

ICCS 2022 User Guide for the International Database

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ICCS 2022 User Guide for the International Database

IEA International Civic and Citizenship
Education Study 2022

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1. STUDY OVERVIEW: THE DATA AND THE IMPLICATIONS FOR ANALYSIS

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1.1 Main objectives and scope

The International Civic and Citizenship Education Study (ICCS) 2022 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 third cycle of this study, ICCS 2022 is a continuation and an extension of ICCS 2009 and ICCS 2016. Some materials and variables are statistically linked and allow for changes over time 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 2022 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 broader domains:

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. Contextual information that reflects the ways in which education systems and schools organize civic and citizenship education, with a particular focus on general approaches, the curriculum and its delivery, including processes implemented to facilitate future citizens' civic engagement and interaction within and across communities.

In each of these domains, ICCS 2022 investigated variations within and across countries, factors associated with those variations, and changes since ICCS 2009 and ICCS 2016.

ICCS gathered data from more than 82,000 students in their eighth year of schooling in about 3,400 schools from 22 countries and two German benchmarking entities (North Rhine-Westphalia and Schleswig-Holstein). Several countries had participated in either ICCS 2009, ICCS 2016, or both. The student data were augmented by data from more than 40,000 teachers in those schools and by contextual data collected from school principals and national research centers. An additional European student questionnaire in ICCS 2022 gathered data from almost 66,500 students in 18 European countries and the two benchmarking participants. The Latin American student questionnaire in ICCS 2022 gathered data from more than 10,000 students in the two participating Latin American countries.

1.2 The design in brief

The ICCS 2022 international database offers researchers and analysts a rich environment for examining students' civic knowledge in an international context. This includes:

- Comparable data for 22 countries and two benchmarking entities 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 18 countries and two benchmarking from the European region and two countries from the Latin American region that allow investigations on aspects of 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 schools as well as data on general and civic-specific aspects of teaching.
- Student civic knowledge scores on the scale established in 2009 and 2016 to compare changes in civic knowledge across these three cycles of ICCS.

The ICCS 2022 main target population was defined as students in the grade that represented 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. In Norway, the national population definition deviated from the international population definition as the survey was administered to grade 9 students and results are annotated accordingly in all ICCS 2022 reports.

The target population for the ICCS 2022 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, one class per school, and 15 teachers per school were sampled. Minimum exclusion and target response rates were determined to secure high-quality data. Details about the sampling design are reported in Chapter 6 of the ICCS 2022 technical report (Schulz et al., 2024b).

1.3 Analyzing the data

The ICCS 2022 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 2022 was an ambitious and demanding study, involving complex procedures for drawing samples, collecting data, and analyzing and interpreting findings. Researchers using the database need to understand the characteristics of the study to work effectively with the information it contains as well as 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 be used in conjunction with the ICCS 2022 technical report (Schulz et al., 2024b), which provides a comprehensive account of the conceptual, methodological, and analytical implementation of the study. The ICCS 2022 international report (Schulz et al., 2024a), the European report (Damiani et al., 2024) are further key resources. Using all these publications in combination will allow analysts to understand and confidently replicate the procedures used, as well as to 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 2022, the themes addressed, the populations targeted, the samples selected, the instruments used, and the production of the international database. All this information is covered and explained in detail in the ICCS 2022 technical report and sketched 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 (Chapter 2 in this

guide). While it is not necessary to fully understand all the methods used to construct, validate, and compute the derived scales, analysts must be aware of their potential limitations (see Chapters 11 and 12 in the ICCS 2022 technical report).

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

- ICCS 2022 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 2022 data alone. The reports containing the international results of the study refrain from making such inferences or using causal language.
- The ICCS 2022 instruments included a variety of questions relating to factual information as well as to attitudes, beliefs, and perceptions. All this information was self-reported by the principals, teachers, and students. Furthermore, because population features were not observed but estimated using sample data, 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 2022 are categorical in nature (nominal or ordered). Analysts may therefore need to consider using categorical, nonparametric analysis methods for these types of variables. 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 modelling, or item response theory.

Analysts also need to have a working knowledge of SPSS (as 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 2022 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 2022 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 analysis.

The three main design features of ICCS 2022 that you will need to consider 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 6 and 10 of the ICCS 2022 technical report provide a more detailed description of the sample design and the weighting procedures. A detailed description of the ICCS 2022 scaling and how the civic knowledge scale was created is available in Chapter 11 of the ICCS 2022 technical report (Schulz et al., 2024b).

To obtain accurate and representative samples, ICCS 2022 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

Because each imputed score is an estimate based on limited information, it is subject to measurement 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., 2019), one of the most widely used statistical packages in the social sciences and educational research. Unfortunately, the base SPSS used in the current analyses (i.e., Version 26) does not directly support complex survey designs such as those used in ICCS 2022 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 2022 and most if not all other large-scale assessments in education. A “complex samples” module for SPSS is available. However, it includes only one of many variance estimation approaches, namely Taylor Series Variance Estimation, and does not support jackknife replication for estimating sampling errors, which was the technique applied for the reporting of ICCS 2022 results.

This gap has been filled by IEA’s International Database (IDB) Analyzer (IEA, 2024), available free of charge to analysts and researchers using the ICCS 2022 database, shorthand ‘IEA IDB Analyzer’. The IEA IDB Analyzer employs SPSS, SAS (SAS Institute, 2016), and R (R Core Team, 2023) 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 IEA IDB Analyzer in the context of its large-scale student assessments TIMSS and PIRLS and adapted it for use with data from ICCS 2022 and other studies. The IEA IDB Analyzer allows users to compute estimates of percentages, means, percentiles, correlations, and linear as well as logistic regression parameters, including their respective standard errors. It also simplifies the management of the ICCS 2022 international database by providing a module for selecting subsets of countries and variables, and for merging files for analysis. Chapter 4 of this current guide provides in-depth information about the IEA IDB Analyzer as well as 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 with their associated costs. You can, however, access alternative packages suitable for analyzing complex sample data. Available in addition to the IEA IDB Analyzer are a growing number of software packages able to handle the jackknifing replication method implemented in ICCS 2022.

Commercial packages that include support for the weights and the replication method used in ICCS 2022 are SAS 9.4 and later editions, or Stata 13 and later editions (StataCorp, 2013). While these software packages support the variance estimation for complex samples in ICCS 2022, they do not always support these in combination with the multiple imputations’ methodology that ICCS 2022 used for describing and representing students’ civic knowledge data. Third-party scripts and macros may exist to provide this support, for example more recently as packages for R.

1.3.3 Limitations of the international database

When analyzing ICCS 2022 data, researchers need to keep the following constraints in mind:

- Malta assessed grade 9 students given that the average age of grade 8 students is below 13.5.
- Norway (grade 9) deviated from the internationally defined population and surveyed the adjacent upper grade.
- Exclusion rates pertaining to the student population were above five percent in Croatia, Latvia, Norway (grade 9), and Sweden. The ICCS 2022 research team deemed this level of exclusion a significant reduction of target population coverage and researchers need to keep this feature in mind when interpreting results.

¹ More details on the sampling design and its implementation are provided in Chapter 6 of the ICCS 2022 technical report (Schulz et al., 2024b).

² More details on plausible values can be found in Chapter 11 of the ICCS 2022 technical report (Schulz et al., 2024b).

- Participation rates in the student survey were below ICCS 2022 standards in Brazil, Denmark, and the benchmarking participant Schleswig-Holstein (Germany), resulting in a separated presentation of the results in the ICCS 2022 reports. Population estimates derived with student-level data from these countries hold a higher risk of bias and therefore should be interpreted with caution and not compared with data from other countries.
- Participation rates in the teacher survey were below ICCS 2022 standards in Brazil, Colombia, Cyprus, Denmark, Estonia, France, Latvia, the Netherlands, Sweden, and the benchmarking participant North Rhine-Westphalia (Germany), resulting in a separated presentation of the results in the ICCS 2022 reports. Population estimates derived with teacher-level data from these countries hold a higher risk of bias and therefore should be interpreted with caution and not compared with data from other countries.
- Concerns about the substantial low response rates (less than 10%) for the teacher survey in Schleswig-Holstein (Germany) led to a decision not to include the corresponding data in the international database.

For details on population coverage and exclusion rates for countries participated in ICCS 2022, please refer to Chapter 6 of the ICCS 2022 technical report. For details on participation rates, please refer to Chapter 10 of the ICCS 2022 technical report (Schulz et al., 2024b).

1.4 Contents of this guide

This ICCS 2022 user guide describes the content and format of the data in the ICCS 2022 international database. In addition to this introduction, the ICCS 2022 user guide includes the following three chapters:

- Chapter 2 describes the structure and content of the ICCS 2022 international database.
- Chapter 3 introduces the use of weighting and variance estimation variables for analyzing the ICCS 2022 data.
- Chapter 4 introduces the IEA International Database (IDB) Analyzer software (IEA, 2024) and presents examples of analyses of the ICCS 2022 data using this software in conjunction with SPSS.

The ICCS 2022 user guide is accompanied by four appendices:

- Appendix A includes the international version of all international questionnaires administered in ICCS 2022, also containing the questionnaires of the regional student instruments. These serve as a reference guide to the questions asked and the variable names used to record the responses in the international database.
- Appendix B provides details on all national adaptations that were applied to the national version of all ICCS 2022 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 2022 questionnaires that could potentially affect the results of analyses.
- Appendix C describes how the derived questionnaire variables used for producing tables in the ICCS 2022 international and regional reports were computed.
- Appendix D contains all restricted use items of the ICCS 2022 assessment of civic knowledge along with their respective scoring guides. The restricted use items are made available to illustrate the content of ICCS 2022. Prior permission is required when using IEA data sources.¹

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2. THE ICCS INTERNATIONAL DATABASE

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2.1 Overview

The International Civic and Citizenship Education Study (ICCS) 2022 international database (IDB) contains student civic knowledge test data and international student, teacher, and school questionnaire data collected in the 22 countries and two benchmarking entities around the world that participated in the study. The database also includes data from the ICCS 2022 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 2022 (European and Latin American), the database contains regional questionnaire data.

Table 2.1 lists all ICCS 2022 countries, along with the operational codes used to identify them in the ICCS 2022 international database and includes information about country participation in the regional student questionnaires in ICCS 2022, 2016, and 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 2022, ICCS 2016 or ICCS 2009, or any applicable combination(s) of the three cycles.

For details on population coverage and exclusion rates for countries that participated in ICCS 2022, please refer to Chapter 6 of the ICCS 2022 technical report; for details on participation rates, please refer to Chapter 10 of the ICCS 2022 technical report (Schulz et al., 2024b).

Table 2.1: Countries participating in ICCS 2022

Countries	Operational codes		ICCS 2022		ICCS 2016			ICCS 2009		
			Regional Questionnaires		Participation in 2016	Regional Questionnaires		Participation in 2009	Regional Questionnaires	
	Alpha-3	Numeric	European	Latin American		European	Latin American		European	Latin American
Brazil ^{1,2}	BRA	76		•						
Bulgaria	BGR	100	•		•	•		•	•	
Chinese Taipei	TWN	158			•			•		
Colombia ²	COL	170		•	•		•	•		•
Croatia	HRV	191	•		•	•				
Cyprus ²	CYP	196	•					•	•	
Denmark ^{1,2}	DNK	208	•		•	•		•	•	
Estonia ²	EST	233	•		•	•		•	•	
France ²	FRA	250	•							
Italy	ITA	380	•		•	•		•	•	
Latvia ²	LVA	428	•		•	•		•	•	
Lithuania	LTU	440	•		•	•		•	•	
Malta ³	MLT	470	•		•	•		•	•	
Netherlands ²	NLD	528	•		•	•		•	•	
Norway (9) ⁴	NOW	578	•		•	•		•		
Poland	POL	616	•					•	•	
Romania	ROU	9642	•							
Serbia	SRB	699								
Slovak Republic	SVK	703	•					•	•	
Slovenia	SVN	705	•		•	•		•	•	
Spain	ESP	724	•					•	•	
Sweden ²	SWE	752	•		•	•		•	•	
Benchmarking participants										
North Rhine-Westphalia (Germany) ²	DNW	276001	•		•	•				
Schleswig-Holstein (Germany) ^{1,5}	DSH	276005	•							

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 eight major sections corresponding to the different file types and materials included in the database.

2.2 ICCS 2022 database

The ICCS 2022 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 2022 international reports. National Research Coordinators' responses to the National Contexts Questionnaire are also part of the international database.

The ICCS 2022 data files are provided in SPSS format (.sav), SAS format (.sas7bdat), and R format (.Rdata) 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 2022 for which internationally comparable data are available.

The file name identifies the type of data file and the country (Table 2.2). For example, ISGNORC4.sav is an SPSS file that contains Norway's ICCS 2022 target grade student questionnaire data. For each file type, a separate data file is provided for each participating country, with the exception of countries that did not meet sampling requirements for some types of respondents. For example: when a country did not meet sampling requirements for the teacher survey, then no teacher data were released. Files of the same type include the same uniformly defined set of variables across countries.

ICCS 2022 provided two assessment scenarios for participating countries. In the first scenario, the student assessment was administered in one mode, either as paper-based or computer-based. To provide an intermediate link (i.e., a bridge) between the paper-based and the computer-based administration, a so-called "bridge" scenario was implemented by those participating countries that changed from the paper-based in earlier cycles of ICCS to the computer-based mode in ICCS 2022. The aim was to investigate potential differences between the two different administration modes. In those countries, the study was administered to an additional "bridge" sample of students (and sometimes schools), with the "international" sample using the computer-based mode and the bridge sample using the paper-based mode. For all participating countries in ICCS 2022, the IDB data files are named with the two-digit suffix *C4, referring to the 4th cycle of ICCS. For eleven countries that administered the bridge scenario, additional files are available containing the data used for checking for mode effects. These files are named with the suffix *B4. Data from the bridge sample was not used for international reporting.

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. In R files, details about variables, mirroring the comprehensive metadata as in the SPSS files, are typically captured using the *attributes*' function. This displays variable label, missing values, class information, format specifics and value labels. In R (copied from SPSS), variable information is often stored in numeric format. Users may find it necessary to convert these numeric variables to a labeled format, especially when dealing with categorical variables.

¹ Country did not meet sample participation requirements for the student survey.

² Country did not meet sample participation requirements for the teacher survey.

³ Country assessed Grade 9 students given that the average age of Grade 8 students is below 13.5.

⁴ Country deviated from international defined population and surveyed adjacent upper grade.

⁵ 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.

Table 2.2: ICCS 2022 data file names

File name (core/bridge sample)	Description
ISG•••C4/B4	International Student Questionnaire File
ISA•••C4/B4	Student Civic Knowledge Test File
ISR•••C4/B4	Student Reliability File
ISE•••C4/B4	European Student Questionnaire File
ISL•••C4/B4	Latin American Student Questionnaire File
ITG•••C4	Teacher Questionnaire File
ICG•••C4/B4	School Questionnaire File
NCQICSC4	National Contexts Questionnaire File
ISP•••C4	Student Test Process Data File

Note:

••• = three-character alphanumeric country code (Alpha-3) based on the ISO 3166 coding scheme (see Table 2.1).

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 IEA 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 2022 questionnaire data files corresponding to the five types of questionnaires administered in ICCS 2022. 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 2022 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 2022 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 teacher-level analyses with school data using the IEA IDB Analyzer software.

International student questionnaire data files (ISG)

Students who participated in ICCS 2022 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 2022 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 2022 student civic knowledge test data files contain the student responses to the individual test items in the ICCS 2022 assessments. The student test data files are best suited for performing item-level analyses. The civic knowledge test scores (plausible values) for the ICCS 2022 civic knowledge scale are available in both, the student test data files (ISA) and the international student questionnaire data files (ISG).

In ICCS 2022, three different booklet designs were provided depending on the sampling scenarios: For the paper-based test scenario (11 booklets), for the computer-based test (CBA) scenario (14 booklets), and for the so-called "bridging" scenario (8 booklets). Students who participated in ICCS 2022 were administered one of the test booklets depending on the sampling scenario, each including a series of items. 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.

Except for the items already presented in the international report and Appendix D of this user guide, the items administered in ICCS 2022, 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 22 constructed-response items had its own scoring guide that used a one-digit scoring scheme. The constructed-response items in ICCS 2022 can be categorized into 3 categories depending on students' responses. Ten items (CI3CPO1, CI3CPO2, CI4SLC3, CI4SLC4, CI4ZHC3, CI4ZHC4, CI4ZEC4, CI4ZSC4, CI4ZSC5Y, CI4ZSC5N) had a valid score range of 0 (= incorrect response) and 1 (= correct response). Eleven items (CI2WFO2, CI4FKC1, CI4FWC2, CI2WFO1, CI4NHC2, CI2BIO1, CI4DVC1, CI3PRO1, CI4EDC2, CI4ZEC2, CI4ZEC5) followed a different scoring logic and 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, resulting in codes 0 (= incorrect response), 1 (= partially correct response), and 2 (= correct response). One item (CI4ZHC1) had two values for partially correct responses, with codes 0 (= incorrect response), 1 (= partially correct response), 2 (= partially correct response), and 3 (= correct response). 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.

2.2.3 Within-country scoring reliability data files (ISR)

The ICCS 2022 within-country scoring reliability data files contain data that can be used to investigate the reliability of the ICCS 2022 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 2022 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.

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 2022 National Contexts Questionnaire. The National Contexts Survey was designed to systematically collect relevant data on the structure of the education system, education policy, 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 an assessment platform owned by the Australian Council for Educational Research (ACER).

The National Contexts Questionnaire data file (NCQICSC4.sav) is available in SPSS format and contains data for all countries participating in ICCS 2022.

2.2.5 Student test process data files (ISP)

The ICCS 2022 student test process data files contain timing variables associated with students' responses in the ICCS 2022 student civic knowledge test. Process data are available only for countries that participated in the computer-based administration (CBA) of the student test. These are: Brazil, Bulgaria, Chinese Taipei, Colombia, Cyprus, Estonia, France, Italy, Latvia, Lithuania, Malta, Norway, Slovak Republic, Slovenia, Spain, Sweden, and the two German benchmarking entities North-Rhine Westphalia and Schleswig-Holstein.

The process data files include process variables containing the total time (in seconds) students spent on the items of the student test the student was presented. In addition to the process variables indicating the time students spent on a test item, the student process data files include a variable aggregating the time (in seconds) on all items for the respective booklet.

The process variables for each item are named according to the student test item variable name, followed by the suffix "_S", indicating that the variable contains information on the total time on that item in seconds (e.g., for item CI4ERM1 the corresponding timing data variable is CI4ERM1_S). There were a few items in the CBA test that included an intro screen followed by a separate screen with more than one question. For these items, there are two pieces of information available in the student test process data files: a) the time students spent looking at or reading the intro screen, and b) the combined time students spent on all items on the following screen with questions. The corresponding variable names for the timing data consist of the suffix "i_S" for the time spent on the intro screen (a)), and the suffix "_S" for the time spent on the screen with the question(s) (b)). See Table 2.3 for an overview of these items, their data variable names and the corresponding timing data variable names. The aggregated time on all items is indicated by the variable TOTTIME.

Table 2.3: Items with intro screen and corresponding response and timing variable mapping

Item	Timing Data Variable Name(s)	Response Data Variable Name(s)
CI4ZED3	CI4ZED3Li_S (intro screen)	-/-
	CI4ZED3L_S	IC4ZED3L
CI4ZHL2	CI4ZHL2i_S (intro screen)	-/-
	CI4ZHL2_S	CI4ZHL2A CI4ZHL2M CI4ZHL2S CI4ZHL2RA CI4ZHL2RM CI4ZHL2RS
CI4ZSC5	CI4ZSC5_S	CI4ZSC5N CI4ZSC5Y
CI4ZSL3	CI4ZSLi_S (intro screen)	-/-
	CI4ZSL3_S	CI4ZSL3I CI4ZSL3L CI4ZSL3P

The process data variables consist of the student response time data generated throughout the ICCS 2022 CBA. RM Australia was responsible for the development of the ICCS 2022 assessment platform (for further information see Chapter 4 of the ICCS 2022 technical report (Schulz et al., 2024b)), including the capture of the accumulated time on item in seconds. Raw timing data were saved on central servers hosted by RM Australia in native format (further information on how data were exactly stored is an intellectual property of RM Australia and cannot be described in more detail). The accumulated time on item was provided by RM Australia in flat files (CSV) and transferred to SPSS files at IEA for further processing and cleaning. The item-level timing values in the student process data files might not always be representing the time students spent on the test during the test session, as they may be affected by technical issues that might have occurred during the test session, such as server timeouts or device malfunctions.

The data in the student process data files were checked and adjusted for ID inconsistencies, outliers, and inconsistencies with the student test data. ID cleaning took place according to the ID cleaning applied for the student test data in the ISA file. Outliers were identified per item and total time on all items. Single items were set to invalid in case they exceeded 2,700 seconds, whereas the total time on items (TOTTIME) was set to invalid for cases exceeding 3,600 seconds. Items that were set to 'Not administered' due to translation issues in the student civic knowledge test were set to 'Not administered' in the process data accordingly.

This process led to four different types of missing data being distinguished in the student process data files:

- **Data not available:** This code was used when timing data was not available from the CBA system.
- **Invalid:** This code was used when timing data exceeded the defined thresholds (see above).
- **Not Administered:** The not administered missing code was used for those items identified as incorrect translations.
- **Sysmis:** SPSS sysmis codes indicate items that were not part of the booklet the student was present.

2.3 Records included

The international database includes all records that satisfy 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 2022 at the 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 percent of the sampled teachers at 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 percent of the students participated, and all sampled classes participated. A class was regarded as having participated if at least 50 percent 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 percent 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 percent 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 2022 participation and sampling adjudication requirements is available in Chapter 10 of the ICCS 2022 technical report (Schulz et al., 2024b).

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 and scales 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 and scales 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 and scales 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., IS4G04A). 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 "4" identifies ICCS 2022 as the 4th cycle of an IEA study focusing on civic and citizenship education.
- The fourth character consists of the letter "G", which is used for all (background) 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., CI4PRM1), 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 2022 assessment consist of "2" for items used already in ICCS 2009, "3" for items used already in ICCS 2016, or "4" for items newly developed for ICCS 2022.
- The fourth and fifth characters indicate the unique item identifier.
- The sixth character is used for the item type. "M" represents multiple-choice items, and "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, CI4DDM1 is the first part of a multiple-choice item developed for ICCS 2022, and its unique (content) identifier is DD.

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., CI4ZHC4).
- The second score variable has the letter "R" as the second character (e.g., CR4ZHC4) 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., CX4ZHC4).

2.4.3 Civic knowledge test scores

In ICCS 2022 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 2022 technical report (Schulz et al., 2024b) provides a detailed description of the scaling procedures used in ICCS 2022 and the creation of the civic knowledge scale. The ICCS 2022 international database provides five separate estimates of each student’s score on that scale. These are included in the student test data files (ISA) and the international student questionnaire data files (ISG). The five estimates of students’ civic knowledge are so-called “plausible values,” and the 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 2022 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.

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 2022 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 2022 reports, a scale is a derived variable for which score values were assigned to students based on their responses to a set of indicator variables. In ICCS 2022, new scales were typically calculated as IRT WLE (weighted likelihood estimates) scores with a mean of 50 and a standard deviation of 10 for equally weighted countries that had met IEA sample participation guidelines. Student questionnaire scales based on (unmodified) item sets already included in the ICCS 2016 or ICCS 2009 questionnaires were equated, and their scale scores are comparable with the scales established in the previous ICCS cycles; in such cases, the metric reflects a mean of 50 and a standard deviation in the pooled ICCS 2016 or ICCS 2009 sample with equal weights given to each participating country that had met IEA sample participation guidelines. 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 2022 international database also contains other (simple) indices that were derived by simple recoding or arithmetical transformation of original questionnaire variables.

Appendix C of this user guide provides a description of all derived variables (scale scores and indices) included in the international database. Chapter 12 of the ICCS 2022 technical report (Schulz et al., 2024b) provides further information about the scaling procedure for questionnaire items.

2.4.5 Weighting and variance estimation variables

To enable the 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 2022 international database (see Table 2.3 for the availability of weight variables across file types).

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.

WGTAJ2S

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

WGTAJ3S

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, WGTAJ1T, WGTFAC2T, WGTAJ2T, and WGTAJ3T. The final teacher weight must be applied when analyzing the teacher's data.

WGTAJ1T

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.

WGTAJ2T

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

WGTAJ3T

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 WGTAJ1C. The final school weight must be applied when analyzing the data from the school questionnaire.

WGTAJ1C

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

Table 2.4: Availability of weight variables in the ICCS 2022 international database

Weight variables	Data file types					
	ISA	ISG	ITG	ICG	ISE	ISL
TOTWGTS	•	•			•	•
WGTFAC1	•	•	•	•	•	•
WGTAJ1S	•	•			•	•
WGTFAC2S	•	•			•	•
WGTAJ2S	•	•			•	•
WGTAJ3S	•	•			•	•
TOTWGTT			•			
WGTAJ1T			•			
WGTFAC2T			•			
WGTAJ2T			•			
WGTAJ3T			•			
TOTWGTC				•		
WGTAJ1C				•		

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 2022 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 2022, 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 2022 international database (see Table 2.4 for the availability of the different variance estimation variables across file types). The actual replicate weights are computed “on-the-fly” within the IEA 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 disregarded, or its weight doubled when estimating sampling errors.

SRWGT01 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 disregarded, or its weight doubled when estimating sampling errors.

TRWGT01 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 disregarded, or its weight doubled when estimating sampling errors.

CRWGT01 to CRWGT75

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

Table 2.5: Availability of variance estimation variables in the ICCS 2022 international database

Variance estimation variables	Data file types					
	ISA	ISG	ITG	ICG	ISE	ISL
JKZONES	•	•			•	•
JKREPS	•	•			•	•
SRWGT01 to SRWGT75	•	•			•	•
JKZONET			•			
JKREPT			•			
TRWGT01 to TRWGT75			•			
JKZONEC				•		
JKREPC				•		
CRWGT01 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 2022 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 2022 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 availability of the different identification variables across file types). 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 the identification of individual schools, students, or teachers in a country.

IDCNTRY

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 2022 target grade for all participating countries (representing eight years of schooling).

IDGRADE

IDGRADE identifies the tested grade of the participating students. In ICCS 2022, the value is "8" (= Grade 8) for most countries.

IDBOOK

IDBOOK identifies the specific test booklet that was administered to each student. The test booklets are given a numerical value depending on the scenario (as previously mentioned): for the paper-based test scenario (from 1 to 11), for the computer-based scenario (from 1 to 14), and for the bridging scenario (from 1 to 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. For

each country, unique matching tables were created and made available to authorized individuals. Still, with the scrambled identification variables, 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.

Table 2.6: Availability of identification variables in the ICCS 2022 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 forms or used otherwise in the process of within-school sampling is stored in the tracking variables (see Table 2.6 for the availability of the tracking variables across file types).

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 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”).

ITMODE_SQ/ ITMODE_R

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

ITMODE_SA

Administration mode of the student test in the data source: this variable indicates whether the student completed the civic knowledge test computer-based (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 information provided by countries on the survey administration (using IEA's WinW3S software) and was recoded. The value scheme consists of the country's operational code and the number of the national category (last two digits).

TCERTAN

This variable indicates whether a teacher was sampled with certainty.

ILRELIAB

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

Table 2.7: Availability of tracking variables in the ICCS 2022 international database file types

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

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 2022 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, a system of version numbers for the database was used. The version number of the ICCS 2022 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" is 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 and R: 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 and R 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 and R: 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 and R 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 and R: 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 2022 received only one of the 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 the 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 and R 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 and R: 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 2022 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.

Logically not applicable response codes (SPSS and R: 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”.

The length of the logically not applicable response code in the SPSS and R 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 “6,” 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 2022 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 2022 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, SAS and R.

2.7 Program files

The ICCS 2022 international database includes SPSS, SAS and R 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, SAS and R programs are part of the ICCS 2022 international database and are available in the IEA Study Data Repository at <http://www.iea.nl/data>.

2.8 Two versions of the ICCS 2022 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 2022 international database is available in two versions: Public Use Files (PUF) and Restricted Use Files (RUF). The public-use version is available for immediate access from the IEA Study Data Repository (<https://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 2022 results with this version of the ICCS 2022 international database. The restricted use files are 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 2022 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 public use version of the ICCS 2022 international database.

Table 2.8: 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	Included	Suppressed
IDSTRATI	Implicit stratum code	ICG, ITG, ISG, ISA, ISE, ISL	Included	Suppressed
ITMODE_C	Administration mode school	ICG	Included	Suppressed
ITMODE_T	Administration mode teacher	ITG	Included	Suppressed
ITMODE_SQ, ITMODE_R, ITMODE_SA	Administration Mode Student	ISG, ISA, ISE, ISL	Included	Suppressed
ITDEV	Administration Device / Student	ISA	Included	Suppressed
T_BIRTHY	Teachers' year of birth	ITG	Included	Suppressed
S_BIRTHY, S_BIRTHM	Students' year/month of birth	ISG	Included	Suppressed
ITDATE	Date of testing	ISG	Included	Suppressed

Notes:

RUF = Restricted Use Files, PUF = Public Use Files, 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 2.9: Disclosure risk edits for school questionnaire variables

Variables	Description	Data files	RUF	PUF
IC4G20	Public or private school	ICG	Included	Suppressed
C_PRIVATE	Public or private school-derived	ICG	Included	Suppressed
IC4G21A/IC4G21B	Total school enrollment	ICG	Included	Suppressed
C_SCSIZE	Total school enrollment - derived	ICG	Included	Categorized
IC4G22A/IC4G22B	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 Files, ICG = School Questionnaire File.

Table 2.10: Disclosure risk edits for student questionnaire

Variables	Description	Data files	RUF	PUF
IS4G01A, IS4G01B	Date of birth (month, year)	ISG	Suppressed	Suppressed
IS4G06A, IS4G06B	Female guardian's job (open-ended)	ISG	Suppressed	Suppressed
IS4G08A, IS4G08B	Male guardian's job (open-ended)	ISG	Suppressed	Suppressed

Notes:

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

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3. WEIGHTS AND VARIANCE ESTIMATION

Diego Cortes and Umut Atasever

3.1 Overview

This chapter introduces the use of weight and variance estimation variables in the International Civic and Citizenship Education Study (ICCS) 2022. The names and locations of these variables in the ICCS 2022 international database are described and their specific roles in student-, teacher-, and school-level analysis are explained. Examples demonstrating the importance of using the appropriate weighting and variance estimation techniques are given.

3.2 Estimation weights

Why weights are needed

A central objective of ICCS 2022 is to reach conclusions about an entire education system participating in the study. For this, all data in the ICCS 2022 international database were derived from randomly drawn samples of schools, classes, and teachers. This means that to make correct inference about population parameters the use of weighted estimators is necessary. Estimation weights in the publicly available database encapsulate two sets of information: 1) the selection probabilities that vary across sampling units; and 2) the unit nonresponse model implemented in ICCS 2022. Details about the sampling design are reported in Chapter 6 of the ICCS 2022 technical report (Schulz et al., 2024b), while details about the nonresponse model are reported in Chapter 10.

The ICCS 2022 sampling design leads to selection probabilities that vary across schools. The inverse of these probabilities (hereafter, sampling weights) reflects and compensates the disproportional selection probabilities of schools, students, and teachers. That is, a sampling unit with a small selection probability has a relatively large weight, and vice versa. Moreover, given that some sampled schools, students, or teachers refused to participate in the study, it was necessary to adjust the sampling weights such that participating units represent those that are nonparticipating. The adjustment is justified and described by the nonresponse model implemented in the study. Estimation (or total) weights are the product of sampling weights and adjustment factors at all levels of analysis. Details about weighting and adjustments are reported in Chapter 10 of the ICCS 2022 technical report (Schulz et al., 2024b).

3.2.1 Weight variables in the ICCS 2022 international database

Each record in the ICCS 2022 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 estimation weights, weighting factors, and weighting adjustments differ depending on the type of data. Only the value of the school base weight (variable WGTFACT1) is identical across all three types of datasets, as it is the sampling weight originated from the first sampling stage. Tables 3.1 – 3.3 list all the weighting factors and weighting adjustments for each population participating in ICCS 2022.

Student weight variables

Table 3.1 shows the student weight variables that are part of the ICCS 2022 international database.

Table 3.1: Weight variables in student data files

Variable	Description	Source Files
TOTWGTS	Total student weight	ISA, ISE, ISG, ISL
WGTFACT1	School base weight	ISG
WGTAJ1S	School non-participation adjustment for the student survey	ISG
WGTFACT2S	Class base weight	ISG
WGTAJ2S	Class non-participation adjustment	ISG
WGTAJ3S	Student non-participation adjustment	ISG

Teacher weight variables

Table 3.2 shows the weight variables in the teacher data files in the ICCS 2022 international database.

Table 3.2: Weight variables in teacher data files

Variable	Description	Source Files
TOTWGTT	Total teacher weight	ITG
WGTFAC1	School base weight	ITG
WGTAJ1T	School non-participation adjustment for the teacher survey	ITG
WGTFAC2T	Teacher base weight	ITG
WGTAJ2T	Teacher non-participation adjustment	ITG
WGTAJ3T	Teacher multiplicity adjustment	ITG

School weight variables

Table 3.3 shows the weight variables in the school data files of the ICCS 2022 international database.

Table 3.3: Weight variables in school data files

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

3.2.2 Selecting the appropriate weight variable

For analyzing the ICCS 2022 data, the appropriate weights must be selected. The decision about which weight to use 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 one data type only, 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 2022 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 is the percentage of students studying 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 is the

percentage of teachers working 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, SAS, or R) to aggregate the student or teacher data and to merge the resulting information to the school file.

For aggregating student data within schools, within-school weights (which are the product of class and student-level weight factors and adjustments $WGTFAC2S \times WGTADJ2S \times WGTADJ3S$), should be used.

Within-school teacher weights (defined as the product of teacher-level weight factors and adjustments $WGTFAC2T \times WGTADJ2T \times WGTADJ3T$), should be used for aggregating teacher data within the school.

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: “What is the percentage of schools in which more than 50 percent of the tested students do not speak the language of the test at home?”

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. This process is explained above.

Multi-level analysis

Working with aggregated or disaggregated data poses some methodological problems (for details, see Snijders & Bosker, 1999). It is possible to perform multi-level analysis with specialized software packages (e.g. HLM, Mplus, or R). For this type of analysis, users must compute the appropriate weights themselves. While the procedure outlined here may be applicable in a general sense, it is important to note that specific packages or software may require distinct sets of weights. Users are advised to consult the respective manuals for these packages or software to ensure the accurate application of weights.

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.

Finally, note that there is no unique way of using estimation weights in multi-level analysis, as this depends on how the estimation model is set up to examine the relationship of interest. Mang et al. (2021) provides an in-depth discussion about the use of estimation weights in multi-level regression models.

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 analysis.

Users of the IEA IDB Analyzer do not need to worry about the issue of international averages, since the software performs the correct calculations automatically. For calculating 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.

3.2.3 Example for analyzing weighted data

Not using weights in data analysis can lead to biased results. The following example illustrates the importance of using weights when conducting research with ICCS 2022 data.

A researcher may be interested in the average civic knowledge in Romania (variables PV1CIV, PV2CIV, PV3CIV, PV4CIV, and PV5CIV in ISG file). Using unweighted data (e.g., in SPSS), the mean of each plausible value is calculated and an average of the five values is calculated. Figure 3.1 shows that this average score is 461.03.

Figure 3.1: Example of unweighted analysis in SPSS

Descriptive Statistics

	N	Mean
Civic knowledge - 1st PV	2768	461.03
Civic knowledge - 2nd PV	2768	460.72
Civic knowledge - 3rd PV	2768	461.24
Civic knowledge - 4th PV	2768	460.59
Civic knowledge - 5th PV	2768	461.58
Valid N (listwise)	2768	

→ average: 461.03

But correctly using weighted data with the IEA IDB Analyzer, as in Figure 3.2, shows that in Romania, the correct estimate for civic knowledge is actually 470.

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

N of Cases	Sum of TOTWGTS	Sum of TOTWGTS (s.e.)	Percent	Percent (s.e.)	PVCIV (Mean)	PVCIV (s.e.)
2768	170349	19938.05	100.00	.00	470.12	9.11

The difference between the unweighted and the weighted result can be explained by the ICCS 2022 sampling design for Romania. The proportion of students from rural schools in the ICCS 2022 school sample is higher than the proportion of students in rural schools in the population. The sample was selected this way intentionally to meet ICCS minimum sample size requirements per explicit stratum. To balance out the disproportionate sample allocation, students from (some) rural schools were assigned relatively smaller weights. Since on average students from rural schools perform lower than students from urban schools, omitting weights leads to an under-estimate of the students' performance in Romania. The sampling weights compensate for that disproportional school sample.

3.3 Variance estimation

Since all information in ICCS 2022 is based upon sample data, analysts should report the uncertainty associated to the estimation of population parameters. Due to the complex sampling design used in ICCS 2022, it is not possible to calculate standard errors or to perform significance tests with standard software packages. While most of these programs implicitly assume that the data is derived from a simple random sample, the ICCS 2022 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 should account for this.

The ICCS 2022 international database contains variables that allow for the use of a variance estimation method known as the paired-jackknife repeated replication (JRR), which approximates the sampling distribution of estimated (population) parameters. These variables are referred to as “jackknife zones” and as “jackknife replicates.” The JRR method is implemented in the IEA IDB Analyzer software (for details about the JRR technique used in ICCS 2022, please refer to Chapter 12 of the ICCS 2022 technical report (Schulz et al., 2024b)).

3.3.1 Variance estimation variables in the ICCS 2022 international database

Table 3.4 shows student-level variance estimation variables (or “jackknife variables”) that are included in the ICCS 2022 international database.

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

Table 3.5 shows the jackknife variables included for teachers.

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

Table 3.6 shows the school-level jackknife variables that are included in the ICCS 2022 international database.

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	ITG
JKREPC	Jackknife replicate to which a school is assigned for school-level data analyses	ITG
CRWGT1 to 75	School jackknife replicate weight 1 to 75	ITG

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, data users 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 must specify the jackknife variables according to the requirements of the software. Usually, “zone” variables must be specified as “variance stratum” or “variance strata” variables, while the “rep” variables are commonly referred to as “cluster” variables.

3.3.3 Example for variance estimation

Not using the jackknife variables in data analysis will lead to incorrect measures to quantify the uncertainty in the estimation induced by the sampling design (i.e., standard errors of estimated parameters). The following example illustrates the importance of using the JRR technique for research and analysis with ICCS 2022 data.

A researcher may be interested in the average teacher age (variable T_AGE) in Romania. Using SPSS, he finds that the (weighted) average teacher age is about 45 years, and the standard error seems to be close to 0.2 years (see Figure 3.3).¹

Figure 3.3: Example of incorrect variance estimation in SPSS

Descriptive Statistics

	N ²	Mean	
	Statistic	Statistic	Std. Error
Teacher's age	2241	44.71	0.214
Valid N (listwise)	2241		

But using the JRR technique with the IEA IDB Analyzer, we find that the correct estimate for the standard error is larger than the SPSS estimate (see Figure 3.4).

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

N of Cases	Sum of TOTWGTT	Sum of TOTWGTT (s.e.)	Percent	Percent (s.e.)	T_AGE (Mean)	T_AGE (s.e.)
2241	66931.54	2346.76	100.00	.00	44.71	.31

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

¹ In Figure 3.3, the standard error of the mean age is calculated assuming a simple random sample $SE(\hat{\mu}_{age}) = \frac{\hat{\sigma}_{age}}{\sqrt{n}}$

² N = Number of cases

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4. ANALYZING THE ICCS 2022 DATA USING THE IEA IDB ANALYZER

Falk Brese and Yasin Afana

4.1 Overview

The current chapter describes the use of the IEA International Database Analyzer software (IEA, 2024) for analyzing the ICCS 2022 international data files. Used in conjunction with either SPSS (IBM Corporation, 2019), SAS (SAS Institute, 2016), or R (R Core Team, 2023) the IEA IDB Analyzer provides a user-friendly interface to easily merge the various data file types of the ICCS 2022 International Database and seamlessly takes into account the sampling information and the multiple imputed civic knowledge scores to produce accurate statistical results.

Example analyses will 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 2022 results included in the ICCS 2022 international report (Schulz et al., 2024a), as well as other useful analyses for investigating policy-relevant research questions.

Users should be able to perform statistical analyses with the IEA IDB Analyzer with a basic knowledge of the ICCS 2022 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, SAS, and R, all are well-known statistical analysis software packages. The IEA IDB Analyzer enables users to combine data files, either in SPSS, SAS, or R, from IEA's large-scale assessments and conduct analyses using either SPSS, SAS, or R, without actually writing programming code. The IEA IDB Analyzer generates SPSS, SAS, or R 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 main action 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. A third module converts SPSS files to R format for merging or analyzing in R.

R and RStudio can be downloaded and installed at no cost from r-project.org and posit.co, respectively (R Core Team, 2023; Posit Team, 2023). Version 5.0 of the IEA IDB Analyzer requires R version 4.2.0 or later. When running a script produced by the IEA IDB Analyzer, RStudio will print in the console a list of necessary packages.

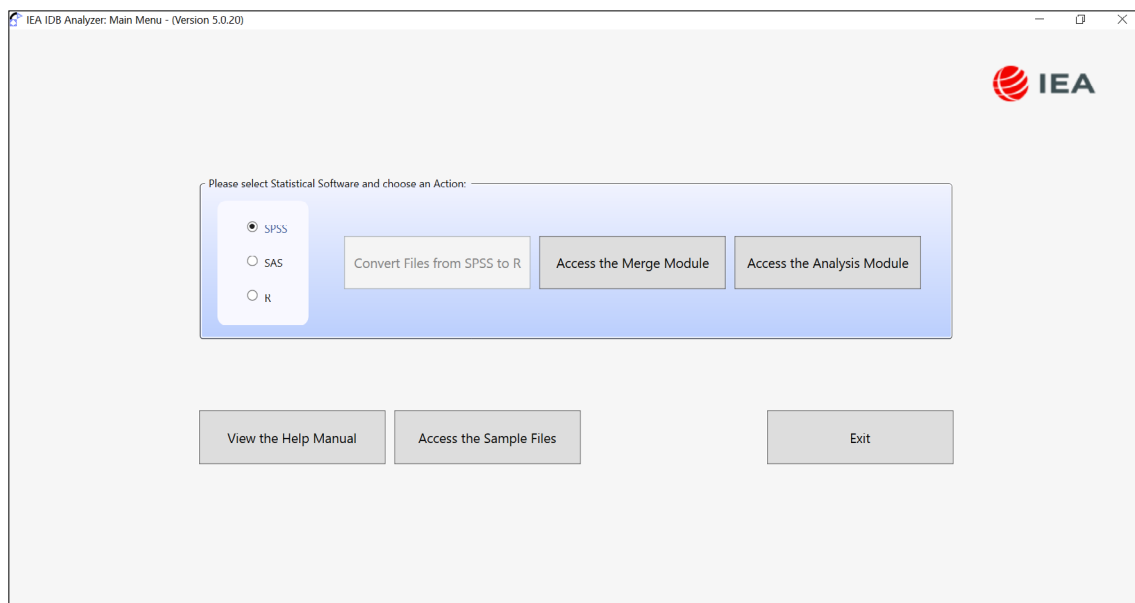
The latest version of the IEA IDB Analyzer (version 5.0) is available for download from the IEA website: <http://www.iea.nl/data>. Once installed, the IEA IDB Analyzer can be accessed by using the START menu in Windows:

Start → IEA → IEA IDB Analyzer

When the IEA IDB Analyzer application is launched, the main window will appear, as shown in Figure 4.1. Users first need to select either SPSS, SAS, or R 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 2022 International Database.

The main window will direct users to **Convert Files from SPSS to R**, the **Merge Module**, the **Analysis Module**, the **Help** manual, some example **Sample Files**, or to simply **Exit** the application. The IEA IDB Analyzer has an extensive manual, accessible from everywhere in the application 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, SAS, or R

The current section describes how the original answers from students to the civic knowledge assessment items can be scored. The original answers on multiple-choice items are located in the student test data files (ISA). The ICCS 2022 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. This section describes how to score the multiple-choice items in case 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 2022 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 worth a total of zero, one, two or three score points. Scorers from the national centers were trained to use the scoring guides to score the answers to these questions. The numbers 0 through 3 are used to represent the scored responses to these items and also represent their point values—"0" for incorrect response, "1" or "2" for partially correct response and "2" or "3" for correct response, depending on the item. For both types of items, special codes are 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 responses including missing responses except "not administered"), as well as responses coded to the special missing codes, in order to carry out specific item-level analyses. The user of the database can get 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 "*". In case of constructed-response items, they have been already scored in advance by the national centers in each country.

The ICCS 2022 International Database includes a SPSS program (ISASCRC4.SPS), a SAS program (ISASCRC4.SAS), and an R program (ISASCRC4.R) which all allow you to recode the items from the civic knowledge data files to their score level. The program will convert the response option codes for multiple-choice items to dichotomous score levels (0 or 1) based on each item's scoring key. It will also convert the special missing codes as either incorrect (0) or missing. By default, the not administered response code is left as missing and the omitted and not reached response codes as incorrect. These default settings can be modified, depending on the requirements of your item-level analyses. For example, not reached responses were treated as missing for the purpose of calibrating the ICCS 2022 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, you should do the following:

1. Open the SPSS data file containing the civic knowledge items data (e.g. ISABGRC4.sav);
2. Open the SPSS program file ISASCRC4.SPS;
3. Press CTRL+A followed by CTRL+R to submit the code for processing;
4. 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 you would like not reached responses to be treated as missing rather than incorrect, you need to adapt the recode statement for each variable. For example, for variable CI2ASM1 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.
```

Adapt all recode statements accordingly. You can do that in one go for all recode statements by replacing “(8=8)” with “(6=6) (8=8)”.

Figure 4.2 shows a condensed version of the SPSS program that scores the international civic knowledge items.

Figure 4.2: Example of ISASCRC4.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) (1=1) (else=0) into CI3VGM1_R.
...
exe.
missing values CI2ASM1_R (6,8).
missing values CI3ULM1_R (6,8).
...
```

4.2.2 SAS scoring syntax

To use the SAS syntax, you will need to adapt the program code in the ISASCRC4.SAS program. You should do the following:

1. Open the SPSS program file ISASCRC4.SAS;
2. Specify the path to your data file in the “libname” statement;
3. Specify the file name of your data file in the “set” statement;
4. Submit the edited code for processing in SAS;
5. Save the resulting SAS data file.

The program recodes the items into new variables. If you would like not reached responses to be treated as missing rather than incorrect, you need to adapt add 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 that scores the international civic knowledge items.

Figure 4.3: Example of ISASCRC4.sas SAS program for converting item response codes to their score level

```
libname test "D:\ICCS";
data ISAINTC4_SCR;
  set test.ISAINTC4;

  format CI2ASM1_R CI2ASM2_R CI2BIO1_R CI2BPM1_R
  ...
  array items{*} CI2ASM1 CI2ASM2 CI2BIO1 CI2BPM1
  ...
  array Ritems{*} CI2ASM1_R CI2ASM2_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;
```

In this example, the SAS data file of student achievement data files is called ISAINTC4, located in the folder D:\ICCS, and contains the civic knowledge test items. The resulting data file with the scored items will be called ISAINTC4_SCR and located in the same folder.

4.2.3 R scoring syntax

Figure 4.4 shows a condensed version of the ISASCRC4.R program to score the individual ICCS 2022 items. All R, SPSS, and SAS programs have a similar structure (see Figures 4.2 and 4.3). To score each individual ICCS 2022 item, the program code in the R score program must be adapted by completing the following steps:

1. Open ISASCRC4.R with R or RStudio (Posit Team, 2023)
2. At the end of the program, specify the folder where the merged R data file of student achievement data files is located in the argument indir
3. Specify the folder where the merged R data file of scored achievement items will be located in the argument outdir
4. Specify the name of the merged student achievement R data file in the argument infile
5. Submit the edited code for processing by R

In this example, the merged R data file of student achievement data files is called ISABGRC4, located in the folder D:\ICCS, and contains the achievement item variables. The resulting data file of scored achievement items will be called ISABGRC4_SCR and saved in the location specified in the outdir argument. In this case, the same folder was used for both indir and outdir. Note that in R, (forward) slashes (/) should be used instead of backslashes in the file path, so the folder path in Figure 4.4 is given as: D:/ICCS/. If using SPSS or SAS, backslashes should be used.

Figure 4.4: Example of ISASCRC4.R R program for converting item response codes to their score level

```
scoreit <- function(data, item, type, right, NR, OM, other){
  . . .
}

Doit <- function(indir=getwd(), outdir=getwd(), infile=""){
  . . .
  # Score multiple-choice items with A key
  Aright <- c(<List of multiple-choice items where A is correct>)
  Data <- scoreit(data, item=Aright, type="MC", right=1, NR=6, OM=9, other=7)

  # Score multiple-choice items with B key
  Bright <- c(<List of multiple-choice items where B is correct>)
  Data <- scoreit(data, item=Bright, type="MC", right=2, NR=6, OM=9, other=7)

  # Score multiple-choice items with C key
  Cright <- c(<List of multiple-choice items where C is correct>)
  Data <- scoreit(data, item=Cright, type="MC", right=3, NR=6, OM=9, other=7)

  # Score multiple-choice items with D key
  Dright <- c(<List of multiple-choice items where D is correct>)
  Data <- scoreit(data, item=Dright, type="MC", right=4, NR=6, OM=9, other=7)

  # Score constructed-response items
  Constr <- c(<List of constructed-response items>)
  Data <- scoreit(data, item=constr, type="CR", right="", NR=6, OM=9, other=7)

  . . .
}

doit(indir = "D:/ICCS/",
     outdir = "D:/ICCS/",
     infile = "ISABGRC4")
```

The data file of scored achievement items will have the same data structure as the student achievement data files (ISA), but with the score levels stored in the item variables instead of the student responses. The analysis module of the IEA IDB Analyzer will be able to conduct analyses with this data file.

By default, the score programs treat **Omitted** and **Not Reached** responses as missing. If **Omitted** and/or **Not Reached** responses are to be treated as incorrect rather than missing, users should replace the following lines of R code (which appear twice in the programs, once for multiple-choice items and once for constructed-response items):

```
== NR ~ NaN, # Not Reached
== OM ~ NaN, # Omitted
```

with these statements:

```
== NR ~ 0, # Not Reached
== OM ~ 0, # Omitted
```

4.3 Merging files with the IEA IDB Analyzer

The ICCS 2022 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, e.g., merging student and school data into single SPSS dataset. This will allow analyzing the student data in relation with certain characteristics of the school they attend using the IEA IDB Analyzer Analysis Module later.

Table 4.1 provides an overview of possible combinations of data file types that the ICCS 2022 design allows to be merged at different levels. The grey-shaded cells on the diagonal represent the merges for the same file type. As the table shows,

- 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, but merging teacher questionnaire files with

any of the student files (student questionnaire, student test, and regional questionnaire data files) is not possible. The reason for this lies in the study's sample design—the ICCS 2022 teacher target population includes all teachers from the students' target grade. These are usually not only the teachers who teach the sampled students, so that teacher data cannot be directly linked to student data.³

- Also, the user will not be able to merge data from different regional questionnaires (European and Latin American) because students only answered the one questionnaire designed for the region they live (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 for files not found for specific countries. In general, it will list all countries that did not administer the specific regional questionnaire—European countries did not administer the Latin American regional questionnaire for example. Countries will also be listed if they belong to a region for which a regional questionnaire had been developed, but the country did not administer it. For example, there are European countries that decided not to use the European questionnaire. Such cases will be listed by the IEA IDB Analyzer in a warning message.

Table 4.1: Possible merging between different file types in ICCS 2022

	ISA	ISG	ITG	ICG	ISE	ISL
ISA	X	X		X	X	X
ISG	X	X		X	X	X
ITG			X	X		
ICG	X	X	X	X	X	X
ISE	X	X		X	X	
ISL	X	X		X		X

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.

4.3.1 Merging data from different countries

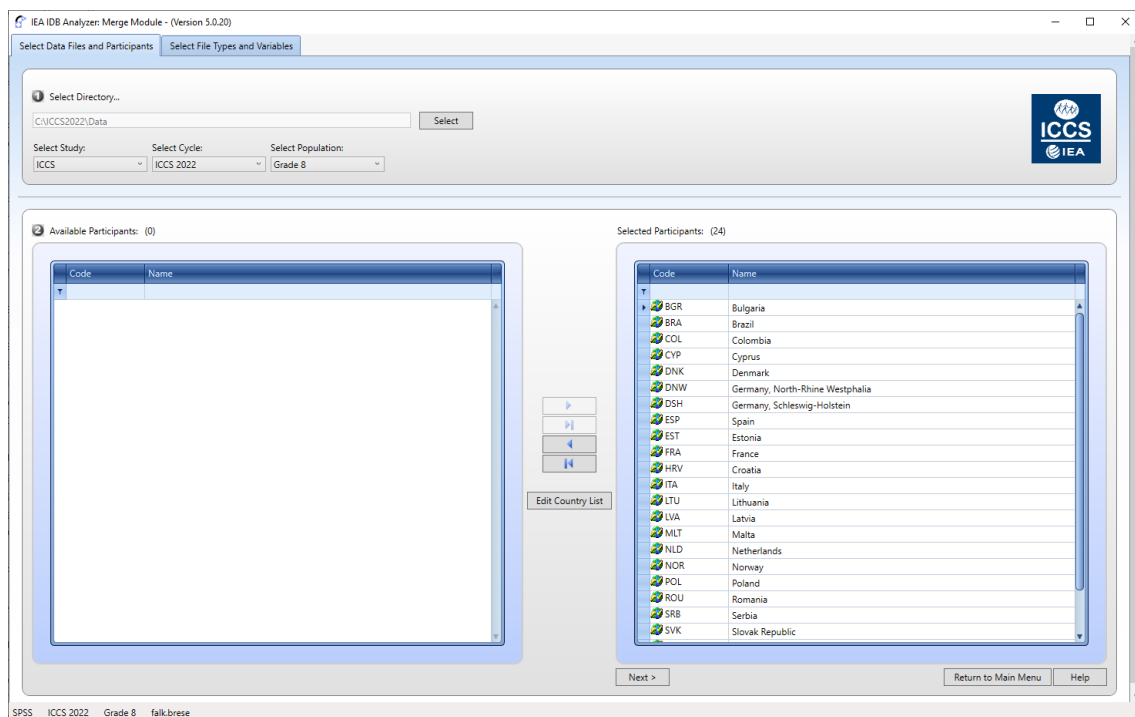
Merging the files from different countries on a single level is simple. The same steps apply for merging school questionnaire, teacher questionnaire or any other file types. The following example will create an SPSS, SAS, or R data file⁴ with student questionnaire data from all countries participating in ICCS 2022, not including the benchmarking participants North Rhine-Westphalia (Germany) and Schleswig-Holstein (Germany):

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, click the **Select** button in the **Select Directory** section and browse to the folder where all ICCS 2022 data files are located. For example, in Figure 4.5, all SPSS data files are located in the folder titled "C:\ICCS2022\Data". The program will automatically recognize and complete the **Select Study**, **Select Year**, and **Select Grade** fields and list all countries 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 Figure 4.5, ICCS 2022 eighth grade is selected.
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 Figure 4.5, all available ICCS 2022 countries are selected.

³ For more details on the ICCS 2022 sampling strategy and procedures see Chapter 5 of the ICCS 2022 technical report (Schulz et al., (2024b)).

⁴ Depending on the software selected in the main menu of the IEA IDB Analyzer.

Figure 4.5: IEA IDB Analyzer Merge Module: Selecting countries



- 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, as shown in Figure 4.6, to select the file types and the variables to be included in the merged data file.
- 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 4.6).
- 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 Variables 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 our example, we will select all student variables for merging.
- 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, SAS, or R syntax file (*.SPS, *.SAS, or *.R) of the same name and in the same folder with the SPSS, SAS, or R code used to perform the merge. In the example shown in Figure 4.6, the SPSS data file ISGALLC4.SAV as well as the syntax file ISGALLC4.SPS is stored in the "C:\ICCS2022\Work" folder. When using SAS, the resulting files would be ISGALLC4.sas7bdat (data) and ISGALLC4.sas (syntax). When using R, the resulting files would be ISGALLC4.RData (data) and ISGALLC4.R (syntax). The merged data file will contain student questionnaire data with the variables shown in the **Selected Variables** panel on the right.

4.3.2 Merging student questionnaire and regional questionnaire files

Student questionnaire files contain contextual variables related with students' background characteristics, their perceptions and behaviors. The regional questionnaire data files contain variables addressing specific regional issues and aspects in civic and citizenship education. As the use of the regional questionnaire instrument was optional, not all countries participated in that option. For example, some European countries decided not to use 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 for 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:

- **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.
- 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.
- Next, **check the checkbox** next to the Latin American/European Student File (which one will depend on your interest). Based on your country selection, the IEA IDB Analyzer might display a warning that certain countries do not have data for the selected regional data. Close the warning message and select the variables of interest from the **Background Variables and Scores** panel in the same manner as described in step 1 and 2.
- **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 in the same folder with the code necessary to perform the merge.
- 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 to be checked throughout the selection of variables. Unchecking a file type will result 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 2022 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 for providing 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, so that the school data 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 type of school (public vs. private) as grouping variable, the Total Student Weight would be selected as weighting variable. The results then would be interpreted as percentages of students

who study in either public or private schools, e.g. “In Spain, 69% of the 8th grade students study in public schools, and 31% in private schools.”

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 4.3.1. 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:

- **Check the checkbox** next to the **Teacher Questionnaire File** type so that it appears checked. The ID and sampling variables are selected automatically and already listed in the right panel.
- 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.
- Next, **check the checkbox** next to the **School Questionnaire File** type. Based on your country selection, the IEA IDB Analyzer might display a warning that certain countries do not have data for the selected regional questionnaire. Close the warning message and select the variables of interest from the **Background Variables and Scores** panel in the same manner as described in step 1 and 2.
- **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 in the same folder with the code necessary to perform the merge.
- 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 analysis examples described in this chapter, the following merged data files including all available context and background variables and scores should be created:

- ISGALLC4.SAV Merge the student questionnaire (ISG) data files for all countries
- ITGALLC4.SAV Merge the teacher questionnaire (ITG) data files for all countries
- CGISGALLC4.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. Table 4.2 shows the statistical procedures available in the Analysis Module of the IEA IDB Analyzer.

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.

Statistic Type	Description
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.

Notes:

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

All available features of the IEA IDB Analyzer are described extensively in its 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., 2024b). 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 into specific variable fields according to their purpose, see Table 4.3 below.

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

Field	Description
Grouping Variables	This is a list of variables to define 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 2022 sampling weights.

4.5 Performing analyses with student-level variables

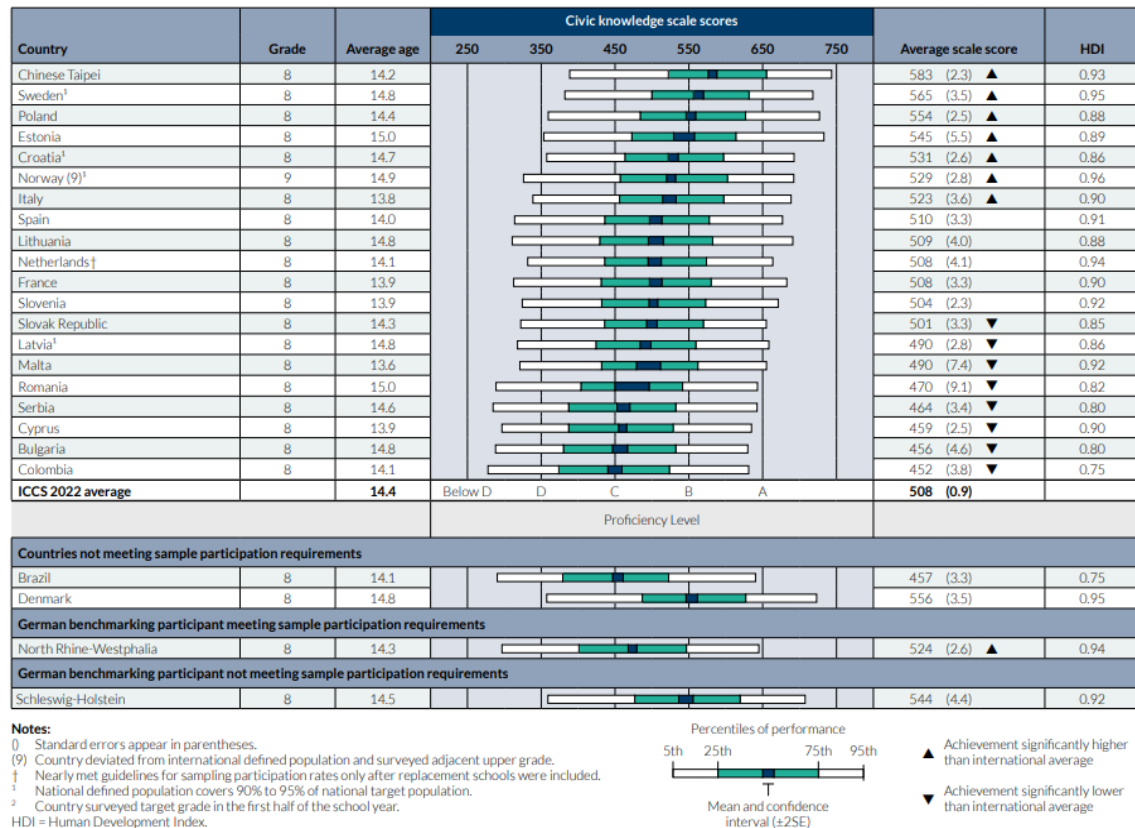
Many analyses of the ICCS 2022 data can be undertaken using student-level data only. This section presents examples of analyses used to produce tables for the ICCS 2022 international report—examples of percentages only, percentages and means, linear regression analyses and computing percentages of students reaching proficiency levels are included in this section. Additionally, conducting correlation analysis will be described.

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. The results, presented in Table 3.9 of the ICCS 2022 international report, are reproduced here in Figure 4.8. This example will focus on the results presented in the third column—the average age at the time of testing. We want to report the average ages (with their appropriate standard errors) and therefore we will be computing means without civic knowledge scores.

Figure 4.8: Table of example student-level analysis without civic knowledge scores taken from the ICCS 2022 international report (Table 3.9)

Table 3.9: Distributions of civic knowledge



We need to undertake a number of steps to replicate the results in this table. After reviewing the student questionnaire data codebook, we identify the student questionnaire data variable S_AGE as the numeric variable reporting the age of students at the time of testing.

After creating the merged data file for the analysis, we use the analysis module of the IEA IDB Analyzer to perform our analysis in the following steps:

1. Open the **Analysis Module** of the IEA IDB Analyzer.
2. Select the merged data file ISGALLC4.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 **2** as the Number of Decimals and **Yes** for the Show Graphs Option as some additional settings of the output.
7. The variable IDCNTRY 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 it. Select S_AGE from the list of available variables and 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: an SPSS syntax file that contains the code for performing the analysis, and after running the syntax file an SPSS data file with the results, an SPSS output file and an Excel file with these same results, and another two files with significant test results, one as an SPSS data file, and the other on as an Excel file.
11. Press 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 4.9 shows what the IEA IDB Analyzer analysis module window looks like if all information is completed for our example. The results are displayed in Figure 4.10 though only the first countries are displayed to save space (this will be done for all analysis examples). Note that the IEA IDB Analyzer also displays an average of statistics for all countries included in the analysis at the end of the results tables ("Table Average").

In this example, each country's average for variable S_AGE is reported for all sampled students. The countries are identified in the first column. The second column reports the number of valid cases. The third column reports the sum of weights of the sampled students, followed by the percent, mean, and standard deviation, each accompanied by its jackknife standard error. The last but one column contains the percentage of missing cases, and the last column shows the number of variance strata contributing cases.

From the first line shown in Figure 4.10, we see that in Bulgaria valid data were available for 3,108 students and these sampled students represent a population of about 55,905 students. The estimate for the mean age of Bulgarian students was 14.83 years at the time they took the ICCS 2022 test, with a standard error of 0.01 years.

Figure 4.9: IEA IDB Analyzer setup for example student-level analysis without plausible values

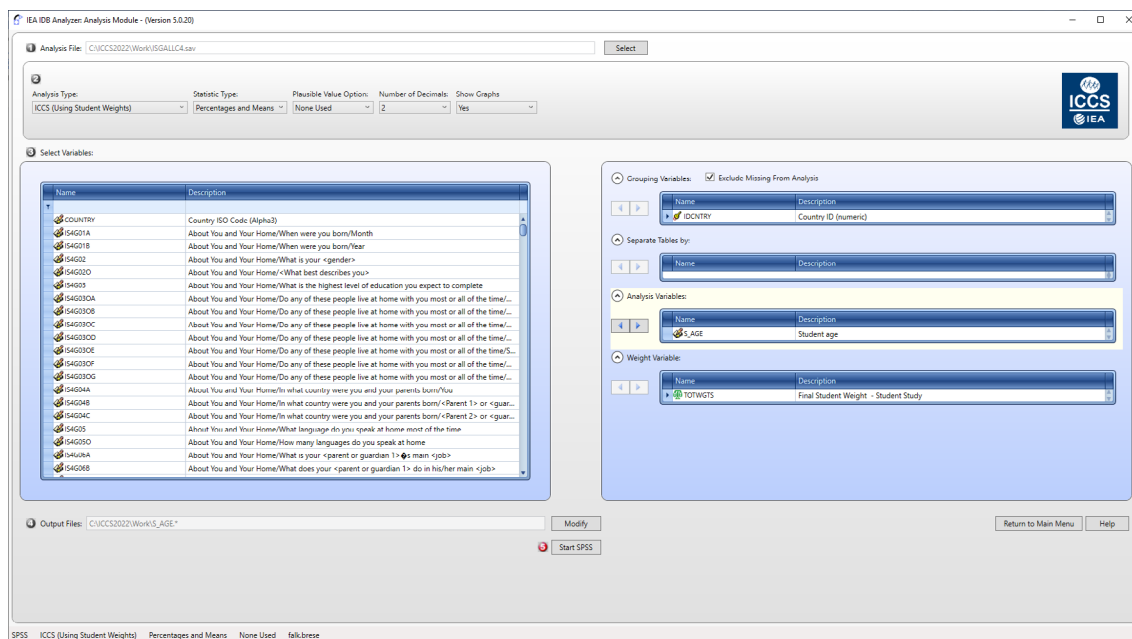


Figure 4.10: Output for example student-level analysis without civic knowledge scores

Average for S_AGE by (IDCNTRY)											
PAGE 1											
Country ID (numeric)	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.)	Percent Missing	nvarstrat
Brazil	5885	2764272,59	70665,26	38,56	,63	14,10	,02	,73	,02	,00	75
Bulgaria	3108	55904,59	1280,08	,78	,02	14,83	,01	,42	,02	,18	73
Chinese Taipei	3852	185537,84	3234,70	2,59	,06	14,21	,01	,37	,01	,00	75
Colombia	4192	741240,91	25486,39	10,34	,35	14,10	,04	1,02	,02	,04	75
Croatia	2759	36519,71	562,71	,51	,01	14,67	,01	,33	,01	,00	72
...											
Table Average	.	.	.	4,17	,04	14,41	,00	,46	,00	.	.

4.5.2 Student-level analysis with civic knowledge scores

In our second example, we want to replicate another set of results presented in the ICCS 2022 international report. We are interested in investigating the relationship between students' gender and civic knowledge, the latter being represented by a set of five plausible values. These results, presented in Table 3.14 of the ICCS 2022 international report, are repeated here in Figure 4.11. Since the results in this table are based on plausible values, we need to make sure we include them when we create the file using the merge module, and also to indicate that our analysis will make use of civic knowledge scores when we specify the analysis type.

Figure 4.11: Table of example student-level analysis with civic knowledge scores taken from the ICCS 2022 international report (Table 3.14)

Table 3.14: Gender differences in civic knowledge

Country	Mean scale score females	Mean scale score males	Gender difference (female-male)	Gender difference (female-male)			
				-50	0	50	100
Bulgaria	477 (5.3)	436 (5.9)	41 (6.5)				
Sweden [†]	583 (4.5)	546 (4.0)	37 (4.8)				
Lithuania	527 (4.3)	491 (4.5)	35 (4.1)				
Norway (9) [†]	550 (3.0)	514 (3.4)	36 (3.3)				
Romania	487 (8.7)	454 (10.0)	33 (4.9)				
Cyprus	476 (3.4)	443 (3.2)	33 (4.3)				
Latvia [‡]	507 (3.2)	474 (3.4)	33 (3.4)				
Croatia [‡]	547 (3.2)	515 (3.8)	31 (4.7)				
Slovenia	519 (2.8)	490 (3.1)	29 (3.7)				
Malta	503 (8.5)	476 (8.7)	26 (8.7)				
Serbia	476 (3.5)	451 (4.4)	25 (4.1)				
Italy	537 (4.5)	510 (3.7)	27 (3.9)				
Poland	566 (2.7)	542 (3.4)	24 (3.5)				
Estonia	558 (5.6)	533 (6.2)	24 (4.9)				
Slovak Republic	511 (3.6)	492 (4.0)	19 (3.9)				
Chinese Taipei	594 (2.5)	574 (3.3)	20 (3.8)				
Spain	519 (3.6)	502 (4.0)	17 (3.9)				
France	515 (3.6)	502 (4.2)	13 (4.2)				
Netherlands [†]	514 (5.8)	504 (4.7)	10 (6.5)				
Colombia	456 (4.9)	449 (4.3)	6 (5.2)				
International average	521 (1.0)	495 (1.1)	26 (1.1)				
Countries not meeting sample participation requirements							
Brazil	467 (3.4)	446 (4.0)	22 (3.5)				
Denmark	575 (4.1)	543 (4.2)	33 (4.9)				
German benchmarking participant meeting sample participation requirements							
North Rhine-Westphalia	525 (3.7)	524 (3.0)	2 (4.1)				
German benchmarking participant not meeting sample participation requirements							
Schleswig-Holstein	547 (5.7)	541 (5.8)	6 (7.7)				

Notes:

Statistically significant differences ($p < 0.05$) are displayed in **bold**.
Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

(†) Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

[†] Nearly met guidelines for sampling participation rates only after replacement schools were included.

[‡] National defined population covers 90% to 95% of national target population.

■ Gender difference statistically significant at $p > 0.05$
□ Gender difference not statistically significant at $p > 0.05$

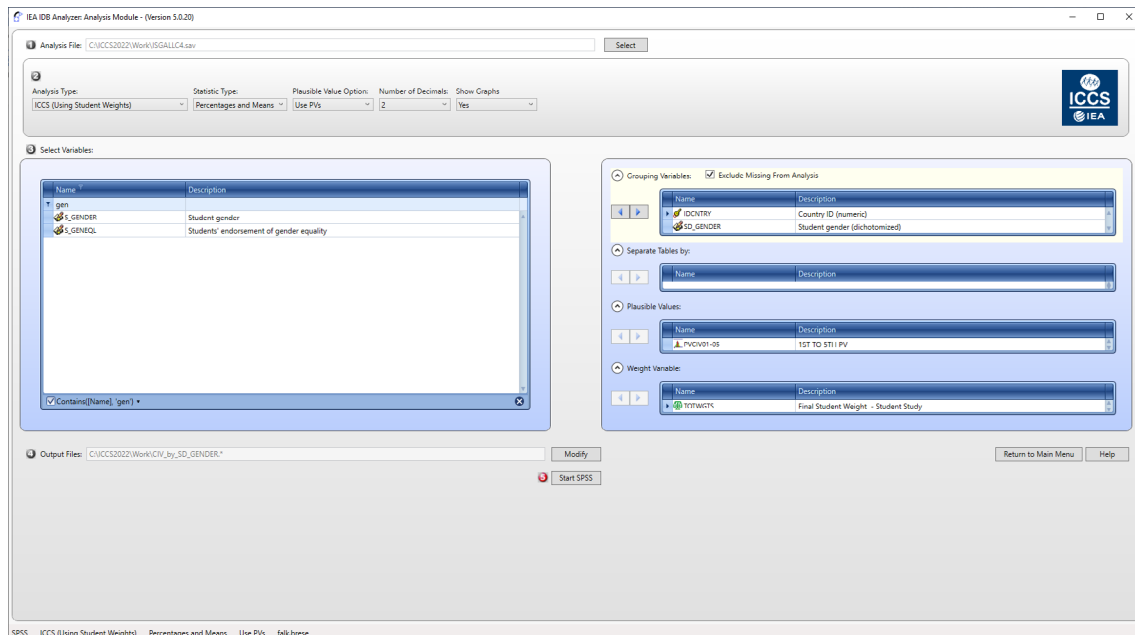
After reviewing the codebooks, we observe that the variable SD_GENDER contains (dichotomous) categorical information on the gender of the student, and this variable is found in the student questionnaire data files.

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. Once you have opened the analysis module and selected the ISGALLC4.SAV data file, the steps in the IEA IDB Analyzer are as follows:

1. Open the **Analysis Module** of the IEA IDB Analyzer.
2. Select the merged data file ISGALLC4.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 SD_GENDER as a second **Grouping Variable**. The variable IDCNTY 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 will prompt you to confirm or cancel overwriting already existing files.

Figure 4.12 below displays the analysis module with the proper settings for this example analysis. The output for this setup is shown in Figure 4.13.

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



In this example, each country's results are presented on two lines, one for each of the dichotomized gender, which are the values of the SD_GENDER variable. The countries are identified in the first column and the second column describes the category of SD_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. The next two columns report the percentage of students in each category and its standard error, followed by the estimated mean civic knowledge and its standard error. The standard deviation of the civic knowledge scores and its standard

error are reported in the next two columns. The last but one column contains the percentage of missing cases, and the last column shows the number of variance strata contributing cases to the corresponding group.

From Figure 4.13, we see that in Bulgaria 50.49 percent of the target population students are boys, and 49.51 percent are girls (standard error of 1.81%). We also see that the mean civic knowledge is 435.57 (standard error of 5.91) for boys and 467.80 (standard error of 5.32) for girls.

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

Average for PVCIV by IDCNTY SD_GENDER												
PAGE 1												
Country ID (numeric)	Student gender (dichotomized)	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.)	pctmiss	nvarstrat
Brazil	Boy	2931	1363970	36650,56	49,34	,75	445,61	3,98	102,27	2,38	,00	75
	Girl	2954	1400303	45055,93	50,66	,75	467,45	3,40	100,65	2,77	,00	75
Bulgaria	Boy	1510	28265	1319,79	50,49	1,81	435,57	5,91	101,17	2,76	,00	73
	Girl	1601	27712	1049,69	49,51	1,81	476,80	5,32	101,86	2,65	,00	73
Chinese Taipei	Boy	1965	94526	2160,45	51,40	,78	573,62	3,30	91,32	1,90	,00	75
	Girl	1850	89376	2152,15	48,60	,78	594,12	2,48	82,62	1,60	,00	75
Colombia	Boy	2159	306713	14592,53	52,20	1,37	449,17	4,34	89,46	2,20	,00	75
	Girl	2030	354092	17705,76	47,80	1,37	455,54	4,00	89,76	1,89	,00	75
Croatia	Boy	1347	17749	401,03	40,60	1,09	515,26	3,03	06,01	2,41	,00	72
	Girl	1412	18771	493,42	51,40	1,09	546,50	3,18	76,70	2,26	,00	72
...												
Table Average	Boy	.	.	.	50,80	,28	497,86	,99	97,35	,51	.	.
	Girl	.	.	.	49,20	,28	522,22	,94	91,98	,52	.	.

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 & 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. Figure 4.14 shows the first rows of this file.

Figure 4.14: 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	R	S
1	IDCNTY	dvar	groupvar	refgroup	compgroup	pct	pct_se	cpct	cpct_se	pctdiff	pctdiff_se	pctdiff_t	mnpv	mnpv_se	cmnpv	cmnpv_se	mnpvdiff	mnpvdiff_t	mnpvdiff_we
2	Brazil	PVCIV	SD_GENDI	Boy	Boy	49.34	0.75	49.34	0.75	0.00	0.00	#NULL!	445.61	3.98	445.61	3.98	0.00	0.00	#NULL!
3	Brazil	PVCIV	SD_GENDI	Boy	Girl	49.34	0.75	50.66	0.75	1.31	1.51	0.87	445.61	3.98	467.45	3.40	21.84	3.51	6.21
4	Brazil	PVCIV	SD_GENDI	Girl	Boy	50.66	0.75	49.34	0.75	-1.31	1.51	-0.87	467.45	3.40	445.61	3.98	-21.84	3.51	-6.21
5	Brazil	PVCIV	SD_GENDI	Girl	Girl	50.66	0.75	50.66	0.75	0.00	0.00	#NULL!	467.45	3.40	467.45	3.40	0.00	0.00	#NULL!
6	Bulgaria	PVCIV	SD_GENDI	Boy	Boy	50.49	1.81	50.49	1.81	0.00	0.00	#NULL!	435.57	5.91	435.57	5.91	0.00	0.00	#NULL!
7	Bulgaria	PVCIV	SD_GENDI	Boy	Girl	50.49	1.81	49.51	1.81	-0.99	3.63	-0.27	435.57	5.91	476.80	5.32	41.23	6.46	6.38
8	Bulgaria	PVCIV	SD_GENDI	Girl	Boy	49.51	1.81	50.49	1.81	0.99	3.63	0.27	476.80	5.32	435.57	5.91	-41.23	6.46	-6.38
9	Bulgaria	PVCIV	SD_GENDI	Girl	Girl	49.51	1.81	49.51	1.81	0.00	0.00	#NULL!	476.80	5.32	476.80	5.32	0.00	0.00	#NULL!
10	Chinese T	PVCIV	SD_GENDI	Boy	Boy	51.40	0.78	51.40	0.78	0.00	0.00	#NULL!	573.62	3.30	573.62	3.30	0.00	0.00	#NULL!
11	Chinese T	PVCIV	SD_GENDI	Boy	Girl	51.40	0.78	48.60	0.78	-2.80	1.57	-1.78	573.62	3.30	504.12	2.48	-69.50	2.76	-5.45

The 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 we got already from the SPSS output (see Figure 4.13; girls score 435.57, boys score 476.80). Row 7 in Figure 4.14 shows that in Bulgaria, boys score 41.23 score points higher on the civic knowledge scale (with a standard error of 6.46). Column S provides the t-value of this difference, which in this case is 6.38. Opting for a 95 percent confidence level, this difference is statistically significant, as the absolute value of that t-value (6.38) 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 for a regression analysis with civic knowledge scores using student-level variables selected in the example merged data file ISGALLC4.SAV.

The IEA IDB Analyzer can also be used to compute regression analysis without civic knowledge scores. The steps

for such an analysis would be 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 2022 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—indicating if the language the ICCS assessment was taken is 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 ISGALLC4.SAV and the standard errors will be computed based on 75 sets of replicate weights.

The example regression analysis is performed by the analysis module of the IEA IDB Analyzer with the completed analysis window shown in Figure 4.15, using the following steps:

1. Open the **Analysis Module** of the IEA IDB Analyzer.
2. Specify the data file ISGALLC4.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 IDCNTRY 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 independent variables selected as categorical variables have two categories and it will select the first category according to the coding of the variable (i.e., the code with the lowest value) as the reference category. In our example, S_TLANG has two valid categories and code 0 (language of test is not equal to the language spoken at home) is selected as 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 you to confirm overwriting already existing files.

Figure 4.15: IEA IDB Analyzer setup for example student-level regression analysis with civic knowledge scores

The results of this analysis are presented in Figure 4.16. We see that in Bulgaria the estimated mean civic knowledge of target-grade students speaking the language of test at home (Constant) is 386.12, with a standard error of 9.13. The Bulgarian target-grade students speaking the language of test at home have an estimated mean civic knowledge score 80.24 points (S_TLANG_D2) higher than Flemish students not speaking the language of test at home with standard error of 9.65. The estimated t-test value is 7.52 (Stndrdzd. Coefficient (t-value)) which in absolute value is greater than 1.96, indicating that this difference is statistically significant at a 95 percent confidence level. In the model statistics section of the results output, we can see that in Bulgaria about 6 percent of the variance in student civic knowledge is explained by whether the language the ICCS test was taken was the language spoken at home.

Figure 4.16: Output for example student-level regression analysis with civic knowledge scores

Regression Coefficients							
PAGE 1							
IDCNTRY	Variable	Regression Coefficient	Regression Coefficient (s.e.)	Regression Coefficient (t-value)	Stndrdzd. Coefficient	Stndrdzd. Coefficient (s.e.)	Stndrdzd. Coefficient (t-value)
Brazil	(CONSTANT)	428,36	30,41	14,08	.	.	.
	S_TLANG_D2	29,13	30,23	,96	,03	,03	1,11
Bulgaria	(CONSTANT)	386,12	9,13	42,30	.	.	.
	S_TLANG_D2	80,24	9,65	8,32	,25	,03	7,53
Chinese Taipei	(CONSTANT)	535,50	6,00	89,19	.	.	.
	S_TLANG_D2	52,08	5,73	9,09	,16	,02	8,66
Colombia	(CONSTANT)	433,44	13,55	32,00	.	.	.
	S_TLANG_D2	19,43	12,70	1,53	,03	,02	1,51
Croatia	(CONSTANT)	494,47	17,54	28,19	.	.	.
	S_TLANG_D2	38,14	17,34	2,20	,06	,03	2,20
...							
Table Average	(CONSTANT)	467,13	2,38	196,05	.	.	.
	S_TLANG_D2	49,46	2,39	20,70	,16	,01	26,34

Model Statistics				
PAGE 1				
IDCNTRY	R-Square	R-Square (s.e.)	Adjusted R-Square	Adjusted R-Square (s.e.)
Brazil	,00	,00	,00	,00
Bulgaria	,06	,02	,06	,02
Chinese Taipei	,03	,01	,03	,01
Colombia	,00	,00	,00	,00
Croatia	,00	,00	,00	,00
...				
Table Average	,04	,00	,04	,00

4.5.4 Calculating percentages of students reaching proficiency levels

This section describes the IEA IDB Analyzer's ability 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 four ICCS 2022 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; Level A - 563 score points and above) using the merged ISGALLC4.SAV data file. These results, presented in Table 3.10 of the ICCS 2022 international report, are provided in Figure 4.17.

Figure 4.17: Example table of proficiency levels analysis taken from the ICCS 2022 international report (Table 3.10)

Table 3.10: Percentages of students at each proficiency level of civic knowledge

Country	Below Level D	Level D	Level C	Level B	Level A	
Chinese Taipei	0.3 (0.1)	2.8 (0.4)	9.3 (0.7)	25.5 (1.1)	62.1 (1.2)	
Sweden [†]	1.2 (0.3)	6.4 (0.7)	14.3 (0.8)	25.2 (0.9)	52.8 (1.4)	
Poland	0.5 (0.2)	4.3 (0.5)	15.4 (0.8)	32.2 (1.1)	47.6 (1.3)	
Estonia	0.8 (0.3)	5.5 (0.7)	18.9 (1.3)	31.5 (1.5)	43.4 (2.4)	
Croatia [‡]	2.6 (0.4)	9.3 (0.7)	18.1 (0.8)	29.4 (0.8)	40.6 (1.2)	
Norway (9) [†]	^ ^	5.0 (0.6)	20.9 (1.1)	37.6 (1.3)	36.1 (1.3)	
Italy	1.1 (0.3)	7.0 (0.8)	22.3 (1.6)	34.8 (1.4)	34.7 (2.0)	
Spain	2.0 (0.4)	12.0 (1.2)	23.7 (1.3)	31.5 (1.6)	30.8 (1.8)	
Lithuania	1.8 (0.3)	10.6 (0.9)	24.9 (1.2)	32.5 (1.1)	30.1 (1.8)	
Netherlands [†]	1.6 (0.3)	9.9 (0.8)	25.5 (0.9)	33.9 (0.9)	29.0 (1.2)	
France	1.5 (0.3)	9.6 (0.9)	24.1 (1.2)	36.1 (1.1)	28.8 (1.3)	
Slovenia	2.9 (0.6)	11.4 (1.1)	25.2 (1.1)	32.5 (1.2)	28.0 (1.3)	
Slovak Republic	4.4 (1.4)	15.2 (1.6)	25.1 (1.3)	29.3 (1.7)	25.9 (2.1)	
Latvia [‡]	1.2 (0.2)	9.5 (0.6)	27.8 (1.0)	36.1 (1.2)	25.4 (1.2)	
Malta	1.8 (0.3)	11.8 (0.9)	30.8 (1.2)	35.6 (1.5)	20.0 (1.1)	
Romania	5.5 (1.1)	18.8 (2.1)	26.8 (2.1)	30.6 (2.5)	18.3 (3.1)	
Serbia	7.9 (1.0)	22.7 (1.6)	27.5 (1.4)	24.7 (1.4)	17.3 (1.3)	
Cyprus	5.8 (0.6)	21.9 (0.9)	31.0 (1.2)	25.9 (1.0)	15.4 (0.8)	
Bulgaria	4.2 (0.6)	19.4 (1.8)	32.7 (1.7)	29.6 (1.2)	14.0 (1.1)	
Colombia	5.2 (0.6)	23.6 (1.5)	32.4 (1.4)	26.7 (1.4)	12.2 (1.1)	
ICCS 2022 average	2.6 (0.1)	11.8 (0.2)	23.8 (0.3)	31.1 (0.3)	30.6 (0.4)	

Countries not meeting sample participation requirements						
Brazil	6.8 (0.6)	22.7 (0.9)	30.7 (1.0)	24.2 (1.0)	15.7 (1.1)	
Denmark	1.3 (0.3)	6.1 (0.6)	15.3 (0.9)	27.3 (1.1)	49.9 (1.5)	
German benchmarking participant meeting sample participation requirements						
North Rhine-Westphalia	1.5 (0.2)	9.0 (0.7)	22.8 (1.1)	30.5 (1.2)	36.3 (1.1)	
German benchmarking participant not meeting sample participation requirements						
Schleswig-Holstein	1.1 (0.4)	7.8 (1.2)	17.9 (1.6)	27.9 (1.6)	45.2 (1.9)	

Notes:

We have presented the countries in descending order according to the percentage of students with scores that positioned them at Proficiency Level A on the scale.
 Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.
 (†) Standard errors appear in parentheses.
 (9) Country deviated from international defined population and surveyed adjacent upper grade.
 ‡ Nearly met guidelines for sampling participation rates only after replacement schools were included.
 ^ Number of students too small to report percentages at the level.

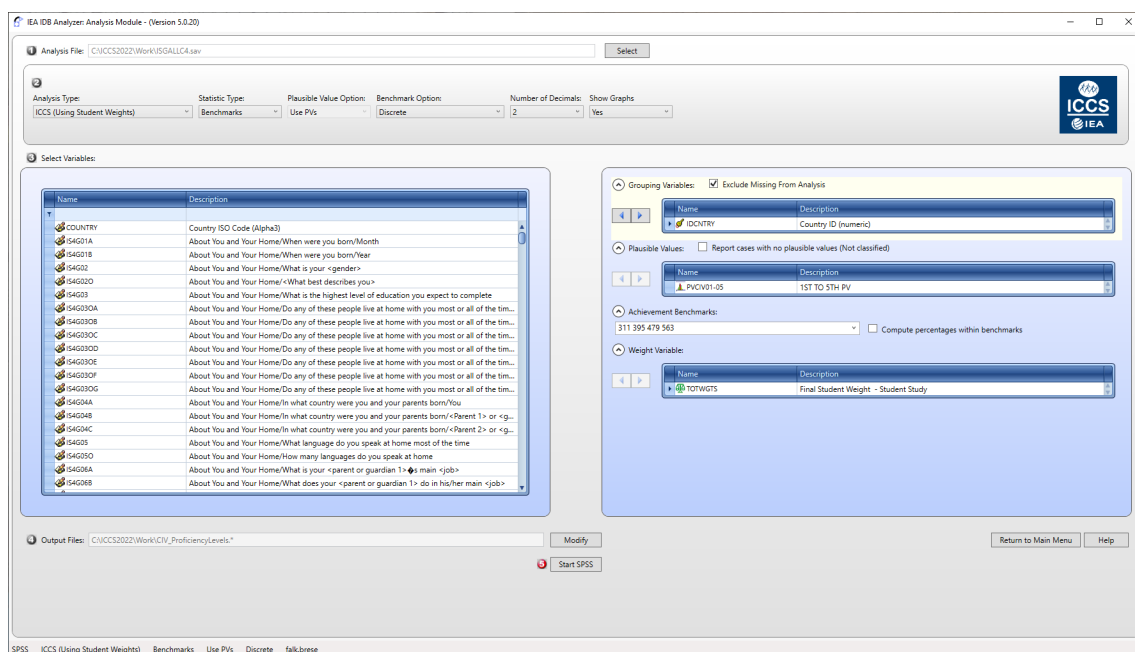
Below level D Level D Level C
 Level B Level A

This example is performed by the analysis module of the IEA IDB Analyzer with the completed analysis window shown in Figure 4.18, using the following steps:

1. Open the **Analysis Module** of the IEA IDB Analyzer.
2. Specify the data file ISGALLC4.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**.
5. Select the **Discrete** option under the **Benchmark Option** drop-down menu to get discrete percentages of students reaching the ICCS international benchmarks.
6. The variable IDCNTY 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 2022 International Benchmarks—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, TOTWGT5 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 you to confirm overwriting already existing files.

Figure 4.18: IEA IDB Analyzer setup for example benchmark analysis



The results of this analysis are presented in Figure 4.19. In Bulgaria 7.94 percent of the target-grade students are below proficiency Level D of 311 score points, with a standard error of 1.00 percent. 22.65 percent of students reached proficiency Level D (from 311 to below 395 score points), with a standard error of 1.57 percent. 27.45 percent of the students reached proficiency level C (from 395 to below 479 score points), with a standard error of 1.41 percent. 24.66 percent of students reached proficiency Level B (from 479 to below 563 score points) with a standard error of 1.43 percent. 17.30 percent of the students scored at proficiency Level A (at or above 563 score points) with standard error of 1.32 percent.

Figure 4.19: Output for example benchmark analysis of levels of civic knowledge

Percents by Performance Groups of PVCIV						
PAGE 1						
Country ID (numeric)	Performance Group	N of Cases	Sum of TOTWGTS	Sum of TOTWGTS (s.e.)	Percent	Percent (s.e.)
Brazil	1.Below 311	379	107790	16041,09	6,79	,59
	2.From 311 to Below 395	1370	626495	29138,02	22,66	,95
	3.From 395 to Below 479	1829	847281	36669,19	30,65	1,01
	4.From 479 to Below 563	1430	668106	34505,02	24,17	,96
	5.At or Above 563	877	434592	29935,70	15,72	1,06
Bulgaria	1.Below 311	214	4448	582,13	7,94	1,00
	2.From 311 to Below 395	646	12686	969,84	22,65	1,57
	3.From 395 to Below 479	827	15374	885,18	27,45	1,41
	4.From 479 to Below 563	811	13812	825,29	24,66	1,43
	5.At or Above 563	615	9687	714,29	17,30	1,32
Chinese Taipei	1.Below 311	11	537	218,61	,29	,12
	2.From 311 to Below 395	95	5104	817,61	2,75	,44
	3.From 395 to Below 479	333	17276	1208,41	9,31	,65
	4.From 479 to Below 563	944	47362	2289,96	25,53	1,06
	5.At or Above 563	2469	115260	2936,51	62,12	1,22
Colombia	1.Below 311	173	38335	4411,89	5,17	,60
	2.From 311 to Below 395	915	175016	13000,37	23,60	1,54
	3.From 395 to Below 479	1387	240116	13111,13	32,38	1,39
	4.From 479 to Below 563	1174	197954	12405,64	26,69	1,35
	5.At or Above 563	544	90133	8961,18	12,15	1,12
Croatia	1.Below 311	8	126	78,27	,34	,21
	2.From 311 to Below 395	135	1841	225,79	5,04	,60
	3.From 395 to Below 479	573	7646	437,13	20,94	1,15
	4.From 479 to Below 563	1045	13719	511,09	37,57	1,29
	5.At or Above 563	998	13180	408,56	36,11	1,28
...						
Table Average	1.Below 311	.	.	.	2,64	,11
	2.From 311 to Below 395	.	.	.	11,76	,22
	3.From 395 to Below 479	.	.	.	23,48	,25
	4.From 479 to Below 563	.	.	.	30,46	,27
	5.At or Above 563	.	.	.	31,65	,32

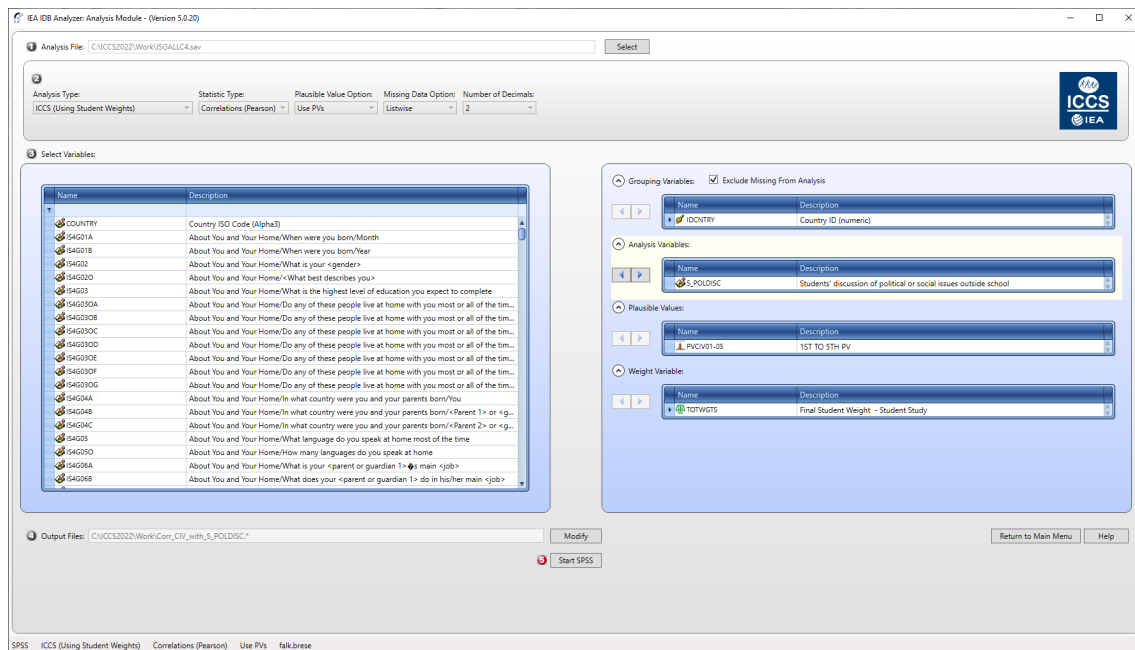
4.5.5 Computing correlations with context or background variables and civic knowledge scores

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 2022 international report. The steps of conducting correlation analysis with IEA IDB Analyzer are described below and Figure 4.20 shows how the completed analysis window looks. 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).

1. Open the **Analysis Module** of the IEA IDB Analyzer.
2. Specify the data file ISGALLC4.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.

Figure 4.20: IEA IDB Analyzer setup for example correlation 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, TOTWGT5 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 you to confirm overwriting already existing files.

Figure 4.21 shows the output from the correlation analysis conducted by IEA IDB Analyzer. As the SPSS output shows, the correlation between students' discussion of political and social issues outside of school and the civic knowledge score in Chinese Taipei is 0.17 with a standard error of 0.02. 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 7.56, which indicates that on a 95 percent confidence level there is a statistically significant correlation in Chinese Taipei between students' discussion of political and social issues outside of school and students' civic knowledge.

Figure 4.21: 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.)
Brazil	S_POLDISC	1,00	,00	,14	,02
	PV_CIV	,14	,02	1,00	,00
Bulgaria	S_POLDISC	1,00	,00	,07	,03
	PV_CIV	,07	,03	1,00	,00
Chinese Taipei	S_POLDISC	1,00	,00	,17	,02
	PV_CIV	,17	,02	1,00	,00
Colombia	S_POLDISC	1,00	,00	-,01	,03
	PV_CIV	-,01	,03	1,00	,00
Croatia	S_POLDISC	1,00	,00	,14	,03
	PV_CIV	,14	,03	1,00	,00
...					
Table Average	S_POLDISC	1,00	,00	,14	,01
	PV_CIV	,14	,01	1,00	,00

4.5.6 Calculating percentiles of students' civic knowledge

To calculate percentiles of civic knowledge scores you need to select the **Percentiles** analysis type. 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, as in Table 3.9 of the ICCS 2022 international report. The data will be read from the data file ISGALLC4.sav and the standard errors will be computed based on replicate weights.

Figure 4.22: Percentiles of student civic knowledge taken from the ICCS 2022 international report (Table 3.9)

Table 3.9: Distributions of civic knowledge

Country	Grade	Average age	Civic knowledge scale scores						Average scale score	HDI
			250	350	450	550	650	750		
Chinese Taipei	8	14.2							583 (2.3) ▲	0.93
Sweden ¹	8	14.8							565 (3.5) ▲	0.95
Poland	8	14.4							554 (2.5) ▲	0.88
Estonia	8	15.0							545 (5.5) ▲	0.89
Croatia ¹	8	14.7							531 (2.6) ▲	0.86
Norway (9) ¹	9	14.9							529 (2.8) ▲	0.96
Italy	8	13.8							523 (3.6) ▲	0.90
Spain	8	14.0							510 (3.3)	0.91
Lithuania	8	14.8							509 (4.0)	0.88
Netherlands [†]	8	14.1							508 (4.1)	0.94
France	8	13.9							508 (3.3)	0.90
Slovenia	8	13.9							504 (2.3)	0.92
Slovak Republic	8	14.3							501 (3.3) ▼	0.85
Latvia ¹	8	14.8							490 (2.8) ▼	0.86
Malta	8	13.6							490 (7.4) ▼	0.92
Romania	8	15.0							470 (9.1) ▼	0.82
Serbia	8	14.6							464 (3.4) ▼	0.80
Cyprus	8	13.9							459 (2.5) ▼	0.90
Bulgaria	8	14.8							456 (4.6) ▼	0.80
Colombia	8	14.1							452 (3.8) ▼	0.75
ICCS 2022 average		14.4	Below D	D	C	B	A		508 (0.9)	
Proficiency Level										
Countries not meeting sample participation requirements										
Brazil	8	14.1							457 (3.3)	0.75
Denmark	8	14.8							556 (3.5)	0.95
German benchmarking participant meeting sample participation requirements										
North Rhine-Westphalia	8	14.3							524 (2.6) ▲	0.94
German benchmarking participant not meeting sample participation requirements										
Schleswig-Holstein	8	14.5							544 (4.4)	0.92

Notes:

0 Standard errors appear in parentheses.

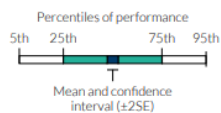
(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly 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.

HDI = Human Development Index.



▲ Achievement significantly higher than international average

▼ Achievement significantly lower than international average

The steps in the IEA IDB Analyzer required to follow the example are:

1. Open the **Analysis Module** of the IEA IDB Analyzer.
2. Specify the data file ISGALLC4.SAV as the **Analysis File**.
3. Select ICCS (Using Student Weights) as the Analysis Type.
4. Select Percentiles as the **Statistic Type**.
5. The IDCNTY (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, TOTWGT5 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 4.23 shows the IEA IDB Analyzer Setup Screen for this analysis, Figure 4.24 shows the SPSS output obtained from SPSS after running the analysis.

Figure 4.23: Analysis Module setup screen for computing percentiles

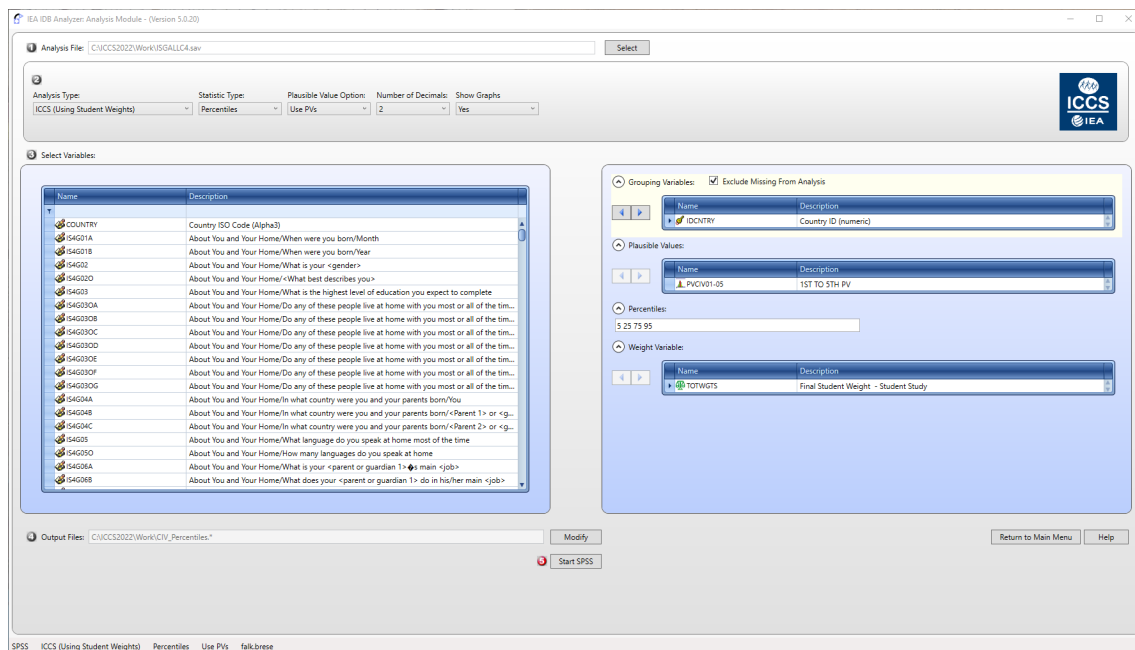


Figure 4.24: SPSS output for percentiles

Percentiles for PFCIV by IDCNTY										
PAGE 1										
Country ID	N of Cases	Sum of TOTWCTS	p5	p5_se	p25	p25_se	p75	p75_se	p95	p95_se
Brazil	5885	2764273	300,60	3,76	381,75	3,91	526,10	4,40	633,78	7,54
Bulgaria	3113	56007	292,50	7,24	376,61	5,89	534,41	5,23	623,70	6,10
Chinese Taipei	3852	185538	423,78	5,98	528,59	3,65	645,00	2,70	714,25	4,41
Colombia	4193	741554	309,73	5,62	384,96	4,46	517,50	3,94	601,73	5,71
Croatia	2759	36520	391,76	5,53	474,82	4,70	589,96	3,22	665,02	5,10
...										
Table Average	.	.	348,13	1,44	443,06	1,18	578,12	1,01	661,73	1,24

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.

From the results shown in Figure 4.24, we see that in Bulgaria the score of the 5th percentile of the score distribution is 292.50 points (standard error 7.42), for the 25th – 376.61 (5.89), for the 75th – 534.41 (5.23), and for the 95th – 623.70 (6.10).

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 2022. The example of an analysis using teacher questionnaire data presented here will investigate the percentage of teachers who report taking part in cultural activities (e.g., theatre, music, cinema) with their target grade classes they teach. The results of such an analysis are presented in Table 6.11 (column five) of the ICCS 2022 international report and are reproduced here in Figure 4.25. We will use the **Percentages Only** analysis type to estimate the percentages of teachers reporting taking part in cultural activities with target classes.

Figure 4.25: Table of example teacher-level analysis taken from the ICCS 2022 international report (Table 6.11)

Table 6.11: Teachers' perceptions of student activities in the community

Country	National percentages of teachers who reported taking part with their target-grade classes in...				
	Activities related to environmental sustainability (e.g., energy and water saving, recycling)	Activities related to human rights	Activities for underprivileged people or groups	Cultural activities (e.g., theatre, music)	Multicultural and intercultural activities within the local community (e.g., promotion and celebration of cultural diversity, food street market)
Bulgaria†	56 (2.0) ▽	40 (1.7) ▽	39 (2.3) ▽	54 (1.9) ▽	42 (2.1) △
Chinese Taipei	65 (1.0) △	44 (1.3) ▽	37 (1.2) ▽	51 (1.4) ▽	36 (1.5)
Croatia	57 (3.1)	56 (1.7) △	37 (1.3) ▽	54 (2.4) ▽	29 (2.3) ▽
Italy	64 (1.8) △	73 (1.4) ▲	48 (1.6)	57 (1.6)	25 (1.8) ▽
Lithuania	72 (1.6) ▲	56 (1.8) △	53 (1.8) △	84 (1.2) ▲	76 (1.2) ▲
Malta	42 (3.0) ▽	25 (2.7) ▽	31 (2.1) ▽	32 (4.5) ▽	24 (4.2) ▽
Norway (9)	63 (2.0)	60 (1.8) △	31 (1.8) ▽	77 (1.6) ▲	17 (1.6) ▽
Poland	66 (1.2) △	55 (1.5) △	76 (1.0) ▲	49 (1.5) ▽	30 (1.4) ▽
Romania	63 (2.1)	55 (1.9) △	48 (1.6) △	60 (2.1)	40 (2.2) △
Serbia	56 (1.8) ▽	50 (1.6)	59 (2.7) ▲	51 (2.5) ▽	35 (1.6)
Slovak Republic	63 (2.3)	54 (2.2)	35 (2.2) ▽	60 (2.3)	30 (1.8) ▽
Slovenia	64 (1.2) △	49 (1.8) ▽	51 (1.4) △	81 (1.1) ▲	38 (1.2) △
Spain	55 (1.8) ▽	47 (1.3) ▽	44 (1.5)	66 (1.6) △	29 (1.6) ▽
ICCS 2022 average	61 (0.6)	51 (0.5)	45 (0.5)	60 (0.6)	35 (0.6)
Countries not meeting sample participation requirements					
Brazil	66 (2.1)	70 (2.3)	49 (2.3)	76 (2.6)	62 (2.0)
Colombia	68 (2.3)	65 (2.4)	40 (2.6)	68 (3.2)	55 (5.2)
Cyprus	80 (1.2)	59 (1.8)	49 (1.6)	85 (1.3)	37 (2.0)
Denmark	53 (4.2)	45 (3.6)	26 (4.4)	76 (4.8)	19 (3.2)
Estonia	72 (1.3)	42 (1.5)	42 (1.7)	87 (1.2)	41 (1.7)
France	35 (1.6)	37 (1.6)	26 (1.4)	57 (2.0)	12 (1.0)
Latvia	54 (2.5)	44 (1.5)	31 (1.4)	70 (1.3)	41 (1.2)
Netherlands	21 (2.8)	17 (1.6)	20 (2.6)	46 (2.1)	12 (1.8)
Sweden	33 (2.0)	45 (1.7)	20 (1.2)	64 (2.1)	16 (1.4)
German benchmarking participant not meeting sample participation requirements					
North Rhine-Westphalia	35 (1.8)	27 (1.6)	30 (1.2)	46 (1.7)	18 (1.2)

Notes:

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

(1) 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.

National ICCS 2022 results are:

▲ More than 10 percentage points above ICCS 2022 average

△ Significantly above ICCS 2022 average

▽ Significantly below ICCS 2022 average

▼ More than 10 percentage points below ICCS 2022 average

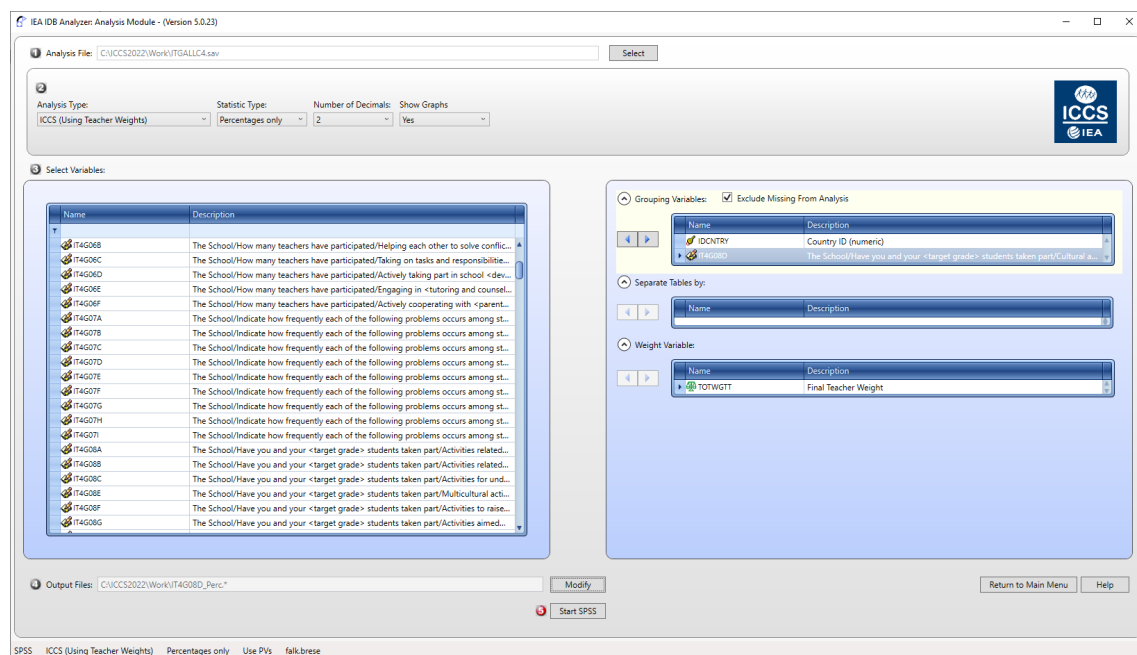
Similar to the previous examples, we first proceed to identify the variables relevant to the analysis in the appropriate files and review the documentation for any specific national adaptations to the questions of interest (see Appendix B of this IDB User Guide). Since we are interested in teacher-level data, we need to look in the teacher questionnaire data files for the variable that contains the information on the teachers' report on taking part in cultural activities of target grade classes (IT4G08D).

The merged data file ITGALLC4.SAV will be used for this example. The variable that identifies the country (IDCNTRY) 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.

The example teacher-level analysis is performed by the analysis module of the IEA IDB Analyzer with the completed analysis window shown in Figure 4.26, using the following steps:

1. Open the **Analysis Module** of the IEA IDB Analyzer.
2. Select the data file ITGALLC4.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 IT4G08D as a second grouping variable by clicking the **Grouping Variables** field to activate it. Select IT4G08D 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.
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 you to confirm overwriting already existing files.

Figure 4.26: IEA IDB Analyzer setup for example teacher-level analysis



The results of this analysis are presented in Figure 4.27. Each country's results are presented on two lines, one for each value of the IT4G08D variable. 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 single country. The results are presented in the same manner as in the previous examples, with countries identified in the first column and the second column describing the categories of IT4G08D. From Figure 4.27 we can see that 54.45 percent of teachers in Bulgaria report they have taken part in cultural activities with any of the target classes they teach, 45.55 percent of the teachers reported they did not, and the standard error in both cases is equal to 1.90 percent.

Figure 4.27: Output for example teacher-level analysis

Percentages by (IDCNTRY IT4G08D)							PAGE 1
Country ID (numeric)	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.)	nvarstrat
Brazil	Yes	1244	332490	19080,10	75,93	2,61	75
	No	421	105302	12302,59	24,07	2,61	71
Bulgaria	Yes	988	7719	360,28	54,45	1,90	71
	No	784	6457	302,68	45,55	1,90	71
Chinese Taipei	Yes	1139	14275	460,76	50,57	1,40	75
	No	1147	13954	463,81	49,43	1,40	75
Colombia	Yes	797	93285	8493,81	67,65	3,20	62
	No	387	44619	5308,84	32,35	3,20	62
Croatia	Yes	1280	7436	568,80	54,41	2,39	75
	No	978	6230	301,67	45,59	2,39	75
...							
Table Average	Yes	.	.	.	62,32	,55	.
	No	.	.	.	37,68	,55	.

4.7 Performing analyses with school data

When performing analyses with the merged student and school 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. Our example of an analysis with school data will investigate the percentage of students who attend schools in which civic and citizenship education is taught as a separate subject by teachers in civic education. We will additionally calculate the average civic knowledge within each of the two categories of the variable. The example presented here is not taken from the ICCS 2022 international report.

In the current example we will use the ICGISGALLC4.SAV data file that contains school- and student-level data merged as described earlier. 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 ones. To conduct this analysis, we will use the **Means and Percentages** 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 IC4G15A in the school questionnaire data file contains information on whether civic and citizenship is taught as a separate subject in the school.

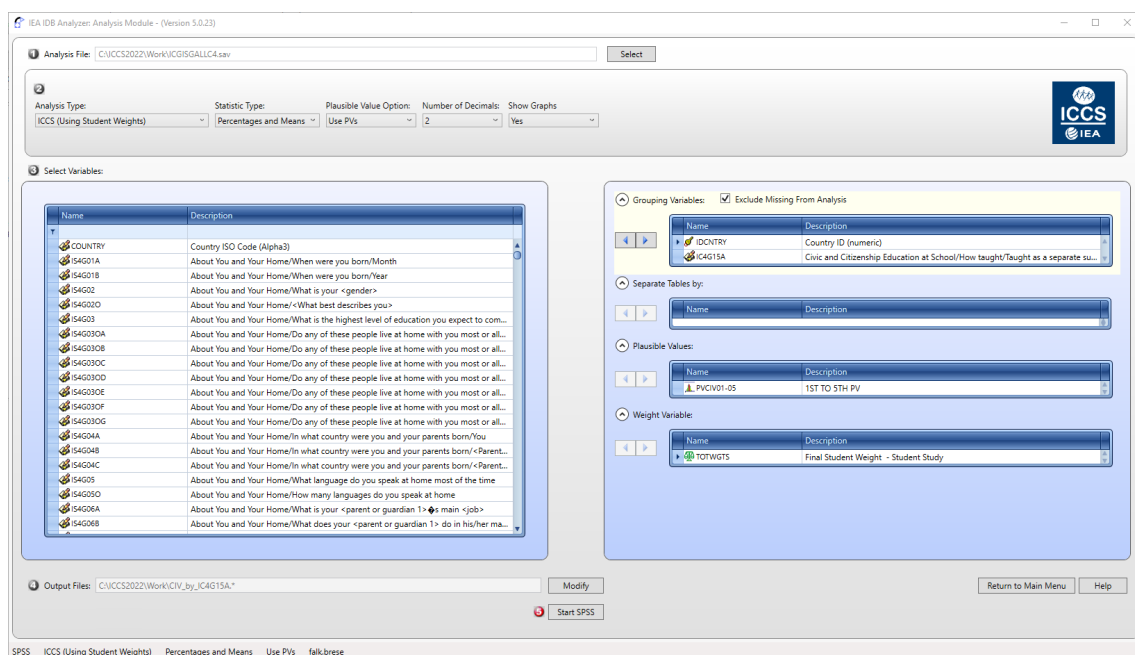
The variable identifying the country (IDCNTRY) is selected automatically by the IEA IDB Analyzer.

The example analysis with school data is performed by the analysis module of the IEA IDB Analyzer with the completed analysis window shown in Figure 4.28, using the following steps:

1. Open the **Analysis Module** of the IEA IDB Analyzer.
2. Select the merged data file ICGISGALLC4.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 IC4G15A as a second grouping variable by clicking the **Grouping Variables** field to activate it. Select IC4G15A 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 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 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 4.28: IEA IDB Analyzer setup for example analysis with school data



The results of this analysis are presented in Figure 4.29. In this example, each country's results are presented on two lines, one for each value of the IC4G15A variable. The results are presented in the same manner as in the previous examples, with countries identified in the first column and the second column describing the categories of IC4G15A (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 IC4G15A and its standard error. The sixth and seventh columns represent the percentage of students for each one of the two categories of the IC4G15A selected by the principals and its 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 its standard error. Columns ten and eleven provide the standard deviation and its standard error of the mean civic knowledge within each category of IC4G15A. The last but one column contains the percentage of missing cases, and the last column shows the number of variance strata contributing cases to the corresponding group.

Figure 4.29 shows that 19.00 percent of target-grade students in Bulgaria attend schools where civic and citizenship education is taught as a separate subject, and 89.00 percent attend schools where this is not a separate subject. The standard errors of these percentages are 3.71 percent in both cases. We also see that in Bulgaria the estimated mean civic knowledge of students in schools with civic and citizenship education as a separate subject is 451.07 score points (with a standard error of 14.40 score points), whereas the estimated mean civic knowledge of students in schools where citizenship education is not taught as a separate subject is 457.10 score point (standard error of 5.81 score points).

Figure 4.29: Output for example analysis with school data

Average for PVCIV by IDCNTY IC4G15A												
PAGE 1												
Country ID	Civic and Citizenship Education at School/How taught/Taught as a separate subject	N of Cases	Sum of TOTWCTS	Sum of TOTWCTS (s.e.)	Percent	Percent (s.e.)	PVCIV (Mean)	PVCIV (s.e.)	Std.Dev	Std.Dev. (s.e.)	pctmiss	nvarstrat
Brazil	Yes	308	172835	53633,85	9,28	2,84	440,38	21,61	103,14	9,75	,00	12
	No	3755	1689503	121074,5	90,72	2,84	450,32	5,66	98,28	2,67	,00	71
Bulgaria	Yes	557	10091	1992,34	19,00	3,71	451,04	14,40	98,36	5,25	,00	25
	No	2401	43019	2396,19	81,00	3,71	457,10	5,81	104,80	2,76	,00	71
Chinese Taipei	Yes	3092	151344	6840,54	81,57	3,15	582,11	2,94	88,76	1,61	,00	72
	No	760	34194	5773,24	18,43	3,15	587,24	6,00	86,04	2,78	,00	26
Colombia	Yes	571	107967	23928,02	16,90	3,90	454,59	11,90	88,72	5,69	,00	21
	No	2975	530869	42143,23	83,10	3,90	453,77	5,14	88,54	1,97	,00	71
Croatia	Yes	165	1662	630,68	4,64	1,76	523,60	9,35	77,43	6,31	,00	7
	No	2543	34164	941,68	95,36	1,76	531,73	2,74	83,10	1,66	,00	72
...												
Table Average	Yes	.	.	.	40,56	,85	511,76	2,36	95,44	1,02	.	.
	No	.	.	.	59,44	,85	505,08	1,58	94,40	,66	.	.

When looking up the output file with the results of the significance test (filename ending “_Sig”), we see that the t-value of the difference in civic knowledge of students in Bulgaria at schools where civic education is taught as a separate subject and students at schools where it is not is 0.36, meaning that this difference in civic knowledge is not statistically significant.

4.8 Trend analyses

When performing trend analyses, it needs to be considered that the process of equating the tests across the cycles of ICCS introduces some additional error into the calculation of any test statistic. Therefore, this additional error, called equating error, needs to be added to the calculation of the standard error of any differences between results from different cycles. Please see also Chapter 13 in the ICCS 2022 technical report (Schulz et al., 2024b), which include more information on the reporting of differences.

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 estimate is the difference between the means μ_{2022} and μ_{2016} . To estimate the standard error of the difference between results from ICCS 2022 and ICCS 2016, the two standard errors of the means need to be combined with the equating error:

$$SE(\mu_{ICCS22} - \mu_{ICCS16}) = \sqrt{SE_{(ICCS22)}^2 + SE_{(ICCS16)}^2 + EqErr_{2022,2016}^2}$$

For many ICCS 2022 countries, it was also possible to compare results with the first ICCS cycle in 2009. When testing the difference of means between the first (μ_{2009}) and third ICCS survey, the standard error of the difference should include the equating errors between the cycles ICCS 2016 and 2022 as well between ICCS 2009 and 2016:

$$SE(\mu_{ICCS22} - \mu_{ICCS09}) = \sqrt{SE_{(ICCS22)}^2 + SE_{(ICCS09)}^2 + EqErr_{2022,2016}^2 + EqErr_{2016,2009}^2}$$

Table 4.4 below provides an overview of the equating errors in the reporting metric for test and questionnaire scales (including regional scales) between ICCS 2016 and 2022, as well as between ICCS 2009 and 2016.

Table 4.4: Overview of the equating errors applied for the reporting of ICCS 2022 results

Scale	Equating Error 2022/2016 (in reporting metric)	Equating Error 2016/2009 (in reporting metric)
Civic Knowledge (PVs)	2.649	3.086
S_CITCON	0.240	0.411
S_CITEFF	0.202	0.261
S_CITSOC	0.169	0.428
S_CIVLRN	0.240	-
S_ELECPART	0.211	0.019
S_ETHRGHT	0.318	0.250
S_GENEQL	0.329	0.423
S_IMMRGHT	0.574	0.667
S_INTACT	0.413	-
S_INTRUST	0.155	0.291
S_ILLACT	0.133	-
S_LEGACT	0.168	-
S_OPDISC	0.212	0.340
S_POLDISC	0.127	0.438
S_POLPART	0.061	0.351
S_RELINF	0.115	0.115
S_SCACT	0.173	-
S_STUTREL	0.113	0.454
S_CITCON	0.240	0.411
S_CITEFF	0.202	0.261
S_CITSOC	0.169	0.428

The equating error should not be applied directly when testing the significance of differences between percentages at or above Level B or at or below Level D between ICCS 2022 and ICCS 2016 or ICCS 2009, respectively. Based on the equating errors of 2.649 (between 2016 and 2022) and 3.086 (between 2009 and 2016), for both ICCS 2016 and ICCS 2022 the international project team applied a tailored replication method to estimate the equating error for percentages at or above a certain level of proficiency (see details in Schulz, 2018, 2024b). This procedure had to be applied for each national sample separately resulting in different estimates for each country or benchmarking entity.

When comparing percentages of students at or above Level B (or for those at or below Level D) between ICCS 2022 and ICCS 2016, within each participating country, using the calculated equating error based on the ICCS 2022 data ($EqErr(p\_cnt22)$), the standard errors for the differences between percentages (at or above Level B, or at or below Level D) were calculated as:

$$SE(\rho_{ICCS22} - \rho_{ICCS16}) = \sqrt{SE(\rho_{ICCS22})^2 + SE(\rho_{ICCS16})^2 + EqErr(p\_cnt22)^2}$$

When comparing percentages of students at or above Level B (or for those at or below Level D) between ICCS 2022 and ICCS 2009, for each participating country that participated in all three cycles, using the calculated equating error based on the ICCS 2022 data ($EqErr(p\_cnt22)$) as well as those calculated based on ICCS 2016 data ($EqErr(p\_cnt16)$), the standard errors for the differences between percentages (at or above Level B, or at or below Level D) were derived as:

$$SE(\rho_{ICCS22} - \rho_{ICCS09}) = \sqrt{SE_{(\rho_{ICCS22})}^2 + SE_{(\rho_{ICCS09})}^2 + EqErr_{(\rho_{cnt22})}^2 + EqErr_{(\rho_{cnt16})}^2}$$

Table 4.5 presents the country-specific equating errors that were estimated and should be used when comparing percentages at or above Level B or at or above Level D across ICCS cycles.

Table 4.5: Overview of the country-specific equating errors applied for the reporting of percentages across ICCS 2022 results

Country	At or above Level B		At or above Level D	
	2022/2016	2016/2009	2022/2016	2016/2009
Bulgaria	0.81	0.83	0.78	0.56
Chinese Taipei	0.51	0.70	0.17	0.19
Colombia	1.05	1.45	1.25	0.84
Croatia	0.90	1.16	0.35	0.36
Cyprus	0.79		0.90	
Estonia	0.77	1.08	0.31	0.25
Italy	0.83	1.12	0.52	0.40
Latvia	1.39	1.39	0.53	0.73
Lithuania	1.00	1.23	0.51	0.60
Malta	0.97	0.95	0.63	0.62
Netherlands	0.79	1.07	0.44	0.53
Norway	0.88	0.61	0.34	0.34
Poland	0.71		0.23	
Slovak Republic	0.93		0.82	
Slovenia	1.02	1.11	0.52	0.43
Spain	0.93		0.43	
Sweden	0.81	0.62	0.27	0.25
ICCS (pooled sample)	0.90	0.98	0.57	0.52

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APPENDIX A: INTERNATIONAL VERSION OF THE ICCS 2022 QUESTIONNAIRES

Overview

The ICCS 2022 international database includes data for all questionnaires administered as part of the ICCS 2022 assessment. The ICCS 2022 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 2022 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

IEA International Civic and Citizenship Education Study (ICCS) 2022



School Questionnaire (word version)

Final source for Main Survey (as implemented in RM Assessment Master)

Confidential to ICCS 2022

Do not cite or quote

Paper based administration**INTRODUCTION TO THE SCHOOL QUESTIONNAIRE**

Thank you for taking part in the 2022 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.

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

The conception of civic and citizenship education underpinning ICCS 2022 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.

All information that is collected in this study will be treated confidentially. At no time will the name of any school or individual be identified. While results will be made available by country and by type of school within a country, you are guaranteed that neither your school nor any of its personnel will be identified in any report of the results of the study.

You may find that some of the questions seem unusual or are not entirely relevant to your school or to schools in [country of text]. 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 and to the current school year.

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.

The time needed to complete this questionnaire is about 30 minutes.

We thank you for your effort and cooperation!

Computer based administration**INTRODUCTION TO THE SCHOOL QUESTIONNAIRE**

Thank you for taking part in the 2022 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.

The conception of civic and citizenship education underpinning ICCS 2022 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.

You may find that some of the questions seem unusual or are not entirely relevant to your school or to schools in [country of text]. 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 and to the current school year.

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?

IC4G01

Please count every started school year as a full year.

(Please tick only one box.)

- 1 – 2 years ☐ ₁
- 3 – 5 years ☐ ₂
- 6 – 9 years ☐ ₃
- 10 years or more ☐ ₄

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
IC4G02A	a) Making useful suggestions for improving school governance	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G02B	b) Supporting good discipline throughout the school	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G02C	c) Actively taking part in school [development/improvement activities]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G02D	d) Encouraging students' active participation in school life	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G02E	e) Being willing to be members of the [school council, school governing board] as teacher representatives	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q3 In your opinion, to what extent do the following statements apply to this school, in the current school year?

(Please tick only one box in each row.)

		To a large extent	To a moderate extent	To a small extent	Not at all
IC4G03A	a) Students are involved in designing [school educational plan].	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G03B	b) Students are involved in the definition of school rules and regulations.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G03C	c) Students are encouraged to contribute to decisions related to teaching content.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G03D	d) Students are encouraged to contribute to classroom activities planning.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G03E	e) Students are involved in school self-evaluation processes.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G03F	f) [Parents or guardians] are involved in designing [school educational plan].	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G03G	g) [Parents or guardians] are involved in the development of the school rules and regulations.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G03H	h) [Parents or guardians] are involved in school self-evaluation processes.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G03I	i) [Parents or guardians] are involved in decisions related to the school annual budget and financial planning.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G03J	j) [Parents or guardians] are invited to participate in school projects and initiatives.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q4 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
IC4G04A	a) elect their [class representatives]?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G04B	b) vote in [school parliament/council] elections?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

Q5 In this school, in which of the following ways can [target grade] students contribute to the school's decision making processes?

(Please tick only one box in each row.)

		Yes	No
IC4G05A	a) They can make suggestions for school improvement in class discussions.	☐ ₁	☐ ₂
IC4G05B	b) They can participate in school assemblies.	☐ ₁	☐ ₂
IC4G05C	c) They can submit written suggestions online or on paper.	☐ ₁	☐ ₂
IC4G05D	d) They can attend individual and/or group meetings with the school principal.	☐ ₁	☐ ₂
IC4G05E	e) They can attend individual and/or group meetings with teachers.	☐ ₁	☐ ₂

Q6 In the current school year, does your school provide the following types of information to [parents or guardiansparents or guardians]?

(Please tick only one box in each row.)

		Yes	No	Not applicable
IC4G06A	a) Information about students' attendance at school	☐ ₁	☐ ₂	☐ ₃
IC4G06B	b) Information about students' discipline at school	☐ ₁	☐ ₂	☐ ₃
IC4G06C	c) Information about course contents and [school educational plan]	☐ ₁	☐ ₂	☐ ₃
IC4G06D	d) Information about students' assessment criteria	☐ ₁	☐ ₂	☐ ₃

Schools can establish different forms of collaboration with the [local community].

Q7 During the current school year, does your school undertake any of the following activities?

(Please tick only one box in each row.)

		Yes	No
IC4G07A	a) The school cooperates with local authorities in social or educational projects.	☐ ₁	☐ ₂
IC4G07B	b) The school has programmes and initiatives related to civic and citizenship education that involve external partnerships (e.g. with universities, youth organisations, NGOs, cultural and volunteering organizations).	☐ ₁	☐ ₂
IC4G07C	c) The school develops initiatives for encouraging students' participation in formal governance structures representing young people in the [local community] (e.g. [youth councils]).	☐ ₁	☐ ₂
IC4G07D	d) The school cooperates with different cultural groups in the [local community] in order to involve students in an intercultural dialogue.	☐ ₁	☐ ₂
IC4G07E	e) The school cooperates with different religious groups in order to enhance students' awareness of the different religions existing in their [local community].	☐ ₁	☐ ₂

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

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

(Please 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
IC4G08A a) Activities related to environmental sustainability (e.g. [energy and water saving, recycling])	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G08B b) Activities related to human rights	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G08C c) Activities for underprivileged people or groups.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G08D d) Cultural activities (e.g. theatre, music)	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G08E e) Multicultural and intercultural activities within the [local community] (e.g. [promotion and celebration of cultural diversity, food street market])	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G08F f) Activities to raise people's awareness of social issues, such as [poverty, gender equality, domestic violence against women, sexual violence against women, violence against children]	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G08G g) Activities aimed at protecting the cultural and historical heritage within the [local community]	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G08H h) Visits to political institutions (e.g. [Parliament house, Prime Minister's/ President's official residence])	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G08I i) Sports events	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G08J j) Activities to raise people's awareness of global issues (e.g. [climate change, world poverty, international conflicts, child labour])	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

Q9 During the current school year, has your school undertaken any of the following activities?

(Please tick only one box in each row.)

		Yes	No
IC4G09A	a) Teacher training activities on teaching students from diverse backgrounds (e.g. [methods to differentiate instruction and to value students' diversity, inclusion of multicultural components])	☐ ₁	☐ ₂
IC4G09B	b) Teacher training activities on the promotion of students' tolerance towards diversity (e.g. [dealing with negative feelings towards different cultural, language, or ethnic group, towards gender, economic and social differences])	☐ ₁	☐ ₂
IC4G09C	c) Teacher training activities related to students with [special educational needs]	☐ ₁	☐ ₂
IC4G09D	d) Remedial programs for students from disadvantaged social and/or economic backgrounds	☐ ₁	☐ ₂
IC4G09E	e) Optional [country of test language] courses for students from diverse language backgrounds	☐ ₁	☐ ₂
IC4G09F	f) Optional courses for students on gender issues (e.g. gender equity, gender stereotypes and gender diversity).....	☐ ₁	☐ ₂

Q10 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	Not applicable
IC4G10A	a) Differential waste collection	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G10B	b) Waste reduction (e.g. [encouraging waste-free lunches, limiting the use of plastic disposable products])	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G10C	c) Purchasing of environmentally friendly items (e.g. [recycled paper for printing, biodegradable cutlery and dishes])	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G10D	d) Energy-saving practices	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G10E	e) Activities to encourage students' environmental-friendly behaviours (e.g. posters, leaflets)	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G10F	f) Use of [fair trade] products (e.g. [tea or coffee in the staffroom, canteen food])	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G10G	g) Use of local food for meals in the canteen	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G10H	h) Re-allocation of intact and non-consumed foods to charities or those in need.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G10I	i) Educational [school gardens]	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

Q11 During the current school year, has your school undertaken any of the following activities or projects with [target grade] students?

(Please tick only one box in each row.)

		Yes	No
IC4G11A	a) Activities aimed at developing students' knowledge of different cultures (e.g. [visiting speakers representative of minority groups, experts from different countries and cultures, visits to cultural centres])	☐ ₁	☐ ₂
IC4G11B	b) Activities to raise students' awareness of important global issues (e.g. [climate change, world poverty, international conflicts, child labour])	☐ ₁	☐ ₂
IC4G11C	c) Activities to promote students' respect for the environment	☐ ₁	☐ ₂
IC4G11D	d) Activities to promote students' ethical and responsible attitudes towards consumerism	☐ ₁	☐ ₂
IC4G11E	e) Activities to raise students' awareness of the relations between local and global issues (e.g. migration, trade, environmental degradation)	☐ ₁	☐ ₂
IC4G11F	f) Projects in partnership with other schools in other countries.....	☐ ₁	☐ ₂
IC4G11G	g) [EU] projects on environmental sustainability	☐ ₁	☐ ₂

Q12 Below is a list of activities related to the critical and responsible use of digital technologies. **During the current school year, has your school undertaken any of the following training activities related to the use of digital technologies?**

(Please tick only one box in each row.)

		Yes, for teachers and students	Yes, only for teachers	Yes, only for students	No, this is not offered
IC4G12A	a) Information and data literacy (e.g. searching, managing and evaluating data, information and digital content)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G12B	b) Communication and collaboration through digital technologies (e.g. interacting and sharing)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G12C	c) Engaging in citizenship through digital technologies (e.g. posting and sharing or commenting on civic or social issues, starting or participating in an online campaign)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G12D	d) Management of digital identity (e.g. personal accountability, self-branding).....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G12E	e) Online security and self-protection (e.g. protecting devices and personal data and privacy)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G12F	f) Online responsibility (e.g. safe and responsible internet use to prevent and contrast [cyber-bullying])	☐ ₁	☐ ₂	☐ ₃	☐ ₄

[THE LOCAL COMMUNITY]

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

(Please tick only one box in each row.)

		Yes	No
IC4G13A	a) Public library	☐ ₁	☐ ₂
IC4G13B	b) Cinema	☐ ₁	☐ ₂
IC4G13C	c) Theatre or Concert Hall	☐ ₁	☐ ₂
IC4G13D	d) [Language school]	☐ ₁	☐ ₂
IC4G13E	e) Museum or Art Gallery	☐ ₁	☐ ₂
IC4G13F	f) Playground	☐ ₁	☐ ₂
IC4G13G	g) Public garden or Park	☐ ₁	☐ ₂
IC4G13H	h) Religious centre (e.g. [church, mosque, synagogue])	☐ ₁	☐ ₂
IC4G13I	i) Sports facilities (e.g. swimming pool, tennis courts, basketball court, [football] field)	☐ ₁	☐ ₂
IC4G13J	j) Music schools	☐ ₁	☐ ₂
IC4G13K	k) Cultural clubs or centres	☐ ₁	☐ ₂

Q14 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
IC4G14A	a) Intolerance towards immigrants	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G14B	b) Poor quality of housing	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G14C	c) Unemployment	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G14D	d) Religious intolerance	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G14E	e) Ethnic conflicts	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G14F	f) Extensive poverty	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G14G	g) Organised crime	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G14H	h) Youth gangs	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G14I	i) [Petty crime]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G14J	j) [Sexual harassment]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G14K	k) Drug abuse	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G14L	l) Alcohol abuse	☐ ₁	☐ ₂	☐ ₃	☐ ₄

CIVIC AND CITIZENSHIP EDUCATION AT SCHOOL

Q15 How is civic and citizenship education taught at this school at [target grade]?

(Please tick only one box in each row.)

		Yes	No
IC4G15A	a) It is taught as a separate subject.	☐ ₁	☐ ₂
IC4G15B	b) It is integrated into subjects related to human/social sciences ([History, Geography, Law, Economics, etc.].....)	☐ ₁	☐ ₂
IC4G15C	c) It is integrated into all subjects taught at school.	☐ ₁	☐ ₂
IC4G15D	d) It is an [extra-curricular activity].	☐ ₁	☐ ₂

Q16 Is there one school coordinator for all the [civic and citizenship education] activities and projects at the school level?

IC4G16

Yes ☐ ₁

No ☐ ₂

If you answered 'Yes', please go to question 17. If you answered "No", please move to question 18.

Q17 If yes, who is the person responsible for it?

IC4G17

(Please tick only one box.)

The [head of department] of human/social sciences ([History, Geography, Law, Economics, etc.]) ☐ ₁

A teacher appointed as [civic and citizenship education] coordinator ☐ ₂

A teacher responsible for cross-curricular projects ☐ ₃

Other ☐ ₄

Q18 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
IC4G18A	a) Choice of textbooks and teaching materials	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G18B	b) Establishing student assessment procedures and tools	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G18C	c) Curriculum planning	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G18D	d) Determining the content of in-service professional development programmes for teachers	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G18E	e) Organising [extra-curricular activities]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G18F	f) Establishing cooperation agreements with organisations and institutions (e.g. universities and research institutions, local authorities, associations, foundations)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G18G	g) Participating in projects in partnership with other schools at national and international levels	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IC4G18H	h) Participating in European projects (e.g. [Erasmus+, eTwinning])	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q19 What do you consider the most important aims of civic and citizenship education at school?

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

IC4G19A	a) Promoting knowledge of social, political and civic institutions	☐ ₁
IC4G19B	b) Promoting respect for and safeguard of the environment	☐ ₁
IC4G19C	c) Promoting students' knowledge of the connections between local and global issues	☐ ₁
IC4G19D	d) Developing students' skills and competencies in conflict resolution	☐ ₁
IC4G19E	e) Promoting knowledge of citizens' rights and responsibilities	☐ ₁
IC4G19F	f) Promoting students' participation in the [local community]	☐ ₁
IC4G19G	g) Promoting students' critical and independent thinking ...	☐ ₁
IC4G19H	h) Promoting students' sense of belonging to the global community.....	☐ ₁
IC4G19I	i) Supporting the development of effective strategies to reduce racism	☐ ₁
IC4G19J	j) Preparing students for future political engagement	☐ ₁
IC4G19K	k) Promoting the capacity to defend one's own point of view	☐ ₁
IC4G19L	l) Promoting students' participation in school life	☐ ₁
IC4G19M	m) Promoting students' engagement for a fairer and more peaceful world	☐ 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.

Q20 Is this school a public or a private school?

IC4G20/
C_PRIVATE

(Please tick only one box.)

A public school

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

☐ ₁

A private school

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

☐ ₂

Q21 On [1 September 20xx], what was the total school enrolment (number of students)?

IC4G21A/
C_SCSIZE_CAT

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

Number of boys:

IC4G21B/
C_SCSIZE_CAT

Number of girls:

Q22 On [1 September 20xx], what was the total enrolment (number of students) for [target grade]?

IC4G22A/
C_GENROL_CAT/
C_TGPERC

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

Number of boys:

Number of girls:

IC4G22B/
C_GENROL_CAT/
C_TGPERC

Q23 Which best describes the immediate area in which this school is located?

IC4G23

(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

Q24 How many students in this school have the following characteristics?

Please estimate the broad percentages.

(Please tick only one box in each row.)

		None	1% to 10%	11% to 30%	31% to 60%	More than 60%
IC4G24A	a) Students whose first language is different from the language(s) of instruction.	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G24B	b) Students with [special educational needs].....	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
IC4G24C	c) Students from [socioeconomically disadvantaged homes]	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

Thank you for your cooperation!

Section 2: Teacher questionnaire

IEA International Civic and Citizenship Education Study (ICCS) 2022

***Teacher Questionnaire (word version)***

Final source for Main Survey (as implemented in RM Assessment Master)

Confidential to ICCS 2022

Do not cite or quote

Paper based administration

INTRODUCTION TO THE TEACHER QUESTIONNAIRE

Thank you for taking part in the 2022 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 2022 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 **during the current school year**. 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.**

All information that is collected in this study will be treated confidentially. At no time will the name of any school or individual be identified. While results will be made available by country and by type of school within a country, you are guaranteed that neither your school nor any of its personnel will be identified in any report of the results of the study.

The time needed to complete this questionnaire is about 30 minutes.

We thank you for your efforts and cooperation.

Computer based administration

INTRODUCTION TO THE TEACHER QUESTIONNAIRE

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The time needed to complete this questionnaire is about 30 minutes.

We thank you for your effort 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.)

IT4G01A	a) Language Arts ([Mother tongue, Foreign language])	☐ ₁
IT4G01B	b) Human/Social Sciences ([History, Geography, Civics, Law, Economics, etc.])	☐ ₁
IT4G01C	c) Mathematics	☐ ₁
IT4G01D	d) Sciences ([Physics, Chemistry, Biology, Geology, Earth sciences, etc.])	☐ ₁
IT4G01E	e) Religion/Ethics ([Religion, History of religions, Religion culture, Ethics])	☐ ₁
IT4G01F	f) Other ([Music, Art, Physical education, Home economics, Personal and social development, etc.])..	☐ ₁

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

IT4G02	(Please tick only one box.)	
	Less than 20%	☐ ₁
	20–39%	☐ ₂
	40–59%	☐ ₃
	60–79%	☐ ₄
	80% or more	☐ ₅

Q3 In the current school year, how many schools are you teaching in at [target grade]?

IT4G03	(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

Q4 How old are you?

Q4 coded to
T_AGE

(Please tick only one box.)

- Less than 25 ☐ ₁
- 25–29 ☐ ₂
- 30–39 ☐ ₃
- 40–49 ☐ ₄
- 50–59 ☐ ₅
- 60 or over ☐ ₆

Q5 What is your [gender]?

IT4G05

(Please tick only one box.)

- Female ☐ ₁
- Male ☐ ₂
- Other ☐ ₃

THE SCHOOL

Q6 Below is a list of activities related to teachers' participation at 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
IT4G06A	a) Working together when devising teaching activities	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G06B	b) Helping each other to solve conflicts between students in the school	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G06C	c) Taking on tasks and responsibilities in addition to teaching (such as organising school projects, school trips etc.)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G06D	d) Actively taking part in school [development/improvement activities]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G06E	e) Engaging in [tutoring and counselling activities]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G06F	f) Actively cooperating with [parents/guardians]	☐ ₁	☐ ₂	☐ ₃	☐ 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
IT4G07A	a) Vandalism	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G07B	b) Truancy	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G07C	c) Ethnic intolerance	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G07D	d) Religious intolerance	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G07E	e) [Bullying]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G07F	f) Violence	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G07G	g) Sexual harassment	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G07H	h) Drug abuse	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G07I	i) Alcohol abuse	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q8 Below is a list of activities that may be carried out by the school in **cooperation with external groups/organisations**.
During the current school year, have you and your [target grade] students taken part in any of these activities?

(Please tick only one box in each row.)

		Yes	No
IT4G08A	a) Activities related to environmental sustainability (e.g. [energy and water saving, recycling])	☐ ₁	☐ ₂
IT4G08B	b) Activities related to human rights	☐ ₁	☐ ₂
IT4G08C	c) Activities for underprivileged people or groups	☐ ₁	☐ ₂
IT4G08D	d) Cultural activities (e.g. theatre, music)	☐ ₁	☐ ₂
IT4G08E	e) Multicultural and intercultural activities within the [local community] (e.g. [promotion and celebration of cultural diversity, food street market])	☐ ₁	☐ ₂
IT4G08F	f) Activities to raise people's awareness of social issues, such as [poverty, gender equality, domestic violence against women, sexual violence against women, violence against children]	☐ ₁	☐ ₂
IT4G08G	g) Activities aimed at protecting the cultural and historical heritage in the [local community]	☐ ₁	☐ ₂
IT4G08H	h) Visits to political institutions (e.g. [Parliament house, Prime Minister's/President's official residence])	☐ ₁	☐ ₂
IT4G08I	i) Sports events	☐ ₁	☐ ₂
IT4G08J	j) Activities to raise people's awareness of global issues (e.g. climate change, world poverty, international conflicts, child labour)	☐ ₁	☐ ₂

Q9 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
IT4G09A	a) get on well with their classmates?	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G09B	b) are well integrated in the class?	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G09C	c) respect their classmates even if they have different opinions?	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G09D	d) have a good relationship with other students?	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q10 To what extent do you involve your [target grade] students in the following activities?

(Please tick only one box in each row.)

		To a large extent	To a moderate extent	To a small extent	Not at all
IT4G10A	a) Taking part in decisions related to teaching content	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G10B	b) Contributing to classroom activities planning .	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G10C	c) Participating in establishing assessment criteria	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G10D	d) Participating in school self-evaluation processes	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G10E	e) Contributing to the choice of the teaching materials (e.g. textbooks, educational software, multimedia resources ...)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G10F	f) Taking part in establishing classroom rules ...	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q11 During classes, differences among students can be addressed in various ways.

To what extent do you undertake the following activities during your lessons with [target grade] students?

(Please tick only one box in each row.)

		To a large extent	To a moderate extent	To a small extent	Not at all
IT4G11A	a) I discuss cultural differences with students....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G11B	b) I encourage students to understand different points of view in class discussions.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G11C	c) I ask students to explore different cultural perspectives.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G11D	d) I encourage students from different backgrounds to work together (e.g. in group works, peer learning activities).	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G11E	e) I involve students in discussions on gender issues (e.g. gender equity, gender stereotypes and gender diversity).	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G11F	f) I ask students to explore different social and economic perspectives.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q12 Students attending school have different cultural and ethnic backgrounds. This may have different implications for teaching and learning.

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
IT4G12A	a) Cultural and ethnic differences among students are an important resource for teaching.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G12B	b) Cultural and ethnic differences among students make it difficult to deal with controversial issues during classes.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G12C	c) Cultural and ethnic differences among students make teaching activities more difficult.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G12D	d) Cultural and ethnic differences among students strengthen students' sense of empathy.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G12E	e) Cultural and ethnic differences among students promote students' civic-mindedness.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G12F	f) Cultural and ethnic differences among students make it difficult to have a good classroom climate.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q13 Students attending school have different social and economic backgrounds. This may have different implications for teaching and learning.

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
IT4G13A	a) Social and economic differences among students are an important resource for teaching.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G13B	b) Social and economic differences among students make it difficult to deal with controversial issues during classes.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G13C	c) Social and economic differences among students make teaching activities more difficult.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G13D	d) Social and economic differences among students strengthen students' sense of empathy.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G13E	e) Social and economic differences among students promote students' civic-mindedness.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G13F	f) Social and economic differences among students make it difficult to have a good classroom climate.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q14 Below is a list of activities related to sustainability 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
IT4G14A	a) Writing letters to newspapers or magazines to support actions about the environment (e.g. [waste collection, recycling])	☐ ₁	☐ ₂
IT4G14B	b) Signing a petition on environmental issues (e.g. [climate change, water pollution, noise pollution, plastic pollution])	☐ ₁	☐ ₂
IT4G14C	c) Posting on social network, forum or blog to support actions about the environment (e.g. [waste collection, recycling])	☐ ₁	☐ ₂
IT4G14D	d) Activities to make students aware of the environmental impact of excessive consumption of resources (e.g. water, energy)	☐ ₁	☐ ₂
IT4G14E	e) [Clean-up activities] outside the school	☐ ₁	☐ ₂
IT4G14F	f) Recycling and waste collection in the [local community]	☐ ₁	☐ ₂

Q15 Below is a list of activities related to the critical and responsible use of digital technologies. **During the current school year, have you undertaken any of the following activities with your [target grade] students?**

(Please tick one box in each row.)

		Never	Once	Once a month	More than once a month
IT4G15A	a) Activities on information and data literacy (e.g. searching and managing data, evaluating online content).....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G15B	b) Activities aimed at encouraging students to contribute to online discussions on civic and social issues	☐ ₁	☐ ₂	☐ ₁	☐ ₂
IT4G15C	c) Activities aimed at improving students' skills to find information about civic and social issues on the internet	☐ ₁	☐ ₂	☐ ₁	☐ ₂
IT4G15D	d) Activities aimed at developing students' awareness of issues related to online responsibility (e.g. safe and responsible internet use to avoid [cyber-bullying])	☐ ₁	☐ ₂	☐ ₁	☐ ₂

CIVIC AND CITIZENSHIP EDUCATION AT SCHOOL

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

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

IT4G16A	a)	Promoting knowledge of social, political and civic institutions	☐	₁
IT4G16B	b)	Promoting respect for and safeguard of the environment	☐	₁
IT4G16C	c)	Promoting students' knowledge of the connections between local and global issues	☐	₁
IT4G16D	d)	Developing students' skills and competencies in conflict resolution	☐	₁
IT4G16E	e)	Promoting knowledge of citizens' rights and responsibilities	☐	₁
IT4G16F	f)	Promoting students' participation in the [local community]	☐	₁
IT4G16G	g)	Promoting students' critical and independent thinking	☐	₁
IT4G16H	h)	Promoting students' sense of belonging to the global community.....	☐	₁
IT4G16I	i)	Supporting the development of effective strategies to reduce racism	☐	₁
IT4G16J	j)	Preparing students for future political engagement	☐	₁
IT4G16K	k)	Promoting the capacity to defend one's own point of view	☐	₁
IT4G16L	l)	Promoting students' participation in school life	☐	₁
IT4G16M	m)	Promoting students' engagement for a fairer and more peaceful world	☐	₁

Q17 In your opinion, how important are the following behaviours for your students to become good adult citizens?

(Please tick only one box in each row.)

		Very important	Quite important	Not very important	Not important at all
IT4G17A	a) Voting in every national election.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G17B	b) Joining a political party	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G17C	c) Learning about the country's history	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G17D	d) Following political issues in the newspaper, on the radio, on TV or on the Internet	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G17E	e) Engaging in political discussions	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G17F	f) Participating in peaceful protests against laws believed to be unjust	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G17G	g) Participating in activities to benefit people in the [local community]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G17H	h) Taking part in activities promoting human rights	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G17I	i) Taking part in activities to protect the environment	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G17J	j) Showing interest in different cultures and languages.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G17K	k) Making changes to one's personal lifestyle in order to become more environmental friendly	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G17L	l) Supporting initiatives that promote equal opportunities for all people across the world	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G17M	m) Helping people in less developed countries	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q18 Do you teach a [civic and citizenship education related subject] at [target grade]?

IT4G18

Yes ☐_1No ☐_2**If your answer to the above question is 'Yes', please go to question 18.****If your answer to the above question is 'No', please stop here.****Thank you for your cooperation!**

TEACHING OF CIVIC AND CITIZENSHIP EDUCATION

Q19 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
IT4G19A	a) Official curricula, curricular guidelines or frameworks	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G19B	b) Original sources (e.g. constitutions and human rights declarations).....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G19C	c) Textbooks	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G19D	d) Teaching/learning materials published by commercial companies	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G19E	e) Traditional media (e.g. newspapers, magazines, television)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G19F	f) Teaching material directly published by the Ministry of Education or by the local education authority	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G19G	g) Web-based sources of information (e.g. wikis, newspapers online) and social media ..	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G19H	h) Documents published by NGOs, political parties, international associations, public institutions, academic institutions	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q20 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
IT4G20A	a) Students work on projects that involve gathering information outside school (e.g. interviews in the neighbourhood, small scale surveys).	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G20B	b) Students work in small groups on different topics/issues.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G20C	c) Students participate in role plays.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G20D	d) Students take notes during teacher's lectures.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G20E	e) Students discuss current issues.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G20F	f) Students research and/or analyse information gathered from multiple Web sources (e.g. wikis, online newspapers). ..	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G20G	g) Students study textbooks.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G20H	h) Students propose topics/issues for the following lessons.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G20I	i) Students make presentations using digital technologies (e.g. [PowerPoint/Prezi, videos, multimedia]).....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G20J	j) Students use digital technologies for project or class work.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q21 Below is a list of activities related to global issues that can be carried out with students.

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
IT4G21A	a) Activities to raise students' awareness of important global issues (e.g. collecting, analysing and evaluating information in reports from NGOs or international organisations, in newspapers or online)	☐ ₁	☐ ₂
IT4G21B	b) Activities to raise students' awareness of the relations between local and global issues (e.g. activities on social and economic interconnections, on the global economy, on the roots of migration).....	☐ ₁	☐ ₂
IT4G21C	c) Activities to inform students about [fair trade] (e.g. activities focused on where the food comes from and on the people involved in producing it)	☐ ₁	☐ ₂
IT4G21D	d) Activities to make students aware about collective engagement to achieve improvements worldwide (e.g. [climate change protests, environment clean-up movements, social justice movements]).....	☐ ₁	☐ ₂
IT4G21E	e) Activities to analyse how diverse identities influence the ability to live together	☐ ₁	☐ ₂

Q22 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
IT4G22A	a) Human rights	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G22B	b) Voting and elections	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G22C	c) The global community and international organisations	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G22D	d) The environment and environmental sustainability	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G22E	e) Emigration and immigration	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G22F	f) Equal opportunities for men and women	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G22G	g) Citizens' rights and responsibilities	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G22H	h) The constitution and political systems	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G22I	i) Responsible Internet use (e.g. privacy, source reliability, social media)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G22J	j) Critical and independent thinking	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G22K	k) Conflict resolution	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G22L	l) Global issues (such as world poverty, international conflicts, child labour, social justice)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G22M	m) Diversity and inclusiveness	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G22N	n) The European Union	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q23 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
IT4G23A	a) Human rights	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G23B	b) Voting and elections	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G23C	c) The global community and international organisations	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G23D	d) The environment and environmental sustainability	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G23E	e) Emigration and immigration	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G23F	f) Equal opportunities for men and women ..	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G23G	g) Citizens' rights and responsibilities	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G23H	h) The constitution and political systems	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G23I	i) Responsible Internet use (e.g. privacy, source reliability, social media)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G23J	j) Critical and independent thinking	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G23K	k) Conflict resolution	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G23L	l) Global issues (such as world poverty, international conflicts, child labour, social justice)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G23M	m) Diversity and inclusiveness	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G23N	n) The European Union	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q24 At this school, to what extent do [target grade] students have the opportunity to learn the following topics and skills?

(Please tick only one box in each row.)

		To a large extent	To a moderate extent	To a small extent	Not at all
IT4G24A	a) Human rights	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G24B	b) Voting and elections	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G24C	c) The global community and international organisations	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G24D	d) The environment and environmental sustainability	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G24E	e) Emigration and immigration	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G24F	f) Equal opportunities for men and women	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G24G	g) Citizens' rights and responsibilities	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G24H	h) The constitution and political systems	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G24I	i) Responsible Internet use (e.g. privacy, source reliability, social media)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G24J	j) Critical and independent thinking	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G24K	k) Conflict resolution	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G24L	l) Global issues (such as world poverty, international conflicts, child labour, social justice)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G24M	m) Diversity and inclusiveness	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G24N	n) The European Union	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q25 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
IT4G25A	a) Pair and group work	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G25B	b) Classroom discussion	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G25C	c) Role play	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G25D	d) Research work	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G25E	e) Problem solving	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G25F	f) Project work	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q26 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
IT4G26A	a) Written essays	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G26B	b) Written tests (e.g. [multiple choice, cloze, true/false])	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G26C	c) Oral examinations	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G26D	d) Observation (e.g. [checklist and rating scale])	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G26E	e) Peer assessment	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G26F	f) Project work	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G26G	g) Portfolio.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IT4G26H	h) Student self-assessment	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Thank you for your cooperation!

Section 3: International student questionnaire

IEA International Civic and Citizenship Education Study (ICCS) 2022



Student Questionnaire

Final source for Main Survey (as implemented in RM Assessment Master)

Confidential to ICCS 2022

Do not cite or quote

[INTRODUCTION TO THE STUDENT QUESTIONNAIRE]

In this questionnaire you will find questions about:

You and your home

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.

[Only for PBA:] 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, after asking some questions about yourself and your home, we are mostly interested in your opinions and expectations about important topics in society. Therefore, your responses should be those that best reflect your personal views.

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 those from other students and only be used calculate totals and averages in which no individual can be identified. All information provided will be confidential and nobody will be able to see your answers.

ABOUT YOU AND YOUR HOME

Q1 When were you born?

Q1 coded to
S_AGE

(Please indicate month and year below.)

January	☐ _1	2000	☐ _1
February	☐ _2	2001	☐ _2
March	☐ _3	2002	☐ _3
April	☐ _4	2003	☐ _4
May	☐ _5	2004	☐ _5
June	☐ _6	2005	☐ _6
July	☐ _7	2006	☐ _7
August	☐ _8	2007	☐ _8
September	☐ _9	2008	☐ _9
October	☐ _10	2009	☐ _10
November	☐ _11	2010	☐ _11
December	☐ _12	2011	☐ _12
		2012	☐ _13
		2013	☐ _14

Q2 What is your [gender]?

Q2 coded to
SD_GENDER

Girl

☐1

Boy

☐2

[Other].....

☐3

Q20 [What best describes you?]

Q20 coded to
IS4G02ON

[A]

☐1

[B]

☐2

[C]

☐3

[D]

☐4

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

IS4G03

(Please mark only one choice.)

[ISCED level 6, 7 or 8]

☐1

[ISCED level 4 or 5]

☐2

[ISCED level 3]

☐3

[ISCED level 2] or below

☐4

In this section you will be asked some questions about your home and/or your parents or guardians who look after you (for example, step-parents or foster-parents). Select one parent/guardian as [parent 1] or [guardian 1] and the other as [parent 2] or [guardian 2]. If you share your time only with one parent or guardian, please answer the following questions only for [parent 1] or [guardian 1].

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. If you spend equal amounts of time in two households, choose the one you have spent the most time in over the last weekend.

Q30 Do any of these people live at home with you most or all of the time?

(Please mark only one choice in each row.)

		Yes	No
IS4G03OA	a) [Parent 1]	☐ ₁	☐ ₂
IS4G03OB	b) Other [guardian 1] (for example, step-parent or foster-parent)	☐ ₁	☐ ₂
IS4G03OC	c) [Parent 2]	☐ ₁	☐ ₂
IS4G03OD	d) Other [guardian 2] (for example, step-parent or foster-parent)	☐ ₁	☐ ₂
IS4G03OE	e) Siblings (brothers or sisters including step-brothers and step-sisters)	☐ ₁	☐ ₂
IS4G03OF	f) Grandparents	☐ ₁	☐ ₂
IS4G03OG	g) Others	☐ ₁	☐ ₂

Q4 In what country were you and your [parents/guardians] born?*(Please mark only one choice in each column.)*

	IS4G04A/ IS4G04AN	IS4G04B/ IS4G04BN	IS4G04C/ IS4G04CN
	You	[Parent 1] or [guardian 1]	[Parent 2] or [guardian 2]
[Country of test]	☐ ₁	☐ ₁	☐ ₁
[Other country/Group A]	☐ ₂	☐ ₂	☐ ₂
[Other country/Group B]	☐ ₃	☐ ₃	☐ ₃
[Another country]	☐ ₄	☐ ₄	☐ ₄

Q5 What language do you speak at home most of the time?IS4G05/
IS4G05N*(Please mark only one choice.)*

[Language of test]	☐ ₁
[Other language 1]	☐ ₂
[Other language 2]	☐ ₃
[Another language]	☐ ₄

Q50 How many languages do you speak at home?*(Please mark only one choice.)*

IS4G050

One language	☐ ₁
More than one language	☐ ₂

Q6a What is your [parent or guardian 1]'s main [job]?*(e.g. high school teacher, kitchen-hand, sales manager)*Q6a & Q6b
coded to
S_P1ISCO*If he/she is not working now, please tell us his/her last main [job]. If he/she has never had a [job], please write what she is currently doing.**Please write in the [job] title.***Q6b What does your [parent or guardian 1] do in his/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_P1ISCO*Please use a sentence to describe the kind of work he/she does or did in that [job].*

Q7 What is the highest level of education completed by your [parent or guardian 1]?

IS4G07

*If you are not sure which box to choose, please ask the [test administrator] for help.
(Please mark only one choice.)*

[ISCED level 6, 7 or 8] ☐ ₁

[ISCED level 4 or 5] ☐ ₂

[ISCED level 3] ☐ ₃

[ISCED level 2] ☐ ₄

He/she did not complete [ISCED level 2] ☐ ₅

Q8a What is your [parent or guardian 2]’s main [job]?

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

Q8a & Q8b
coded to
S_P2ISCO

*If he/she is not working now, please tell us his/her last main [job]. If he/she has never had a [job], please write what he/she is currently doing.
Please write in the [job] title.*

Q8b What does your [parent or guardian 2] do in his/her 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_P2ISCO

Please use a sentence to describe the kind of work he/she does or did in that [job].

Q9 What is the highest level of education completed by your [parent or guardian 2]?

IS4G09

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

(Please mark only one choice.)

- [ISCED level 6, 7 or 8] ☐₁
- [ISCED level 4 or 5] ☐₂
- [ISCED level 3] ☐₃
- [ISCED level 2] ☐₄
- He/she did not complete [ISCED level 2] ☐₅

Q10 About how many books are there in your home?

IS4G10

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

(Please mark only one choice.)

- 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

Q100 How often do you use the following devices at home?

(Please mark only one choice in each row.)

IS4G100A

a) A desktop or [laptop] computer

Never or rarely	At least once a week	At least once a day	Several times each day
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

IS4G100B

b) A tablet device (e.g. [iPad])

IS4G100C

c) A [smartphone] (except for using text and calling)

Q11 How interested are you and your [parent(s) or guardian(s)] in political and social issues?

(Please mark only one choice in each row.)

		Very interested	Quite interested	Not very interested	Not interested at all
IS4G11A	a) You	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G11B	b) [Parent or guardian 1]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G11C	c) [Parent or guardian 2]	☐ ₁	☐ ₂	☐ ₃	☐ ₄

YOUR ACTIVITIES OUTSIDE SCHOOL

Q12 How often are you involved in each of the following activities?

(Please mark only one choice in each row.)

		Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily
IS4G12A	a) Watching television to inform yourself about national and international news	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G12B	b) Reading the newspaper (including online versions) to inform yourself about national and international news	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G12C	c) Talking with your parent(s) about political or social issues	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G12D	d) Talking with your parent(s) about what is happening in other countries	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G12E	e) Talking with friends about political or social issues	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G12F	f) Talking with friends about what is happening in other countries	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q13 How often are you involved in each of the following activities related to the internet and social media?

(Please mark only one choice in each row.)

		Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily
IS4G13A	a) Using the internet to find information about political or social issues	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G13B	b) Posting your own content about a political or social issue on the internet or social media	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G13C	c) Sharing content about a political or social issue posted by someone else	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G13D	d) Commenting on an online post about a political or social issue	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G13E	e) [Liking] an online post about a political or social issue	☐ ₁	☐ ₂	☐ ₃	☐ ₄

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

(Please mark only one choice in each row.)

		Yes, I have done this <u>within the</u> <u>last twelve</u> <u>months</u>	Yes, I have done this but <u>more than a</u> <u>year ago</u>	No, I have never done this
IS4G14A	a) A youth organisation affiliated with a political party or union	☐ ₁	☐ ₂	☐ ₃
IS4G14B	b) A voluntary group doing something to help the [local community]	☐ ₁	☐ ₂	☐ ₃
IS4G14C	c) A group or organisation campaigning for a particular cause (e. g. environmental protection, human rights, or animal rights) .	☐ ₁	☐ ₂	☐ ₃
IS4G14D	d) A global campaign for a particular issue (e.g. action on climate change)	☐ ₁	☐ ₂	☐ ₃
IS4G14E	e) A community youth group (e.g. [scouts, YMCA]).....	☐ ₁	☐ ₂	☐ ₃
IS4G14F	f) A sports team	☐ ₁	☐ ₂	☐ ₃
IS4G14G	g) A religious group or organisation	☐ ₁	☐ ₂	☐ ₃

YOUR SCHOOL

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

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

(Please mark only one choice in each row.)

		Yes, I have done this <u>within the</u> <u>last twelve</u> <u>months</u>	Yes, I have done this but <u>more than a</u> <u>year ago</u>	No, I have never done this
IS4G15A	a) Active participation in an organised debate .	☐ ₁	☐ ₂	☐ ₃
IS4G15B	b) Voting for [class representative] or [school parliament/council]	☐ ₁	☐ ₂	☐ ₃
IS4G15C	c) Taking part in decision-making about how the school is run	☐ ₁	☐ ₂	☐ ₃
IS4G15D	d) Taking part in discussions at a [student assembly/gathering].....	☐ ₁	☐ ₂	☐ ₃
IS4G15E	e) Becoming a candidate for [class representative] or [school parliament/council]	☐ ₁	☐ ₂	☐ ₃
IS4G15F	f) Participating in an activity to make the school more [environmentally friendly]	☐ ₁	☐ ₂	☐ ₃
IS4G15G	g) Participating in writing articles on political and social issues for a [school publication or website]	☐ ₁	☐ ₂	☐ ₃

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

(Please mark only one choice in each row.)

		Never	Rarely	Sometimes	Often
IS4G16A	a) Teachers encourage students to make up their own minds.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G16B	b) Students [bring up] current political events for discussion in class.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G16C	c) Students express opinions in class even when their opinions are different from most of the other students.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G16D	d) Teachers encourage students to discuss the issues with people having different opinions.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G16E	e) Teachers present several sides of the issues when explaining them in class.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G16F	f) Teachers encourage students to express their opinions.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q17 At school, to what extent have you learned about the following issues or topics?

(Please mark only one choice in each row.)

		To a large extent	To a moderate extent	To a small extent	Not at all
IS4G17A	a) How citizens can vote in local or national elections	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G17B	b) How laws are introduced and changed in [country of test]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G17C	c) How to protect the environment (e.g. through energy-saving or recycling)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G17D	d) How to contribute to solving problems in the [local community]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G17E	e) How citizen rights are protected in [country of test]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G17F	f) Political issues and events in other countries	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G17G	g) How the economy works	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G17H	h) How to check whether online information can be trusted.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G17I	i) How to become a candidate in a [local election]	☐ ₁	☐ ₂	☐ ₃	☐ ₄

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

(Please mark only one choice in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
IS4G18A	a) Most of my teachers treat me fairly.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G18B	b) Students get along well with most teachers.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G18C	c) Most of my teachers are interested in students' well-being.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G18D	d) Most of my teachers listen to what I have to say.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G18E	e) If I need extra help, I receive it from my teachers.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G18F	f) Most students at my school treat each other with respect.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G18G	g) Most students at my school get along well with each other.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G18H	h) My school is a place where students feel safe.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G18I	i) I am afraid of being bullied by other students.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

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

(Please mark only one choice in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
IS4G19A	a) Students' participation in decision-making contributes to make my school better.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G19B	b) There are clear rules about how students can be involved in decision-making at my school.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G19C	c) My school encourages students to organize in groups to express their opinions.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G19D	d) Students can influence decisions that affect our whole school.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G19E	e) Voting in student elections makes a difference to what happens at my school. ..	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G19F	f) Students' interests are usually considered when decisions are made at my school	☐ ₁	☐ ₂	☐ ₃	☐ ₄

CITIZENS AND SOCIETY

Q20 How much do you agree or disagree with the following statements about political leaders, members of [parliament/congress] and political decision-making in [country of test]?

(Please mark only one choice in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
IS4G20A	a) The political system of [country of test] works well.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G20B	b) Members of [parliament/congress] do not care enough about the wishes of the people.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G20C	c) Political decisions should more often be based on advice from scientific experts.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G20D	d) Members of [parliament/congress] are good at representing the interests of young people.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G20E	e) Political leaders have too much power compared to other people.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G20F	f) Members of [parliament/congress] generally represent the interests of people in their country well.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G20G	g) Democracy may have some problems but it is still the best form of government for [country of test].	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G20H	h) Members of [parliament/congress] usually forget the needs of the people who voted for them.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G20I	i) Members of [parliament/congress] treat all people in society fairly.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q21 How bad would it be for democracy if the following situations were to happen?

(Please mark only one choice in each row.)

		Very bad	Quite bad	Somewhat bad	Not bad at all
IS4G21A	a) Political leaders give government jobs to family members.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G21B	b) The government breaks a law to fulfil a promise they made before they were elected.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G21C	c) Opposition leaders are arrested because they openly criticized a new law.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G21D	d) Only government supporters are appointed as judges.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G21E	e) The government closes newspapers, radio and television stations that have been critical of its policies.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G21F	f) The government blocks social media to prevent users from criticizing its policies. .	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G21G	g) The government controls all newspapers, radio and television stations in a country..	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q22 How important are the following behaviours for being a good adult citizen?

(Please mark only one choice in each row.)

		Very important	Quite important	Not very important	Not important at all
IS4G22A	a) Voting in every national election	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G22B	b) Joining a political party	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G22C	c) Learning about the country's history	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G22D	d) Following political issues in the newspaper, on the radio, on TV or on the Internet	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G22E	e) Engaging in political discussions	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G22F	f) Participating in peaceful protests against laws believed to be unjust	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G22G	g) Participating in activities to benefit people in the [local community]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G22H	h) Taking part in activities promoting human rights	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G22I	i) Taking part in activities to protect the environment	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G22J	j) Showing interest in different cultures and languages.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G22K	k) Making changes to one's personal lifestyle in order to become more [environmentally friendly]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G22L	l) Supporting initiatives that promote equal opportunities for all people across the world.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G22M	m) Helping people in less developed countries	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q23 To what extent do you agree or disagree that the government should have the right to take the following actions during a national emergency (e.g. caused by the outbreak of an infectious disease such as [COVID-19])?

(Please mark only one choice in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
IS4G23A	a) Close shops and businesses	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G23B	b) Fine people whose behaviour might put others at risk	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G23C	c) Oblige people to provide information about their movements	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G23D	d) Postpone meetings of the [parliament/congress]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G23E	e) Impose travel restrictions	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G23F	f) Make peaceful protests, marches or rallies illegal	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G23G	g) Close schools	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G23H	h) Make it illegal for people to leave their homes without sufficient cause	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G23I	i) Prohibit larger gatherings of people at sporting and entertainment events	☐ ₁	☐ ₂	☐ ₃	☐ ₄

RIGHTS AND RESPONSIBILITIES

Q24 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 mark only one choice in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
IS4G24A	a) [Immigrant] children should have the same opportunities for education that other children in the country have.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G24B	b) [Immigrants] who live in a country for several years should have the opportunity to vote in elections.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G24C	c) [Immigrants] should have the opportunity to continue their own customs and lifestyle.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G24D	d) [Immigrants] should have the same rights that everyone else in the country has.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G24E	e) [Immigrants] bring many cultural, social and economic benefits to [country of test].	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q25 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 mark only one choice in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
IS4G25A	a) Men and women should have equal opportunities to take part in government. ..	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G25B	b) Men and women should have the same rights in every way.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G25C	c) Women should stay out of politics.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G25D	d) When there are not many jobs available, men should have more right to a job than women.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G25E	e) Men and women should get equal pay when they are doing the same jobs.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G25F	f) Men are better qualified to be political leaders than women.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G25G	g) There should be equal numbers of men and women in [parliament/congress].	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q26 There are different views about what we should do to protect the environment.

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

(Please mark only one choice in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
IS4G26A	a) Governments should focus more on protecting the environment than on supporting economic growth.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G26B	b) Every citizen needs to contribute to the reduction of pollution.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G26C	c) [Country of test] should contribute to protecting the environment in other countries.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G26D	d) All human beings should take responsibility for preserving the natural world.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G26E	e) Countries need to work together to preserve the world's natural resources.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q260 There are different views on the rights and responsibilities of different [ethnic groups] in society.

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

(Please mark only one choice in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
IS4G26OA	a) All [ethnic groups] should have an equal chance to get good jobs in [country of test].....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G26OB	b) Schools should teach students to respect [members of all ethnic groups].....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G26OC	c) [Members of all ethnic groups] should be encouraged to run in elections for political office.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G26OD	d) All [ethnic groups] should have an equal chance to get a good education in [country of test].....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G26OE	e) [Members of all ethnic groups] should have the same rights and responsibilities.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

INSTITUTIONS AND SOCIETY

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

(Please mark only one choice in each row.)

		Completely	Quite a lot	A little	Not at all
IS4G27A	a) The [national government] of [country of test]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G27B	b) The [local government] of your town or city	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G27C	c) Courts of justice	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G27D	d) The police	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G27E	e) Political parties	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G27F	f) [Parliament/congress]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G27G	g) Traditional media (television, newspapers, radio)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G27H	h) Social media (e.g. [Instagram, Facebook, Twitter])	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G27I	i) [The Armed Forces]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G27J	j) Scientists	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G27K	k) Your teachers	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G27L	l) Schools in general	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G27M	m) The United Nations	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G27N	n) People in general	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G27O	o) [State/Province] government	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G27P	p) European Commission	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G27Q	q) European Parliament	☐ ₁	☐ ₂	☐ ₃	☐ ₄

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

(Please mark only one choice in each row.)

		To a large extent	To a moderate extent	To a small extent	Not at all
IS4G28A	a) Pollution	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G28B	b) Violent conflict	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G28C	c) Poverty	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G28D	d) Climate change	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G28E	e) Unemployment	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G28F	f) Overpopulation	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G28G	g) Infectious diseases (e.g. [measles, COVID-19])	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G28H	h) Terrorism	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G28I	i) Global financial crises	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G28J	j) [Loss of biodiversity, extinction of living species]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G28K	k) Water shortages	☐ ₁	☐ ₂	☐ ₃	☐ ₄

PARTICIPATING IN SOCIETY

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

(Please mark only one choice in each row.)

		Very well	Fairly well	Not very well	Not at all
IS4G29A	a) Argue your point of view about a controversial political or social issue	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G29B	b) Stand as a candidate in a [school election] .	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G29C	c) Organise a group of students in order to achieve changes at school	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G29D	d) Follow a debate about a controversial issue	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G29E	e) Write a letter or email to a newspaper giving your view on a current issue	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G29F	f) Speak in front of your class about a social or political issue	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G29G	g) Assess the credibility of information about political or social issues.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q30 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 mark only one choice in each row.)

		Very likely	Quite likely	Not very likely	Not at all likely
IS4G30A	a) Vote in a school election of [class representatives] or [school parliament/ council]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G30B	b) Join a group of students campaigning for an issue you agree with	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G30C	c) Become a candidate for [class representative] or [school parliament/ council]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G30D	d) Take part in discussions in a [student assembly/gathering]	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q31 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 mark only one choice in each row.)

		I would certainly do this	I would probably do this	I would probably <u>not</u> do this	I would certainly <u>not</u> do this
IS4G31A	a) Talk to others about your views on political or social issues	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G31B	b) Contact an [elected representative]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G31C	c) Take part in a peaceful march or rally	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G31D	d) Collect signatures for a petition	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G31E	e) Contribute to an online discussion about social or political issues	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G31F	f) Organize an online campaign in support of a political or social issue	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G31G	g) Refuse to buy products that are harmful for the environment.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G31H	h) Tell someone to stop causing damage to the environment	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G31I	i) Participate in an organized protest to demand more action to protect our environment	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G31J	j) Encourage other people to make personal efforts to help the environment (e.g. through saving water)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G31K	k) Spray-paint protest slogans on walls	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G31L	l) Stage a protest by blocking traffic	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G31M	m) Occupy public buildings as a sign of protest	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G31N	n) Participate in a school strike.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q32 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 mark only one choice in each row.)

		I would certainly do this	I would probably do this	I would probably <u>not</u> do this	I would certainly <u>not</u> do this
IS4G32A	a) Vote in [local elections]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G32B	b) Vote in [national elections]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G32C	c) Get information about candidates before voting in an election	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G32D	d) Help a candidate or party during an election campaign	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G32E	e) Join a political party	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G32F	f) Join a trade union	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G32G	g) Stand as a candidate in [local elections]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G32H	h) Join an organisation for a political or social cause	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G32I	i) Volunteer time to help other people in the [local community]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G32J	j) Vote in [state, province elections]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G32K	k) Vote in European elections	☐ ₁	☐ ₂	☐ ₃	☐ ₄

YOU AND RELIGION

Q33 What is your [religion]?

IS4G33/
IS4G33N

(Please mark only one choice.)

- No religion ☐ ₁
- [A] ☐ ₂
- [B] ☐ ₃
- [C] ☐ ₄
- [D] ☐ ₅
- Another religion ☐ ₆

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

IS4G34

(Please mark only one choice.)

- 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 mark only one choice in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
IS4G35A	a) Religion is more important to me than what is happening in national politics.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G35B	b) Religion helps me to decide what is right and what is wrong.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G35C	c) Religious leaders should have more power in society.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G35D	d) Religion should influence people's behaviour towards others.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G35E	e) Rules of life based on religion are more important than civil laws.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G35F	f) All people should be free to practice the religion they choose.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
IS4G35G	g) Religious people are better citizens.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Thank you for your cooperation!

Section 4: European student questionnaire

IEA International Civic and Citizenship Education Study (ICCS) 2022

***European Student Questionnaire (word version)***

Final source for Main Survey (as implemented in RM Assessment Master)

Confidential to ICCS 2022

Do not cite or quote

Paper-based administration

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.

Please note that the questions are related to Europe and not to the European Union, if not explicitly stated.

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.

Your answers will be combined with those from other students and only be used calculate totals and averages in which no individual can be identified. All information provided will be confidential and nobody will be able to see your answers.

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

Computer-based administration

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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
ES4G01A	a) I see myself as European.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G01B	b) I am proud to live in Europe.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G01C	c) I feel part of Europe.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G01D	d) I see myself first as a citizen of Europe and then as a citizen of the world.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G01E	e) I feel part of the European Union.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G01F	f) I am proud that my country is a member of the European Union.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

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

At school, to what extent have you learned 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
ES4G02A	a) Political and economic systems of other European countries	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G02B	b) The history of Europe	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G02C	c) Political and social issues in other European countries	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G02D	d) Political and economic cooperation between European countries	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G02E	e) The European Union	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G02F	f) Role and functions of the European Union institutions (e.g. European Parliament, European Council, European Commission) ..	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q3 How much do you agree or disagree with the following statements related to the freedom for European citizens to work in other European countries?

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
ES4G03A	a) Allowing citizens of European countries to work anywhere in Europe is good for the European economy.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G03B	b) Citizens of European countries should be allowed to work anywhere in Europe.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G03C	c) Allowing citizens of European countries to work anywhere in Europe helps to reduce unemployment.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G03D	d) The freedom for citizens of European countries to work anywhere in Europe should be limited.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G03E	e) The freedom for citizens of European countries to work in another European country should be regulated by agreements between individual countries.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G03F	f) Citizens of European countries seeking to work in another European country should apply for work permits like people from outside Europe.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q4 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
ES4G04A	a) European countries should recognize all educational qualifications achieved in any other European country.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G04B	b) European countries should have a European army for international missions.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G04C	c) European countries should adopt common rules to prevent and combat terrorism.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G04D	d) European countries should adopt the same regulations to combat illegal entry from non-European countries.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G04E	e) European countries should have the same rules regarding the acceptance of people escaping persecution in their countries for reasons of nationality, ethnicity, religion, or political opinions.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G04F	f) European countries should adopt common rules to reduce social and economic inequalities between rich and poor people.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G04G	g) European countries should have common rules to combat infectious diseases (e.g. [measles, COVID-19]).	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q5 Below is a list of statements about possible forms of cooperation among European countries in relation to environmental issues.

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
ES4G05A	a) European countries should have the same rules to protect the environment.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G05B	b) European countries should adopt common protocols and rules to reduce climate change.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G05C	c) European countries should promote an economic growth sustainable for the environment.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G05D	d) European countries should promote the use of renewable energy sources.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G05E	e) European countries should encourage the use of [clean technologies] in countries outside Europe.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q6 **Discrimination** occurs when access to rights and opportunities are unfairly limited due to specific personal characteristics, such as age, sex, sexual orientation, religion or race.

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
ES4G06A	a) Women.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G06B	b) Young people.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G06C	c) Poor people	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G06D	d) Religious minorities	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G06E	e) People with disabilities.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G06F	f) Older people	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G06G	g) [Immigrants]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G06H	h) People with political opinions different from those of the majority	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G06I	i) [Members of the LGTB+ community]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G06J	j) [People of African descent]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G06K	k) People from ethnic minority groups	☐ ₁	☐ ₂	☐ ₃	☐ 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
ES4G07A	a) There will be stronger cooperation among European countries.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G07B	b) There will be a rise in racism.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G07C	c) There will be peace across Europe.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G07D	d) Terrorism will be more of a threat all across Europe.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G07E	e) There will be larger economic differences between rich and poor countries in Europe. ..	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G07F	f) There will be less air and water pollution in Europe.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G07G	g) There will be a rise in poverty and unemployment in Europe.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G07H	h) Democracy will be strengthened across Europe.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G07I	i) Poor people will have more access to healthcare.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G07J	j) Politics will be increasingly influenced by small groups of rich people.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G07K	k) There will be more women among political leaders.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G07L	l) There will be a rise in religious intolerance. ...	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G07M	m) There will be more infectious diseases (e.g. [measles, COVID-19]).....	☐ ₁	☐ ₂	☐ ₃	☐ 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
ES4G08A	a) I will find a steady job.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G08B	b) My financial situation will be better than that of my parents.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G08C	c) I will find a job I like.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G08D	d) I will have the opportunity to travel abroad for leisure.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G08E	e) I will earn enough money to start a family. ...	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q9 How important are the following things for your future?

(Please tick only one box in each row.)

		Very important	important	Slightly Important	Not Important
ES4G09A	a) To be economically independent.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G09B	b) To have a higher income than my [parents or guardians].	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G09C	c) To find a job I like.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G09D	d) To have the opportunity to travel abroad for leisure.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G09E	e) To have the opportunity to work abroad.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G09F	f) To be paid in line with my qualifications	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G09G	g) To get a [post-secondary] degree.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G09H	h) To have children.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G09I	i) To have friends.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q10 In recent years, people have started to express their political attitude by deciding to buy or not to buy certain products.

During the last twelve months, how often have you done or have you asked your [parents or guardians] to do the following things?

(Please tick only one box in each row.)

		Often	Sometimes	Rarely	Never
ES4G10A	a) Refuse to buy goods produced by companies using child labour	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G10B	b) Refuse to buy goods whose production has a negative impact on the environment	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G10C	c) Refuse to buy goods produced by a company violating social rights of their employees	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G10D	d) Buy only goods that can be recycled afterwards	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G10E	e) Buy [green products].....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G10F	f) Get information whether companies are [socially responsible] before buying their products	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q11 During the last twelve months, how often have you done each of the actions listed below?

(Please tick only one box in each row.)

		Often	Sometimes	Rarely	Never
ES4G11A	a) Purchase used instead of new clothing	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G11B	b) Reduce water use (e.g. when brushing your teeth, having a shower, washing dishes)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G11C	c) Reduce the use of electricity (e.g. switching off the lights when leaving a room, turning down the heat when it is not too cold)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G11D	d) Avoid buying products with plastic packaging (e.g. school supplies, groceries)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G11E	e) Reuse old items in good condition instead of buying new ones	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G11F	f) Limit the use of plastic items (e.g. disposable plastic glasses, water bottles, plastic shopping bags)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G11G	g) Reduce food waste (e.g. avoiding buying more food than necessary, eating leftovers)	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G11H	h) Repair rather than replacing items you have (e.g. fix your bike instead of buying a new one, mending a backpack instead of buying a new one)	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q12 Below is a list of statements related to [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
ES4G12A	a) [EU] promotes respect for human rights all over Europe.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G12B	b) [EU] institutions cost too much money.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G12C	c) [EU] takes care of the environment.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G12D	d) [EU] is good for the economy of individual countries.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G12E	e) [EU] policies are too strongly influenced by the richest member states.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G12F	f) [EU] makes Europe a safe place to live.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G12G	g) [EU] is good because countries share a common set of rules and laws.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G12H	h) [EU] is run mainly by unelected bureaucrats.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G12I	i) [EU] promotes freedom of speech.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
ES4G12J	j) The adoption of [EU] policies takes too long to be effective.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Thank you for your cooperation!

Section 5: Latin American student questionnaire

IEA International Civic and Citizenship Education Study (ICCS) 2022

***Latin American Student Questionnaire (word version)***

Final source for Main Survey (as implemented in RM Assessment Master)

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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 people living in Latin American. We would like to know your opinion these issues and your responses should be those that best reflect your personal views.

Please read each question carefully and answer as accurately as you can. In this questionnaire, you will normally answer by ticking a box.

[Only for PBA:] 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.

All your answers will be treated confidentially.

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

Q1 Below are statements about your life in the future.

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

(Please mark only one choice in each row.)

		Very likely	Likely	Unlikely	Very unlikely
LS4G01A	a) I will find a steady job.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G01B	b) My financial situation will be better than that of my parents.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G01C	c) I will find a job I like.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G01D	d) I will have the opportunity to travel abroad for leisure.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G01E	e) I will earn enough money to start a family. ...	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G01F	f) I will move to another country.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G01G	g) I will move to another city or town in [country of test].	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G01H	h) I will be able to study what I am interested in after I have finished school.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q2 *Government are the authorities that lead, control and administer state institutions on behalf of its citizens through a [president] and [state ministers].*

How much do you agree or disagree with the following statements about the government and its leaders in [country of test]?

(Please mark only one choice in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
LS4G02A	a) It is better for government leaders to make decisions without consulting anybody.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G02B	b) People in government must enforce their authority even if it means violating the rights of some citizens.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G02C	c) People whose opinions are different than those of the government must be considered its enemies.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G02D	d) It is fair that the government does not comply with the law when it thinks it is necessary.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G02E	e) The government should close communication media that criticise it.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G02F	f) Concentration of power in one person guarantees order.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G02G	g) If the president does not agree with [parliament/congress], he/she should [dissolve] it.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

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

(Please mark only one choice in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
LS4G03A	a) It is acceptable for a civil servant to accept bribes if their salary is too low.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G03B	b) It is appropriate for a civil servant to use the resources of the institution in which he/she works for personal benefit.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G03C	c) Good candidates grant personal benefits to voters in return for their votes.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G03D	d) Paying an additional amount to a civil servant in order to obtain a personal benefit is acceptable.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G03E	e) It is acceptable for a civil servant to support his/her friends by giving them jobs in his/her office.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q4 How much do you agree or disagree with the following statements about situations where the law may be disobeyed?

(Please mark only one choice in each row.)

A law may be disobeyed ...

		Strongly agree	Agree	Disagree	Strongly disagree
LS4G04A	a) when it is the only alternative left for achieving important objectives.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04B	b) when it is the only way one has to help one's family.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04C	c) when others who disobeyed it were not punished.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04D	d) when others do it.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04E	e) when one distrusts the enacting body.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04F	f) when one is sure nobody will realize.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04G	g) when it is the only way of fighting publicly against an unfair law.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04H	h) when nobody gets hurt.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04I	i) when it is not done with bad intentions.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04J	j) when one can obtain economic benefits.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q5 How much do you agree or disagree with the following statements with regard to homosexuality?

(Please mark only one choice in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
LS4G05A	a) Persons of the same sex should have the right to get married.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G05B	b) Two persons of the same sex should have the right to adopt children.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G05C	c) Homosexuals should have the same rights as all other citizens.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G05D	d) All schools should accept homosexuals.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G05E	e) Homosexuals should have the right to hold any political or public position.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q6 *Discrimination* occurs when access to rights and opportunities are unfairly limited due to specific personal characteristics, such as age, sex, sexual orientation, religion or race.

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 mark only one choice in each row.)

		A lot	To some extent	A little	Not at all
LS4G06A	a) Women	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06B	b) Young people	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06C	c) Poor people	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06D	d) Religious minorities	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06E	e) People with disabilities.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06F	f) Older people	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06G	g) [Immigrants]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06H	h) [Members of the LGTB+ community]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06I	i) [People of African origin]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06J	j) Unemployed people	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06K	k) [People of Indigenous origin]	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Thank you for your cooperation!

IEA International Civic and Citizenship Education Study (ICCS) 2022



Latin American Student Questionnaire (Spanish, word version)

Final source for Main Survey (as implemented in RM Assessment Master)

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Introducción al Cuestionario Latinoamericano

El objetivo de este cuestionario es averiguar cual es tu opinión acerca de algunos temas que son importantes para personas que viven en Latinoamérica. Nos gustaría saber tu opinión acerca de estos temas y tus respuestas deben ser las que mejor reflejan tu punto de vista personal.

Por favor lee cada pregunta cuidadosamente y responde con la mayor exactitud posible. En este cuestionario estarás respondiendo las preguntas marcando casillas.

[Solo para PBA:] Si cometes un error marcando una casilla, tacha o borra tu error y marca la casilla correcta. Si cometes un error al escribir una respuesta, simplemente táchalo y escribe la respuesta correcta al lado.

Todas tus respuestas serán confidenciales.

Tendrás **20 minutos** para completar este cuestionario.

Q1 A continuación, se presentan preguntas sobre tu futuro.
¿Cuan probable crees que tu futuro se vea así?

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

		Muy probable	Probable	Improbable	Muy improbable
LS4G01A	a) Yo voy a encontrar un trabajo estable.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G01B	b) Mi situación financiera será mejor que la de mis padres.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G01C	c) Yo voy a encontrar un trabajo que me gusta.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G01D	d) Yo tendré la oportunidad de viajar al exterior por placer.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G01E	e) Yo ganaré suficiente dinero para fundar una familia.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G01F	f) Yo me voy a mudar a otro país	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G01G	g) Yo me mudaré a otra ciudad o pueblo en [país de prueba].	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G01H	h) Yo podré estudiar lo que me interesa después de que haya terminado el colegio.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q2 *El gobierno son las autoridades que dirigen, controlan y administran instituciones estatales en nombre de sus ciudadanos a través de un [presidente] y [ministros de estado].*

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

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

		Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
LS4G02A	a) Es mejor que los líderes del gobierno tomen decisiones sin consultar a nadie. ...	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G02B	b) Los gobernantes deben hacer valer su autoridad, aunque violen los derechos de algunos ciudadanos.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G02C	c) Las personas que tengan opiniones diferentes al gobierno deben ser consideradas como sus enemigos.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G02D	d) Es justo que el gobierno no cumpla con las leyes cuando lo crea necesario.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G02E	e) El gobierno debería cerrar los medios de comunicación que lo critiquen.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G02F	f) La concentración del poder en una sola persona garantiza el orden.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G02G	g) Si el presidente no está de acuerdo con el [parlamento/congreso], debería [disolverlo].	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q3 ¿En qué medida estás de acuerdo o en desacuerdo con las siguientes afirmaciones sobre el servicio público y el gobierno?

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

		Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
LS4G03A	a) Es aceptable que un funcionario público acepte sobornos cuando su salario es muy bajo.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G03B	b) Es apropiado que un funcionario público utilice los recursos de la institución donde trabaja para su beneficio personal.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G03C	c) Los buenos candidatos le dan beneficios personales a los electores a cambio de su voto.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G03D	d) Es aceptable pagarle algo adicional a un funcionario público para obtener un beneficio personal.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G03E	e) Es aceptable que un funcionario público apoye a sus amigos consiguiéndoles empleos en su oficina.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q4 ¿En qué medida estás de acuerdo o en desacuerdo con las siguientes afirmaciones sobre situaciones en las que se desobedece la ley?

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

Una ley se puede desobedecer...

		Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
LS4G04A	a) cuando es la única alternativa que queda para alcanzar objetivos importantes.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04B	b) cuando es la única manera que uno tiene para ayudar a su familia.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04C	c) cuando otros que la desobedecieron no fueron castigados.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04D	d) cuando los demás lo hacen.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04E	e) cuando se desconfía del organismo que hizo la ley.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04F	f) cuando uno está seguro de que nadie se va a dar cuenta.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04G	g) cuando es la única manera de luchar públicamente contra una ley injusta.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04H	h) cuando no se le hace daño a nadie.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04I	i) cuando se hace sin mala intención.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G04J	j) cuando uno puede sacar provecho económico.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q5 ¿En qué medida estás de acuerdo o en desacuerdo con las siguientes afirmaciones con respecto a la homosexualidad?

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

		Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
LS4G05A	a) Las personas del mismo sexo deberían tener derecho a casarse entre sí.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G05B	b) Dos personas del mismo sexo deberían tener el derecho de adoptar hijos.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G05C	c) Los homosexuales deberían tener los mismos derechos que los demás ciudadanos.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G05D	d) Todos los colegios deberían aceptar a homosexuales.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G05E	e) Los homosexuales deberían tener el derecho de postularse para cualquier cargo político o público.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

Q6 La discriminación ocurre cuando el acceso a derechos y oportunidades por parte de una persona son injustamente limitados 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 solo marca una casilla en cada fila.)

		Mucho	Hasta cierto punto	Un poco	Nada
LS4G06A	a) Mujeres	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06B	b) Personas jóvenes	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06C	c) Personas pobres	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06D	d) Minorías religiosas	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06E	e) Personas con discapacidades.....	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06F	f) Personas mayores	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06G	g) [Inmigrantes]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06H	h) [Miembros de la comunidad LGBT+]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06I	i) [Personas afrodescendientes]	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06J	j) Personas sin empleo	☐ ₁	☐ ₂	☐ ₃	☐ ₄
LS4G06K	k) [Personas de origen indígena]	☐ ₁	☐ ₂	☐ ₃	☐ ₄

¡Muchas gracias por tu participación!

Section 6: National Contexts Survey

IEA International Civic and Citizenship Education Study (ICCS) 2022

**National Contexts Survey**

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Jointly prepared by:

Australian Council for Educational Research (ACER – Melbourne, Australia)
Laboratorio di Pedagogia Sperimentale at the Roma Tre University (LPS) and LUMSA University – Rome, Italy)
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Introduction

This survey questionnaire is addressed to National Research Coordinators (NRCs), who are asked to supply information about their country's approach to educating students on civic and citizenship education. This will help provide important background information for interpretation of the data collected in other parts of the International Civic and Citizenship Education Study (ICCS). Your responses are vital in helping to provide a context for, and a better understanding of, the study results.

We ask that you complete this survey questionnaire, working with others in your country as necessary (e.g., ministries and departments of education, relevant non-government organisations, specialist organisations concerned with civic and citizenship education, and teacher associations).

It is important that you answer each question carefully and concisely and provide additional information where requested so that an accurate picture of your country's approach to civic and citizenship education is presented, particularly in relation to the target population (typically Grade 8).

In order to help you to complete the survey as accurately and concisely as possible there are accompanying **Notes for Guidance**. 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.

Please ensure that the survey is completed by [date]. When your contribution is finalised, we would ask that you contact the International Study Centre (iccs@acer.org).

Thank you for your help with ICCS 2022!

A. Education System**A.1. BACKGROUND****Q1 Have there been any changes introduced to the structure and organisation of primary and secondary education in your country since 2016?**

Please refer to the Notes for Guidance for a rationale for choosing this specific time period.

XA4G01

*(Please mark **one** choice only)*

Yes

☐

No

☐

XA4G01T

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 characterises the governance of school education in your country?

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

XA4G02

*(Please mark **one** choice only)*

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

☐

Responsibility for school education rests primarily with state/provincial authorities

☐

There is an approximately even balance of responsibility for school education between national and state/provincial authorities (for example, national authorities are responsible for national curricula while state/provincial authorities have responsibilities for school organisation and/or teacher training and selection)

☐

Other

☐

XA4G02T

If 'other', please specify:

Q3 How much autonomy do schools with students in the target grade usually have in relation to:

Please refer to the [Notes for Guidance](#) for clarification of the term 'usually'.
(Please mark **one** choice per area of responsibility)

XA4G03A

a. School governance (e.g. whole school financial management, setting strategic goals, implementation of curriculum)

Complete or a high level of autonomy

Schools have full or almost full authority the about how they are run in order to meet their statutory obligations.

☐

Some autonomy

Schools have some authority (including authority of some areas but not others) about how they operate in order to meet their statutory obligations.

☐

Little or no autonomy

The authority (or authorities) with responsibility for school education specify how schools are to be run in order to meet their statutory obligations.

☐

XA4G03AT

Please provide written comments to support or clarify your response, if necessary:

XA4G03B

b. Allocating resources within the school budget

Complete or a high level of autonomy

Schools have full or almost full authority to allocate resources (including teaching time) within the school budget.

☐

Some autonomy

Schools have some authority about the allocation resources from within the school budget. For example, the school can allocate resources other than teaching time, or can allocate teaching time but cannot decide about teacher employment/recruitment and salaries.

☐

Little or no autonomy

Schools have little or no authority about the allocation of resources (including teaching time) from within the school budget.

☐

XA4G03BT

Please provide written comments to support or clarify your response, if necessary:

Q3 (cont.) How much autonomy do schools with students in the target grade usually have in relation to:

*Please refer to the Notes for Guidance for clarification of the term 'usually'.
(Please mark **one** choice per area of responsibility)*

XA4G03C

c. Teacher recruitment

Complete or a high level of autonomy

Schools have full or near full authority to select and appoint teachers.

☐

Some autonomy

Schools have some authority to select and appoint teachers but the relevant education authority(ies) also has some control of school selection and appointment of teachers.

☐

Little or no autonomy

Schools have little or no authority to select and appoint teaching staff, this is managed by the relevant education authority(ies).

☐

XA4G03CT

Please provide written comments to support or clarify your response, if necessary:

XA4G03D

d. Civic and citizenship curriculum planning and delivery

Complete or a high level of autonomy

Each school has full or near full authority to decide how to deliver/ implement civic and citizenship curriculum.

☐

Some autonomy

Schools have some authority to decide how to deliver/implement civic and citizenship curriculum but some authority over school-based delivery/ implementation of the civic and citizenship curriculum also rests with the relevant education authority(ies).

☐

Little or no autonomy

The delivery/implementation of civic and citizenship in schools is externally prescribed. Schools have little or no authority to decide how to deliver/implement civic and citizenship curriculum in their school.

☐

XA4G03DT

Please provide written comments to support or clarify your response, if necessary:

Q3 (cont.) How much autonomy do schools with students in the target grade usually have in relation to:

*Please refer to the Notes for Guidance for clarification of the term 'usually'.
(Please mark **one** choice per area of responsibility)*

XA4G03E

e. Pedagogy or approaches to teaching civic and citizenship education

Complete or a high level of autonomy

Schools have full or almost full authority over pedagogy or approaches to teaching used within the school.

☐

Some autonomy

Schools have some authority over the pedagogy or approaches to teaching used within the school.

☐

Little or no autonomy

Schools have little or no authority over the pedagogy and approaches to teaching used within the school.

☐

XA4G03ET

Please provide written comments to support or clarify your response, if necessary

XA4G03F

f. Provision of opportunities for staff to participate in in-service education in civic and citizenship education

Complete or a high level of autonomy

Schools have full or almost full authority to determine the nature and scope of in-service education for staff in in civic and citizenship education.

☐

Some autonomy

Schools have some authority to determine the nature and intensity of in-service education for staff in in civic and citizenship education (with, for example, some mandatory in-service training provided by the relevant education authority(ies)).

☐

Little or no autonomy

Schools have little or no authority to determine the nature and intensity of in-service training for staff in in civic and citizenship education (i.e. in-service training is controlled and delivered by the relevant education authority(ies)).

☐

XA4G03FT

Please provide written comments to support or clarify your response, if necessary:

Q3 (cont.) How much autonomy do schools with students in the target grade usually have in relation to:

*Please refer to the Notes for Guidance for clarification of the term 'usually'.
(Please mark **one** choice per area of responsibility)*

XA4G03G

g. Student assessment in civic and citizenship education

Complete or a high level of autonomy

Schools are free or largely free to conduct their own civic and citizenship assessments of their students. ☐

Some autonomy

Schools have some autonomy in conducting civic and citizenship assessments of their students, but this is combined with mandatory assessments from relevant school authorities. ☐

Little or no autonomy

All or almost all student civic and citizenship assessment is developed and initiated by the relevant education authority(ies). ☐

XA4G03GT

Please provide written comments to support or clarify your response, if necessary:

XA4G03H

h. Students' assignment to classes and/or courses

Complete or a high level of autonomy

Schools are free or largely free to group their students according to their own criteria (e.g. gender or educational level). ☐

Some autonomy

Schools have some autonomy in grouping their students into classes and/or courses, but this is combined with mandatory criteria to be followed from relevant school authorities. ☐

Little or no autonomy

Students' grouping into classes and/or courses is based on criteria provided by the relevant education authority(ies). ☐

XA4G03HT

Please indicate whether there are specific regulations for the assignment of students with specific educational needs and, if necessary, also provide written comments to further support or clarify your response:

A.2. STRUCTURE OF THE EDUCATION SYSTEM

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

*(Please write **one** number in each row)*

XA4G04A

a) At what age does compulsory education begin? _____

XA4G04B

b) At what age does compulsory education finish? _____

XA4G04C

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

Q5 Please outline the main characteristics (such as type of study programme, range of grades or selectivity/accessibility) of the institutions which offer education at the lower secondary level (ISCED 2) (typically from about age 11 to around 14/15 years old)

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

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

XA4G05T

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

Please refer to the Notes for Guidance for further detail regarding the different types of schools.

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

XA4G06A	a) Public/government schools? <i>(This is a school managed directly or indirectly by a public education authority including local authorities, government agency, or governing board, appointed by government or elected by public franchise)</i>	□□□%
XA4G06B	b) Private/independent schools? <i>(This is a school financed mostly through private funds (incl. study fees) that is managed directly or indirectly by a non-government organisation; for example, a church, trade union, business, or other private institution)</i>	□□□%
XA4G06C	c) Private/dependent schools? <i>(This is a school financed mostly through public/government funds that is managed directly or indirectly by a non-government organisation; for example, a church, trade union, business, or other private institution)</i>	□□□%
XA4G06D	d) Other schools (please describe):	□□□%
XA4G06DT		

A.3. COVID-19 DISRUPTIONS

Q7 How has teaching and learning for students in the target grade in your country been affected by the worldwide COVID-19 pandemic?

(Please describe in brief below. Where relevant, please describe any specific implications for civic and citizenship education)

XA4G07T

Q8 To what extent was civic and citizenship education in the current school year affected by disruptions related to COVID-19?

(Please mark **one** choice only)

XA4G08

- a) Teaching was not possible for long periods of time (two months or longer). ☐
- b) Teaching was frequently interrupted but not for long periods of time of two months or longer ☐
- c) Teaching was possible throughout the COVID-19 disruptions (in-person attendance, via remote learning and/or through reduced class sizes) ☐
- d) Teaching was possible throughout the COVID-19 disruptions (in-person attendance, via remote learning and/or through reduced class sizes) but civic and citizenship may have been given low priority ☐

XA4G08T

Comments

Please use this space to provide additional comments about effects of COVID-19 disruptions on civic and citizenship education, if necessary:

Q9 Has there been formal support for the development of digital learning (e.g. digital curriculum resources or learning objects) for civic and citizenship education?

See the Notes for Guidance for clarification of the term 'formal support' and 'digital resources'.

(Please mark **one** choice in each row)

XA4G09A

	Yes	No
a) Formal support for the development of digital resources was already provided before the COVID-19 pandemic.	☐	☐

XA4G09B

b) Formal support for the development of digital resources has been provided in response to disruptions due to the COVID-19 pandemic.	☐	☐

XA4G09T

Comments

Please use this space to describe any support for the development of digital learning resources.

B. Civic and Citizenship Education in the Curriculum**B.1. EDUCATION POLICIES RELATED TO CIVIC AND CITIZENSHIP EDUCATION**

Q10 Have there been any changes introduced relevant to the aims, content and approaches to civic and citizenship education in educational policies in your country since 2016?

XA4G10

See the Notes for Guidance for a clarification of 'aims, content and approaches'.
(Please mark **one** choice only)

Yes

☐

No

☐

XA4G10T

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

Q11 Since 2005, have there been any major (national or international) studies about civic and citizenship education of young people in your country?

XA4G11

(Please mark **one** choice only)

Yes

☐

No

☐

XA4G11T

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

Q12 Which of the following have most influenced the current aims, content and approaches 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 mark **all** choices that apply, describe the influences and refer to relevant sources)*

XA4G12A	Educational approaches	
XA4G12AT	_____	☐
XA4G12B	Historical events	
XA4G12BT	_____	☐
XA4G12C	Cultural traditions	
XA4G12CT	_____	☐
XA4G12D	Political or social changes/developments	
XA4G12DT	_____	☐
XA4G12E	Increases in ethnic, cultural and social diversity	
XA4G12ET	_____	☐
XA4G12F	Results from international and/or national studies of civic and citizenship education	
XA4G12FT	_____	☐
XA4G12G	Other influences (<i>please describe</i>):	
XA4G12GT	_____	☐

Q13 Is there a definition of civic and citizenship education in the national curricula or official guidelines for school education?

XA4G13

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

(Please mark **one** choice only)

Yes

☐

No

☐

XA4G13T

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

Q14 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, as defined in relevant official sources (e.g. education acts, action plans, national goals)?

(Please describe in brief below and include links to relevant source documents)

XA4G14T

Q15 Are the following aspects of school organisation and operations explicitly recognised in national curricula or official guidelines for school education as contributing to civic and citizenship education in your country?

(Please mark **one** choice on each row)

Yes

No

XA4G15A

a) School governance and decision making processes (e.g. school governing bodies/elected school boards)

☐
☐

XA4G15B

b) Student participation (e.g. school/student councils)

☐
☐

XA4G15C

c) School ethos, culture and values (e.g. school code of conduct)

☐
☐

XA4G15D

d) Parental/community involvement in school

☐
☐

XA4G15E

e) Assemblies and special events

☐
☐

XA4G15F

f) Extra-curricular activities (e.g. sports, political clubs, debating groups)

☐
☐

XA4G15G

g) Classroom experiences/ethos

☐
☐

XA4G15H

h) School/community links (e.g. partnerships between school and the local community)

☐
☐

XA4G15I

i) Student and teacher involvement in the community

☐
☐

XA4G15J

j) Use of digital technologies for civic engagement

☐
☐

XA4G15K

k) School leadership

☐
☐

B.2. CIVIC AND CITIZENSHIP EDUCATION AT SCHOOL**Q16a Please describe how civic and citizenship education is formally implemented in Primary education (ISCED 1).**

*(Please mark **one** choice on each row and provide further descriptions where indicated)*

Primary education (ISCED 1)

(Please write original name of educational level and its English translation below)

XA4G16AT		Yes	No
	Is civic and citizenship included as part of the formal curriculum?	☐	☐
XA4G16AA	Are there differences between different curricula across schools at this educational level?	☐	☐
XA4G16AB	<i>If 'yes', please describe these differences:</i>		
XA4G16ABT			
XA4G16AC	Is there a specific curricular subject for civic and citizenship education?	☐	☐
XA4G16ACT	<i>Please provide the original name of this subject with its translation into English and describe to what extent and in which grades it is taught:</i>		

Q16b Please describe how civic and citizenship education is formally implemented at lower-secondary education (ISCED 2).

(Please mark **one** choice on each row and provide further descriptions where indicated)

Lower-secondary education (ISCED 2)

XA4G16BT	(Please write original name of educational level and its English translation below)			
			Yes	No
XA4G16BA	Is civic and citizenship included as part of the formal curriculum?	☐	☐	
XA4G16BB	Are there differences between different study programmes (e.g. general, vocational or pre-vocational) at this educational level?	☐	☐	
XA4G16BBT	If 'yes', please describe these differences:			
XA4G16BC	Is there a specific curricular subject for civic and citizenship education?	☐	☐	
XA4G16BCT	Please provide the original name of this subject with its translation into English and describe to what extent and in which grades it is taught:			
XA4G16BD	Are there optional courses or projects related to civic and citizenship education as part of school-based curricula?	☐	☐	
XA4G16BDT	If 'yes', please describe these optional courses or projects:			
XA4G16BF	Is there any specifications for the number of hours that students at the <u>target grade</u> should spend on civic and citizenship education?	☐	☐	
XA4G16BFT	If 'yes', please provide the amount of time specified:			

Q16c Please describe how civic and citizenship education is formally implemented at upper-secondary education (ISCED 3).

*(Please mark **one** choice on each row and provide further descriptions where indicated)*

Upper-secondary education (ISCED 3)

XA4G16CT	<i>(Please write original name of educational level and its English translation below)</i>		
		Yes	No
XA4G16CA	Is civic and citizenship included as part of the formal curriculum?	☐	☐
XA4G16CB	Are there differences between different study programmes (e.g. general, vocational or pre-vocational) at this educational level?	☐	☐
XA4G16CBT	<i>If 'yes', please describe these differences:</i>		
XA4G16CC	Is there a specific curricular subject for civic and citizenship education?	☐	☐
XA4G16CCT	<i>Please provide the original name of this subject with its translation into English and describe to what extent and in which grades it is taught:</i>		

B.3. CIVIC AND CITIZENSHIP EDUCATION AT THE TARGET GRADE**Q17 How is civic and citizenship education intended to be taught at the target grade in schools?**

(Please mark **one** choice on each row)

		Yes	No
XA4G17A	a) It is taught as a separate subject	☐	☐
XA4G17B	b) It is integrated into subjects related to human/social sciences (e.g. History, Geography, Law or Economics)	☐	☐
XA4G17C	c) It is integrated into all subjects taught at school	☐	☐
XA4G17D	d) It is an extra-curricular activity	☐	☐

Q18 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 in your country, please write 'Not applicable' on the lines below and move on to question 20.

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

XA4G18T

Q19 Are the following topics and skills included in the curriculum at the target grade?*(Please mark **one** choice on each row)*

		Yes	No
XA4G19A	a) Human rights	☐	☐
XA4G19B	b) Voting and elections	☐	☐
XA4G19C	c) The global community and international organisations	☐	☐
XA4G19D	d) The environment and environmental sustainability	☐	☐
XA4G19E	e) Emigration and immigration	☐	☐
XA4G19F	f) Equal opportunities for men and women	☐	☐
XA4G19G	g) Citizens' rights and responsibilities	☐	☐
XA4G19H	h) The constitution and political systems	☐	☐
XA4G19I	i) Responsible Internet use (e.g. privacy, source reliability, social media)	☐	☐
XA4G19J	j) Critical and independent thinking	☐	☐
XA4G19K	k) Conflict resolution	☐	☐
XA4G19L	l) Regional institutions and organisations (e.g. European Union, European Parliament, Organization of American States)	☐	☐
XA4G19M	m) Diversity and inclusiveness	☐	☐
XA4G19T	<i>Please provide any additional comments about curriculum coverage and references to sources where appropriate:</i>		

Q20 Are the following learning objectives specified in the curriculum for the target grade?

(Please mark **one** choice on each row)

		Yes	No
XA4G20A	a) Knowing basic civic and citizenship facts (e.g. about political institutions and processes)	☐	☐
XA4G20B	b) Understanding key civic and citizenship concepts (e.g. democracy, rights and responsibilities)	☐	☐
XA4G20C	c) Understanding key civic and citizenship values and attitudes (e.g. fairness, responsibility, engagement)	☐	☐
XA4G20D	d) Communicating through discussion and debate	☐	☐
XA4G20E	e) Understanding decision-making and active participation	☐	☐
XA4G20F	f) Becoming involved in decision-making in school	☐	☐
XA4G20G	g) Participating in community-based activities	☐	☐
XA4G20H	h) Developing a sense of national identity and allegiance	☐	☐
XA4G20I	i) Developing positive attitudes toward participation and engagement in civic and civil society	☐	☐
XA4G20J	j) Understanding how to resolve conflicts in society	☐	☐
XA4G20K	k) Understanding principles of voting and elections	☐	☐
XA4G20L	l) Understanding of global issues and interconnections	☐	☐
XA4G20M	m) Understanding environmental issues (e.g. climate change, pollution, endangerment of species)	☐	☐
XA4G20N	n) Knowledge about and awareness of social diversity	☐	☐
XA4G20O	o) Understanding the role of digital technologies for civic and civil society	☐	☐
XA4G20P	p) Developing a sense of regional identity (e.g. European, Latin American or Asian)	☐	☐
XA4G20Q	q) Developing a sense of global identity	☐	☐

Q21 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 and/or as a cross-curricular activity) at the target grade?

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

XA4G21 (Please mark **one** choice only)

Yes ☐

No ☐

XA4G21AT If you answered 'yes', please give an estimate in hours per week:

XA4G21BT If you answered 'no', or if the specified time varies across different programmes, please describe:

B.4. CURRENT REFORMS AND DEBATES

Q22 Since 2016, has education policy on civic and citizenship education been a major focus of debate in your country?

XA4G22 (Please mark **one** choice only)

Yes ☐

No ☐

XA4G22AT **If you answered 'yes', please describe the nature of the debate:**

XA4G22BT **If you answered 'no', please comment on the level and degree of interest in civic and citizenship education:**

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

Q23 Since 2016, has the curriculum for civic and citizenship education undergone revision?

XA4G23

(Please mark **one** choice only)

Yes ☐

No ☐

XA4G23T **If you answered 'yes', please describe in brief the main revisions:**

C. Teachers and Teacher Education**C.1. TEACHER EDUCATION IN GENERAL****Q24 What are the current formal requirements, if any, for being a teacher at the target grade?***(Please mark **one** choice on each row)*

		Yes	No
XA4G24A	a) Pre-practicum and supervised practicum	☐	☐
XA4G24B	b) Passing an examination	☐	☐
XA4G24C	c) Bachelor degree	☐	☐
XA4G24D	d) Post-degree diploma, certificate or award	☐	☐
XA4G24E	e) Other tertiary qualification (e.g. diploma)	☐	☐
XA4G24F	f) Completion of a probationary teaching period	☐	☐
XA4G24FT	<i>If 'yes', how long is this period (in months):</i> _____ months		
XA4G24G	g) Completion of a mentoring or induction program	☐	☐
XA4G24H	h) Other	☐	☐
XA4G24HT	<i>If 'other', please specify:</i> _____		
XA4G24T	<i>Please provide references to relevant documents:</i>		

Q25 In addition to the requirements listed in Q24, is there a process to license or certify lower-secondary teachers in your country?*(Please mark **one** choice only)*

Yes	☐
No	☐

If you answered 'yes', who certifies or licenses these teachers?*(Please mark **all** choices that apply)*

XA4G25A	Minister or ministry of education	☐
XA4G25B	National or state or provincial licensing board	☐
XA4G25C	Universities or colleges	☐
XA4G25D	Teacher organisation or union	☐
XA4G25E	Other	☐
XA4G25ET	<i>If 'other', please specify:</i> _____	

C.2. TEACHER EDUCATION FOR CIVIC AND CITIZENSHIP EDUCATION**Q26 Who teaches curricular content related to civic and citizenship education as part of regular lessons at the target grade in your country?**

See the Notes for Guidance for the clarification of the terms 'curricular content' and 'regular lessons'.

*(Please mark **one** choice on each row)*

		Yes	No
XA4G26A	a) Specialist teachers of civic and citizenship education	☐	☐
XA4G26B	b) Teachers of Language Arts (Mother tongue, Foreign language)	☐	☐
XA4G26C	c) Teachers of Human/Social Sciences (History, Geography, Civics, Law, Economics, etc.)	☐	☐
XA4G26D	d) Teachers of Mathematics	☐	☐
XA4G26E	e) Teachers of Sciences (Physics, Chemistry, Biology, Geology, Earth sciences, etc.)	☐	☐
XA4G26F	f) Teachers of Religion/Ethics (Religion, History of religions, Religion culture, Ethics)	☐	☐
XA4G26G	g) Teachers of other subjects (Music, Art, Physical education, Home economics, Personal and social development, etc.)	☐	☐
XA4G26T	<i>Please provide references to relevant documents:</i>		

Q27 Is civic and citizenship education covered as mandatory part of pre-service/initial teacher education for the following groups of target grade teachers?

*(Please mark **one** choice on each row)*

		Yes	No
XA4G27A	a) Specialist teachers of civic and citizenship education	☐	☐
XA4G27B	b) Teachers of Language Arts (Mother tongue, Foreign language)	☐	☐
XA4G27C	c) Teachers of Human/Social Sciences (History, Geography, Civics, Law, Economics, etc.)	☐	☐
XA4G27D	d) Teachers of Mathematics	☐	☐
XA4G27E	e) Teachers of Sciences (Physics, Chemistry, Biology, Geology, Earth sciences, etc.)	☐	☐
XA4G27F	f) Teachers of Religion/Ethics (Religion, History of religions, Religion culture, Ethics)	☐	☐
XA4G27G	g) Teachers of other (Music, Art, Physical education, Home economics, Personal and social development, etc.)	☐	☐
XA4G27T	<i>Please provide references to relevant documents:</i>		

C.3. IN-SERVICE TEACHER EDUCATION FOR CIVIC AND CITIZENSHIP EDUCATION

Q28 Are there specific initial teacher education programmes for teachers of civic and citizenship education at the target grade in your country?

XA4G28 (Please mark **one** choice only)

Yes

☐

Please go to Q29

No

☐

Please go to Q30

Q29 Are the following topics and skills specified as goals of initial teacher education programmes for teachers of civic and citizenship education at the target grade?

(Please mark only **one** choice on each row)

		Yes	No
XA4G29A	a) Human rights	☐	☐
XA4G29B	b) Voting and elections	☐	☐
XA4G29C	c) The global community and international organisations	☐	☐
XA4G29D	d) The environment and environmental sustainability	☐	☐
XA4G29E	e) Emigration and immigration	☐	☐
XA4G29F	f) Equal opportunities for men and women	☐	☐
XA4G29G	g) Citizens' rights and responsibilities	☐	☐
XA4G29H	h) The constitution and political systems	☐	☐
XA4G29I	i) Responsible Internet use (e.g. privacy, source reliability, social media)	☐	☐
XA4G29J	j) Critical and independent thinking	☐	☐
XA4G29K	k) Conflict resolution	☐	☐
XA4G29L	l) Global issues (such as world poverty, international conflicts, child labour, social justice)	☐	☐
XA4G29M	m) Diversity and inclusivity	☐	☐
XA4G29N	n) <i>The European Union (where applicable)</i>	☐	☐

Q30 Is in-service, continuing education or professional development for civic and citizenship education offered to the following groups of target grade teachers?

See the Notes for Guidance for the clarification of the terms 'in-service, continuing education or professional development'

*(Please mark **one** choice on each row)*

		Yes	No
XA4G30A	a) Specialist teachers of civic and citizenship education	☐	☐
XA4G30B	b) Teachers of Language Arts (Mother tongue, Foreign language)	☐	☐
XA4G30C	c) Teachers of Human/Social Sciences (History, Geography, Civics, Law, Economics, etc.)	☐	☐
XA4G30D	d) Teachers of Mathematics	☐	☐
XA4G30E	e) Teachers of Sciences (Physics, Chemistry, Biology, Geology, Earth sciences, etc.)	☐	☐
XA4G30F	f) Teachers of Religion/Ethics (Religion, History of religions, Religion culture, Ethics)	☐	☐
XA4G30G	g) Teachers of other subjects (Music, Art, Physical education, Home economics, Personal and social development, etc.)	☐	☐
XA4G30T	<i>Please provide references to relevant documents:</i>		

Q31 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 mark **all** choices that apply)*

XA4G31A	National government or Ministry of education	☐
XA4G31B	State or provincial jurisdictions (e.g. sub-national entities in federal systems)	☐
XA4G31C	Local authorities (e.g. regions, municipalities and districts)	☐
XA4G31D	Universities or colleges	☐
XA4G31E	Professional associations	☐
XA4G31F	Unions	☐
XA4G31G	NGOs (Non-governmental organisations) or charities	☐
XA4G31H	International or regional bodies (e.g. UN, UNESCO, OREALC/ UNESCO, Council of Europe, European Union)	☐
XA4G31I	Schools (i.e. in-house training)	☐
XA4G31J	Networks of schools	☐
XA4G31K	Publishers of textbooks and other educational material	☐
XA4G31L	Other	☐
XA4G31LT	<i>If 'other', please specify:</i> _____	

D. Assessments and Quality Assurance

Q32 Are students in the target grade expected to be formally assessed with regard to learning outcomes of civic and citizenship education?

See the Notes for Guidance for clarification of "formal assessment" in this question

XA4G32

*(Please mark **one** choice only)*

Yes

☐

No

☐

XA4G32T

If you answered 'yes', please describe the methods used for these formal assessments:

Q33 Do students in the target grade receive formal reports or grades regarding their learning outcomes of civic and citizenship education at the end of school terms or years?

XA4G33

*(Please mark **one** choice only)*

Yes

☐

No

☐

XA4G33T

If you answered 'yes', please describe the types of reports or grades:

Q34 Are schools expected to inform parents of students at the target grade about aims of and approaches to civic and citizenship education?

XA4G34

*(Please mark **one** choice only)*

Yes

☐

No

☐

XA4G34T

If you answered 'yes', describe the ways in which are parents expected to be informed:

E. The 2022 Ukraine Crisis

Q35 Have young people's civic and citizenship participation in your country been affected by the 2022 Ukraine crisis?

XA4G35

Examples may include school strikes, young people's participation in demonstrations, participation in out-of-school initiatives for collecting donations for people from Ukraine, or volunteering for supporting refugees from Ukraine.

*(Please mark **one** choice only)*

Yes

☐

No

☐

XA4G35T

If you answered 'yes', please provide a brief summary:

Q36 Have there been initiatives at schools related to the 2022 Ukraine crisis that involve students at the target grade?

XA4G36

Examples may include school events/debates and school assemblies, meetings with experts at schools, school-based aid collections for people from Ukraine, or school-based initiatives for supporting refugees from Ukraine.

*(Please mark **one** choice only)*

Yes

☐

No

☐

XA4G36T

If you answered 'yes', please provide a brief summary:

Q37 Please describe if the 2022 Ukraine crisis has affected students at the target grade in any other way?

XA4G37

(Please describe in brief below. Where relevant, please describe any specific implications for civic and citizenship education)

F. Contributions To Responses

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.	
Suppressed	5.	

APPENDIX B: NATIONAL ADAPTATIONS OF INTERNATIONAL QUESTIONNAIRES

Overview

This appendix describes national adaptations made to the international version of the ICCS 2022 questionnaires. This information provides users with a guide to evaluate the availability of internationally comparable data for use in secondary analyses involving the ICCS 2022 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: i) language of test administration; ii) general or common cultural adaptations; and iii) 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
Brazil	45 = Portuguese
Bulgaria	9 = Bulgarian
Chinese Taipei	10 = Chinese
Colombia	2 = Spanish
Croatia	56 = Croatian
Cyprus	1 = English 44 = Greek
Denmark	11 = Danish
North Rhine-Westphalia (Germany)	15 = German
Schleswig-Holstein (Germany)	15 = German
Estonia	29 = Russian 46 = Estonian
France	3 = French
Italy	20 = Italian
Latvia	21 = Latvian 29 = Russian
Lithuania	22 = Lithuanian 27 = Polish 29 = Russian
Malta	1 = English 48 = Maltese
Netherlands	12 = Dutch
Norway	8 = Bokmål 26 = Nynorsk
Poland	27 = Polish
Romania	28 = Romanian

Serbia	36 = Bosnian
	37 = Serbian
Slovak Republic	30 = Slovak
Slovenia	31 = Slovene
Spain	2 = Spanish
	49 = Catalan
	51 = Basque
	52 = Valencian
	57 = Galician
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
Brazil	Civic and citizenship education
Bulgaria	Citizenship education
Chinese Taipei	Civics and society
Colombia	Civic and citizenship education
Croatia	Civic and citizenship education
Cyprus	Civic and citizenship education
Denmark	Social science
North Rhine-Westphalia (Germany)	Political and democratic education
Schleswig-Holstein (Germany)	Political and democratic education
Estonia	Social studies
France	Morale and civic education
Italy	Civic Education
Latvia	Civic and citizenship education
Lithuania	Civic and citizenship education
Malta	Civic and citizenship education
Netherlands	Citizenship education
Norway	Civic and citizenship education
Poland	Knowledge about society
Romania	Social Education
Serbia	Civic and citizenship education
Slovak Republic	Civic education
Slovenia	Civic education

Spain	Civic and citizenship education
Sweden	Civic- and citizenship issues

<Guardian 1>

Country	Documentation
Brazil	Stepmother
Bulgaria	Female guardian
Chinese Taipei	Female guardian
Colombia	Female guardian
Croatia	Female guardian
Cyprus	Other male guardian
Denmark	Other adult woman
North Rhine-Westphalia (Germany)	1. guardian (e.g., mother)
Schleswig-Holstein (Germany)	1. guardian (e.g., mother)
Estonia	Female guardian (for example stepmother)
France	Guardian 1
Italy	Guardian A
Latvia	Female guardian
Lithuania	Female guardian
Malta	Guardian 1
Netherlands	Female guardian
Norway	Guardian 1
Poland	Female guardian (e.g. step-mother, legal female foster-guardian)
Romania	Guardian 1
Serbia	Female guardian
Slovak Republic	Step/foster mother
Slovenia	Another female guardian (for example, step mother or foster mother)
Spain	Guardian (a)
Sweden	Guardian 1

<Guardian 2>

Country	Documentation
Brazil	Stepfather
Bulgaria	Male guardian
Chinese Taipei	Male guardian
Colombia	Male guardian
Croatia	Male guardian
Cyprus	Other female guardian
Denmark	Other adult man
North Rhine-Westphalia (Germany)	2. guardian (e.g., father)
Schleswig-Holstein (Germany)	2. guardian (e.g., father)
Estonia	Male guardian (for example stepfather)
France	Guardian 2
Italy	Guardian B
Latvia	Male guardian
Lithuania	Male guardian
Malta	Guardian 2
Netherlands	Male guardian
Norway	Guardian 2
Poland	Male guardian (e.g. step-father, male foster -guardian)
Romania	Guardian 2
Serbia	Male guardian
Slovak Republic	Step/foster father
Slovenia	Another male guardian (for example, step father or foster father)
Spain	Guardian (b)
Sweden	Guardian 2

<Local community>

Country	Documentation
Brazil	Local community
Bulgaria	Local community
Chinese Taipei	Local community
Colombia	Local community
Croatia	Local community
Cyprus	Local community
Denmark	Local community
North Rhine-Westphalia (Germany)	Town or municipality
Schleswig-Holstein (Germany)	Town or municipality
Estonia	Local community
France	Local community (quarter, city or village)
Italy	Local community
Latvia	Local community
Lithuania	Local community
Malta	Local community
Netherlands	Local community
Norway	Local community
Poland	Local community
Romania	Local community
Serbia	Local community
Slovak Republic	Local community
Slovenia	Local community
Spain	Neighborhood or municipality
Sweden	Local community

<Parent 1>

Country	Documentation
Brazil	Mother
Bulgaria	Mother
Chinese Taipei	Mother
Colombia	Mother
Croatia	Mother
Cyprus	Father
Denmark	Mother
North Rhine-Westphalia (Germany)	1. parent
Schleswig-Holstein (Germany)	1. parent
Estonia	Mother
France	Parent 1
Italy	Parent A
Latvia	Mother
Lithuania	Mother
Malta	Parent 1
Netherlands	Mother
Norway	Parent 1
Poland	Mother
Romania	Mother
Serbia	Mother
Slovak Republic	Mother
Slovenia	Mother
Spain	Parent (a)
Sweden	Parent 1

<Parent 2>

Country Documentation

Brazil	Father
Bulgaria	Father
Chinese Taipei	Father
Colombia	Father
Croatia	Father
Cyprus	Mother
Denmark	Father
North Rhine-Westphalia (Germany)	2. parent
Schleswig-Holstein (Germany)	2. parent
Estonia	Father
France	Parent 2
Italy	Parent B
Latvia	Father
Lithuania	Father
Malta	Parent 2
Netherlands	Father
Norway	Parent 2
Poland	Father
Romania	Father
Serbia	Father
Slovak Republic	Father
Slovenia	Father
Spain	Parent (b)
Sweden	Parent 2

<Parents or Guardians>

Country	Documentation
Brazil	Parents or adults responsible for the student
Bulgaria	Parents/guardians
Chinese Taipei	Parents or guardians
Colombia	Parents or guardians
Croatia	Parents or guardians
Cyprus	Parents or guardians
Denmark	Parents
North Rhine-Westphalia (Germany)	Parents or guardians
Schleswig-Holstein (Germany)	Parents or guardians
Estonia	Parents
France	Parents or guardians
Italy	Parents or guardians
Latvia	Parents or guardians
Lithuania	Parents or guardians
Malta	Parents or guardians
Netherlands	Parents or guardians
Norway	Parents or guardians
Poland	Parents/guardians
Romania	Parents or guardians
Serbia	Parents or guardians
Slovak Republic	Parents or legal representatives
Slovenia	Parents/guardians
Spain	Parents/guardians
Sweden	Parents or guardians

<Parliament/Congress>

Country	Documentation
Brazil	National Congress
Bulgaria	Parliament
Chinese Taipei	Parliament
Colombia	Congress
Croatia	Parliament/congress
Cyprus	Parliament
Denmark	Parliament
North Rhine-Westphalia (Germany)	Parliament
Schleswig-Holstein (Germany)	Parliament
Estonia	Riigikogu
France	Parliament
Italy	Parliament
Latvia	Parliament
Lithuania	Parliament
Malta	Parliament
Netherlands	Parliament
Norway	Norwegian parliament
Poland	Sejm/Senat
Romania	Parliament
Serbia	Parliament
Slovak Republic	Parliament
Slovenia	Parliament
Spain	Parliament
Sweden	Parliament

<Target Grade>

Country	Documentation
Brazil	8th year
Bulgaria	8th grade
Chinese Taipei	8th grade
Colombia	Eighth grade
Croatia	8th grade
Cyprus	Grade 8
Denmark	8th class level
North Rhine-Westphalia (Germany)	Grade 8
Schleswig-Holstein (Germany)	Grade 8
Estonia	8th grade
France	Fourth
Italy	Third class of lower secondary school
Latvia	Grade 8
Lithuania	Eight grade
Malta	Year 9
Netherlands	Grade 8
Norway	9th grade
Poland	Eight grade
Romania	8th grade
Serbia	8 grade
Slovak Republic	8th grade
Slovenia	8th grade
Spain	2nd of Compulsory Secondary Education
Sweden	Grade 8

Adaptations specific to individual systems

Adaptations specific to individual systems are presented in five sections corresponding to the ICCS 2022 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 entry is assigned either Code D or Code X representing the following meanings:

Code D: National data for the country are included in the international database. This code is used for questions that are considered comparable to the international version.

Code X: National data for the country are not included in the international database. This code is used for questions that were not administered, not applicable, or deleted for any of several reasons (e.g., not internationally comparable, removed per country request, removed due to other data problems).

Section 1: School questionnaire

ScQ-Q01

Question: How long have you been [the principal, the headteacher, the school head] of this school including the current school year?
Please count every started school year as a full year.

1 = 1 - 2 years
2 = 3 - 5 years
3 = 6 - 9 years
4 = 10 years or more

Variable Name(s): IC4G01

Country	Item ID	Code	Documentation
Brazil	ScQ-Q01	D	School principal or manager
Bulgaria	ScQ-Q01	D	Headmaster
Chinese Taipei	ScQ-Q01	D	Principal
Colombia	ScQ-Q01	D	Principal
Croatia	ScQ-Q01	D	Principal
Cyprus	ScQ-Q01	D	The principal
Denmark	ScQ-Q01	D	School leader
North Rhine-Westphalia (Germany)	ScQ-Q01	D	Headmaster
Schleswig-Holstein (Germany)	ScQ-Q01	D	Headmaster
Estonia	ScQ-Q01	D	School principal
France	ScQ-Q01	D	Head of school
Italy	ScQ-Q01	D	School Principal
Latvia	ScQ-Q01	D	The principal
Lithuania	ScQ-Q01	D	Principal
Malta	ScQ-Q01	D	Head
Netherlands	ScQ-Q01	D	Principal or head of department

Norway	ScQ-Q01	D	School leader (principal/assisting principal/department leader)
Poland	ScQ-Q01	D	In the position of director
Romania	ScQ-Q01	D	The principal
Serbia	ScQ-Q01	D	Principal
Slovak Republic	ScQ-Q01	D	Principal
Slovenia	ScQ-Q01	D	The principal or the school head
Spain	ScQ-Q01	D	Headteacher / head mistress / the principal
Sweden	ScQ-Q01	D	Principal

ScQ-Q02A-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?

- 1 = All or nearly all
- 2 = Most of them
- 3 = Some of them
- 4 = None or hardly any

- 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

Variable Name(s): IC4G02A, IC4G02B, IC4G02C, IC4G02D, IC4G02E

Country	Item ID	Code	Documentation
Brazil	ScQ-Q02c	D	Development/improvement activities
Brazil	ScQ-Q02e	D	School activities or bodies designed to discuss the fate
Bulgaria	ScQ-Q02c	D	Improvement of school quality
Bulgaria	ScQ-Q02e	X	Dimension not administered or data not available
Chinese Taipei	ScQ-Q02c	D	Development/improvement activities
Chinese Taipei	ScQ-Q02e	D	School council School governing board
Colombia	ScQ-Q02c	D	Improvement activities
Colombia	ScQ-Q02e	D	School council
Croatia	ScQ-Q02c	D	Development activities
Croatia	ScQ-Q02e	D	Nationally defined dimension: Being willing to be in the school council as a member and teacher representative
Cyprus	ScQ-Q02c	D	Development/improvement activities

Cyprus	ScQ-Q02e	D	School council
Denmark	ScQ-Q02c	D	Development activities
Denmark	ScQ-Q02e	D	School board
North Rhine-Westphalia (Germany)	ScQ-Q02c	D	Measures for school development
North Rhine-Westphalia (Germany)	ScQ-Q02e	D	School council
Schleswig-Holstein (Germany)	ScQ-Q02c	D	Measures for school development
Schleswig-Holstein (Germany)	ScQ-Q02e	D	School council
Estonia	ScQ-Q02c	D	Development activities
Estonia	ScQ-Q02e	D	School governing board
France	ScQ-Q02c	D	Development or improvement activities
France	ScQ-Q02e	D	Administration board
Italy	ScQ-Q02c	D	Development and improvement activities
Italy	ScQ-Q02e	D	School governing council
Latvia	ScQ-Q02c	D	Development
Latvia	ScQ-Q02e	D	School council
Lithuania	ScQ-Q02c	D	Development/improvement of school's activities
Lithuania	ScQ-Q02e	D	School council
Malta	ScQ-Q02c	D	Development/improvement activities
Malta	ScQ-Q02e	D	School council
Netherlands	ScQ-Q02c	D	School development and school improvement
Netherlands	ScQ-Q02e	D	Works council
Norway	ScQ-Q02c	D	Strategy and development work
Norway	ScQ-Q02e	D	Managing board, leader team, cooperation team or the like
Poland	ScQ-Q02c	D	Activities aimed at school development

Poland	ScQ-Q02e	D	Nationally defined dimension: being willing to be members and represent teachers in School Council, in other bodies
Romania	ScQ-Q02c	D	Development activities
Romania	ScQ-Q02e	D	Council of Administration
Serbia	ScQ-Q02c	D	Development activities
Serbia	ScQ-Q02e	D	School governing board
Slovak Republic	ScQ-Q02c	D	School development
Slovak Republic	ScQ-Q02e	D	School board
Slovenia	ScQ-Q02c	D	Development activities
Slovenia	ScQ-Q02e	D	School governing board
Spain	ScQ-Q02c	D	Development and improvement activities
Spain	ScQ-Q02e	D	School council, school governing board
Sweden	ScQ-Q02c	D	Activities to develop and improve the school
Sweden	ScQ-Q02e	D	Local school governing board

ScQ-Q03A-J

Question: In your opinion, to what extent do the following statements apply to this school, in the current school year?

- 1 = To a large extent
 2 = To a moderate extent
 3 = To a small extent
 4 = Not at all

- a) Students are involved in designing [school educational plan].
 b) Students are involved in the definition of school rules and regulations.
 c) Students are encouraged to contribute to decisions related to teaching content
 d) Students are encouraged to contribute to classroom activities planning.
 e) Students are involved in school self-evaluation processes.
 f) [Parents or guardians] are involved in designing [school educational plan].
 g) [Parents or guardians] are involved in the development of the school rules and regulations.
 h) [Parents or guardians] are involved in school self-evaluation processes.
 i) [Parents or guardians] are involved in decisions related to the school annual budget and financial planning.
 j) [Parents or guardians] are invited to participate in school projects and initiatives.

Variable Name(s): IC4G03A, IC4G03B, IC4G03C, IC4G03D, IC4G03E, IC4G03F, IC4G03G, IC4G03H, IC4G03I, IC4G03J

Country	Item ID	Code	Documentation
Brazil	ScQ-Q03a, 03f	D	School study plan
Bulgaria	ScQ-Q03a, 03f	D	The school development strategy
Chinese Taipei	ScQ-Q03a, 03f	D	School educational plan
Colombia	ScQ-Q03a, 03f	D	School educational plan
Croatia	ScQ-Q03a, 03f	D	School educational plan / curriculum
Cyprus	ScQ-Q03a, 03f	D	School educational plan
Denmark	ScQ-Q03a, 03f	D	Goals and plans for the teaching
North Rhine-Westphalia (Germany)	ScQ-Q03a, 03f	D	School educational plan

Schleswig-Holstein (Germany)	ScQ-Q03a, 03f	D	School educational plan
Estonia	ScQ-Q03a, 03f	D	School curriculum
France	ScQ-Q03a, 03f	D	School project
Italy	ScQ-Q03a, 03f	D	School's educational offer
Latvia	ScQ-Q03a, 03f	D	School working plan
Lithuania	ScQ-Q03a, 03f	D	School educational plan
Malta	ScQ-Q03a, 03f	D	School development plan
Netherlands	ScQ-Q03a, 03f	D	School development plan
Norway	ScQ-Q03a, 03f	D	Period plans (week plans, monthly plans and the like)
Poland	ScQ-Q03a, 03f	D	School educational plan
Romania	ScQ-Q03a, 03f	D	Institutional Developing Plan
Serbia	ScQ-Q03a, 03f	D	School educational plan
Slovak Republic	ScQ-Q03a, 03f	D	School regulations and rules of school
Slovenia	ScQ-Q03a	D	School's annual work plan
Slovenia	ScQ-Q03f	D	School's annual working plan
Spain	ScQ-Q03a, 03f	D	School educational plan
Sweden	ScQ-Q03a, 03f	D	The school's education plan

ScQ-Q04A-B

Question: How many [target grade] students at this school ...

- 1 = All or nearly all
- 2 = Most of them
- 3 = Some of them
- 4 = None or hardly any
- 5 = Not applicable

- a) elect their [class representatives]?
- b) vote in [school parliament/council] elections?

Variable Name(s): IC4G04A, IC4G04B

Country	Item ID	Code	Documentation
Brazil	ScQ-Q04a	D	Class representatives
Brazil	ScQ-Q04b	D	Student union
Bulgaria	ScQ-Q04a	D	Class representatives
Bulgaria	ScQ-Q04b	D	School parliament
Chinese Taipei	ScQ-Q04a	D	Class representatives
Chinese Taipei	ScQ-Q04b	D	Campus-wide Student Autonomous Organizations
Colombia	ScQ-Q04a	D	Class representatives
Colombia	ScQ-Q04b	D	Student council
Croatia	ScQ-Q04a	D	Class representative
Croatia	ScQ-Q04b	D	Nationally defined dimension: Vote during elections for students' school council
Cyprus	ScQ-Q04a	D	Class representatives
Cyprus	ScQ-Q04b	D	Student council
Denmark	ScQ-Q04a	D	Class representatives
Denmark	ScQ-Q04b	D	Student council or school board
North Rhine-Westphalia (Germany)	ScQ-Q04a	D	Class representative

North Rhine-Westphalia (Germany)	ScQ-Q04b	D	Student council
Schleswig-Holstein (Germany)	ScQ-Q04a	D	Class representative
Schleswig-Holstein (Germany)	ScQ-Q04b	D	Student council
Estonia	ScQ-Q04a	D	Class representative
Estonia	ScQ-Q04b	D	Student council
France	ScQ-Q04a	D	Class representatives
France	ScQ-Q04b	D	Student council
Italy	ScQ-Q04a	D	Class representatives
Italy	ScQ-Q04b	D	School governing council
Latvia	ScQ-Q04a	D	Class elder/representative
Latvia	ScQ-Q04b	D	Council of the students
Lithuania	ScQ-Q04a	D	Representatives
Lithuania	ScQ-Q04b	D	Student council
Malta	ScQ-Q04a	D	Class representatives
Malta	ScQ-Q04b	D	Students' council elections
Netherlands	ScQ-Q04a	D	Class representative
Netherlands	ScQ-Q04b	D	Student council
Norway	ScQ-Q04a	D	Class representatives
Norway	ScQ-Q04b	D	Student council
Poland	ScQ-Q04a	D	Class representatives
Poland	ScQ-Q04b	D	School student council elections
Romania	ScQ-Q04a	D	Class representatives
Romania	ScQ-Q04b	D	School's Council
Serbia	ScQ-Q04a	D	Class representatives
Serbia	ScQ-Q04b	D	School parliament
Slovak Republic	ScQ-Q04a	D	Class representatives

Slovak Republic	ScQ-Q04b	D	Student parliament or student board
Slovenia	ScQ-Q04a	D	Class representatives
Slovenia	ScQ-Q04b	D	School parliament
Spain	ScQ-Q04a	D	Class representatives
Spain	ScQ-Q04b	D	School council
Sweden	ScQ-Q04a	D	Class representatives
Sweden	ScQ-Q04b	D	Student council

ScQ-Q05A-E

- Question:** In this school, in which of the following ways can [target grade] students contribute to the school's decision making processes?
- 1 = Yes
2 = No
- a) They can make suggestions for school improvement in class discussions.
 - b) They can participate in school assemblies.
 - c) They can submit written suggestions online or on paper.
 - d) They can attend individual and/or group meetings with the school principal.
 - e) They can attend individual and/or group meetings with teachers.

Variable Name(s): IC4G05A, IC4G05B, IC4G05C, IC4G05D, IC4G05E

Country	Item ID	Code	Documentation
Slovak Republic	ScQ-Q05A-E	D	Stem of the question changed: Do 8th Grade of primary school or 3rd Grade of eight years gymnasium students have the following opportunities
Slovenia	ScQ-Q05b	D	Nationally defined dimension: They can participate in school assemblies or school community

ScQ-Q06A-D

Question: In the current school year, does your school provide the following types of information to [parents or guardians]?

1 = Yes
2 = No
3 = Not applicable

a) Information about students' attendance at school
b) Information about students' discipline at school
c) Information about course contents and [school educational plan]
d) Information about students' assessment criteria

Variable Name(s): IC4G06A, IC4G06B, IC4G06C, IC4G06D

Country	Item ID	Code	Documentation
Brazil	ScQ-Q06c	D	School study plan
Bulgaria	ScQ-Q06c	D	The school development strategy
Chinese Taipei	ScQ-Q06c	D	School educational plan
Colombia	ScQ-Q06c	D	School educational plan
Croatia	ScQ-Q06c	D	School educational plan / curriculum
Cyprus	ScQ-Q06c	D	School educational plan
Denmark	ScQ-Q06c	D	Goals and plans for the teaching
North Rhine-Westphalia (Germany)	ScQ-Q06c	D	School specific curricula
Schleswig-Holstein (Germany)	ScQ-Q06c	D	School specific curricula
Estonia	ScQ-Q06c	D	School curriculum
France	ScQ-Q06c	D	School project
Italy	ScQ-Q06c	D	School's educational offer
Latvia	ScQ-Q06c	D	School working plan
Lithuania	ScQ-Q06c	D	School educational plan
Malta	ScQ-Q06c	D	School development plan

Netherlands	ScQ-Q06c	D	School development plan
Norway	ScQ-Q06c	D	Period plans (week plans, monthly plans and the like)
Poland	ScQ-Q06c	D	School educational plan
Romania	ScQ-Q06c	D	Institutional Developing Plan
Serbia	ScQ-Q06c	D	School year educational plan
Slovak Republic	ScQ-Q06c	D	School educational plan
Slovenia	ScQ-Q06c	D	School's annual plan
Spain	ScQ-Q06c	D	School educational plan
Sweden	ScQ-Q06c	D	School's education plan

ScQ-Q07A-E

Question: Schools can establish different forms of collaboration with the [local community].
During the current school year, does your school undertake any of the following activities?

1 = Yes

2 = No

- a) The school cooperates with local authorities in social or educational projects.
- b) The school has programmes and initiatives related to civic and citizenship education that involve external partnerships (e.g. with universities, youth organisations, NGOs, cultural and volunteering organizations).
- c) The school develops initiatives for encouraging students' participation in formal governance structures representing young people in the [local community] (e.g. [youth councils]).
- d) The school cooperates with different cultural groups in the [local community] in order to involve students in an intercultural dialogue.
- e) The school cooperates with different religious groups in order to enhance students' awareness of the different religions existing in their [local community].

Variable Name(s): IC4G07A, IC4G07B, IC4G07C, IC4G07D, IC4G07E

Country	Item ID	Code	Documentation
Brazil	ScQ-Q07c	D	Youth community
Bulgaria	ScQ-Q07c	D	Local community
Chinese Taipei	ScQ-Q07c	D	Youth councils
Colombia	ScQ-Q07c	D	Youth councils
Croatia	ScQ-Q07c	D	Youth council
Cyprus	ScQ-Q07c	D	Youth councils
Denmark	ScQ-Q07c	D	Youth council
North Rhine-Westphalia (Germany)	ScQ-Q07c	D	Youth council
Schleswig-Holstein (Germany)	ScQ-Q07c	D	Youth council
Estonia	ScQ-Q07c	D	Youth councils

France	ScQ-Q07c	D	Municipal youth councils
Italy	ScQ-Q07c	D	Youth councils
Latvia	ScQ-Q07c	D	Youth council
Lithuania	ScQ-Q07c	D	Youth councils
Malta	ScQ-Q07c	D	Local councils
Netherlands	ScQ-Q07A-E	D	Surroundings / setting
Netherlands	ScQ-Q07d-07e	D	Surroundings / setting
Netherlands	ScQ-Q07c	D	Surroundings / setting Youth councils
Norway	ScQ-Q07c	D	Municipality Youth council
Poland	ScQ-Q07c	D	Youth councils
Romania	ScQ-Q07c	D	Local level Local youth council
Serbia	ScQ-Q07c	D	Youth councils
Slovak Republic	ScQ-Q07c	D	Board of youth
Slovenia	ScQ-Q07c	D	Youth councils
Spain	ScQ-Q07c	D	Youth councils
Sweden	ScQ-Q07A-E	D	Nearby area
Sweden	ScQ-Q07c	D	Nearby area Youth council
Sweden	ScQ-Q07d-07e	D	Nearby area

ScQ-Q08A-J**Question:**

Below is a list of activities that may be carried out by the school in cooperation with external groups/organisations.
During the current school year, how many [target grade] students in this school have had the opportunity to take part in any of these activities?

- 1 = All or nearly all
- 2 = Most of them
- 3 = Some of them
- 4 = None or hardly any
- 5 = Not offered at school

- a) Activities related to environmental sustainability (e.g. [energy and water saving, recycling])
- b) Activities related to human rights
- 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) Activities to raise people's awareness of social issues, such as [poverty, gender equality, domestic violence against women, sexual violence against women, violence against children]
- g) Activities aimed at protecting the cultural and historical heritage within the [local community]
- h) Visits to political institutions (e.g. [Parliament house, Prime Minister's/President's official residence])
- i) Sports events
- j) Activities to raise people's awareness of global issues (e.g. [climate change, world poverty, international conflicts, child labour])

Variable Name(s):

IC4G08A, IC4G08B, IC4G08C, IC4G08D, IC4G08E, IC4G08F, IC4G08G, IC4G08H, IC4G08I, IC4G08J

Country	Item ID	Code	Documentation
Brazil	ScQ-Q08a	D	Energy and water saving, recycling
Brazil	ScQ-Q08e	D	Promotion and celebration of cultural diversity
Brazil	ScQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
Brazil	ScQ-Q08h	D	National Congress, official residence of the President of the Republic

Brazil	ScQ-Q08j	D	Climate change, world poverty, international conflicts, child labor
Bulgaria	ScQ-Q8a	D	Energy and water saving, waste recycling
Bulgaria	ScQ-Q8e	D	Your settlement celebration of cultural diversity
Bulgaria	ScQ-Q8f	D	Social awareness campaigns on social issues, such as gender equality, domestic violence, sexual violence and others
Bulgaria	ScQ-Q8g	D	Your settlement
Bulgaria	ScQ-Q8h	D	Parliament, The Council of Ministers
Bulgaria	ScQ-Q8j	D	Climate change protests, social justice movements
Chinese Taipei	ScQ-Q08a	D	Energy and water saving, recycling
Chinese Taipei	ScQ-Q08e	D	Promotion and celebration of cultural diversity, foreign food exhibition
Chinese Taipei	ScQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
Chinese Taipei	ScQ-Q08h	D	County/city hall, parliament house, president's official residence
Chinese Taipei	ScQ-Q08j	D	Climate change, poverty, international conflicts, child labour
Colombia	ScQ-Q08a	D	Energy and water saving, recycling
Colombia	ScQ-Q08e	D	Promotion and celebration of cultural diversity, food street market
Colombia	ScQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
Colombia	ScQ-Q08h	D	Parliament house, Prime Minister's/ President's official residence
Colombia	ScQ-Q08j	D	Climate change, world poverty, international conflicts, child labor
Croatia	ScQ-Q08a	D	Energy and water usage savings, recycling

Croatia	ScQ-Q08e	D	Promotion and celebration of cultural diversity, food street market
Croatia	ScQ-Q08f	D	Poverty, gender equality, violence against women, sexual violence against women, violence against children
Croatia	ScQ-Q08h	D	Parliament house, Office of the President of the Government of the Republic of Croatia
Croatia	ScQ-Q08j	D	Climate change, world poverty, international conflicts, child labor
Cyprus	ScQ-Q08a	D	Energy and water saving, recycling
Cyprus	ScQ-Q08e	D	Local community, promotion and celebration of cultural diversity, food street market
Cyprus	ScQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
Cyprus	ScQ-Q08g	D	Local community
Cyprus	ScQ-Q08h	D	Parliament house, President's official residence
Cyprus	ScQ-Q08j	D	Climate change, world poverty, international conflicts, child labour
Denmark	ScQ-Q08a	D	Energy and water saving, recycling
Denmark	ScQ-Q08e	D	Culture festival, street market
Denmark	ScQ-Q08f	D	Poverty, gender equality, domestic violence, sexual violence
Denmark	ScQ-Q08h	D	Parliament or local Town Hall
Denmark	ScQ-Q08j	D	Climate change, world poverty, international conflicts, child labour
North Rhine-Westphalia (Germany)	ScQ-Q08a	D	Saving energy or water, recycling
North Rhine-Westphalia (Germany)	ScQ-Q08e	D	Events to foster diversity consciousness, intercultural party
North Rhine-Westphalia (Germany)	ScQ-Q08f	D	Poverty, equality, domestic or sexualized violence against woman and children
North Rhine-Westphalia (Germany)	ScQ-Q08h	D	Parliament, parliament of the federal state, town hall

North Rhine-Westphalia (Germany)	ScQ-Q08j	D	Climate change, world poverty, hunger, international conflict, child labour
Schleswig-Holstein (Germany)	ScQ-Q08a	D	Saving energy or water, recycling
Schleswig-Holstein (Germany)	ScQ-Q08e	D	Events to foster diversity consciousness, intercultural party
Schleswig-Holstein (Germany)	ScQ-Q08f	D	Poverty, equality, domestic or sexualized violence against woman and children
Schleswig-Holstein (Germany)	ScQ-Q08h	D	Parliament, parliament of the federal state, town hall
Schleswig-Holstein (Germany)	ScQ-Q08j	D	Climate change, world poverty, hunger, international conflict, child labour
Estonia	ScQ-Q08a	D	Energy and water saving, recycling
Estonia	ScQ-Q08e	D	Promotion and celebration of cultural diversity, food street festivals
Estonia	ScQ-Q08f	D	Poverty, gender equality, domestic violence, sexual violence, violence against children
Estonia	ScQ-Q08h	D	Toompea Castle, Stenbock House (Toompea Castle is the residence of National Parliament, Stenbock House is the residence of Estonian Government)
Estonia	ScQ-Q08j	D	Climate change, world poverty, international conflicts, child labour
France	ScQ-Q08a	D	Energy and water saving, recycling
France	ScQ-Q08e	D	Promotion and celebration of cultural diversity
France	ScQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
France	ScQ-Q08h	D	National Assembly, Senate house
France	ScQ-Q08j	D	Climate change, world poverty, international conflicts, child labour
Italy	ScQ-Q08a	D	Energy and water saving, recycling
Italy	ScQ-Q08e	D	Activities to promote and celebrate cultural diversity, fair trade market

Italy	ScQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children, discrimination based on sexual orientation and gender identity
Italy	ScQ-Q08h	D	Parliament house, Quirinale, City Council
Italy	ScQ-Q08j	D	Climate change, world poverty, international conflicts, child labour
Latvia	ScQ-Q08a	D	Energy and water saving, recycling
Latvia	ScQ-Q08e	D	Supporting cultural diversity- celebration of cultural diversity days, street markets
Latvia	ScQ-Q08f	D	Poverty, gender equality, domestic violence against women or men, sexual violence against women or men, violence against children
Latvia	ScQ-Q08g	D	Territory of local government
Latvia	ScQ-Q08h	D	Saeima, The Cabinet of Ministers, Castle of President
Latvia	ScQ-Q08j	D	Climate change, world poverty, international conflicts, child labour
Lithuania	ScQ-Q08a	D	Energy and water saving, recycling
Lithuania	ScQ-Q08e	D	Promotion of cultural diversity and commemoration of feasts, fair of nations
Lithuania	ScQ-Q08f	D	Poverty, gender inequality, domestic violence against women, sexual abuse, violence against children
Lithuania	ScQ-Q08h	D	Seimas Palace, Presidential Palace
Lithuania	ScQ-Q08j	D	Climate change, world poverty, international conflicts, child labour
Malta	ScQ-Q08a	D	Energy and water saving, recycling
Malta	ScQ-Q08e	D	Promotion and celebration of cultural diversity, food street market
Malta	ScQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
Malta	ScQ-Q08g	D	Parliament, the Prime Minister's office, the President's official residence

Malta	ScQ-Q08j	D	Climate change, world poverty, international conflicts, child labour
Netherlands	ScQ-Q08a	D	Energy and water saving, recycling
Netherlands	ScQ-Q08e	D	Activities where different cultures learn about each other, social activities
Netherlands	ScQ-Q08f	D	Poverty, inequality, domestic violence
Netherlands	ScQ-Q08g	D	Surroundings / setting
Netherlands	ScQ-Q08h	D	Parliamentary building, House of Commons, town hall
Netherlands	ScQ-Q08j	D	Climate change, world poverty, international conflicts, child labour
Norway	ScQ-Q08a	D	Energy saving, recycling
Norway	ScQ-Q08e	D	Multicultural festivals, international food markets
Norway	ScQ-Q08f	D	Poverty, gender equality, sexual abuse, violence abuse
Norway	ScQ-Q08h	D	Town hall, Parliament house
Norway	ScQ-Q08j	D	Climate change, poverty, international conflicts, child labour
Poland	ScQ-Q08a	D	Cleaning of the world, recycling, encouraging water or energy saving
Poland	ScQ-Q08e	D	Days of different cultures, handicraft markets, getting to know folk dances, cultural diversity projects
Poland	ScQ-Q08f	D	Poverty, domestic violence, violence against children, gender equality, unemployment
Poland	ScQ-Q08h	D	In lower chamber of parliament, higher chamber, Prime Minister's office
Poland	ScQ-Q08j	D	Climate change, international conflicts, world poverty
Romania	ScQ-Q08a	D	Energy and water saving, recycling
Romania	ScQ-Q08e	D	Fairs, festivals
Romania	ScQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children

Romania	ScQ-Q08h	D	Parliament, City Hall, People's House
Romania	ScQ-Q08j	D	Climate change, world poverty, international conflicts, child labour
Serbia	ScQ-Q08a	D	Energy and water saving, recycling
Serbia	ScQ-Q08e	D	Promotion and celebration of cultural diversity, food street market
Serbia	ScQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
Serbia	ScQ-Q08h	D	Parliament house, Prime Minister's/ President's official residence
Serbia	ScQ-Q08j	D	Climate change, world poverty, international conflicts, child labour
Slovak Republic	ScQ-Q08a	D	Saving of energy and water, recycling
Slovak Republic	ScQ-Q08e	D	Promotion and celebrations of cultural diversity, street food markets
Slovak Republic	ScQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
Slovak Republic	ScQ-Q08h	D	House of parliament, of prime minister's office or president's bureau
Slovak Republic	ScQ-Q08j	D	Climate changes, world poverty, international conflicts, child labour
Slovenia	ScQ-Q08a	D	Energy and water saving, recycling
Slovenia	ScQ-Q08e	D	Promotion and celebration of cultural diversity, food street market
Slovenia	ScQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
Slovenia	ScQ-Q08h	D	National Assembly, government offices
Slovenia	ScQ-Q08j	D	Climate change, world poverty, international conflicts, child labour
Spain	ScQ-Q08a	D	Energy and water saving, recycling

Spain	ScQ-Q08e	D	Promotion and celebration of cultural diversity, food street market
Spain	ScQ-Q08f	D	Poverty, gender equality, gender violence, children abuse
Spain	ScQ-Q08h	D	Parliament house, Town Hall, province government house
Spain	ScQ-Q08j	D	Climate change, world poverty, international conflicts, child labor
Sweden	ScQ-Q08a	D	Energy and water saving, recycling
Sweden	ScQ-Q08e	D	Promotion and festivals for cultural diversity, food markets
Sweden	ScQ-Q08f	D	Poverty, gender equality, child abuse, men's violence against women, sexual abuse, discrimination on the basis of sexual orientation
Sweden	ScQ-Q08h	D	The parliament, the local (municipality) government
Sweden	ScQ-Q08j	D	Climate changes, poverty, international conflicts, child labor

ScQ-Q09A-F

Question: During the current school year, has your school undertaken any of the following activities?

1 = Yes

2 = No

- a) Teacher training activities on teaching students from diverse backgrounds (e.g. [methods to differentiate instruction and to value students' diversity, inclusion of multicultural components])
- b) Teacher training activities on the promotion of students' tolerance towards diversity (e.g. [dealing with negative feelings towards different cultural, language, or ethnic group, towards gender, economic and social differences])
- c) Teacher training activities related to students with [special educational needs]
- d) Remedial programs for students from disadvantaged social and/or economic backgrounds
- e) Optional [country of test language] courses for students from diverse language backgrounds
- f) Optional courses for students on gender issues (e.g. gender equity, gender stereotypes and gender diversity)

Variable Name(s): IC4G09A, IC4G09B, IC4G09C, IC4G09D, IC4G09E, IC4G09F

Country	Item ID	Code	Documentation
Brazil	ScQ-Q09a	D	Training courses addressing ways to value diversity, inclusion of multicultural components
Brazil	ScQ-Q09b	D	Dealing with prejudices in relation to different cultural, linguistic or ethnic groups, gender or socioeconomic differences
Brazil	ScQ-Q09c	D	Students with special needs
Bulgaria	ScQ-Q09c	D	Special educational needs
Chinese Taipei	ScQ-Q09a	D	Methods to differentiate instruction and to value students' diversity, inclusion of multicultural components
Chinese Taipei	ScQ-Q09b	D	Dealing with negative feelings towards different cultural, language, or ethnic group, towards gender, economic and social differences
Chinese Taipei	ScQ-Q09c	D	Special educational needs

Colombia	ScQ-Q09a	D	Methods to differentiate instruction and to value students' diversity, inclusion of multicultural components
Colombia	ScQ-Q09b	D	Dealing with negative feelings towards different cultural, language, or ethnic group, towards gender, economic and social differences
Colombia	ScQ-Q09c	D	Special educational needs
Croatia	ScQ-Q09a	D	Methods to differentiate instruction and to value students' diversity, inclusion of multicultural components
Croatia	ScQ-Q09b	D	Dealing with negative feelings towards different cultural, language, or ethnic group, towards gender, economic and social differences
Croatia	ScQ-Q09c	D	Special educational needs
Cyprus	ScQ-Q09a	D	Methods to differentiate instruction and to value students' diversity, inclusion of multicultural components
Cyprus	ScQ-Q09b	D	Dealing with negative feelings towards different cultural, languages or ethnic group, towards gender, economic and social differences.
Cyprus	ScQ-Q09c	D	Special educational needs
Cyprus	ScQ-Q09f	D	English courses
Denmark	ScQ-Q09a	D	Differentiated instruction, value students' diversity, inclusion of multicultural components
Denmark	ScQ-Q09b	D	Dealing with negative feelings towards different cultural, language, or ethnic group, towards gender, economic and social differences
Denmark	ScQ-Q09c	D	Special needs
North Rhine-Westphalia (Germany)	ScQ-Q09a	D	Methods for differentiate instruction, language diversity or culturally sensitive teaching
North Rhine-Westphalia (Germany)	ScQ-Q09b	D	Dealing with prejudices towards different cultures, languages, countries, genders or socio-economic differences
North Rhine-Westphalia (Germany)	ScQ-Q09c	D	Special education needs
North Rhine-Westphalia (Germany)	ScQ-Q09e	D	German as second or foreign language

Schleswig-Holstein (Germany)	ScQ-Q09a	D	Methods for differentiate instruction, language diversity or culturally sensitive teaching
Schleswig-Holstein (Germany)	ScQ-Q09b	D	Dealing with prejudices towards different cultures, languages, countries, genders or socio-economic differences
Schleswig-Holstein (Germany)	ScQ-Q09c	D	Special education needs
Schleswig-Holstein (Germany)	ScQ-Q09e	D	German as second or foreign language
Estonia	ScQ-Q09a	D	Methods to teach in multicultural classroom and to differentiate instruction
Estonia	ScQ-Q09b	D	Tolerance towards people with different language and cultural background
Estonia	ScQ-Q09c	D	Special educational needs
France	ScQ-Q09a	D	Methods to differentiate instruction and to value students' diversity, inclusion of multicultural components
France	ScQ-Q09b	D	Dealing with negative feelings towards different cultural, language, or ethnic group, towards gender, economic and social differences
France	ScQ-Q09c	D	Special educational needs
Italy	ScQ-Q09a	D	Methods to differentiate instruction and to value students' diversity, multicultural inclusion
Italy	ScQ-Q09b	D	Dealing with negative feelings towards different cultural, language, or ethnic group, towards gender, economic and social differences
Italy	ScQ-Q09c	D	Special educational needs
Latvia	ScQ-Q09a	D	Methods to differentiate instruction and to value students' diversity, inclusion of multicultural components
Latvia	ScQ-Q09b	D	Action in the event of negative expressions against different cultures, languages or ethnic groups, gender, economic or social differences
Latvia	ScQ-Q09c	D	Inclusive education for students with special needs
Lithuania	ScQ-Q09a	D	What are methods to differentiate instruction and to value students' diversity, how to include multicultural elements

Lithuania	ScQ-Q09b	D	How to deal with negative feelings towards different cultural, language, or ethnic group, towards gender, economic and social difference
Lithuania	ScQ-Q09c	D	Special educational needs
Malta	ScQ-Q09a	D	Methods to differentiate instruction and to value students' diversity, inclusion of multicultural components
Malta	ScQ-Q09b	D	Dealing with negative feelings towards different cultural, language, or ethnic group, towards gender, economic and social differences
Malta	ScQ-Q09c	D	Special educational needs
Netherlands	ScQ-Q09a	D	Methods to differentiate instruction and to value students' diversity, teaching from different cultural perspectives
Netherlands	ScQ-Q09b	D	Dealing with negative expressions about other cultures, languages or ethnic groups
Netherlands	ScQ-Q09c	D	Special educational needs
Norway	ScQ-Q09a	D	Methods for differentiated instruction that maintains students' different backgrounds
Norway	ScQ-Q09b	D	Managing negative attitudes/expressions based on cultural, language, ethnic, gender- or socio-economic differences
Norway	ScQ-Q09c	D	Need for special education
Poland	ScQ-Q09a	D	Methods of work with students from different backgrounds, foreign student, culturally diverse class
Poland	ScQ-Q09b	D	Counteracting exclusion due to social, economic, cultural differences, gender, appearance, disability and others, education for diversity
Poland	ScQ-Q09c	D	Special educational needs
Romania	ScQ-Q09a	D	Methods to differentiate instruction and to value students' diversity, inclusion of multicultural components
Romania	ScQ-Q09b	D	Dealing with negative feelings towards different cultural, language, or ethnic group, towards gender, economic and social differences
Romania	ScQ-Q09c	D	Special educational needs

Serbia	ScQ-Q09a	D	Methods to differentiate instruction and to value students' diversity, inclusion of multicultural components
Serbia	ScQ-Q09b	D	Dealing with negative feelings towards different cultural, language, or ethnic group, towards gender, economic and social differences
Serbia	ScQ-Q09c	D	Special educational needs
Serbia	ScQ-Q09e	D	Serbian as elective language
Slovak Republic	ScQ-Q09a	D	Methods to differentiate instruction, working with heterogenous student groups, inclusion of multicultural components
Slovak Republic	ScQ-Q09b	D	How to deal with negative feelings towards different ethnic, language, or religious group or towards gender, economic and social differences
Slovak Republic	ScQ-Q09c	D	Special educational needs
Slovenia	ScQ-Q09a	D	Methods to differentiate instruction and to value students' diversity, inclusion of multicultural components
Slovenia	ScQ-Q09b	D	Dealing with negative feelings towards different cultural, language, or ethnic group, towards gender, economic and social differences
Slovenia	ScQ-Q09c	D	Special educational needs
Spain	ScQ-Q09a	D	Methods to differentiate instruction and to value students' diversity, inclusion of multicultural components
Spain	ScQ-Q09b	D	Dealing with negative feelings towards different cultural, language, or ethnic group, towards gender, economic and social differences
Spain	ScQ-Q09c	D	Special educational needs
Spain	ScQ-Q09e	D	Spanish (if ITLANG = 2) / Catalan (if ITLANG = 49) / Basque (if ITLANG = 51) / Valencian (if ITLANG = 52) / Galician (if ITLANG = 57)
Sweden	ScQ-Q09a	D	Adaptations, inclusion and drawing on diverse cultural backgrounds
Sweden	ScQ-Q09b	D	Dealing with negative attitudes connected to culture, ethnicity, language, religion, gender, sexual orientation, disability, social class

Sweden

ScQ-Q09c

D

Students with special needs

ScQ-Q10A-I

- Question:** To what extent are the following practices implemented at this school?
- 1 = To a large extent
 2 = To a moderate extent
 3 = To a small extent
 4 = Not at all
 5 = Not applicable
- 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) Activities to encourage students' environmental-friendly behaviours (e.g. posters, leaflets)
 f) Use of [fair trade] products (e.g. [tea or coffee in the staffroom, canteen food])
 g) Use of local food for meals in the canteen
 h) Re-allocation of intact and non-consumed foods to charities or those in need
 i) Educational [school gardens]

Variable Name(s): IC4G10A, IC4G10B, IC4G10C, IC4G10D, IC4G10E, IC4G10F, IC4G10G, IC4G10H, IC4G10I

Country	Item ID	Code	Documentation
Brazil	ScQ-Q10b	D	Food waste, avoid the use of plastic packaging
Brazil	ScQ-Q10c	D	Printing on recyclable papers, plates and cutlery made from biodegradable material
Brazil	ScQ-Q10f	D	Fairtrade Tea or coffee in the teachers' room, meals served to students
Brazil	ScQ-Q10i	D	Community garden
Bulgaria	ScQ-Q10A-I	D	Headmaster
Bulgaria	SCQ-Q10b	D	Limiting the use of plastic packings harmful to the environment
Bulgaria	SCQ-Q10c	D	Recycled paper

Bulgaria	SCQ-Q10f	D	Fairtrade Canteen food
Bulgaria	SCQ-Q10i	D	Creating and maintaining flower gardens
Chinese Taipei	ScQ-Q10b	D	Encouraging waste-free lunches, limiting the use of plastic disposable products
Chinese Taipei	ScQ-Q10c	D	Recycled paper for printing, biodegradable cutlery and dishes
Chinese Taipei	ScQ-Q10f	D	Fairtrade, tea or coffee in the staffroom, canteen food
Chinese Taipei	ScQ-Q10i	D	School gardens
Colombia	ScQ-Q10b	D	Encouraging waste-free lunches, limiting the use of plastic disposable products
Colombia	ScQ-Q10c	D	Recycled paper for printing, biodegradable cutlery and dishes
Colombia	ScQ-Q10f	D	Fairtrade Tea or coffee in the staffroom, canteen food
Colombia	ScQ-Q10i	D	School gardens
Croatia	SCQ-Q10b	D	Encouraging waste-free lunches, limiting the use of plastic package
Croatia	SCQ-Q10c	D	Recycled paper, biodegradable cutlery and dishes
Croatia	SCQ-Q10f	D	Fairtrade Tea or coffee in the staffroom, school kitchen food
Croatia	SCQ-Q10i	D	School garden
Cyprus	ScQ-Q10b	D	Encouraging waste-free lunches, limiting the use of plastic disposable products.
Cyprus	ScQ-Q10c	D	Recycled paper for printing, biodegradable cutlery and dishes
Cyprus	ScQ-Q10f	D	Fairtrade Tea or coffee in the staffroom, canteen food
Cyprus	ScQ-Q10i	D	School gardens
Denmark	ScQ-Q10b	D	Encouraging to minimize plastic and paper garbage and garbage from kitchen
Denmark	ScQ-Q10c	D	Biodegradable products cutlery and recycled paper for printing

Denmark	ScQ-Q10f	D	Fairtrade Tea or coffee in teachers' room, canteen food
Denmark	ScQ-Q10i	D	School gardens
North Rhine-Westphalia (Germany)	ScQ-Q10b	D	Garbage free lunch, avoiding disposable products
North Rhine-Westphalia (Germany)	ScQ-Q10c	D	Recycling paper for printing, biodegradable dishes
North Rhine-Westphalia (Germany)	ScQ-Q10f	D	Fairtrade Tea or coffee in staffroom, Cafeteria
North Rhine-Westphalia (Germany)	ScQ-Q10i	D	School garden
Schleswig-Holstein (Germany)	ScQ-Q10b	D	Garbage free lunch, avoiding disposable products
Schleswig-Holstein (Germany)	ScQ-Q10c	D	Recycling paper for printing, biodegradable dishes
Schleswig-Holstein (Germany)	ScQ-Q10f	D	Fairtrade Tea or coffee in staffroom, Cafeteria
Schleswig-Holstein (Germany)	ScQ-Q10i	D	School garden
Estonia	ScQ-Q10b	D	Decreasing waste of lunches; limiting use of plastic cups and tableware
Estonia	ScQ-Q10c	D	Recycled paper for printing, biodegradable cutlery and dishes
Estonia	ScQ-Q10f	D	Fairtrade ... tea or coffee in the teachers' room, canteen food
Estonia	ScQ-Q10i	D	School garden
France	ScQ-Q10b	D	Encouraging waste-free lunches, limiting the use of plastic disposable products
France	ScQ-Q10c	D	Recycled paper for printing, biodegradable cutlery and dishes
France	ScQ-Q10f	D	Fairtrade Tea or coffee in the teachers room, food at the canteen
France	ScQ-Q10i	D	Gardens within the school
Italy	ScQ-Q10b	D	Encouraging "zero waste" meals, limiting the use of plastic disposable products
Italy	ScQ-Q10c	D	Recycled paper for printing, biodegradable cutlery and dishes

Italy	ScQ-Q10f	D	Fair trade Tea or coffee in the staffroom, canteen food
Italy	ScQ-Q10i	D	Educational gardens
Latvia	ScQ-Q10b	D	Limiting the use of plastic disposable products
Latvia	ScQ-Q10c	D	Recycled paper for printing, use eco-friendly disposable tableware
Latvia	ScQ-Q10f	D	Fairtrade Tea or coffee in the staffroom, canteen food
Latvia	ScQ-Q10i	D	School garden
Lithuania	ScQ-Q10b	D	Encouraging use reusable drinkers, lunch boxes, restriction of the use of disposable plastic products
Lithuania	ScQ-Q10c	D	Recycled paper for printing, biodegradable cutlery and dishes
Lithuania	ScQ-Q10f	D	Fairtrade („Fairtrade“) Tea or coffee in the teachers room, products in canteen of school
Lithuania	ScQ-Q10i	D	School garden, kitchen garden, greenhouse
Malta	ScQ-Q10b	D	Encouraging waste-free lunches, limiting the use of plastic disposable products
Malta	ScQ-Q10c	D	Recycled paper for printing, biodegradable cutlery and dishes
Malta	ScQ-Q10f	D	Fair trade Tea or coffee in the staffroom, canteen food
Malta	ScQ-Q10i	D	School gardens
Netherlands	ScQ-Q10b	D	Encourage waste-free lunches, limiting the use of plastic disposable products
Netherlands	ScQ-Q10c	D	Recycled paper for printing, biodegradable cleaning products, biodegradable plates and cutlery
Netherlands	ScQ-Q10f	D	Fairtrade Tea or coffee in the staff room, or canteen products
Netherlands	ScQ-Q10i	D	School gardens
Norway	ScQ-Q10b	D	Encouraging re-use, minimizing use of plastic

Norway	ScQ-Q10c	D	Recycled paper for printing
Norway	ScQ-Q10f	D	Fair trade products Tea or coffee in the staffroom
Norway	ScQ-Q10i	D	School gardens
Poland	ScQ-Q10b	D	Limiting the use of disposable products, plastic packaging
Poland	ScQ-Q10c	D	Ecological printing paper, ecological cleaning products
Poland	ScQ-Q10f	D	Fair trade products ("fair trade") In canteen, school shop
Poland	ScQ-Q10i	D	School gardens
Romania	ScQ-Q10b	D	Encouraging waste-free lunches, limiting the use of plastic disposable products
Romania	ScQ-Q10c	D	Recycled paper for printing, biodegradable cutlery and dishes
Romania	ScQ-Q10f	D	Fair trade Tea or coffee in the staffroom, canteen food
Romania	ScQ-Q10i	D	Garden in the school yard
Serbia	ScQ-Q10b	D	Encouraging waste-free lunches, limiting the use of plastic disposable products
Serbia	ScQ-Q10c	D	Recycled paper for printing, biodegradable cutlery and dishes
Serbia	ScQ-Q10f	D	Fairtrade Tea or coffee in the staffroom, canteen food
Serbia	ScQ-Q10i	D	School gardens
Slovak Republic	ScQ-Q10b	D	Encouraging waste-free lunches and purchasing bulk packages of products instead of individually packed small
Slovak Republic	ScQ-Q10c	D	Recycled paper for printing, bio- degradable cutlery and dishes
Slovak Republic	ScQ-Q10e	D	Nationally defined dimension: Activities to encourage students' ecological behaviours (e.g. posters, leaflets)
Slovak Republic	ScQ-Q10f	D	Fairtrade Tea or coffee in the (teachers) staffroom or canteen

Slovak Republic	ScQ-Q10g	D	Nationally defined dimension: buying ingredients for the canteen from local producers
Slovak Republic	ScQ-Q10i	D	School gardens
Slovenia	ScQ-Q10b	D	Encouraging waste-free lunches, limiting the use of plastic disposable products
Slovenia	ScQ-Q10c	D	Recycled printing paper, biodegradable cutlery and plates
Slovenia	ScQ-Q10f	D	Fairtrade Tea or coffee in the staffroom, canteen food
Slovenia	ScQ-Q10i	D	School gardens
Spain	ScQ-Q10b	D	Encouraging waste-free lunches, limiting the use of plastic disposable products
Spain	ScQ-Q10c	D	Recycled paper for printing, biodegradable cutlery and dishes
Spain	ScQ-Q10f	D	Tea or coffee in the staffroom, canteen food
Spain	ScQ-Q10i	D	School gardens
Sweden	ScQ-Q10b	D	Decreasing food waste, limiting the use of non-recyclable products
Sweden	ScQ-Q10c	D	Recycled, eco-labeled, ecological products
Sweden	ScQ-Q10f	D	Fairtrade Coffee in the staff room, food in the school canteen
Sweden	ScQ-Q10i	D	School gardens

ScQ-Q11A-G

Question: During the current school year, has your school undertaken any of the following activities or projects with [target grade] students?

1 = Yes

2 = No

a) Activities aimed at developing students' knowledge of different cultures (e.g. [visiting speakers representative of minority groups, experts from different countries and cultures, visits to cultural centres])

b) Activities to raise students' awareness of important global issues (e.g. [climate change, world poverty, international conflicts, child labour])

c) Activities to promote students' respect for the environment

d) Activities to promote students' ethical and responsible attitudes towards consumerism

e) Activities to raise students' awareness of the relations between local and global issues (e.g. migration, trade, environmental degradation)

f) Projects in partnership with other schools in other countries

g) [EU] projects on environmental sustainability

Variable Name(s): IC4G11A, IC4G11B, IC4G11C, IC4G11D, IC4G11E, IC4G11F, IC4G11G

Country	Item ID	Code	Documentation
Brazil	ScQ-Q11a	D	Visits to spaces maintained by minority groups, specialists in different cultures and countries, visits to cultural centers
Brazil	ScQ-Q11b	D	Climate change, world poverty, international conflicts, child labour
Brazil	ScQ-Q11g	X	Dimension not administered or data not available
Bulgaria	SCQ-Q11a	D	Experts from different countries and cultures, visits to cultural centres
Bulgaria	SCQ-Q11b	D	Climate change, international conflicts, child labour
Bulgaria	SCQ-Q11g	D	European Union
Chinese Taipei	ScQ-Q11a	D	Visiting speakers representatives of minority groups, experts from different countries and cultures, visits to cultural centres

Chinese Taipei	ScQ-Q11b	D	Climate change, poverty, international conflicts, child labour
Chinese Taipei	ScQ-Q11g	X	Dimension not administered or data not available
Colombia	ScQ-Q11a	D	Visiting speakers representatives of minority groups, experts from different countries and cultures, visits to cultural centers
Colombia	ScQ-Q11b	D	Climate change, world poverty, international conflicts, child labor
Colombia	ScQ-Q11g	X	Dimension not administered or data not available
Croatia	SCQ-Q11a	D	Visiting speakers representatives of minority groups, experts from different countries and cultures, visits to cultural centers
Croatia	SCQ-Q11b	D	Climate change, world poverty, international conflicts, child labor
Croatia	SCQ-Q11g	D	EU
Cyprus	ScQ-Q11a	D	Visiting representatives of minority groups, experts from different countries and cultures, visits to cultural centres
Cyprus	ScQ-Q11b	D	Climate change, world poverty, international conflicts, child labour
Cyprus	ScQ-Q11g	D	EU
Denmark	ScQ-Q11a	D	Speakers at school representative of minority groups, cultures, or countries, visits to culture institutions
Denmark	ScQ-Q11b	D	Climate change, world poverty, international conflicts, child labour
Denmark	ScQ-Q11g	X	Dimension not administered or data not available
North Rhine-Westphalia (Germany)	ScQ-Q11a	D	Visiting speakers representatives of minority groups, experts from different countries and cultures, visits to cultural centres
North Rhine-Westphalia (Germany)	ScQ-Q11b	D	Climate change, north-south-inequalities, child labour, international conflicts
North Rhine-Westphalia (Germany)	ScQ-Q11g	D	EU

Schleswig-Holstein (Germany)	ScQ-Q11a	D	Visiting speakers representatives of minority groups, experts from different countries and cultures, visits to cultural centres
Schleswig-Holstein (Germany)	ScQ-Q11b	D	Climate change, north-south-inequalities, child labour, international conflicts
Schleswig-Holstein (Germany)	ScQ-Q11g	D	EU
Estonia	ScQ-Q11a	D	Visiting speakers representative of minority groups, visits to cultural centers
Estonia	ScQ-Q11b	D	Climate change, terrorism, use of child labour
Estonia	ScQ-Q11g	D	EU
France	ScQ-Q11a	D	Inviting speakers representatives of minority groups, experts from different countries and cultures, visits to cultural centres
France	ScQ-Q11b	D	Climate change, world poverty, international conflicts, child labour
France	ScQ-Q11g	D	European Union
Italy	ScQ-Q11a	D	Visiting speakers representatives of minorities, experts from different countries and cultures, visits to cultural centres
Italy	ScQ-Q11b	D	Climate change, world poverty, international conflicts, child labour
Italy	ScQ-Q11g	D	EU
Latvia	ScQ-Q11a	D	Visiting speakers representatives of minority groups, experts from different countries and cultures, visits to cultural centres
Latvia	ScQ-Q11b	D	Climate change, world poverty, international conflicts, child labour
Latvia	ScQ-Q11g	D	The European Union
Lithuania	ScQ-Q11a	D	Visiting speakers representatives of minority groups, experts from different countries and cultures, visits to cultural centre
Lithuania	ScQ-Q11b	D	Climate change, world poverty, international conflicts, child labour

Lithuania	ScQ-Q11g	D	European Union
Malta	ScQ-Q11a	D	Visiting speakers representatives of minority groups, experts from different countries and cultures
Malta	ScQ-Q11b	D	Climate change, world poverty, international conflicts, child labour
Malta	ScQ-Q11g	D	EU
Netherlands	ScQ-Q11a	D	Visiting speakers representatives of minority groups, experts from different countries and cultures, visits to cultural centres
Netherlands	ScQ-Q11b	D	Climate change, world poverty, international conflicts, child labour
Netherlands	ScQ-Q11g	D	EU
Norway	ScQ-Q11a	D	Visit speakers representatives for minority groups, experts from different countries and cultures, visits to cultural centres
Norway	ScQ-Q11b	D	Climate change, poverty, international conflicts, child labour
Norway	ScQ-Q11g	X	Dimension not administered or data not available
Poland	ScQ-Q11a	D	Meetings with representatives of ethnic or national minorities, representatives of different countries and cultures
Poland	ScQ-Q11b	D	Climate change, international conflicts, world poverty
Poland	ScQ-Q11g	D	EU
Romania	ScQ-Q11a	D	Visiting speakers representative of minority groups, experts from different countries and cultures, visits to cultural centres
Romania	ScQ-Q11b	D	Climate change, world poverty, international conflicts, child labour
Romania	ScQ-Q11g	D	European Union
Serbia	ScQ-Q11a	D	Visiting speakers representatives of minority groups, experts from different countries and cultures, visits to cultural centres

Serbia	ScQ-Q11b	D	Climate change, world poverty, international conflicts, child labour
Serbia	ScQ-Q11g	D	EU
Slovak Republic	ScQ-Q11a	D	Discussions with representatives of minorities, experts from other countries and cultures
Slovak Republic	ScQ-Q11b	D	Climate changes, world poverty, international crises, child labor
Slovak Republic	ScQ-Q11g	D	EU
Slovenia	ScQ-Q11a	D	Visiting speakers representatives of minority groups, experts from different countries and cultures, visits to cultural centres
Slovenia	ScQ-Q11b	D	Climate change, world poverty, international conflicts, child labour
Slovenia	ScQ-Q11g	D	EU
Spain	ScQ-Q11a	D	Visiting speakers representatives of minority groups, experts from different countries and culture
Spain	ScQ-Q11b	D	Climate change, world poverty, international conflicts, child labor
Spain	ScQ-Q11g	D	European Union
Sweden	ScQ-Q11a	D	Visited cultural centres, invited speakers from minority groups or experts on different countries and cultures
Sweden	ScQ-Q11b	D	Climate changes, poverty, international conflicts, child labor
Sweden	ScQ-Q11g	D	EU

ScQ-Q12A-F**Question:**

Below is a list of activities related to the critical and responsible use of digital technologies.

During the current school year, has your school undertaken any of the following training activities related to the use of digital technologies?

1 = Yes, for teachers and students

2 = Yes, only for teachers

3 = Yes, only for students

4 = No, this is not offered

a) Information and data literacy (e.g. searching, managing and evaluating data, information and digital content)

b) Communication and collaboration through digital technologies (e.g. interacting and sharing)

c) Engaging in citizenship through digital technologies (e.g. posting and sharing or commenting on civic or social issues, starting or participating in an online campaign)

d) Management of digital identity (e.g. personal accountability, self-branding)

e) Online security and self-protection (e.g. protecting devices and personal data and privacy)

f) Online responsibility (e.g. safe and responsible internet use to prevent and contrast [cyber-bullying])

Variable Name(s):

IC4G12A, IC4G12B, IC4G12C, IC4G12D, IC4G12E, IC4G12F

Country	Item ID	Code	Documentation
Brazil	ScQ-Q12f	D	Cyber-bullying
Bulgaria	SCQ-Q12f	D	Cyber-bullying
Chinese Taipei	ScQ-Q12f	D	Cyber-bullying
Colombia	ScQ-Q12f	D	Cyber-bullying
Croatia	SCQ-Q12f	D	Violence via internet (Eng. cyber-bullying)
Cyprus	ScQ-Q12f	D	Cyber-bullying
Denmark	ScQ-Q12f	D	Digital bullying
North Rhine-Westphalia (Germany)	ScQ-Q12f	D	Online bullying
Schleswig-Holstein (Germany)	ScQ-Q12f	D	Online bullying

Estonia	ScQ-Q12f	D	Cyber-bullying
France	ScQ-Q12f	D	Online bullying
Italy	ScQ-Q12f	D	Cyberbullying
Latvia	ScQ-Q12f	D	Cyber-bullying
Lithuania	ScQ-Q12f	D	Cyber-bullying
Malta	ScQ-Q12f	D	Cyber-bullying
Netherlands	ScQ-Q12f	D	Cyber-bullying
Norway	ScQ-Q12f	D	Cyber-bullying
Poland	ScQ-Q12f	D	Cyber-bullying
Romania	ScQ-Q12f	D	Cyber-bullying
Serbia	ScQ-Q12f	D	Cyber-bullying
Slovak Republic	ScQ-Q12f	D	Cyberbullying
Slovenia	ScQ-Q12f	D	Cyber-bullying
Spain	ScQ-Q12f	D	Cyber-bullying
Sweden	ScQ-Q12f	D	Bullying in social media

ScQ-Q13A-K

- Question:** Are the following resources available in the immediate area where the school is located?
- 1 = Yes
2 = No
- 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 centre (e.g. [church, mosque, synagogue])
 - i) Sports facilities (e.g. swimming pool, tennis courts, basketball court, [football] field)
 - j) Music schools
 - k) Cultural clubs or centres

Variable Name(s): IC4G13A, IC4G13B, IC4G13C, IC4G13D, IC4G13E, IC4G13F, IC4G13G, IC4G13H, IC4G13I, IC4G13J, IC4G13K

Country	Item ID	Code	Documentation
Brazil	ScQ-Q13d	D	Language school
Brazil	ScQ-Q13h	D	Church, temple, umbanda terreiro
Brazil	ScQ-Q13i	D	Football
Bulgaria	ScQ-Q13d	D	Foreign language school
Bulgaria	ScQ-Q13h	D	Church, mosque, synagogue
Bulgaria	ScQ-Q13i	D	Football
Chinese Taipei	ScQ-Q13d	D	Language school
Chinese Taipei	ScQ-Q13h	D	Church, temple, mosque, etc.
Chinese Taipei	ScQ-Q13i	D	Baseball
Colombia	ScQ-Q13d	D	Language school
Colombia	ScQ-Q13h	D	Church, mosque, synagogue

Colombia	ScQ-Q13i	D	Football
Croatia	ScQ-Q13d	D	Foreign language school
Croatia	ScQ-Q13h	D	Church, mosque, synagogue
Croatia	ScQ-Q13i	D	Football field
Cyprus	ScQ-Q13d	D	Language school
Cyprus	ScQ-Q13h	D	Church, mosque, synagogue
Cyprus	ScQ-Q13i	D	Football
Denmark	ScQ-Q13d	D	Language school
Denmark	ScQ-Q13h	D	Church, mosque, synagogue
Denmark	ScQ-Q13i	D	Football
North Rhine-Westphalia (Germany)	ScQ-Q13d	D	Language school
North Rhine-Westphalia (Germany)	ScQ-Q13h	D	Church, mosque, synagogue
North Rhine-Westphalia (Germany)	ScQ-Q13i	D	Soccer field
Schleswig-Holstein (Germany)	ScQ-Q13d	D	Language school
Schleswig-Holstein (Germany)	ScQ-Q13h	D	Church, mosque, synagogue
Schleswig-Holstein (Germany)	ScQ-Q13i	D	Soccer field
Estonia	ScQ-Q13d	D	Language courses
Estonia	ScQ-Q13h	D	Church
Estonia	ScQ-Q13i	D	Stadium
France	ScQ-Q13d	D	Language school
France	ScQ-Q13h	D	Church, mosque, synagogue
France	ScQ-Q13i	D	Soccer
Italy	ScQ-Q13d	D	Foreign language school
Italy	ScQ-Q13h	D	Church, mosque, synagogue
Italy	ScQ-Q13i	D	Football

Latvia	ScQ-Q13d	D	Language learning center
Latvia	ScQ-Q13h	D	Church, mosque, synagogue
Latvia	ScQ-Q13i	D	Football
Lithuania	ScQ-Q13d	D	Foreign language school
Lithuania	ScQ-Q13h	D	Church, orthodox church, synagogue
Lithuania	ScQ-Q13i	D	Football
Malta	ScQ-Q13d	D	Language school
Malta	ScQ-Q13h	D	Church, mosque, synagogue
Malta	ScQ-Q13i	D	Football ground
Netherlands	ScQ-Q13d	D	Language center
Netherlands	ScQ-Q13h	D	Church, mosque, synagogue
Netherlands	ScQ-Q13i	D	Football
Norway	ScQ-Q13d	D	Language school, language courses in other languages than Norwegian
Norway	ScQ-Q13h	D	Church, mosque, synagogue
Norway	ScQ-Q13i	D	Football
Poland	ScQ-Q13d	D	Foreign languages school
Poland	ScQ-Q13h	D	Church, orthodox church, synagogue
Poland	ScQ-Q13i	D	Football
Poland	ScQ-Q13j	D	Nationally defined dimension: School of playing musical instruments
Poland	ScQ-Q13k	D	Nationally defined dimension: Culture centre or culture house
Romania	ScQ-Q13d	D	Language school
Romania	ScQ-Q13h	D	Church, mosque, synagogue
Romania	ScQ-Q13i	D	Football
Serbia	ScQ-Q13d	D	Language school
Serbia	ScQ-Q13h	D	Church, mosque, synagogue

Serbia	ScQ-Q13i	D	Football
Slovak Republic	ScQ-Q13d	D	Language school
Slovak Republic	ScQ-Q13h	D	Church, house of worship or synagogue
Slovak Republic	ScQ-Q13i	D	Soccer
Slovak Republic	ScQ-Q13j	D	Nationally defined dimension: musical section of people's school of arts or (music/dance) set
Slovenia	ScQ-Q13d	D	Language school
Slovenia	ScQ-Q13h	D	Church, mosque, synagogue
Slovenia	ScQ-Q13i	D	Football
Spain	ScQ-Q13d	D	Language school
Spain	ScQ-Q13h	D	Church, mosque, synagogue
Spain	ScQ-Q13i	D	Football
Sweden	ScQ-Q13d	D	Language course
Sweden	ScQ-Q13h	D	Church, mosque, synagogue
Sweden	ScQ-Q13i	D	Soccer

ScQ-Q14A-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?

- 1 = To a large extent
- 2 = To a moderate extent
- 3 = To a small extent
- 4 = Not at all

- a) Intolerance towards immigrants
- b) Poor quality of housing
- c) Unemployment
- d) Religious intolerance
- e) Ethnic conflicts
- f) Extensive poverty
- g) Organised crime
- h) Youth gangs
- i) [Petty crime]
- j) [Sexual harassment]
- k) Drug abuse
- l) Alcohol abuse

Variable Name(s): IC4G14A, IC4G14B, IC4G14C, IC4G14D, IC4G14E, IC4G14F, IC4G14G, IC4G14H, IC4G14I, IC4G14J, IC4G14K, IC4G14L

Country	Item ID	Code	Documentation
Brazil	ScQ-Q14i	D	Petty crime
Brazil	ScQ-Q14j	D	Sexual harassment
Bulgaria	ScQ-Q14i	D	Petty crime
Bulgaria	ScQ-Q14j	D	Sexual harassment
Chinese Taipei	ScQ-Q14i	D	Petty crime
Chinese Taipei	ScQ-Q14j	D	Sexual harassment
Colombia	ScQ-Q14i	D	Petty crime
Colombia	ScQ-Q14j	D	Sexual harassment
Croatia	ScQ-Q14i	D	Petty crime
Croatia	ScQ-Q14j	D	Sexual harassment

Cyprus	ScQ-Q14i	D	Petty crime
Cyprus	ScQ-Q14j	D	Sexual harassment
Denmark	ScQ-Q14i	D	Small crime
Denmark	ScQ-Q14j	D	Sexual harassment
North Rhine-Westphalia (Germany)	ScQ-Q14i	D	Petty crime
North Rhine-Westphalia (Germany)	ScQ-Q14j	D	Sexual harassment
Schleswig-Holstein (Germany)	ScQ-Q14i	D	Petty crime
Schleswig-Holstein (Germany)	ScQ-Q14j	D	Sexual harassment
Estonia	ScQ-Q14i	D	Shoplifting and vandalism
Estonia	ScQ-Q14j	D	Sexual harassment
France	ScQ-Q14i	D	Petty crime
France	ScQ-Q14j	D	Sexual harassment
Italy	ScQ-Q14i	D	Petty crime
Italy	ScQ-Q14j	D	Sexual harassment
Latvia	ScQ-Q14i	D	Petty crime
Latvia	ScQ-Q14j	D	Sexual harassment
Lithuania	ScQ-Q14i	D	Petty crime
Lithuania	ScQ-Q14j	D	Sexual harassment
Malta	ScQ-Q14i	D	Petty crime
Malta	ScQ-Q14j	D	Sexual harassment
Netherlands	ScQ-Q14i	D	Petty crime
Netherlands	ScQ-Q14j	D	Sexual harassment
Norway	ScQ-Q14i	D	Petty crime
Norway	ScQ-Q14j	D	Sexual harassment
Poland	ScQ-Q14i	D	Petty crime

Poland	ScQ-Q14j	D	Sexual harassment
Poland	ScQ-Q14k	D	Nationally defined dimension: drug use
Romania	ScQ-Q14i	D	Petty crime
Romania	ScQ-Q14j	D	Sexual harassment
Serbia	ScQ-Q14i	D	Petty crime
Serbia	ScQ-Q14j	D	Sexual harassment
Slovak Republic	ScQ-Q14i	D	Petty offenses
Slovak Republic	ScQ-Q14j	D	Sexual harassment
Slovenia	ScQ-Q14i	D	Petty crime
Slovenia	ScQ-Q14j	D	Sexual harassment
Spain	ScQ-Q14i	D	Petty crime
Spain	ScQ-Q14j	D	Sexual harassment
Sweden	ScQ-Q14i	D	Petty crime
Sweden	ScQ-Q14j	D	Sexual harassments

ScQ-Q15A-D

Question: How is civic and citizenship education taught at this school at [target grade]?

1 = Yes

2 = No

- a) It is taught as a separate subject.
- b) It is integrated into subjects related to human/social sciences ([History, Geography, Law, Economics, etc.])
- c) It is integrated into all subjects taught at school.
- d) It is an [extra-curricular activity].

Variable Name(s): IC4G15A, IC4G15B, IC4G15C, IC4G15D

Country	Item ID	Code	Documentation
Brazil	ScQ-Q15b	D	History, Geography, Philosophy, Sociology, etc.
Brazil	ScQ-Q15d	D	Extra-curricular activity
Bulgaria	ScQ-Q15b	D	History, geography, philosophy
Bulgaria	ScQ-Q15d	D	Out of class activity
Chinese Taipei	ScQ-Q15b	D	History, Geography
Chinese Taipei	ScQ-Q15d	D	Extra-curricular activity
Colombia	ScQ-Q15b	D	History, Geography, Law, Economics, etc.
Colombia	ScQ-Q15d	D	Extra-curricular activity
Croatia	ScQ-Q15b	D	History, Geography, Croatian or Foreign Languages, Religion, Music, Arts or Physical Culture
Croatia	ScQ-Q15d	D	Extra-curricular activity
Cyprus	ScQ-Q15b	D	History, Geography, etc.
Cyprus	ScQ-Q15d	D	Extra-curricular activity
Denmark	ScQ-Q15b	D	Languages, history, social science
Denmark	ScQ-Q15d	D	Voluntary activity after normal schooltime
North Rhine-Westphalia (Germany)	ScQ-Q15b	D	History, Geography, and/or economics

North Rhine-Westphalia (Germany)	ScQ-Q15d	D	Extra-curricular courses
Schleswig-Holstein (Germany)	ScQ-Q15b	D	History, Geography, and/or economics
Schleswig-Holstein (Germany)	ScQ-Q15d	D	Extra-curricular courses
Estonia	ScQ-Q15b	D	History, geography
Estonia	ScQ-Q15d	D	Out-of-class activities
France	ScQ-Q15b	D	History, Geography, etc.
France	ScQ-Q15d	D	Extra-curricular activity
Italy	ScQ-Q15b	D	History, Geography, Italian
Italy	ScQ-Q15d	D	Extra-curricular activity
Latvia	ScQ-Q15b	D	History, Geography, Economics, etc.
Latvia	ScQ-Q15d	D	Extra-curricular activities
Lithuania	ScQ-Q15b	D	History, Geography, Law, Economics
Lithuania	ScQ-Q15d	D	Extra-curricular activities
Malta	ScQ-Q15b	D	History, Geography, Economics, etc.
Malta	ScQ-Q15d	D	Extra-curricular activities
Netherlands	ScQ-Q15b	D	History, geography, economics, etc.
Netherlands	ScQ-Q15d	D	Extra-curricular activities
Norway	ScQ-Q15b	D	Nationally defined dimension: It is integrated into social science
Norway	ScQ-Q15d	D	Activities in school outside usual school hours
Poland	ScQ-Q15b	D	History, Geography, Polish language
Poland	ScQ-Q15d	D	Extra-curricular classes
Romania	ScQ-Q15b	D	History, Geography, etc.
Romania	ScQ-Q15d	D	Extra-curricular activities
Serbia	ScQ-Q15b	D	History, Geography
Serbia	ScQ-Q15d	D	Extra-curricular activities

Slovak Republic	ScQ-Q15b	D	History, geography, ethics and similar
Slovak Republic	ScQ-Q15d	D	Out-of-instruction activity
Slovenia	ScQ-Q15b	D	History, geography
Slovenia	ScQ-Q15d	D	Extra-curricular activity
Spain	ScQ-Q15b	D	Geography, History, Philosophy, Economy, etc.
Spain	ScQ-Q15d	D	Extra-curricular activity
Sweden	ScQ-Q15b	D	Geography, History, Religion, Social Science
Sweden	ScQ-Q15d	D	School activity outside the regular curriculum

ScQ-Q16

Question: Is there one school coordinator for all the [civic and citizenship education] activities and projects at the school level?

1 = Yes

2 = No

Variable Name(s): IC4G16

Country	Item ID	Code	Documentation
Bulgaria	ScQ-Q16	D	Citizenship education
Denmark	ScQ-Q16	D	Society-informing and democracy-preparing

ScQ-Q17

Question: If yes, who is the person responsible for it?

1 = The [head of department] of human/ social sciences ([History, Geography, Law, Economics, etc.])

2 = A teacher appointed as [civic and citizenship education] coordinator

3 = A teacher responsible for cross-curricular projects

4 = Other

Variable Name(s): IC4G17

Country	Item ID	Code	Documentation
Brazil	ScQ-Q17	D	Responsible teacher History, Geography, etc.
Bulgaria	ScQ-Q17	D	Head of methodological Citizenship education
Chinese Taipei	ScQ-Q17	D	Head of department History, geography, civics and society
Colombia	ScQ-Q17	D	Head of department History, Geography, Law, Economics, etc.
Croatia	ScQ-Q17	D	Nationally defined categories: 1 = The head of school expert council for social group of subjects (e.g. History, Geography, etc.) 2 = A teacher appointed as civic and citizenship education coordinator 3 = A teacher responsible for cross- curricular projects 4 = Other
Cyprus	ScQ-Q17	D	Deputy head History, Geography
Denmark	ScQ-Q17	D	Head of department Languages, history, social science etc.
North Rhine-Westphalia (Germany)	ScQ-Q17	D	Head of department Social sciences subjects
Schleswig-Holstein (Germany)	ScQ-Q17	D	Head of department Social sciences subjects

Estonia	ScQ-Q17	D	Nationally defined categories: 1 = head of the subject section in social sciences 2 = members of the subject section in social sciences (teachers of history, study of social sciences and study of human being) 3 = Development manager responsible for cross-curricular projects 4 = Other
France	ScQ-Q17	D	Head of department History, Geography, etc.
Italy	ScQ-Q17	D	Head of department History, Geography, Italian
Latvia	ScQ-Q17	D	Head of methodical association History, Geography, Economics, etc.
Lithuania	ScQ-Q17	D	Head of department; history, geography, law, economics, etc.
Malta	ScQ-Q17	D	Head of department History, Geography Civics, Social Studies, Business Studies etc.
Netherlands	ScQ-Q17	D	Question instruction changed: (Please tick only one box in each row.) Nationally defined categories: 1 = Yes 2 = No Nationally added dimensions: a) The head of department of human/social sciences (civic studies, history, geography, economics, etc.) b) A teacher appointed as citizenship education coordinator c) A teacher responsible for cross-curricular projects d) Other
Norway	ScQ-Q17	D	Head of department Social studies
Poland	ScQ-Q17	D	Nationally defined categories: 1 = The chair of the subject team of social/human sciences 2 = A teacher appointed as coordinator of knowledge about society subject 3 = A teacher responsible for cross-curricular projects 4 = Other

Romania	ScQ-Q17	D	Head of department History, Geography, Social Education, etc.
Serbia	ScQ-Q17	D	Head of department History, Geography...
Slovak Republic	ScQ-Q17	D	Nationally defined categories: 1 = The head of the subject committee of human/ social sciences (history, geography, ethics and similar) 2 = A teacher appointed as civics coordinator 3 = A teacher responsible for cross- curricular projects 4 = Other
Slovenia	ScQ-Q17	D	Head of department History, geography, patriotic and citizenship education and ethics
Spain	ScQ-Q17	D	Head of department Geography, History, Philosophy, Economy, etc.
Sweden	ScQ-Q17	D	Head teacher Social Science oriented subjects

ScQ-Q18A-H**Question:**

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

1 = Full autonomy

2 = Quite a lot of autonomy

3 = Little autonomy

4 = No autonomy

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 programmes for teachers

e) Organizing [extra-curricular activities]

f) Establishing cooperation agreements with organisations and institutions (e.g. universities and research institutions, 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+, eTwinning])

Variable Name(s):

IC4G18A, IC4G18B, IC4G18C, IC4G18D, IC4G18E, IC4G18F, IC4G18G, IC4G18H

Country	Item ID	Code	Documentation
Brazil	ScQ-Q18e	D	Extra-curricular activities
Brazil	ScQ-Q18h	X	Dimension not administered or data not available
Bulgaria	SCQ-Q18e	D	Out of class activity
Bulgaria	SCQ-Q18h	D	Erasmus+
Chinese Taipei	ScQ-Q18e	D	Extra-curricular activities
Chinese Taipei	ScQ-Q18h	X	Dimension not administered or data not available
Colombia	ScQ-Q18e	D	Extra-curricular activities
Colombia	ScQ-Q18h	X	Dimension not administered or data not available
Croatia	SCQ-Q18e	D	Extra-curricular activities
Croatia	SCQ-Q18h	D	Erasmus+, eTwinning

Cyprus	ScQ-Q18e	D	Extra curricular activities
Cyprus	ScQ-Q18h	D	Erasmus+, eTwinning
Denmark	ScQ-Q18e	D	Voluntary activity after schooltime
Denmark	ScQ-Q18h	X	Dimension not administered or data not available
North Rhine-Westphalia (Germany)	ScQ-Q18e	D	Extra-curricular activities
North Rhine-Westphalia (Germany)	ScQ-Q18h	D	Erasmus, eTwinning
Schleswig-Holstein (Germany)	ScQ-Q18e	D	Extra-curricular activities
Schleswig-Holstein (Germany)	ScQ-Q18h	D	Erasmus, eTwinning
Estonia	ScQ-Q18e	D	Out-of-class activities
Estonia	ScQ-Q18h	D	Erasmus+, eTwinning
France	ScQ-Q18e	D	Extra-curricular activities
France	ScQ-Q18h	D	Erasmus+, eTwinning
Italy	ScQ-Q18e	D	Extra-curricular activities
Italy	ScQ-Q18h	D	Erasmus+, eTwinning
Latvia	ScQ-Q18e	D	Extra-curricular activities
Latvia	ScQ-Q18h	D	Erasmus+, student and teacher mobility
Lithuania	ScQ-Q18e	D	Extra-curricular activity
Lithuania	ScQ-Q18h	D	„Erasmus+“, Comenius, eTwinning
Malta	ScQ-Q18e	D	Extra-curricular activities
Malta	ScQ-Q18h	D	Erasmus+, eTwinning
Netherlands	ScQ-Q18e	D	Extra-curricular activities
Netherlands	ScQ-Q18h	D	Erasmus+, eTwinning
Norway	ScQ-Q18e	D	Extra curricular activities
Norway	ScQ-Q18h	D	Erasmus+
Poland	ScQ-Q18e	D	Extra-curricular activities

Poland	ScQ-Q18h	D	Erasmus +, e-Twinning
Romania	ScQ-Q18a	D	Extra-curricular activities
Romania	ScQ-Q18h	D	Erasmus+, eTwinning
Serbia	ScQ-Q18e	D	Extra-curricular activities
Serbia	ScQ-Q18h	D	Erasmus+, eTwinning
Slovak Republic	ScQ-Q18e	D	Out-of-school activities
Slovak Republic	ScQ-Q18h	D	Comenius, students and teachers mobility, eTwinning
Slovenia	ScQ-Q18e	D	Extra-curricular activities
Slovenia	ScQ-Q18h	D	Erasmus+, eTwinning
Spain	ScQ-Q18e	D	Extra-curricular activities
Spain	ScQ-Q18h	D	Erasmus+, eTwinning
Sweden	ScQ-Q18e	D	Activities outside the regular curriculum
Sweden	ScQ-Q18h	D	Erasmus+, eTwinning

ScQ-Q19A-M**Question:**

What do you consider the most important aims of civic and citizenship education at school?
Indicate the three aims you consider the most important by ticking the three appropriate boxes.

- a) Promoting knowledge of social, political and civic institutions
- b) Promoting respect for and safeguard of the environment
- c) Promoting students' knowledge of the connections between local and global issues
- 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' sense of belonging to the global community
- i) Supporting the development of effective strategies to reduce racism
- j) Preparing students for future political engagement
- k) Promoting the capacity to defend one's own point of view
- l) Promoting students' participation in school life
- m) Promoting students' engagement for a fairer and more peaceful world

Variable Name(s):

IC4G19A, IC4G19B, IC4G19C, IC4G19D, IC4G19E, IC4G19F, IC4G19G, IC4G19H, IC4G19I, IC4G19J, IC4G19K, IC4G19L, IC4G19M

Country	Item ID	Code	Documentation
Bulgaria	ScQ-Q19f	D	Settlement
Cyprus	ScQ-Q19f	D	Local community
Sweden	ScQ-Q19f	D	Nearby area

ScQ-Q20

Question:	When answering the questions in this section, please refer to the definition of “school” given in the note at the beginning of this questionnaire. Is this 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 organisation; for example, a church, trade union, business, or other private institution.)
Variable Name(s):	IC4G20

Country	Item ID	Code	Documentation
Poland	ScQ-Q20	D	Stem of the question changed: When answering the questions in this section, please refer to the definition of “school” given in the note at the beginning of this questionnaire. Is your school public or non-public?. Nationally defined categories: 1 = Public school (This is a school managed directly or indirectly by public authority: central authorities, local government, public institutions.) 2 = Non-public school (This is a school managed directly or indirectly by a non-governmental institution, e.g. a church, social organisation, association, business, private owners.)

ScQ-Q21A-B

Question: On [1 September 20xx], what was the total school enrolment (number of students)?
(Please write a number on each line. Write 0 (zero) if there are none.)

- a) Number of boys:
b) Number of girls:

Variable Name(s): IC4G21A, IC4G21B

Country	Item ID	Code	Documentation
Brazil	ScQ-Q21	D	February 1st 2022
Bulgaria	ScQ-Q21	D	01.02.2022
Chinese Taipei	ScQ-Q21	D	February 11, 2022
Colombia	ScQ-Q21	D	1 February 2022
Croatia	ScQ-Q21	D	May 1, 2022
Cyprus	ScQ-Q21	D	1 September 2021
Denmark	ScQ-Q21	D	March 1, 2022
North Rhine-Westphalia (Germany)	ScQ-Q21	D	September 1, 2021
Schleswig-Holstein (Germany)	ScQ-Q21	D	September 1, 2021
Estonia	ScQ-Q21	D	September 1st, 2021
France	ScQ-Q21	D	April 30, 2022
Italy	ScQ-Q21	D	February 1, 2022
Latvia	ScQ-Q21	D	March 1, 2022
Lithuania	ScQ-Q21	D	September 1, 2021
Malta	ScQ-Q21	D	February 1, 2022
Netherlands	ScQ-Q21	D	October 1, 2020
Norway	ScQ-Q21	D	January 1, 2022
Poland	ScQ-Q21	D	March 1, 2022

Romania	ScQ-Q21	D	17 January 2022
Serbia	ScQ-Q21	D	March 1, 2022
Slovak Republic	ScQ-Q21	D	February 1st 2022
Slovenia	ScQ-Q21	D	1 of April 2021
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)			
Spain	ScQ-Q21	D	September 1, 2021
Sweden	ScQ-Q21	D	February 1, 2022

ScQ-Q22A-B

Question: On [1 September 20xx], what was the total school enrolment (number of students) for [target grade]?

a) Number of boys:

b) Number of girls:

Variable Name(s): IC4G22A, IC4G22B

Country	Item ID	Code	Documentation
Brazil	ScQ-Q22	D	February 1st 2022
Bulgaria	ScQ-Q22	D	01.02.2022
Chinese Taipei	ScQ-Q22	D	February 11, 2022
Colombia	ScQ-Q22	D	1 February 2022
Croatia	ScQ-Q22	D	May 1, 2022
Cyprus	ScQ-Q22	D	1 September 2021
Denmark	ScQ-Q22	D	March 1, 2022
North Rhine-Westphalia (Germany)	ScQ-Q22	D	September 1, 2021
Schleswig-Holstein (Germany)	ScQ-Q22	D	September 1, 2021
Estonia	ScQ-Q22	D	September 1st, 2021
France	ScQ-Q22	D	April 30, 2022
Italy	ScQ-Q22	D	February 1, 2022
Latvia	ScQ-Q22	D	March 1, 2022
Lithuania	ScQ-Q22	D	September 1, 2021
Malta	ScQ-Q22	D	February 1, 2022
Netherlands	ScQ-Q22	D	October 1, 2020
Norway	ScQ-Q22	D	January 1, 2022
Poland	ScQ-Q22	D	March 1, 2022

Romania	ScQ-Q22	D	17 January 2022
Serbia	ScQ-Q22	D	March 1, 2022
Slovak Republic	ScQ-Q22	D	February 1st 2022
Slovenia	ScQ-Q22	D	1 of April 2021
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)			
Spain	ScQ-Q22	D	September 1, 2021
Sweden	ScQ-Q22	D	February 1, 2022

ScQ-Q23

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): IC4G23

Country	Item ID	Code	Documentation
Cyprus	ScQ-Q23	D	Nationally defined 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
Estonia	ScQ-Q23	D	Nationally defined categories recoded for international comparability: 1 = Hamlet, rural area (less than 1500 habitants) / Village (1500-3000 habitants) 2 = Small town (3000-15000 habitants) 3 = Town (15000-100000 habitants) 4 = City (above 100 000 habitants) 5 = Category not administered or data not available
Lithuania	ScQ-Q23	D	Nationally defined 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-Q23	D	Nationally defined 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
Poland	ScQ-Q23	D	Nationally defined categories: 1 = A village, rural area (3,000 people or less) 2 = A small town (over 3,000 to about 15,000 people) 3 = A town (over 15,000 to 100,000 people) 4 = A city (over 100,000 to 1,000,000 people) 5 = A large city (over 1,000,000 people)
Slovak Republic	ScQ-Q23	D	Nationally defined categories recoded for international comparability: 1 = Village, hamlet or rural area (less than 3 000 inhabitants) 2 = Small city (from 3 000 to 15 000 inhabitants) 3 = City (from 15 000 to 100 000 inhabitants) 4 = Large city (from 100 000 to 1 000 000 inhabitants) 5 = Category not administered or data not available
Slovenia	ScQ-Q23	D	Nationally defined 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-Q24A-C

Question: How many students in this school have the following characteristics?
Please estimate the broad percentages.

- 1 = None
- 2 = 1% to 10%
- 3 = 11% to 30%
- 4 = 31% to 60%
- 5 = More than 60%

- a) Students whose first language is different from the language(s) of instruction.
- b) Students with [special educational needs]
- c) Students from [socioeconomically disadvantaged homes]

Variable Name(s): IC4G24A, IC4G24B, IC4G24C

Country	Item ID	Code	Documentation
Brazil	ScQ-Q24b	D	Special needs
Brazil	ScQ-Q24c	D	Low socioeconomic families
Bulgaria	SCQ-Q24b	D	Students with special educational needs
Bulgaria	SCQ-Q24c	D	Students from socioeconomically disadvantaged homes
Chinese Taipei	ScQ-Q24b	D	Special educational needs
Chinese Taipei	ScQ-Q24c	D	Socioeconomically disadvantaged homes
Colombia	ScQ-Q24b	D	Special educational needs
Colombia	ScQ-Q24c	D	Socioeconomically disadvantaged homes
Croatia	SCQ-Q24b	D	Special educational needs
Croatia	SCQ-Q24c	D	Households in socioeconomically disadvantaged situation
Cyprus	ScQ-Q24b	D	Special educational needs
Cyprus	ScQ-Q24c	D	Socioeconomically disadvantaged homes
Denmark	ScQ-Q24b	D	Special needs
Denmark	ScQ-Q24c	D	Socioeconomically bad positioned

North Rhine-Westphalia (Germany)	ScQ-Q24b	D	Special education needs
North Rhine-Westphalia (Germany)	ScQ-Q24c	D	Social disadvantaged households
Schleswig-Holstein (Germany)	ScQ-Q24b	D	Special education needs
Schleswig-Holstein (Germany)	ScQ-Q24c	D	Social disadvantaged households
Estonia	ScQ-Q24b	D	Students with special educational needs
Estonia	ScQ-Q24c	D	Economically disadvantaged families
France	ScQ-Q24b	D	Special educational needs
France	ScQ-Q24c	D	Socioeconomically disadvantaged background
Italy	ScQ-Q24b	D	Special educational needs
Italy	ScQ-Q24c	D	Socioeconomically disadvantaged families
Latvia	ScQ-Q24b	D	Inclusive education for students with special needs
Latvia	ScQ-Q24c	D	Social risk and disadvantaged family
Lithuania	ScQ-Q24b	D	Special educational needs
Lithuania	ScQ-Q24c	D	Social risk families
Malta	ScQ-Q24b	D	Special educational needs
Malta	ScQ-Q24c	D	Socioeconomically disadvantaged homes
Netherlands	ScQ-Q24b	D	Special educational needs
Netherlands	ScQ-Q24c	D	Lower socio-economic background
Norway	ScQ-Q24b	D	Special education need
Norway	ScQ-Q24c	D	Socioeconomically disadvantaged homes
Poland	ScQ-Q24a	D	Nationally defined dimension: Students for whom Polish language is not the first language
Poland	ScQ-Q24b	D	Special educational needs
Poland	ScQ-Q24c	D	Socioeconomically disadvantaged homes
Romania	ScQ-Q24b	D	Special educational needs

Romania	ScQ-Q24c	D	Socioeconomically disadvantaged families
Serbia	ScQ-Q24b	D	Special educational needs
Serbia	ScQ-Q24c	D	Socioeconomically disadvantaged homes
Slovak Republic	ScQ-Q24b	D	Special educational needs
Slovak Republic	ScQ-Q24c	D	Socially disadvantaged families
Slovenia	ScQ-Q24b	D	Special education needs
Slovenia	ScQ-Q24c	D	Socioeconomically disadvantaged families
Spain	ScQ-Q24b	D	Special educational needs
Spain	ScQ-Q24c	D	Socioeconomically disadvantaged homes
Sweden	ScQ-Q24b	D	In need of special support
Sweden	ScQ-Q24c	D	Socioeconomically unfavorable conditions

Section 2: Teacher questionnaire

TcQ-Q01A-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.])

Variable Name(s): IT4G01A, IT4G01B, IT4G01C, IT4G01D, IT4G01E, IT4G01F

Country	Item ID	Code	Documentation
Brazil	TcQ-Q01a	D	Portuguese, foreign language
Brazil	TcQ-Q01b	D	History, Geography, Philosophy, Sociology, etc.
Brazil	TcQ-Q01d	D	Physics, Chemistry, Biology, etc.
Brazil	TcQ-Q01e	D	Religions, History of religions, etc.
Brazil	TcQ-Q01f	D	Music, Arts, Physical Education, etc.
Bulgaria	TcQ-Q01a	D	Bulgarian language, Foreign languages
Bulgaria	TcQ-Q01b	D	History, Geography, etc.
Bulgaria	TcQ-Q01d	D	Physics, Chemistry, Biology, etc.
Bulgaria	TcQ-Q01e	D	Religion, Ethics
Bulgaria	TcQ-Q01f	D	Music, Art, Physical education, Home economics, etc.
Chinese Taipei	TcQ-Q01a	D	Mandarin, English, local dialects, etc.
Chinese Taipei	TcQ-Q01b	D	History, geography, civic and citizenship education
Chinese Taipei	TcQ-Q01d	D	Physics and chemistry, Biology, Earth sciences

Chinese Taipei	TcQ-Q01e	X	Dimension not administered or data not available
Chinese Taipei	TcQ-Q01f	D	Arts, Integrative Activities, Technology, Health and Physical Education, etc.
Colombia	TcQ-Q01a	D	Spanish Language and Foreign Languages (Spanish and Literature, Foreign Language)
Colombia	TcQ-Q01b	D	History, Geography, Constitution, Social Sciences, Political Sciences, etc.
Colombia	TcQ-Q01d	D	Physics, Chemistry, Biology, Geology, Earth sciences, etc.
Colombia	TcQ-Q01e	D	Religion, History of religions, Religion culture, Ethics
Colombia	TcQ-Q01f	D	Music, Art, Physical education, Home economics, Personal and social development, etc.
Croatia	TcQ-Q01a	D	Croatian language or foreign languages
Croatia	TcQ-Q01b	D	Nationally defined dimension: Social sciences group of subjects (History, Geography, Civic education etc.)
Croatia	TcQ-Q01d	D	Nationally defined dimension: Science or Technical group of subjects (Physics, Chemistry, Biology, Informatics, Technical Culture etc.)
Croatia	TcQ-Q01e	D	Religion
Croatia	TcQ-Q01f	D	Nationally defined dimension: Some other subject (Music, Art or Physical education etc.)
Cyprus	TcQ-Q01a	D	Greek, English, French, German, Ancient Greek
Cyprus	TcQ-Q01b	D	History, Geography, etc.
Cyprus	TcQ-Q01d	D	Physics, Chemistry, Biology, Computer Science, Design and Technology etc.
Cyprus	TcQ-Q01e	D	Religious education
Cyprus	TcQ-Q01f	D	Music, Art, Physical Education, Home economics, Personal and social development, etc.
Denmark	TcQ-Q01a	D	Mother tongue, Foreign language
Denmark	TcQ-Q01b	D	Human/Social Sciences (History, civics)
Denmark	TcQ-Q01d	D	Physics, Chemistry, Biology, Geology, Earth sciences

Denmark	TcQ-Q01e	D	Christianity (religion)
Denmark	TcQ-Q01f	D	Music, Art, needlework, design, physical education, cooking etc.
North Rhine-Westphalia (Germany)	TcQ-Q01a	D	German, foreign language
North Rhine-Westphalia (Germany)	TcQ-Q01b	D	History, Geography, Politics, Economics, etc.
North Rhine-Westphalia (Germany)	TcQ-Q01d	D	Physics, Chemistry, Biology
North Rhine-Westphalia (Germany)	TcQ-Q01e	D	Religion, Ethics, etc.
North Rhine-Westphalia (Germany)	TcQ-Q01f	D	Music, Art, Sport, Home economics
Schleswig-Holstein (Germany)	TcQ-Q01a	D	German, foreign language
Schleswig-Holstein (Germany)	TcQ-Q01b	D	History, Geography, Politics, Economics, etc.
Schleswig-Holstein (Germany)	TcQ-Q01d	D	Physics, Chemistry, Biology
Schleswig-Holstein (Germany)	TcQ-Q01e	D	Religion, Ethics, etc.
Schleswig-Holstein (Germany)	TcQ-Q01f	D	Music, Art, Sport, Home economics
Estonia	TcQ-Q01a	D	Mother tongue, foreign language
Estonia	TcQ-Q01b	D	History, geography, social studies, economics, law
Estonia	TcQ-Q01d	D	Physics, chemistry, biology, natural sciences
Estonia	TcQ-Q01e	D	Religious studies, ethics
Estonia	TcQ-Q01f	D	Music, art, physical education, home economics
France	TcQ-Q01a	D	French, foreign language
France	TcQ-Q01b	D	History, geography, moral and civic education
France	TcQ-Q01d	D	Physics, chemistry, biology, geology, earth science, technology
France	TcQ-Q01e	D	Religion, history of religion, religion culture, ethics
France	TcQ-Q01f	D	Music, arts, media and information, sport
Italy	TcQ-Q01a	D	Italian, English, Second European language
Italy	TcQ-Q01b	D	History, Geography, Civic Education, etc.

Italy	TcQ-Q01d	D	Sciences
Italy	TcQ-Q01e	D	Catholic Religion
Italy	TcQ-Q01f	D	Music, Art and Image, Physical education, Technology, etc.
Latvia	TcQ-Q01a	D	Mother tongue, foreign language
Latvia	TcQ-Q01b	D	History, Geography, social sciences, Economics, etc.
Latvia	TcQ-Q01d	D	Physics, Chemistry, Biology, Nature Science, Geology, etc.
Latvia	TcQ-Q01e	D	Religion, History of religions, Ethics
Latvia	TcQ-Q01f	D	Music, Art, Physical education, Home economics, social development etc.
Lithuania	TcQ-Q01a	D	Mother tongue, foreign language
Lithuania	TcQ-Q01b	D	History, Geography, Civics, etc.
Lithuania	TcQ-Q01d	D	Physics, Chemistry, Biology, etc.
Lithuania	TcQ-Q01e	D	Religion; ethics
Lithuania	TcQ-Q01f	D	Music, Art, Technologies, Physical education, etc.
Malta	TcQ-Q01a	D	Maltese, English, Foreign Language
Malta	TcQ-Q01b	D	History, Geography, Civics, Social Studies, Business Studies, Economics, etc.
Malta	TcQ-Q01d	D	Integrated Science, Physics, Chemistry, Biology, Environmental Science, etc.
Malta	TcQ-Q01e	D	Religion/Ethics
Malta	TcQ-Q01f	D	Music, Art, Physical education, Home economics, PSCD, ICT, Technology Education, VET subjects
Netherlands	TcQ-Q01a	D	Dutch, English, French, German, Spanish, Greek, Latin, etc.
Netherlands	TcQ-Q01b	D	Human/Social subjects (History, Geography, Civics, Law, Economics, etc.)
Netherlands	TcQ-Q01d	D	Physics, Chemistry, Biology, etc.
Netherlands	TcQ-Q01e	D	Religion, life views, ethics
Netherlands	TcQ-Q01f	D	Music, Art, Physical Education, health care

Norway	TcQ-Q01a	D	Languages (Norwegian, English, other foreign languages)
Norway	TcQ-Q01b	D	Social studies
Norway	TcQ-Q01d	D	Physics, Chemistry, History, Geology, etc.
Norway	TcQ-Q01e	D	Christianity, Religion and ethics
Norway	TcQ-Q01f	D	Music, art and crafts, physical education, food and health, elective course
Poland	TcQ-Q01a	D	Polish language / Foreign language, language of minorities
Poland	TcQ-Q01b	D	Geography / History / Knowledge about society / Education for safety
Poland	TcQ-Q01d	D	Biology, Chemistry, Physics
Poland	TcQ-Q01e	D	Religion/Ethics
Poland	TcQ-Q01f	D	IT classes / Art, Music / Physical education / Others: (e.g. career counselling, education for family life)
Romania	TcQ-Q01a	D	Romanian, Foreign language
Romania	TcQ-Q01b	D	History, Geography, Social Education, etc.
Romania	TcQ-Q01d	D	Physics, Chemistry, Biology, etc.
Romania	TcQ-Q01e	D	Religion
Romania	TcQ-Q01f	D	Music, Art, Physical education, etc.
Serbia	TcQ-Q01a	D	Serbian language, Foreign language
Serbia	TcQ-Q01b	D	History, Geography, Civic Education, etc.
Serbia	TcQ-Q01d	D	Physics, Chemistry, Biology, etc.
Serbia	TcQ-Q01e	D	Religious education
Serbia	TcQ-Q01f	D	(Music, Art culture, Physical education, Home economics etc.)
Slovak Republic	TcQ-Q01a	D	Language of instruction, foreign language
Slovak Republic	TcQ-Q01b	D	Human/Social Sciences (history, geography, civic education and similar)
Slovak Republic	TcQ-Q01d	D	Physics, Chemistry, Biology and similar

Slovak Republic	TcQ-Q01e	D	Religion/Ethics
Slovak Republic	TcQ-Q01f	D	Informatics, musical education, art education, physical education
Slovenia	TcQ-Q01a	D	Mother tongue, foreign language
Slovenia	TcQ-Q01b	D	History, Geography, Civics etc.
Slovenia	TcQ-Q01d	D	Physics, Chemistry, Biology, technology and technique etc.
Slovenia	TcQ-Q01e	D	Religion and ethics
Slovenia	TcQ-Q01f	D	Music, art, sports, home economics, etc.
Spain	TcQ-Q01a	D	Language and literature, foreign language
Spain	TcQ-Q01b	D	Geography, History, Philosophy, Economy, etc.
Spain	TcQ-Q01d	D	Physics, Chemistry, Earth Science, etc.
Spain	TcQ-Q01e	D	Religion/Ethics
Spain	TcQ-Q01f	D	Music, Art, Visual and Audiovisual, Physical Education, etc.
Sweden	TcQ-Q01a	D	Languages (Swedish, Swedish as a second language, modern languages)
Sweden	TcQ-Q01b	D	Social-oriented subjects (Geography, History, Religion, Social Science)
Sweden	TcQ-Q01d	D	Nature-oriented subjects (Biology, Physics, Chemistry)
Sweden	TcQ-Q01e	X	Dimension not administered or data not available
Sweden	TcQ-Q01f	D	Other topics (Arts, Music, home economics, PE, handicrafts, technics etc.)

TcQ-Q05

Question: What is your [gender]?

1 = Female
2 = Male
3 = Other

Variable Name(s): IT4G05

Country	Item ID	Code	Documentation
Brazil	TcQ-Q05	D	Stem of the question changed: What is your sex? Nationally defined categories recoded for international comparability: 1 = Female 2 = Male 3 = Category not administered or data not available
Bulgaria	TcQ-Q05	D	Stem of the question changed: You are... Nationally defined categories recoded for international comparability: 1 = Female 2 = Male 3 = Category not administered or data not available
Chinese Taipei	TcQ-Q05	D	Stem of the question changed: You are... Nationally defined categories recoded for international comparability: 1 = Female 2 = Male 3 = Category not administered or data not available
Colombia	TcQ-Q05	D	Gender

Croatia	TcQ-Q05	D	Gender Nationally defined categories recoded for international comparability: 1 = Female 2 = Male 3 = Category not administered or data not available
Cyprus	TcQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = Female 2 = Male 3 = Category not administered or data not available
Denmark	TcQ-Q05	D	Gender
North Rhine-Westphalia (Germany)	TcQ-Q05	D	Stem of the question changed: What gender do you feel part of?
Schleswig-Holstein (Germany)	TcQ-Q05	D	Stem of the question changed: What gender do you feel part of?
Estonia	TcQ-Q05	D	Gender Nationally defined categories recoded for international comparability: 1 = Female 2 = Male 3 = Category not administered or data not available
France	TcQ-Q05	D	Stem of the question changed: Are you male or female? Nationally defined categories recoded for international comparability: 1 = Female 2 = Male 3 = Category not administered or data not available
Italy	TcQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = Female 2 = Male 3 = Category not administered or data not available
Latvia	TcQ-Q05	D	Gender

Lithuania	TcQ-Q05	D	Gender Nationally defined categories recoded for international comparability: 1 = Female 2 = Male 3 = Category not administered or data not available
Malta	TcQ-Q05	D	Gender
Netherlands	TcQ-Q05	D	Gender
Norway	TcQ-Q05	D	Gender Nationally defined categories: 1 = Female 2 = Male 3 = Other gender identity
Poland	TcQ-Q05	D	Stem of the question changed: Please select your gender Nationally defined categories recoded for international comparability: 1 = Female 2 = Male 3 = Category not administered or data not available
Romania	TcQ-Q05	D	Stem of the question changed: Are you a woman or a man? Nationally defined categories recoded for international comparability: 1 = Female 2 = Male 3 = Category not administered or data not available
Serbia	TcQ-Q05	D	Gender Nationally defined categories recoded for international comparability: 1 = Female 2 = Male 3 = Category not administered or data not available

Slovak Republic	TcQ-Q05	D	Stem of the question changed: Are you female or male? Nationally defined categories recoded for international comparability: 1 = Woman 2 = Man 3 = Category not administered or data not available
Slovenia	TcQ-Q05	D	Gender Nationally defined categories recoded for international comparability: 1 = Female 2 = Male 3 = Category not administered or data not available
Spain	TcQ-Q05	D	Gender
Sweden	TcQ-Q05	D	Sex

TcQ-Q06A-F

Question: Below is a list of activities related to teachers' participation at school. In your opinion, how many teachers have participated as follows in the current school year?

- 1 = All or nearly all
- 2 = Most of them
- 3 = Some of them
- 4 = None or hardly any

- a) Working together when devising teaching activities
- b) Helping each other to solve conflicts between students in the school
- c) Taking on tasks and responsibilities in addition to teaching (such as organising school projects, school trips etc.)
- d) Actively taking part in school [development/improvement activities]
- e) Engaging in [tutoring and counselling activities]
- f) Actively cooperating with [parents/guardians]

Variable Name(s): IT4G06A, IT4G06B, IT4G06C, IT4G06D, IT4G06E, IT4G06F

Country	Item ID	Code	Documentation
Brazil	TcQ-Q06d	D	Development / improvement activities
Brazil	TcQ-Q06e	D	Tutoring and counselling activities
Brazil	TcQ-Q06f	D	Parents / legal guardians
Bulgaria	TcQ-Q06d	D	Active participation in activities related to improving the quality of educational services at school
Bulgaria	TcQ-Q06e	D	Active participation in activities related to student counselling
Bulgaria	TcQ-Q06f	D	Active cooperating with parents/guardians
Chinese Taipei	TcQ-Q06d	D	Development/improvement activities
Chinese Taipei	TcQ-Q06e	D	Tutoring and counselling activities
Colombia	TcQ-Q06d	D	Improvement activities
Colombia	TcQ-Q06e	D	Guidance and counseling activities
Croatia	TcQ-Q06d	D	Development activities
Croatia	TcQ-Q06e	D	Tutoring and counselling activities

Cyprus	TcQ-Q06d	D	Development/improvement activities
Cyprus	TcQ-Q06e	D	Tutoring and counselling activities
Cyprus	TcQ-Q06f	D	Parents/guardians
Denmark	TcQ-Q06d	D	Activities to improve and develop
Denmark	TcQ-Q06e	D	Counselling activities
North Rhine-Westphalia (Germany)	TcQ-Q06d	D	Activities for school development
North Rhine-Westphalia (Germany)	TcQ-Q06e	D	Counseling activities
Schleswig-Holstein (Germany)	TcQ-Q06d	D	Activities for school development
Schleswig-Holstein (Germany)	TcQ-Q06e	D	Counseling activities
Estonia	TcQ-Q06d	D	Development activities
Estonia	TcQ-Q06e	D	Tutoring and counseling activities
France	TcQ-Q06d	D	Development or improvement activities
France	TcQ-Q06e	D	Tutoring and counselling activities
Italy	TcQ-Q06d	D	Development and improvement activities
Italy	TcQ-Q06e	D	Tutoring and counselling activities
Latvia	TcQ-Q06d	D	Development
Latvia	TcQ-Q06e	D	Counselling and provide advice
Lithuania	TcQ-Q06d	D	Development/improvement of schools activities
Lithuania	TcQ-Q06e	D	Tutoring and counselling students on various issues
Malta	TcQ-Q06d	D	Development/improvement activities
Malta	TcQ-Q06e	D	Tutoring and counselling activities
Netherlands	TcQ-Q06d	D	School development and school improvement
Netherlands	TcQ-Q06e	D	Counselling and tutoring
Norway	TcQ-Q06d	D	Development work
Norway	TcQ-Q06e	D	Tutoring and counselling

Poland	TcQ-Q06d	D	Activities aimed at school development
Poland	TcQ-Q06e	D	Conducting individual consultations and tutoring activities
Romania	TcQ-Q06d	D	Development activities
Romania	TcQ-Q06e	D	Counselling activities
Serbia	TcQ-Q06d	D	Development activities
Serbia	TcQ-Q06e	D	Tutoring and counselling activities
Slovak Republic	TcQ-Q06d	D	School development
Slovak Republic	TcQ-Q06e	D	Counselling and educational activities
Slovenia	TcQ-Q06d	D	Development activities
Slovenia	TcQ-Q06e	D	Tutoring and counselling activities
Spain	TcQ-Q06d	D	Development and improvement activities
Spain	TcQ-Q06e	D	Tutoring and counselling activities
Sweden	TcQ-Q06d	D	Development and improvement of the school
Sweden	TcQ-Q06e	D	Tutoring and counselling activities of the students

TcQ-Q07A-I

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

- 1 = Never
 2 = Sometimes
 3 = Often
 4 = Very often

- a) Vandalism
 b) Truancy
 c) Ethnic intolerance
 d) Religious intolerance
 e) [Bullying]
 f) Violence
 g) Sexual harassment
 h) Drug abuse
 i) Alcohol abuse

Variable Name(s): IT4G07A, IT4G07B, IT4G07C, IT4G07D, IT4G07E, IT4G07F, IT4G07G, IT4G07H, IT4G07I

Country	Item ID	Code	Documentation
Brazil	TcQ-Q07e	D	Bullying
Bulgaria	TcQ-Q07e	D	Bullying
Chinese Taipei	TcQ-Q07e	D	Bullying
Colombia	TcQ-Q07e	D	Bullying
Croatia	TcQ-Q07e	D	School violence (bullying)
Cyprus	TcQ-Q07e	D	Bullying
Denmark	TcQ-Q07e	D	Bullying
North Rhine-Westphalia (Germany)	TcQ-Q07e	D	Bullying
Schleswig-Holstein (Germany)	TcQ-Q07e	D	Bullying
Estonia	TcQ-Q07e	D	Bullying
France	TcQ-Q07e	D	Bullying
Italy	TcQ-Q07e	D	Bullying

Latvia	TcQ-Q07e	D	Bullying (form of aggression that changes during adolescence)
Lithuania	TcQ-Q07e	D	Bullying
Malta	TcQ-Q07e	D	Bullying
Netherlands	TcQ-Q07e	D	Bullying
Norway	TcQ-Q07e	D	Bullying
Poland	TcQ-Q07e	D	Bullying
Poland	TcQ-Q07h	D	Nationally defined dimension: Drug use
Poland	TcQ-Q07i	D	Nationally defined dimension: Alcohol use
Romania	TcQ-Q07e	D	Bullying
Serbia	TcQ-Q07e	D	Bullying
Slovak Republic	TcQ-Q07e	D	Bullying
Slovenia	TcQ-Q07e	D	Nationally defined dimension: Bullying (Bullying is defined as the activity of repeated, aggressive behavior intended to hurt someone either physically, emotionally, verbally, or through internet communication.)
Spain	TcQ-Q07e	D	Bullying
Sweden	TcQ-Q07e	D	Bullying

TcQ-Q08A-J**Question:**

Below is a list of activities that may be carried out by the school in cooperation with external groups/organisations.
During the current school year, have you and your [target grade] students taken part in any of these activities?

1 = Yes

2 = No

- a) Activities related to environmental sustainability (e.g. [energy and water saving, recycling])
- b) Activities related to human rights
- 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) Activities to raise people's awareness of social issues, such as [poverty, gender equality, domestic violence against women, sexual violence against women, violence against children]
- g) Activities aimed at protecting the cultural and historical heritage in the [local community]
- h) Visits to political institutions (e.g. [Parliament house, Prime Minister's/President's official residence])
- i) Sports events
- j) Activities to raise people's awareness of global issues (e.g. climate change, world poverty, international conflicts, child labour)

Variable Name(s):

IT4G08A, IT4G08B, IT4G08C, IT4G08D, IT4G08E, IT4G08F, IT4G08G, IT4G08H, IT4G08I, IT4G08J

Country	Item ID	Code	Documentation
Brazil	TcQ-Q08a	D	Energy and water saving, recycling
Brazil	TcQ-Q08e	D	Promotion and celebration of cultural diversity
Brazil	TcQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
Brazil	TcQ-Q08h	D	National Congress, President's official residence
Bulgaria	TcQ-Q08a	D	Energy and water saving, recycling
Bulgaria	TcQ-Q08e	D	Multicultural and intercultural activities within the local community (e.g. celebration of cultural diversity)

Bulgaria	TcQ-Q08f	D	Social awareness campaigns on social issues, such as gender equality, domestic violence, sexual violence and others
Bulgaria	TcQ-Q08h	D	Parliament house, Prime Minister's official residence
Chinese Taipei	TcQ-Q08a	D	Energy and water saving, recycling
Chinese Taipei	TcQ-Q08e	D	Promotion and celebration of cultural diversity, foreign food exhibition
Chinese Taipei	TcQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
Chinese Taipei	TcQ-Q08h	D	County/city hall, parliament house, president's official residence
Colombia	TcQ-Q08a	D	Energy and water saving, recycling
Colombia	TcQ-Q08e	D	Promotion and celebration of cultural diversity, local food market
Colombia	TcQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
Colombia	TcQ-Q08h	D	Congress building, Presidential palace
Croatia	TcQ-Q08a	D	Energy and water usage savings, recycling
Croatia	TcQ-Q08e	D	Promotion and celebration of cultural diversity, food street market
Croatia	TcQ-Q08f	D	Poverty, gender equality, violence against women, sexual violence against women, violence against children
Croatia	TcQ-Q08h	D	Parliament house, Office of the President of the Government of the Republic of Croatia
Croatia	TcQ-Q08j	D	Climate change, world poverty, international conflicts, child labor
Cyprus	TcQ-Q08a	D	Energy and water saving, recycling
Cyprus	TcQ-Q08e	D	Local community, promotion and celebration of cultural diversity, food street market
Cyprus	TcQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children

Cyprus	TcQ-Q08g	D	Local community
Cyprus	TcQ-Q08h	D	Parliament house, President's official residence
Denmark	TcQ-Q08a	D	Energy and water saving, recycling
Denmark	TcQ-Q08e	D	Cultural festival, street market
Denmark	TcQ-Q08f	D	Poverty, equality, domestic violence, sexual violence
Denmark	TcQ-Q08h	D	(National) Parliament or local Town Hall
North Rhine-Westphalia (Germany)	TcQ-Q08a	D	Energy & water saving activities, recycling
North Rhine-Westphalia (Germany)	TcQ-Q08e	D	Events to foster diversity consciousness, intercultural parties
North Rhine-Westphalia (Germany)	TcQ-Q08f	D	Poverty, equality, domestic or sexualized violence against woman and children
North Rhine-Westphalia (Germany)	TcQ-Q08h	D	Parliament, parliament of the federal state, town hall
Schleswig-Holstein (Germany)	TcQ-Q08a	D	Energy & water saving activities, recycling
Schleswig-Holstein (Germany)	TcQ-Q08e	D	Events to foster diversity consciousness, intercultural parties
Schleswig-Holstein (Germany)	TcQ-Q08f	D	Poverty, equality, domestic or sexualized violence against woman and children
Schleswig-Holstein (Germany)	TcQ-Q08h	D	Parliament, parliament of the federal state, town hall
Estonia	TcQ-Q08a	D	Energy and water saving, recycling
Estonia	TcQ-Q08e	D	Home site, promotion and celebration of cultural diversity, food street markets
Estonia	TcQ-Q08f	D	Poverty, gender equality, domestic violence, sexual violence against women, violence against children
Estonia	TcQ-Q08h	D	Toompea Castle, Stenbock House (Toompea Castle is the residence of National Parliament, Stenbock House is the residence of Estonian Government)
France	TcQ-Q08a	D	Energy and water saving, recycling
France	TcQ-Q08e	D	Promotion and celebration of cultural diversity, food street market

France	TcQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
France	TcQ-Q08h	D	National assembly, Senate house
Italy	TcQ-Q08a	D	Energy and water saving, recycling
Italy	TcQ-Q08e	D	Activities to promote and celebrate cultural diversity, fair trade market
Italy	TcQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children, discrimination based on sexual orientation and gender identity
Italy	TcQ-Q08h	D	Parliament house, Quirinale, City Council
Latvia	TcQ-Q08a	D	Energy and water saving, recycling
Latvia	TcQ-Q08e	D	Supporting cultural diversity- celebration of cultural diversity days, street markets
Latvia	TcQ-Q08f	D	Poverty, gender equality, domestic violence against women or men, sexual violence against women or men, violence against children
Latvia	TcQ-Q08h	D	Main building of the Saeima, Cabinet of Ministers, the Riga Castle
Lithuania	TcQ-Q08a	D	Energy and water saving; recycling
Lithuania	TcQ-Q08e	D	Promotion of cultural diversity and commemoration of feasts, fair of nations
Lithuania	TcQ-Q08f	D	Poverty, gender inequality, domestic violence against women, sexual abuse, violence against children
Lithuania	TcQ-Q08h	D	Seimas palace; Presidential Palace
Malta	TcQ-Q08a	D	Energy and water saving, recycling
Malta	TcQ-Q08e	D	Promotion and celebration of cultural diversity, food street market
Malta	TcQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
Malta	TcQ-Q08h	D	Parliament, Prime Minister's office, President's official residence

Netherlands	TcQ-Q08a	D	Energy and water saving, recycling
Netherlands	TcQ-Q08e	D	Activities where different cultures learn about each other, meeting activities
Netherlands	TcQ-Q08f	D	Poverty, inequality, domestic violence
Netherlands	TcQ-Q08h	D	Parliamentary building, House of Commons, town hall
Norway	TcQ-Q08a	D	Energy saving, recycling
Norway	TcQ-Q08e	D	Multicultural festivals, international food markets
Norway	TcQ-Q08f	D	Poverty, gender equality, sexual abuse, violence
Norway	TcQ-Q08h	D	Town hall, Parliament house
Poland	TcQ-Q08a	D	Cleaning of the word, recycling, encouraging to water or energy saving
Poland	TcQ-Q08e	D	Days of different cultures, handicraft markets, getting to know folk dances, cultural diversity projects
Poland	TcQ-Q08f	D	Poverty, domestic violence, violence against children, gender equality, unemployment
Poland	TcQ-Q08h	D	In lower chamber of parliament, higher chamber, Prime Minister's office
Poland	TcQ-Q08j	D	Nationally defined dimension: Activities to raise people's awareness of global issues (such as e.g. climate change, international conflicts, world poverty)
Romania	TcQ-Q08a	D	Energy and water saving, recycling
Romania	TcQ-Q08e	D	Promotion and celebration of cultural diversity, fairs and food street festivals
Romania	TcQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
Romania	TcQ-Q08h	D	Parliament, City Hall, People's House
Serbia	TcQ-Q08a	D	Energy and water saving, recycling
Serbia	TcQ-Q08e	D	Promotion and celebration of cultural diversity, food street market

Serbia	TcQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
Serbia	TcQ-Q08h	D	Parliament house, Prime Minister's/ President's official residence
Slovak Republic	TcQ-Q08a	D	Energy and water saving, recycling
Slovak Republic	TcQ-Q08e	D	Promotion and celebrations of cultural diversity, food street markets
Slovak Republic	TcQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
Slovak Republic	TcQ-Q08h	D	House of parliament, of prime minister's office or president's bureau
Slovenia	TcQ-Q08a	D	Activities related with energy and water saving, recycling
Slovenia	TcQ-Q08e	D	Promotion and celebration of cultural diversity, food street market
Slovenia	TcQ-Q08f	D	Poverty, gender equality, domestic violence against women, sexual violence against women, violence against children
Slovenia	TcQ-Q08h	D	State Assembly, Government Offices
Spain	TcQ-Q08a	D	Energy and water saving, recycling
Spain	TcQ-Q08e	D	Promotion and celebration of cultural diversity, food street market
Spain	TcQ-Q08f	D	Poverty, gender equality, gender violence, children abuse
Spain	TcQ-Q08h	D	Parliament house, Town Hall, province government house
Sweden	TcQ-Q08a	D	Energy- and water saving, recycling
Sweden	TcQ-Q08e	D	Nearby area, culture-, music- and pride festivals, food and crafts street markets
Sweden	TcQ-Q08f	D	Poverty, gender equality, child abuse, men's violence against women, sexual abuse, discrimination on the basis of sexual orientation
Sweden	TcQ-Q08g	D	Nearby area
Sweden	TcQ-Q08h	D	Parliament house, municipality council

TcQ-Q14A-F**Question:**

Below is a list of activities related to sustainability issues. During the current school year, have you carried out any of the following activities with your [target grade] students?

1 = Yes

2 = No

- a) Writing letters to newspapers or magazines to support actions about the environment (e.g. [waste collection, recycling])
- b) Signing a petition on environmental issues (e.g. [climate change, water pollution, noise pollution, plastic pollution])
- c) Posting on social network, forum or blog to support actions about the environment (e.g. [waste collection, recycling])
- d) Activities to make students aware of the environmental impact of excessive consumption of resources (e.g. water, energy)
- e) [Clean-up activities] outside the school
- f) Recycling and waste collection in the [local community]

Variable Name(s):

IT4G14A, IT4G14B, IT4G14C, IT4G14D, IT4G14E, IT4G14F

Country	Item ID	Code	Documentation
Brazil	TcQ-Q14a, 14c	D	Waste collection, recycling
Brazil	TcQ-Q14b	D	Climate change, water pollution, noise pollution, plastic waste pollution
Brazil	TcQ-Q14e	D	Collect garbage
Bulgaria	TcQ-Q14a	D	Waste recycling, air and water pollution, waste collection
Bulgaria	TcQ-Q14b	D	Water pollution, loud noise
Bulgaria	TcQ-Q14e	D	Cleaning areas outside the school
Bulgaria	TcQ-Q14f	D	Local community
Chinese Taipei	TcQ-Q14a, 14c	D	Recycling, air and water pollution, waste collection
Chinese Taipei	TcQ-Q14b	D	Climate change, water pollution, noise pollution, plastic pollution
Chinese Taipei	TcQ-Q14e	D	Cleanup activities
Colombia	TcQ-Q14a, 14c	D	Recycling, air and water pollution, waste collection

Colombia	TcQ-Q14b	D	Climate change, water pollution, noise pollution, plastic pollution
Colombia	TcQ-Q14e	D	Nationally defined dimension: Help cleanup places or areas (e.g., playgrounds, rivers, etc.) outside the school
Croatia	TcQ-Q14a, 14c	D	Waste collection, recycling
Croatia	TcQ-Q14b	D	Climate change, water pollution, noise or plastic pollution
Croatia	TcQ-Q14e	D	Clean-up environment activities
Cyprus	TcQ-Q14a, 14c	D	Waste collection, recycling
Cyprus	TcQ-Q14b	D	Climate change, water pollution, noise pollution, plastic pollution
Cyprus	TcQ-Q14e	D	Clean-up activities
Cyprus	TcQ-Q14f	D	Local community
Denmark	TcQ-Q14a, 14c	D	Waste collection, recycling
Denmark	TcQ-Q14b	D	Climate change, water pollution, noise pollution, plastic pollution
Denmark	TcQ-Q14e	D	Cleanup activities
North Rhine-Westphalia (Germany)	TcQ-Q14a, 14c	D	Garbage separation, recycling
North Rhine-Westphalia (Germany)	TcQ-Q14b	D	Climate change, water or noise pollution
North Rhine-Westphalia (Germany)	TcQ-Q14e	D	Clean up activities
Schleswig-Holstein (Germany)	TcQ-Q14a, 14c	D	Garbage separation, recycling
Schleswig-Holstein (Germany)	TcQ-Q14b	D	Climate change, water or noise pollution
Schleswig-Holstein (Germany)	TcQ-Q14e	D	Clean up activities
Estonia	TcQ-Q14a	D	Waste collection, recycling, forest protection
Estonia	TcQ-Q14b	D	Forest protection, protection of wild animals
Estonia	TcQ-Q14c	D	Forest protection, protection of wild animals
Estonia	TcQ-Q14e	D	Cleanup campaigns

Estonia	TcQ-Q14f	D	Home site
France	TcQ-Q14a, 14c	D	Waste collection, recycling
France	TcQ-Q14b	D	Climate change, water pollution, noise pollution, plastic pollution
France	TcQ-Q14e	D	Cleanup activities
Italy	TcQ-Q14a, 14c	D	Waste collection, recycling
Italy	TcQ-Q14b	D	Climate change, water pollution, noise pollution, plastic pollution
Italy	TcQ-Q14e	D	Clean-up activities
Italy	TcQ-Q14f	D	Recycling and waste collection
Latvia	TcQ-Q14a, 14c	D	Recycling, air and water pollution, waste collection
Latvia	TcQ-Q14b	D	Climate change, water pollution, noise pollution, plastic pollution
Latvia	TcQ-Q14e	D	Cleanup activities
Lithuania	TcQ-Q14a, 14c	D	Recycling, air and water pollution, waste collection
Lithuania	TcQ-Q14b	D	Climate change, water pollution, noise pollution, plastic pollution
Lithuania	TcQ-Q14e	D	Cleaned the environment
Malta	TcQ-Q14a, 14c	D	Waste collection, recycling
Malta	TcQ-Q14b	D	Climate change, water pollution, noise pollution, plastic pollution
Malta	TcQ-Q14e	D	Cleanup activities
Netherlands	TcQ-Q14a, 14c	D	Recycling, air and water pollution, separate waste collection
Netherlands	TcQ-Q14b	D	Climate change, water pollution, air pollution
Netherlands	TcQ-Q14e	D	Cleanup activities
Norway	TcQ-Q14a, 14c	D	Recycling, air and water pollution, waste collection
Norway	TcQ-Q14b	D	Climate change, pollution of water, noise pollution
Norway	TcQ-Q14e	D	Waste cleanup

Poland	TcQ-Q14a, 14c	D	Related to waste segregation, air pollution
Poland	TcQ-Q14b	D	Climate change, air or water pollution
Poland	TcQ-Q14e	D	Cleanup activities
Romania	TcQ-Q14a, 14c	D	Recycling, waste selection
Romania	TcQ-Q14b	D	Climate change, water pollution, air pollution, deforestation, recycling
Romania	TcQ-Q14e	D	Clean-up activities
Serbia	TcQ-Q14a, 14c	D	Waste collection, recycling
Serbia	TcQ-Q14b	D	Climate change, water pollution, noise pollution, plastic pollution
Serbia	TcQ-Q14e	D	Cleanup activities
Slovak Republic	TcQ-Q14a, 14c	D	Recycling, waste collection
Slovak Republic	TcQ-Q14b	D	Climate changes, water pollution, plastic pollution
Slovak Republic	TcQ-Q14e	D	Waste collection
Slovenia	TcQ-Q14a, 14c	D	Waste collection, recycling
Slovenia	TcQ-Q14b	D	Climate change, water pollution, noise problems, plastic pollution
Slovenia	TcQ-Q14e	D	Clean-up activities
Spain	TcQ-Q14a, 14c	D	Waste collection, recycling
Spain	TcQ-Q14b	D	Climate change, water pollution, noise pollution, plastic pollution
Spain	TcQ-Q14e	D	Cleanup activities
Sweden	TcQ-Q14a, 14c	D	Waste collection, recycling
Sweden	TcQ-Q14b	D	Climate change, water pollution, plastic pollution, noise pollution
Sweden	TcQ-Q14e	D	Clean-up activities
Sweden	TcQ-Q14f	D	Nearby area

TcQ-Q15A-D**Question:**

Below is a list of activities related to the critical and responsible use of digital technologies.

During the current school year, have you undertaken any of the following activities with your [target grade] students?

- 1 = Never
- 2 = Once
- 3 = Once a month
- 4 = More than once a month

- a) Activities on information and data literacy (e.g. searching and managing data, evaluating online content)
- b) Activities aimed at encouraging students to contribute to online discussions on civic and social issues
- c) Activities aimed at improving students' skills to find information about civic and social issues on the internet
- d) Activities aimed at developing students' awareness of issues related to online responsibility (e.g. safe and responsible internet use to avoid [cyber-bullying])

Variable Name(s):

IT4G15A, IT4G15B, IT4G15C, IT4G15D

Country	Item ID	Code	Documentation
Brazil	TcQ-Q15d	D	Cyber-bullying
Bulgaria	TcQ-Q15d	D	Cyber-bullying
Chinese Taipei	TcQ-Q15d	D	Cyber-bullying
Colombia	TcQ-Q15d	D	Cyber-bullying
Croatia	TcQ-Q15d	D	Violence via internet (engl. cyber-bullying)
Cyprus	TcQ-Q15d	D	Cyber - bullying
Denmark	TcQ-Q15d	D	Digital bullying
North Rhine-Westphalia (Germany)	TcQ-Q15d	D	Cyber-bullying
Schleswig-Holstein (Germany)	TcQ-Q15d	D	Cyber-bullying
Estonia	TcQ-Q15d	D	Cyber-bullying
France	TcQ-Q15d	D	Online bullying

Italy	TcQ-Q15d	D	Cyber-bullying
Latvia	TcQ-Q15d	D	Cyber-bullying
Lithuania	TcQ-Q15d	D	Cyber-bullying
Malta	TcQ-Q15d	D	Cyber-bullying
Netherlands	TcQ-Q15d	D	Cyber-bullying
Norway	TcQ-Q15d	D	Cyber bullying
Poland	TcQ-Q15d	D	Cyber-bullying
Romania	TcQ-Q15d	D	Cyber-bullying
Serbia	TcQ-Q15d	D	Cyber-bullying
Slovak Republic	TcQ-Q15d	D	Cyber-bullying
Slovenia	TcQ-Q15d	D	Cyber-bullying
Spain	TcQ-Q15d	D	Cyber-bullying
Sweden	TcQ-Q15d	D	Bullying in social media

TcQ-Q16A-M

- Question:** What do you consider the most important aims of civic and citizenship education at school?
Indicate the three aims you consider the most important by ticking the three appropriate boxes.
- a) Promoting knowledge of social, political and civic institutions
 - b) Promoting respect for and safeguard of the environment
 - c) Promoting students' knowledge of the connections between local and global issues
 - 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' sense of belonging to the global community
 - i) Supporting the development of effective strategies to reduce racism
 - j) Preparing students for future political engagement
 - k) Promoting the capacity to defend one's own point of view
 - l) Promoting students' participation in school life
 - m) Promoting students' engagement for a fairer and more peaceful world

Variable Name(s): IT4G16A, IT4G16B, IT4G16C, IT4G16D, IT4G16E, IT4G16F, IT4G16G, IT4G16H, IT4G16I, IT4G16J, IT4G16K, IT4G16L, IT4G16M

Country	Item ID	Code	Documentation
Latvia	TcQ-Q16f	D	Local municipality

TcQ-Q17A-M

Question: In your opinion, which of the following behaviours are important for your students to become good adult citizens?

- 1 = Very important
- 2 = Quite important
- 3 = Not very important
- 4 = Not important at all

- 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) Engaging in political discussions
- f) Participating in peaceful protests against laws believed to be unjust
- g) Participating in activities to benefit people in the [local community]
- h) Taking part in activities promoting human rights
- i) Taking part in activities to protect the environment
- j) Showing interest in different cultures and languages
- k) Making changes to one's personal lifestyle in order to become more environmental friendly
- l) Supporting initiatives that promote equal opportunities for all people across the world
- m) Helping people in less developed countries

Variable Name(s): IT4G17A, IT4G17B, IT4G17C, IT4G17D, IT4G17E, IT4G17F, IT4G17G, IT4G17H, IT4G17I, IT4G17J, IT4G17K, IT4G17L, IT4G17M

Country	Item ID	Code	Documentation
Estonia	TcQ-Q17g	D	Home site

TcQ-Q18

Question: Do you teach a [civic and citizenship education related subject] at [target grade]?

1 = Yes

2 = No

Variable Name(s): IT4G18

Country	Item ID	Code	Documentation
Brazil	TcQ-Q18	D	Stem of the question changed: Do you teach History or Geography or Philosophy or Sociology in the 8th year?
Bulgaria	TcQ-Q18	D	Stem of the question changed: Do you teach history or geography in 8th grade?
Colombia	TcQ-Q18	D	Stem of the question changed: Do you teach social science, democracy, economics, environmental studies, ethic, citizenship skills or cross-sectional projects in citizenship to eighth grade students?
Croatia	TcQ-Q18	D	Subject/s from social or humanistic group of subjects (e.g. History, Geography, Croatian language, foreign languages, Religion, Music, Art or Physical culture)
Cyprus	TcQ-Q18	D	Civic and citizenship education related subject (Modern Greek, English, French, Home economics, Geography or Religion education)
North Rhine-Westphalia (Germany)	TcQ-Q18	D	Social science, economy and work environment, politics, economy or economy-politics
Schleswig-Holstein (Germany)	TcQ-Q18	D	Economy-politic, global education, consumer education and/or economy
Estonia	TcQ-Q18	D	Studies of society or history
France	TcQ-Q18	D	History-geography and moral and civic education

Italy	TcQ-Q18	D	Question instruction added: In accordance with Law no. 92 of 20 August 2019, answer Yes to the following question only if you are directly in charge of the teaching of Civic Education in this school year. Otherwise answer No. When answering the following questions please refer only to the teaching activities dedicated to Civic Education.
Latvia	TcQ-Q18	D	Social sciences, History of Latvia and World, Latvian language and literature
Lithuania	TcQ-Q18	D	History, geography, Lithuanian language and literature or ethics Nationally defined categories recoded for international comparability: 1 = Yes, I am a teacher of history or geography / Yes, I am a teacher of Lithuanian language and literature or ethics. 2 = No
Malta	TcQ-Q18	D	Social Studies, Environmental Studies or PSCD
Netherlands	TcQ-Q18	D	Civic studies, geography, history, economics, biology or religious studies
Romania	TcQ-Q18	D	Social Education or another subject from Human being and Society area
Slovak Republic	TcQ-Q18	D	Subjects from educational area person and society
Slovenia	TcQ-Q18	D	Stem of the question changed: Do you teach 8th graders any of the following subjects related to civic and citizenship education: patriotic and civic culture and ethics, history, Slovene language, geography?
Spain	TcQ-Q18	D	Civic and citizenship education related subject
Sweden	TcQ-Q18	D	Civic- and citizenship education related subject (e.g. one or several of the socially oriented subjects geography, history, religion and social sciences)

TcQ-Q19A-H

- Question:** In planning lessons related to [civic and citizenship education] for your [target grade] students, to what extent do you draw on the following sources?
- 1 = To a large extent
 2 = To a moderate extent
 3 = To a small extent
 4 = Not at all
- 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) Traditional media (e.g. newspapers, magazines, television)
 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 online) and social media
 h) Documents published by NGOs, political parties, international associations, public institutions, academic institutions

Variable Name(s): IT4G19A, IT4G19B, IT4G19C, IT4G19D, IT4G19E, IT4G19F, IT4G19G, IT4G19H

Country	Item ID	Code	Documentation
Bulgaria	TcQ-Q19A-H	D	Stem of the question changed: When preparing your 8th grade lessons on civic education topics, to what extent do you use the following sources?
Cyprus	TcQ-Q19A-H	D	Civic and citizenship education
France	TcQ-Q19A-H	D	Moral and civic education related topics
Lithuania	TcQ-Q19A-H	D	History, geography, Lithuanian language and literature or ethics
Romania	TcQ-Q19A-H	D	Social Education or another subject from Human being and Society area
Slovak Republic	TcQ-Q19a	D	Nationally defined dimension: Official educational standard, state and school educational program
Slovak Republic	TcQ-Q19f	D	Nationally defined dimension: Teaching material directly published by the Ministry of Education or its directly controlled organizations
Spain	TcQ-Q19A-H	D	Civic and citizenship education related subject

TcQ-Q20A-J**Question:**

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.

- 1 = Never
2 = Sometimes
3 = Often
4 = Very often

- a) Students work on projects that involve gathering information outside school (e.g. interviews in the neighbourhood, 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 analyse information gathered from multiple Web sources (e.g. wikis, online newspapers).
g) Students study textbooks.
h) Students propose topics/issues for the following lessons.
i) Students make presentations using digital technologies (e.g. [PowerPoint/Prezi, videos, multimedia]).
j) Students use digital technologies for project or class work.

Variable Name(s):

IT4G20A, IT4G20B, IT4G20C, IT4G20D, IT4G20E, IT4G20F, IT4G20G, IT4G20H, IT4G20I, IT4G20J

Country	Item ID	Code	Documentation
Brazil	TcQ-Q20i	D	PowerPoint/Prezi, videos, multimedia
Bulgaria	TcQ-Q20A-J	D	How often do the following activities related to civic education take place in your 8th grade lessons?
Bulgaria	TcQ-Q20I	D	PowerPoint, multimedia
Chinese Taipei	TcQ-Q20i	D	Slideshow, videos, multimedia
Colombia	TcQ-Q20i	D	PowerPoint/Prezi, videos, multimedia
Croatia	TcQ-Q20I	D	PowerPoint, Prezi, video, multimedia
Cyprus	TcQ-Q20i	D	PowerPoint/Prezi, videos, multimedia
Denmark	TcQ-Q20i	D	PowerPoint/Prezi, videos, multimedia

North Rhine-Westphalia (Germany)	TcQ-Q20i	D	PowerPoint/Prezi, Videos, Multimedia
Schleswig-Holstein (Germany)	TcQ-Q20i	D	PowerPoint/Prezi, Videos, Multimedia
Estonia	TcQ-Q20i	D	PowerPoint/Prezi, videos
France	TcQ-Q20A-J	D	Morale and civic education related topics
France	TcQ-Q20i	D	PowerPoint/Prezi, videos, multimedia
Italy	TcQ-Q20i	D	Power Point/Prezi, videos, multimedia
Latvia	TcQ-Q20i	D	PowerPoint/Prezi, videos, multimedia
Lithuania	TcQ-Q20A-J	D	History, geography, Lithuanian language and literature or ethics
Lithuania	TcQ-Q20i	D	PowerPoint, videos, multimedia
Malta	TcQ-Q20i	D	PowerPoint/Prezi, videos, multimedia
Netherlands	TcQ-Q20i	D	PowerPoint/Prezi, videos, vlogs
Norway	TcQ-Q20i	D	PowerPoint/Prezi, videos, multimedia
Poland	TcQ-Q20i	D	Video, Power Point, various multimedia
Romania	TcQ-Q20i	D	PowerPoint/Prezi, videos
Serbia	TcQ-Q20i	D	PowerPoint/Prezi, videos, multimedia
Slovak Republic	TcQ-Q20i	D	PowerPoint, videos, multimedia
Slovenia	TcQ-Q20i	D	PowerPoint/Prezi, videos, multimedia
Spain	TcQ-Q20A-J	D	Civic and citizenship education related subject
Spain	TcQ-Q20i	D	PowerPoint/Prezi, videos, multimedia
Sweden	TcQ-Q20i	D	PowerPoint, Prezi, film, other multimedia

TcQ-Q21A-E

Question: Below is a list of activities related to global issues that can be carried out with students.
During the current school year, have you carried out any of the following activities with your [target grade] students?

1 = Yes

2 = No

- a) Activities to raise students' awareness of important global issues (e.g. collecting, analysing and evaluating information in reports from NGOs or international organisations, in newspapers or online)
- b) Activities to raise students' awareness of the relations between local and global issues (e.g. activities on social and economic interconnections, on the global economy, on the roots of migration)
- c) Activities to inform students about [Fair trade] (e.g. activities focused on where the food comes from and on the people involved in producing it)
- d) Activities to make students aware about collective engagement to achieve improvements worldwide (e.g. [climate change protests, environment clean-up movements, social justice movements])
- e) Activities to analyse how diverse identities influence the ability to live together

Variable Name(s): IT4G21A, IT4G21B, IT4G21C, IT4G21D, IT4G21E

Country	Item ID	Code	Documentation
Brazil	TcQ-Q21c	D	Solidarity trade
Brazil	TcQ-Q21d	D	Protest against climate change, environmental waste collection movement, social justice movements
Bulgaria	TcQ-Q21c	D	Fair trade
Bulgaria	TcQ-Q21d	D	Climate change protests, social justice movements
Chinese Taipei	TcQ-Q21c	D	Fair trade
Chinese Taipei	TcQ-Q21d	D	Climate change protests, environment clean up movements, social justice movements
Colombia	TcQ-Q21c	D	Fair trade
Colombia	TcQ-Q21d	D	Climate change protests, environment clean up movements, social justice movements
Croatia	TcQ-Q21c	D	Fair trade

Croatia	TcQ-Q21d	D	Climate change protests, environment clean up movements, social justice movements
Cyprus	TcQ-Q21c	D	Fair trade
Cyprus	TcQ-Q21d	D	Climate change protests, environment clean up movements, social justice movements
Denmark	TcQ-Q21c	D	Fair trade
Denmark	TcQ-Q21d	D	Climate change protests, movements for clean environment up and social justice
North Rhine-Westphalia (Germany)	TcQ-Q21c	D	Fair trade
North Rhine-Westphalia (Germany)	TcQ-Q21d	D	Climate protests, clean-up activities, social movements
Schleswig-Holstein (Germany)	TcQ-Q21c	D	Fair trade
Schleswig-Holstein (Germany)	TcQ-Q21d	D	Climate protests, clean-up activities, social movements
Estonia	TcQ-Q21c	D	Fair trade
Estonia	TcQ-Q21d	D	Climate change protests, clean-up initiatives
France	TcQ-Q21c	D	Fair trade
France	TcQ-Q21d	D	Climate change protests, waste collection actions, social justice actions
Italy	TcQ-Q21c	D	Fair trade
Italy	TcQ-Q21d	D	Protest rally for climate changes, movements for environment clean up, movements for social justice
Latvia	TcQ-Q21c	D	Fair trade
Latvia	TcQ-Q21d	D	Climate change protests, environment clean up movements, social justice movements
Lithuania	TcQ-Q21c	D	Fair trade
Lithuania	TcQ-Q21d	D	Climate change protests, environment clean up movements, social justice movements
Malta	TcQ-Q21c	D	Fair trade
Malta	TcQ-Q21d	D	Climate change protests, environment clean up movements, social justice movements

Netherlands	TcQ-Q21c	D	Fair trade
Netherlands	TcQ-Q21d	D	Climate change protests, environment clean up movements, social justice movements
Norway	TcQ-Q21c	D	Fair trade
Norway	TcQ-Q21d	D	Protests against climate change, environment pollution, social injustice
Poland	TcQ-Q21c	D	Fair trade (fairtrade)
Poland	TcQ-Q21d	D	Climate change protests, environment clean up, movements for responsible consumption
Romania	TcQ-Q21c	D	Fair trade
Romania	TcQ-Q21d	D	Climate change protests, environment clean-up movements, social justice movements
Serbia	TcQ-Q21c	D	Fair trade
Serbia	TcQ-Q21d	D	Climate change protests, environment clean up movements, social justice movements
Slovak Republic	TcQ-Q21c	D	Fair trade
Slovak Republic	TcQ-Q21d	D	Protests raising awareness of climatic changes, cleaning of environment, social justice movements
Slovenia	TcQ-Q21c	D	Fairtrade
Slovenia	TcQ-Q21d	D	Climate change protests, environment clean-up movements, social justice movements
Spain	TcQ-Q21c	D	Fair trade
Spain	TcQ-Q21d	D	Climate change protests, environment clean up movements
Sweden	TcQ-Q21c	D	Fair trade
Sweden	TcQ-Q21d	D	Climate protests, environmental activism, movements for social justice

TcQ-Q22A-N

Question:	How well prepared do you feel to teach the following topics and skills? 1 = Very well prepared 2 = Quite well prepared 3 = Not very well prepared 4 = Not prepared at all a) Human rights b) Voting and elections c) The global community and international organisations 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) Global issues (such as world poverty, international conflicts, child labour, social justice) m) Diversity and inclusiveness n) The European Union
Variable Name(s):	IT4G22A, IT4G22B, IT4G22C, IT4G22D, IT4G22E, IT4G22F, IT4G22G, IT4G22H, IT4G22I, IT4G22J, IT4G22K, IT4G22L, IT4G22M, IT4G22N

Country	Item ID	Code	Documentation
Brazil	TcQ-Q22n	X	Dimension not administered or data not available
Chinese Taipei	TcQ-Q22n	X	Dimension not administered or data not available
Colombia	TcQ-Q22n	X	Dimension not administered or data not available
Lithuania	TcQ-Q22d	D	Nationally defined dimension: The environment and environment protection, environmental sustainability

TcQ-Q23A-N

Question:	Have you attended any teacher training courses addressing the following topics and skills? 1 = Yes, during pre-service training 2 = Yes, during in-service training 3 = Yes, during both pre- and in-service training 4 = No a) Human rights b) Voting and elections c) The global community and international organisations 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) Global issues (such as world poverty, international conflicts, child labour, social justice) m) Diversity and inclusiveness n) The European Union
Variable Name(s):	IT4G23A, IT4G23B, IT4G23C, IT4G23D, IT4G23E, IT4G23F, IT4G23G, IT4G23H, IT4G23I, IT4G23J, IT4G23K, IT4G23L, IT4G23M, IT4G23N

Country	Item ID	Code	Documentation
Brazil	TcQ-Q23n	X	Dimension not administered or data not available
Chinese Taipei	TcQ-Q23n	X	Dimension not administered or data not available
Colombia	TcQ-Q23n	X	Dimension not administered or data not available
Lithuania	TcQ-Q23A-N	D	Nationally defined categories: 1 = Yes, during studies providing pedagogical education 2 = Yes during professional development trainings 3 = Yes, during studies providing pedagogical education and during professional development trainings 4 = No
Lithuania	TcQ-Q23d	D	Nationally defined dimension: The environment and environment protection, environmental sustainability

TcQ-Q24A-N

- Question:** At this school, to what extent do [target grade] students have the opportunity to learn the following topics and skills?
- 1 = To a large extent
 2 = To a moderate extent
 3 = To a small extent
 4 = Not at all
- a) Human rights
 b) Voting and elections
 c) The global community and international organisations
 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) Global issues (such as world poverty, international conflicts, child labour, social justice)
 m) Diversity and inclusiveness
 n) The European Union

Variable Name(s): IT4G24A, IT4G24B, IT4G24C, IT4G24D, IT4G24E, IT4G24F, IT4G24G, IT4G24H, IT4G24I, IT4G24J, IT4G24K, IT4G24L, IT4G24M, IT4G24N

Country	Item ID	Code	Documentation
Brazil	TcQ-Q24n	X	Dimension not administered or data not available
Chinese Taipei	TcQ-Q24n	X	Dimension not administered or data not available
Colombia	TcQ-Q24n	X	Dimension not administered or data not available
Lithuania	TcQ-Q24d	D	Nationally defined dimension: The environment and environment protection, environmental sustainability

TcQ-Q25A-F

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

- 1 = Yes, during pre-service training
- 2 = Yes, during in-service training
- 3 = Yes, during both pre- and in-service training
- 4 = No

- a) Pair and group work
- b) Classroom discussion
- c) Role play
- d) Research work
- e) Problem solving
- f) Project work

Variable Name(s): IT4G25A, IT4G25B, IT4G25C, IT4G25D, IT4G25E, IT4G25F

Country	Item ID	Code	Documentation
Lithuania	TcQ-Q25A-F	D	Nationally defined categories: 1 = Yes, during studies providing pedagogical education 2 = Yes during professional development trainings 3 = Yes, during studies providing pedagogical education and during professional development trainings 4 = No

TcQ-Q26A-H

Question: 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.

- 1 = Never
2 = Sometimes
3 = Often
4 = Very often

- a) Written essays
b) Written tests (e.g. [multiple choice, cloze, true/false])
c) Oral examinations
d) Observation (e.g. [checklist and rating scale])
e) Peer assessment
f) Project work
g) Portfolio
h) Student self-assessment

Variable Name(s): IT4G26A, IT4G26B, IT4G26C, IT4G26D, IT4G26E, IT4G26F, IT4G26G, IT4G26H

Country	Item ID	Code	Documentation
Brazil	TcQ-Q26b	D	Multiple school tests, true/false, fill in the blanks
Brazil	TcQ-Q26d	D	Checklist and rating scale
Bulgaria	TcQ-Q26A-H	D	If you evaluate the achievements of students in 8th grade in civic education, how much do you use the assessment methods?
Bulgaria	TcQ-Q26b	D	Tests
Bulgaria	TcQ-Q26d	D	Observation
Chinese Taipei	TcQ-Q26b	D	Multiple choice, cloze, true/false
Chinese Taipei	TcQ-Q26d	D	Checklist and rating scale
Colombia	TcQ-Q26b	D	Multiple choice, cloze, true/false
Colombia	TcQ-Q26d	D	Checklist and rating scale
Croatia	TcQ-Q26b	D	Multiple choice questions, cloze questions, questions with alternative true/false answers

Croatia	TcQ-Q26d	D	Using checklist and rating scale
Cyprus	TcQ-Q26A-H	D	Civic and citizenship education
Cyprus	TcQ-Q26b	D	Multiple choice, cloze, true/false
Cyprus	TcQ-Q26d	D	Checklist and rating scale
Denmark	TcQ-Q26b	D	Multiple choice, cloze, true/false
Denmark	TcQ-Q26d	D	Checklist
North Rhine-Westphalia (Germany)	TcQ-Q26b	D	Multiple-Choice, cloze
North Rhine-Westphalia (Germany)	TcQ-Q26d	D	Checklists and rating scales
Schleswig-Holstein (Germany)	TcQ-Q26b	D	Multiple-Choice, cloze
Schleswig-Holstein (Germany)	TcQ-Q26d	D	Checklists and rating scales
Estonia	TcQ-Q26b	D	Multiple choice, cloze
Estonia	TcQ-Q26d	D	Checklist or rating scale
France	TcQ-Q26b	D	Multiple choice, true/false
France	TcQ-Q26d	D	Assessment grid
Italy	TcQ-Q26b	D	Multiple choice, cloze test, true/false
Italy	TcQ-Q26d	D	Observation forms, assessment forms
Latvia	TcQ-Q26b	D	Multiple choice, cloze, true/false
Latvia	TcQ-Q26d	D	Checklist and rating scale
Lithuania	TcQ-Q26A-H	D	History, geography, Lithuanian language and literature or ethics
Lithuania	TcQ-Q26b	D	Multiple choice question, questions where missed words need to be entered, “true-false” type questions
Lithuania	TcQ-Q26d	D	Cumulative assessment
Malta	TcQ-Q26b	D	Multiple choice, true/false
Malta	TcQ-Q26d	D	Checklist and rating scale
Netherlands	TcQ-Q26b	D	Multiple choice

Netherlands	TcQ-Q26d	D	Observation form and rating scale
Norway	TcQ-Q26b	D	Multiple choice, fill in missing words, short and long written answers
Norway	TcQ-Q26d	D	Checklist
Poland	TcQ-Q26b	D	Multiple choice, true/false, cloze, short answers
Poland	TcQ-Q26d	D	With the use of observation sheet
Romania	TcQ-Q26b	D	Multiple choice, cloze, true/false
Romania	TcQ-Q26d	D	Based on checklist and rating scale
Serbia	TcQ-Q26b	D	Multiple choice, cloze, true/false
Serbia	TcQ-Q26d	D	Checklist and rating scale
Slovak Republic	TcQ-Q26b	D	Tasks with answer choices, cloze, binary
Slovak Republic	TcQ-Q26d	D	Structured or unstructured
Slovenia	TcQ-Q26b	D	Multiple choice, cloze, true/false
Slovenia	TcQ-Q26d	D	Checklist and rating scale
Spain	TcQ-Q26b	D	Multiple choice, cloze, true/false
Spain	TcQ-Q26d	D	Checklist and rubrics
Sweden	TcQ-Q26b	D	Multiple choice, cloze
Sweden	TcQ-Q26d	D	Checklists and rating scales

Section 3: International student questionnaire

StQ-Q01A-B

Question: When were you born?

a) Month	b) Year
1 = January	1 = 2000
2 = February	2 = 2001
3 = March	3 = 2002
4 = April	4 = 2003
5 = May	5 = 2004
6 = June	6 = 2005
7 = July	7 = 2006
8 = August	8 = 2007
9 = September	9 = 2008
10 = October	10 = 2009
11 = November	11 = 2010
12 = December	12 = 2011
	13 = 2012
	14 = 2013

Variable Name(s): IS4G01A, IS4G01B

Country	Item ID	Code	Documentation
Denmark	StQ-Q01B	D	Nationally defined categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Category not administered or data not available 5 = 2004 6 = 2005 7 = 2006 8 = 2007 9 = 2008 10 = 2009 11 = 2010 12 = 2011 13 = 2012 14 = Category not administered or data not available

Italy	StQ-Q01B	D	Nationally defined categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = 2003 5 = 2004 6 = 2005 7 = 2006 8 = 2007 9 = 2008 10 = 2009 11 = 2010 12 = Category not administered or data not available 13 = Category not administered or data not available 14 = Category not administered or data not available
Poland	StQ-Q01B	D	Nationally defined categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = 2003 5 = 2004 6 = 2005 7 = 2006 8 = 2007 9 = 2008 10 = 2009 11 = 2010 12 = 2011 13 = Category not administered or data not available 14 = Category not administered or data not available

StQ-Q02

Question: What is your gender?

1 = Girl
2 = Boy
3 = Other

Variable Name(s): IS4G02

Country	Item ID	Code	Documentation
Brazil	StQ-Q02	D	Stem of the question changed: What is your sex? Nationally defined categories recoded for international comparability: 1 = Female 2 = Male 3 = Category not administered or data not available
Bulgaria	StQ-Q02	D	Stem of the question changed: You are... Nationally defined categories recoded for international comparability: 1 = Girl 2 = Boy 3 = Category not administered or data not available
Chinese Taipei	StQ-Q02	D	Stem of the question changed: You are... Nationally defined categories recoded for international comparability: 1 = Girl 2 = Boy 3 = Category not administered or data not available
Colombia	StQ-Q02	D	Gender

Croatia	StQ-Q02	D	Stem of the question changed: Are you a girl or a boy? Nationally defined categories recoded for international comparability: 1 = Girl 2 = Boy 3 = Category not administered or data not available
Cyprus	StQ-Q02	D	Gender Nationally defined categories recoded for international comparability: 1 = Girl 2 = Boy 3 = Category not administered or data not available
Denmark	StQ-Q02	D	Gender
North Rhine-Westphalia (Germany)	StQ-Q02	D	Stem of the question changed: What are you?
Schleswig-Holstein (Germany)	StQ-Q02	D	Stem of the question changed: What are you?
Estonia	StQ-Q02	D	Gender Nationally defined categories recoded for international comparability: 1 = Female 2 = Male 3 = Category not administered or data not available
France	StQ-Q02	D	Stem of the question changed: Are you a girl or a boy? Nationally defined categories recoded for international comparability: 1 = Girl 2 = Boy 3 = Category not administered or data not available
Italy	StQ-Q02	D	Gender Nationally defined categories recoded for international comparability: 1 = Girl 2 = Boy 3 = Category not administered or data not available
Latvia	StQ-Q02	D	Gender

Lithuania	StQ-Q02	D	Stem of the question changed: You are... Nationally defined categories recoded for international comparability: 1 = Girl 2 = Boy 3 = Category not administered or data not available
Malta	StQ-Q02	D	Gender
Netherlands	StQ-Q02	D	Gender
Norway	StQ-Q02	D	Gender Nationally defined categories: 1 = Girl 2 = Boy 3 = Other gender identity
Poland	StQ-Q02	D	Stem of the question changed: Select your gender. Nationally defined categories recoded for international comparability: 1 = Girl 2 = Boy 3 = Category not administered or data not available
Romania	StQ-Q02	D	Stem of the question changed: Are you a girl or a boy? Nationally defined categories recoded for international comparability: 1 = Girl 2 = Boy 3 = Category not administered or data not available
Serbia	StQ-Q02	D	Gender Nationally defined categories recoded for international comparability: 1 = Girl 2 = Boy 3 = Category not administered or data not available

Slovak Republic	StQ-Q02	D	Stem of the question changed: Are you a boy or a girl? Nationally defined categories recoded for international comparability: 1 = Girl 2 = Boy 3 = Category not administered or data not available
Slovenia	StQ-Q02	D	Gender Nationally defined categories recoded for international comparability: 1 = Girl 2 = Boy 3 = Category not administered or data not available
Spain	StQ-Q02	D	Gender
Sweden	StQ-Q02	D	Sex

StQ-Q02O

Question: [What best describes you?]

1 = [A]

2 = [B]

3 = [C]

4 = [D]

Variable Name(s): IS4G02O

Country	Item ID	Code	Documentation
Brazil	StQ-Q02O	D	What is your race? Nationally defined categories: 1= White 2= Black 3= Brown 4= Yellow 5= Indigenous 6= I do not want to declare
Bulgaria	StQ-Q02O	X	Question not administered or data not available
Chinese Taipei	StQ-Q02O	D	What best describes you? Nationally defined categories: 1 = Minnanren 2 = Hakka 3 = Mainlander 4 = Indigenous People 5 = Other
Colombia	StQ-Q02O	D	What best describes you? Nationally defined categories: 1 = Mixed race 2 = White 3 = Afro-Colombian 4 = Native 5 = Other
Croatia	StQ-Q02O	X	Question not administered or data not available
Cyprus	StQ-Q02O	X	Question not administered or data not available
Denmark	StQ-Q02O	X	Question not administered or data not available

North Rhine-Westphalia (Germany)	StQ-Q02O	X	Question not administered or data not available
Schleswig-Holstein (Germany)	StQ-Q02O	X	Question not administered or data not available
Estonia	StQ-Q02O	D	What best describes you? Nationally defined categories: 1 = Estonian 2 = Non-Estonian, born in Estonia 3 = Non-Estonian, born abroad 4 = Estonian, born abroad
France	StQ-Q02O	X	Question not administered or data not available
Italy	StQ-Q02O	X	Question not administered or data not available
Latvia	StQ-Q02O	D	What is your ethnic background? Nationally defined categories: 1 = Latvian 2 = Russian 3 = Belarusian 4 = Another ethnic background
Lithuania	StQ-Q02O	X	Question not administered or data not available
Malta	StQ-Q02O	D	What best describes you? Nationally defined categories: 1 = European 2 = African 3 = Asiatic 4 = Arabic
Netherlands	StQ-Q02O	D	How do you feel the most? Nationally defined categories: 1 = Dutch 2 = Surinamese 3 = Antillean or Aruban 4 = Turkish 5 = Moroccan 6 = Cape Verde 7 = Chinese 8 = Polish 9 = From another European country 10 = From another non-European country
Norway	StQ-Q02O	X	Question not administered or data not available
Poland	StQ-Q02O	X	Question not administered or data not available

Romania	StQ-Q02O	D	Which citizenship you hold? Nationally defined categories: 1 = Romanian citizenship 2 = Moldavian citizenship 3 = Hungarian citizenship 4 = Another citizenship
Serbia	StQ-Q02O	X	Question not administered or data not available
Slovak Republic	StQ-Q02O	X	Question not administered or data not available
Slovenia	StQ-Q02O	D	Which description best defines you? Nationally defined categories: 1 = Slovenian 2 = Italian 3 = Hungarian 4 = Roma 5 = Bosnian 6 = Croatian 7 = Serbian 8 = Albanian 9 = Other
Spain	StQ-Q02O	X	Question not administered or data not available
Sweden	StQ-Q02O	X	Question not administered or data not available

StQ-Q03

Question: What is the highest level of education 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): IS4G03

Country	Item ID	Code	Documentation
Brazil	StQ-Q03	D	Nationally defined categories recoded for international comparability: 1 = Doctorate degree (ISCED 8 - post-graduate programmes (Doctorate) / Master degree (ISCED 7 - Stricto Sensu post-graduate programmes - Academic or Professional Master's degree) / Higher Education (undergraduate degree) 2 = Professional Education at the Upper Secondary Level (subsequent) or Higher Education - Sequential courses 3 = Upper Secondary Education or Professional Education at the Upper Secondary Level (integrated and concomitant) 4 = Fundamental Education (6th to 9th Year) or less
Bulgaria	StQ-Q03	D	Nationally defined categories: 1 = Higher education 2 = Post-secondary vocational 3 = Upper secondary 4 = Lower secondary or below
Chinese Taipei	StQ-Q03	D	Nationally defined categories: 1 = Higher education 2 = Post-secondary vocational 3 = Upper secondary 4 = Lower secondary or below

Colombia	StQ-Q03	D	Nationally defined categories recoded for international comparability: 1 = Postgraduate (e.g., Master or Doctoral degree) / Bachelor degree 2 = Tertiary education 3 = Upper secondary education (10° to 11° grade) 4 = Lower secondary education (6° to 9° grade) or below
Croatia	StQ-Q03	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
Cyprus	StQ-Q03	D	Nationally defined categories recoded for international comparability: 1 = Postgraduate Education (Master's or PhD) / Graduate Education (Bachelor's) 2 = "Short-cycle tertiary education (e.g., Higher Technology Institute diploma)" / post-secondary, non-tertiary education (e.g., Secretarial studies) 3 = Upper secondary education or Vocational education 4 = Lower Secondary education or below
Denmark	StQ-Q03	D	Nationally defined categories: 1 = Long education (in total 8-10 years of education after people's school) 2 = Middle-long education (in total 4-7 years of education after people's school) 3 = Short education (in total 1-3 years of education after people's school) 4 = People's school year 9 or 10 (or less)
North Rhine-Westphalia (Germany)	StQ-Q03	D	Nationally defined categories: 1 = University level education 2 = Higher vocational education (e.g., types of vocational schools) 3 = Academic high school track or simple vocational education 4 = Simple high school education or below

Schleswig-Holstein (Germany)	StQ-Q03	D	Nationally defined categories: 1 = University level education 2 = Higher vocational education (e.g., types of vocational schools) 3 = Academic high school track or simple vocational education 4 = Simple high school education or below
Estonia	StQ-Q03	D	Nationally defined categories: 1 = University 2 = College of applied education/ polytechnics 3 = Gymnasium or vocational secondary education 4 = Basic school or below
France	StQ-Q03	D	Nationally defined categories: 1 = Diploma in Higher Education long (Bachelor, Master, PhD, or equivalent ex medical studies; engineer) 2 = Diploma in higher education short (e.g., BTS, DUT, nurse studies) 3 = Baccalaureate (general, technological, professional), professional certificate 4 = Lower secondary education certificate or below
Italy	StQ-Q03	D	Nationally defined categories: 1 = University Degree, PhD 2 = Certificate of Technical Specialization (IFTS), Degree of Higher Technician (ITS) 3 = High school diploma (Upper secondary school) 4 = Middle school Diploma (Lower secondary school) or below
Latvia	StQ-Q03	D	Nationally defined categories: 1 = Academic higher education-first stage or academic higher education-second stage/ doctoral studies 2 = Post-secondary non-tertiary education 3 = Upper secondary education or vocational education 4 = Lower secondary education or below
Lithuania	StQ-Q03	D	Nationally defined categories recoded for international comparability: 1 = Master or doctor degree / Bachelor degree (finish university or college) 2 = Vocational (already having secondary education) 3 = Secondary 4 = Basic or lower

Malta	StQ-Q03	D	Nationally defined categories: 1 = University/MCAST Degree level or higher 2 = Diploma level at MCAST/ITS or Certificate or diploma at university level 3 = 'A' Levels/MATSEC Certificate or Certificate level at MCAST/ITS 4 = Secondary school or below
Netherlands	StQ-Q03	D	Nationally defined categories recoded for international comparability: 1 = University 2 = HVE (university of applied sciences) 3 = IVE (tertiary vocational education) / General secondary education 4 = Vocational secondary education or practical education or below
Norway	StQ-Q03	D	Nationally defined categories: 1 = University college or University 2 = Vocational school, industry education or other vocational education after high school 3 = Upper secondary school 4 = Lower secondary education or second stage of basic education
Poland	StQ-Q03	D	Nationally defined categories recoded for international comparability: 1 = Higher education studies 2 = Post-secondary school 3 = General upper secondary school (liceum) / Vocational upper secondary school (technikum) / 2nd stage sectoral school / 1st stage sectoral school (in the past basic vocational school) 4 = Not more than primary school
Romania	StQ-Q03	D	Nationally defined categories: 1 = Tertiary level education (bachelor, master, PhD) 2 = Post high school studies 3 = High school or professional 4 = Middle school or below
Serbia	StQ-Q03	D	Nationally defined categories: 1 = Completed first-degree academic studies or postgraduate studies: Master's, PhD studies 2 = Completed post-secondary non-tertiary education or college of vocational studies 3 = Completed secondary education, vocational or grammar school 4 = Completed primary school or below

Slovak Republic	StQ-Q03	D	Nationally defined categories recoded for international comparability: 1 = Completed Master's study (titles Mgr., Ing. etc.) or Completed Doctoral study (PhD.) / Completed Bachelor's study 2 = Completed Higher professional education / Completed Post-secondary education 3 = Completed High school with school leaving exam / Completed Secondary school with vocational certificate / Completed Secondary school without vocational certificate 4 = Completed primary school or without completed primary school
Slovenia	StQ-Q03	D	Nationally defined categories: 1 = After upper secondary education I will complete university (i.e. 3 to 5 years) or higher (e.g. PhD) 2 = After upper secondary education I will complete vocational specialization or I will study at a higher vocational school (i.e. 2 to maximum 3 years) 3 = I will complete upper secondary school education 4 = I will complete elementary school education or below
Spain	StQ-Q03	D	Nationally defined categories: 1 = Art higher education programmes, college degree, master's degree, PhD 2 = Higher Vocational Education and Training 3 = Baccalaureate, Intermediate Vocational Education and Training 4 = Compulsory Secondary Education (ESO), Basic Vocational Education and Training
Sweden	StQ-Q03	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 or below

StQ-Q03OA-G

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

1 = Yes

2 = No

a) [parent 1]

b) Other [guardian 1] (for example, step-parent or foster-parent)

c) [parent 2]

d) Other [guardian 2] (for example, step-parent or foster-parent)

e) Siblings (brothers or sisters including step-brothers and step-sisters)

f) Grandparents

g) Others

Variable Name(s): IS4G03OA, IS4G03OB, IS4G03OC, IS4G03OD, IS4G03OE, IS4G03OF, IS4G03OG

Country	Item ID	Code	Documentation
Bulgaria	StQ-Q03OA-G	X	Question not administered or data not available
Denmark	StQ-Q03OA-G	X	Question not administered or data not available
North Rhine-Westphalia (Germany)	StQ-Q03OA-G	X	Question not administered or data not available
Schleswig-Holstein (Germany)	StQ-Q03OA-G	X	Question not administered or data not available
Italy	StQ-Q03OA-G	X	Question not administered or data not available
Norway	StQ-Q03OA-G	D	Stem of the question changed: How much time do you live with these people? Nationally defined 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 / Do not apply
Norway	StQ-Q03Oa	D	Mother
Norway	StQ-Q03Ob	D	Other female guardian (for instance (second mother), step-mother or foster mother)
Norway	StQ-Q03Oc	D	Father
Norway	StQ-Q03Od	D	Other guardian 2 (for instance (second father, step-dad or foster dad)

StQ-Q04A-C

Question: In what country were you and your [parents/guardians] born?

- 1 = [Country of test]
- 2 = [Other country/Group A]
- 3 = [Other country/Group B]
- 4 = [Another country]

- a) You
- b) [Parent 1] or [guardian 1]
- c) [Parent 2] or [guardian 2]

Variable Name(s): IS4G04A, IS4G04B, IS4G04C

Country	Item ID	Code	Documentation
Brazil	StQ-Q04A-C	D	Nationally defined categories recoded for international comparability: 1 = Brazil 2 = Other country of South America 3 = Category not administered or data not available 4 = Other country
Bulgaria	StQ-Q04A-C	D	Nationally defined categories recoded for international comparability: 1 = Bulgaria 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Another country
Chinese Taipei	StQ-Q04A-C	D	Nationally defined categories recoded for international comparability: 1 = Taiwan 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Another country
Colombia	StQ-Q04A-C	D	Nationally defined categories recoded for international comparability: 1 = Colombia 2 = Other Latin American country 3 = Category not administered or data not available 4 = Other country outside of Latin America

Croatia	StQ-Q04A-C	D	Parents	Nationally defined categories recoded for international comparability: 1 = In the Republic of Croatia 2 = In another European country 3 = Category not administered or data not available 4 = In another non-European country
Cyprus	StQ-Q04A-C	D		Nationally defined categories: 1 = Cyprus 2 = Greece 3 = Other EU country 4 = Other non-EU country
Denmark	StQ-Q04A-C	D		Nationally defined categories: 1 = Denmark 2 = Other Nordic country (e.g. Norway, Sweden) 3 = Other country in Europe (e.g. Bosnian-Herzegovina, England, Poland, Romania, Spain, Germany) 4 = Country outside Europe (e.g. Iran, Iraq, Lebanon, Pakistan, Somalia, Turkey, Vietnam)
North Rhine-Westphalia (Germany)	StQ-Q04A-C	D		Nationally defined categories recoded for international comparability: 1 = In Germany 2 = A country within in the European Union (EU) 3 = A country outside of the European Union (EU) 4 = Category not administered or data not available
Schleswig-Holstein (Germany)	StQ-Q04A-C	D		Nationally defined categories recoded for international comparability: 1 = In Germany 2 = A country within in the European Union (EU) 3 = A country outside of the European Union (EU) 4 = Category not administered or data not available
Estonia	StQ-Q04A-C	D		Nationally defined categories recoded for international comparability: 1 = Estonia 2 = Russia 3 = Category not administered or data not available 4 = Another country

France	StQ-Q04A-C	D	Nationally defined categories recoded for international comparability: 1 = France 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Other country
Italy	StQ-Q04A-C	D	Nationally defined categories recoded for international comparability: 1 = Italy 2 = Other European Country 3 = Category not administered or data not available 4 = Other NON European Country
Latvia	StQ-Q04A-C	D	Nationally defined categories: 1 = Latvia 2 = Russia 3 = Belarus 4 = Another country
Lithuania	StQ-Q04A-C	D	Nationally defined categories recoded for international comparability: 1 = In Lithuania 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = In other country
Malta	StQ-Q04A-C	D	Nationally defined categories: 1 = Malta 2 = Another European country 3 = An African country 4 = Another country
Netherlands	StQ-Q04A-C	D	Nationally defined categories recoded for international comparability: 1 = Netherlands 2 = Suriname 3 = Antilles or Aruba 4 = Turkey / Morocco / Cape Verde / China / Poland / Another European country / Another non-European country
Norway	StQ-Q04A-C	D	Nationally defined categories: 1 = Norway 2 = Another Nordic country (Sverige, Danmark, Finland, Island) 3 = Another country in Europe 4 = A country outside Europe

Poland	StQ-Q04A-C	D	Nationally defined categories: 1 = In Poland 2 = In Eastern European country (Belarus, Moldova, Russia, Ukraine) 3 = In the European country other than those listed above 4 = In non-European country
Romania	StQ-Q04A-C	D	Nationally defined categories: 1 = Romania 2 = Republic of Moldova 3 = Hungary 4 = Another country
Serbia	StQ-Q04A-C	D	Nationally defined categories recoded for international comparability: 1 = Serbia 2 = Other country in Europe 3 = Other country out of Europe 4 = Category not administered or data not available
Slovak Republic	StQ-Q04A-C	D	Nationally defined categories recoded for international comparability: 1 = In Slovakia 2 = In a European country 3 = Category not administered or data not available 4 = Outside of Europe
Slovenia	StQ-Q04A-C	D	Nationally defined categories recoded for international comparability: 1 = In Slovenia 2 = In one of other republics of former Yugoslavia 3 = Category not administered or data not available 4 = Another country
Spain	StQ-Q04A-C	D	Nationally defined categories recoded for international comparability: 1 = The country where I live 2 = Morocco 3 = Latin America: Ecuador, Peru, Argentina... 4 = Romania / Another country
Sweden	StQ-Q04A-C	D	Nationally defined categories: 1 = Sweden 2 = Nordic country (outside of Sweden) 3 = European country (non-Nordic country) 4 = Country outside of Europe

StQ-Q05

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

- 1 = [Language of test]
- 2 = [Other language 1]
- 3 = [Other language 2]
- 4 = [Another language]

Variable Name(s): IS4G05

Country	Item ID	Code	Documentation
Brazil	StQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = Portuguese 2 = Spanish 3 = Category not administered or data not available 4 = Another language
Bulgaria	StQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = Bulgarian 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Another language
Chinese Taipei	StQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = Chinese 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Another language
Colombia	StQ-Q05	D	Nationally defined categories: 1 = Spanish 2 = English 3 = Native language 4 = Another language
Croatia	StQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = Croatian language 2 = Serbian language 3 = Italian language 4 = Hungarian language / Czech language / Another language

Denmark	StQ-Q05	D	Nationally defined categories: 1 = Danish 2 = Norwegian or Swedish 3 = English, German or French 4 = Another language
North Rhine-Westphalia (Germany)	StQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = German 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Another Language
Schleswig-Holstein (Germany)	StQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = German 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Another Language
Estonia	StQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = Estonian 2 = Russian 3 = Category not administered or data not available 4 = Another language
France	StQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = French 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Another language
Italy	StQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = Italian 2 = A dialect 3 = Category not administered or data not available 4 = Another language
Latvia	StQ-Q05	D	Nationally defined categories: 1 = Latvian 2 = Russian 3 = Polish 4 = Other

Lithuania	StQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = Lithuanian 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Another language
Malta	StQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = Maltese 2 = English 3 = Category not administered or data not available 4 = Another language
Netherlands	StQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = Dutch 2 = Frisian 3 = Surinamese or Sranantongo 4 = Papiamentu / Turkish / Arabian or Berber / Bahasa Indonesian or Molukan Malaysian / Chinese or Vietnamese / Polish / Other European Language (e.g. German or Servo-Croatian, etc.) / Other not-European Language (e.g. Thai, or South-African)
Norway	StQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = Norwegian 2 = Sami 3 = Danish or Swedish 4 = Other European language (for instance English, French or Polish) / Other language (for instance Urdu, Vietnamese or Somali)
Poland	StQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = Polish language 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Other language
Romania	StQ-Q05	D	Nationally defined categories: 1 = Romanian 2 = Hungarian language 3 = Romani language 4 = Another language

Serbia	StQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = Serbian language 2 = Hungarian language 3 = Albanian language 4 = Romani language / Bosnian language / Another language
Slovak Republic	StQ-Q05	D	Nationally defined categories: 1 = Slovak 2 = English 3 = Roma 4 = Another language
Slovenia	StQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = Slovenian 2 = Italian / Hungarian 3 = One of the languages of other republics and autonomous territories of former Yugoslavia (Croatian, Serbian, Macedonian, Albanian and other 4 = Roma / Another language
Spain	StQ-Q05	D	Nationally defined categories recoded for international comparability: 1 = Castilian (if ITLANG = 2) / Catalan (if ITLANG = 49) / Basque (if ITLANG = 51) / Valencian (if ITLANG = 52) / Galician (if ITLANG = 57) 2 = Catalan (if ITLANG = 2) / Castilian (if ITLANG = 49,51,52 or 57) 3 = Basque (if ITLANG = 2 or 49) / Catalan (if ITLANG = 51,52 or 57) 4 = Galician (if ITLANG = 2,49 or 51) / Basque (if ITLANG = 52 or 57) / Valencian (if ITLANG = 2,49,51 or 57) / Galician (if ITLANG = 52) / Another language
Sweden	StQ-Q05	D	Nationally defined categories: 1 = Swedish 2 = Other Nordic language 3 = Other European language 4 = Other language

StQ-Q05O

Question: How many languages do you speak at home?

1 = One language

2 = More than one language

Variable Name(s): IS4G05O

Country	Item ID	Code	Documentation
Italy	StQ-Q05O	X	Question not administered or data not available
Poland	StQ-Q05O	X	Question not administered or data not available

StQ-Q06A

Question: What is your [parent or guardian 1]'s main [job]?
 (e.g. high school teacher, kitchen-hand, sales manager)
 If he/she is not working now, please tell us his/her last main [job]. If
 he/she has never had a [job], please write what she is currently doing.
 Please write in the [job] title.

Variable Name(s): IS4G06A

Country	Item ID	Code	Documentation
Brazil	StQ-Q06A	D	Job
Bulgaria	StQ-Q06A	D	Job Job Job Job position
Chinese Taipei	StQ-Q06A	D	Job
Colombia	StQ-Q06A	D	Job
Croatia	StQ-Q06A	D	Job
Cyprus	StQ-Q06A	D	Job
Denmark	StQ-Q06A	D	Work
North Rhine-Westphalia (Germany)	StQ-Q06A	D	Job
Schleswig-Holstein (Germany)	StQ-Q06A	D	Job
Estonia	StQ-Q06A	D	Occupation
France	StQ-Q06A	D	Job
Italy	StQ-Q06A	D	Job
Latvia	StQ-Q06A	D	Job
Lithuania	StQ-Q06A	D	Job
Malta	StQ-Q06A	D	Job
Netherlands	StQ-Q06A	D	Job
Norway	StQ-Q06A	D	Job
Poland	StQ-Q06A	D	Occupation

Romania	StQ-Q06A	D	Job
Serbia	StQ-Q06A	D	Job
Slovak Republic	StQ-Q06A	D	Occupation
Slovenia	StQ-Q06A	D	Employment
Spain	StQ-Q06A	D	Job
Sweden	StQ-Q06A	D	Job

StQ-Q06B

Question: What does your [parent or guardian 1] do in his/her main [job]?
 (e.g. teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team)
 Please use a sentence to describe the kind of work he/she does or did in that [job].

Variable Name(s): IS4G06B

Country	Item ID	Code	Documentation
Brazil	StQ-Q06B	D	Job
Bulgaria	StQ-Q06B	D	Workplace Job
Chinese Taipei	StQ-Q06B	D	Job
Colombia	StQ-Q06B	D	Job
Croatia	StQ-Q06B	D	Job
Cyprus	StQ-Q06B	D	Job
Denmark	StQ-Q06B	D	Work
North Rhine-Westphalia (Germany)	StQ-Q06B	D	Job
Schleswig-Holstein (Germany)	StQ-Q06B	D	Job
Estonia	StQ-Q06B	D	Job
France	StQ-Q06B	D	Job
Italy	StQ-Q06B	D	Job
Latvia	StQ-Q06B	D	Job
Lithuania	StQ-Q06B	D	Job
Malta	StQ-Q06B	D	Job
Netherlands	StQ-Q06B	D	Job
Norway	StQ-Q06B	D	Job

Poland	StQ-Q06B	D	Job
Romania	StQ-Q06B	D	Job
Serbia	StQ-Q06B	D	Job
Slovak Republic	StQ-Q06B	D	Occupation
Slovenia	StQ-Q06B	D	Job
Spain	StQ-Q06B	D	Job
Sweden	StQ-Q06B	D	Job

StQ-Q07

Question: What is the highest level of education completed by your [parent or guardian 1]?
If you are not sure which box to choose, please ask the [test administrator] for help.

- 1 = [ISCED level 6, 7 or 8]
- 2 = [ISCED level 4 or 5]
- 3 = [ISCED level 3]
- 4 = [ISCED level 2]
- 5 = He/she did not complete [ISCED level 2]

Variable Name(s): IS4G07

Country	Item ID	Code	Documentation
Brazil	StQ-Q07	D	Person in charge of test administration Nationally defined categories recoded for international comparability: 1 = Doctorate (ISCED 8 - post-graduate programmes. Doctorate) / Master (ISCED 7 - Stricto Sensu post-graduate programmes - Academic or Professional Master's degree) / Higher Education (undergraduate degree) 2 = Professional Education at the Upper Secondary Level (subsequent) or Higher Education - Sequential courses 3 = Upper Secondary Education or Professional Education at the Upper Secondary Level (integrated and concomitant) 4 = Fundamental Education (6th to 9th Year) or less 5 = He/she did not complete fundamental Education (6th to 9th Year)
Chinese Taipei	StQ-Q07	D	Test administrator Nationally defined categories: 1 = Higher education 2 = Post-secondary vocational 3 = Upper secondary 4 = Lower secondary 5 = She did not complete Lower secondary

Colombia	StQ-Q07	D	Test administrator Nationally defined categories recoded for international comparability: 1 = Postgraduate (e.g., Master or Doctoral degree) / Bachelor degree 2 = Tertiary education 3 = Upper secondary education (10° to 11° grade) 4 = Lower secondary education (6° to 9° grade) or below 5 = He/she did not complete lower secondary education (6° to 9° grade) or below
Croatia	StQ-Q07	D	Test administrator Nationally defined categories: 1 = Undergraduate, graduate or postgraduate education 2 = Non-university higher education or professional training after completing high school (additional schooling and/or requalification) 3 = High school 4 = Elementary school 5 = She did not complete elementary school
Cyprus	StQ-Q07	D	Test administrator Nationally defined categories recoded for international comparability: 1 = Postgraduate Education (Master's or PhD) / Graduate Education (Bachelor's) 2 = Short-cycle tertiary education (e.g., Higher Technology Institute diploma) / Post-secondary, non-tertiary education (e.g., Secretarial studies) 3 = Upper secondary education or Vocational education 4 = Lower Secondary education or below 5 = He did not complete lower Secondary education
Denmark	StQ-Q07	D	Teacher Nationally defined categories: 1 = Long education (in total 8-10 years of education after people's school) 2 = Middle-long education (in total 4-7 years of education after people's school) 3 = Short education (in total 1-3 years of education after people's school) 4 = People's school' Year 9 or 10 (or less) 5 = She did not complete people's school

North Rhine-Westphalia (Germany)	StQ-Q07	D	Test administrator Nationally defined categories: 1 = University level education 2 = Higher vocational education (e.g., types of vocational schools) 3 = Academic high school track or simple vocational education 4 = Simple high school education 5 = She*he did not graduate school
Schleswig-Holstein (Germany)	StQ-Q07	D	Test administrator Nationally defined categories: 1 = University level education 2 = Higher vocational education (e.g., types of vocational schools) 3 = Academic high school track or simple vocational education 4 = Simple high school education 5 = She*he did not graduate school
Estonia	StQ-Q07	D	Test administrator Nationally defined categories: 1 = university 2 = college of applied education/ polytechnics 3 = gymnasium or vocational secondary education 4 = basic school 5 = Did not complete basic school
France	StQ-Q07	D	Test administrator Nationally defined categories: 1 = Diploma in Higher Education long (Bachelor, Master, PhD, or equivalent ex medical studies; engineer) 2 = Diploma in higher education short (e.g., BTS, DUT, nurse) 3 = Baccalaureate (general, technological, professional), professional certificate 4 = Lower secondary education 5 = He/she did not complete lower secondary school

Italy	StQ-Q07	D	Test administrator Nationally defined categories: 1 = University Degree, PhD 2 = Certificate of Technical Specialization (IFTS), Degree of Higher Technician (ITS) 3 = High school diploma (Upper secondary school) 4 = Middle school Diploma (Lower secondary school) 5 = He/she did not complete middle school (Lower secondary school)
Latvia	StQ-Q07	D	Test administrator Nationally defined categories: 1 = Higher education, bachelor's, master's or doctor's degree 2 = College education, technical education or incomplete higher education 3 = Upper secondary education or vocational education 4 = Lower secondary education 5 = She did not complete lower secondary education
Lithuania	StQ-Q07	D	Test administrator Nationally defined categories recoded for international comparability: 1 = Bachelor (finished university or college), master or doctor degree 2 = Further (finished further education school, technical school) (ISCED level 5B) / Vocational (already having secondary education) 3 = Secondary school 4 = Basic school 5 = She did not complete basic school
Malta	StQ-Q07	D	Test administrator Nationally defined categories: 1 = University/MCAST Degree level or higher 2 = Diploma level at MCAST / ITS or Certificate or diploma at university level 3 = 'A' Levels / MATSEC Certificate or Certificate level at MCAST / ITS 4 = Secondary school 5 = He/she did not complete secondary school

Netherlands	StQ-Q07	D	Test administrator Nationally defined categories recoded for international comparability: 1 = University 2 = HVE (university of applied sciences) 3 = IVE (tertiary vocational education) / General secondary education 4 = Vocational secondary education or practical education 5 = She did not complete secondary education
Norway	StQ-Q07	D	The teacher Nationally defined categories: 1 = University college or University 2 = Vocational school, industry education or other vocational education after high school 3 = Upper secondary school 4 = Lower secondary education or second stage of basic education 5 = She/he did not complete lower secondary education or second stage of basic education
Poland	StQ-Q07	D	Person conducting the study Nationally defined categories recoded for international comparability: 1 = Higher education ending with Bachelor, Engineer, Master or MD degree, or gaining a PhD degree 2 = Post-secondary school, teacher college 3 = Upper secondary school with matura exam (e.g. liceum, technikum) / Basic vocational school 4 = Primary school or gymnasium 5 = Primary school or gymnasium not completed
Romania	StQ-Q07	D	The invigilator Nationally defined categories: 1 = Tertiary level education (bachelor, master, PhD) 2 = Post high school studies 3 = High school or professional 4 = Middle school 5 = She did not complete the middle school

Serbia	StQ-Q07	D	Test administrator
			Nationally defined categories: 1 = Completed first-degree academic studies or postgraduate studies: Master's, PhD studies 2 = Completed post-secondary non-tertiary education or college of vocational studies 3 = Completed secondary education, vocational or grammar school 4 = Completed primary school 5 = Didn't complete primary school
Slovak Republic	StQ-Q07	D	Teacher
			Nationally defined categories recoded for international comparability: 1 = Completed Master's study (titles Mgr., Ing. etc.) or Completed Doctoral study (PhD.) / Completed Bachelor's study 2 = Completed Higher professional education / Completed Post-secondary education 3 = Completed High school with school leaving exam / Completed Secondary school with vocational certificate / Completed Secondary school without vocational certificate 4 = Completed primary school 5 = Without completed primary school
Slovenia	StQ-Q07	D	Test administrator
			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 upper secondary education) or vocational specialization after upper secondary education 3 = Upper secondary education 4 = Primary school education 5 = She did not complete primary school

Spain	StQ-Q07	D	Test administrator Nationally defined categories: 1 = Art higher education programmes, college degree, master's degree, PhD 2 = Higher Vocational Education and Training 3 = Baccalaureate, Intermediate Vocational Education and Training 4 = Compulsory Secondary Education (ESO), Basic Vocational Education and Training, 5 = He/she did not complete Compulsory Secondary Education
Sweden	StQ-Q07	D	Test administrator 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 5 = He/she did not complete lower secondary

StQ-Q08A

Question: What is your [parent or guardian 2]'s main [job]?
 (e.g. high school teacher, kitchen-hand, sales manager)
 If he/she is not working now, please tell us their last main [job]. If he/she has never had a [job], please write what he/she is currently doing. Please write in the [job] title.

Variable Name(s): IS4G08A

Country	Item ID	Code	Documentation
Brazil	StQ-Q08A	D	Job
Bulgaria	StQ-Q08A	D	Job Job Job Job position
Chinese Taipei	StQ-Q08A	D	Job
Colombia	StQ-Q08A	D	Job
Croatia	StQ-Q08A	D	Job
Cyprus	StQ-Q08A	D	Job
Denmark	StQ-Q08A	D	Job
North Rhine-Westphalia (Germany)	StQ-Q08A	D	Job
Schleswig-Holstein (Germany)	StQ-Q08A	D	Job
Estonia	StQ-Q08A	D	Occupation
France	StQ-Q08A	D	Job
Italy	StQ-Q08A	D	Job
Latvia	StQ-Q08A	D	Job
Lithuania	StQ-Q08A	D	Job
Malta	StQ-Q08A	D	Job
Netherlands	StQ-Q08A	D	Job
Norway	StQ-Q08A	D	Job
Poland	StQ-Q08A	D	Occupation

Romania	StQ-Q08A	D	Job
Serbia	StQ-Q08A	D	Job
Slovak Republic	StQ-Q08A	D	Occupation
Slovenia	StQ-Q08A	D	Employment
Spain	StQ-Q08A	D	Job
Sweden	StQ-Q08A	D	Job

StQ-Q08B

Question: What does your [parent or guardian 2] do in his/her main [job]?
 (e.g. teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team)
 Please use a sentence to describe the kind of work he/she does or did in that [job].

Variable Name(s): IS4G08B

Country	Item ID	Code	Documentation
Brazil	StQ-Q08B	D	Job
Bulgaria	StQ-Q08B	D	Workplace Job
Chinese Taipei	StQ-Q08B	D	Job
Colombia	StQ-Q08B	D	Job
Croatia	StQ-Q08B	D	Job
Cyprus	StQ-Q08B	D	Job
Denmark	StQ-Q08B	D	Job
North Rhine-Westphalia (Germany)	StQ-Q08B	D	Job
Schleswig-Holstein (Germany)	StQ-Q08B	D	Job
Estonia	StQ-Q08B	D	Job
France	StQ-Q08B	D	Job
Italy	StQ-Q08B	D	Job
Latvia	StQ-Q08B	D	Job
Lithuania	StQ-Q08B	D	Job
Malta	StQ-Q08B	D	Job
Netherlands	StQ-Q08B	D	Job
Norway	StQ-Q08B	D	Job

Poland	StQ-Q08B	D	Job
Romania	StQ-Q08B	D	Job
Serbia	StQ-Q08B	D	Job
Slovak Republic	StQ-Q08B	D	Occupation
Slovenia	StQ-Q08B	D	Job
Spain	StQ-Q08B	D	Job
Sweden	StQ-Q08B	D	Job

StQ-Q09

Question: What is the highest level of education completed by your [parent or guardian 2]?

1 = [ISCED level 6, 7 or 8]

2 = [ISCED level 4 or 5]

3 = [ISCED level 3]

4 = [ISCED level 2]

5 = He/she did not complete [ISCED level 2]

Variable Name(s): IS4G09

Country	Item ID	Code	Documentation
Brazil	StQ-Q09	D	Person in charge of test administration Nationally defined categories recoded for international comparability: 1 = Doctorate (ISCED 8 - post-graduate programmes. Doctorate) / Master (ISCED 7 - Stricto Sensu post-graduate programmes - Academic or Professional Master's degree) / Higher Education (undergraduate degree) 2 = Professional Education at the Upper Secondary Level (subsequent) or Higher Education - Sequential courses 3 = Upper Secondary Education or Professional Education at the Upper Secondary Level (integrated and concomitant) 4 = Fundamental Education (6th to 9th Year) or less 5 = Fundamental Education (6th to 9th Year)
Bulgaria	StQ-Q09	D	Test administrator Nationally defined categories: 1 = Higher education 2 = Post-secondary vocational 3 = Upper secondary 4 = Lower secondary 5 = He did not complete Lower secondary

Chinese Taipei	StQ-Q09	D	Test administrator Nationally defined categories: 1 = Higher education 2 = Post-secondary vocational 3 = Upper secondary 4 = Lower secondary 5 = He did not complete Lower secondary
Colombia	StQ-Q09	D	Test administrator Nationally defined categories recoded for international comparability: 1 = Postgraduate (e.g., Master or Doctoral degree) / Bachelor degree 2 = Tertiary education 3 = Upper secondary education (10° to 11° grade) 4 = Lower secondary education (6° to 9° grade) or below 5 = He/she did not complete lower secondary education (6° to 9° grade) or below
Croatia	StQ-Q09	D	Test administrator Nationally defined categories: 1 = undergraduate, graduate or postgraduate education 2 = non-university higher education or professional training after completing high school (additional schooling and/or requalification) 3 = high school 4 = elementary school 5 = He did not complete elementary school.
Cyprus	StQ-Q09	D	Test administrator Nationally defined categories recoded for international comparability: 1 = Postgraduate Education (Master's or PhD) / Graduate Education (Bachelor's) 2 = Short-cycle tertiary education (e.g., Higher Technology Institute diploma) / Post-secondary, non-tertiary education (e.g., Secretarial studies) 3 = Upper secondary education or Vocational education 4 = Lower Secondary education or below 5 = She did not complete lower secondary education

Denmark	StQ-Q09	D	Teacher	Nationally defined categories: 1 = Long education (in total 8-10 years of education after people's school) 2 = Middle-long education (in total 4-7 years of education after people's school) 3 = Short education (in total 1-3 years of education after people's school) 4 = People's school' Year 9 or 10 (or less) 5 = He did not complete people's school
North Rhine-Westphalia (Germany)	StQ-Q09	D	Test administrator	Nationally defined categories: 1 = University level education 2 = Higher vocational education (e.g., types of vocational schools) 3 = Academic high school track or simple vocational education 4 = Simple high school education 5 = She*he did not graduate school
Schleswig-Holstein (Germany)	StQ-Q09	D	Test administrator	Nationally defined categories: 1 = University level education 2 = Higher vocational education (e.g., types of vocational schools) 3 = Academic high school track or simple vocational education 4 = Simple high school education 5 = She*he did not graduate school
Estonia	StQ-Q09	D	Test administrator	Nationally defined categories: 1 = University 2 = College of applied education/ polytechnics 3 = Gymnasium or vocational secondary education 4 = Basic school 5 = Did not complete basic school

France	StQ-Q09	D	Test administrator Nationally defined categories: 1 = Diploma in Higher Education long (Bachelor, Master, PhD, or equivalent ex medical studies; engineer) 2 = Diploma in higher education short (e.g., BTS, DUT, nurse) 3 = Baccalaureate (general, technological, professional), professional certificate 4 = Lower secondary education 5 = He/she did not complete lower secondary school
Italy	StQ-Q09	D	Test administrator Nationally defined categories: 1 = University Degree, PhD 2 = Certificate of Technical Specialization (IFTS), Degree of Higher Technician (ITS) 3 = High school diploma (Upper secondary school) 4 = Middle school Diploma (Lower secondary school) 5 = He/she did not complete middle school (lower secondary school)
Latvia	StQ-Q09	D	Test administrator Nationally defined categories: 1 = Higher education, bachelor's, master's or doctor's degree 2 = College education, technical education or incomplete higher education 3 = Upper secondary education or vocational education 4 = Lower secondary education 5 = He did not complete lower secondary education
Lithuania	StQ-Q09	D	Test administrator Nationally defined categories recoded for international comparability: 1 = Bachelor (finished university or college), master or doctor degree 2 = Further (finished further education school, technical school) (ISCED level 5B) / Vocational (already having secondary education) 3 = Secondary 4 = Basic 5 = He did not complete basic school

Malta	StQ-Q09	D	Test administrator
			Nationally defined categories: 1 = University/MCAST Degree level or higher 2 = Diploma level at MCAST / ITS or Certificate or diploma at university level 3 = 'A' Levels / MATSEC Certificate or Certificate level at MCAST / ITS 4 = Secondary school 5 = He/she did not complete secondary school
Netherlands	StQ-Q09	D	Test administrator
			Nationally defined categories recoded for international comparability: 1 = University 2 = HVE (university of applied sciences)3 = IVE (tertiary vocational education) / General secondary education 4 = Vocational secondary education or practical education 5 = He did not complete secondary education
Norway	StQ-Q09	D	The teacher
			Nationally defined categories: 1 = University college or University 2 = Vocational school, industry education or other vocational education after high school 3 = Upper secondary school 4 = Lower secondary education or second stage of basic education 5 = He/she did not complete lower secondary education or second stage of basic education
Poland	StQ-Q09	D	Person conducting the study
			Nationally defined categories recoded for international comparability: 1 = Higher education ending with Bachelor, Engineer, Master or MD degree, or gaining a PhD degree 2 = Post-secondary school, teacher college 3 = Upper secondary school with matura exam (e.g. liceum, technikum) / Basic vocational school 4 = Primary school or gymnasium 5 = Primary school or gymnasium not completed

Romania	StQ-Q09	D	The invigilator Nationally defined categories: 1 = Tertiary level education (bachelor, master, PhD) 2 = Post high school studies 3 = High school or professional Middle school 4 = He did not complete the middle school
Serbia	StQ-Q09	D	Test administrator Nationally defined categories: 1 = Completed first-degree academic studies or postgraduate studies: Master's, PhD studies 2 = Completed post-secondary non-tertiary education or college of vocational studies 3 = Completed secondary education, vocational or grammar school 4 = Completed primary school 5 = Didn't complete primary school
Slovak Republic	StQ-Q09	D	Teacher Nationally defined categories recoded for international comparability: 1 = Completed Master's study (titles Mgr., Ing. etc.) or Completed Doctoral study (PhD.) / Completed Bachelor's study 2 = Completed Higher professional education / Completed Post-secondary education 3 = Completed High school with school leaving exam / Completed Secondary school with vocational certificate / Completed Secondary school without vocational certificate 4 = Completed primary school 5 = Without completed primary school
Slovenia	StQ-Q09	D	Test administrator 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 upper secondary education) or vocational specialization after upper secondary education 3 = Upper secondary education 4 = Primary school education 5 = He did not complete primary school

Spain	StQ-Q09	D	Test administrator
			Nationally defined categories: 1 = Art higher education programmes, college degree, master's degree, PhD 2 = Higher Vocational Education and Training 3 = Baccalaureate, Intermediate Vocational Education and Training 4 = Compulsory Secondary Education (ESO), Basic Vocational Education and Training, 5 = He/she did not complete Compulsory Secondary Education
Sweden	StQ-Q09	D	Test administrator
			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 5 = He/she did not complete lower secondary

StQ-Q10

Question: About how many books are there in your home?
 There are usually about 40 books per metre of shelving. 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): IS4G10

Country	Item ID	Code	Documentation
Poland	StQ-Q10	D	Nationally defined categories: 1 = 0-10 books (None or very few) 2 = 11-25 books (Enough to fill one shelf) 3 = 26-100 books (Enough to fill one bookcase) 4 = 101-200 books (Enough to fill two bookcases) 5 = more than 200 books (Enough to fill three or more bookcases)

StQ-Q100A-OC

Question: How often do you use the following devices at home?

- 1 = Never or rarely
- 2 = At least once a week
- 3 = At least once a day
- 4 = Several times each day

- a) A desktop or [laptop] computer
- b) A tablet device (e.g. [iPad])
- c) A [smartphone] (except for using text and calling)

Variable Name(s): IS4G100A, IS4G100B, IS4G100C

Country	Item ID	Code	Documentation
Brazil	StQ-Q100a	D	Laptop
Brazil	StQ-Q100b	D	iPad
Brazil	StQ-Q100c	D	Smartphone
Bulgaria	StQ-Q100a	D	A desktop or laptop computer
Bulgaria	StQ-Q100b	D	A tablet device (e.g. iPad)
Bulgaria	StQ-Q100c	D	Mobile phones with internet access (e.g. smartphones)
Chinese Taipei	StQ-Q100a	D	Laptop
Chinese Taipei	StQ-Q100b	D	iPad
Chinese Taipei	StQ-Q100c	D	Smartphone
Colombia	StQ-Q100a	D	Laptop
Colombia	StQ-Q100b	D	iPad
Colombia	StQ-Q100c	D	Smartphone
Croatia	StQ-Q100a	D	Portable
Croatia	StQ-Q100b	D	Tablet device (e.g. iPad)
Croatia	StQ-Q100c	D	Smartphone
Cyprus	StQ-Q100a	D	Laptop

Cyprus	StQ-Q10Ob	D	iPad, Galaxy Book
Cyprus	StQ-Q10Oc	D	Smartphone
Denmark	StQ-Q10OA-OC	X	Question not administered or data not available
North Rhine-Westphalia (Germany)	StQ-Q10OA-OC	X	Question not administered or data not available
Schleswig-Holstein (Germany)	StQ-Q10OA-OC	X	Question not administered or data not available
Estonia	StQ-Q10Oa	D	Laptop
Estonia	StQ-Q10Ob	D	A tablet (e.g. iPad)
Estonia	StQ-Q10Oc	D	Smartphone
France	StQ-Q10Oa	D	Laptop
France	StQ-Q10Ob	D	iPad
France	StQ-Q10Oc	D	Smartphone
Italy	StQ-Q10Oa	D	Portable
Italy	StQ-Q10Ob	D	iPad
Italy	StQ-Q10Oc	D	Smartphone
Latvia	StQ-Q10Oa	D	Portable
Latvia	StQ-Q10Ob	D	iPad
Latvia	StQ-Q10Oc	D	Smartphone
Lithuania	StQ-Q10Oa	D	Laptop
Lithuania	StQ-Q10Ob	D	iPad
Lithuania	StQ-Q10Oc	D	Smartphone
Malta	StQ-Q10Oa	D	Laptop
Malta	StQ-Q10Ob	D	iPad
Malta	StQ-Q10Oc	D	Smartphone
Netherlands	StQ-Q10Oa	D	Desktop or laptop computer
Netherlands	StQ-Q10Ob	D	iPad
Netherlands	StQ-Q10Oc	D	Smartphone

Norway	StQ-Q10Oa	D	Computer/laptop
Norway	StQ-Q10Ob	D	iPad, Samsung, tablet or Kindle
Norway	StQ-Q10Oc	D	Cell phone
Poland	StQ-Q10Oa	D	Laptop
Poland	StQ-Q10Ob	D	iPad
Poland	StQ-Q10Oc	D	Smartphone
Romania	StQ-Q10Oa	D	Laptop
Romania	StQ-Q10Ob	D	iPad
Romania	StQ-Q10Oc	D	Smartphone
Serbia	StQ-Q10Oa	D	Laptop
Serbia	StQ-Q10Ob	D	iPad
Serbia	StQ-Q10Oc	D	Smartphone
Slovak Republic	StQ-Q10Oa	D	Laptop
Slovak Republic	StQ-Q10Ob	D	iPad
Slovak Republic	StQ-Q10Oc	D	Smartphone
Slovenia	StQ-Q10Oa	D	Laptop
Slovenia	StQ-Q10Ob	D	Nationally defined dimension: A tablet device or e-reader (e.g. iPad)
Slovenia	StQ-Q10Oc	D	Nationally defined dimension: Mobile phone with internet access (e.g. smartphones)
Spain	StQ-Q10Oa	D	Laptop
Spain	StQ-Q10Ob	D	iPad
Spain	StQ-Q10Oc	D	Smartphone
Sweden	StQ-Q10Oa	D	Laptop
Sweden	StQ-Q10Ob	D	iPad
Sweden	StQ-Q10Oc	D	Mobile phone

StQ-Q12A-F

- Question:** How often are you involved in each of the following activities?
- 1 = Never or hardly ever
 - 2 = Monthly (at least once a month)
 - 3 = Weekly (at least once a week)
 - 4 = Daily or almost daily
- a) Watching television to inform yourself about national and international news
 - b) Reading the newspaper (including online versions) to inform yourself about national and international news
 - c) Talking with your parent(s) about political or social issues
 - d) Talking with your parent(s) about what is happening in other countries
 - e) Talking with friends about political or social issues
 - f) Talking with friends about what is happening in other countries

Variable Name(s): IS4G12A, IS4G12B, IS4G12C, IS4G12D, IS4G12E, IS4G12F

Country	Item ID	Code	Documentation
Lithuania	StQ-Q12c	D	Nationally defined dimension: Talking with your parents or guardians about political or social issues
Lithuania	StQ-Q12d	D	Nationally defined dimension: Talking with your parents or guardians about what is happening in other countries

StQ-Q13A-E

Question: How often are you involved in each of the following activities related to the internet and social media?

- 1 = Never or hardly ever
- 2 = Monthly (at least once a month)
- 3 = Weekly (at least once a week)
- 4 = Daily or almost daily

- a) Using the internet to find information about political or social issues
- b) Posting your own content about a political or social issue on the internet or social media
- c) Sharing content about a political or social issue posted by someone else
- d) Commenting on an online post about a political or social issue
- e) [Liking] an online post about a political or social issue

Variable Name(s): IS4G13A, IS4G13B, IS4G13C, IS4G13D, IS4G13E

Country	Item ID	Code	Documentation
Brazil	StQ-Q13e	D	Liking
Bulgaria	StQ-Q13e	D	Liking an online post about a political or social issue
Chinese Taipei	StQ-Q13e	D	Liking
Colombia	StQ-Q13e	D	Liking
Croatia	StQ-Q13e	D	Liking
Cyprus	StQ-Q13e	D	Liking
Denmark	StQ-Q13e	D	Liking
North Rhine-Westphalia (Germany)	StQ-Q13e	D	Liking
Schleswig-Holstein (Germany)	StQ-Q13e	D	Liking
Estonia	StQ-Q13e	D	Liking
France	StQ-Q13e	D	Put a "Like"
Italy	StQ-Q13e	D	Sign "I like it"
Latvia	StQ-Q13e	D	Mark "Like"

Lithuania	StQ-Q13e	D	Press "Like"
Malta	StQ-Q13e	D	Liking
Netherlands	StQ-Q13e	D	Like
Norway	StQ-Q13e	D	Clicking "like" on
Poland	StQ-Q13e	D	Liking
Romania	StQ-Q13e	D	Liking
Serbia	StQ-Q13e	D	Liking
Slovak Republic	StQ-Q13e	D	Liking
Slovenia	StQ-Q13e	D	Liking
Spain	StQ-Q13e	D	Liking
Sweden	StQ-Q13e	D	Like

StQ-Q14A-G

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

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

a) A youth organisation affiliated with a political party or union

b) A voluntary group doing something to help the [local community]

c) A group or organization campaigning for a particular cause (e. g. environmental protection, human rights, or animal rights)

d) A global campaign for a particular issue (e.g. action on climate change)

e) A community youth group (e.g.[Scouts, YMCA])

f) A sports team

g) A religious group or organisation

Variable Name(s): IS4G14A, IS4G14B, IS4G14C, IS4G14D, IS4G14E, IS4G14F, IS4G14G

Country	Item ID	Code	Documentation
Brazil	StQ-Q14e	D	Scouts
Bulgaria	StQ-Q14b	D	A group of volunteers who help with something locally
Bulgaria	StQ-Q14e	D	A community youth group
Chinese Taipei	StQ-Q14e	D	Scouts
Colombia	StQ-Q14e	D	Scouts
Croatia	StQ-Q14e	D	Scouts
Cyprus	StQ-Q14b	D	Local community
Cyprus	StQ-Q14e	D	Scouts
Denmark	StQ-Q14b	D	The community
Denmark	StQ-Q14e	D	Scouts
North Rhine-Westphalia (Germany)	StQ-Q14e	D	Scouts
Schleswig-Holstein (Germany)	StQ-Q14e	D	Scouts

Estonia	StQ-Q14e	D	Boy scouts, girl scouts
France	StQ-Q14a	X	Dimension not administered or data not available
France	StQ-Q14e	D	Scouts
France	StQ-Q14g	X	Dimension not administered or data not available
Italy	StQ-Q14e	D	Scouts
Latvia	StQ-Q14e	D	Scouts, jaunsargi
Lithuania	StQ-Q14e	D	Scouts
Malta	StQ-Q14e	D	Scouts/girl guides, YMCA
Netherlands	StQ-Q14b	D	Neighbourhood
Netherlands	StQ-Q14e	D	Scouts or youth club
Norway	StQ-Q14e	D	Scouts, 4H, Red Cross Youth
Poland	StQ-Q14e	D	Nationally defined dimension: A local group or youth organisation (e.g. scouts)
Romania	StQ-Q14e	D	Scouts, Local Council of Youth
Serbia	StQ-Q14e	D	Scouts
Slovak Republic	StQ-Q14b	D	Local community (where you live)
Slovak Republic	StQ-Q14e	D	Scouts
Slovenia	StQ-Q14e	D	Scouts
Spain	StQ-Q14e	D	Scouts
Sweden	StQ-Q14b	D	Nearby area
Sweden	StQ-Q14e	D	Scouts

StQ-Q15A-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].

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

a) Active participation in an organised debate
b) Voting for [class representative] or [school parliament/council]
c) Taking part in decision-making about how the school is run
d) Taking part in discussions at a [student assembly/gathering]
e) Becoming a candidate for [class representative] or [school parliament/council]
f) Participating in an activity to make the school more [environmentally friendly]
g) Participating in writing articles on political and social issues for a [school publication or website]

Variable Name(s): IS4G15A, IS4G15B, IS4G15C, IS4G15D, IS4G15E, IS4G15F, IS4G15G

Country	Item ID	Code	Documentation
Brazil	StQ-Q15b, 15e	D	Class representative Student association
Brazil	StQ-Q15A-G	D	Elementary education (ISCED 1 and 2)
Brazil	StQ-Q15d	D	Student assembly/gathering
Brazil	StQ-Q15f	D	Ecologically suitable
Brazil	StQ-Q15g	D	School publication or website
Bulgaria	StQ-Q15A-G	D	First grade
Bulgaria	StQ-Q15b	D	Voting for class representative or school parliament
Bulgaria	StQ-Q15d	D	Participation in a discussion at a student assembly
Bulgaria	StQ-Q15e	D	Becoming a candidate for class representative or school parliament
Bulgaria	StQ-Q15f	D	Participation in activities aimed at making the school more environmentally friendly (e.g., by saving water or recycling waste)

Bulgaria	StQ-Q15g	D	Writing articles on political and social issues for the school newspaper or website
Chinese Taipei	StQ-Q15A-G	D	Elementary school
Chinese Taipei	StQ-Q15d	D	Student assembly
Chinese Taipei	StQ-Q15e	D	Class representatives School parliament
Chinese Taipei	StQ-Q15f	D	Environmentally friendly
Chinese Taipei	StQ-Q15g	D	School publication or website
Colombia	StQ-Q15A-G	D	CINE level 1
Colombia	StQ-Q15b	D	Class representative School parliament
Colombia	StQ-Q15d	D	Student assembly/gathering
Colombia	StQ-Q15e	D	Class representative School parliament
Colombia	StQ-Q15f	D	Environmentally friendly
Colombia	StQ-Q15g	D	School publication or website
Croatia	StQ-Q15A-G	D	First grade
Croatia	StQ-Q15b	D	Voting for class representative or student representative in the school parliament
Croatia	StQ-Q15d	D	Student assembly (gathering)
Croatia	StQ-Q15e	D	Class representative School parliament
Croatia	StQ-Q15f	D	Nationally defined dimension: Participating in an activity that promotes environmental protection at school level.
Croatia	StQ-Q15g	D	School magazine or website of the school
Cyprus	StQ-Q15A-G	D	Primary school
Cyprus	StQ-Q15b, 15e	D	Class representative School parliament
Cyprus	StQ-Q15d	D	Student assembly
Cyprus	StQ-Q15f	D	Environmentally friendly

Cyprus	StQ-Q15g	D	School magazine/paper or website
Denmark	StQ-Q15A-G	D	Class 1
Denmark	StQ-Q15b, 15e	D	Student-council-election
Denmark	StQ-Q15d	D	Joint-meeting' for all students of the school
Denmark	StQ-Q15f	D	Environment friendly
Denmark	StQ-Q15g	D	School magazine or website
North Rhine-Westphalia (Germany)	StQ-Q15A-G	D	Primary School
North Rhine-Westphalia (Germany)	StQ-Q15b, 15e	D	Class representative or student representative
North Rhine-Westphalia (Germany)	StQ-Q15d	D	Students assembly
North Rhine-Westphalia (Germany)	StQ-Q15f	D	Environmentally friendly
North Rhine-Westphalia (Germany)	StQ-Q15g	D	School publication or school-homepage
Schleswig-Holstein (Germany)	StQ-Q15A-G	D	Primary School
Schleswig-Holstein (Germany)	StQ-Q15b, 15e	D	Class representative or student representative
Schleswig-Holstein (Germany)	StQ-Q15d	D	Students assembly
Schleswig-Holstein (Germany)	StQ-Q15f	D	Environmentally friendly
Schleswig-Holstein (Germany)	StQ-Q15g	D	School publication or school-homepage
Estonia	StQ-Q15A-G	D	1st grade
Estonia	StQ-Q15b, 15e	D	Class representative Students' representative body
Estonia	StQ-Q15d	D	Student gatherings
Estonia	StQ-Q15f	D	Environmentally friendly
Estonia	StQ-Q15g	D	School newspaper or school website
France	StQ-Q15A-G	D	Primary school
France	StQ-Q15b, 15e	D	Class representative/representative in a school council
France	StQ-Q15d	D	Student assembly

France	StQ-Q15f	D	Environmentally friendly
France	StQ-Q15g	D	School newspaper or internet site
Italy	StQ-Q15A-G	D	Primary school
Italy	StQ-Q15b, 15e	D	Class representative or school parliament
Italy	StQ-Q15f	D	Environmentally friendly
Italy	StQ-Q15g	D	School publication or website
Latvia	StQ-Q15A-G	D	Primary school
Latvia	StQ-Q15b, 15e	D	Class representative, school parliament/ council
Latvia	StQ-Q15d	D	Student assembly
Latvia	StQ-Q15f	D	Environmentally friendly
Latvia	StQ-Q15g	D	School publication or website
Lithuania	StQ-Q15A-G	D	First grade
Lithuania	StQ-Q15b, 15e	D	Class representative; Students' Council
Lithuania	StQ-Q15d	D	Student assembly
Lithuania	StQ-Q15f	D	Environmentally friendly
Lithuania	StQ-Q15g	D	School newspaper or website
Malta	StQ-Q15A-G	D	Primary school
Malta	StQ-Q15b, 15e	D	Class representative or students' council
Malta	StQ-Q15d	D	School assembly
Malta	StQ-Q15f	D	Environmentally friendly
Malta	StQ-Q15g	D	School publication or website
Netherlands	StQ-Q15A-G	D	Primary school
Netherlands	StQ-Q15b, 15e	D	Class representative, school parliament
Netherlands	StQ-Q15d	D	Student assembly
Netherlands	StQ-Q15f	D	Environmentally friendly
Netherlands	StQ-Q15g	D	School newsletter or website

Norway	StQ-Q15A-G	D	Primary education
Norway	StQ-Q15b	D	Class representative for class or class level School parliament
Norway	StQ-Q15d	D	Student assembly
Norway	StQ-Q15e	D	Class representative The school parliament
Norway	StQ-Q15f	D	Environmentally friendly
Norway	StQ-Q15g	D	School paper or web site
Poland	StQ-Q15A-G	D	Primary school
Poland	StQ-Q15b	D	Nationally defined dimension: Voting in election for class representative or student council
Poland	StQ-Q15d	D	Student assembly
Poland	StQ-Q15e	D	Class representative or student council
Poland	StQ-Q15f	D	Environmentally friendly
Poland	StQ-Q15g	D	School newspaper or school website
Romania	StQ-Q15b, 15e	D	Class representative Students' school council
Romania	StQ-Q15A-G	D	Primary school
Romania	StQ-Q15d	D	Students' school council
Romania	StQ-Q15f	D	Environmentally friendly
Romania	StQ-Q15g	D	School publication or website
Serbia	StQ-Q15b, 15e	D	Class representative School parliament
Serbia	StQ-Q15A-G	D	Primary school
Serbia	StQ-Q15d	D	Student assembly/gathering
Serbia	StQ-Q15f	D	With greater environmental awareness
Serbia	StQ-Q15g	D	School publication or website

Slovak Republic	StQ-Q15b, 15e	D	Class delegate School parliament
Slovak Republic	StQ-Q15A-G	D	Primary school
Slovak Republic	StQ-Q15d	D	Formal student meeting
Slovak Republic	StQ-Q15f	D	Environmentally friendly
Slovak Republic	StQ-Q15g	D	School magazine or web sites
Slovenia	StQ-Q15b, 15e	D	Class representative School parliament/council
Slovenia	StQ-Q15A-G	D	ISCED level 1
Slovenia	StQ-Q15d	D	Student assembly
Slovenia	StQ-Q15f	D	Environmentally friendly (e.g. by saving water or recycling)
Slovenia	StQ-Q15g	D	School newspaper or website
Spain	StQ-Q15b, 15e	D	Class or school representatives
Spain	StQ-Q15A-G	D	Primary Education
Spain	StQ-Q15d	D	Students assembly
Spain	StQ-Q15f	D	Environmentally friendly
Spain	StQ-Q15g	D	School publication or website
Sweden	StQ-Q15A-G	D	ISCED level 1
Sweden	StQ-Q15b	D	Class representative
Sweden	StQ-Q15d	D	Large meeting, student council meeting or similar
Sweden	StQ-Q15e	D	Candidate Student council
Sweden	StQ-Q15f	D	Environmentally friendly
Sweden	StQ-Q15g	D	School publication or website

StQ-Q16A-F

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

- 1 = Never
- 2 = Rarely
- 3 = Sometimes
- 4 = Often

- a) Teachers encourage students to make up their own minds.
- b) Students [bring up] current political events for discussion in class.
- c) Students express opinions in class even when their opinions are different from most of the other students.
- d) Teachers encourage students to discuss the issues with people having different opinions.
- e) Teachers present several sides of the issues when explaining them in class.
- f) Teachers encourage students to express their opinions.

Variable Name(s): IS4G16A, IS4G16B, IS4G16C, IS4G16D, IS4G16E, IS4G16F

Country	Item ID	Code	Documentation
Brazil	StQ-Q16b	D	Bring up
Bulgaria	StQ-Q16b	D	Bring up
Chinese Taipei	StQ-Q16b	D	Bring up
Colombia	StQ-Q16b	D	Bring up
Cyprus	StQ-Q16b	D	Mention
North Rhine-Westphalia (Germany)	StQ-Q16b	D	Bring up
Schleswig-Holstein (Germany)	StQ-Q16b	D	Bring up
Estonia	StQ-Q16b	D	Raise
France	StQ-Q16b	D	Mention
Italy	StQ-Q16b	D	Propose
Latvia	StQ-Q16b	D	Bring up
Lithuania	StQ-Q16b	D	Discuss
Malta	StQ-Q16b	D	Bring up

Netherlands	StQ-Q16b	D	Bring up
Norway	StQ-Q16b	D	Bring up
Poland	StQ-Q16b	D	Bring up
Romania	StQ-Q16b	D	Bring up
Serbia	StQ-Q16b	D	Bring up
Slovak Republic	StQ-Q16b	D	Bring up
Slovenia	StQ-Q16b	D	Suggest discussing
Spain	StQ-Q16b	D	Bring up
Sweden	StQ-Q16b	D	Bring up

StQ-Q17A-I

- Question:** At school, to what extent have you learned about the following issues or topics?
- 1 = To a large extent
 2 = To a moderate extent
 3 = To a small extent
 4 = Not at all
- a) How citizens can vote in local or national elections
 b) How laws are introduced and changed in [country of test]
 c) How to protect the environment (e.g. through energy-saving or recycling)
 d) How to contribute to solving problems in the [local community]
 e) How citizen rights are protected in [country of test]
 f) Political issues and events in other countries
 g) How the economy works
 h) How to check whether online information can be trusted
 i) How to become a candidate in a [local election]

Variable Name(s): IS4G17A, IS4G17B, IS4G17C, IS4G17D, IS4G17E, IS4G17F, IS4G17G, IS4G17H, IS4G17I

Country	Item ID	Code	Documentation
Brazil	StQ-Q17i	D	Local election
Bulgaria	StQ-Q17d	D	Your village
Bulgaria	StQ-Q17i	D	Local election
Colombia	StQ-Q17i	D	Election
Croatia	StQ-Q17i	D	Local election
Cyprus	StQ-Q17d	D	Local community
Cyprus	StQ-Q17i	D	Local community
Denmark	StQ-Q17d	D	Local-society
Denmark	StQ-Q17i	D	Local election
North Rhine-Westphalia (Germany)	StQ-Q17i	D	Communal election
Schleswig-Holstein (Germany)	StQ-Q17i	D	Communal election
Estonia	StQ-Q17d	D	Home site

Estonia	StQ-Q17i	D	Local elections
France	StQ-Q17i	D	Local election
Italy	StQ-Q17i	D	Municipality elections
Latvia	StQ-Q17i	D	Local election
Lithuania	StQ-Q17i	D	Local municipality elections
Malta	StQ-Q17i	D	Local election
Netherlands	StQ-Q17d	D	Surroundings / setting
Netherlands	StQ-Q17i	D	City council elections
Norway	StQ-Q17i	D	Local election
Poland	StQ-Q17i	D	Local election
Romania	StQ-Q17i	D	Local election
Serbia	StQ-Q17i	D	Local elections
Slovak Republic	StQ-Q17i	D	Local election
Slovenia	StQ-Q17i	D	Local election
Spain	StQ-Q17b, 17e	D	The country where I live
Spain	StQ-Q17i	D	Local election
Sweden	StQ-Q17d	D	Nearby area
Sweden	StQ-Q17i	D	Municipal election

StQ-Q20A-I

- Question:** How much do you agree or disagree with the following statements about political leaders, members of [parliament/congress] and political decision-making in [country of test]?
- 1 = Strongly agree
 2 = Agree
 3 = Disagree
 4 = Strongly disagree
- a) The political system of [country of test] works well.
 b) Members of [parliament/congress] do not care enough about the wishes of the people.
 c) Political decisions should more often be based on advice from scientific experts.
 d) Members of [parliament/congress] are good at representing the interests of young people.
 e) Political leaders have too much power compared to other people.
 f) Members of [parliament/congress] generally represent the interests of people in their country well.
 g) Democracy may have some problems but it is still the best form of government for [country of test].
 h) Members of [parliament/congress] usually forget the needs of the people who voted for them.
 i) Members of [parliament/congress] treat all people in society fairly.

Variable Name(s): IS4G20A, IS4G20B, IS4G20C, IS4G20D, IS4G20E, IS4G20F, IS4G20G, IS4G20H, IS4G20I

Country	Item ID	Code	Documentation
Spain	StQ-Q20A-I	D	The country where you live
Spain	StQ-Q20a, 20g	D	The country where I live

StQ-Q22A-M

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

- 1 = Very important
- 2 = Quite important
- 3 = Not very important
- 4 = Not important at all

- 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) Engaging in political discussions
- f) Participating in peaceful protests against laws believed to be unjust
- g) Participating in activities to benefit people in the [local community]
- h) Taking part in activities promoting human rights
- i) Taking part in activities to protect the environment
- j) Showing interest in different cultures and languages
- k) Making changes to one's personal lifestyle in order to become more [environmentally friendly]
- l) Supporting initiatives that promote equal opportunities for all people across the world
- m) Helping people in less developed countries

Variable Name(s): IS4G22A, IS4G22B, IS4G22C, IS4G22D, IS4G22E, IS4G22F, IS4G22G, IS4G22H, IS4G22I, IS4G22J, IS4G22K, IS4G22L, IS4G22M

Country	Item ID	Code	Documentation
Brazil	StQ-Q22k	D	Ecologically suitable
Bulgaria	StQ-Q22g	D	His village
Bulgaria	StQ-Q22k	D	Environmentally friendly
Chinese Taipei	StQ-Q22k	D	Environmentally friendly
Colombia	StQ-Q22k	D	Environmentally friendly
Croatia	StQ-Q22k	D	Nationally defined dimension: Making changes to one's personal life due to protection of the environment
Cyprus	StQ-Q22k	D	Environmentally friendly

Denmark	StQ-Q22k	D	Environmentally friendly
North Rhine-Westphalia (Germany)	StQ-Q22k	D	Environmentally friendly
Schleswig-Holstein (Germany)	StQ-Q22k	D	Environmentally friendly
Estonia	StQ-Q22g	D	Home site
Estonia	StQ-Q22k	D	Environmentally friendly
France	StQ-Q22k	D	Environmentally friendly
Italy	StQ-Q22a	D	Nationally defined dimension: Voting in every political election
Italy	StQ-Q22k	D	Environmentally friendly
Latvia	StQ-Q22k	D	Environmentally friendly
Lithuania	StQ-Q22k	D	Environmentally friendly
Malta	StQ-Q22k	D	Environmentally friendly
Netherlands	StQ-Q22g	D	Surroundings / setting
Netherlands	StQ-Q22k	D	Environmentally friendly
Norway	StQ-Q22k	D	Environmentally friendly
Poland	StQ-Q22g	D	Nationally defined dimension: Participating in activities for people in need in the local community
Poland	StQ-Q22k	D	Environmentally friendly
Romania	StQ-Q22k	D	Environmentally friendly
Serbia	StQ-Q22k	D	Environmentally more awareness
Slovak Republic	StQ-Q22k	D	Environmentally friendly
Slovenia	StQ-Q22k	D	Environmental friendly
Spain	StQ-Q22k	D	Environmentally friendly
Sweden	StQ-Q22k	D	Environmentally friendly

StQ-Q23A-I

Question: To what extent do you agree or disagree that the government should have the right to take the following actions during a national emergency (e.g. caused by the outbreak of an infectious disease such as [COVID-19])?

- 1 = Strongly agree
 2 = Agree
 3 = Disagree
 4 = Strongly disagree

- a) Close shops and businesses
 b) Fine people whose behavior might put others at risk
 c) Oblige people to provide information about their movements
 d) Postpone meetings of the [parliament/congress]
 e) Impose travel restrictions
 f) Make peaceful protests, marches or rallies illegal
 g) Close schools
 h) Make it illegal for people to leave their homes without sufficient cause
 i) Prohibit larger gatherings of people at sporting and entertainment events

Variable Name(s): IS4G23A, IS4G23B, IS4G23C, IS4G23D, IS4G23E, IS4G23F, IS4G23G, IS4G23H, IS4G23I

Country	Item ID	Code	Documentation
Brazil	StQ-Q23A-I	D	COVID-19
Bulgaria	StQ-Q23A-I	D	COVID-19
Bulgaria	StQ-Q23d	D	Members of parliament
Chinese Taipei	StQ-Q23A-I	D	COVID-19
Colombia	StQ-Q23A-I	D	COVID-19
Croatia	StQ-Q23A-I	D	COVID-19
Croatia	StQ-Q23d	D	Croatian parliament
Cyprus	StQ-Q23A-I	D	COVID-19
Denmark	StQ-Q23A-I	D	COVID-19
North Rhine-Westphalia (Germany)	StQ-Q23A-I	D	COVID-19

Schleswig-Holstein (Germany)	StQ-Q23A-I	D	COVID-19
Estonia	StQ-Q23A-I	D	COVID-19
France	StQ-Q23A-I	D	COVID-19
Italy	StQ-Q23A-I	D	COVID-19
Latvia	StQ-Q23A-I	D	COVID-19
Lithuania	StQ-Q23A-I	D	COVID-19
Malta	StQ-Q23A-I	D	COVID-19
Netherlands	StQ-Q23A-I	D	Coronavirus
Norway	StQ-Q23A-I	D	COVID-19/Corona
Poland	StQ-Q23A-I	D	COVID-19
Romania	StQ-Q23A-I	D	COVID-19
Serbia	StQ-Q23A-I	D	COVID-19
Slovak Republic	StQ-Q23A-I	D	COVID-19
Slovenia	StQ-Q23A-I	D	COVID-19/coronavirus disease
Slovenia	StQ-Q23d	D	Parliament (National Assembly)
Spain	StQ-Q23A-I	D	COVID-19
Sweden	StQ-Q23A-I	D	Corona (Covid-19)

StQ-Q24A-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]?
- 1 = Strongly agree
2 = Agree
3 = Disagree
4 = Strongly disagree
- a) [Immigrant] children should have the same opportunities for education that other children in the country have.
b) [Immigrants] who live in a country for several years should have the opportunity to vote in elections.
c) [Immigrants] should have the opportunity to continue their own customs and lifestyle.
d) [Immigrants] should have the same rights that everyone else in the country has.
e) [Immigrants] bring many cultural, social and economic benefits to [country of test].

Variable Name(s): IS4G24A, IS4G24B, IS4G24C, IS4G24D, IS4G24E

Country	Item ID	Code	Documentation
Brazil	StQ-Q24A-E	D	Immigrants
Brazil	StQ-Q24a	D	Immigrant
Brazil	StQ-Q24b-24e	D	Immigrants
Bulgaria	StQ-Q24A-E	D	Immigrants
Bulgaria	StQ-Q24a	D	Immigrant
Bulgaria	StQ-Q24b-24e	D	Immigrants
Chinese Taipei	StQ-Q24A-E	D	Immigrants
Chinese Taipei	StQ-Q24a	D	Immigrant
Chinese Taipei	StQ-Q24b-24e	D	Immigrants
Colombia	StQ-Q24A-E	D	Immigrants
Colombia	StQ-Q24a	D	Immigrant
Colombia	StQ-Q24b-24e	D	Immigrants

Croatia	StQ-Q24A-E	D	Immigrants
Croatia	StQ-Q24a	D	Immigrant
Croatia	StQ-Q24b-24e	D	Immigrants
Cyprus	StQ-Q24A-E	D	Immigrants
Cyprus	StQ-Q24a	D	Immigrant
Cyprus	StQ-Q24b-24e	D	Immigrants
Denmark	StQ-Q24A-E	D	Immigrants
Denmark	StQ-Q24a	D	Immigrant
Denmark	StQ-Q24b-24e	D	Immigrants
North Rhine-Westphalia (Germany)	StQ-Q24A-E	D	Immigrants
North Rhine-Westphalia (Germany)	StQ-Q24a	D	Immigrant
North Rhine-Westphalia (Germany)	StQ-Q24b-24e	D	Immigrants
Schleswig-Holstein (Germany)	StQ-Q24A-E	D	Immigrants
Schleswig-Holstein (Germany)	StQ-Q24a	D	Immigrant
Schleswig-Holstein (Germany)	StQ-Q24b-24e	D	Immigrants
Estonia	StQ-Q24A-E	D	Immigrants
Estonia	StQ-Q24a	D	Immigrant
Estonia	StQ-Q24b-24e	D	Immigrants
France	StQ-Q24A-E	D	Immigrants
France	StQ-Q24a	D	Immigrant
France	StQ-Q24b-24e	D	Immigrants
Italy	StQ-Q24A-E	D	Immigrants
Italy	StQ-Q24a	D	Immigrant
Italy	StQ-Q24b-24e	D	Immigrants
Latvia	StQ-Q24A-E	D	Immigrants
Latvia	StQ-Q24a	D	Immigrant
Latvia	StQ-Q24b-24e	D	Immigrants

Lithuania	StQ-Q24A-E	D	Immigrants
Lithuania	StQ-Q24a	D	Immigrant
Lithuania	StQ-Q24b-24e	D	Immigrants
Malta	StQ-Q24A-E	D	Immigrants
Malta	StQ-Q24a	D	Immigrant
Malta	StQ-Q24b-24e	D	Immigrants
Netherlands	StQ-Q24A-E	D	Immigrants
Netherlands	StQ-Q24a	D	Immigrant
Netherlands	StQ-Q24b-24e	D	Immigrants
Norway	StQ-Q24A-E	D	Immigrants
Norway	StQ-Q24a	D	Immigrant
Norway	StQ-Q24b-24e	D	Immigrants
Poland	StQ-Q24A-E	D	Immigrants
Poland	StQ-Q24a	D	Immigrant
Poland	StQ-Q24b-24e	D	Immigrants
Romania	StQ-Q24A-E	D	Immigrants
Romania	StQ-Q24a	D	Immigrant
Romania	StQ-Q24b-24e	D	Immigrants
Serbia	StQ-Q24A-E	D	Immigrants
Serbia	StQ-Q24a	D	Immigrant
Serbia	StQ-Q24b-24e	D	Immigrants
Slovak Republic	StQ-Q24A-E	D	Immigrants
Slovak Republic	StQ-Q24a	D	Immigrant
Slovak Republic	StQ-Q24b-24e	D	Immigrants
Slovenia	StQ-Q24A-E	D	Immigrants
Slovenia	StQ-Q24a	D	Immigrant
Slovenia	StQ-Q24b-24e	D	Immigrants

Spain	StQ-Q24A-E	D	Immigrants
Spain	StQ-Q24a	D	Immigrant
Spain	StQ-Q24b-24d	D	Immigrants
Spain	StQ-Q24e	D	Immigrants The country where I live
Sweden	StQ-Q24A-E	D	Immigrants
Sweden	StQ-Q24a	D	Who have immigrated
Sweden	StQ-Q24b-24e	D	Immigrants

StQ-Q25A-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?

1 = Strongly agree
2 = Agree
3 = Disagree
4 = Strongly disagree

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) There should be equal numbers of men and women in [parliament/congress].

Variable Name(s): IS4G25A, IS4G25B, IS4G25C, IS4G25D, IS4G25E, IS4G25F, IS4G25G

Country	Item ID	Code	Documentation
Bulgaria	StQ-Q25g	D	Members of parliament
Croatia	StQ-Q25g	D	Croatian parliament
Slovenia	StQ-Q25g	D	Parliament (parliamentary members)

StQ-Q26A-E

Question: There are different views about what we should do to protect the environment.
How much do you agree or disagree with the following statements?

1 = Strongly agree
2 = Agree
3 = Disagree
4 = Strongly disagree

a) Governments should focus more on protecting the environment than on supporting economic growth.
b) Every citizen needs to contribute to the reduction of pollution.
c) [Country of test] should contribute to protecting the environment in other countries.
d) All human beings should take responsibility for preserving the natural world.
e) Countries need to work together to preserve the world's natural resources.

Variable Name(s): IS4G26A, IS4G26B, IS4G26C, IS4G26D, IS4G26E

Country	Item ID	Code	Documentation
Spain	StQ-Q26c	D	The country where I live

StQ-Q26OA-OE

Question: There are different views on the rights and responsibilities of different [ethnic groups] in society.
How much do you agree or disagree with the following statements?

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

- a) All [ethnic groups] should have an equal chance to get good jobs in [country of test].
- b) Schools should teach students to respect [members of all ethnic groups].
- c) [Members of all ethnic groups] should be encouraged to run in elections for political office.
- d) All [ethnic groups] should have an equal chance to get a good education in [country of test].
- e) [Members of all ethnic groups] should have the same rights and responsibilities.

Variable Name(s): IS4G26OA, IS4G26OB, IS4G26OC, IS4G26OD, IS4G26OE

Country	Item ID	Code	Documentation
Brazil	StQ-Q26OA-OE	D	Ethnic groups
Brazil	StQ-Q26Oa, 26Od	D	Ethnic groups
Brazil	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all ethnic groups
Bulgaria	StQ-Q26OA-OE	D	Ethnic and racial groups
Bulgaria	StQ-Q26Oa, 26Od	D	Ethnic and racial groups
Bulgaria	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all ethnic and racial groups
Chinese Taipei	StQ-Q26OA-OE	D	Ethnic group
Chinese Taipei	StQ-Q26Oa, 26Od	D	Ethnic group
Chinese Taipei	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all ethnic groups
Colombia	StQ-Q26OA-OE	D	Ethnic groups
Colombia	StQ-Q26Oa, 26Od	D	Ethnic groups

Colombia	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all ethnic groups
Croatia	StQ-Q26OA-OE	D	Ethnic groups
Croatia	StQ-Q26Oa, 26Od	D	Ethnic groups
Croatia	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all ethnic groups
Cyprus	StQ-Q26OA-OE	D	Ethnic groups
Cyprus	StQ-Q26Oa, 26Od	D	Ethnic groups
Cyprus	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all ethnic groups
Denmark	StQ-Q26OA-OE	D	Ethnic groups
Denmark	StQ-Q26Oa, 26Od	D	Ethnic groups
Denmark	StQ-Q26Ob, 26Oc, 26Oe	D	People from all ethnic groups
North Rhine-Westphalia (Germany)	StQ-Q26OA-OE	X	Question not administered or data not available
Schleswig-Holstein (Germany)	StQ-Q26OA-OE	X	Question not administered or data not available
Estonia	StQ-Q26OA-OE	D	Ethnic groups
Estonia	StQ-Q26Oa, 26Od	D	Ethnic groups
Estonia	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all ethnic groups
France	StQ-Q26OA-OE	X	Question not administered or data not available
Italy	StQ-Q26OA-OE	D	Ethnic groups
Italy	StQ-Q26Oa, 26Od	D	Ethnic groups
Italy	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all ethnic groups
Latvia	StQ-Q26OA-OE	D	Ethnic groups
Latvia	StQ-Q26Oa, 26Od	D	Ethnic groups
Latvia	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all ethnic groups
Lithuania	StQ-Q26OA-OE	D	Ethnic and racial groups
Lithuania	StQ-Q26Oa, 26Od	D	Ethnic and racial groups

Lithuania	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all ethnic and racial groups
Malta	StQ-Q26OA-OE	D	Ethnic groups
Malta	StQ-Q26Oa, 26Od	D	Ethnic groups
Malta	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all ethnic groups
Netherlands	StQ-Q26OA-OE	D	Ethnic groups
Netherlands	StQ-Q26Oa, 26Od	D	Ethnic groups
Netherlands	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all ethnic groups
Norway	StQ-Q26OA-OE	D	Folk groups/ethnic groups
Norway	StQ-Q26Oa, 26Od	D	Folk groups/ethnic groups
Norway	StQ-Q26Ob, 26Oc, 26Oe	D	All folk groups/ethnic groups
Poland	StQ-Q26OA-OE	D	Ethnic groups
Poland	StQ-Q26Oa, 26Od	D	Ethnic groups
Poland	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all ethnic groups
Romania	StQ-Q26OA-OE	D	Ethnic groups
Romania	StQ-Q26Oa, 26Od	D	Ethnic groups
Romania	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all ethnic groups
Serbia	StQ-Q26OA-OE	D	Ethnic groups
Serbia	StQ-Q26Oa, 26Od	D	Ethnic groups
Serbia	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all ethnic groups
Slovak Republic	StQ-Q26OA-OE	D	Ethnic groups
Slovak Republic	StQ-Q26Oa, 26Od	D	Ethnic groups
Slovak Republic	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all ethnic groups
Slovenia	StQ-Q26OA-OE	D	Nationalities
Slovenia	StQ-Q26Oa, 26Od	D	Nationalities
Slovenia	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all nationalities

Spain	StQ-Q26OA-OE	D	Ethnic groups
Spain	StQ-Q26Oa, 26Od	D	Ethnic groups The country where I live
Spain	StQ-Q26Ob, 26Oc, 26Oe	D	Members of all ethnic groups
Sweden	StQ-Q26OA-OE	D	Ethnic groups
Sweden	StQ-Q26Oa- 26Oe	D	All people, regardless of ethnic affiliation

StQ-Q27A-Q

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

- 1 = Completely
 2 = Quite a lot
 3 = A little
 4 = Not at all

- 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) [Parliament/congress]
 g) Traditional media (television, newspapers, radio)
 h) Social media (e.g. [Instagram, Facebook, Twitter])
 i) [The Armed Forces]
 j) Scientists
 k) Your teachers
 l) Schools in general
 m) The United Nations
 n) People in general
 o) [State/Province] government
 p) European Commission
 q) European Parliament

Variable Name(s): IS4G27A, IS4G27B, IS4G27C, IS4G27D, IS4G27E, IS4G27F, IS4G27G, IS4G27H, IS4G27I, IS4G27J, IS4G27K, IS4G27L, IS4G27M, IS4G27N, IS4G27O, IS4G27P, IS4G27Q

Country	Item ID	Code	Documentation
Brazil	StQ-Q27a	D	Federal government
Brazil	StQ-Q27b	D	Municipal/district government
Brazil	StQ-Q27h	D	Twitter, blogs, YouTube
Brazil	StQ-Q27i	D	Armed Forces
Brazil	StQ-Q27o	D	State/District/Municipal
Brazil	StQ-Q27p	X	Dimension not administered or data not available
Brazil	StQ-Q27q	X	Dimension not administered or data not available

Bulgaria	StQ-Q27a	D	The Government
Bulgaria	StQ-Q27b	D	Local authority
Bulgaria	StQ-Q27f	D	The Parliament
Bulgaria	StQ-Q27h	D	Social media (e.g. Twitter, blogs, YouTube)
Bulgaria	StQ-Q27i	D	The Armed Forces
Bulgaria	StQ-Q27o	X	Dimension not administered or data not available
Chinese Taipei	StQ-Q27a	D	National government of Taiwan
Chinese Taipei	StQ-Q27b	D	Local government
Chinese Taipei	StQ-Q27h	D	Instagram, Facebook, Line, YouTube
Chinese Taipei	StQ-Q27i	D	The Armed Forces
Chinese Taipei	StQ-Q27o	X	Dimension not administered or data not available
Chinese Taipei	StQ-Q27q	X	Dimension not administered or data not available
Colombia	StQ-Q27a	D	National government
Colombia	StQ-Q27b	D	Local government
Colombia	StQ-Q27h	D	Instagram, Facebook, Twitter
Colombia	StQ-Q27i	D	The Armed Forces
Colombia	StQ-Q27o	D	State government
Colombia	StQ-Q27p	X	Dimension not administered or data not available
Colombia	StQ-Q27q	X	Dimension not administered or data not available
Croatia	StQ-Q27b	D	The local government
Croatia	StQ-Q27h	D	Social media (e.g. Twitter, blogs, YouTube)
Croatia	StQ-Q27i	D	Armed Forces of the Republic of Croatia
Croatia	StQ-Q27o	D	County government
Cyprus	StQ-Q27a	D	Government
Cyprus	StQ-Q27b	D	Municipality

Cyprus	StQ-Q27f	D	Parliament
Cyprus	StQ-Q27h	D	Instagram, Facebook, Twitter
Cyprus	StQ-Q27i	D	The Armed Forces
Cyprus	StQ-Q27o	X	Dimension not administered or data not available
Denmark	StQ-Q27a	D	National government
Denmark	StQ-Q27b	D	Local government
Denmark	StQ-Q27h	D	Instagram, Facebook, Twitter
Denmark	StQ-Q27i	D	The defence
Denmark	StQ-Q27o	D	Dimension not administered or data not available
North Rhine-Westphalia (Germany)	StQ-Q27a	D	Federal Government
North Rhine-Westphalia (Germany)	StQ-Q27b	D	Local government / administration
North Rhine-Westphalia (Germany)	StQ-Q27h	D	Facebook, Instagram, YouTube
North Rhine-Westphalia (Germany)	StQ-Q27i	D	Federal Defence Forces
North Rhine-Westphalia (Germany)	StQ-Q27o	D	Government of your federal state
Schleswig-Holstein (Germany)	StQ-Q27a	D	Federal Government
Schleswig-Holstein (Germany)	StQ-Q27b	D	Local government / administration
Schleswig-Holstein (Germany)	StQ-Q27h	D	Facebook, Instagram, YouTube
Schleswig-Holstein (Germany)	StQ-Q27i	D	Federal Defence Forces
Schleswig-Holstein (Germany)	StQ-Q27o	D	Government of your federal state
Estonia	StQ-Q27a	D	Government of the Republic of Estonia
Estonia	StQ-Q27b	D	Parish/town government
Estonia	StQ-Q27h	D	Instagram, Facebook, Twitter
Estonia	StQ-Q27i	D	Eesti Kaitsevägi
Estonia	StQ-Q27o	X	Dimension not administered or data not available
France	StQ-Q27a	D	French government

France	StQ-Q27b	D	City council
France	StQ-Q27h	D	Instagram, Facebook, Twitter
France	StQ-Q27i	D	Army
France	StQ-Q27o	D	The regional council
Italy	StQ-Q27a	D	Italian Government
Italy	StQ-Q27b	D	Local administration
Italy	StQ-Q27h	D	Instagram, Facebook, Twitter
Italy	StQ-Q27i	D	Armed Forces
Italy	StQ-Q27o	D	Region
Latvia	StQ-Q27a	D	Government
Latvia	StQ-Q27b	D	Local government
Latvia	StQ-Q27h	D	Instagram, Facebook, Twitter, blogs, YouTube
Latvia	StQ-Q27i	D	National Armed Forces
Latvia	StQ-Q27o	X	Dimension not administered or data not available
Lithuania	StQ-Q27a	D	Government
Lithuania	StQ-Q27b	D	City government
Lithuania	StQ-Q27h	D	Instagram, Facebook, Twitter
Lithuania	StQ-Q27i	D	Military
Lithuania	StQ-Q27o	D	Region government
Malta	StQ-Q27a	D	Government
Malta	StQ-Q27b	D	The local council of your town
Malta	StQ-Q27h	D	Instagram, Facebook, Twitter
Malta	StQ-Q27i	D	The Armed Forces
Malta	StQ-Q27o	X	Dimension not administered or data not available
Netherlands	StQ-Q27a	D	National government
Netherlands	StQ-Q27b	D	Municipality government

Netherlands	StQ-Q27h	D	Instagram, Facebook, Twitter
Netherlands	StQ-Q27i	D	The army
Netherlands	StQ-Q27o	D	Provincial government
Netherlands	StQ-Q27p	X	Dimension not administered or data not available
Norway	StQ-Q27a	D	Norwegian government
Norway	StQ-Q27b	D	Municipality or city council
Norway	StQ-Q27h	D	Instagram, Face, TikTok
Norway	StQ-Q27i	D	The Armed Forces
Norway	StQ-Q27o	D	Region
Norway	StQ-Q27p	X	Dimension not administered or data not available
Norway	StQ-Q27q	X	Dimension not administered or data not available
Poland	StQ-Q27a	D	Government of Poland
Poland	StQ-Q27b	D	Nationally defined dimension: The local authorities in your town/city or village
Poland	StQ-Q27f	D	Polish parliament (Sejm and Senat)
Poland	StQ-Q27h	D	Facebook, Instagram, Twitter, YouTube
Poland	StQ-Q27i	D	Army
Poland	StQ-Q27o	X	Dimension not administered or data not available
Romania	StQ-Q27a	D	Romanian Government
Romania	StQ-Q27b	D	City Hall and Local Council
Romania	StQ-Q27h	D	Instagram, Facebook, TikTok, Snapchat, YouTube, blogs
Romania	StQ-Q27i	D	Army
Romania	StQ-Q27o	D	County
Serbia	StQ-Q27a	D	National government
Serbia	StQ-Q27b	D	Local government
Serbia	StQ-Q27h	D	Instagram, Facebook, Twitter

Serbia	StQ-Q27i	D	Army of Republic of Serbia
Serbia	StQ-Q27o	D	Province
Slovak Republic	StQ-Q27b	D	Local government
Slovak Republic	StQ-Q27h	D	Facebook, Instagram, YouTube
Slovak Republic	StQ-Q27i	D	Army
Slovak Republic	StQ-Q27o	D	Local government
Slovenia	StQ-Q27b	D	Municipal authorities
Slovenia	StQ-Q27h	D	Instagram, Facebook, Twitter)
Slovenia	StQ-Q27i	D	The army
Slovenia	StQ-Q27o	X	Dimension not administered or data not available
Spain	StQ-Q27a	D	Government of the country where I live
Spain	StQ-Q27b	D	Local government
Spain	StQ-Q27h	D	Instagram, Facebook, Twitter
Spain	StQ-Q27i	D	The Armed Forces
Spain	StQ-Q27o	D	Autonomous community or city
Sweden	StQ-Q27a	D	Swedish government
Sweden	StQ-Q27b	D	The local government
Sweden	StQ-Q27h	D	Instagram, Facebook, Twitter
Sweden	StQ-Q27i	D	The Armed Forces
Sweden	StQ-Q27o	X	Dimension not administered or data not available

StQ-Q28A-K

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

- 1 = To a large extent
- 2 = To a moderate extent
- 3 = To a small extent
- 4 = Not at all

- a) Pollution
- b) Violent conflict
- c) Poverty
- d) Climate change
- e) Unemployment
- f) Overpopulation
- g) Infectious diseases (e.g. [measles], [COVID-19])
- h) Terrorism
- i) Global financial crises
- j) [Loss of biodiversity, extinction of living species]
- k) Water shortages

Variable Name(s): IS4G28A, IS4G28B, IS4G28C, IS4G28D, IS4G28E, IS4G28F, IS4G28G, IS4G28H, IS4G28I, IS4G28J, IS4G28K

Country	Item ID	Code	Documentation
Brazil	StQ-Q28g	D	Measles COVID-19
Brazil	StQ-Q28j	D	Loss of biodiversity, extinction of living species
Bulgaria	StQ-Q28g	D	For example, Measles, COVID-19
Bulgaria	StQ-Q28j	D	Reduction of biodiversity, extinction of plant and animal species
Chinese Taipei	StQ-Q28g	D	COVID-19, AIDS
Chinese Taipei	StQ-Q28j	D	Reduction of biodiversity, extinction of plant and animal species
Colombia	StQ-Q28g	D	Measles, COVID-19
Colombia	StQ-Q28j	D	Loss of biodiversity, extinction of living species
Croatia	StQ-Q28g	D	Measles, COVID-19

Croatia	StQ-Q28j	D	Loss of biodiversity, extinction of plant and animal species
Cyprus	StQ-Q28g	D	Measles, COVID-19
Cyprus	StQ-Q28j	D	Loss of biodiversity, extinction of living species
Denmark	StQ-Q28g	D	Measles, COVID-19
Denmark	StQ-Q28j	D	Extinction of living species in nature, loss of biodiversity
North Rhine-Westphalia (Germany)	StQ-Q28g	D	Measles, COVID-19
North Rhine-Westphalia (Germany)	StQ-Q28j	D	Extinctions of biological species
Schleswig-Holstein (Germany)	StQ-Q28g	D	Measles, COVID-19
Schleswig-Holstein (Germany)	StQ-Q28j	D	Extinctions of biological species
Estonia	StQ-Q28g	D	Measles, COVID-19
Estonia	StQ-Q28j	D	Loss of biodiversity, extinction of species
France	StQ-Q28g	D	Measles, COVID-19
France	StQ-Q28j	D	Loss of biodiversity, extinction of living species
Italy	StQ-Q28g	D	Measles, COVID-19
Italy	StQ-Q28j	D	Loss of biodiversity, extinction of living species
Latvia	StQ-Q28g	D	Measles, COVID-19
Latvia	StQ-Q28j	D	Loss of biodiversity, extinction of living species
Lithuania	StQ-Q28g	D	Meningitis infection, measles, COVID-19
Lithuania	StQ-Q28j	D	Loss of biodiversity, extinction of living species
Malta	StQ-Q28g	D	Measles, COVID-19
Malta	StQ-Q28j	D	Loss of biodiversity, extinction of living species
Netherlands	StQ-Q28g	D	Measles, Coronavirus
Netherlands	StQ-Q28j	D	Less biodiversity (less different plants and animals)
Norway	StQ-Q28g	D	Swine flu, COVID-19/CORONA
Norway	StQ-Q28j	D	Loss of biodiversity, extinction of species

Poland	StQ-Q28g	D	Measles, Covid-19
Poland	StQ-Q28j	D	Extinction of plant and animal species, loss of biodiversity
Romania	StQ-Q28g	D	Measles, COVID-19
Romania	StQ-Q28j	D	Loss of biodiversity, extinction of living species
Serbia	StQ-Q28g	D	Measles, COVID-19
Serbia	StQ-Q28j	D	Loss of biodiversity, extinction of living species
Slovak Republic	StQ-Q28g	D	Measles, COVID-19
Slovak Republic	StQ-Q28j	D	Loss of biodiversity, extinction of living species
Slovenia	StQ-Q28g	D	Measles, COVID-19/ coronavirus
Slovenia	StQ-Q28j	D	Loss of biodiversity, extinction of living species
Spain	StQ-Q28g	D	Measles, COVID-19
Spain	StQ-Q28j	D	Loss of biodiversity, extinction of living species
Sweden	StQ-Q28g	D	Measles, Corona/Covid-19
Sweden	StQ-Q28j	D	Loss of biodiversity, extinction of living species

StQ-Q29A-G

Question: How well do you think you would do the following activities?

- 1 = Very well
- 2 = Fairly well
- 3 = Not very well
- 4 = Not at all

- a) Argue your point of view about a controversial political or social issue
- b) Stand as a candidate in a [school election]
- c) Organise a group of students in order to achieve changes at school
- d) Follow a debate about a controversial issue
- e) Write a letter or email to a newspaper giving your view on a current issue
- f) Speak in front of your class about a social or political issue
- g) Assess the credibility of information about political or social issues

Variable Name(s): IS4G29A, IS4G29B, IS4G29C, IS4G29D, IS4G29E, IS4G29F, IS4G29G

Country	Item ID	Code	Documentation
Brazil	StQ-Q29b	D	School election
Bulgaria	StQ-Q29b	D	Student council
Chinese Taipei	StQ-Q29b	D	School election
Colombia	StQ-Q29b	D	School election
Croatia	StQ-Q29b	D	School election
Cyprus	StQ-Q29b	D	School election
Denmark	StQ-Q29b	D	Student council election
North Rhine-Westphalia (Germany)	StQ-Q29b	D	Election of student representatives
Schleswig-Holstein (Germany)	StQ-Q29b	D	Election of student representatives
Estonia	StQ-Q29b	D	Students' representative body
France	StQ-Q29b	D	Class representative election
Italy	StQ-Q29b	D	School election
Latvia	StQ-Q29b	D	School council elections

Lithuania	StQ-Q29b	D	Students council
Malta	StQ-Q29b	D	Students' council election
Netherlands	StQ-Q29b	D	Election within school
Norway	StQ-Q29b	D	Class election or class council
Poland	StQ-Q29b	D	Students council election
Romania	StQ-Q29b	D	Election for students' school council
Serbia	StQ-Q29b	D	School election
Slovak Republic	StQ-Q29b	D	School election
Slovenia	StQ-Q29b	D	School election
Spain	StQ-Q29b	D	School election
Sweden	StQ-Q29b	D	School election

StQ-Q30A-D

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?

- 1 = Very likely
2 = Quite likely
3 = Not very likely
4 = Not at all likely

- a) Vote in a school election of [class representatives] or [school parliament/council]
b) Join a group of students campaigning for an issue you agree with
c) Become a candidate for [class representative] or [school parliament/council]
d) Take part in discussions in a [student assembly/gathering]

Variable Name(s): IS4G30A, IS4G30B, IS4G30C, IS4G30D

Country	Item ID	Code	Documentation
Brazil	StQ-Q30a, 30c	D	Class representatives Student association
Brazil	StQ-Q30d	D	Student assembly or gathering
Bulgaria	StQ-Q30a, 30c	D	Class representative or school parliament
Bulgaria	StQ-Q30d	D	Student assembly
Chinese Taipei	StQ-Q30a, 30c	D	Class representatives School parliament
Chinese Taipei	StQ-Q30d	D	Student assembly
Colombia	StQ-Q30a, 30c	D	Class representatives School council
Colombia	StQ-Q30d	D	Student assembly
Croatia	StQ-Q30a	D	Nationally defined dimension: Vote in a school election for a candidate for class representative or representative of students in the school parliament
Croatia	StQ-Q30c	D	Nationally defined dimension: Become a candidate for class representative of students in the school parliament

Croatia	StQ-Q30d	D	Student assembly (gathering)
Cyprus	StQ-Q30a, 30c	D	Class representative School parliament
Cyprus	StQ-Q30d	D	Student assembly
Denmark	StQ-Q30a, 30c	D	Student council
Denmark	StQ-Q30d	D	Joint-meeting for all students of the school
North Rhine-Westphalia (Germany)	StQ-Q30a, 30c	D	Class representative Student representative
North Rhine-Westphalia (Germany)	StQ-Q30d	D	Student assembly
Schleswig-Holstein (Germany)	StQ-Q30a, 30c	D	Class representative Student representative
Schleswig-Holstein (Germany)	StQ-Q30d	D	Student assembly
Estonia	StQ-Q30a, 30c	D	Class representative Students' representative body
Estonia	StQ-Q30d	D	Student gatherings
France	StQ-Q30a, 30c	D	Class representative Representative in a school council
France	StQ-Q30d	D	Student assembly
Italy	StQ-Q30a, 30c	D	Class representative School parliament
Italy	StQ-Q30d	D	Student assembly or meeting
Latvia	StQ-Q30a, 30c	D	Class representatives Council of the students
Latvia	StQ-Q30d	D	Council of the students
Lithuania	StQ-Q30a, 30c	D	Class representatives Students' Council
Lithuania	StQ-Q30d	D	Student assembly
Malta	StQ-Q30a, 30c	D	Class representative Students' council
Malta	StQ-Q30d	D	Student assembly
Netherlands	StQ-Q30a, 30c	D	Class representative Student council

Netherlands	StQ-Q30d	D	Student assembly
Norway	StQ-Q30a, 30c	D	Class representative for the class/level School parliament
Norway	StQ-Q30d	D	Student assemblies/gatherings
Poland	StQ-Q30a, 30c	D	Class representative Student council
Poland	StQ-Q30d	D	Student gathering, assembly
Romania	StQ-Q30a, 30c	D	Class representatives Students' school council
Romania	StQ-Q30d	D	Students' school council
Serbia	StQ-Q30a, 30c	D	Class representatives School parliament
Serbia	StQ-Q30d	D	Student assembly/gathering
Slovak Republic	StQ-Q30a, 30c	D	Class representatives School parliament
Slovak Republic	StQ-Q30d	D	Student assembly
Slovenia	StQ-Q30a, 30c	D	Class representative School parliament
Slovenia	StQ-Q30d	D	Student assembly/gathering
Spain	StQ-Q30a, 30c	D	Class or school parliament/council representatives
Spain	StQ-Q30d	D	Students assembly
Sweden	StQ-Q30a	D	School parliament
Sweden	StQ-Q30c	D	Class representative to the school parliament
Sweden	StQ-Q30d	D	Big meeting, student council meeting or similar

StQ-Q31A-N

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?

- 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

- 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 about social or political issues
- f) Organize an online campaign in support of a political or social issue
- g) Refuse to buy products that are harmful for the environment
- h) Tell someone to stop causing damage to the environment
- i) Participate in an organized protest to demand more action to protect our environment
- j) Encourage other people to make personal efforts to help the environment (e.g. through saving water)
- k) Spray-paint protest slogans on walls
- l) Stage a protest by blocking traffic
- m) Occupy public buildings as a sign of protest
- n) Participate in a school strike

Variable Name(s):

IS4G31A, IS4G31B, IS4G31C, IS4G31D, IS4G31E, IS4G31F, IS4G31G, IS4G31H, IS4G31I, IS4G31J, IS4G31K, IS4G31L, IS4G31M, IS4G31N

Country	Item ID	Code	Documentation
Brazil	StQ-Q31b	D	Elected politician
Bulgaria	StQ-Q31B	D	Representative in parliament
Colombia	StQ-Q31b	D	Councilman, senator or congressman
Croatia	StQ-Q31B	D	Elected representative
Cyprus	StQ-Q31b	D	Elected representative
Denmark	StQ-Q31b	D	Elected politician
North Rhine-Westphalia (Germany)	StQ-Q31b	D	Member of the German Parliament

Schleswig-Holstein (Germany)	StQ-Q31b	D	Member of the German Parliament
Estonia	StQ-Q31b	D	Deputy
France	StQ-Q31b	D	Elected
Italy	StQ-Q31b	D	Member of parliament
Latvia	StQ-Q31b	D	Elected representative
Lithuania	StQ-Q31b	D	Member of Seimas
Malta	StQ-Q31b	D	A member of parliament
Netherlands	StQ-Q31b	D	Representative of the people
Norway	StQ-Q31b	D	Elected for the municipality council or the parliament
Poland	StQ-Q31b	D	Nationally defined dimension: Contact your representative chosen in an election (e.g. local government representative, Sejm representative, Senat representative)
Romania	StQ-Q31b	D	Senator or deputy
Serbia	StQ-Q31b	D	Elected representative
Slovak Republic	StQ-Q31b	D	Elected representative
Slovenia	StQ-Q31b	D	Elected representative
Spain	StQ-Q31b	D	Elected representative
Sweden	StQ-Q31b	D	Elected representative

StQ-Q32A-K

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?

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

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 organisation for a political or social cause

i) Volunteer time to help other people in the [local community]

j) Vote in [state, province elections]

k) Vote in European elections

Variable Name(s): IS4G32A, IS4G32B, IS4G32C, IS4G32D, IS4G32E, IS4G32F, IS4G32G, IS4G32H, IS4G32I, IS4G32J, IS4G32K

Country	Item ID	Code	Documentation
Brazil	StQ-Q32a, 32g	D	Municipal elections
Brazil	StQ-Q32b	D	National elections
Brazil	StQ-Q32j	D	State, district or municipal elections
Brazil	StQ-Q32k	X	Dimension not administered or data not available
Bulgaria	StQ-Q32a, 32g	D	Local elections
Bulgaria	StQ-Q32b	D	Parliamentary and presidential elections
Bulgaria	StQ-Q32i	D	My village
Bulgaria	StQ-Q32j	X	Dimension not administered or data not available
Chinese Taipei	StQ-Q32a, 32g	D	Local elections
Chinese Taipei	StQ-Q32j-2k	X	Dimension not administered or data not available
Chinese Taipei	StQ-Q32b	D	Elected representative

Colombia	StQ-Q32a, 32g	D	Municipality elections
Colombia	StQ-Q32b	D	National elections
Colombia	StQ-Q32j	D	State elections
Colombia	StQ-Q32k	X	Dimension not administered or data not available
Croatia	StQ-Q32a, 32g	D	Local elections
Croatia	StQ-Q32B	D	National elections
Croatia	StQ-Q32J	D	County elections
Cyprus	StQ-Q32a, 32g	D	Local elections
Cyprus	StQ-Q32b	D	Presidential / parliamentary elections
Cyprus	StQ-Q32i	D	Local community
Cyprus	StQ-Q32j	X	Dimension not administered or data not available
Denmark	StQ-Q32a, 32g	D	Municipality election
Denmark	StQ-Q32b	D	National-parliament-election
Denmark	StQ-Q32i	D	Local-society
Denmark	StQ-Q32j	X	Dimension not administered or data not available
North Rhine-Westphalia (Germany)	StQ-Q32a, 32g	D	Communal elections
North Rhine-Westphalia (Germany)	StQ-Q32b	D	Elections of the Federal Parliament
North Rhine-Westphalia (Germany)	StQ-Q32i	D	Quarter or community
North Rhine-Westphalia (Germany)	StQ-Q32j	D	Elections of the state parliament
Schleswig-Holstein (Germany)	StQ-Q32a, 32g	D	Communal elections
Schleswig-Holstein (Germany)	StQ-Q32b	D	Elections of the Federal Parliament
Schleswig-Holstein (Germany)	StQ-Q32i	D	Quarter or community
Schleswig-Holstein (Germany)	StQ-Q32j	D	Elections of the state parliament
Estonia	StQ-Q32a, 32g	D	Elections of the parish/town council
Estonia	StQ-Q32b	D	Elections of Riigikogu

Estonia	StQ-Q32i	D	Home site
Estonia	StQ-Q32j	X	Dimension not administered or data not available
France	StQ-Q32a, 32g	D	Local elections
France	StQ-Q32b	D	Presidential elections
France	StQ-Q32j	D	Regional elections
Italy	StQ-Q32a, 32g	D	Municipality elections
Italy	StQ-Q32b	D	Political elections
Italy	StQ-Q32j	D	Regional elections
Latvia	StQ-Q32a, 32g	D	Local government elections
Latvia	StQ-Q32b	D	National parliament elections
Latvia	StQ-Q32j	X	Dimension not administered or data not available
Lithuania	StQ-Q32a, 32g	D	Local elections
Lithuania	StQ-Q32b	D	Parliament and president elections of a country
Lithuania	StQ-Q32j	X	Dimension not administered or data not available
Malta	StQ-Q32a, 32g	D	Local council elections
Malta	StQ-Q32b	D	General elections
Malta	StQ-Q32j	X	Dimension not administered or data not available
Netherlands	StQ-Q32a, 32g	D	Municipal elections
Netherlands	StQ-Q32b	D	National elections
Netherlands	StQ-Q32i	D	Own village or city
Netherlands	StQ-Q32j	D	Provincial elections
Norway	StQ-Q32a, 32g	D	Municipality election
Norway	StQ-Q32b	D	Parliament election
Norway	StQ-Q32j	D	County council election
Norway	StQ-Q32k	X	Dimension not administered or data not available

Poland	StQ-Q32a, 32g	D	Local elections
Poland	StQ-Q32b	D	National elections
Poland	StQ-Q32j	X	Dimension not administered or data not available
Romania	StQ-Q32a, 32g	D	Local elections
Romania	StQ-Q32b	D	National elections
Romania	StQ-Q32j	D	County elections
Serbia	StQ-Q32a, 32g	D	Local elections
Serbia	StQ-Q32b	D	National elections
Serbia	StQ-Q32j	D	Province elections
Serbia	StQ-Q32k	X	Dimension not administered or data not available
Slovak Republic	StQ-Q32a, 32g	D	Local elections
Slovak Republic	StQ-Q32b	D	Whole-national elections
Slovak Republic	StQ-Q32j	D	Higher Territorial Unit votes
Slovenia	StQ-Q32a, 32g	D	Local elections
Slovenia	StQ-Q32b	D	National elections
Slovenia	StQ-Q32j	X	Dimension not administered or data not available
Spain	StQ-Q32a, 32g	D	Local elections
Spain	StQ-Q32b	D	National elections
Spain	StQ-Q32j	D	Autonomous elections
Sweden	StQ-Q32a, 32g	D	Municipal election
Sweden	StQ-Q32b	D	National elections
Sweden	StQ-Q32j	D	Local election

StQ-Q33

Question: What is your [religion]?

- 1 = No religion
- 2 = [A]
- 3 = [B]
- 4 = [C]
- 5 = [D]
- 6 = Another religion

Variable Name(s): IS4G33

Country	Item ID	Code	Documentation
Brazil	StQ-Q33	D	Religion Nationally defined categories: 1 = No religion 2 = Catholic 3 = Evangelical 4 = Spiritualist 5 = Afro-descendent religion 6 = Other religion
Bulgaria	StQ-Q33	D	Stem of the question changed: What religion do you practice? Nationally defined categories: 1 = No religion 2 = Orthodoxy 3 = Catholicism 4 = Islam 5 = Judaism 6 = Another religion
Chinese Taipei	StQ-Q33	D	Religion Nationally defined categories: 1 = No religion 2 = Folk religion (i.e., Mazu, Wangye, Guan Yu etc.) 3 = Buddhism 4 = Daoism 5 = Christianity/Catholicism 6 = Another religion

Colombia	StQ-Q33	D	Religion	Nationally defined categories recoded for international comparability: 1 = No religion 2 = Catholic 3 = Protestant 4 = Category not administered or data not available 5 = Category not administered or data not available 6 = Other religion
Croatia	StQ-Q33	D	Religion	Nationally defined categories: 1 = No religion (atheist, agnostic or sceptic) 2 = Catholic 3 = Orthodox 4 = Muslim 5 = Jew 6 = Other religions, movements and world-views
Cyprus	StQ-Q33	D	Religion	Nationally defined categories: 1 = No religion 2 = Christian (Orthodox) 3 = Christian (Catholic) 4 = Christian (other) 5 = Muslim 6 = Another religion
Denmark	StQ-Q33	X	Question not administered or data not available	
North Rhine-Westphalia (Germany)	StQ-Q33	D	Religion	Nationally defined categories: 1 = No religion 2 = Christianity 3 = Islam 4 = Judaism 5 = Buddhism 6 = Another religion

Schleswig-Holstein (Germany)	StQ-Q33	D	Religion Nationally defined categories: 1 = No religion 2 = Christianity 3 = Islam 4 = Judaism 5 = Buddhism 6 = Another religion
Estonia	StQ-Q33	D	Religion Nationally defined categories: 1 = No religion 2 = Protestant 3 = Orthodox 4 = Catholic 5 = Baptist 6 = Another religion
France	StQ-Q33	X	Question not administered or no data available
Italy	StQ-Q33	X	Question not administered or data not available
Latvia	StQ-Q33	D	Religion Nationally defined categories: 1 = No religion 2 = Catholic 3 = Lutheran 4 = Orthodox 5 = Baptist 6 = Another religion
Lithuania	StQ-Q33	D	Religion Nationally defined categories: 1 = No religion 2 = Roman Catholic 3 = Orthodox 4 = Evangelical Lutheran 5 = Old believers 6 = Another religion

Malta	StQ-Q33	D	Religion Nationally defined categories: 1 = No religion 2 = Christianity 3 = Islam 4 = Judaism 5 = Buddhism 6 = Another religion
Netherlands	StQ-Q33	D	Religion Nationally defined categories recoded for international comparability: 1 = No religion 2 = Catholic 3 = Protestant (Dutch Protestant Church) 4 = Other Protestant (e.g., Christian-reformed, Reformed-liberated, Evangelical, etc.) 5 = Muslim 6 = Jewish / Hindu / Other religion
Norway	StQ-Q33	D	Religion Nationally defined categories: 1 = No religion 2 = Christianity 3 = Islam 4 = Buddhism 5 = Hinduism 6 = Another religion
Poland	StQ-Q33	D	Stem of the question changed: Do you have any religion? Nationally defined categories recoded for international comparability: 1 = No 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Category not administered or data not available 5 = Category not administered or data not available 6 = Yes

Romania	StQ-Q33	D	Religion	Nationally defined categories recoded for international comparability: 1 = No religion 2 = Orthodox 3 = Greek Catholic 4 = Roman Catholic 5 = Mosaic 6 = Reformed-Calvinist / Evangelical Lutheran / Mohammedan / Another religion
Serbia	StQ-Q33	D	Religion	Nationally defined categories recoded for international comparability: 1 = I have no religion. 2 = Orthodox Christian 3 = Catholic 4 = Islamic 5 = Category not administered or data not available 6 = Another religion
Slovak Republic	StQ-Q33	D	Religion	Nationally defined categories recoded for international comparability: 1 = No religion 2 = Catholic 3 = Lutheran 4 = Greek orthodox 5 = Calvinist 6 = Category not administered or no data available
Slovenia	StQ-Q33	D	Religion	Nationally defined categories recoded for international comparability: 1 = No religion 2 = Catholic 3 = Protestant 4 = Orthodox 5 = Other Christian 6 = Islamic / Jewish / Other religion

Spain	StQ-Q33	D	Religion
			Nationally defined categories: 1 = No religion 2 = Catholic 3 = Evangelist 4 = Muslim 5 = Jewish 6 = Another religion
Sweden	StQ-Q33	X	Question not administered or data not available

StQ-Q34

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): IS4G34

Country	Item ID	Code	Documentation
Brazil	StQ-Q34	D	Religious ceremonies
Bulgaria	StQ-Q34	D	Religious service
Chinese Taipei	StQ-Q34	D	Religious services
Colombia	StQ-Q34	D	Religious services
Croatia	StQ-Q34	D	Religious services
Cyprus	StQ-Q34	D	Religious services
Denmark	StQ-Q34	X	Question not administered or data not available
North Rhine-Westphalia (Germany)	StQ-Q34	D	Religious services or religious celebrations
Schleswig-Holstein (Germany)	StQ-Q34	D	Religious services or religious celebrations
Estonia	StQ-Q34	D	Religious services
France	StQ-Q34	X	Question not administered or no data available
Italy	StQ-Q34	X	Question not administered or data not available
Latvia	StQ-Q34	D	Religious services
Lithuania	StQ-Q34	D	Religious services
Malta	StQ-Q34	D	Religious services
Netherlands	StQ-Q34	D	Religious services or gatherings

Norway	StQ-Q34	D	Religious service or other religious ceremonies
Poland	StQ-Q34	D	Religious practices
Romania	StQ-Q34	D	Religious services
Serbia	StQ-Q34	D	Religious services
Slovak Republic	StQ-Q34	D	Services
Slovenia	StQ-Q34	D	Religious services
Spain	StQ-Q34	D	Religious services
Sweden	StQ-Q34	X	Question not administered or data not available

StQ-Q35A-G

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

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

- 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 behaviour 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.

Variable Name(s): IS4G35A, IS4G35B, IS4G35C, IS4G35D, IS4G35E, IS4G35F, IS4G35G

Country	Item ID	Code	Documentation
Estonia	StQ-Q35A-G	X	Question not administered or data not available
France	StQ-Q35A-G	X	Question not administered or no data available
Italy	StQ-Q35A-G	X	Question not administered or data not available

Section 4: European student questionnaire

StE-Q04A-G

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?

- 1 = Strongly agree
2 = Agree
3 = Disagree
4 = Strongly disagree

- a) European countries should recognize all educational qualifications achieved in any other European country.
b) European countries should have a European army for international missions.
c) European countries should adopt common rules to prevent and combat terrorism.
d) European countries should adopt the same regulations to combat illegal entry from non-European countries.
e) European countries should have the same rules regarding the acceptance of people escaping persecution in their countries for reasons of nationality, ethnicity, religion, or political opinions.
f) European countries should adopt common rules to reduce social and economic inequalities between rich and poor people.
g) European countries should have common rules to combat infectious diseases (e.g. [measles, COVID-19]).

Variable Name(s):

ES4G04A, ES4G04B, ES4G04C, ES4G04D, ES4G04E, ES4G04F, ES4G04G

Country	Item ID	Code	Documentation
Bulgaria	StE-Q04g	D	For example measles, COVID-19
Croatia	StE-Q04g	D	Measles, COVID-19
Cyprus	StE-Q04g	D	Measles, COVID-19
Denmark	StE-Q04g	D	Measles, COVID-19
North Rhine-Westphalia (Germany)	StE-Q04g	D	Measles, COVID-19
Schleswig-Holstein (Germany)	StE-Q04g	D	Measles, COVID-19
Estonia	StE-Q04g	D	COVID-19

France	StE-Q04g	D	Measles, COVID-19
Italy	StE-Q04g	D	Measles, COVID-19
Latvia	StE-Q04g	D	Measles, COVID-19
Lithuania	StE-Q04g	D	Meningitis infection, measles, COVID-19
Malta	StE-Q04g	D	Measles, COVID-19
Netherlands	StE-Q04g	D	Measles, coronavirus
Norway	StE-Q04g	D	Swine flu/COVID-19/Corona
Poland	StE-Q04g	D	Measles, COVID-19
Romania	StE-Q04g	D	Measles, COVID-19
Slovak Republic	StE-Q04g	D	Measles, COVID-19
Slovenia	StE-Q04g	D	Measles, COVID-19/coronavirus
Spain	StE-Q04g	D	Measles, COVID-19
Sweden	StE-Q04g	D	Measles, Corona/ Covid 19

StE-Q05A-E**Question:**

Below is a list of statements about possible forms of cooperation among European countries in relation to environmental issues. How much do you agree or disagree with the following statements?

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

- a) European countries should have the same rules to protect the environment.
- b) European countries should adopt common protocols and rules to reduce climate change.
- c) European countries should promote an economic growth sustainable for the environment.
- d) European countries should promote the use of renewable energy sources.
- e) European countries should encourage the use of [clean technologies] in countries outside Europe.

Variable Name(s):

ES4G05A, ES4G05B, ES4G05C, ES4G05D, ES4G05E

Country	Item ID	Code	Documentation
Bulgaria	StE-Q05e	D	Green technologies/clean technologies
Croatia	StE-Q05e	D	Clean technologies
Cyprus	StE-Q05e	D	Clean technologies
Denmark	StE-Q05e	D	Sustainable technology
North Rhine-Westphalia (Germany)	StE-Q05e	D	Environmental friendly technology
Schleswig-Holstein (Germany)	StE-Q05e	D	Environmental friendly technology
Estonia	StE-Q05e	D	Green technologies
France	StE-Q05e	D	Clean technologies
Italy	StE-Q05e	D	Clean technologies
Latvia	StE-Q05e	D	Clean technologies
Lithuania	StE-Q05e	D	Clean technologies
Malta	StE-Q05e	D	Clean technologies

Netherlands	StE-Q05e	D	Clean technologies
Norway	StE-Q05e	D	Green technologies
Poland	StE-Q05e	D	Environment-friendly technologies
Romania	StE-Q05e	D	Clean technologies
Slovak Republic	StE-Q05e	D	Clean technologies
Slovenia	StE-Q05e	D	Clean technologies
Spain	StE-Q05e	D	Clean technologies
Sweden	StE-Q05e	D	Green technologies

StE-Q06A-K**Question:**

Discrimination occurs when access to rights and opportunities are unfairly limited due to specific personal characteristics, such as age, sex, sexual orientation, religion or race.
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]?

- 1 = A lot
2 = To some extent
3 = A little
4 = Not at all

- a) Women
b) Young people
c) Poor people
d) Religious minorities
e) People with disabilities
f) Older people
g) [Immigrants]
h) People with political opinions different from those of the majority
i) [Members of the LGTB+ community]
j) [People of African descent]
k) People from ethnic minority groups

Variable Name(s):

ES4G06A, ES4G06B, ES4G06C, ES4G06D, ES4G06E, ES4G06F, ES4G06G, ES4G06H, ES4G06I, ES4G06J, ES4G06K

Country	Item ID	Code	Documentation
Bulgaria	StE-Q06g	D	The immigrants
Bulgaria	StE-Q06i	X	Dimension not administered or data not available
Bulgaria	StE-Q06j	D	People with different skin color
Croatia	StE-Q06g	D	Immigrants
Croatia	StE-Q06i	D	Members of the LGTB+ community
Croatia	StE-Q06j	D	People of African descent
Cyprus	StE-Q06g	D	Immigrants
Cyprus	StE-Q06i	D	Members of the LGTB+ community
Cyprus	StE-Q06j	D	People of African descent

Denmark	StE-Q06g	D	Immigrants
Denmark	StE-Q06i	D	People attached to LGTB+ (community for lesbians, gays, bi- and trans persons)
Denmark	StE-Q06j	D	Black people of African descent
Denmark	StE-Q06k	D	Dimension not administered or data not available
North Rhine-Westphalia (Germany)	StE-Q06g	D	People with migration history
North Rhine-Westphalia (Germany)	StE-Q06i	D	Members of the LGBTQ+ community (e.g., gays or trans people)
North Rhine-Westphalia (Germany)	StE-Q06j	D	Non-white people (e.g., black people, people of color)
North Rhine-Westphalia (Germany)	StE-Q06k	D	Nationally defined dimension: People from ethnic minority groups (e.g., Sinti and Roma)
Schleswig-Holstein (Germany)	StE-Q06g	D	People with migration history
Schleswig-Holstein (Germany)	StE-Q06i	D	Members of the LGBTQ+ community (e.g., gays or trans people)
Schleswig-Holstein (Germany)	StE-Q06j	D	Non-white people (e.g., black people, people of color)
Schleswig-Holstein (Germany)	StE-Q06k	D	Nationally defined dimension: People from ethnic minority groups (e.g., Sinti and Roma)
Estonia	StE-Q06g	D	Immigrants
Estonia	StE-Q06i	D	Gays and lesbians
Estonia	StE-Q06j	D	Immigrants of African descent
Estonia	StE-Q06k	X	Dimension not administered or data not available
France	StE-Q06g	D	Immigrants
France	StE-Q06i	D	Members of the LGBT+ community (lesbians, gay, bi et transgender)
France	StE-Q06j	D	People of African descent
Italy	StE-Q06g	D	Immigrants
Italy	StE-Q06i	D	Members of the LGBT+ community
Italy	StE-Q06j	D	People of African origin

Latvia	StE-Q06g	D	Immigrants
Latvia	StE-Q06i	D	Lesbian, gay, bisexual and transgender (LGBT) community
Latvia	StE-Q06j	D	People of African descent
Lithuania	StE-Q06g	D	Immigrants
Lithuania	StE-Q06i	D	Lesbians, gays, bisexuals, transgender people and intersex people
Lithuania	StE-Q06j	D	Black skinned people
Malta	StE-Q06g	D	Immigrants
Malta	StE-Q06i	D	Members of the LGTB+ community
Malta	StE-Q06j	D	People of African descent
Netherlands	StE-Q06g	D	Immigrants
Netherlands	StE-Q06i	D	LGBT (lesbian women, gay men, bisexuals, transgenders and intersexuals)
Netherlands	StE-Q06j	D	People with a dark skin colour
Norway	StE-Q06g	D	Immigrants
Norway	StE-Q06i	D	Lesbian, gay, homosexual, bisexual or trans people
Norway	StE-Q06j	D	People of African descent
Norway	StE-Q06k	D	Nationally defined dimension: People from ethnic minorities (example: Sami people)
Poland	StE-Q06A-06E	D	Question instruction changed: Discrimination is when somebody is unfairly disadvantaged only because of a specific personal feature, such as age, sex, or the colour of his/her skin. We would like to know your opinion about discrimination in society.
Poland	StE-Q06g	D	Immigrants
Poland	StE-Q06i	D	Sexual minorities
Poland	StE-Q06j	D	Black-skinned people
Poland	StE-Q06k	D	Nationally defined dimension: Ethnic minorities

Romania	StE-Q06g	D	Immigrants
Romania	StE-Q06i	D	Members of the LGTB+ community
Romania	StE-Q06j	D	People of African descent
Slovak Republic	StE-Q06g	D	Immigrants
Slovak Republic	StE-Q06i	D	Members of the LGTB+ community
Slovak Republic	StE-Q06j	D	Unable to back translate (something like “blackeyes”), but it is not a racial slur
Slovak Republic	StE-Q06k	D	Nationally defined dimension: People from national minorities
Slovenia	StE-Q06g	D	Immigrants
Slovenia	StE-Q06i	D	Members of the LGTB+ community (lesbians, gays, bi-sexuals, and transgender people, queer people)
Slovenia	StE-Q06j	D	People of African descent
Spain	StE-Q06A-K	D	The country where you live
Spain	StE-Q06g	D	Immigrants
Spain	StE-Q06i	D	Members of the LGTB+ community
Spain	StE-Q06j	D	People of African descent
Sweden	StE-Q06g	D	Immigrants
Sweden	StE-Q06i	D	Persons with LBTQ-identity
Sweden	StE-Q06j	D	Afrosweddes

StE-Q07A-M**Question:**

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?

- 1 = Very likely
- 2 = Likely
- 3 = Unlikely
- 4 = Very unlikely

- a) There will be stronger cooperation among European countries.
- b) There will be a rise in racism.
- c) There will be peace across Europe.
- d) Terrorism will be more of a threat all across Europe.
- e) There will be larger economic differences between rich and poor countries in Europe.
- f) There will be less air and water pollution in Europe.
- g) There will be a rise in poverty and unemployment in Europe.
- h) Democracy will be strengthened across Europe.
- i) Poor people will have more access to healthcare.
- j) Politics will be increasingly influenced by small groups of rich people.
- k) There will be more women among political leaders.
- l) There will be a rise in religious intolerance.
- m) There will be more infectious diseases (e.g. [measles, COVID-19])

Variable Name(s):

ES4G07A, ES4G07B, ES4G07C, ES4G07D, ES4G07E, ES4G07F, ES4G07G, ES4G07H, ES4G07I, ES4G07J, ES4G07K, ES4G07L, ES4G07M

Country	Item ID	Code	Documentation
Bulgaria	StE-Q07m	D	For example measles, COVID-19
Croatia	StE-Q07m	D	Measles, COVID-19
Cyprus	StE-Q07m	D	Measles, COVID-19
Denmark	StE-Q07m	D	Measles, corona virus
North Rhine-Westphalia (Germany)	StE-Q07m	D	Measles, COVID-19
Schleswig-Holstein (Germany)	StE-Q07m	D	Measles, COVID-19
Estonia	StE-Q07m	D	COVID-19
France	StE-Q07m	D	Measles, COVID-19

Italy	StE-Q07m	D	Measles, COVID-19
Latvia	StE-Q07m	D	Measles, COVID-19
Lithuania	StE-Q07m	D	Meningitis infection, measles, COVID-19
Malta	StE-Q07m	D	Measles, COVID-19
Netherlands	StE-Q07m	D	Measles, coronavirus
Norway	StE-Q07m	D	Swine flu, COVID-19/Corona
Poland	StE-Q07m	D	Measles, COVID-19
Romania	StE-Q07m	D	Measles, COVID-19
Slovak Republic	StE-Q07m	D	Measles, COVID-19
Slovenia	StE-Q07m	D	Measles, COVID-19/coronavirus
Spain	StE-Q07m	D	Measles, COVID-19
Sweden	StE-Q07m	D	Measles, Corona/Covid-19

StE-Q09A-I

Question: How important are the following things for your future?

- 1 = Very important
- 2 = Important
- 3 = Slightly important
- 4 = Not important

- a) To be economically independent
- b) To have a higher income than my [parents or guardians]
- c) To find a job I like
- d) To have the opportunity to travel abroad for leisure
- e) To have the opportunity to work abroad
- f) To be paid in line with my qualifications
- g) To get a [post-secondary] degree
- h) To have children
- i) To have friends

Variable Name(s): ES4G09A, ES4G09B, ES4G09C, ES4G09D, ES4G09E, ES4G09F, ES4G09G, ES4G09H, ES4G09I

Country	Item ID	Code	Documentation
Bulgaria	StE-Q09b	D	Parents/guardians
Bulgaria	StE-Q09g	D	To finish higher education
Croatia	StE-Q09g	D	University degree (meaning: tertiary level of education)
Cyprus	StE-Q09b	D	Parents or guardians
Cyprus	StE-Q09g	D	Post-secondary
Denmark	StE-Q09g	D	High education
North Rhine-Westphalia (Germany)	StE-Q09g	D	Post-secondary degree
Schleswig-Holstein (Germany)	StE-Q09g	D	Post-secondary degree
Estonia	StE-Q09g	D	University degree
France	StE-Q09g	D	Higher education
Italy	StE-Q09g	D	Higher degree than a high school diploma

Latvia	StE-Q09g	D	Finish college, 1st level higher education or higher education
Lithuania	StE-Q09g	D	Higher than secondary
Malta	StE-Q09g	D	Post-secondary
Netherlands	StE-Q09g	D	University
Norway	StE-Q09g	D	Higher education (university, college)
Poland	StE-Q09g	D	Getting higher education
Romania	StE-Q09g	D	Post-secondary
Slovak Republic	StE-Q09g	D	University degree
Slovenia	StE-Q09g	D	Post-secondary
Spain	StE-Q09g	D	Post-secondary
Sweden	StE-Q09g	D	Post-secondary

StE-Q10A-F

Question: In recent years, people have started to express their political attitude by deciding to buy or not to buy certain products.
During the last twelve months, how often have you done or have you asked your [parents or guardians] to do the following things?

- 1 = Often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never

- a) Refuse to buy goods produced by companies using child labor
- b) Refuse to buy goods whose production has a negative impact on the environment
- c) Refuse to buy goods produced by a company violating social rights of their employees
- d) Buy only goods that can be recycled afterwards
- e) Buy [green products]
- f) Get information whether companies are [socially responsible] before buying their products

Variable Name(s): ES4G10A, ES4G10B, ES4G10C, ES4G10D, ES4G10E, ES4G10F

Country	Item ID	Code	Documentation
Bulgaria	StE-Q10e	D	Bio/green products
Bulgaria	StE-Q10f	D	Socially responsible
Croatia	StE-Q10e	D	Ecological products
Croatia	StE-Q10f	D	Socially responsible
Cyprus	StE-Q10e	D	Green products
Cyprus	StE-Q10f	D	Socially responsible
Denmark	StE-Q10e	D	Environmentally friendly product
Denmark	StE-Q10f	D	Socially responsible
North Rhine-Westphalia (Germany)	StE-Q10e	D	Ecological (produced) products
North Rhine-Westphalia (Germany)	StE-Q10f	D	Socially responsible
Schleswig-Holstein (Germany)	StE-Q10e	D	Ecological (produced) products

Schleswig-Holstein (Germany)	StE-Q10f	D	Socially responsible
Estonia	StE-Q10e	D	Environmental -friendly products
Estonia	StE-Q10f	D	Socially responsible
France	StE-Q10e	D	Eco-responsible
France	StE-Q10f	D	Socially responsible
Italy	StE-Q10e	D	Green products
Italy	StE-Q10f	D	Socially responsible
Latvia	StE-Q10e	D	Environmentally friendly grown or produced products
Latvia	StE-Q10f	D	Socially responsible
Lithuania	StE-Q10e	D	Ecological products
Lithuania	StE-Q10f	D	Socially responsible
Malta	StE-Q10e	D	Green products
Malta	StE-Q10f	D	Socially responsible
Netherlands	StE-Q10e	D	Green products
Netherlands	StE-Q10f	D	Socially responsible
Norway	StE-Q10e	D	Environment friendly products
Norway	StE-Q10f	D	Social responsibility
Poland	StE-Q10e	D	Environment-friendly products
Poland	StE-Q10f	D	Socially responsible (concerned about environment, community and own employees)
Romania	StE-Q10e	D	Green products
Romania	StE-Q10f	D	Socially responsible
Slovak Republic	StE-Q10e	D	So called green products
Slovak Republic	StE-Q10f	D	Socially responsible
Slovenia	StE-Q10e	D	Ecological products
Slovenia	StE-Q10f	D	Socially responsible

Spain	StE-Q10e	D	Green products
Spain	StE-Q10f	D	Socially responsible
Sweden	StE-Q10e	D	Ecological products
Sweden	StE-Q10f	D	Ethical and social responsibility

StE-Q12A-J

Question: Below is a list of statements related to [EU].
How much do you agree or disagree with the following statements?

- 1 = Strongly agree
2 = Agree
3 = Disagree
4 = Strongly disagree

- a) [EU] promotes respect for human rights all over Europe.
b) [EU] institutions cost too much money.
c) [EU] takes care of the environment.
d) [EU] is good for the economy of individual countries.
e) [EU] policies are too strongly influenced by the richest member states.
f) [EU] makes Europe a safe place to live.
g) [EU] is good because countries share a common set of rules and laws.
h) [EU] is run mainly by unelected bureaucrats.
i) [EU] promotes freedom of speech.
j) The adoption of [EU] policies takes too long to be effective.

Variable Name(s): ES4G12A, ES4G12B, ES4G12C, ES4G12D, ES4G12E, ES4G12F, ES4G12G, ES4G12H, ES4G12I, ES4G12J

Country	Item ID	Code	Documentation
Bulgaria	StE-Q12A-J	D	European Union
Bulgaria	StE-Q12a-12j	D	European Union
Croatia	StE-Q12a-12c, 12e-12j	D	EU
Croatia	StE-Q12A-J	D	European Union (EU)
Croatia	StE-Q12d	D	Nationally defined dimension: EU is a positive factor for the economy of individual member states.
Cyprus	StE-Q12a-12j	D	EU
Cyprus	StE-Q12A-J	D	European Union (EU)
Denmark	StE-Q12a-12j	D	EU
Denmark	StE-Q12A-J	D	EU (The European Union)
North Rhine-Westphalia (Germany)	StE-Q12a-12j	D	EU

North Rhine-Westphalia (Germany)	StE-Q12A-J	D	EU
Schleswig-Holstein (Germany)	StE-Q12a-12j	D	EU
Schleswig-Holstein (Germany)	StE-Q12A-J	D	EU
Estonia	StE-Q12a-12j	D	EU
Estonia	StE-Q12A-J	D	EU
France	StE-Q12a-12j	D	EU
France	StE-Q12A-J	D	European Union (EU)
Italy	StE-Q12a-12j	D	EU
Italy	StE-Q12A-J	D	European Union (EU)
Latvia	StE-Q12a-12j	D	European Union
Latvia	StE-Q12A-J	D	European Union
Lithuania	StE-Q12a-12j	D	EU
Lithuania	StE-Q12A-J	D	European Union (EU)
Malta	StE-Q12a-12j	D	EU
Malta	StE-Q12A-J	D	EU
Netherlands	StE-Q12a-12j	D	EU
Netherlands	StE-Q12A-J	D	EU
Norway	StE-Q12a-12j	D	EU
Norway	StE-Q12A-J	D	EU
Poland	StE-Q12a-12j	D	European Union
Poland	StE-Q12A-J	D	European Union

Romania	StE-Q12a-12j	D	EU
Romania	StE-Q12A-J	D	European Union (EU)
Slovak Republic	StE-Q12a-12j	D	EU
Slovak Republic	StE-Q12A-J	D	European Union
Slovenia	StE-Q12a-12j	D	EU
Slovenia	StE-Q12A-J	D	EU
Spain	StE-Q12a-12j	D	EU
Spain	StE-Q12A-J	D	EU (European Union)
Sweden	StE-Q12A-J	D	EU
Sweden	StE-Q12a-12j	D	EU

*Section 5: Latin American student questionnaire***StL-Q02A-G****Question:**

Government are the authorities that lead, control and administer state institutions on behalf of its citizens through a [president] and [state ministers].

How much do you agree or disagree with the following statements about the government and its leaders in [country of test]?

- 1 = Strongly agree
 2 = Agree
 3 = Disagree
 4 = Strongly disagree

- a) It is better for government leaders to make decisions without consulting anybody.
 b) People in government must enforce their authority even if it means violating the rights of some citizens.
 c) People whose opinions are different than those of the government must be considered its enemies.
 d) It is fair that the government does not comply with the law when it thinks it is necessary.
 e) The government should close communication media that criticise it.
 f) Concentration of power in one person guarantees order.
 g) If the president does not agree with [parliament/congress], he/she should [dissolve] it.

Variable Name(s):

LS4G02A, LS4G02B, LS4G02C, LS4G02D, LS4G02E, LS4G02F, LS4G02G

Country	Item ID	Code	Documentation
Brazil	StL-Q02A-G	D	President Ministers
Brazil	StL-Q02g	D	Close
Colombia	StL-Q02A-G	D	President State ministers
Colombia	StL-Q02g	D	Dissolve

StL-Q06A-K**Question:**

Discrimination occurs when access to rights and opportunities are unfairly limited due to specific personal characteristics, such as age, sex, sexual orientation, religion or race.

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]?

1 = A lot

2 = To some extent

3 = A little

4 = Not at all

a) Women

b) Young people

c) Poor people

d) Religious minorities

e) People with disabilities

f) Older people

g) [Immigrants]

h) [Members of the LGBT+ community]

i) [People of African origin]

j) Unemployed people

k) [People of Indigenous origin]

Variable Name(s):

LS4G06A, LS4G06B, LS4G06C, LS4G06D, LS4G06E, LS4G06F, LS4G06G, LS4G06H, LS4G06I, LS4G06J, LS4G06K

Country	Item ID	Code	Documentation
Brazil	StL-Q06g	D	Immigrants
Brazil	StL-Q06h	D	Members of the LGBT+ community
Brazil	StL-Q06i	D	Afro-descendants' people
Brazil	StL-Q06k	D	Indigenous people
Colombia	StL-Q06g	D	Immigrants

Colombia	StL-Q06h	D	Members of the LGTB+ community
Colombia	StL-Q06i	D	People of African descent
Colombia	StL-Q06k	D	People of Indigenous origin

APPENDIX C: VARIABLES DERIVED FROM THE SURVEY DATA

Overview

This appendix documents all the variables in the ICCS 2022 data files that were derived from the survey variables. These derived variables were used to report data in the ICCS 2022 international reports, and, as they can be used for secondary analyses, are provided as part of the ICCS 2022 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 of how to interpret the scale
- Trend status: Indicating if the scale is the same as in ICCS 2009 or 2016, or if it is new for ICCS 2022

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 2022 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 country’s questionnaire. The three to six leading digits represent the numeric country codes as used in variable IDCNTRY, for example code “57801” of variable IS4G04AN 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 this school a public or a private school?	IC4G20	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	Number of students enrolled at school		
Procedure	C_SCSIZE = IC4G21A+ IC4G21B		
Source	On [1 September 20xx], what was the total school enrolment (number of students)?		
	Number of boys	IC4G21A	
	Number of girls	IC4G21B	
Variable Name	C_SCSIZE_CAT		
Description	Number of students enrolled at school- categorized		
Procedure	Categorize C_SCSIZE		
Source	On [1 September 20xx], what was the total school enrolment (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 = IC4G22A+ IC4G22B		
Source	On [1 September 20xx], what was the total enrolment (number of students) for [target grade]?		
	Number of boys	IC4G22A	
	Number of girls	IC4G22B	

Variable Name	C_GENROL_CAT
Description	Number of students enrolled in target grade - categorized
Procedure	Categorize C_GENROL
Source	On [1 September 20xx], what was the total enrolment (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? IC4G23 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

Scales

Variable Name	C_TCPART
Description	Principals' perceptions of teacher participation in school governance
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across participating countries that met sample participation requirements
Interpretation	Interpretation Higher values indicating higher levels of teacher participation
Trend Status	Not equated to previous cycle(s)
Source	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? IC4G02A Making useful suggestions for improving school governance IC4G02B Supporting good discipline throughout the school IC4G02C Actively taking part in school <development/improvement activities> IC4G02D IC4G02E Encouraging students' active participation in school life Being willing to be members of the <school council, school governing board> as teacher representatives

Variable Name	C_STDINV
Description	Principals' reports on student involvement at school
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating greater student involvement at school
Trend Status	Not equated to previous cycle(s). New scale for ICCS 2022
Source	In your opinion, to what extent do the following statements apply to this school, in the current school year? IC4G03A Students are involved in designing [school educational plan]. IC4G03B Students are involved in the definition of school rules and regulations. IC4G03C Students are encouraged to contribute to decisions related to teaching content. IC4G03D Students are encouraged to contribute to classroom activities planning. IC4G03E Students are involved in school self-evaluation processes.

Variable Name	C_PARINV
Description	Principals' reports on parental involvement at school
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating greater parental involvement at school
Trend Status	Not equated to previous cycle(s). New scale for ICCS 2022
Source	In your opinion, to what extent do the following statements apply to this school, in the current school year? IC4G03F [Parents or guardians] are involved in designing [school educational plan]. IC4G03G [Parents or guardians] are involved in the development of the school rules and regulations. IC4G03H [Parents or guardians] are involved in school self-evaluation processes. IC4G03I [Parents or guardians] are involved in decisions related to the school annual budget and financial planning. IC4G03J [Parents or guardians] are invited to participate in school projects and initiatives.

Variable Name	C_STDCOM
Description	Principals' perceptions of student opportunities to participate in community activities
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of student opportunities
Trend Status	Not equated to previous cycle(s)
Source	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? IC4G08A Activities related to environmental sustainability (e.g. [energy and water saving, recycling]) IC4G08B Activities related to human rights IC4G08C Activities for underprivileged people or groups IC4G08D Cultural activities (e.g. theatre, music) IC4G08E Multicultural and intercultural activities within the [local community] (e.g. [promotion and celebration of cultural diversity, food street market]) IC4G08F Activities to raise people's awareness of social issues, such as [poverty, gender equality, domestic violence against women, sexual violence against women, violence against children] IC4G08G Activities aimed at protecting the cultural and historical heritage within the [local community] IC4G08H Visits to political institutions (e.g. [Parliament house, Prime Minister's/President's official residence]) IC4G08I Sports events IC4G08J Activities to raise people's awareness of global issues (e.g. [climate change, world poverty, international conflicts, child labour])

Variable Name	C_ENPRAC
Description	Principals' reports on environment-friendly practices at school
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of implementation
Trend Status	New scale for ICCS 2022
Source	To what extent are the following practices implemented at this school?
	IC4G10A Differential waste collection
	IC4G10B Waste reduction (e.g. [encouraging waste-free lunches, limiting the use of plastic disposable products])
	IC4G10C Purchasing of environmentally friendly items (e.g. [recycled paper for printing, biodegradable cutlery and dishes])
	IC4G10D Energy-saving practices
	IC4G10E Activities to encourage students' environmental-friendly behaviours (e.g. posters, leaflets)
	IC4G10F Use of [fair trade] products (e.g. [tea or coffee in the staffroom, canteen food])
	IC4G10G Use of local food for meals in the canteen
	IC4G10H Re-allocation of intact and non-consumed foods to charities or those in need
	IC4G10I Educational [school gardens]

Variable Name	C_ACTDIGT
Description	Principals' reports on training activities on the use of digital technologies for CCE
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher numbers of training activities undertaken by school in the use of digital technologies for CCE
Trend Status	New scale for ICCS 2022
Source	Below is a list of activities related to the critical and responsible use of digital technologies. During the current school year, has your school undertaken any of the following training activities related to the use of digital technologies?
	IC4G12A Information and data literacy (e.g. searching, managing and evaluating data, information and digital content)
	IC4G12B Communication and collaboration through digital technologies (e.g. interacting and sharing)
	IC4G12C Engaging in citizenship through digital technologies (e.g. posting and sharing or commenting on civic or social issues, starting or participating in an online campaign)
	IC4G12D Management of digital identity (e.g. personal accountability, self-branding)
	IC4G12E Online security and self-protection (e.g. protecting devices and personal data and privacy)
	IC4G12F Online responsibility (e.g. safe and responsible internet use to prevent and contrast [cyber-bullying])

Variable Name	C_AVRESCOM
Description	Principals' reports on the availability of resources in local community
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of availability
Trend Status	Not equated to previous cycle(s)
Source	To what extent are the following practices implemented at this school?
	IC4G13A Public library
	IC4G13B Cinema
	IC4G13C Theatre or Concert Hall
	IC4G13D [Language school]
	IC4G13E Museum or Art Gallery
	IC4G13F Playground
	IC4G13G Public garden or Park
	IC4G13H Religious centre (e.g. [church, mosque, synagogue])
	IC4G13I Sports facilities (e.g. swimming pool, tennis courts, basketball court, [football] field)
	IC4G13J Music schools

Variable Name	C_COMETN
Description	Principal's perceptions of ethnic tensions in the community
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of tension
Trend Status	Not equated to previous cycle(s)
Source	To what extent are any of the following issues a source of social tension in the immediate area where the school is located?
	IC4G14A Intolerance towards immigrants
	IC4G14D Religious intolerance
	IC4G14E Ethnic conflicts

Variable Name	C_COMPOV
Description	Principal's perceptions of poverty-related tension in the community
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of tension
Trend Status	Not equated to previous cycle(s)
Source	To what extent are any of the following issues a source of social tension in the immediate area where the school is located?
	IC4G14B Poor quality of housing
	IC4G14C Unemployment
	IC4G14F Extensive poverty

Variable Name	C_COMCRI	
Description	Principal's perceptions of crime-related tension in the community	
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements	
Interpretation	Higher values indicating higher levels of tension	
Trend Status	Not equated to previous cycle(s)	
Source	To what extent are any of the following issues a source of social tension in the immediate area where the school is located?	
	IC4G14G	Organised crime
	IC4G14H	Youth gangs
	IC4G14I	[Petty crime]
	IC4G14J	[Sexual harassment]
	IC4G14K	Drug abuse
	IC4G14L	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?	IT4G02	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?	IT4G04	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	TD_GENDER		
Description	Teacher's gender		
Procedure	Simple recoding		
Source	What is your [gender]?	IT4G05	Recoding
	Female	1	1
	Male	2	0
	Other	3	Omitted

Variable Name	T_CCESUB		
Description	Teacher's teaching of civic-related subject		
Procedure	Simple recoding		
Source	Do you teach a [civic and citizenship education related subject] at [target grade]?	IT4G18	Recoding
	1 = Yes	1	1
	2 = No	2	0

Scales

Variable Name	T_TCHPRT
Description	Teachers' perception of teacher participation at school
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of perceived participation
Trend Status	New scale for ICCS 2022
Source	Below is a list of activities related to teachers' participation at school. In your opinion, how many teachers have participated as follows in the current school year?
	IT4G06A Working together when devising teaching activities
	IT4G06B Helping each other to solve conflicts between students in the school
	IT4G06C Taking on tasks and responsibilities in addition to teaching (such as organizing school projects, school trips etc.)
	IT4G06D Actively taking part in school [development/improvement activities]
	IT4G06E Engaging in [tutoring and counselling activities]
	IT4G06F Actively cooperating with [parents/guardians]

Variable Name	T_PROBSC
Description	Teachers' perception of teacher participation at school
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of social problems
Trend Status	Not equated to previous cycle(s)
Source	Please indicate how frequently each of the following problems occurs among students at this school.
	IT4G07A Vandalism
	IT4G07B Truancy
	IT4G07C Ethnic intolerance
	IT4G07D Religious intolerance
	IT4G07E [Bullying]
	IT4G07F Violence
	IT4G07G Sexual harassment
	IT4G07H Drug abuse
	IT4G07I Alcohol abuse

Variable Name	T_STDCOM
Description	Teachers' perceptions of student activities in the community
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of perceived student activities
Trend Status	Not equated to previous cycle(s)
Source	During the current school year, have you and your [target grade] students taken part in any of these activities?
	IT4G08A Activities related to environmental sustainability (e.g. [energy and water saving, recycling])
	IT4G08B Activities related to human rights
	IT4G08C Activities for underprivileged people or groups
	IT4G08D Cultural activities (e.g. theatre, music)
	IT4G08E Multicultural and intercultural activities within the [local community] (e.g. [promotion and celebration of cultural diversity, food street market])
	IT4G08F Activities to raise people's awareness of social issues, such as [poverty, gender equality, domestic violence against women, sexual violence against women, violence against children]
	IT4G08G Activities aimed at protecting the cultural and historical heritage in the [local community]
	IT4G08H Visits to political institutions (e.g. [Parliament house, Prime Minister's/President's official residence])
	IT4G08I Sports events
	IT4G08J Activities to raise people's awareness of global issues (e.g. climate change, world poverty, international conflicts, child labour)

Variable Name	T_PCCLIM
Description	Teachers' perceptions of classroom climate
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive perceptions of classroom climate
Trend Status	Not equated to previous cycle(s)
Source	In your opinion, how many of your [target grade] students ...
	IT4G09A get on well with their classmates?
	IT4G09B are well integrated in the class?
	IT4G09C respect their classmates even if they have different opinions?
	IT4G09D have a good relationship with other students?

Variable Name	T_STDINV
Description	Teachers' reports on student involvement in activities
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of perceived student activities
Trend Status	New scale for ICCS 2022
Source	To what extent do you involve your [target grade] students in the following activities?
	IT4G10A Taking part in decisions related to teaching content
	IT4G10B Contributing to classroom activities planning
	IT4G10C Participating in establishing assessment criteria
	IT4G10D Participating in school self-evaluation processes
	IT4G10E Contributing to the choice of the teaching materials (e.g. textbooks, educational software, multimedia resources ...)
	IT4G10F Taking part in establishing classroom rules

Variable Name	T_DIVACT
Description	Teachers' reports on activities dealing with diversity
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of perceived student activities
Trend Status	New scale for ICCS 2022
Source	To what extent do you undertake the following activities during your lessons with [target grade] students?
	IT4G11A I discuss cultural differences with students.
	IT4G11B I encourage students to understand different points of view in class discussions.
	IT4G11C I ask students to explore different cultural perspectives.
	IT4G11D I encourage students from different backgrounds to work together (e.g. in group works, peer learning activities.).
	IT4G11E I involve students in discussions on gender issues (e.g. gender equity, gender stereotypes and gender diversity).
	IT4G11F I ask students to explore different social and economic perspectives.

Variable Name	T_POSCDIF
Description	Teachers' positive opinions about the influence of cultural and ethnic differences on teaching activities
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive opinions
Trend Status	New scale for ICCS 2022
Source	How much do you agree or disagree with the following statements?
	IT4G12A Cultural and ethnic differences among students are an important resource for teaching.
	IT4G12D Cultural and ethnic differences among students strengthen students' sense of empathy.
	IT4G12E Cultural and ethnic differences among students promote students' civic-mindedness.

Variable Name T_NEGCDIF	
Description	Teachers' negative opinions about the influence of cultural and ethnic differences on teaching activities
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements.
Interpretation	Higher values indicating more negative opinions
Trend Status	New scale for ICCS 2022
Source	How much do you agree or disagree with the following statements?
	IT4G12B Cultural and ethnic differences among students make it difficult to deal with controversial issues during classes.
	IT4G12C Cultural and ethnic differences among students make teaching activities more difficult.
	IT4G12F Cultural and ethnic differences among students make it difficult to have a good classroom climate.

Variable Name T_POSSDIF	
Description	Teachers' positive opinions about the influence of socioeconomic differences on teaching activities
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive opinions
Trend Status	New scale for ICCS 2022
Source	How much do you agree or disagree with the following statements?
	IT4G13A Social and economic differences among students are an important resource for teaching.
	IT4G13D Social and economic differences among students strengthen students' sense of empathy.
	IT4G13E Social and economic differences among students promote students' civic-mindedness.

Variable Name T_NEGSDIF	
Description	Teachers' negative opinions about the influence of socioeconomic differences on teaching activities
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more negative opinions
Trend Status	New scale for ICCS 2022
Source	How much do you agree or disagree with the following statements?
	IT4G13B Social and economic differences among students make it difficult to deal with controversial issues during classes.
	IT4G13C Social and economic differences among students make teaching activities more difficult.
	IT4G13F Social and economic differences among students make it difficult to have a good classroom climate.

Variable Name	T_ACTDIG
Description	Teachers' reports on activities related to digital technologies
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of perceived student activities
Trend Status	New scale for ICCS 2022
Source	During the current school year, have you undertaken any of the following activities with your [target grade] students? IT4G15A Activities on information and data literacy (e.g. searching and managing data, evaluating online content) IT4G15B Activities aimed at encouraging students to contribute to online discussions on civic and social issues IT4G15C Activities aimed at improving students' skills to find information about civic and social issues on the internet IT4G15D Activities aimed at developing students' awareness of issues related to online responsibility (e.g. safe and responsible internet use to avoid [cyber-bullying])

Variable Name	T_CITCON
Description	Teachers' perception of the importance of conventional citizenship
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating greater perceived importance of behaviours
Trend Status	New scale for ICCS 2022
Source	In your opinion, which of the following behaviours are important for your students to become good adult citizens? IT4G17A Voting in every national election IT4G17B Joining a political party IT4G17C Learning about the country's history IT4G17D Following political issues in the newspaper, on the radio, on TV or on the Internet IT4G17E Engaging in political discussions

Variable Name	T_CITSOC
Description	Teachers' perception of the importance of social movement related citizenship
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating greater perceived importance of behaviours
Trend Status	New scale for ICCS 2022
Source	In your opinion, which of the following behaviours are important for your students to become good adult citizens? IT4G17F Participating in peaceful protests against laws believed to be unjust IT4G17G Participating in activities to benefit people in the [local community] IT4G17H Taking part in activities promoting human rights IT4G17I Taking part in activities to protect the environment

Variable Name	T_GLOBCIT
Description	Teachers' perceptions of the importance of global citizenship
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating greater perceived importance of behaviours
Trend Status	New scale for ICCS 2022
Source	In your opinion, which of the following behaviours are important for your students to become good adult citizens?
	IT4G17J Showing interest in different cultures and languages
	IT4G17K Making changes to one's personal lifestyle in order to become more environmental-friendly
	IT4G17L Supporting initiatives that promote equal opportunities for all people across the world
	IT4G17M Helping people in less developed countries

Variable Name	T_CIVCLAS
Description	Teachers' reports on civic-related activities in class
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more frequent activities
Trend Status	Not equated to previous cycle(s)
Source	How often do the following activities take place during your [target grade] lessons related to [civic and citizenship education]?
	IT4G20A Students work on projects that involve gathering information outside school (e.g. interviews in the neighborhood, small scale surveys).
	IT4G20B Students work in small groups on different topics/issues.
	IT4G20C Students participate in role plays.
	IT4G20D Students take notes during teacher's lectures.
	IT4G20E Students discuss current issues.
	IT4G20F Students research and/or analyse information gathered from multiple Web sources (e.g. wikis, online newspapers).
	IT4G20G Students study textbooks.
	IT4G20H Students propose topics/issues for the following lessons.
	IT4G20I Students make presentations using digital technologies (e.g. [PowerPoint/Prezi, videos, multimedia]).
	IT4G20J Students use digital technologies for project or class work.

Variable Name	T_ACTGLOB
Description	Teachers' reports on activities related to global issues
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more frequent activities
Trend Status	New scale for ICCS 2022
Source	During the current school year, have you carried out any of the following activities with your [target grade] students?
	IT4G21A Activities to raise students' awareness of important global issues (e.g. collecting, analysing and evaluating information in reports from NGOs or international organisations, in newspapers or online)
	IT4G21B Activities to raise students' awareness of the relations between local and global issues (e.g. activities on social and economic interconnections, on the global economy, on the roots of migration)
	IT4G21C Activities to inform students about [Fair trade] (e.g. activities focused on where the food comes from and on the people involved in producing it)
	IT4G21D Activities to make students aware about collective engagement to achieve improvements worldwide (e.g. [climate change protests, environment clean-up movements, social justice movements])
	IT4G21E Activities to analyse how diverse identities influence the ability to live together

Variable Name	T_PRPCCE
Description	Teachers' preparedness for teaching CCE topics
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of preparedness
Trend Status	Not equated to previous cycle(s)
Source	How well prepared do you feel to teach the following topics and skills?
	IT4G22A Human rights
	IT4G22B Voting and elections
	IT4G22C The global community and international organisations
	IT4G22D The environment and environmental sustainability
	IT4G22E Emigration and immigration
	IT4G22F Equal opportunities for men and women
	IT4G22G Citizens' rights and responsibilities
	IT4G22H The constitution and political systems
	IT4G22I Responsible Internet use (e.g. privacy, source reliability, social media)
	IT4G22J Critical and independent thinking

Variable Name	T_PDACCE
Description	Teachers' PD activities for CCE topics
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more frequent PD activities
Trend Status	Not equated to previous cycle(s)
Source	Have you attended any teacher training courses addressing the following topics and skills? IT4G23A Human rights IT4G23B Voting and elections IT4G23C The global community and international organisations IT4G23D The environment and environmental sustainability IT4G23E Emigration and immigration IT4G23F Equal opportunities for men and women IT4G23G Citizens' rights and responsibilities IT4G23H The constitution and political systems IT4G23I Responsible Internet use (e.g. privacy, source reliability, social media) IT4G23J Critical and independent thinking

Variable Name	T_OPPLRN
Description	Teachers' perceptions of students' opportunities to learn about civic topics and skills
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more frequent PD activities
Trend Status	New scale for ICCS 2022
Source	Have you attended any teacher training courses addressing the following topics and skills? IT4G24A Human rights IT4G24B Voting and elections IT4G24C The global community and international organisations IT4G24D The environment and environmental sustainability IT4G24E Emigration and immigration IT4G24F Equal opportunities for men and women IT4G24G Citizens' rights and responsibilities IT4G24H The constitution and political systems IT4G24I Responsible Internet use (e.g. privacy, source reliability, social media) IT4G24J Critical and independent thinking

Variable Name	T_PDATCH
Description	Teachers' PD activities for teaching methods
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more frequent PD activities
Trend Status	Not equated to previous cycle(s)
Source	Have you attended any teacher training courses addressing the following teaching methods and approaches? IT4G25A Pair and group work IT4G25B Classroom discussion IT4G25C Role play IT4G25D Research work IT4G25E Problem solving IT4G25F Project work

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
Interpretation	Higher values indicate higher levels of students' civic knowledge and understanding
Trend status	Equated to ICCS 2009
Source	The scaling is based on the 135 adjudicated international cognitive test items (120 from countries with paper-based delivery) and provides nationally comparable results for students' civic knowledge.

Section 4: International student questionnaire

Indices

Variable Name	S_AGE
Description	Student age
Procedure	$((\text{Tyear} - \text{Byear}) * 12) + (\text{Tmonth} - \text{Bmonth}) / 12$
Source	When were you born?
	Month IS3G01A
	Year IS3G01B

Variable Name	SD_GENDER
Description	Student gender
Procedure	Simple recoding
Source	What is your [gender]? IS4G02 Recoding
	Girl 1 1
	Boy 2 0
	Other 3 Omitted

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? IS4G03 Recoding
	[ISCED level 6, 7 or 8] 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/guardians] born?
	You IS4G04A
	[Parent 1] or [guardian 1] IS4G04B
	[Parent 2] or [guardian 2] IS4G04C
	[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?	IS4G05	Recoding
	[Language of test]	1	1
	[Other language 1]	2	0
	[Other language 2]	3	0
	[Another language]	4	0

Variable Name S_P1ISEI			
Description	Parent/Guardian 1 occupational status		
Procedure	Recode ISCO-08 to SEI scores		
Source	What is your [parent or guardian 1]'s main [job]?	IS4G06A	
	What does your [parent or guardian 1] do in his/her main [job]?	IS4G06B	

Variable Name S_P1ISCED			
Description	Parent/guardian 1's highest educational attainment		
Procedure	Simple recoding		
Source	What is the highest level of education completed by your [parent or guardian 1]?	IS4G07	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/she did not complete [ISCED level 2]	5	0

Variable Name S_P2ISEI			
Description	Parent/Guardian 2 occupational status		
Procedure	Recode ISCO-08 to SEI scores		
Source	What is your [parent or guardian 2]'s main [job]?	IS4G08A	
	What does your [parent or guardian 2] do in his/her main [job]?	IS4G08B	

Variable Name S_P2ISCED			
Description	Parent/guardian 2's highest educational attainment		
Procedure	Simple recoding		
Source	What is the highest level of education completed by your [parent or guardian 2]? [ISCED level 6, 7 or 8] [ISCED level 4 or 5] [ISCED level 3] [ISCED level 2] He/she did not complete [ISCED level 2]	IS4G09 1 2 3 4 5	Recoding 4 3 2 1 0

Variable Name S_HISEI	
Description	Highest parental occupational status
Procedure	S_HISEI=max(S_P1ISEI, S_P2ISEI)
Source	S_P1ISEI, S_P2ISEI

Variable Name S_HISCED	
Description	Highest parental educational level
Procedure	S_HISCED=max(S_P1ISCED, S_P2ISCED)
Source	S_P1ISCED, S_P2ISCED

Variable Name S_SINT, S_P1INT, S_P2INT			
Description	Student interest, Parent or guardian 1 interest, Parent or guardian 1 interest		
Procedure	Simple recoding		
Source	How interested are you and your [parent(s) or guardian(s)] in political and social issues? You [Parent or guardian 1] [Parent or guardian 2] Very interested Quite interested Not very interested Not interested at all	IS4G11A IS4G11B IS4G11C 1 2 3 4	Recoding 3 2 1 0

Variable Name S_HINT	
Description	Highest parental interest
Procedure	S_HINT=max(S_P1INT,S_P2INT)
Source	S_P1INT, S_P2INT

Variable Name S_HOMLIT			
Description	Home literacy resources		
Procedure	Simple recoding		
Source	About how many books are there in your home?	IS4G10	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_HOMCOM			
Description	Computer use at home		
Procedure	Simple recoding		
Source	How often do you use the following devices at home?		
	A desktop or [laptop] computer	Q100A	Recoding
	Never or rarely	1	0
	At least once a week	2	1
	At least once a day	3	2
	Several times each day	4	3

Variable Name S_HOMTAB			
Description	Tablet use at home		
Procedure	Simple recoding		
Source	How often do you use the following devices at home?		
	A tablet device (e.g. [iPad])	Q100B	Recoding
	Never or rarely	1	0
	At least once a week	2	1
	At least once a day	3	2
	Several times each day	4	3

Variable Name S_HOMSMT			
Description	Smartphone use at home		
Procedure	Simple recoding		
Source	How often do you use the following devices at home?		
	A [smartphone] (except for using text and calling)	Q100C	Recoding
	Never or rarely	1	0
	At least once a week	2	1
	At least once a day	3	2
	Several times each day	4	3

Variable Name	S_HOMICT		
Description	ICT use at home		
Procedure	$S\_HOMICT = \max(S\_HOMCOM, S\_HOMTAB, S\_HOMSMT)$		
Source	How often do you use the following devices at home?		
	A desktop or [laptop] computer	Q100A	
	A tablet device (e.g. [iPad])	Q100B	
	A [smartphone] (except for using text and calling)	Q100C	
Variable Name	S_NISB		
Description	National index of socio-economic background		
Procedure	Factor scores (included in database), see Chapter 13 of the ICCS 2022 technical report for further details (Damiani et al., 2024)		
Source	S_HISEI, S_HISCED, S_HOMELIT (see above)		
Variable Name	S_RELIG		
Description	Students' religious affiliation		
Procedure	Simple recoding		
Source	What is your [religion]?	IS4G33	Recoding
	No religion	1	0
	[A]	2	1
	[B]	3	1
	[C]	4	1
	[D]	5	1
	Another religion	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?	IS4G34	Recoding
	Never	1	0
	Less than once a year	2	1
	At least once a year	3	2
	At least once a month	4	3
	At least once a week	5	4

Indices

Variable Name	S_POLDISC
Description	Students' discussion of political or social issues outside school
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirement
Interpretation	Higher values indicating higher frequencies of discussion
Trend Status	Equated to ICCS 2009
Source	How often are you involved in each of the following activities?
	IS4G12C Talking with your parent(s) about political or social issues
	IS4G12D Talking with your parent(s) about what is happening in other countries
	IS4G12E Talking with friends about political or social issues
	IS4G12F Talking with friends about what is happening in other countries

Variable Name	S_ENGDM
Description	Students' engagement with political or social issues using digital media
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher frequencies of participation
Trend Status	Not equated to previous cycle(s)
Source	How often are you involved in each of the following activities?
	IS4G13A Using the internet to find information about political or social issues
	IS4G13B Posting your own content about a political or social issue on the internet or social media
	IS4G13C Sharing content about a political or social issue posted by someone else
	IS4G13D Commenting on an online post about a political or social issue
	IS4G13E [Liking] an online post about a political or social issue

Variable Name	S_COMPART
Description	Students' participation in wider community groups or organizations
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher frequencies of participation
Trend Status	Not equated to previous cycle(s)
Source	Have you ever been involved in activities of any of the following organizations, clubs or groups?
	IS4G14A A youth organization affiliated with a political party or union
	IS4G14B A voluntary group doing something to help the [local community]
	IS4G14C A group or organization campaigning for a particular cause (e. g. environmental protection, human rights, or animal rights)
	IS4G14D A global campaign for a particular issue (e.g. action on climate change)
	IS4G14E A community youth group (e.g. [scouts, YMCA])

Variable Name	S_SCHPART
Description	Students' participation in civic activities at school
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher frequencies of participation
Trend Status	Not equated to previous cycle(s)
Source	At school, have you ever done any of the following activities? IS4G15A Active participation in an organised debate IS4G15B Voting for [class representative] or [school parliament/council] IS4G15C Taking part in decision-making about how the school is run IS4G15D Taking part in discussions at a [student assembly/gathering] IS4G15E Becoming a candidate for [class representative] or [school parliament/council] IS4G15F Participating in an activity to make the school more [environmentally friendly] IS4G15G Participating in writing articles on political and social issues for a [school publication or website]

Variable Name	S_OPDISC
Description	Students' perceptions of openness in classroom discussions
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating perceptions of more openness
Trend Status	Equated to ICCS 2009
Source	When discussing political or social issues during regular lessons, how often do the following things happen? IS4G16A Teachers encourage students to make up their own minds. IS4G16B Students [bring up] current political events for discussion in class. IS4G16C Students express opinions in class even when their opinions are different from most of the other students. IS4G16D Teachers encourage students to discuss the issues with people having different opinions. IS4G16E Teachers present several sides of the issues when explaining them in class. IS4G16F Teachers encourage students to express their opinions.

Variable Name	S_CIVLRN
Description	Student reports about civic learning at school
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating perceptions of more civic learning
Trend Status	Equated to ICCS 2016
Source	At school, to what extent have you learned about the following issues or topics?
	IS4G17A How citizens can vote in local or national elections
	IS4G17B How laws are introduced and changed in [country of test]
	IS4G17C How to protect the environment (e.g. through energy-saving or recycling)
	IS4G17D How to contribute to solving problems in the [local community]
	IS4G17E How citizen rights are protected in [country of test]
	IS4G17F Political issues and events in other countries
	IS4G17G How the economy works
	IS4G17H How to check whether online information can be trusted
	IS4G17I How to become a candidate in a [local election]

Variable Name	S_STUTREL
Description	Students' perceptions of student-teacher relations at school
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive teacher-student relations
Trend Status	Equated to ICCS 2009
Source	How much do you agree or disagree with the following statements about teachers and students at your school?
	IS4G18A Most of my teachers treat me fairly.
	IS4G18B Students get along well with most teachers.
	IS4G18C Most of my teachers are interested in students' well-being.
	IS4G18D Most of my teachers listen to what I have to say.
	IS4G18E 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 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive views of student interactions
Trend Status	Equated to ICCS 2016
Source	How much do you agree or disagree with the following statements about teachers and students at your school?
	IS4G18F Most students at my school treat each other with respect.
	IS4G18G Most students at my school get along well with each other.
	IS4G18H My school is a place where students feel safe.

Variable Name	S_INFDEC
Description	Students' beliefs about their influence on decision-making at school
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating greater perceived influence
Trend Status	New scale for ICCS 2022
Source	How much do you agree or disagree with the following statements about student participation at your school?
	IS4G19A Students' participation in decision-making contributes to make my school better.
	IS4G19B There are clear rules about how students can be involved in decision-making at my school.
	IS4G19C My school encourages students to organise in groups to express their opinions.
	IS4G19D Students can influence decisions that affect our whole school.
	IS4G19E Voting in student elections makes a difference to what happens at my school.
	IS4G19F Students' interests are usually considered when decisions are made at my school

Variable Name	S_SYSSAT
Description	Students' satisfaction with the political system
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating perceptions of more satisfaction with the political system.
Trend Status	New scale for ICCS 2022
Source	How much do you agree or disagree with the following statements about political leaders, members of [parliament/congress] and political decision-making in [country of test]?
	IS4G20A The political system of [country of test] works well.
	IS4G20D Members of [parliament/congress] are good at representing the interests of young people.
	IS4G20F Members of [parliament/congress] generally represent the interests of people in their country well.
	IS4G20I Members of [parliament/congress] treat all people in society fairly.

Variable Name	S_SYSCRT
Description	Students' critical views of the political system
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more critical views
Trend Status	New scale for ICCS 2022
Source	How much do you agree or disagree with the following statements about political leaders, members of [parliament/congress] and political decision-making in [country of test]? IS4G20B Members of [parliament/congress] do not care enough about the wishes of the people. IS4G20E Political leaders have too much power compared to other people. IS4G20H Members of [parliament/congress] usually forget the needs of the people who voted for them.

Variable Name	S_DEMTHRT
Description	Students' beliefs about threats to democracy
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating greater perception of threats to democracy
Trend Status	New scale for ICCS 2022
Source	How bad would it be for democracy if the following situations were to happen? IS4G21A Political leaders give government jobs to family members. IS4G21B The government breaks a law to fulfil a promise they made before they were elected. IS4G21C Opposition leaders are arrested because they openly criticized a new law. IS4G21D Only government supporters are appointed as judges. IS4G21E The government closes newspapers, radio and television stations that have been critical of its policies. IS4G21F The government blocks social media to prevent users from criticizing its policies. IS4G21G The government controls all newspapers, radio and television stations in a country.

Variable Name	S_CITCON
Description	Students' beliefs about the importance of conventional citizenship activities
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating perceptions of higher importance
Trend Status	Equated to ICCS 2009
Source	How important are the following behaviours for being a good adult citizen? IS4G22A Voting in every national election IS4G22B Joining a political party IS4G22D Following political issues in the newspaper, on the radio, on TV or on the Internet IS4G22E Engaging in political discussions

Variable Name S_CITSOC	
Description	Students' beliefs about the importance of social movement related citizenship activities
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating perceptions of higher importance
Trend Status	Equated to ICCS 2009
Source	How important are the following behaviours for being a good adult citizen?
	IS4G22F Participating in peaceful protests against laws believed to be unjust
	IS4G22G Participating in activities to benefit people in the [local community]
	IS4G22H Taking part in activities promoting human rights
	IS4G22I Taking part in activities to protect the environment
Variable Name S_GLOBCIT	
Description	Students' beliefs about the importance of globally oriented citizenship activities
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating perceptions of higher importance
Trend Status	New scale for ICCS 2022
Source	How important are the following behaviours for being a good adult citizen?
	IS4G22J Showing interest in different cultures and languages
	IS4G22K Making changes to one's personal lifestyle in order to become more [environmentally friendly]
	IS4G22L Supporting initiatives that promote equal opportunities for all people across the world
	IS4G22M Helping people in less developed countries

Variable Name	S_ENREST
Description	Students' endorsement of restrictions in a national emergency
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating greater agreement with restrictions
Trend Status	New scale for ICCS 2022
Source	To what extent do you agree or disagree that the government should have the right to take the following actions during a national emergency (e.g. caused by the outbreak of an infectious disease such as [COVID-19])? IS4G23A Close shops and businesses IS4G23B Fine people whose behaviour might put others at risk IS4G23C Oblige people to provide information about their movements IS4G23D Postpone meetings of the [parliament/congress] IS4G23E Impose travel restrictions IS4G23F Make peaceful protests, marches or rallies illegal IS4G23G Close schools IS4G23H Make it illegal for people to leave their homes without sufficient cause IS4G23I Prohibit larger gatherings of people at sporting and entertainment events

Variable Name	S_IMMPOS
Description	Students' positive attitudes toward immigrants
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive attitudes
Trend Status	Not equated to previous cycle(s). Defined as new scale for ICCS 2022
Source	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]? IS4G24A [Immigrant] children should have the same opportunities for education that other children in the country have. IS4G24B [Immigrants] who live in a country for several years should have the opportunity to vote in elections. IS4G24C [Immigrants] should have the opportunity to continue their own customs and lifestyle. IS4G24D [Immigrants] should have the same rights that everyone else in the country has. IS4G24E [Immigrants] bring many cultural, social and economic benefits to [country of test].

Variable Name	S_GENEQL
Description	Students' endorsement of gender equality
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive attitudes toward equal rights
Trend Status	Equated to ICCS 2009
Source	How much do you agree or disagree with the following statements?
	IS4G25A Men and women should have equal opportunities to take part in government.
	IS4G25B Men and women should have the same rights in every way.
	IS4G25C Women should stay out of politics.
	IS4G25D When there are not many jobs available, men should have more right to a job than women.
	IS4G25E Men and women should get equal pay when they are doing the same jobs.
	IS4G25F Men are better qualified to be political leaders than women.

Variable Name	S_ATTENV
Description	Students' positive attitudes toward environmental protection
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive attitudes towards environmental protection
Trend Status	New scale for ICCS 2022
Source	How much do you agree or disagree with the following statements?
	IS4G26A Governments should focus more on protecting the environment than on supporting economic growth.
	IS4G26B Every citizen needs to contribute to the reduction of pollution.
	IS4G26C [Country of test] should contribute to protecting the environment in other countries.
	IS4G26D All human beings should take responsibility for preserving the natural world.
	IS4G26E Countries need to work together to preserve the world's natural resources.

Variable Name	S_ETHRGHT
Description	Students' endorsement of equal rights for all ethnic groups
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive attitudes toward equal rights
Trend Status	Equated to ICCS 2009
Source	How much do you agree or disagree with the following statements? IS4G26OA All [ethnic groups] should have an equal chance to get good jobs in [country of test]. IS4G26OB Schools should teach students to respect [members of all ethnic groups]. IS4G26OC [Members of all ethnic groups] should be encouraged to run in elections for political office. IS4G26OD All [ethnic groups] should have an equal chance to get a good education in [country of test]. IS4G26OE [Members of all ethnic 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 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of trust
Trend Status	Equated to ICCS 2009
Source	How much do you trust each of the following groups, institutions or sources of information? IS4G27A The [national government] of [country of test] IS4G27B The [local government] of your town or city IS4G27C Courts of justice IS4G27D The police IS4G27E Political parties IS4G27F [Parliament/congress]

Variable Name	S_ENVCON
Description	Students' concern about threats to the global environment
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating greater perception of different issues as a threat to the global environment
Trend Status	New scale for ICCS 2022
Source	To what extent do you think the following issues are a threat to the world's future? IS4G28A Pollution IS4G28D Climate change IS4G28J [Loss of biodiversity, extinction of living species] IS4G28K Water shortages

Variable Name	S_CITEFF
Description	Students' citizenship self-efficacy
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of confidence
Trend Status	Equated to ICCS 2009
Source	How well do you think you would do the following activities?
	IS4G29A Argue your point of view about a controversial political or social issue
	IS4G29B Stand as a candidate in a [school election]
	IS4G29C Organise a group of students in order to achieve changes at school
	IS4G29D Follow a debate about a controversial issue
	IS4G29E Write a letter or email to a newspaper giving your view on a current issue
	IS4G29F Speak in front of your class about a social or political issue
	IS4G29G Assess the credibility of information about political or social issues

Variable Name	S_SCACT
Description	Students' willingness to participate in school activities
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of expected engagement
Trend Status	Equated to ICCS 2016
Source	If you were given the chance, how likely is it that you would participate in each activity?
	IS4G30A Vote in a school election of [class representatives] or [school parliament/council]
	IS4G30B Join a group of students campaigning for an issue you agree with
	IS4G30C Become a candidate for [class representative] or [school parliament/council]
	IS4G30D Take part in discussions in a [student assembly/gathering]

Variable Name	S_LEGACT
Description	Students' expected participation in legal activities
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of expected engagement
Trend Status	Equated to ICCS 2016
Source	Would you take part in any of the following activities to express your opinion in the future?
	IS4G31A Talk to others about your views on political or social issues
	IS4G31B Contact an [elected representative]
	IS4G31C Take part in a peaceful march or rally
	IS4G31D Collect signatures for a petition
	IS4G31E Contribute to an online discussion about social or political issues
	IS4G31F Organise an online campaign in support of a political or social issue

Variable Name	S_ENVACT
Description	Students' expected participation in environmental protection activities
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of expected engagement
Trend Status	New scale for ICCS 2022
Source	Would you take part in any of the following activities to express your opinion in the future? IS4G31G Refuse to buy products that are harmful for the environment IS4G31H Tell someone to stop causing damage to the environment IS4G31I Participate in an organised protest to demand more action to protect our environment IS4G31J Encourage other people to make personal efforts to help the environment (e.g. through saving water)

Variable Name	S_ILLACT
Description	Students' expected participation in illegal protest activities
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of expected engagement
Trend Status	Equated to ICCS 2016
Source	Would you take part in any of the following activities to express your opinion in the future? IS4G31K Spray-paint protest slogans on walls IS4G31L Stage a protest by blocking traffic IS4G31M Occupy public buildings as a sign of protest

Variable Name	S_ELECPART
Description	Students' expected electoral participation
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of expected engagement
Trend Status	Equated to ICCS 2009
Source	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? IS4G32A Vote in [local elections] IS4G32B Vote in [national elections] IS4G32C 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 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of expected engagement
Trend Status	Equated to ICCS 2009
Source	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? IS4G32E Join a political party IS4G32F Join a trade union IS4G32G Stand as a candidate in [local elections] IS4G32H Join an organisation for a political or social cause

Variable Name	S_RELINF
Description	Students' positive attitudes toward the influence of religion in society
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive attitudes toward the influence of religion
Trend Status	Equated to ICCS 2009
Source	How much do you agree or disagree with the following statements about religion? IS4G35A Religion is more important to me than what is happening in national politics. IS4G35B Religion helps me to decide what is right and what is wrong. IS4G35C Religious leaders should have more power in society. IS4G35D Religion should influence people's behaviour towards others. IS4G35E Rules of life based on religion are more important than civil laws. IS4G35F All people should be free to practice the religion they choose. IS4G35G Religious people are better citizens.

National option variables

Variable Name IS4G02ON		
Description	Student's ethnic background	
Coding	Value	Value Label
	10001	BGR - Question not administered or data not available
	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
	19601	CYP - Question not administered or data not available
	20801	DNK - Question not administered or data not available
	23301	EST - Estonian
	23302	EST - Non-Estonian, born in Estonia
	23303	EST - Non-Estonian, born abroad
	23304	EST - Estonian, born abroad
	25001	FRA - Question not administered or data not available
	27600101	DNW - Question not administered or data not available
	27600501	DSH - Question not administered or data not available
	38001	ITA - Question not administered or data not available
	42801	LVA - Latvian
	42802	LVA - Russian
	42803	LVA - Belarussian
	42804	LVA - Another ethnic background
	44001	LTU - Question not administered or data not available
	47001	MLT - European
	47002	MLT - African
	47003	MLT - Asian
	47004	MLT - Arabic
	52801	NLD - Dutch
	52802	NLD - Surinamese
	52803	NLD - Antillean or Aruban
	52804	NLD - Turkish
	52805	NLD - Moroccan
	52806	NLD - Cape Verde

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
61601	POL - Question not administered or data not available
68801	SRB - Question not administered or data not available
70301	SVK - 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
72401	ESP - Question not administered or data not available
75201	SWE - Question not administered or data not available
7601	BRA - White
7602	BRA - Black
7603	BRA - Brown
7604	BRA - Yellow
7605	BRA - Indigenous
7606	BRA - I do not want to declare
964201	ROU - Romanian citizenship
964202	ROU - Moldavian citizenship
964203	ROU - Hungarian citizenship
964204	ROU - Another citizenship
99999997	Invalid
99999998	Not administered
99999999	Omitted

Variable Name IS4G04AN, IS4G04BN, IS4G04CN		
Description	Student's country of birth, parent 1 country of birth, parent 2 country of birth	
Coding	Value	Value Label
	10001	BGR - Bulgaria
	10002	BGR - Another country
	15801	TWN - Taiwan
	15802	TWN - China (including Hong Kong and Macau)
	15803	TWN - South-Eastern Asia
	15804	TWN - Other country
	17001	COL - Colombia
	17002	COL - Another Latin American country
	17003	COL - Another country outside Latin America
	19101	HRV - Croatia
	19102	HRV - Another European country
	19103	HRV - Another non-European country
	19601	CYP - Cyprus
	19602	CYP - Greece
	19603	CYP - Other EU country
	19604	CYP - Other non-EU country
	20801	DNK - Denmark
	20802	DNK - Other Nordic country (e.g. Norway, Sweden)
	20803	DNK - Other country in Europe (e.g., Bosnia and Herzegovina, England, Poland, Romania, Spain, Germany)
	20804	DNK - Country outside Europe (e.g., Iran, Iraq, Lebanon, Pakistan, Somalia, Türkiye, Vietnam)
	23301	EST - Estonia
	23302	EST - Russia
	23303	EST - Another country
	25001	FRA - France
	25002	FRA - Another country
	27600101	DNW - Germany
	27600102	DNW - Country within the European Union (EU)
	27600103	DNW - Country outside of the European Union (EU)
	27600501	DSH - Germany
	27600502	DSH - Country within the European Union (EU)
	27600503	DSH - Country outside of the European Union (EU)
	38001	ITA - Italy
	38002	ITA - Another European country
	38003	ITA - Another non-European country
	42801	LVA - Latvia
	42802	LVA - Russia
	42803	LVA - Belarus

42804	LVA - Another country
44001	LTU - Lithuania
44002	LTU - Another country
47001	MLT - Malta
47002	MLT - Another European country
47003	MLT - An African country
47004	MLT - Another country
52801	NLD - Netherlands
52802	NLD - Suriname
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 country in Europe
57804	NOR - A country outside of Europe
61601	POL - Poland
61602	POL - Eastern European country (Belarus, Moldova, Russia, Ukraine)
61603	POL - Another European country other than those listed above
61604	POL - Non-European country
68801	SRB - Serbia
68802	SRB - Another country in Europe
68803	SRB - Another country outside of Europe
70301	SVK - Slovakia
70302	SVK - European country
70303	SVK - Non-European country
70501	SVN - Slovenia
70502	SVN - One of the other republics of former Yugoslavia
70503	SVN - Another country
72401	ESP - The country where I live
72402	ESP - Morocco
72403	ESP - Latin America: Ecuador, Peru, Argentina...
72404	ESP - Romania
72405	ESP - Another country
75201	SWE - Sweden

75202	SWE - Nordic country (outside of Sweden)
75203	SWE - European country (non-Nordic country)
75204	SWE - Country outside of Europe
7601	BRA - Brazil
7602	BRA - Other country of South America
7603	BRA - Other country
964201	ROU - Romania
964202	ROU - Republic of Moldova
964203	ROU - Hungary
964204	ROU - Another country
99999997	Invalid
99999998	Not administered
99999999	Omitted

Variable Name		IS4G05N
Description		Language use at home
Coding	Value	Value Label
	10001	BGR - Bulgarian
	10002	BGR - Another language
	15801	TWN - Mandarin
	15802	TWN - Hollo
	15803	TWN - Hakka
	15804	TWN - Indigenous language
	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
	19601	CYP - Greek
	19602	CYP - English
	19603	CYP - Russian
	19604	CYP - Another language
	20801	DNK - Danish
	20802	DNK - Norwegian or Swedish
	20803	DNK - English, German or French
	20804	DNK - Another language
	23301	EST - Estonian
	23302	EST - Russian
	23303	EST - Another language
	25001	FRA - French
	25002	FRA - Another language
	27600101	DNW - German
	27600102	DNW - Another language
	27600501	DSH - German
	27600502	DSH - Another language
	38001	ITA - Italian
	38002	ITA - A dialect
	38003	ITA - Another language
	42801	LVA - Latvian

42802	LVA - Russian
42803	LVA - Polish
42804	LVA - Another language
44001	LTU - Lithuanian
44002	LTU - Polish
44003	LTU - Russian
44004	LTU - Another language
47001	MLT - Maltese
47002	MLT - English
47003	MLT - Another language
52801	NLD - Dutch
52802	NLD - Frisian
52803	NLD - Surinamese or Sranantongo
52804	NLD - Papiamentu
52805	NLD - Turkish
52806	NLD - Arabian or Berber
52807	NLD - Bahasa Indonesia or Molukan Malasian
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, Afrikaans)
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)
61601	POL - Polish
61602	POL - Another language
68801	SRB - Serbian
68802	SRB - Hungarian
68803	SRB - Albanian
68804	SRB - Romani
68805	SRB - Bosnian
68806	SRB - Another language
70301	SVK - Slovak
70302	SVK - Hungarian
70303	SVK - Roma
70304	SVK - 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 - Another language
72401	ESP - Spanish
72402	ESP - Catalan
72403	ESP - Basque
72404	ESP - Galician
72405	ESP - Valencian
72406	ESP - Another language
75201	SWE - Swedish
75202	SWE - Other Nordic language
75203	SWE - Other European language
75204	SWE - Another language
7601	BRA - Portuguese
7602	BRA - Spanish
7603	BRA - Another language
964201	ROU - Romanian
964202	ROU - Hungarian
964203	ROU - Romani
964204	ROU - Another language
99999997	Invalid
99999998	Not administered
99999999	Omitted

Variable Name IS4G33N		
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 - Another 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 - Another religion
	19101	HRV - No religion
	19102	HRV - Catholic
	19103	HRV - Orthodox
	19104	HRV - Muslim
	19105	HRV - Jew
	19106	HRV - Another religion
	19601	CYP - No religion
	19602	CYP - Christian (Orthodox)
	19603	CYP - Christian (Catholic)
	19604	CYP - Christian (other)
	19605	CYP - Muslim
	19606	CYP - Another religion
	20801	DNK - Question not administered or data not available
	23301	EST - No religion
	23302	EST - Protestant
	23303	EST - Orthodox
	23304	EST - Catholic
	23305	EST - Baptist
	23306	EST - Another religion
	25001	FRA - Question not administered or data not available
	27600101	DNW - No religion
	27600102	DNW - Christianity

27600103	DNW - Islam
27600104	DNW - Judaism
27600105	DNW - Buddhism
27600106	DNW - Another religion
27600501	DSH - No religion
27600502	DSH - Christianity
27600503	DSH - Islam
27600504	DSH - Judaism
27600505	DSH - Buddhism
27600506	DSH - Another religion
38001	ITA - Question not administered or data not available
42801	LVA - No religion
42802	LVA - Catholic
42803	LVA - Lutheran
42804	LVA - Orthodox
42805	LVA - Baptist
42806	LVA - Another religion
44001	LTU - No religion
44002	LTU - Roman Catholic
44003	LTU - Orthodox
44004	LTU - Evangelical Lutheran
44005	LTU - Old believers
44006	LTU - Another religion
47001	MLT - No religion
47002	MLT - Christianity
47003	MLT - Islam
47004	MLT - Judaism
47005	MLT - Buddhism
47006	MLT - Another religion
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
61601	POL - No religion
61602	POL - A religion
68801	SRB - No religion
68802	SRB - Orthodox Christian
68803	SRB - Catholic
68804	SRB - Islamic
68805	SRB - Another religion
70301	SVK - No religion
70302	SVK - Catholic
70303	SVK - Lutheran
70304	SVK - Greek Orthodox
70305	SVK - Calvinist
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
72401	ESP - No religion
72402	ESP - Catholic
72403	ESP - Evangelist
72404	ESP - Muslim
72405	ESP - Jewish
72406	ESP - Another religion
75201	SWE - Question not administered or data not available
7601	BRA - No religion
7602	BRA - Catholic
7603	BRA - Evangelical
7604	BRA - Spiritualist
7605	BRA - Afrodecent religion
7606	BRA - Another religion
964201	ROU - No religion
964202	ROU - Orthodox
964203	ROU - Greek Catholic
964204	ROU - Roman Catholic
964205	ROU - Mosaic
964206	ROU - Reformed-Calvinist

964207	ROU - Evangelical Lutheran
964208	ROU - Mohammedan
964209	ROU - Another religion
99999997	Invalid
99999998	Not administered
99999999	Omitted

Variable Name STREAM		
Description	Streaming of classes / schools in country	
Coding	Value	Value Label
	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
	15802	TWN - Regular Class
	15803	TWN - Talented Class
	42801	LVA - Latvian
	42802	LVA - Minority Language
	42803	LVA - Mixed
	52801	NLD - BBL (low vocational)
	52802	NLD - BBL plus KBL (low and middle vocational)
	52803	NLD - KBL (middle vocational)
	52804	NLD - KBL plus TL (middle and high vocational)
	52805	NLD - GL (high vocational)
	52806	NLD - GL plus TL (high vocational)
	52807	NLD - TL (high vocational)
	52808	NLD - Mixed high vocational and general (TL-HAVO)
	52809	NLD - HAVO
	52810	NLD - Mixed general (HAVO-VWO)
	52811	NLD - VWO-Atheneum
	52812	NLD - VWO- Gymnasium
	52813	NLD - VWO
	52814	NLD - Mixed all levels (incl. vocational and general tracks)
	52815	NLD - Mixed vocational (BBL-KBL-TL)
	99999998	Not administered
	99999999	Omitted

Section 5: European student questionnaire

Scales

Variable Name	E_EUIDENT
Description	Students' sense of European identity
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of sense of European identity
Trend Status	Equated to ICCS 2009
Source	How much do you agree or disagree with the following statements about religion? ES4G01A I see myself as European. ES4G01B I am proud to live in Europe. ES4G01C I feel part of Europe. ES4G01D 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 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating perceptions of higher levels of learning opportunities
Trend Status	Not equated to previous cycle(s). New scale for ICCS 2022
Source	At school, to what extent have you learned about the following issues or topics? ES4G02A Political and economic systems of other European countries ES4G02B The history of Europe ES4G02C Political and social issues in other European countries ES4G02D Political and economic cooperation between European countries ES4G02E The European Union

Variable Name	E_FREEMOVE
Description	Students' endorsement of freedom of movement within Europe
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive attitudes toward freedom of migration
Trend Status	Equated to ICCS 2016
Source	How much do you agree or disagree with the following statements related to the freedom for European citizens to work in other European countries? ES4G03A Allowing citizens of European countries to work anywhere in Europe is good for the European economy. ES4G03B Citizens of European countries should be allowed to work anywhere in Europe. ES4G03C Allowing citizens of European countries to work anywhere in Europe helps to reduce unemployment.

Variable Name	E_RES MIG
Description	Students' endorsement of restrictions of movement in Europe
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more endorsement of restricting migration within Europe
Trend Status	Not equated to previous cycle(s). Defined as new scale for ICCS 2022
Source	How much do you agree or disagree with the following statements related to the freedom for European citizens to work in other European countries? ES4G03D The freedom for citizens of European countries to work anywhere in Europe should be limited. ES4G03E The freedom for citizens of European countries to work in another European country should be regulated by agreements between individual countries. ES4G03F Citizens of European countries seeking to work in another European country should apply for work permits like people from outside Europe.

Variable Name	E_CCOOP
Description	Students' support for cooperation among European countries
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive attitudes toward European cooperation
Trend Status	Not equated to previous cycle(s). New scale for ICCS 2022
Source	How much do you agree or disagree with the following statements? ES4G04A European countries should recognize all educational qualifications achieved in any other European country. ES4G04B European countries should have a European army for international missions. ES4G04C European countries should adopt common rules to prevent and combat terrorism. ES4G04D European countries should adopt the same regulations to combat illegal entry from non-European countries. ES4G04E European countries should have the same rules regarding the acceptance of people escaping persecution in their countries for reasons of nationality, ethnicity, religion, or political opinions. ES4G04F European countries should adopt common rules to reduce social and economic inequalities between rich and poor people. ES4G04G European countries should have common rules to combat infectious diseases (e.g. [measles, COVID-19]).

Variable Name	E_COOPENV
Description	Students' endorsement of environmental cooperation in Europe
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating greater endorsement on environmental cooperation
Trend Status	New scale for ICCS 2022
Source	How much do you agree or disagree with the following statements? ES4G05A European countries should have the same rules to protect the environment. ES4G05B European countries should adopt common protocols and rules to reduce climate change. ES4G05C European countries should promote an economic growth sustainable for the environment. ES4G05D European countries should promote the use of renewable energy sources. ES4G05E European countries should encourage the use of [clean technologies] in countries outside Europe.

Variable Name	E_EUFPOS
Description	Students' positive expectations for European future
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive expectations for European future
Trend Status	Not equated to previous cycle(s). New scale for ICCS 2022
Source	What is Europe likely to look like in 10 years? ES4G07A There will be stronger cooperation among European countries. ES4G07C There will be peace across Europe. ES4G07F There will be less air and water pollution in Europe. ES4G07H Democracy will be strengthened across Europe. ES4G07I Poor people will have more access to healthcare. ES4G07K There will be more women among political leaders.

Variable Name	E_EUFNEG
Description	Students' negative expectations for European future
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more pessimistic views for European future
Trend Status	Not equated to previous cycle(s). New scale for ICCS 2022
Source	What is Europe likely to look like in 10 years? ES4G07B There will be a rise in racism. ES4G07D Terrorism will be more of a threat all across Europe. ES4G07E There will be larger economic differences between rich and poor countries in Europe. ES4G07G There will be a rise in poverty and unemployment in Europe. ES4G07J Politics will be increasingly influenced by small groups of rich people. ES4G07L There will be a rise in religious intolerance. ES4G07M There will be more infectious diseases (e.g. [measles, COVID-19])

Variable Name	E_INDFUT
Description	Students' expectations for their own individual future
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive expectations for their own future
Trend Status	Equated to ICCS 2016
Source	How likely do you think it is that your future will look like this? ES4G08A I will find a steady job. ES4G08B My financial situation will be better than that of my parents. ES4G08C I will find a job I like. ES4G08D I will have the opportunity to travel abroad for leisure. ES4G08E I will earn enough money to start a family.

Variable Name	E_ETHCON
Description	Students' reports on political consumerism behaviours
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more frequent participation in political consumerism behaviours
Trend Status	New scale for ICCS 2022
Source	During the last twelve months, how often have you done or have you asked your [parents or guardians] to do the following things? ES4G10A Refuse to buy goods produced by companies using child labor ES4G10B Refuse to buy goods whose production has a negative impact on the environment ES4G10C Refuse to buy goods produced by a company violating social rights of their employees ES4G10D Buy only goods that can be recycled afterwards ES4G10E Buy [green products] ES4G10F Get information whether companies are [socially responsible] before buying their products

Variable Name	E_SUSBEH
Description	Students' reports on their sustainable behaviours
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more frequent participation in sustainable behaviours
Trend Status	New scale for ICCS 2022
Source	During the last twelve months, how often have you done each of the actions listed below? ES4G11A Purchase used instead of new clothing ES4G11B Reduce water use (e.g. when brushing your teeth, having a shower, washing dishes) ES4G11C Reduce the use of electricity (e.g. switching off the lights when leaving a room, turning down the heat when it is not too cold) ES4G11D Avoid buying products with plastic packaging (e.g. school supplies, groceries) ES4G11E Reuse old items in good condition instead of buying new ones ES4G11F Limit the use of plastic items (e.g. disposable plastic glasses, water bottles, plastic shopping bags) ES4G11G Reduce food waste (e.g. avoiding buying more food than necessary, eating leftovers) ES4G11H Repair rather than replacing items you have (e.g. fix your bike instead of buying a new one, mending a backpack instead of buying a new one)

Variable Name	E_EUATPOS
Description	Students' positive attitudes toward European Union
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive attitudes toward European cooperation
Trend Status	Not equated to previous cycles(s). New scale for ICCS 2022
Source	How much do you agree or disagree with the following statements? ES4G12A [EU] promotes respect for human rights all over Europe. ES4G12C [EU] takes care of the environment. ES4G12D [EU] is good for the economy of individual countries. ES4G12F [EU] makes Europe a safe place to live. ES4G12G [EU] is good because countries share a common set of rules and laws. ES4G12I [EU] promotes freedom of speech.

Variable Name	E_EUATNEG
Description	Students' negative attitudes toward European Union
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more negative attitudes toward European cooperation
Trend Status	New scale for ICCS 2022
Source	How much do you agree or disagree with the following statements? ES4G12B [EU] institutions cost too much money. ES4G12E [EU] policies are too strongly influenced by the richest member states. ES4G12H [EU] is run mainly by unelected bureaucrats. ES4G12J The adoption of [EU] policies takes too long to be effective.

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 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive attitudes toward authoritarianism
Trend Status	Equated to ICCS 2009 (using fixed parameters)
Source	How much do you agree or disagree with the following statements about the government and its leaders in [country of test]? LS4G02A It is better for government leaders to make decisions without consulting anybody. LS4G02B People in government must enforce their authority even if it means violating the rights of some citizens. LS4G02C People whose opinions are different than those of the government must be considered its enemies. LS4G02D It is fair that the government does not comply with the law when it thinks it is necessary. LS4G02E The government should close communication media that criticize it. LS4G02F Concentration of power in one person guarantees order. LS4G02G If the president does not agree with [parliament/congress], he/she should [dissolve] it.

Variable Name	L_ATT CORR
Description	Students' endorsement of corrupt practices in government
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive attitudes toward corrupt practices
Trend Status	Equated to ICCS 2009 (using fixed parameters)
Source	How much do you agree or disagree with the following statements about the public service and government? LS4G03A It is acceptable for a civil servant to accept bribes if their salary is too low. LS4G03B It is appropriate for a civil servant to use the resources of the institution in which he/she works for personal benefit. LS4G03C Good candidates grant personal benefits to voters in return for their votes. LS4G03D Paying an additional amount to a civil servant in order to obtain a personal benefit is acceptable. LS4G03E It is acceptable for a civil servant to support his/her friends by giving them jobs in his/her office.

Variable Name	L_DISLAW
Description	Students' acceptance of disobeying the law
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating higher levels of endorsement of disobedience to the law
Trend Status	Equated to ICCS 2009 (using fixed parameters)
Source	How much do you agree or disagree with the following statements about situations where the law may be disobeyed? LS4G04A when it is the only alternative left for achieving important objectives. LS4G04B when it is the only way one has to help one's family. LS4G04C when others who disobeyed it were not punished. LS4G04D when others do it. LS4G04E when one distrusts the enacting body. LS4G04F when one is sure nobody will realize. LS4G04H when nobody gets hurt. LS4G04I when it is not done with bad intentions. LS4G04J when one can obtain economic benefits.

Variable Name	L_ATTHS
Description	Students' positive attitudes toward homosexuals
Procedure	IRT WLE scores with mean of 50 and standard deviation of 10 across equally weighted participating countries that met sample participation requirements
Interpretation	Higher values indicating more positive attitudes toward homosexuality
Trend Status	Equated to ICCS 2016 (using fixed parameters)
Source	How much do you agree or disagree with the following statements with regard to homosexuality? LS4G05A Persons of the same sex should have the right to get married. LS4G05B Two persons of the same sex should have the right to adopt children. LS4G05C Homosexuals should have the same rights as all other citizens. LS4G05D All schools should accept homosexuals. LS4G05E Homosexuals should have the right to hold any political or public position.

APPENDIX D: Restricted Use Items

Overview

Twenty-eight test items used in the ICCS 2022 main survey have been designated as ICCS 2022 restricted use items.

Twenty-two of these items were completed by students participating in both the paper-based and computer-based delivery modes. The remaining six items comprise one computer-enhanced module that was completed by students in the computer-based delivery mode only. These items are presented as screenshots in this document.

This appendix includes summary item information for all items in the restricted use item set and the full text for the 15 sample items from the ICCS 2022 international report.

Full texts for the 13 items in the restricted use item set that are not sample items from the ICCS 2022 international report are available only on request from IEA.¹

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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 2022 international report.
Trend status:	Trend items are those developed and first used in a previous cycle of ICCS and used again in ICCS 2022
Format:	The item format as either MC (four option multiple choice), CR (constructed-response requiring students to write one or more sentences), DI (dynamic interactive – where feedback to the student is affected by their response to the item), or DD (drag and drop).
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. For items with other formats, please refer to the ICCS 2022 International Report to see summary details of the scoring guide.
Max score:	The maximum score for the item.
Content domain:	The content domain reference to the ICCS 2022 assessment framework.
Cognitive domain:	The cognitive domain reference to the ICCS 2022 assessment framework.
Delivery mode	This denotes the delivery mode in which the item was available to students, computer-based (CBA) and/or paper based (PBA).

Restricted item #	Item ID	Sample item # (International report)	Trend status	Format	Key	Max score	Content domain	Cognitive domain	Delivery mode
1	CI3NPM1	1	Trend	MC	1	1	1. Civic institutions and systems	1. Knowing	CBA & PBA
2	CI3NPM2	2	Trend	MC	2	1	4. Civic roles and identities	1. Knowing	CBA & PBA
3	CI4DCM1	3	New	MC	4	1	2. Civic principles	1. Knowing	CBA & PBA
4	CI3PAM1	4	Trend	MC	4	1	1. Civic institutions and systems	2. Reasoning and applying	CBA & PBA
5	CI4FKC1	9	New	CR	X	2	1. Civic institutions and systems	2. Reasoning and applying	CBA & PBA
6	CI4FKM2	5	New	MC	1	1	3. Civic participation	1. Knowing	CBA & PBA
7	CI4ECM1	6	New	MC	1	1	3. Civic participation	1. Knowing	CBA & PBA
8	CI4ECM2	7	New	MC	2	1	3. Civic participation	1. Knowing	CBA & PBA
9	CI4ECM3	8	New	MC	1	1	2. Civic principles	2. Reasoning and applying	CBA & PBA
10	CI4ZSM1	10	New	MC	3	1	3. Civic participation	2. Reasoning and applying	PBA only
11	CI4ZSD2	11	New	DD	X	1	3. Civic participation	2. Reasoning and applying	PBA only
12	CI4ZSL3	12	New	CMC	X	2	3. Civic participation	2. Reasoning and applying	PBA only
13	CI4ZSC4	13	New	CR	X	1	3. Civic participation	2. Reasoning and applying	PBA only
14	CI4ZSC5Y	14	New	CR	X	1	3. Civic participation	2. Reasoning and applying	PBA only
15	CI4ZSC5N	15	New	CR	X	1	3. Civic participation	2. Reasoning and applying	PBA only
16	CI2BIO1	N/A	Trend	CR	X	2	4. Civic roles and identities	2. Reasoning and applying	CBA & PBA
17	CI2CCM1	N/A	Trend	MC	2	1	2. Civic principles	2. Reasoning and applying	CBA & PBA
18	CI2CCM2	N/A	Trend	MC	2	1	4. Civic roles and identities	2. Reasoning and applying	CBA & PBA
19	CI2ORM1	N/A	Trend	MC	3	1	2. Civic principles	2. Reasoning and applying	CBA & PBA
20	CI308M1	N/A	Trend	MC	1	1	2. Civic principles	2. Reasoning and applying	CBA & PBA
21	CI314M1	N/A	Trend	MC	1	1	2. Civic principles	1. Knowing	CBA & PBA
22	CI3MAM1	N/A	Trend	MC	3	1	1. Civic institutions and systems	1. Knowing	CBA & PBA
23	CI4DDM1	N/A	New	MC	2	1	2. Civic principles	2. Reasoning and applying	CBA & PBA
24	CI4DDM2	N/A	New	MC	1	1	2. Civic principles	2. Reasoning and applying	CBA & PBA
25	CI4EAM1	N/A	New	MC	3	1	2. Civic principles	1. Knowing	CBA & PBA
26	CI4FRM1	N/A	New	MC	1	1	2. Civic principles	1. Knowing	CBA & PBA
27	CI3UHM1	N/A	Trend	MC	1	1	1. Civic institutions and systems	1. Knowing	CBA & PBA
28	CI4SJM1	N/A	New	MC	4	1	2. Civic principles	1. Knowing	CBA & PBA

Restricted use items 1 and 2 (CBA and PBA)

The sign below is in a National Park in [Exland].

[White Water] National Park

Visitors must obey the following rules:

- Do not litter
- Do not light camp fires
- Do not feed the wild animals
- Camp only in camping areas

Heavy penalties apply.

CI3NPM1

Why does the national park have rules?

- ☐ to protect the national park and keep people safe
- ☐ to discourage people from visiting the national park
- ☐ to raise money for the national park from the fines
- ☐ to warn people about dangers in the national park

[Female Name 1] 'I do not want to visit the national park. There are too many rules.'

[Female Name 2] 'The rules are sensible. I am happy to obey them.'

CI3NPM2

Which reason best explains why [Female Name 2] is happy to obey the rules?

- ☐ [Female Name 2] thinks that rules should never be questioned.
- ☐ [Female Name 2] understands that the rules are for everyone's benefit.
- ☐ [Female Name 2] is frightened of the punishment for disobeying the rules.
- ☐ [Female Name 2] does not understand that the rules limit his activities in the park.

Restricted use item 3 (CBA and PBA)

[Male name 1] is charged with a serious offence. [Male name 1's] father is a senior politician. When the police find out that [Male name 1's] father is a senior politician they drop the charges and Restricted use [Male name 1].

CI4DCM1

Why are the actions of the police undemocratic?

- ☐ In a democracy people are innocent until proven guilty.
- ☐ In a democracy police do not have the right to charge someone with an offence.
- ☐ In a democracy all citizens have the right to legal representation.
- ☐ In a democracy the law must be applied equally to all.

Restricted use item 4 (CBA and PBA)

CI3PAM1

What is the most likely reason a person in a democracy would join a political party?

- ☐ to help the police with the enforcement of laws
- ☐ to decide on sentences for people found guilty of crimes
- ☐ to decide on the location of polling booths for national elections
- ☐ to participate in activities that influence government policy

Restricted use items 5 and 6 (CBA and PBA)

Fake news is a term used to describe false or misleading information that is deliberately presented as news.

CI4FKC1

How can the presence of fake news harm a democracy?

Give **two ways**.

1.

2.

CI4FKM2

What can a person do to confirm whether information in a news article is real or fake?

- ☐ check whether or not the same information is presented by many different sources
- ☐ check whether or not the government agrees or disagrees with the news
- ☐ check whether or not their friends believe the news article
- ☐ check whether or not the news is [trending] on social media

Restricted use items 7, 8, and 9 (CBA and PBA)

[Female name 1] lives in a wealthy country and wants to be [an ethical consumer]. This means that she thinks carefully about what she buys based on how it was made, where it comes from, and the environmental impacts of her purchasing choices.

CI4ECM1

Which one of the following actions is an example of [Female name 1] being [an ethical consumer]?

- ☐ She buys only free-range eggs.
- ☐ She buys only the cheapest clothing.
- ☐ She buys only products from small companies.
- ☐ She buys only products with good online reviews.

CI4ECM2

[Female name 1] visits a website with information for [ethical consumers]. What information is she most likely to find on this website?

- ☐ how much products cost to be delivered
- ☐ what the working conditions are for people who make the products
- ☐ how popular the products are on the international market
- ☐ which countries the products are readily available in

CI4ECM3

[Female name 1] decides to only buy products that are produced close to where she lives.

What about [Female name 1's] decision makes her an [ethical consumer]?

- ☐ The products are transported short distances to get to her.
- ☐ The products are of better quality than those made elsewhere.
- ☐ It is easy for her to contact the producers if she has a complaint.
- ☐ It is likely that she can get her friends to buy the same products.

Restricted use item 10 (CBA only)

CI4ZSM1

12345

A sports club has decided to change the way decisions are made about how the club is run. They have decided to allow all members to use a phone app to vote directly on proposals, rather than having a committee make all the decisions.

How is having **members vote** on proposals a more democratic way to make decisions than relying on a committee?

☐ All members will be satisfied with decisions.

☐ Using the phone app is likely to be more fun.

☐ All members can be involved in decision-making.

☐ There is less risk of individuals interfering in decision-making.

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Restricted use item 11 (CBA only)

CI4ZSD2

12345

The app has three features that support the voting process for members.

What democratic value does each app feature reflect?

Drag and drop each app feature onto its matching democratic value.

There will be one democratic value without a matching app feature.

App Features

The app does not display the names of voters.

The app locks out members after they have voted.

The app supports the use of text to speech readers.

Democratic Values

Voting must be accessible to all members.

Each member may only vote once.

The votes of members must be kept secure.

Members should be able to vote without pressure from others.

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Restricted use item 12 (CBA only)

CI4ZSL3

1
2
3
4
5

The club is about to have its first vote and wants the fairest outcome.
The proposal is:
We should spend this year's unused funds on new equipment.
The club has 80 members.
You need to think about the answers to the following questions in order to set up the app.

1. Should the app be used to confirm the identity of the member voting?
2. Should each member's vote be kept secret or not?
3. How long should the voting period last?
Select one option from each category to set up the app.
Click on  to submit your chosen app settings.
After you click on  you cannot go back and change your answer.

App settings for voting rules

- Voter identity confirmation**

☐ Members must enter their mobile phone number (verified by an SMS code) before they are able to vote
☐ Members can vote directly from the app without confirming their identity
- Voter privacy**

☐ Voters can see how others voted
☐ Votes are kept secret
- Time period during which the app can accept votes**

☐ 6am to 6.30am on a single day
☐ 6am to 6pm on a single day




Restricted use item 13 (CBA only)

CI4ZSC4

1
2
3
4
5

The result of the vote and feedback from members is shown.
You can close the feedback report to see the app setting you chose. You can open and close the feedback report as often as you need to.
Which of the two app settings shown below do you think is more important for ensuring the voting process is fair?
Choose one app setting and explain why you think it is important.

☐ Voter privacy
☐ Time period during which the app can accept votes

Voting Report

Proposal: We should spend this year's unused funds on new equipment.

- 

8
Members voted
- 

1
Yes
- 

7
No

Result: Rejected
More than half the votes were 'No'.

Feedback from members

- Many members thought the voting period was too short.
- Many members did not vote because they were afraid that others might not like how they voted.

[Close Report](#)




Restricted use item 14 and 15 (CBA only)

CI4ZSC5Y

CI4ZSC5N

12345

After the vote, the club reviewed the voting rules.

Some people argued that the votes should be counted **only** if at least 50 out of the 80 members voted.

Give one reason **to support** the rule that the votes should be counted **only** if at least 50 out of the 80 members voted.

Give one reason **against** the rule that the votes should be counted **only** if at least 50 out of the 80 members voted.

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The IEA's International Civic and Citizenship Education Study (ICCS) investigates the ways in which young people around the world are prepared to undertake their roles as citizens. ICCS 2022 is the third cycle of the study, which was initiated in 2009 and repeated in 2016. Based on data from 24 countries or benchmarking participants from Europe, Latin America, and Asia, ICCS 2022 studies contexts for and learning outcomes of civic and citizenship education in a wide range of national contexts at the beginning of the third decade of the 21st Century.

The ICCS 2022 user guide describes the content and format of the ICCS 2022 international database. It introduces the use of weighting and variance estimation variables for analyzing the ICCS 2022 data and provides a comprehensive overview of how to work with the IEA's International Database (IDB) Analyzer software. The ICCS 2022 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 2022 international questionnaires; derived variables used in the ICCS 2022 international and regional reporting; 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. Prior to ICCS 2022, the IEA had conducted four international comparative studies of civic and citizenship education: The first IEA Civic Education study in 1971, the second IEA Civic Education Study (CIVED) in 1999, the first cycle of ICCS in 2009 and the second cycle in 2016. ICCS 2022 data will allow education systems to evaluate the strengths of educational policies, from a comparative perspective, and to measure progress in achieving critical social objectives of their educational policy agendas.

