1 = University college or university 2 = Vocational college, trade college or other vocational further education 3 = Upper secondary school (general education or vocational education) 4 = Lower secondary school 5 = She did not complete lower secondary school

Peru	StQ-07	D	Nationally defined categories: 1 = University studies, military higher-education, Master's degree, PhD 2 = Occupational studies (short courses in institutes), non-university studies: technical studies, pedagogic studies, art studies or military studies (sub-officer military) 3 = Eleventh grade 4 = Ninth grade 5 = She did not complete ninth grade
Russian Federation	StQ-07	D	Nationally defined categories: 1 = University education 2 = Vocational education 3 = High school education 4 = Basic education 5 = She did not complete basic education
Slovenia	StQ-07	D	Nationally defined categories: 1 = High university degree (three to five years) or higher (i.e. PhD) 2 = Higher education (i.e. 2 years of study after high school) or vocational specialization after high school 3 = Secondary school education 4 = Primary school education 5 = She did not complete primary school
Sweden	StQ-07	D	Nationally defined categories: 1 = University/college education (3 years or longer) 2 = Occupational, technical or practical education or university/college education (shorter than 3 years) 3 = Upper secondary education 4 = Lower secondary education 5 = She did not complete lower secondary education

StQ-09

Question: What is the highest level of education completed by your father or <male guardian>?
1 = <ISCED level 6, 7 or 8>
2 = <ISCED level 4 or 5>
3 = <ISCED level 3>
4 = <ISCED level 2>
5 = He did not complete <ISCED level 2>

Variable Name(s): IS3G09

Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-09	D	Nationally defined categories: 1 = Higher education at a college or university: Bachelor's, Master's or Doctoral degree 2 = Higher vocational education courses (HBO5) or advanced secondary courses (specialization year of the 3rd stage of TSE and ASE) 3 = Secondary education, including 6th year of secondary education (GSE, ASE, TSE, VSE or DBSO)

			4 = 1st grade of secondary education 5 = He did not complete 1st grade of secondary education
Bulgaria	StQ-09	D	Nationally defined categories: 1 = Higher education 2 = Post-secondary vocational education 3 = Secondary education (general and vocational) 4 = Based education 5 = He did not complete based education
Chile	StQ-09	D	Nationally defined categories: 1 = A career at university or postgraduate studies (Master's degree or PhD) 2 = A vocational or technical career 3 = High school (academic or vocational track) 4 = 8th grade 5 = He did not complete 8th grade
Chinese Taipei	StQ-09	D	Nationally defined categories: 1 = Bachelor's degree, Master's degree or Doctorate degree 2 = Technical school 3 = Senior high school/vocational school 4 = Junior high school 5 = He did not complete junior high school
Colombia	StQ-09	D	National categories recoded for international comparability: 1 = Postgraduate / Bachelor's degree 2 = Tertiary education 3 = Upper secondary education (10th to 11th grade) 4 = Lower secondary education (6th to 9th grade) or below 5 = He did not complete lower secondary education (6th to 9th grade)
Croatia	StQ-09	D	Nationally defined categories: 1 = Undergraduate, graduate or postgraduate education 2 = Professional training after completing high school (additional schooling and/or requalification) 3 = High school 4 = Elementary school 5 = He did not complete elementary school
North Rhine-Westphalia (Germany)	StQ-09	D	Nationally defined categories: 1 = University degree 2 = Higher vocational degree or similar (e.g., higher secondary vocational school, college, technical secondary school) 3 = A-level certificate or vocational training 4 = Basic school leaving certificate (e.g., from a lowest track school or form a middle track school) 5 = He did not complete any school
Denmark	StQ-09	D	Nationally defined categories: 1 = Long education (8-11 years of education after secondary school) e.g., lawyer, dentist, engineer, psychologist, biologist, school teacher or researcher

			<p>2 = Medium education (4-7 years of education after secondary school) e.g., farmer, carpenter, teacher, nurse, policeman, designer, social worker, photographer, real estate agent or electrician</p> <p>3 = Short education (1-3 years of education after secondary school) e.g., academic secondary education (high school, hf, vocational school) or a short training (cleaning assistant, healthcare assistant, postman, mechanic, warehouse worker or driver)</p> <p>4 = 9th or 10th grade of people's school or less</p> <p>5 = She did not finish people's school</p>
Dominican Republic	StQ-09	D	<p>Nationally defined categories:</p> <p>1 = Bachelor's degree /Doctor</p> <p>2 = Senior Technician</p> <p>3 = High school</p> <p>4 = Second cycle of primary education</p> <p>5 = He did not finish primary education</p>
Estonia	StQ-09	D	<p>Nationally defined categories:</p> <p>1 = University</p> <p>2 = College of applied education/polytechnics</p> <p>3 = Gymnasium or vocational secondary education</p> <p>4 = Basic school</p> <p>5 = He did not complete</p>
Finland	StQ-09	D	<p>Nationally defined categories:</p> <p>1 = A university or a polytechnic qualification (e.g., Master's or Bachelor's degree, doctor, specialized nurse, engineer with university or polytechnic degree, economist, bachelor of business administration)</p> <p>2 = A specialist vocational qualification taken after completing vocational school (e.g., college degree, nurse, college engineer, business school graduate)</p> <p>3 = Upper secondary or vocational education (e.g., graduate, vocational school, assisting nurse, technician, certificate in business administration)</p> <p>4 = Comprehensive school</p> <p>5 = He did not complete comprehensive school</p>
Hong Kong SAR	StQ-09	D	<p>National categories recoded for international comparability:</p> <p>1 = Undergraduate or graduate school</p> <p>2 = Certificate, diploma or associate degree</p> <p>3 = Senior secondary</p> <p>4 = Junior secondary</p> <p>5 = Primary education / He did not complete primary education</p>
Italy	StQ-09	D	<p>Nationally defined categories:</p> <p>1 = Bachelor or Master level qualification or PhD (doctoral degree)</p> <p>2 = Short-cycle tertiary or post-secondary degree (non-tertiary, for example IFTS vocational diploma)</p> <p>3 = High school diploma (upper secondary school)</p> <p>4 = Lower secondary school</p> <p>5 = He did not complete lower secondary school</p>

Korea, Republic of	StQ-09	D	Nationally defined categories: 1 = 4-year university graduate or over 2 = 2-3 year college graduate 3 = High school graduate 4 = Middle school graduate 5 = Middle school dropout or less
Latvia	StQ-09	D	Nationally defined categories: 1 = Higher education, Bachelor's degree, Master's degree, PhD 2 = College, technical school or 2-3 years education after upper secondary 3 = Upper secondary education or vocational education 4 = Lower secondary education 5 = He did not complete lower secondary education
Lithuania	StQ-09	D	National categories recoded for international comparability: 1 = Bachelor's (finished university or college), Master's or doctor degree 2 = Further (finished further education school, technical school) / Vocational (already having secondary education) 3 = Secondary 4 = Basic 5 = He did not complete basic school
Malta	StQ-09	D	Nationally defined categories: 1 = A VET degree or an Undergraduate degree or a degree at Master's level or a Doctorate/PhD 2 = A National Diploma or a Higher National Diploma 3 = 5 SEC examinations or more at Grades 1 to 7 or MATSEC Certificate 4 = 4 SEC examinations or less at Grades 1 to 7 5 = He did not complete secondary school
Mexico	StQ-09	D	National categories recoded for international comparability: 1 = Postgraduate (Master's degree, PhD) / Graduate (Bachelor's degree, technological education, teachers college) 2 = Technical education 3 = Baccalaureate 4 = Junior high school 5 = Elementary school / He did not complete elementary school
Netherlands	StQ-09	D	National categories recoded for international comparability: 1 = University / Higher vocational education (HBO) 2 = Category not administered or data not available 3 = Lower vocational education (MBO) / Middle school higher level / Middle school middle level / Middle school lower level 4 = Basic education (first three years of middle school, HAVO or VWO) 5 = He did not complete basic education
Norway	StQ-09	D	Nationally defined categories: 1 = University college or university 2 = Vocational college, trade college or other vocational further education

			3 = Upper secondary school (general education or vocational education)
			4 = Lower secondary school
			5 = He did not complete lower secondary school
Peru	StQ-09	D	Nationally defined categories: 1 = University studies, military higher-education, Master's degree, PhD 2 = Occupational studies (short courses in institutes), non-university studies: technical studies, pedagogic studies, art studies or military studies (sub-officer military) 3 = Eleventh grade 4 = Ninth grade 5 = He did not complete ninth grade
Russian Federation	StQ-09	D	Nationally defined categories: 1 = University education 2 = Vocational education 3 = High school education 4 = Basic education 5 = He did not complete basic education
Slovenia	StQ-09	D	Nationally defined categories: 1 = High university degree (three to five years) or higher (i.e. PhD) 2 = Higher education (i.e. 2 years of study after high school) or vocational specialization after high school 3 = Secondary school education 4 = Primary school education 5 = He did not complete primary school
Sweden	StQ-09	D	Nationally defined categories: 1 = University/college education (3 years or longer) 2 = Occupational, technical or practical education or university/college education (shorter than 3 years) 3 = Upper secondary education 4 = Lower secondary education 5 = He did not complete Lower secondary education

StQ-11

Question: About how many books are there in your home?
Do not count magazines, newspapers, comic strips, eBooks or your schoolbooks.

1 = None or very few (0-10 books)
2 = Enough to fill one shelf (11–25 books)
3 = Enough to fill one bookcase (26–100 books)
4 = Enough to fill two bookcases (101–200 books)
5 = Enough to fill three or more bookcases (more than 200 books)

Variable Name(s): IS3G11

Country	Item ID	Code	Documentation
Colombia	StQ-11	D	Question instruction changed: Do not count magazines, newspapers, comic strips, eBooks or your schoolbooks

StQ-12A-C

Question: How many of the following devices are used regularly in your home?

- a) Desktop or portable computers (laptop, notebook or netbook)
- b) Tablet devices or e-readers (e.g. <iPad> or <Kindle>)
- c) Mobile phones with internet access (e.g. <smart phones>)

- 1 = None
- 2 = One
- 3 = Two
- 4 = Three or more

Variable Name(s): IS3G12A, IS3G12B, IS3G12C

Country	Item ID	Code	Documentation
Chinese Taipei	StQ-12B	D	iPad
Colombia	StQ-12A	D	Dimension changed: Desktop or portable computer
Colombia	StQ-12C	D	iPhone, Samsung Galaxy
Estonia	StQ-12B	D	iPad Kobo
Hong Kong SAR	StQ-12B	D	Dimension changed: Tablet devices (e.g., iPad, Samsung Galaxy tablet, Google Nexus tablet)
Hong Kong SAR	StQ-12C	D	iPhone, Android mobile, Windows phones
Korea, Republic of	StQ-12B	D	iPad or Kindle, iRiver K, etc.
Mexico	StQ-12C	D	iPhone
Norway	StQ-12B	D	iPad, Samsung internet tablet, Android internet tablet, Kindle
Norway	StQ-12C	D	iPhone, Samsung Galaxy, Android or similar
Peru	StQ-12B	D	iPad

StQ-14A-I

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

- a) Talking with your parent(s) about political or social issues
- b) Watching television to inform yourself about national and international news
- c) Reading the newspaper to inform yourself about national and international news
- d) Talking with friends about political or social issues
- e) Talking with your parent(s) about what is happening in other countries
- f) Talking with friends about what is happening in other countries
- g) Using the internet to find information about political or social issues
- h) Posting a comment or image regarding a political or social issue on the internet or social media
- i) Sharing or commenting on another person's online post regarding a political or social issue

- 1 = Never or hardly ever
- 2 = Monthly (at least once a month)
- 3 = Weekly (at least once a week)
- 4 = Daily or almost daily

Variable Name(s): IS3G14A, IS3G14B, IS3G14C, IS3G14D, IS3G14E, IS3G14F, IS3G14G, IS3G14H, IS3G14I

Country	Item ID	Code	Documentation
Italy	StQ-14A-I	D	Nationally defined categories: 1 = Never or hardly ever 2 = At least once a month 3 = At least once a week 4 = Daily or almost daily

StQ-15A-J

Question:	Have you ever been involved in activities of any of the following organizations, clubs or groups? a) A youth organization affiliated with a political party or union b) An environmental action group or organization c) A Human Rights organization d) A voluntary group doing something to help the community e) An organization collecting money for a social cause f) A group of young people campaigning for an issue g) An animal rights or animal welfare group h) A religious group or organization i) A community youth group (such as <boys/girls scouts, YMCA>) j) A sports team 1 = Yes, I have done this within the last twelve months 2 = Yes, I have done this but more than a year ago 3 = No, I have never done this
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Variable Name(s): IS3G15A, IS3G15B, IS3G15C, IS3G15D, IS3G15E, IS3G15F, IS3G15G, IS3G15H, IS3G15I, IS3G15J

Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-15I	D	Scouts, Chiro
Bulgaria	StQ-15I	D	Scouts detachments
Chile	StQ-15I	D	Scouts
Colombia	StQ-15I	D	Scouts, YMCA
Croatia	StQ-15I	D	Scouts
North Rhine-Westphalia (Germany)	StQ-15I	D	Scouts
Denmark	StQ-15H-J	X	Dimension not administered or data not available
Estonia	StQ-15I	D	Boy/girl scouts
Finland	StQ-15I	D	Scouts, 4H-club
Hong Kong SAR	StQ-15I	D	Scout Association of Hong Kong, The Hong Kong Girl Guides Association, Chinese YMCA of Hong Kong, Red Cross
Italy	StQ-15F	D	Dimension changed: A group of young people doing awareness campaign for an issue
Italy	StQ-15I	D	Boys Scout, CNGEI
Latvia	StQ-15I	D	Boys/girls scouts, youth guards
Lithuania	StQ-15I	D	Scouts
Mexico	StQ-15I	D	Scouts, YMCA
Netherlands	StQ-15I	D	Scouts, organization of the youth club
Norway	StQ-15I	D	Scouts, 4H, The Red Cross Youth
Norway	StQ-15J	X	Dimension not administered or data not available

Peru	StQ-15I	D	Scouts, YMCA
Russian Federation	StQ-15H-J	X	Dimension not administered or data not available
Slovenia	StQ-15I	D	Scouts
Sweden	StQ-15I	D	Scouts

StQ-16A-G

Question: 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>.

a) Active participation in an organized debate
b) Voting for <class representative> or <school parliament>
c) Taking part in decision-making about how the school is run
d) Taking part in discussions at a <student assembly>
e) Becoming a candidate for <class representative> or <school parliament>
f) Participating in an activity to make the school more <environmentally friendly> (e.g. through water-saving or recycling)
g) Voluntary participation in school based music or drama activities outside of regular classes

1 = Yes, I have done this within the last twelve months
2 = Yes, I have done this but more than a year ago
3 = No, I have never done this

Variable Name(s): IS3G16A, IS3G16B, IS3G16C, IS3G16D, IS3G16E, IS3G16F, IS3G16G

Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-16A-G	D	Primary school
Bulgaria	StQ-16A-G	D	First grade
Bulgaria	StQ-16F	D	Ecological
Chile	StQ-16A-G	D	Grade 1
Chinese Taipei	StQ-16A-G	D	Elementary school
Colombia	StQ-16A-G	D	Basic primary education
Croatia	StQ-16A-G	D	Question instruction changed: Consider all elementary schools you have been enrolled at since the first grade.
Croatia	StQ-16D	D	Public student gathering
Croatia	StQ-16F	D	Dimension changed: Participating in an activity that promotes environmental protection at school level (e.g., through water-saving or recycling)
North Rhine-Westphalia (Germany)	StQ-16A-G	D	Primary school
Denmark	StQ-16A-G	D	Grade 1
Denmark	StQ-16D	D	Joint meeting for all students of the school
Denmark	StQ-16G	X	Dimension not administered or data not available
Dominican Republic	StQ-16A-G	D	Primary education
Dominican Republic	StQ-16D	D	Student general assembly
Estonia	StQ-16A-G	D	First grade
Estonia	StQ-16D	D	Students' representative body
Finland	StQ-16A-G	D	School
Finland	StQ-16D	D	Student meeting
Hong Kong SAR	StQ-16A-G	D	Primary school

Italy	StQ-16A-G	D	Primary school
Korea, Republic of	StQ-16A-G	D	Primary school
Latvia	StQ-16A-G	D	Primary school
Latvia	StQ-16B,E	D	Head of the class Student's Council
Latvia	StQ-16D	D	Student's Council meeting
Lithuania	StQ-16A-G	D	First grade
Malta	StQ-16A-G	D	Primary school
Mexico	StQ-16A-G	D	Primary school
Netherlands	StQ-16A-G	D	Primary school
Norway	StQ-16A-G	D	Elementary school
Norway	StQ-16B,E	D	Representative of the class/group
Norway	StQ-16D	D	General student meeting
Peru	StQ-16A-G	D	Primary school
Peru	StQ-16F	D	Take care of the environment
Russian Federation	StQ-16A-G	D	First grade
Russian Federation	StQ-16B,E	D	Leader of the class School council
Russian Federation	StQ-16F	D	Ecologically clean
Slovenia	StQ-16A-G	D	First grade
Sweden	StQ-16A-G	D	Lower secondary
Sweden	StQ-16B,E	D	Student council representative
Sweden	StQ-16D	D	Organized meeting where students discuss school issues

StQ-18A-G

Question: At school, to what extent have you learned about the following topics?

- How citizens can vote in local or national elections
- How laws are introduced and changed in <country of test>
- How to protect the environment (e.g. through energy-saving or recycling)
- How to contribute to solving problems in the <local community>
- How citizen rights are protected in <country of test>
- Political issues and events in other countries
- How the economy works

1 = To a large extent
2 = To a moderate extent
3 = To a small extent
4 = Not at all

Variable Name(s): IS3G18A, IS3G18B, IS3G18C, IS3G18D, IS3G18E, IS3G18F, IS3G18G

Country	Item ID	Code	Documentation
Chinese Taipei	StQ-18B,E	D	My country
Korea, Republic of	StQ-18E	D	Our country

StQ-19A-J

Question: How much do you agree or disagree with the following statements about teachers and students at your school?

- a) Most of my teachers treat me fairly.
- b) Students get along well with most teachers.
- c) Most teachers are interested in students' well-being.
- d) Most of my teachers listen to what I have to say.
- e) If I need extra help, I receive it from my teachers.
- f) Most teachers would stop students from being bullied.
- g) Most students at my school treat each other with respect.
- h) Most students at my school get along well with each other.
- i) My school is a place where students feel safe.
- j) I am afraid of being bullied by other students.

1 = Strongly agree
 2 = Agree
 3 = Disagree
 4 = Strongly disagree

Variable Name(s): S3G19A, IS3G19B, IS3G19C, IS3G19D, IS3G19E, IS3G19F, IS3G19G, IS3G19H, IS3G19I, IS3G19J

Country	Item ID	Code	Documentation
Croatia	StQ-19A-J	D	Stem of the question changed: How much do you agree with the following statements about teachers and students at your school?

StQ-21A-E

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

- a) Student participation in how schools are run can make schools better.
- b) Lots of positive changes can happen in schools when students work together.
- c) Organizing groups of students to express their opinions could help solve problems in schools.
- d) Students can have more influence on what happens in schools if they act together rather than alone.
- e) Voting in student elections can make a difference to what happens at schools.

1 = Strongly agree
 2 = Agree
 3 = Disagree
 4 = Strongly disagree

Variable Name(s): IS3G21A, IS3G21B, IS3G21C, IS3G21D, IS3G21E

Country	Item ID	Code	Documentation
Croatia	StQ-21A-E	D	Stem of the question changed: How much do you agree with the following statements about student participation at school?

StQ-22A-I

- Question:** Below is a list of things that may happen in a democratic country. Some of them may be good for and strengthen democracy, some may be bad for and weaken democracy while others are neither good nor bad for democracy.
- Which of the following situations do you think would be good, neither good nor bad, or bad for democracy?
- Political leaders give government jobs to their family members.
 - One company or the government owns all newspapers in a country.
 - People are allowed to publicly criticize the government.
 - All adult citizens have the right to elect their political leaders.
 - People are able to protest if they think a law is unfair.
 - The police have the right to hold people suspected of threatening national security in jail without trial
 - Differences in income between poor and rich people are small.
 - The government influences decisions by courts of justice.
 - All <ethnic/racial> groups in the country have the same rights.
- 1 = Good for democracy
2 = Neither good nor bad for democracy
3 = Bad for democracy

Variable Name(s): IS3G22A, IS3G22B, IS3G22C, IS3G22D, IS3G22E, IS3G22F, IS3G22G, IS3G22H, IS3G22I

Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-22I	D	Ethnic
Bulgaria	StQ-22I	D	Ethnic and racial
Colombia	StQ-22I	D	Ethnic
Croatia	StQ-22I	D	Ethnic groups
North Rhine-Westphalia (Germany)	StQ-22I	D	Groups of origin
Denmark	StQ-22I	D	Ethnic
Dominican Republic	StQ-22I	D	Ethnic
Estonia	StQ-22I	D	Ethnic
Finland	StQ-22I	D	Ethnic
Italy	StQ-22I	D	Ethnic
Korea, Republic of	StQ-22I	D	Racial/ethnic
Latvia	StQ-22I	D	Ethnic groups
Malta	StQ-22I	D	Ethnic
Mexico	StQ-22I	D	Ethnic
Netherlands	StQ-22I	D	Ethnic
Norway	StQ-22I	D	Ethnic groups/folk groups
Peru	StQ-22I	D	Cultural
Slovenia	StQ-22I	D	Ethnic
Sweden	StQ-22I	D	Ethnic

StQ-23A-Q

Question: How important are the following behaviors for being a good adult citizen?

- a) Voting in every national election
- b) Joining a political party
- c) Learning about the country's history
- d) Following political issues in the newspaper, on the radio, on TV or on the Internet
- e) Showing respect for government representatives
- f) Engaging in political discussions
- g) Participating in peaceful protests against laws believed to be unjust
- h) Participating in activities to benefit people in the <local community>
- i) Taking part in activities promoting human rights
- j) Taking part in activities to protect the environment
- k) Working hard
- l) Always obeying the law
- m) Ensuring the economic welfare of their families
- n) Making personal efforts to protect natural resources (e.g. through saving water or recycling waste)
- o) Respecting the rights of others to have their own opinions
- p) Supporting people who are worse off than you
- q) Engaging in activities to help people in less developed countries

1 = Very important
 2 = Quite important
 3 = Not very important
 4 = Not important at all

Variable Name(s): IS3G23A, IS3G23B, IS3G23C, IS3G23D, IS3G23E, IS3G23F, IS3G23G, IS3G23H, IS3G23I, IS3G23J, IS3G23K, IS3G23L, IS3G23M, IS3G23N, IS3G23O, IS3G23P, IS3G23Q

Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-23A	D	Dimension changed: Voting in every national (federal) elections

StQ-24A-G

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

- a) Men and women should have equal opportunities to take part in government.
- b) Men and women should have the same rights in every way.
- c) Women should stay out of politics.
- d) When there are not many jobs available, men should have more right to a job than women.
- e) Men and women should get equal pay when they are doing the same jobs.
- f) Men are better qualified to be political leaders than women.
- g) Women's first priority should be raising children.

1 = Strongly agree
 2 = Agree
 3 = Disagree
 4 = Strongly disagree

Variable Name(s): IS3G24A, IS3G24B, IS3G24C, IS3G24D, IS3G24E, IS3G24F, IS3G24G

Country	Item ID	Code	Documentation
Croatia	StQ-24A-G	D	Stem of the question changed: How much do you agree with the following statements?

StQ-25A-E

Question:	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? a) All <ethnic/racial groups> should have an equal chance to get a good education in <country of test> b) All <ethnic/racial groups> should have an equal chance to get good jobs in <country of test> c) Schools should teach students to respect <members of all ethnic/racial groups> d) <Members of all ethnic/racial groups> should be encouraged to run in elections for political office e) <Members of all ethnic/racial groups> should have the same rights and responsibilities 1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly disagree
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Variable Name(s): IS3G25A, IS3G25B, IS3G25C, IS3G25D, IS3G25E

Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-25A-B	D	Ethnic groups
Belgium (Flemish)	StQ-25A-E	D	Ethnic groups
Belgium (Flemish)	StQ-25C-E	D	Members of all ethnic groups
Bulgaria	StQ-25A-B	D	Ethnic and racial groups
Bulgaria	StQ-25A-E	D	Ethnic and racial groups
Bulgaria	StQ-25C-E	D	Members of all ethnic and racial groups
Colombia	StQ-25A-B	D	Ethnic groups
Colombia	StQ-25A-E	D	Ethnic groups
Colombia	StQ-25C-E	D	Members of all ethnic groups
Croatia	StQ-25A-B	D	Ethnic groups
Croatia	StQ-25A-E	D	Ethnic groups Stem of the question changed: How much do you agree with the following statements?
Croatia	StQ-25C-E	D	Members of all ethnic groups
North Rhine-Westphalia (Germany)	StQ-25A-B	D	Groups of origin
North Rhine-Westphalia (Germany)	StQ-25A-E	D	Groups of origin
North Rhine-Westphalia (Germany)	StQ-25C-E	D	Members of all groups of origin
Denmark	StQ-25A-B	D	Ethnic groups
Denmark	StQ-25A-E	D	Ethnic groups
Denmark	StQ-25C-E	D	People from all ethnic groups
Dominican Republic	StQ-25A-B	D	Ethnic groups
Dominican Republic	StQ-25A-E	D	Ethnic groups
Dominican Republic	StQ-25C-E	D	Members of all ethnic groups

Estonia	StQ-25A-B	D	Ethnic groups
Estonia	StQ-25A-E	D	Ethnic groups
Estonia	StQ-25C-E	D	Members of the ethnic groups
Finland	StQ-25A-B	D	Ethnic groups
Finland	StQ-25A-E	D	Ethnic groups
Finland	StQ-25C-E	D	Members of all ethnic groups
Italy	StQ-25A-B	D	Ethnic groups
Italy	StQ-25A-E	D	Ethnic groups
Italy	StQ-25C-E	D	Members of all ethnic groups
Korea, Republic of	StQ-25A-B	D	Racial groups
Korea, Republic of	StQ-25A-E	D	Racial groups
Korea, Republic of	StQ-25C-E	D	Members of all racial groups
Latvia	StQ-25A-B	D	Ethnic groups
Latvia	StQ-25A-E	D	Ethnic groups
Latvia	StQ-25C-E	D	Members of all ethnic groups
Malta	StQ-25A-B	D	Ethnic groups
Malta	StQ-25A-E	D	Ethnic groups
Malta	StQ-25C-E	D	Members of all ethnic groups
Mexico	StQ-25A-B	D	Ethnic groups
Mexico	StQ-25A-E	D	Ethnic groups
Mexico	StQ-25C-E	D	Members of all ethnic groups
Netherlands	StQ-25A-B	D	Ethnic groups
Netherlands	StQ-25A-E	D	Ethnic groups
Netherlands	StQ-25C-E	D	Members of all ethnic groups
Norway	StQ-25A-B	D	Folk groups/ethnic groups
Norway	StQ-25A-E	D	Folk groups/ethnic groups
Norway	StQ-25C-E	D	People from all folk groups/ethnic groups
Peru	StQ-25A-B	D	Cultural groups
Peru	StQ-25A-E	D	Cultural groups
Peru	StQ-25C-E	D	Persons from all cultural groups
Slovenia	StQ-25A-B	D	Ethnic groups
Slovenia	StQ-25A-E	D	Ethnic groups
Slovenia	StQ-25C-E	D	Members of all ethnic groups
Sweden	StQ-25A-B	D	Ethnic groups
Sweden	StQ-25A-E	D	Ethnic groups
Sweden	StQ-25C-E	D	All people, regardless of ethnic belonging

StQ-26A-O

Question:

How much do you trust each of the following groups, institutions or sources of information?

- a) The <national government> of <country of test>
- b) The <local government> of your town or city
- c) Courts of justice
- d) The police
- e) Political parties
- f) <National Parliament>

- g) Media (television, newspapers, radio)
 - h) Social media (e.g. <Twitter, blogs, YouTube>)
 - i) <The Armed Forces>
 - j) Schools
 - k) The United Nations
 - l) People in general
 - m) <State/Province> government
 - n) European Commission
 - o) European Parliament
- 1 = Completely
 2 = Quite a lot
 3 = A little
 4 = Not at all

Variable Name(s): IS3G26A, IS3G26B, IS3G26C, IS3G26D, IS3G26E, IS3G26F, IS3G26G, IS3G26H, IS3G26I, IS3G26J, IS3G26K, IS3G26L, IS3G26M, IS3G26N, IS3G26O

Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-26A	D	Federal (national) government
Belgium (Flemish)	StQ-26B	D	City council
Belgium (Flemish)	StQ-26F	D	Federal (Belgian) Parliament
Belgium (Flemish)	StQ-26I	D	The army
Belgium (Flemish)	StQ-26M	D	Dimension changed: The Flemish Parliament
Bulgaria	StQ-26B	D	Local authority
Bulgaria	StQ-26F	D	National Assembly
Chile	StQ-26N-O	X	Dimension not administered or data not available
Chile	StQ-26A	D	Government
Chile	StQ-26B	D	Municipal authorities in your commune
Chile	StQ-26F	D	National Congress
Chile	StQ-26H	D	Twitter, YouTube
Chile	StQ-26M	D	Regional Government (Intendancy)
Chinese Taipei	StQ-26M-O	X	Dimension not administered or data not available
Chinese Taipei	StQ-26F	D	Legislative Yuan
Chinese Taipei	StQ-26H	D	Facebook, blogs, Line, YouTube
Colombia	StQ-26N-O	X	Dimension not administered or data not available
Colombia	StQ-26F	D	National Congress
Colombia	StQ-26H	D	Twitter, Facebook, etc.
Colombia	StQ-26M	D	State
Croatia	StQ-26M	D	County
North Rhine-Westphalia (Germany)	StQ-26A	D	Dimension changed: Federal government in Germany
North Rhine-Westphalia (Germany)	StQ-26B	D	Dimension changed: City councilor or municipal council
North Rhine-Westphalia (Germany)	StQ-26H	D	Dimension changed: Social networks in the internet (e.g., Twitter, YouTube)
North Rhine-Westphalia (Germany)	StQ-26M	D	The government of NRW

Denmark	StQ-26B	D	Dimension changed: The municipal-board in your municipality
Denmark	StQ-26I	D	The defense
Denmark	StQ-26M	X	Dimension not administered or data not available
Dominican Republic	StQ-26N-O	X	Dimension not administered or data not available
Estonia	StQ-26B	D	Parish/town government
Estonia	StQ-26H	D	Twitter, Facebook, YouTube, Instagram
Estonia	StQ-26M	X	Dimension not administered or data not available
Finland	StQ-26B	D	Municipal government
Finland	StQ-26I	D	Defense forces
Finland	StQ-26M	X	Dimension not administered or data not available
Hong Kong SAR	StQ-26M-O	X	Dimension not administered or data not available
Hong Kong SAR	StQ-26A	D	The HKSAR Government
Hong Kong SAR	StQ-26B	D	Dimension changed: The District Council
Hong Kong SAR	StQ-26F	D	The Legislative Council
Hong Kong SAR	StQ-26H	D	Twitter, Facebook, YouTube etc.
Hong Kong SAR	StQ-26I	D	People's Liberation Army Hong Kong Garrison
Italy	StQ-26M	D	County
Korea, Republic of	StQ-26M-O	X	Dimension not administered or data not available
Korea, Republic of	StQ-26A	D	Central government's department
Korea, Republic of	StQ-26H	D	Twitter, Blog etc.
Latvia	StQ-26M	D	Regional
Lithuania	StQ-26B	D	City government
Lithuania	StQ-26I	D	Military
Lithuania	StQ-26M	D	Regional government
Malta	StQ-26A	D	Government
Malta	StQ-26B	D	Local council
Malta	StQ-26M	X	Dimension not administered or data not available
Mexico	StQ-26N-O	X	Dimension not administered or data not available
Mexico	StQ-26A	D	Federal government
Mexico	StQ-26B	D	Municipal government
Mexico	StQ-26F	D	Union congress
Mexico	StQ-26H	D	Twitter, blogs, YouTube, Facebook
Mexico	StQ-26M	D	State
Netherlands	StQ-26A	D	Government
Netherlands	StQ-26B	D	Dimension changed: The municipality or part of the city where you live
Netherlands	StQ-26F	D	Senate and house of representatives
Netherlands	StQ-26I	D	The army
Netherlands	StQ-26M	D	Province
Norway	StQ-26M-O	X	Dimension not administered or data not available
Norway	StQ-26B	D	Municipal or city council
Norway	StQ-26H	D	Facebook, blogs, YouTube
Peru	StQ-26N-O	X	Dimension not administered or data not available

Peru	StQ-26A	D	Government
Peru	StQ-26B	D	Municipality
Peru	StQ-26F	D	The Congress
Peru	StQ-26H	D	Facebook, Twitter, blogs, YouTube
Peru	StQ-26M	D	Regional government
Russian Federation	StQ-26M-O	X	Dimension not administered or data not available
Slovenia	StQ-26A	D	Slovenian government
Slovenia	StQ-26B	D	Municipal government
Slovenia	StQ-26M	X	Dimension not administered or data not available
Sweden	StQ-26B	D	Municipal council
Sweden	StQ-26I	D	The Defense Forces
Sweden	StQ-26M	X	Dimension not administered or data not available

StQ-27A-E

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

a) The <flag of country of test> is important to me.
b) I have great respect for <country of test>.
c) In <country of test> we should be proud of what we have achieved.
d) I am proud to live in <country of test>.
e) Generally speaking, <country of test> is a better country to live in than most other countries.

1 = Strongly agree
2 = Agree
3 = Disagree
4 = Strongly disagree

Variable Name(s): IS3G27A, IS3G27B, IS3G27C, IS3G27D, IS3G27E

Country	Item ID	Code	Documentation
Chinese Taipei	StQ-27A	D	Flag of my country
Croatia	StQ-27A-E	D	Stem of the question changed: How much do you agree with the following statements about Republic of Croatia?
Korea, Republic of	StQ-27A	D	Taegeukgi

StQ-28A-M

Question: To what extent do you think the following issues are a threat to the world's future?

a) Pollution
b) Energy shortages
c) Global financial crises
d) Crime
e) Water shortages
f) Violent conflict
g) Poverty
h) Food shortages
i) Climate change
j) Unemployment
k) Overpopulation

l) Infectious diseases (e.g. <bird flu>, <AIDS>)

m) Terrorism

1 = To a large extent

2 = To a moderate extent

3 = To a small extent

4 = Not at all

Variable Name(s): IS3G28A, IS3G28B, IS3G28C, IS3G28D, IS3G28E, IS3G28F, IS3G28G, IS3G28H, IS3G28I, IS3G28J, IS3G28K, IS3G28L, IS3G28M

Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-28L	D	Bird flu, AIDS, Ebola
Colombia	StQ-28L	D	Malaria, Dengue, AIDS
Denmark	StQ-28L	D	AIDS or Ebola
Estonia	StQ-28L	D	Bird flu, African plague of pigs, AIDS
Latvia	StQ-28L	D	Bird flu, AIDS, Ebola virus, African swine fever virus
Malta	StQ-28L	D	Ebola, AIDS
Mexico	StQ-28L	D	Influenza H1N1, AIDS
Netherlands	StQ-28L	D	Ebola, AIDS
Norway	StQ-28L	D	Swine flu, AIDS, Ebola
Peru	StQ-28L	D	Dengue fever, AIDS
Slovenia	StQ-28L	D	Ebola, AIDS

StQ-29A-G

Question: How well do you think you would do the following activities?

- Discuss a newspaper article about a conflict between countries
- Argue your point of view about a controversial political or social issue
- Stand as a candidate in a <school election>
- Organize a group of students in order to achieve changes at school
- Follow a television debate about a controversial issue
- Write a letter or email to a newspaper giving your view on a current issue
- Speak in front of your class about a social or political issue

1 = Very well
2 = Fairly well
3 = Not very well
4 = Not at all

Variable Name(s): IS3G29A, IS3G29B, IS3G29C, IS3G29D, IS3G29E, IS3G29F, IS3G29G

Country	Item ID	Code	Documentation
Bulgaria	StQ-29C	D	School council elections
Colombia	StQ-29C	D	Student election
Estonia	StQ-29C	D	Students' representative body
Latvia	StQ-29C	D	School council elections
Malta	StQ-29C	D	Students' council election
Netherlands	StQ-29C	D	Elections within school
Norway	StQ-29C	D	Class council or student council

StQ-30A-K

- Question:** There are many different ways how citizens may express their opinions about important issues in society. Would you take part in any of the following activities to express your opinion in the future?
- a) Talk to others about your views on political or social issues
 - b) Contact an <elected representative>
 - c) Take part in a peaceful march or rally
 - d) Collect signatures for a petition
 - e) Contribute to an online discussion forum about social or political issues
 - f) Organize an online group to take a stance on a controversial political or social issue
 - g) Participate in an online campaign
 - h) Choose to buy certain products in support of social justice (e.g. <fair trade goods>, <ethically sourced products>)
 - i) Spray-paint protest slogans on walls
 - j) Stage a protest by blocking traffic
 - k) Occupy public buildings as a sign of protest
- 1 = I would certainly do this
 2 = I would probably do this
 3 = I would probably not do this
 4 = I would certainly not do this

Variable Name(s): IS3G30A, IS3G30B, IS3G30C, IS3G30D, IS3G30E, IS3G30F, IS3G30G, IS3G30H, IS3G30I, IS3G30J, IS3G30K

Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-30B	D	Elected representative of the people or member of Parliament
Belgium (Flemish)	StQ-30H	D	Fair trade goods
Bulgaria	StQ-30B	D	Member of the Parliament
Bulgaria	StQ-30H	D	Dimension changed: Choose to buy certain products in support of social justice
Chile	StQ-30B	D	Major, senator or deputy
Chile	StQ-30H	D	Fair trade goods
Colombia	StQ-30B	D	Councilman, senator or congressman
Colombia	StQ-30H	D	Only Colombian products, handmade products
Croatia	StQ-30H	D	Goods marked with fair trade certificate, ethically sourced products
North Rhine-Westphalia (Germany)	StQ-30H	D	Fair trade goods
Denmark	StQ-30B	D	Elected politician (for example a member of the Parliament)
Denmark	StQ-30H	D	Goods that secure poor peasants a fair trade
Dominican Republic	StQ-30H	D	Fair trade goods, responsible consumerism products
Estonia	StQ-30B	D	Deputy
Estonia	StQ-30H	D	Fair Trade products, products made by disabled people
Hong Kong SAR	StQ-30B	D	Elected member
Italy	StQ-30B	D	Dimension changed: Contact an elected representative in the National Parliament, in the County, in the Municipality
Latvia	StQ-30B	D	Member of Parliament
Latvia	StQ-30H	D	Honest Euros implementer
Lithuania	StQ-30B	D	Member of the Parliament
Malta	StQ-30B	D	Member of Parliament

Mexico	StQ-30H	D	Fair trade goods, as coffee, honey or jam
Netherlands	StQ-30H	D	Fair Trade products
Norway	StQ-30B	D	Elected to the county council or national Parliament
Norway	StQ-30H	D	Fair trade goods, ethical products
Peru	StQ-30H	D	Fair trade Products that protect the environment
Russian Federation	StQ-30B	D	Deputy
Slovenia	StQ-30H	D	Fair trade
Sweden	StQ-30B	D	Elected politician
Sweden	StQ-30H	D	Fair trade goods

StQ-31A-L

Question: Listed below are different ways adults can take an active part in society. When you are an adult, what do you think you will do?

- a) Vote in <local elections>
- b) Vote in <national elections>
- c) Get information about candidates before voting in an election
- d) Help a candidate or party during an election campaign
- e) Join a political party
- f) Join a trade union
- g) Stand as a candidate in <local elections>
- h) Join an organization for a political or social cause
- i) Volunteer time to help other people in the <local community>
- j) Make personal efforts to help the environment (e.g. through saving water)
- k) Vote in <state, province elections>
- l) Vote in European elections

- 1 = I would certainly do this
- 2 = I would probably do this
- 3 = I would probably not do this
- 4 = I would certainly not do this

Variable Name(s): IS3G31A, IS3G31B, IS3G31C, IS3G31D, IS3G31E, IS3G31F, IS3G31G, IS3G31H, IS3G31I, IS3G31J, IS3G31K, IS3G31L

Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-31A,G	D	Communal elections
Belgium (Flemish)	StQ-31B	D	Federal (national) elections
Belgium (Flemish)	StQ-31K	D	Regional elections (e.g., the Flemish Parliament)
Bulgaria	StQ-31B	D	Parliamentary and presidential elections
Chile	StQ-31A	D	Municipality elections (major and town councilor)
Chile	StQ-31B	D	Presidential elections
Chile	StQ-31G	D	Municipality elections
Chile	StQ-31K	D	Parliament elections (senators and deputies)
Chile	StQ-31L	X	Dimension not administered or data not available
Chinese Taipei	StQ-31K-L	X	Dimension not administered or data not available
Colombia	StQ-31A,G	D	Municipality elections
Colombia	StQ-31K	D	State elections
Colombia	StQ-31L	X	Dimension not administered or data not available

Croatia	StQ-31K	D	County elections
North Rhine-Westphalia (Germany)	StQ-31K	D	Elections in NRW
Denmark	StQ-31A,G	D	Community election
Denmark	StQ-31K	X	Dimension not administered or data not available
Dominican Republic	StQ-31K-L	X	Dimension not administered or data not available
Estonia	StQ-31A,G	D	Elections of the parish/town council
Estonia	StQ-31B	D	Elections of the national government
Estonia	StQ-31K	X	Dimension not administered or data not available
Finland	StQ-31A,G	D	Municipal elections
Finland	StQ-31K	X	Dimension not administered or data not available
Hong Kong SAR	StQ-31K-L	X	Dimension not administered or data not available
Hong Kong SAR	StQ-31A	D	District Council elections
Hong Kong SAR	StQ-31B	D	Legislative Council elections
Hong Kong SAR	StQ-31G	D	District Council
Italy	StQ-31K	D	County elections
Korea, Republic of	StQ-31K-L	X	Dimension not administered or data not available
Latvia	StQ-31B	D	Parliamentary elections
Latvia	StQ-31K	X	Dimension not administered or data not available
Lithuania	StQ-31B	D	Parliament and president elections of a country
Lithuania	StQ-31K	X	Dimension not administered or data not available
Malta	StQ-31A,G	D	Local council elections
Malta	StQ-31B	D	General Elections
Malta	StQ-31K	X	Dimension not administered or data not available
Mexico	StQ-31A	D	Municipal or borough elections
Mexico	StQ-31B	D	Federal elections
Mexico	StQ-31K	D	State elections
Mexico	StQ-31L	X	Dimension not administered or data not available
Netherlands	StQ-31A,G	D	Communal elections
Netherlands	StQ-31B	D	House of representatives
Netherlands	StQ-31I	D	Own village or city
Netherlands	StQ-31K	D	Province elections
Norway	StQ-31A,G	D	Municipal elections
Norway	StQ-31K-L	X	Dimension not administered or data not available
Peru	StQ-31A,G	D	Municipal elections
Peru	StQ-31B	D	National general elections (presidential and Congress elections)
Peru	StQ-31K	D	Regional elections
Russian Federation	StQ-31K-L	X	Dimension not administered or data not available
Russian Federation	StQ-31B	D	Federal elections
Slovenia	StQ-31K	X	Dimension not administered or data not available
Sweden	StQ-31A,G	D	Municipal elections
Sweden	StQ-31B	D	Elections to the national Parliament
Sweden	StQ-31K	D	County elections

StQ-32A-E

Question: Listed below are different activities that might be offered at your school. If you were given the chance, how likely is it that you would participate in each activity?

- a) Vote in a school election of <class representatives> or <school parliament>
- b) Join a group of students campaigning for an issue you agree with
- c) Become a candidate for <class representative> or <school parliament>
- d) Take part in discussions in a <student assembly>
- e) Participate in writing articles for a school newspaper or website

- 1 = Very likely
- 2 = Quite likely
- 3 = Not very likely
- 4 = Not at all likely

Variable Name(s): IS3G32A, IS3G32B, IS3G32C, IS3G32D, IS3G32E

Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-32C	D	Class representative, school council
Croatia	StQ-32A	D	Class president Representative in school parliament
Croatia	StQ-32C	D	Class president School parliament
Croatia	StQ-32D	D	Public student assembly
Denmark	StQ-32D	D	Joint meeting for all students of the school
Dominican Republic	StQ-32D	D	Student general assembly
Estonia	StQ-32D	D	Students' representative body
Finland	StQ-32D	D	Student meeting
Norway	StQ-32A,C	D	Representative of the class/group
Norway	StQ-32D	D	General meeting for all the students in school
Russian Federation	StQ-32A,C	D	Leader of the class School council
Russian Federation	StQ-32D	D	School meeting
Sweden	StQ-32A	D	Student council
Sweden	StQ-32C	D	Student council representative
Sweden	StQ-32D	D	Organized meeting where students discuss school issues

StQ-33

Question: What is your <religion>?

- 0 = No religion
- 1 = <List of religions>

Variable Name(s): IS3G33

Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-33	D	National categories recoded for international comparability: 0 = No religion 1 = Catholic / Christian but not Catholic / Muslim / Jewish / Liberal thinker / Other religion

Bulgaria	StQ-33	D	National categories recoded for international comparability: 0 = No religion 1 = Orthodoxy / Catholicism / Islam / Judaism / Other religion
Chile	StQ-33	D	National categories recoded for international comparability: 0 = No religion 1 = Catholics / Evangelicals / Mormons / Jehovah's Witnesses / Other religion
Chinese Taipei	StQ-33	D	National categories recoded for international comparability: 0 = No religion 1 = Folk religion (i.e., Mazu, Wangye, Guan Yu etc.) / Buddhism / Daoism / Christianity/Catholicism / Another religion
Colombia	StQ-33	D	National categories recoded for international comparability: 0 = No religion 1 = Catholic / Protestant / Other religion
Croatia	StQ-33	D	National categories recoded for international comparability: 0 = No religion (atheist, agnostic or skeptic) 1 = Catholic / Orthodox / Muslim / Jew / Other religions, movements and world-views
North Rhine-Westphalia (Germany)	StQ-33	D	National categories recoded for international comparability: 0 = No religion 1 = Christianity / Islam / Judaism / Other religion
Denmark	StQ-33	X	Question not administered or data not available
Dominican Republic	StQ-33	D	National categories recoded for international comparability: 0 = No religion 1 = Catholic / Evangelic / Adventist / Baptist / Other religion
Estonia	StQ-33	D	National categories recoded for international comparability: 0 = Not a believer 1 = Protestant / Orthodox / Catholic / Baptist / Other religion
Finland	StQ-33	X	Question not administered or data not available
Hong Kong SAR	StQ-33	D	National categories recoded for international comparability: 0 = No religion 1 = Buddhism / Catholicism / Protestant / Muslim / Other religion
Italy	StQ-33	X	Question not administered or data not available
Korea, Republic of	StQ-33	D	National categories recoded for international comparability: 0 = No religion 1 = Buddhism / Protestant (Christian) / Catholic / Other
Latvia	StQ-33	D	National categories recoded for international comparability: 0 = No religion 1 = Catholic / Lutheran / Orthodox / Baptist / Other religion
Lithuania	StQ-33	D	National categories recoded for international comparability: 0 = No religion 1 = Roman Catholic / Orthodox / Evangelical Lutheran / Old believers / Other religion

Malta	StQ-33	D	National categories recoded for international comparability: 0 = No religion 1 = Catholic / Other Christian denomination / Muslim / Other religion
Mexico	StQ-33	X	Question not administered or data not available
Netherlands	StQ-33	D	National categories recoded for international comparability: 0 = No religion 1 = Catholic / Protestant (Dutch Protestant Church) / Other protestant (e.g., Christian-reformed, reformed-liberated, Evangelic, etc.) / Muslim / Jewish / Hindu / Another religion
Norway	StQ-33	D	National categories recoded for international comparability: 0 = No religion 1 = Christianity / Islam / Buddhism / Hinduism / Another religion
Peru	StQ-33	D	National categories recoded for international comparability: 0 = No religion 1 = Catholic / Evangelic/Christian / Judaism / Oriental religion
Russian Federation	StQ-33	X	Question not administered or data not available
Slovenia	StQ-33	D	National categories recoded for international comparability: 0 = No religion 1 = Catholic / Protestant / Orthodox / Other Christian / Islamic / Jewish / Other religion
Sweden	StQ-33	X	Question not administered or data not available

StQ-34

Question: How often do you attend <religious services> outside your home with a group of other people?
 1 = Never
 2 = Less than once a year
 3 = At least once a year
 4 = At least once a month
 5 = At least once a week

Variable Name(s): IS3G34

Country	Item ID	Code	Documentation
Belgium (Flemish)	StQ-34	D	Religious services or gatherings
North Rhine-Westphalia (Germany)	StQ-34	D	God-services and religious celebrations
Denmark	StQ-34	X	Question not administered or data not available
Finland	StQ-34	X	Question not administered or data not available
Italy	StQ-34	X	Question not administered or data not available
Malta	StQ-34	D	Religious activities
Mexico	StQ-34	X	Question not administered or data not available
Netherlands	StQ-34	D	Religious services or gatherings
Norway	StQ-34	D	Church service or other religious ceremony
Peru	StQ-34	D	Religious ceremonies
Russian Federation	StQ-34	X	Question not administered or data not available
Sweden	StQ-34	X	Question not administered or data not available

StQ-35A-G

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

- a) Religion is more important to me than what is happening in national politics.
- b) Religion helps me to decide what is right and what is wrong.
- c) Religious leaders should have more power in society.
- d) Religion should influence people's behavior towards others.
- e) Rules of life based on religion are more important than civil laws.
- f) All people should be free to practice the religion they choose.
- g) Religious people are better citizens.

1 = Strongly agree

2 = Agree

3 = Disagree

4 = Strongly disagree

Variable Name(s): IS3G35A, IS3G35B, IS3G35C, IS3G35D, IS3G35E, IS3G35F, IS3G35G

Country	Item ID	Code	Documentation
Colombia	StQ-35G	D	Dimension changed: People who practice a religion are better citizens
Croatia	StQ-35A-G	D	Stem of the question changed: How much do you agree with the following statements about religion?
North Rhine-Westphalia (Germany)	StQ-35G	X	Dimension not administered or data not available
Finland	StQ-35A-G	X	Question not administered or data not available
Italy	StQ-35A-G	X	Question not administered or data not available
Mexico	StQ-35A-G	X	Question not administered or data not available
Russian Federation	StQ-35A-G	X	Question not administered or data not available

Section 4: European student questionnaire

StE-01A-F

Question: We would like to find out about how you see yourself.
How much do you agree or disagree with the following statements?
a) I see myself as European
b) I am proud to live in Europe
c) I feel part of Europe
d) I see myself first as a citizen of Europe and then as a citizen of the world
e) I feel part of the European Union
f) I am proud that my country is a member of the European Union

1 = Strongly agree
2 = Agree
3 = Disagree
4 = Strongly disagree

Variable Name(s): ES3G01A, ES3G01B, ES3G01C, ES3G01D, ES3G01E, ES3G01F

Country	Item ID	Code	Documentation
Croatia	StE-01A-F	D	Stem of the question changed: How much do you agree with the following statements?
Denmark	StE-01E-F	X	Dimension not administered or data not available
Norway	StE-01E-F	X	Dimension not administered or data not available

StE-03A-F

Question: How much do you agree or disagree with the following statements related to the possibilities for European citizens to work in other European countries?
a) Allowing citizens of European countries to work anywhere in Europe is good for the European economy
b) Citizens of European countries should be allowed to work anywhere in Europe
c) Allowing citizens of European countries to work anywhere in Europe helps to reduce unemployment
d) Citizens of European countries should be allowed to work in another European country only if their skills are needed there
e) Citizens of European countries who wish to work in another country should be allowed to take only the jobs that no one in the other country wants to do
f) Only a limited number of people should be allowed to move for work from one European country to another

1 = Strongly agree
2 = Agree
3 = Disagree
4 = Strongly disagree

Variable Name(s): ES3G03A, ES3G03B, ES3G03C, ES3G03D, ES3G03E, ES3G03F

Country	Item ID	Code	Documentation
Croatia	StE-03A-F	D	Stem of the question changed: How much do you agree with the following statements related to the possibilities for European citizens to work in other European countries?

StE-04A-E

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

a) <Immigrants> should have the opportunity to continue speaking their own language

b) <Immigrant> children should have the same opportunities for education that other children in the country have

c) <Immigrants> who live in a country for several years should have the opportunity to vote in elections

d) <Immigrants> should have the opportunity to continue their own customs and lifestyle

e) <Immigrants> should have the same rights that everyone else in the country has

1 = Strongly agree
2 = Agree
3 = Disagree
4 = Strongly disagree

Variable Name(s): ES3G04A, ES3G04B, ES3G04C, ES3G04D, ES3G04E

Country	Item ID	Code	Documentation
Croatia	StE-04A-E	D	Stem of the question changed: How much do you agree with the following statements about immigrants?
Norway	StE-04A-E	D	People who have moved to another country, i.e. immigrants
Norway	StE-04B	D	Children who come to the country

StE-05A-H

Question: Below is a list of statements about possible forms of cooperation among European countries. How much do you agree or disagree with the following statements?

a) European countries should cooperate to protect the environment (e.g. through programs to limit pollution, programs to combat climate change).

b) European countries should cooperate to guarantee high levels of employment

c) European countries should cooperate to strengthen their economies

d) European countries should recognize all educational qualifications achieved in any other European country.

e) European countries should have a European army for peace keeping missions

f) European countries should cooperate to prevent and combat terrorism

g) European countries should cooperate to combat illegal entry from non-European countries

h) European countries should cooperate to provide shelter to people escaping persecution in their countries for reasons of race, religion, or political opinions

1 = Strongly agree
2 = Agree
3 = Disagree
4 = Strongly disagree

Variable Name(s): ES3G05A, ES3G05B, ES3G05C, ES3G05D, ES3G05E, ES3G05F, ES3G05G, ES3G05H

Country	Item ID	Code	Documentation
Croatia	StE-05A-H	D	Stem of the question changed: How much do you agree with the following statements?

StE-06A-G

Question: Discrimination is when somebody is unfairly disadvantaged only because of a specific personal feature, such as age, sex, or the color of his/her skin. We would like to know your opinion about discrimination in society.

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

a) In <country of test> it is common that women have lower salaries and fewer career opportunities than men

b) At In <country of test> <immigrants> are more exposed to unfair treatment than other groups

c) In <country of test> gay and lesbian people are often <bullied>

d) In <country of test> there is less discrimination than in other European countries

e) There is only a limited amount of discrimination in <country of test>

f) There is less discrimination in Europe than in other parts of the world

g) In <country of test> young people are often discriminated against

1 = Strongly agree
2 = Agree
3 = Disagree
4 = Strongly disagree

Variable Name(s): ES3G06A, ES3G06B, ES3G06C, ES3G06D, ES3G06E, ES3G06F, ES3G06G

Country	Item ID	Code	Documentation
Croatia	StE-06A-G	D	Stem of the question changed: How much do you agree with the following statements?
Croatia	StE-06C	D	Dimension changed: In the Republic of Croatia homosexuals are often victims of school violence

StE-09A-F

Question: In recent years it has become more and more common that people express their political attitude by deciding to buy or not to buy certain products. These people are often called <political/ethical consumers>.

How much do you agree or disagree with the following statements related to <political/ethical consumerism>?

a) People should not buy goods coming from non-democratic countries

b) People should not buy goods produced by companies using child labor

c) People should not buy products whose production has a negative impact on the environment

d) People should not buy goods produced by a company violating social rights of their employees

e) People should buy only products that can be recycled afterwards

f) People should buy <green products> even if they are more expensive

1 = Strongly agree
2 = Agree
3 = Disagree
4 = Strongly disagree

Variable Name(s): ES3G09A, ES3G09B, ES3G09C, ES3G09D, ES3G09E, ES3G09F

Country	Item ID	Code	Documentation
Bulgaria	StE-09A-F	D	Ethical consumers Ethical consumerism
Bulgaria	StE-09F	D	Ecological products

Croatia	StE-09A-F	D	Consumers with political and/or ethical attitude Stem of the question changed: How much do you agree with the following statements related to consumers with political and/or ethical attitude?
Croatia	StE-09F	D	Ecological products
North Rhine-Westphalia (Germany)	StE-09A-F	D	Ethical consumers Ethical consumerism
Denmark	StE-09A-F	D	Political consumers Political consumerism
Denmark	StE-09F	D	Green products
Finland	StE-09A-F	D	Ethical consumerism
Italy	StE-09A-F	D	Responsible consumer Responsible consumerism
Italy	StE-09F	D	Ecological products
Latvia	StE-09A-F	D	Political consumers Political consumerism
Latvia	StE-09F	D	Organically grown products
Netherlands	StE-09A-F	D	Conscious consumerism
Netherlands	StE-09F	D	Green/sustainable products
Norway	StE-09A-F	D	Politically conscious or ethical consumers
Norway	StE-09F	D	Environmentally friendly products
Slovenia	StE-09A-F	D	Ethical consumers Ethical consumerism
Slovenia	StE-09F	D	Ecological
Sweden	StE-09F	D	Environmental-friendly products

StE-11A-E

Question:	Below is a list of statements related to the European Union (<EU>). Twenty-eight European countries are members of the European Union (<EU>). How much do you agree or disagree with the following statements? a) <EU> guarantees respect for human rights all over Europe b) <EU> makes Europe a safe place to live c) <EU> takes care of the environment d) <EU> is good for the economy of individual countries e) <EU> is good because countries share a common set of rules and laws 1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly disagree		
Variable Name(s):	ES3G11A, ES3G11B, ES3G11C, ES3G11D, ES3G11E		
Country	Item ID	Code	Documentation
Croatia	StE-11A-E	D	Stem of the question changed: How much do you agree with the following statements?

Section 5: Latin American student questionnaire

StL-04A-J

Question:	<p>How much do you agree or disagree with the following statements?</p> <p>a) Peace is only achieved through dialogue and negotiation. b) To achieve peace, the means justify the end. c) If the authorities fail to act, the citizens should organize themselves to punish criminals. d) Hitting is a justified punishment when someone commits a crime against my family. e) He who does me harm will have to pay for it. f) Watching fights between classmates is fun. g) If you can't succeed by doing good things, <try> the bad ones. h) You have to fight so people do not think you are a coward. i) Revenge is sweet. j) Aggression serves to achieve what one wants.</p> <p>1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly disagree</p>		
Variable Name(s):	LS3G04A, LS3G04B, LS3G04C, LS3G04D, LS3G04E, LS3G04F, LS3G04G, LS3G04H, LS3G04I, LS3G04J		
Country	Item ID	Code	Documentation
Chile	StL-04G	D	Dimension changed: If you can't succeed by good manners, you have to do it by bad manners
Dominican Republic	StL-04G	D	It must be done
Mexico	StL-04G	D	Then
Peru	StL-04G	D	It's made

StL-09A-K

Question: Discrimination occurs when access to rights and opportunities is unfairly limited due specific personal features, such as age, sex, or the color of his/her skin.
We would like to know your opinion about discrimination in society.
To what extent are the following groups of people discriminated against in <country of test>?

- a) Women
- b) Young persons
- c) Homosexual persons
- d) Unemployed persons
- e) Persons with a disability
- f) Persons of African origin
- g) Religious minorities
- h) Poor people
- i) Older people
- j) <Immigrants>
- k) Persons of indigenous origin

1 = A lot
2 = To some extent
3 = A little
4 = Not at all

Variable Name(s): LS3G09A, LS3G09B, LS3G09C, LS3G09D, LS3G09E, LS3G09F, LS3G09G, LS3G09H, LS3G09I, LS3G09J, LS3G09K

Country	Item ID	Code	Documentation
Dominican Republic	StL-09K	X	Dimension not administered or data not available
Peru	StL-09I	D	Older adults

APPENDIX C:

Variables derived from the survey data

Overview

This appendix documents all the variables in the ICCS 2016 data files that were derived from the survey variables. These derived variables were used to report data in the ICCS 2016 international reports, and, as they can be used for secondary analyses, are provided as part of the ICCS 2016 international database.

This appendix comprises six sections, each reporting the derived variables associated with the individual survey instruments:

- Section 1: School questionnaire
- Section 2: Teacher questionnaire
- Section 3: Student civic knowledge test
- Section 4: International student questionnaire
- Section 5: European student questionnaire
- Section 6: Latin American student questionnaire

Each section lists first the indices and then the scales derived from survey variables in the order of the variables that were used to derive the variable as they appear in the instruments.

The following information is provided for each derived variable (indices and scales):

- Variable name: The name of the derived variable
- Description: A description of the variable content
- Procedure: A procedural description of how the derived variable was computed
- Source: Source variables used to derive scale or index

The following additional information is provided for each scale:

- Interpretation: A description how to interpret the scale
- Trend status: Indicating if the scale is the same as in ICCS 2009 or if it is new for ICCS 2016

There are several variables in the student questionnaire that countries could choose to administer as a national option or where answer options received country-specific meaning. As these variables were used by several countries, they are included in the ICCS 2016 international database. The variable name and label as well as their values (codes) and labels are provided in the “National option variables” part of Section 4 of this Appendix. The values are coded such that they are unique across countries. The last two digits represent the coding within a countries questionnaire. The three to six leading digits represent the numeric country codes as used in variable IDCNTRY, for example code “57801” of variable IS3G04AN represents option “1” in the student questionnaire from Norway indicating a student that was born in Norway (IDCNTRY = “578”).

Section 1: School questionnaire

Indices

Variable Name	C_PRIVATE (available in the Restricted Use File)		
Description	Private school management		
Procedure	Simple recoding		
Source	Is your school a public or a private school?	IC3G17	Recoding
	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	0
	A private school (This is a school managed directly or indirectly by a non-government organization; for example a church, trade union, business, or other private institution.)	2	1

Variable Name	C_SCSIZE (available in the Restricted Use File)		
Description	School size		
Procedure	C_SCSIZE = IC3G18A+IC3G18B		
Source	On <1 September 2015>, what was the total school enrollment (number of students)?		
	Number of boys	IC3G18A	
	Number of girls	IC3G18B	

Variable Name	C_SCSIZE_CAT		
Description	School size - categorized		
Procedure	Categorize C_SCSIZE		
Source	On <1 September 2015>, what was the total school enrollment (number of students)?		
Recode	1 = 1-300		
	2 = 301-600		
	3 = 601-900		
	4 = more than 900		

Variable Name	C_GENROL (available in the Restricted Use File)		
Description	Number of students enrolled in target grade		
Procedure	C_GENROL = IC3G19A+IC3G19B		
Source	On <1 September 2015>, what was the total enrollment (number of students) for <target grade>?		
	Number of boys	IC3G19A	
	Number of girls	IC3G19B	

Variable Name		C_GENROL_CAT
Description	Number of students enrolled in target grade - categorized	
Procedure	Categorize C_GENROL	
Source	On <1 September 2015>, what was the total enrollment (number of students) for <target grade>?	
Recode	1 = 1-100 2 = 101-200 3 = more than 200	

Variable Name		C_TGPERC
Description	Percentage of target grade students at school	
Procedure	$C_TGPERC = (C_GENROL/C_SCSIZE) * 100$	
Source	C_GENROL, C_SCSIZE	

Variable Name		C_URBAN	
Description	Urbanicity of school		
Procedure	Simple recoding		
Source	Which best describes the immediate area in which this school is located?	IC3G20	Recoding
	A village, hamlet or rural area (fewer than 3,000 people)	1	0
	A small town (3,000 to about 15,000 people)	2	0
	A town (15,000 to about 100,000 people)	3	0
	A city (100,000 to about 1,000,000 people)	4	1
	A large city (over 1,000,000 people)	5	1

Variable Name		C_COMP
Description	School composition by student background	
Procedure	Compute index	
Source	Approximately what percentage of students in your school have the following backgrounds?	
	Come from economically affluent homes	IC3G21A
	Come from economically disadvantaged homes	IC3G21B
	0 to 10%	1
	11 to 25%	2
	26 to 50%	3
	More than 50%	4
Recode	1 = Schools with more affluent than disadvantaged students 2 = Schools with neither more affluent nor more disadvantaged students 3 = Schools with more disadvantaged than affluent students	

Scales

Variable Name	C_TCPART
Description	Principals' perceptions of teacher participation in school governance
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of teacher participation
Trend Status	Not equated to ICCS 2009 given changes in response categories: new scale with new name for ICCS 2016 (with similar content)
Source	IC3G02A Making useful suggestions for improving school governance IC3G02B Supporting good discipline throughout the school IC3G02C Actively taking part in school <development/improvement activities> IC3G02D Encouraging students' active participation in school life IC3G02E Being willing to be members of the <school council, school governing board> as teacher representatives

Variable Name	C_TCSBELS
Description	Principals' perceptions of teachers' sense of belonging to school
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of sense of belonging
Trend Status	Not equated to ICCS 2009 given changes in stem: new scale with new name for ICCS 2016 (with similar content)
Source	IC3G03A Teachers have a positive attitude towards the school IC3G03B Teachers feel part of the school community IC3G03C Teachers work with enthusiasm IC3G03D Teachers take pride in this school

Variable Name	C_STSBELS
Description	Principals' perceptions of students' sense of belonging to school
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of sense of belonging
Trend Status	Not equated to ICCS 2009 given changes in stem: new scale with new name for ICCS 2016 (with similar content)
Source	IC3G03E Students enjoy being in school IC3G03F Students are actively involved in school work IC3G03G Students take pride in this school IC3G03H Students feel part of the school community

Variable Name	C_STDCOM
Description	Principals' perceptions of student opportunities to participate in community activities
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of student opportunities
Trend Status	Not equated to ICCS 2009 given changes in stem: new scale with new name for ICCS 2016 (with similar content)

Source	IC3G04A Activities related to environmental sustainability (e.g. <energy and water saving, recycling>)
	IC3G04B Human rights projects
	IC3G04C Activities for underprivileged people or groups
	IC3G04D Cultural activities (e.g. theatre, music)
	IC3G04E Multicultural and intercultural activities within the <local community> (e.g. <promotion and celebration of cultural diversity, food street market>)
	IC3G04F Campaigns to raise people's awareness, such as <campaigns to raise people's awareness about social issues, campaigns to raise people's awareness of environmental issues>
	IC3G04G Activities aimed at protecting the cultural heritage within the <local community>
	IC3G04H Visits to political institutions (e.g. <Parliament house, Prime Minister's/President's official residence>)
	IC3G04I Sports events

Variable Name	C_BULSCH
Description	Principals' perceptions of bullying at school
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher frequencies of bullying at school
Trend Status	New scale for ICCS 2016
Source	IC3G06A A student reported to <the principal, the head teacher, the school head> aggressive or destructive behaviors by other students
	IC3G06B A student reported to <the principal, the head teacher, the school head> that s/he was <bullied> by a teacher
	IC3G06C A teacher reported to <the principal, the head teacher, the school head> that a student was <bullied> by other students
	IC3G06D A teacher reported to <the principal, the head teacher, the school head> that a student helped another student who was being <bullied>
	IC3G06E A teacher reported to <the principal, the head teacher, the school head> that s/he was being <bullied> by students
	IC3G06F A parent reported to <the principal, the head teacher, the school head> that his/her son/ daughter was <bullied> by other students

Variable Name	C_BULACT
Description	Principals' report on activities against bullying at school
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more frequent activities
Trend Status	New scale for ICCS 2016
Source	IC3G07A Meetings aiming at informing parents about <bullying> at school
	IC3G07B Specific training to provide teachers with knowledge, skills and confidence to make students aware of <bullying>
	IC3G07C Teacher training sessions on safe and responsible internet use to avoid <cyber-bullying>
	IC3G07D Student training sessions for responsible internet use to avoid <cyber-bullying>
	IC3G07E Meetings aiming at raising parents' awareness on <cyber-bullying>
	IC3G07F Development of a system to report anonymously incidents of <cyber-bullying> among students
	IC3G07G Classroom activities aiming at raising students' awareness on <bullying>
	IC3G07H <Anti-bullying> conferences held by experts and/or by local authorities on <bullying> at school

Variable Name	C_ENGAGE
Description	Principals' perceptions of engagement of the school community
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more frequent engagement
Trend Status	New scale for ICCS 2016
Source	IC3G08A Teachers are involved in decision-making processes IC3G08B Parents are involved in decision-making processes IC3G08C Students' opinions are taken into account in decision-making processes IC3G08D Rules and regulations are followed by teaching and non-teaching staff, students, and parents IC3G08E Students are given the opportunity to actively participate in school decisions IC3G08F Parents are provided with information on the school and student performance

Variable Name	C_ENPRAC
Description	Principals' reports on environment-friendly practices at school
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of implementation
Trend Status	New scale for ICCS 2016
Source	IC3G09A Differential waste collection IC3G09B Waste reduction (e.g. <encouraging waste-free lunches, limiting the use of plastic disposable products>) IC3G09C Purchasing of environmentally friendly items (e.g. <recycled paper for printing, biodegradable cutlery and dishes>) IC3G09D Energy-saving practices IC3G09E Posters to encourage students' environmental-friendly behaviors

Variable Name	C_AVRESCOM
Description	Principals' reports on the availability of resources in local community
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of availability
Trend Status	Not equated to ICCS 2009 given changes in stem: new scale with new name for ICCS 2016 (with similar content)
Source	IC3G11A Public library IC3G11B Cinema IC3G11C Theatre or Concert Hall IC3G11D Language school IC3G11E Museum or Art Gallery IC3G11F Playground IC3G11G Public garden or Park IC3G11H Religious center (e.g. church, mosque, synagogue) IC3G11I Sports facilities (e.g. swimming pool, tennis courts, basketball court, <football> field) IC3G11J Music schools

Variable Name	C_COMETN
Description	Principals' perceptions of social tension due to ethnic differences in the community
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of social tension
Trend Status	New scale for ICCS 2016
Source	IC3G12A Presence of immigrants IC3G12D Religious intolerance IC3G12E Ethnic conflicts

Variable Name	C_COMPOV
Description	Principals' perceptions of poverty in the community
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of social tension
Trend Status	New scale for ICCS 2016
Source	IC3G12B Poor quality of housing IC3G12C Unemployment IC3G12F Extensive poverty

Variable Name	C_COMCRI
Description	Principals' perceptions of crime in the community
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of social tension
Trend Status	New scale for ICCS 2016
Source	IC3G12G Organized crime IC3G12H Youth gangs IC3G12I Petty crime IC3G12J Sexual harassment IC3G12K Drug abuse IC3G12L Alcohol abuse

Section 2: Teacher questionnaire

Indices

Variable Name		T_TIME	
Description	Teacher's teaching load at school		
Procedure	Simple recoding		
Source	What percentage of your classroom teaching time is at <target grade> during the current school year at this school?	IT3G02	Recoding
	Less than 20%	1	0.1
	20-39%	2	0.3
	40-59%	3	0.5
	60-79%	4	0.7
	80% or more	5	0.9

Variable Name		T_AGE	
Description	Teacher's age		
Procedure	Simple recoding		
Source	How old are you?	IT3G03	Recoding
	Less than 25	1	23
	25-29	2	27
	30-39	3	35
	40-49	4	45
	50-59	5	55
	60 or over	6	63

Variable Name		T_GENDER	
Description	Teacher's gender		
Procedure	Simple recoding		
Source	Are you female or male?	IT3G05	Recoding
	Female	1	1
	Male	2	0

Variable Name		T_CCESUB	
Description	Teacher teaching CCE subject		
Procedure	Simple recoding		
Source	Do you teach a <civic and citizenship education related subject> at <target grade>?	IT3G15	Recoding
	Yes	1	1
	No	2	0

Scales

Variable Name	T_TCHPRT
Description	Teachers' perception of teacher participation at school
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of perceived participation
Trend Status	Not equated to ICCS 2009 given changes in stem: new scale with new name for ICCS 2016 (with similar content)
Source	IT3G06A Working with one another in devising teaching activities IT3G06B Helping in solving conflict situations arising among students in the school IT3G06C Taking on tasks and responsibilities in addition to teaching (tutoring, school projects, etc.) IT3G06D Actively taking part in school <development/improvement activities> IT3G06E Engaging in <guidance and counselling activities>

Variable Name	T_PROBSC
Description	Teachers' perceptions of social problems at school
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of perceived social problems
Trend Status	Not equated to ICCS 2009 given changes in stem: new scale with new name for ICCS 2016 (with similar content)
Source	IT3G07A Vandalism IT3G07B Truancy IT3G07C Ethnic intolerance IT3G07D Religious intolerance IT3G07E <Bullying> IT3G07F Violence IT3G07G Sexual harassment IT3G07H Drug abuse IT3G07I Alcohol abuse

Variable Name	T_STDCOM
Description	Teachers' perceptions of student activities in the community
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of perceived student activities
Trend Status	Not equated to ICCS 2009 given changes in stem: new scale with new name for ICCS 2016 (with similar content)
Source	IT3G08A Activities related to environmental sustainability (e.g. <energy and water saving, recycling>) IT3G08B Human rights projects IT3G08C Activities for underprivileged people or groups IT3G08D Cultural activities (e.g. theatre, music) IT3G08E Multicultural and intercultural activities within the <local community> (e.g. <promotion and celebration of cultural diversity, food street market>) IT3G08F Campaigns to raise people's awareness, such as <campaigns to raise people's awareness about social issues, campaigns to raise people's awareness of environmental issues> IT3G08G Activities aimed at protecting the cultural heritage in the <local community>

IT3G08H	Visits to political institutions (e.g. <Parliament house, Prime Minister's/President's official residence>)
IT3G08I	Sports events

Variable Name	T_STUDB
Description	Teachers' perception of student behavior at school
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more positive perceptions of student behavior
Trend Status	Not equated to ICCS 2009 given the need to collapse categories with low frequencies
Source	IT3G09A are well behaved on entering and leaving the school premises? IT3G09B have a positive attitude towards their own school? IT3G09C have a good relationship with the school teachers and staff? IT3G09D show care for school facilities and equipment? IT3G09E are well behaved during breaks? IT3G09F show they feel part of the school community?

Variable Name	T_PCCLIM
Description	Teachers' perceptions of classroom climate
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more positive perceptions of classroom climate
Trend Status	Not equated to ICCS 2009 given the need to collapse categories with low frequencies
Source	IT3G10A get on well with their classmates? IT3G10B are well integrated in the class? IT3G10C respect their classmates even if they are different? IT3G10D have a good relationship with other students?

Variable Name	T_BULSCH
Description	Teachers' perceptions of bullying at school
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating <u>more</u> frequent bullying at school
Trend Status	New scale for ICCS 2016
Source	IT3G11A A student informed you about aggressive or destructive behaviors by other students IT3G11B A student informed you that s/he was <bullied> by another student IT3G11C A teacher informed you that a student was <bullied> by other students IT3G11D A teacher informed you that a student helped another student who was being <bullied> IT3G11E A student informed you that s/he was <bullied> by a teacher IT3G11F A parent informed you that his/her son/daughter was <bullied> by other students IT3G11G A teacher informed you that s/he was <bullied> by students IT3G11H You witnessed students' <bullying> behaviors

Variable Name T_CIVCLAS	
Description	Teachers' reports on civic-related activities in class
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more frequent activities
Trend Status	Not equated to ICCS 2009 given changes in stem: new scale with new name for ICCS 2016 (with similar content)
Source	IT3G17A Students work on projects that involve gathering information outside school (e.g. interviews in the neighborhood, small scale surveys) IT3G17B Students work in small groups on different topics/issues IT3G17C Students participate in role plays IT3G17E Students discuss current issues IT3G17F Students research and/or analyze information gathered from multiple Web sources (e.g. wikis, online newspapers) IT3G17H Students propose topics/issues for the following lessons

Variable Name T_PRCCE	
Description	Teachers' preparedness for teaching CCE topics
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of preparedness
Trend Status	Not equated to ICCS 2009 given changes in stem: new scale with new name for ICCS 2016 (with similar content)
Source	IT3G18A Human rights IT3G18B Voting and elections IT3G18C The global community and international organizations IT3G18D The environment and environmental sustainability IT3G18E Emigration and immigration IT3G18F Equal opportunities for men and women IT3G18G Citizens' rights and responsibilities IT3G18H The constitution and political systems IT3G18I Responsible Internet use (e.g. privacy, source reliability, social media) IT3G18J Critical and independent thinking IT3G18K Conflict resolution

Variable Name T_PDACCE	
Description	Teachers' PD activities for CCE topics
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more frequent PD activities
Trend Status	New scale for ICCS 2016
Source	IT3G19A Human rights IT3G19B Voting and elections IT3G19C The global community and international organizations IT3G19D The environment and environmental sustainability IT3G19E Emigration and immigration IT3G19F Equal opportunities for men and women IT3G19G Citizens' rights and responsibilities

IT3G19H The constitution and political systems
 IT3G19I Responsible Internet use (e.g. privacy, source reliability, social media)
 IT3G19J Critical and independent thinking
 IT3G19K Conflict resolution

Variable Name	T_PDATCH
Description	Teachers' PD activities for teaching methods
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more frequent PD activities
Trend Status	New scale for ICCS 2016
Source	IT3G20A Pair and group work IT3G20B Classroom discussion IT3G20C Role play IT3G20D Research work IT3G20E Problem solving

Section 3: Student civic knowledge test

Scales

Variable Name	PV1CIV, PV2CIV, PV3CIV, PV4CIV, PV5CIV
Description	International civic knowledge scale
Procedure	IRT plausible values with mean of 500 and standard deviation of 100 for equally weighted countries
Source	The scaling is based on the 87 adjudicated international cognitive test items and provides nationally comparable results for students' civic knowledge. The weighted likelihood estimates (WLE) were computed using the same international parameters and scores are only available for students who participated in the test

Section 4: International student questionnaire

Indices

Variable Name		S_AGE	
Description	Student age		
Procedure	$((\text{Year}-\text{Byear}) * 12) + (\text{Tmonth}-\text{Bmonth}) / 12$		
Source	When were you born?		
	Month	IS3G01A	
	Year	IS3G01B	

Variable Name		S_GENDER	
Description	Student gender		
Procedure	Simple recoding		
Source	Are you a girl or a boy?		
	Girl	IS3G02	Recoding
		1	1
	Boy	2	0

Variable Name		S_ISCED	
Description	Student's expected educational attainment		
Procedure	Simple recoding		
Source	What is the highest level of education you expect to complete?		
	<ISCED level 6, 7 or 8>	IS3G03	Recoding
		1	3
	<ISCED level 4 or 5>	2	2
	<ISCED level 3>	3	1
	<ISCED level 2> or below	4	0

Variable Name		S_IMMIG	
Description	Immigration status		
Procedure	Compute index		
Source	In what country were you and your parents born?		
	You	IS3G04A	
	Mother or <female guardian>	IS3G04B	
	Father or <male guardian>	IS3G04C	
	<Country of test>	1	
	<Other country/Group A>	2	
	<Other country/Group B>	3	
	<Another country>	4	
Recode	1 = At least one parent born in country		
	2 = Students born in country but parent(s) born abroad		
	3 = Students and parent(s) born abroad		

Variable Name S_TLANG			
Description	Test language use at home		
Procedure	Simple recoding		
Source	What language do you speak at home most of the time?	IS3G05	Recoding
	<Language of test>	1	1
	<Other language 1>	2	0
	<Other language 2>	3	0
	<Another language>	4	0

Variable Name S_MISEI			
Description	Mother's occupational status		
Procedure	Recode ISCO-08 scores to SEI scores		
Source	What is your mother's or <female guardian>'s main <job>? (e.g. high school teacher, kitchen-hand, sales manager)	IS3G06A	
	What does your mother or <female guardian> do in her main <job>? (e.g. teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team)	IS3G06B	

Variable Name S_MISCED			
Description	Mother's highest educational attainment		
Procedure	Simple recoding		
Source	What is the highest level of education completed by your mother or <female guardian>?	IS3G07	Recoding
	<ISCED level 6, 7 or 8>	1	4
	<ISCED level 4 or 5>	2	3
	<ISCED level 3>	3	2
	<ISCED level 2>	4	1
	She did not complete <ISCED level 2>	5	0

Variable Name S_FISEI			
Description	Father's occupational status		
Procedure	Recode ISCO-08 scores to SEI scores		
Source	What is your father's or <male guardian>'s main <job>? (e.g. high school teacher, kitchen-hand, sales manager)	IS3G08A	
	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)	IS3G08B	

Variable Name S_FISCED			
Description	Father's highest educational attainment		
Procedure	Simple recoding		
Source	What is the highest level of education completed by your father or <male guardian>?	IS3G09	Recoding
	<ISCED level 6, 7 or 8>	1	4
	<ISCED level 4 or 5>	2	3
	<ISCED level 3>	3	2
	<ISCED level 2>	4	1
	He did not complete <ISCED level 2>	5	0

Variable Name S_HISEI	
Description	Highest parental occupational status
Procedure	$S_HISEI = \max(S_MISEI, S_FISEI)$
Source	S_MISEI, S_FISEI

Variable Name S_HISCED	
Description	Highest parental educational level
Procedure	$S_HISCED = \max(S_MISCED, S_FISCED)$
Source	S_MISCED, S_FISCED

Variable Name S_SINT, S_MINT, S_FINT			
Description	Student interest, Mother's interest, Father's interest		
Procedure	Simple recoding		
Source	How interested are you and your parent(s) in political and social issues?		
	You	IS3G10A	
	Mother or <female guardian>	IS3G10B	
	Father or <male guardian>	IS3G10C	Recoding
	Very interested	1	3
	Quite interested	2	2
	Not very interested	3	1
	Not interested at all	4	0

Variable Name S_HINT	
Description	Highest parental interest
Procedure	$S_HINT = \max(S_FINT, S_MINT)$
Source	S_MINT, S_FINT

Variable Name S_HOMLIT			
Description	Home literacy resources		
Procedure	Simple recoding		
Source	About how many books are there in your home?		
	Do not count magazines, newspapers, comic strips, eBooks or your schoolbooks.	IS3G11	Recoding
	None or very few (0-10 books)	1	0
	Enough to fill one shelf (11–25 books)	2	1
	Enough to fill one bookcase (26–100 books)	3	2
	Enough to fill two bookcases (101–200 books)	4	3
	Enough to fill three or more bookcases (more than 200 books)	5	4

Variable Name S_RELIG			
Description	Students' religious affiliation		
Procedure	Simple recoding		
Source	What is your <religion>?		
	No religion	IS3G33	Recoding
	<A>	1	0
		2	1
	<C>	3	1
	<D>	4	1
	Other religion	5	1
		6	1

Variable Name S_RELSER			
Description	Students' attendance of religious services		
Procedure	Simple recoding		
Source	How often do you attend <religious services> outside your home with a group of other people?		
	Never	IS3G34	Recoding
	Less than once a year	1	0
	At least once a year	2	1
	At least once a month	3	2
	At least once a week	4	3
		5	4

Variable Name S_NISB	
Description	National index of socioeconomic background
Procedure	Factor scores (included in database), see Chapter 11 of the ICCS 2016 technical report (Schulz, Carstens, Losito, & Fraillon, 2018c) for details
Source	S_HISEI, S_HISCED, S_HOMELIT (see above)

Scales

Variable Name	S_POLDISC
Description	Students' discussion of political and social issues outside school
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher frequencies of discussion
Trend Status	Same scale as in ICCS 2009
Source	IS3G14A Talking with your parent(s) about political or social issues IS3G14D Talking with friends about political or social issues IS3G14E Talking with your parent(s) about what is happening in other countries IS3G14F Talking with friends about what is happening in other countries

Variable Name	S_SOCMED
Description	Students' engagement with social media
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher frequencies of engagement
Trend Status	New scale for ICCS 2016
Source	IS3G14G Using the internet to find information about political or social issues IS3G14H Posting a comment or image regarding a political or social issue on the internet or social media IS3G14I Sharing or commenting on another person's online post regarding a political or social issue

Variable Name	S_COMPART
Description	Students' participation in the wider community
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of participation
Trend Status	New scale for ICCS 2016
Source	IS3G15A A youth organization affiliated with a political party or union IS3G15B An environmental action group or organization IS3G15C A Human Rights organization IS3G15D A voluntary group doing something to help the community IS3G15E An organization collecting money for a social cause IS3G15F A group of young people campaigning for an issue IS3G15G An animal rights or animal welfare group

Variable Name	S_SCHPART
Description	Students' participation at school
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of participation
Trend Status	New scale for ICCS 2016
Source	IS3G16A Active participation in an organized debate IS3G16B Voting for <class representative> or <school parliament> IS3G16C Taking part in decision-making about how the school is run IS3G16D Taking part in discussions at a <student assembly>

- IS3G16E Becoming a candidate for <class representative> or <school parliament>
 IS3G16F Participating in an activity to make the school more <environmentally friendly> (e.g. through water-saving or recycling)

Variable Name	S_OPDISC
Description	Students' perception of openness in classroom discussions
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating perceptions of more openness
Trend Status	Same scale as in ICCS 2009
Source	IS3G17A Teachers encourage students to make up their own minds. IS3G17B Teachers encourage students to express their opinions. IS3G17C Students bring up current political events for discussion in class. IS3G17D Students express opinions in class even when their opinions are different from most of the other students. IS3G17E Teachers encourage students to discuss the issues with people having different opinions. IS3G17F Teachers present several sides of the issues when explaining them in class.

Variable Name	S_CIVLRN
Description	Student reports on civic learning at school
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating perceptions of more civic learning
Trend Status	New scale for ICCS 2016
Source	IS3G18A How citizens can vote in local or national elections IS3G18B How laws are introduced and changed in <country of test> IS3G18C How to protect the environment (e.g. through energy-saving or recycling) IS3G18D How to contribute to solving problems in the <local community> IS3G18E How citizen rights are protected in <country of test> IS3G18F Political issues and events in other countries IS3G18G How the economy works

Variable Name	S_STUTREL
Description	Students' perception of student-teacher relations at school
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more positive teacher-student relations
Trend Status	Same scale as in ICCS 2009 with one modified item (D)
Source	IS3G19A Most of my teachers treat me fairly. IS3G19B Students get along well with most teachers. IS3G19C Most teachers are interested in students' well-being. IS3G19D Most of my teachers listen to what I have to say. IS3G19E If I need extra help, I receive it from my teachers.

Variable Name S_INTACT	
Description	Students' perceptions of student interaction at school
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more positive student interaction
Trend Status	New scale for ICCS 2016
Source	IS3G19G Most students at my school treat each other with respect. IS3G19H Most students at my school get along well with each other. IS3G19I My school is a place where students feel safe.

Variable Name S_ABUSE	
Description	Students' experiences of physical and verbal abuse at school
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more frequent physical and verbal abuse
Trend Status	New scale for ICCS 2016
Source	IS3G20A A student called you by an offensive nickname. IS3G20B A student said things about you to make others laugh. IS3G20C A student threatened to hurt you. IS3G20D You were physically attacked by another student. IS3G20E A student broke something belonging to you on purpose. IS3G20F A student posted offensive pictures or text about you on the Internet.

Variable Name S_VALPARTS	
Description	Students' perception of the value of participation at school
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating perceptions of higher importance
Trend Status	Same scale as in ICCS 2009 with one item replaced with new one (E)
Source	IS3G21A Student participation in how schools are run can make schools better. IS3G21B Lots of positive changes can happen in schools when students work together. IS3G21C Organizing groups of students to express their opinions could help solve problems in schools. IS3G21D Students can have more influence on what happens in schools if they act together rather than alone. IS3G21E Voting in student elections can make a difference to what happens at schools.

Variable Name S_CITCON	
Description	Students' perception of the importance of conventional citizenship
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating perceptions of higher importance
Trend Status	Same scale as in ICCS 2009
Source	IS3G23A Voting in every national election IS3G23B Joining a political party IS3G23C Learning about the country's history IS3G23D Following political issues in the newspaper, on the radio, on TV or on the Internet

IS3G23E Showing respect for government representatives

IS3G23F Engaging in political discussions

Variable Name	S_CITSOC
Description	Students' perception of the importance of social movement related citizenship
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating perceptions of higher importance
Trend Status	Same scale as in ICCS 2009
Source	IS3G23G Participating in peaceful protests against laws believed to be unjust IS3G23H Participating in activities to benefit people in the <local community> IS3G23I Taking part in activities promoting human rights IS3G23J Taking part in activities to protect the environment

Variable Name	S_CITRESP
Description	Students' perception of the importance of personal responsibility for citizenship
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating perceptions of higher importance
Trend Status	New scale for ICCS 2016
Source	IS3G23K Working hard IS3G23L Always obeying the law IS3G23M Ensuring the economic welfare of their families IS3G23N Making personal efforts to protect natural resources (e.g. through saving water or recycling waste) IS3G23O Respecting the rights of others to have their own opinions IS3G23P Supporting people who are worse off than you IS3G23Q Engaging in activities to help people in less developed countries

Variable Name	S_GENEQL
Description	Students' endorsement of gender equality
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more positive attitudes toward equal rights
Trend Status	Same scale as in ICCS 2009
Source	IS3G24A Men and women should have equal opportunities to take part in government. IS3G24B Men and women should have the same rights in every way. IS3G24C Women should stay out of politics. IS3G24D When there are not many jobs available, men should have more right to a job than women. IS3G24E Men and women should get equal pay when they are doing the same jobs. IS3G24F Men are better qualified to be political leaders than women.

Variable Name	S_ETHRGHT
Description	Students' endorsement of equal rights for all ethnic/racial groups
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more positive attitudes toward equal rights
Trend Status	Same scale as in ICCS 2009
Source	IS3G25A All <ethnic/racial groups> should have an equal chance to get a good education in <country of test> IS3G25B All <ethnic/racial groups> should have an equal chance to get good jobs in <country of test> IS3G25C Schools should teach students to respect <members of all ethnic/racial groups> IS3G25D <Members of all ethnic/racial groups> should be encouraged to run in elections for political office IS3G25E <Members of all ethnic/racial groups> should have the same rights and responsibilities

Variable Name	S_INTRUST
Description	Students' trust in civic institutions
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of trust
Trend Status	Same scale as in ICCS 2009
Source	IS3G26A The <national government> of <country of test> IS3G26B The <local government> of your town or city IS3G26C Courts of justice IS3G26D The police IS3G26E Political parties IS3G26F <National Parliament>

Variable Name	S_CNTATT
Description	Students' positive attitudes toward their country of residence
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more positive attitudes toward country
Trend Status	Same scale as in ICCS 2009 (with two items no longer included)
Source	IS3G27A The <flag of country of test> is important to me. IS3G27B I have great respect for <country of test>. IS3G27C In <country of test> we should be proud of what we have achieved. IS3G27D I am proud to live in <country of test>. IS3G27E Generally speaking, <country of test> is a better country to live in than most other countries.

Variable Name	S_CITEFF
Description	Students' sense of citizenship self-efficacy
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of confidence
Trend Status	Same scale as in ICCS 2009
Source	IS3G29A Discuss a newspaper article about a conflict between countries IS3G29B Argue your point of view about a controversial political or social issue IS3G29C Stand as a candidate in a <school election> IS3G29D Organize a group of students in order to achieve changes at school IS3G29E Follow a television debate about a controversial issue IS3G29F Write a letter or email to a newspaper giving your view on a current issue IS3G29G Speak in front of your class about a social or political issue

Variable Name	S_LEGACT
Description	Students' expected participation in legal activities
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of expected engagement
Trend Status	Not equated to ICCS 2009 given changes in stem and wording, new scale for ICCS 2016 (with similar content as in the last cycle)
Source	IS3G30A Talk to others about your views on political or social issues IS3G30B Contact an <elected representative> IS3G30C Take part in a peaceful march or rally IS3G30D Collect signatures for a petition IS3G30E Contribute to an online discussion forum about social or political issues IS3G30F Organize an online group to take a stance on a controversial political or social issue IS3G30G Participate in an online campaign

Variable Name	S_ILLACT
Description	Students' expected participation in illegal protest activities
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of expected engagement
Trend Status	Not equated to ICCS 2009 given changes in stem and wording, new scale for ICCS 2016 (with similar content as in the last cycle)
Source	IS3G30I Spray-paint protest slogans on walls IS3G30J Stage a protest by blocking traffic IS3G30K Occupy public buildings as a sign of protest

Variable Name	S_ELECPART
Description	Students' expected electoral participation
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of expected engagement
Trend Status	Same scale as in ICCS 2009
Source	IS3G31A Vote in <local elections> IS3G31B Vote in <national elections> IS3G31C Get information about candidates before voting in an election

Variable Name	S_POLPART
Description	Students' expected active political participation
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of expected engagement
Trend Status	Same scale as in ICCS 2009
Source	IS3G31D Help a candidate or party during an election campaign IS3G31E Join a political party IS3G31F Join a trade union IS3G31G Stand as a candidate in <local elections> IS3G31H Join an organization for a political or social cause

Variable Name	S_SCACT
Description	Students' willingness to participate in school activities
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of expected engagement
Trend Status	New scale for ICCS 2016
Source	IS3G32A Vote in a school election of <class representatives> or <school parliament> IS3G32B Join a group of students campaigning for an issue you agree with IS3G32C Become a candidate for <class representative> or <school parliament> IS3G32D Take part in discussions in a <student assembly> IS3G32E Participate in writing articles for a school newspaper or website

Variable Name	S_RELINF
Description	Students' endorsement of the influence of religion in society
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more positive attitudes toward the influence of religion
Trend Status	Same scale as in ICCS 2009 with one new item (G)
Source	IS3G35A Religion is more important to me than what is happening in national politics. IS3G35B Religion helps me to decide what is right and what is wrong. IS3G35C Religious leaders should have more power in society. IS3G35D Religion should influence people's behavior towards others. IS3G35E Rules of life based on religion are more important than civil laws. IS3G35G Religious people are better citizens.

National option variables

Variable Name IS3G02BN		
Description	Student's ethnic background	
Coding	Value	Value Label
	10001	BGR - Question not administered or data not available
	15201	CHL - Chilean
	15202	CHL - Native Chilean people
	15203	CHL - European
	15204	CHL - Other
	15801	TWN - Minnanren
	15802	TWN - Hakka
	15803	TWN - Mainlander
	15804	TWN - Indigenous people
	15805	TWN - Other
	17001	COL - Mestizo
	17002	COL - White
	17003	COL - Afro Colombian
	17004	COL - Native
	17005	COL - Other
	19101	HRV - Question not administered or data not available
	20801	DNK - Question not administered or data not available
	21401	DOM - Black
	21402	DOM - Dark skin
	21403	DOM - White
	21404	DOM - Mulatto
	21405	DOM - Asian
	21406	DOM - Other
	23301	EST - Estonian
	23302	EST - Non-Estonian, born in Estonia
	23303	EST - Non-Estonian, born abroad
	23304	EST - Estonian, born abroad
	24601	FIN - Finnish speaking with Finnish origin
	24602	FIN - Swedish speaking Finnish
	24603	FIN - Sami
	24604	FIN - Romany
	24605	FIN - Immigrant
	24606	FIN - Returnee
	24607	FIN - Something else
	27600101	DNW - Question not administered or data not available
	34401	HKG - Question not administered or data not available
	38001	ITA - Question not administered or data not available
	41001	KOR - Question not administered or data not available
	42801	LVA - Latvian
	42802	LVA - Russian
	42803	LVA - Belarusian
	42804	LVA - Another ethnicity
	44001	LTU - Question not administered or data not available
	47001	MLT - African
	47002	MLT - Asian
	47003	MLT - European
	47004	MLT - Arabic
	48401	MEX - Question not administered or data not available
	52801	NLD - Dutch

52802	NLD - Surinamese
52803	NLD - Antillean or Aruban
52804	NLD - Turkish
52805	NLD - Moroccan
52806	NLD - Cape Verdean
52807	NLD - Chinese
52808	NLD - Polish
52809	NLD - Another European country
52810	NLD - Another non-European country
57801	NOR - Question not administered or data not available
60401	PER - White
60402	PER - Mestizo
60403	PER - Indigenous
60404	PER - Afro-Peruvian
64301	RUS - Question not administered or data not available
70501	SVN - Slovenian
70502	SVN - Italian
70503	SVN - Hungarian
70504	SVN - Roma
70505	SVN - Bosnian
70506	SVN - Croatian
70507	SVN - Serbian
70508	SVN - Albanian
70509	SVN - Other
75201	SWE - Question not administered or data not available
95601	BFL - Belgian
95602	BFL - Flemish
95603	BFL - Inhabitant of Brussels
95604	BFL - Italian
95605	BFL - Moroccan
95606	BFL - Turkish
95607	BFL - Other
99999997	Invalid
99999998	Not administered
99999999	Omitted

Variable Name IS3G04AN, IS3G04BN, IS3G04CN		
Description Student's country of birth, mother's country of birth, father's country of birth		
Coding	Value	Value Label
	10001	BGR - Bulgaria
	10002	BGR - Another country
	15201	CHL - Chile
	15202	CHL - Other Latin American country
	15203	CHL - Another country (not Latin American)
	15801	TWN - Taiwan
	15802	TWN - China (including Hong Kong and Macau)
	15803	TWN - South-Eastern Asia
	15804	TWN - Other countries
	17001	COL - Colombia
	17002	COL - Another Latin American country
	17003	COL - Another country outside Latin America
	19101	HRV - Republic of Croatia
	19102	HRV - Another European country

19103	HRV - Another non-European country
20801	DNK - Denmark
20802	DNK - Another Nordic country (e.g., Norway or Sweden)
20803	DNK - Another European country (e.g., Bosnia-Herzegovina, England, Poland, Romania, Spain, Germany)
20804	DNK - Another country outside Europe (e.g., Iran, Iraq, Lebanon, Pakistan, Somalia, Turkey, Vietnam)
21401	DOM - Dominican Republic
21402	DOM - Haiti
21403	DOM - United States
21404	DOM - Another country
23301	EST - Estonia
23302	EST - Russia
23303	EST - Another former Soviet Republic
23304	EST - Another country
24601	FIN - Finland
24602	FIN - Sweden
24603	FIN - Russia
24604	FIN - Estonia
24605	FIN - Another country
27600101	DNW - Germany
27600102	DNW - Another country of the European Union
27600103	DNW - Another country outside the European Union
34401	HKG - Hong Kong
34402	HKG - Mainland China
34403	HKG - Other countries
38001	ITA - Italy
38002	ITA - Another European country
38003	ITA - Another NON European country
41001	KOR - Korea
41002	KOR - America
41003	KOR - Europe
41004	KOR - Asia (except Korea)
41005	KOR - Australia
41006	KOR - Other
42801	LVA - Latvia
42802	LVA - Russia
42803	LVA - Belarus
42804	LVA - Another country
44001	LTU - Lithuanian
44002	LTU - Other country
47001	MLT - Malta
47002	MLT - Another European country
47003	MLT - An African country
47004	MLT - An Asian country
47005	MLT - A country in the Americas/Caribbean
47006	MLT - Australia/Oceania
47007	MLT - Other
48401	MEX - Mexico
48402	MEX - Another country in Latin America
48403	MEX - Another country of the American continent
48404	MEX - Another country from another continent
52801	NLD - The Netherlands
52802	NLD - Surinam
52803	NLD - Antilles or Aruba

52804	NLD - Turkey
52805	NLD - Morocco
52806	NLD - Cape Verde
52807	NLD - China
52808	NLD - Poland
52809	NLD - Another European country
52810	NLD - Another non-European country
57801	NOR - Norway
57802	NOR - Another Nordic country (Sweden, Denmark, Finland, Iceland)
57803	NOR - Another European country
57804	NOR - A country outside Europe
60401	PER - Peru
60402	PER - Another country of Latin America
60403	PER - China or another Asian country
60404	PER - Another country
64301	RUS - Russia
64302	RUS - Another country
70501	SVN - Slovenia
70502	SVN - One of other republics of former Yugoslavia
70503	SVN - Another country
75201	SWE - Sweden
75202	SWE - Nordic country (excluding Sweden)
75203	SWE - European country (excluding the Nordic countries)
75204	SWE - Country outside of Europe
95601	BFL - Belgium
95602	BFL - Another West-European country (e.g., the Netherlands, Italy)
95603	BFL - An East-European country (e.g., Poland, Serbia)
95604	BFL - A non-European country (e.g., Congo, Turkey, Morocco)
99999997	Invalid
99999998	Not administered
99999999	Omitted

Variable Name IS3G05N		
Description	Language use at home	
Coding	Value	Value Label
	10001	BGR - Bulgarian
	10002	BGR - Another language
	15201	CHL - Spanish
	15202	CHL - A native language
	15203	CHL - Another language
	15801	TWN - Mandarin
	15802	TWN - Hollo
	15803	TWN - Hakka
	15804	TWN - Indigenous languages
	15805	TWN - Another language
	17001	COL - Spanish
	17002	COL - English
	17003	COL - Native language
	17004	COL - Another language
	19101	HRV - Croatian
	19102	HRV - Serbian
19103	HRV - Italian	
19104	HRV - Hungarian	

19105	HRV - Czech
19106	HRV - Another language
20801	DNK - Danish
20802	DNK - Norwegian or Swedish
20803	DNK - English, German or French
20804	DNK - Another language
21401	DOM - Spanish
21402	DOM - Creole
21403	DOM - English
21404	DOM - Another language
23301	EST - Estonian
23302	EST - Russian
23303	EST - Another language
24601	FIN - Finnish
24602	FIN - Swedish
24603	FIN - Lappish
24604	FIN - Romany-language
24605	FIN - Russian
24606	FIN - Estonian
24607	FIN - Another language
27600101	DNW - German
27600102	DNW - Another language
34401	HKG - Cantonese
34402	HKG - Putonghua
34403	HKG - English
34404	HKG - Other languages
38001	ITA - Italian
38002	ITA - A dialect
38003	ITA - Another language
41001	KOR - Korean
41002	KOR - English
41003	KOR - Chinese/Japanese
41004	KOR - French
41005	KOR - Other
42801	LVA - Latvian
42802	LVA - Russian
42803	LVA - Polish
42804	LVA - Another language
44001	LTU - Lithuanian
44002	LTU - Polish
44003	LTU - Russian
44004	LTU - Other language
47001	MLT - Maltese
47002	MLT - English
47003	MLT - Italian
47004	MLT - Another language
48401	MEX - Spanish
48402	MEX - An indigenous language (Nahuatl, Maya, Zapotec, Otomí or other)
48403	MEX - English
48404	MEX - Another language
52801	NLD - Dutch
52802	NLD - Frisian
52803	NLD - Surinamese or Sranantongo
52804	NLD - Papiamentu
52805	NLD - Turkish

52806	NLD - Arabic or Berber
52807	NLD - Bahasa Indonesia or Moluccan Malaysian
52808	NLD - Chinese or Vietnamese
52809	NLD - Polish
52810	NLD - Another European language (e.g., German or Serbo-Croatian, etc.)
52811	NLD - Another non-European language (e.g., Thai, South-African, etc.)
57801	NOR - Norwegian
57802	NOR - Sami
57803	NOR - Danish or Swedish
57804	NOR - Another European language (e.g., English, French or Polish)
57805	NOR - Another language (e.g., Urdu, Vietnamese or Somali)
60401	PER - Spanish
60402	PER - Quechua/Aymara
60403	PER - Amazonian language (Ashaninka, Shipibo, Awajún, etc.)
60404	PER - Foreign language
64301	RUS - Russian
64302	RUS - Another language
70501	SVN - Slovenian
70502	SVN - Italian
70503	SVN - Hungarian
70504	SVN - One of the languages of other republics and autonomous territories of former Yugoslavia
70505	SVN - Roma
70506	SVN - Other
75201	SWE - Swedish
75202	SWE - Finnish, Norwegian, Danish
75203	SWE - Another European language
75204	SWE - Another language
95601	BFL - Dutch/Flemish
95602	BFL - French
95603	BFL - Arabic or Berber language
95604	BFL - Turkish
95605	BFL - Italian
95606	BFL - Other
9999997	Invalid
9999998	Not administered
9999999	Omitted

Variable Name IS3G33N		
Description	Student's religion	
Coding	Value	Value Label
	10001	BGR - No religion
	10002	BGR - Orthodoxy
	10003	BGR - Catholicism
	10004	BGR - Islam
	10005	BGR - Judaism
	10006	BGR - Other religion
	15201	CHL - None
	15202	CHL - Catholics
	15203	CHL - Evangelicals
	15204	CHL - Mormons
	15205	CHL - Jehovah's Witnesses
	15206	CHL - Other religion

15801	TWN - No religion
15802	TWN - Folk religion (i.e., Mazu, Wangye, Guan Yu etc.)
15803	TWN - Buddhism
15804	TWN - Daoism
15805	TWN - Christianity/Catholicism
15806	TWN - Another religion
17001	COL - No religion
17002	COL - Catholic
17003	COL - Protestant
17004	COL - Other religion
19101	HRV - No religion (atheist, agnostic or sceptic)
19102	HRV - Catholic
19103	HRV - Orthodox
19104	HRV - Muslim
19105	HRV - Jew
19106	HRV - Other religions, movements and world-views
20801	DNK - Question not administered or data not available
21401	DOM - No religion
21402	DOM - Catholic
21403	DOM - Evangelic
21404	DOM - Adventist
21405	DOM - Baptist
21406	DOM - Other religion
23301	EST - Not a believer
23302	EST - Protestant
23303	EST - Orthodox
23304	EST - Catholic
23305	EST - Baptist
23306	EST - Other religion
24601	FIN - Question not administered or data not available
27600101	DNW - No religion
27600102	DNW - Christianity
27600103	DNW - Islam
27600104	DNW - Judaism
27600105	DNW - Other religion
34401	HKG - No religion
34402	HKG - Buddhism
34403	HKG - Catholicism
34404	HKG - Protestant
34405	HKG - Muslim
34406	HKG - Other religion
38001	ITA - Question not administered or data not available
41001	KOR - No religion
41002	KOR - Buddhism
41003	KOR - Protestant (Christian)
41004	KOR - Catholic
41005	KOR - Other
42801	LVA - No religion
42802	LVA - Catholic
42803	LVA - Lutheran
42804	LVA - Orthodox
42805	LVA - Baptist
42806	LVA - Other religion
44001	LTU - No religion
44002	LTU - Roman Catholic

44003	LTU - Orthodox
44004	LTU - Evangelical Lutheran
44005	LTU - Old believers
44006	LTU - Other religion
47001	MLT - No religion
47002	MLT - Catholic
47003	MLT - Other Christian denomination
47004	MLT - Muslim
47005	MLT - Other religion
48401	MEX - Question not administered or data not available
52801	NLD - No religion
52802	NLD - Catholic
52803	NLD - Protestant (Dutch Protestant Church)
52804	NLD - Other protestant (e.g., Christian-reformed, reformed-liberated, Evangelic, etc.)
52805	NLD - Muslim
52806	NLD - Jewish
52807	NLD - Hindu
52808	NLD - Another religion
57801	NOR - No religion
57802	NOR - Christianity
57803	NOR - Islam
57804	NOR - Buddhism
57805	NOR - Hinduism
57806	NOR - Another religion
60401	PER - No religion
60402	PER - Catholic
60403	PER - Evangelic/Christian
60404	PER - Judaism
60405	PER - Oriental religion
64301	RUS - Question not administered or data not available
70501	SVN - No religion
70502	SVN - Catholic
70503	SVN - Protestant
70504	SVN - Orthodox
70505	SVN - Other Christian
70506	SVN - Islamic
70507	SVN - Jewish
70508	SVN - Other religion
75201	SWE - Question not administered or data not available
95601	BFL - No religion
95602	BFL - Catholic
95603	BFL - Christian but not Catholic
95604	BFL - Muslim
95605	BFL - Jewish
95606	BFL - Liberal thinker
95607	BFL - Other religion
99999997	Invalid
99999998	Not administered
99999999	Omitted

Variable Name STREAM		
Description	Streaming of classes / schools in country	
Coding	Value	Value Label
	10001	BGR - General ISCED 2 - Junior High School
	10002	BGR - General Non-profiled ISCED3 - Non-profiled High School
	10003	BGR - General Profiled ISCED3 - Profiled High School
	10004	BGR - Vocational ISCED3 - Vocational High School
	15801	TWN - Special Education Class
	15802	TWN - Regular Class
	15803	TWN - Talented Class
	48401	MEX - General Lower Secondary
	48402	MEX - Technical Lower Secondary
	48403	MEX - General Lower Secondary by Television
	52801	NLD - BBL (low vocational)
	52802	NLD - KBL (middle vocational)
	52803	NLD - GI TL (high vocational)
	52804	NLD - HAVO
	52805	NLD - VWO-ATH
	52806	NLD - Gymnasium
	52807	NLD - Mixed vocational (BBL-KBL-TL)
	52808	NLD - Mixed general (HAVO-VWO)
	52809	NLD - Mixed all levels (incl. vocational and general tracks)
	99998	Not administered
	99999	Omitted

Section 5: European student questionnaire

Scales

Variable Name	E_EUIDENT
Description	Students' sense of European identity
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of sense of European identity
Trend Status	Same scale as in ICCS 2009 (with one item no longer included)
Source	ES3G01A I see myself as European ES3G01B I am proud to live in Europe ES3G01C I feel part of Europe ES3G01D I see myself first as a citizen of Europe and then as a citizen of the world

Variable Name	E_EULRN
Description	Student reports on opportunities for learning about Europe at school
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating perceptions of higher levels of learning opportunities
Trend Status	Not equated to ICCS 2009 given changes to wording: new scale (with new name) for ICCS 2016 (with similar content)
Source	ES3G02A Political and economic systems of other European countries ES3G02B The history of Europe ES3G02C Political and social issues in other European countries ES3G02D Political and economic integration between European countries (for example the European Union)

Variable Name	E_FREEMOVE
Description	Students' endorsement of freedom of migration within Europe
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more positive attitudes toward freedom of migration
Trend Status	Not equated to ICCS 2009 given changes to wording: new scale with new name for ICCS 2016 (with similar content)
Source	ES3G03A Allowing citizens of European countries to work anywhere in Europe is good for the European economy ES3G03B Citizens of European countries should be allowed to work anywhere in Europe ES3G03C Allowing citizens of European countries to work anywhere in Europe helps to reduce unemployment

Variable Name	E_RESTMIG
Description	Students' endorsement of restricting migration in Europe
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating <u>more</u> endorsement of restricting migration within Europe
Trend Status similar	Not equated to ICCS 2009 given changes to wording: new scale with new name for ICCS 2016 (with content)
Source	ES3G03D Citizens of European countries should be allowed to work in another European country only if their skills are needed there ES3G03E Citizens of European countries who wish to work in another country should be allowed to take only the jobs that no one in the other country wants to do ES3G03F Only a limited number of people should be allowed to move for work from one European country to another

Variable Name	E_IMMRGHT
Description	Students' endorsement of equal rights for immigrants
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating <u>more</u> endorsement of equal rights and opportunities for immigrants
Trend Status	Same scale as in ICCS 2009
Source	ES3G04A <Immigrants> should have the opportunity to continue speaking their own language ES3G04B <Immigrant> children should have the same opportunities for education that other children in the country have ES3G04C <Immigrants> who live in a country for several years should have the opportunity to vote in elections ES3G04D <Immigrants> should have the opportunity to continue their own customs and lifestyle ES3G04E <Immigrants> should have the same rights that everyone else in the country has

Variable Name	E_CCOOP
Description	Students' endorsement of European cooperation
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more positive attitudes toward European cooperation
Trend Status	New scale for ICCS 2016
Source	ES3G05A European countries should cooperate to protect the environment (e.g. through programs to limit pollution, programs to combat climate change). ES3G05B European countries should cooperate to guarantee high levels of employment ES3G05C European countries should cooperate to strengthen their economies ES3G05D European countries should recognize all educational qualifications achieved in any other European country. ES3G05E European countries should have a European army for peace keeping missions ES3G05F European countries should cooperate to prevent and combat terrorism ES3G05G European countries should cooperate to combat illegal entry from non-European countries ES3G05H European countries should cooperate to provide shelter to people escaping persecution in their countries for reasons of race, religion, or political opinions

Variable Name	E_EUPOS
Description	Students' positive expectations for European future
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more positive expectations for European future
Trend Status	New scale for ICCS 2016
Source	ES3G07A There will be stronger cooperation among European countries ES3G07B There will be greater peace across Europe ES3G07F There will be less air and water pollution in Europe ES3G07H Democracy will be strengthened across Europe.

Variable Name	E_EUNEG
Description	Students' negative expectations for European future
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating <u>less</u> pessimistic views for European future
Trend Status	New scale for ICCS 2016
Source	ES3G07C Terrorism will be more of a threat all across Europe ES3G07D Europe will be more influenced by non-European powers like China, India and the United States ES3G07E The economy will be weaker in all European countries ES3G07G There will be a rise in poverty and unemployment in Europe

Variable Name	E_INDFUT
Description	Students' expectations for their own individual future
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more positive expectations for their own future
Trend Status	New scale for ICCS 2016
Source	ES3G08A I will find a steady job ES3G08B My financial situation will be better than that of my parents ES3G08C I will find a job I like ES3G08D I will have the opportunity to travel abroad for leisure ES3G08E I will earn enough money to start a family

Variable Name	E_EURATT
Description	Students' positive attitudes toward European Union
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more positive attitudes toward the EU
Trend Status	New scale for ICCS 2016
Source	ES3G11A <EU> guarantees respect for human rights all over Europe ES3G11B <EU> makes Europe a safe place to live ES3G11C <EU> takes care of the environment ES3G11D <EU> is good for the economy of individual countries ES3G11E <EU> is good because countries share a common set of rules and laws

Section 6: Latin American student questionnaire

Scales

Variable Name	L_AUTGOV
Description	Students' endorsement of authoritarian government practices
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more positive attitudes toward authoritarianism
Trend Status	Same scale as in ICCS 2009
Source	<p>LS3G01A It is better for government leaders to make decisions without consulting anybody.</p> <p>LS3G01B People in government must enforce their authority even if it means violating the rights of some citizens.</p> <p>LS3G01C People in government lose part of their authority when they admit their mistakes.</p> <p>LS3G01D People whose opinions are different than those of the government must be considered its enemies.</p> <p>LS3G01E The most important opinion of a country should be that of the president.</p> <p>LS3G01F It is fair that the government does not comply with the law when it thinks it is not necessary.</p> <p>LS3G02A Concentration of power in one person guarantees order.</p> <p>LS3G02B The government should close communication media that are critical.</p> <p>LS3G02C If the president does not agree with <Congress>, he/she should <dissolve> it.</p>

Variable Name	L_ATTCORR
Description	Students' endorsement of corrupt practices in government
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more positive attitudes toward corrupt practices
Trend Status	Same scale as in ICCS 2009
Source	<p>LS3G03A It is acceptable for a civil servant to accept bribes if his salary is too low.</p> <p>LS3G03B It is acceptable for a civil servant to use the resources of the institution in which he/she works for personal benefit.</p> <p>LS3G03C Good candidates grant personal benefits to voters in return for their votes.</p> <p>LS3G03D Paying an additional amount to a civil servant in order to obtain a personal benefit is acceptable.</p> <p>LS3G03E It is acceptable that a civil servant helps his/her friends by giving them employment in his/her office.</p> <p>LS3G03F Since public resources belong to everyone, it is acceptable that those who can keep part of them.</p>

Variable Name	L_ATTVIOL
Description	Students' endorsement of the use of violence
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of endorsement toward violence
Trend Status	Same scale as in ICCS 2009 with additional items
Source	LS3G04E He who does me harm will have to pay for it. LS3G04F Watching fights between classmates is fun. LS3G04G If you can't succeed by doing good things, <try> the bad ones. LS3G04H You have to fight so people do not think you are a coward. LS3G04I Revenge is sweet. LS3G04J Aggression serves to achieve what one wants.

Variable Name	L_DISLAW
Description	Students' endorsement of disobedience to the law
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of endorsement of disobedience to the law
Trend Status	Same scale as in ICCS 2009
Source	LS3G05A When it is the only alternative left for achieving important objectives. LS3G05B When it is the only way one has to help one's family. LS3G05C When others who disobeyed it were not punished. LS3G05D When others do it. LS3G05E When one distrusts the enacting body. LS3G05F When one is sure nobody will realize. LS3G05H When nobody gets hurt. LS3G05I When it is not done with bad intentions. LS3G05J When one can obtain economic benefits.

Variable Name	L_ATTDIV
Description	Students' acceptance of neighborhood diversity
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of acceptance of neighborhood diversity
Trend Status	Not equated to ICCS 2009 given changes in response categories: new scale with new name for ICCS 2016 (with similar content)
Source	LS3G06A Persons with different skin color than yours LS3G06B Persons of a different social class than yours LS3G06C Persons of a different religion than yours LS3G06D Persons who come from another region of the country LS3G06E Persons with physical disabilities LS3G06F Persons with mental disorders LS3G06G Persons from a different country LS3G06H Persons of indigenous origin

Variable Name	L_EMPCLAS
Description	Students' feelings of empathy toward classmates
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating higher levels of empathy
Trend Status	Not equated to ICCS 2009 given changes in response categories: new scale for ICCS 2016 (with similar content)
Source	LS3G07A A classmate falls and gets hurt. LS3G07B A classmate gets beaten up. LS3G07C A classmate gets unfairly reprimanded. LS3G07D A classmate gets unfairly punished. LS3G07E A classmate gets something stolen from him/her. LS3G07F A classmate gets ridiculed. LS3G07G A classmate gets insulted. LS3G07H A classmate looks very sad. LS3G07I A classmate gets bad grades. LS3G07J A classmate has nobody to play with. LS3G07K There is a fight between classmates.

Variable Name	L_ATTHS
Description	Students' attitudes toward homosexuality
Procedure	IRT WLE scores with mean of 10 and standard deviation of 2 within each participating country
Interpretation	Higher values indicating more positive attitudes toward homosexuality
Trend Status	New scale for ICCS 2016
Source	LS3G08A Persons of the same sex should have the right to get married. LS3G08B Two persons of the same sex should have the right to adopt children. LS3G08C Homosexuals should have the same rights as all other citizens. LS3G08D All schools should accept homosexuals. LS3G08E Homosexuals should have the right to hold any political or public position.

APPENDIX D:

Restricted use items

Overview

Some items used in the ICCS 2016 main survey have been designated as ICCS 2016 restricted use items.

Eight clusters of items were used in ICCS 2016 test in a rotated booklet design with three clusters per test booklet.

The ICCS 2016 international report (Schulz et al., 2018b) includes eight sample items from the ICCS 2016 test. These sample items were taken from clusters 6 and 7 and these two clusters comprise the restricted use item set.

This appendix includes summary item information for all items in the restricted use item set and the full text for the eight sample items from the ICCS 2016 international report.

Full texts for the 14 items in the restricted use item set that are not sample items from the ICCS 2016 international report are available only on request from the IEA¹.

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About the restricted use items

The summary information for the restricted use items includes:

Item ID:	The unique item identifier used in the test and reported in the ICCS international database.
Sample item #:	The number of each sample item as presented in the ICCS international report.
Trend status:	Trend items are those developed for first use in ICCS 2009 and used in both ICCS 2009 and ICCS 2016, new items are those developed for first use in ICCS 2016.
Format:	The item format as either MC (four option multiple choice) or CR (constructed-response requiring students to write one or more sentences).
Key:	For multiple choice items, the key is the correct response. The key is numbered 1, 2, 3, or 4 to indicate the ordinal position of the correct response in the set of four response options.
Max score:	The maximum score for the item.
Content domain:	The content domain reference to the ICCS 2016 assessment framework (Schulz, Ainley, Fraillon, Losito, & Agrusti, 2016).
Cognitive domain:	The cognitive domain reference to the ICCS assessment framework (Schulz et al., 2016).

Restricted use items 1 to 8 are also sample items 1 to 8 from the ICCS 2016 international report. Full text of these items is presented following the summary item information. Each item is presented on a separate page, with summary information for that item.

In ICCS, items were typically presented as “units” in which some brief contextual stimulus (such as text or an image) was followed by one or more related items. In the restricted use item set there are seven units comprising more than one item. Restricted use items 6 and 7, comprise a single unit. In the full text presentation of these items, the relevant stimulus material has been included only with the first restricted use item. In the test instrument, the items appeared immediately in sequence following the relevant stimulus material.

Restricted use item 7 is a constructed response item. It has been presented with an abbreviated scoring guide. In ICCS, each constructed response item scoring guide included extensive examples of student responses for each score category. These examples have not been included with the scoring guide for restricted use item 7.

Restricted use item #	Item ID	Sample item #	Trend status	Format	Key	Max score	Content domain	Cognitive domain
1	CI3REM1	1	New	MC	4	1	2: Civic principles	1: Knowing
2	CI3SPM1	2	New	MC	2	1	2: Civic principles	1: Knowing
3	CI3NWM1	3	New	MC	3	1	1: Civic society and systems	2: Reasoning and applying
4	CI2JOM1	4	Trend	MC	2	1	2: Civic principles	2: Reasoning and applying
5	CI2BCM1	5	Trend	MC	3	1	3: Civic participation	1: Knowing
6	CI3MPM1	6	New	MC	2	1	2: Civic principles	1: Knowing
7	CI3MPO2	7	New	CR	N/A	2	1: Civic society and systems	1: Knowing
8	CI2DLM1	8	Trend	MC	4	1	2: Civic principles	2: Reasoning and applying
9	CI3RPM1	N/A	New	MC	1	1	1: Civic society and systems	1: Knowing
10	CI2PCM1	N/A	Trend	MC	3	1	3: Civic participation	2: Reasoning and applying
11	CI2PCM2	N/A	Trend	MC	1	1	3: Civic participation	2: Reasoning and applying
12	CI2PJM1	N/A	Trend	MC	3	1	2: Civic principles	2: Reasoning and applying
13	CI2PJM2	N/A	Trend	MC	1	1	1: Civic society and systems	2: Reasoning and applying
14	CI303M1	N/A	New	MC	3	1	2: Civic principles	1: Knowing
15	CI2SCM1	N/A	Trend	MC	4	1	2: Civic principles	2: Reasoning and applying
16	CI2SCM2	N/A	Trend	MC	1	1	2: Civic principles	2: Reasoning and applying
17	CI2ETM2	N/A	Trend	MC	1	1	2: Civic principles	2: Reasoning and applying
18	CI2ETO1	N/A	Trend	CR	N/A	2	3: Civic participation	2: Reasoning and applying
19	CI3DBM1	N/A	New	MC	2	1	4: Civic identities	2: Reasoning and applying
20	CI3DBM2	N/A	New	MC	4	1	1: Civic society and systems	2: Reasoning and applying
21	CI3CRM1	N/A	New	MC	2	1	4: Civic identities	2: Reasoning and applying
22	CI3CRM2	N/A	New	MC	4	1	1: Civic society and systems	2: Reasoning and applying

Notes: N/A = not applicable.

Restricted use item 1

Item ID	CI3REM1	Max Score	1	Key	4
Trend status	New				
Content domain	2: Civic principles	Cognitive domain	1: Knowing		

'Everyone has the right to education. Education shall be free...and compulsory.'
The Universal Declaration of Human Rights

- Q** Why is education considered a human right?
- Because children enjoy going to school and spending time with their friends.
 - Because education provides jobs for lots of teachers.
 - Because children can be in school while their parents are working.
 - Because education develops the skills people need to participate in their communities.

Restricted use item 2

Item ID	CI3SPM1	Max Score	1	Key	2
Trend status	New				
Content domain	2: Civic principles	Cognitive domain	1: Knowing		

A government minister in <Exland> has been caught speeding in his car. He received a fine for breaking the road laws.

- Q** Why does the minister have to pay the fine?
- Because ministers have enough money to pay fines.
 - The law treats everyone as equal.
 - Because he wants people to vote for him again.
 - Because the police can arrest him if he fails to pay the fine.

Restricted use item 3

Item ID	CI3NWM1	Max Score	1	Key	3
Trend status	New				
Content domain	1: Civic society and systems	Cognitive domain	2: Reasoning and applying		

Many people in noisy workplaces in <Exland> have had their hearing damaged by the noise.

- Q** What is the most reasonable action the government could take to deal with the problem of noisy workplaces?
- immediately close down all noisy workplaces
 - give money to the workers to help them find jobs in quieter workplaces
 - introduce laws stating that employers must protect workers from noise
 - arrest all owners of noisy workplaces

Restricted use item 4

Item ID	CI2JOM1	Max Score	1	Key	2
Trend status	Trend				
Content domain	2: Civic principles	Cognitive domain	2: Reasoning and applying		

Q Why is it important that journalists are freely able to research and report the news?

- It builds trust in the country's government.
- It helps journalists to provide accurate information to the public.
- It ensures that there are enough journalists to report all news events.
- It makes sure that no individual journalist is paid too much money for their work.

Restricted use item 5

Item ID	CI2BCM1	Max Score	1	Key	3
Trend status	Trend				
Content domain	3: Civic participation	Cognitive domain	1: Knowing		

Members of a youth club want to choose a leader. One member offers to be the leader, but the club members decide instead to vote to elect a leader.

- Q** What is the **best** reason for the club to elect the leader by a vote rather than choosing a person who offers to be the leader?
- Voting enables people to hold a second vote if they disagree with the outcome.
 - Voting is the fastest way to decide who should be the leader.
 - Voting enables every member of the club to participate in choosing the leader.
 - Voting ensures that every member of the club will be happy with the choice of leader.

Restricted use item 6 (paired in a unit with restricted use item 7)

Item ID	CI3MPM1	Max Score	1	Key	2
Trend status	New				
Content domain	2: Civic principles	Cognitive domain	1: Knowing		

Misuse of power is when a person who holds a position of authority uses their power unfairly or improperly.

Q Which of the following examples best shows misuse of power?

- A political leader speaks out in the media against a proposed law.
- A political leader employs people only if they have donated money to her party.
- A police officer arrests someone who has broken the law.
- A group of environmental activists organizes a protest outside the <parliament>.

Restricted use item 7 (paired in a unit with restricted use item 6)

Item ID	C13MPO2	Max Score	2	Key	N/A
Trend status	New				
Content domain	1: Civic society and systems	Cognitive domain	1: Knowing		

Q In a democracy, what can be done to prevent political leaders misusing their power?

Write **two different** things that can be done.

1. _____

2. _____

Restricted use item 7: Scoring

Code 2: Refers to methods/mechanisms from **two different** categories of the categories listed below.

Benefit Categories

1. separation of powers/laws that limit what people in positions of authority can do/checks and balances on process
2. rule of law/laws enforced against political leaders
3. transparency (e.g. an independent press/freedom of the press, freedom of information)
4. freedom of speech/allowing criticism of the actions of political leaders
5. the right to take political action (e.g. public protest, formation of pressure groups)
6. elections (people can choose not to vote for a party that is seen as misusing power)
7. education for public
8. education for political leaders including providing advice (may also include modelling by other leaders)

Code 1: Refers only to methods/mechanisms from **one** of the listed categories (including responses in which **different methods/mechanisms from the same category** are provided).

Code 0: Provides a vague, irrelevant or incoherent response.


Restricted use item 8

Item ID	C12DLM1	Max Score	1	Key	4
Trend status	Trend				
Content domain	2: Civic principles	Cognitive domain	2: Reasoning and applying		

Individuals or groups sometimes give money to political parties as donations. Some countries have laws that require political parties to give the public access to information about donations to parties.

Q Why do countries have these laws?

- The laws encourage people to vote for the political parties that receive fewer donations.
- The laws help the public to decide which party is likely to win the next election.
- The laws encourage more people to join the wealthy political parties.
- The laws discourage political parties from favoring the people who make the donations.



The IEA's International Civic and Citizenship Education Study (ICCS) investigates the ways in which young people are prepared to undertake their roles as citizens in a range of countries in the second decade of the 21st century. ICCS 2016 is the second cycle of a study initiated in 2009.

The ICCS 2016 user guide describes the content and format of the data in the ICCS 2016 international database. It introduces the use of weighting and variance estimation variables for analyzing the ICCS 2016 data, and provides a comprehensive overview of how to work with the IEA's International Database (IDB) Analyzer software. The ICCS 2016 user guide is accompanied by four appendices: the international versions of all questionnaires; an overview of national adaptations to the national versions of the ICCS 2016 international questionnaires; derived variables used in the ICCS 2016 international and regional reports; and a set of restricted-use civic knowledge items, together with their respective scoring guides, to illustrate the test contents.

Over the past 50 years, the IEA has conducted comparative research studies in a range of domains focusing on educational policies, practices, and outcomes in many countries around the world. The association conducted its first survey of civic education in 1971. The reliable comparative data collected by ICCS 2016 will allow education systems to evaluate the strengths of educational policies, both internationally and within a regional context, and to measure their progress toward achieving critical components of the United Nations' 2030 agenda for sustainable development.

