
KYSELYLOMAKE

Tämä kyselylomake on osa Yhteiskuntatieteelliseen tietöarkistoon arkistoitua tutkimusaineistoa

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QUESTIONNAIRE

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APPENDIX F: THE CIVED INSTRUMENTS

- F.1 Civic Knowledge Test Items
- F.2 Student Background Items
- F.3 Likert-type Items on Student Concepts, Attitudes, and Actions
- F.4 Teacher Questionnaire (Standard Population only)
- F.5 School Questionnaire

F.1 CIVIC KNOWLEDGE TEST ITEMS

Release Items for 14-year-old Students

2. Which of the following is an accurate statement about laws?
- A. ☒ Laws forbid or require certain actions [behaviours].
 - B. ☐ Laws are made by the police.
 - C. ☐ Laws are valid only if all citizens have voted to accept them.
 - D. ☐ Laws prevent criticism of the government.
3. Which of the following is a political right? The right ...
- A. ☐ of pupils to learn about politics in school
 - B. ☒ of citizens to vote and stand for [run for] election
 - C. ☐ of adults to have a job
 - D. ☐ of politicians to have a salary
5. A woman who has a young child is interviewed for a job at a travel agency. Which of the following is an example of discrimination [injustice]? She does not get the job because ...
- A. ☐ she has no previous experience.
 - B. ☒ she is a mother.
 - C. ☐ she speaks only one language.
 - D. ☐ she demands a high salary.
7. In a democratic country [society] having many organisations for people to join is important because this provides ...
- A. ☐ a group to defend members who are arrested.
 - B. ☐ many sources of taxes for the government.
 - C. ☒ opportunities to express different points of view.
 - D. ☐ a way for the government to tell people about new laws.
11. In democratic countries what is the function of having more than one political party?
- A. ☒ To represent different opinions [interests] in the national legislature [e.g. Parliament, Congress]
 - B. ☐ To limit political corruption
 - C. ☐ To prevent political demonstrations
 - D. ☐ To encourage economic competition
12. In a democratic political system, which of the following ought to govern the country?
- A. ☐ Moral or religious leaders
 - B. ☐ A small group of well-educated people
 - C. ☒ Popularly elected representatives
 - D. ☐ Experts on government and political affairs

16. What is the major purpose of the United Nations?
- A. ☐ Safeguarding trade between countries
 - B. ☒ Maintaining peace and security among countries
 - C. ☐ Deciding where countries' boundaries should be
 - D. ☐ Keeping criminals from escaping to other countries
17. Which of the following is most likely to cause a government to be called non-democratic?
- A. ☒ People are prevented from criticising [not allowed to criticise] the government.
 - B. ☐ The political parties criticise each other often.
 - C. ☐ People must pay very high taxes.
 - D. ☐ Every citizen has the right to a job.
18. Which of the following is most likely to happen if a large publisher buys many of the [smaller] newspapers in a country?
- A. ☐ Government censorship of the news is more likely.
 - B. ☒ There will be less diversity of opinions presented.
 - C. ☐ The price of the country's newspapers will be lowered.
 - D. ☐ The amount of advertising in the newspapers will be reduced.

The next three questions are based on the following imaginary political leaflet [political advertisement].

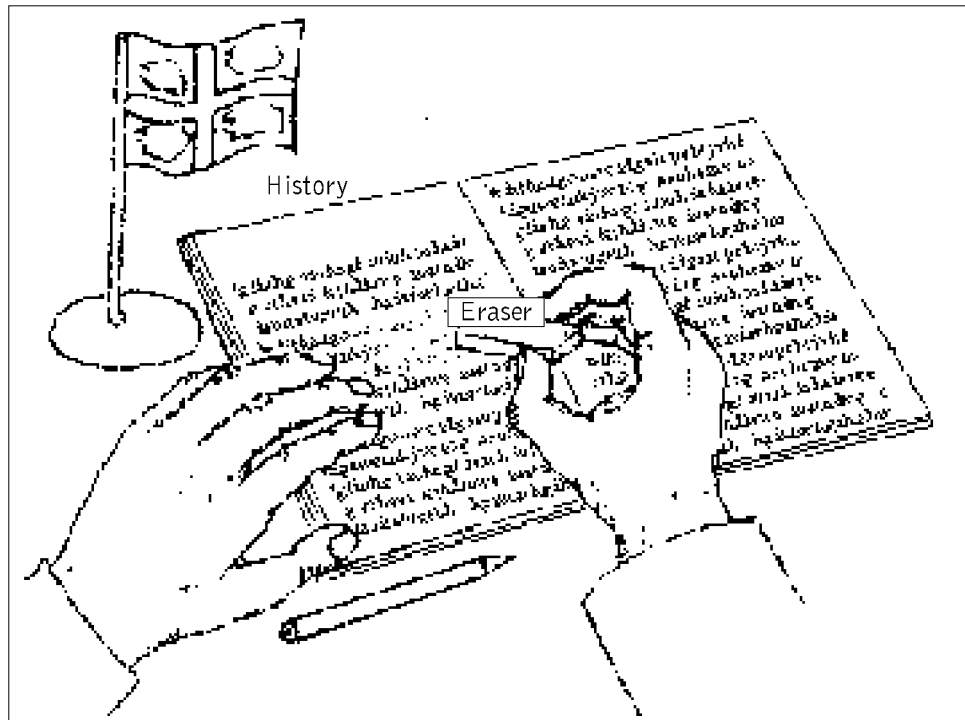
We citizens have had enough!
A vote for the Silver Party means a vote for higher taxes.
It means an end to economic growth and a waste of our nation's resources.
Vote instead for economic growth and free enterprise.
Vote for more money left in everyone's wallet!
Let's not waste another 4 years! VOTE FOR THE GOLD PARTY.

23. This is an election leaflet [political advertisement] which has probably been issued by ...
- A. ☐ the Silver Party.
 - B. ☒ a party or group in opposition to [running against] the Silver Party.
 - C. ☐ a group which tries to be sure elections are fair.
 - D. ☐ the Silver Party and the Gold Party together.

24. The authors of the leaflet think that higher taxes are ...
- A. ☐ a good thing.
 - B. ☐ necessary in a [free] market economy.
 - C. ☐ necessary for economic growth.
 - D. ☒ a bad thing.
25. The party or group that has issued this leaflet is likely also to be in favour of ...
- A. ☒ reducing state [government] control of the economy.
 - B. ☐ lowering of the voting age.
 - C. ☐ capital punishment.
 - D. ☐ more frequent elections.
26. Two people work at the same job but one is paid less than the other. The principle of equality would be violated if the person is paid less because of ...
- A. ☐ fewer educational qualifications.
 - B. ☐ less work experience.
 - C. ☐ working for fewer hours.
 - D. ☒ gender [sex].

The next question differs from those earlier in the test. The following question contains three statements of fact and one statement of opinion. Read each question, and then choose the opinion.

31. Three of these statements are facts and one is an opinion. Which of the following is an OPINION?
- A. ☒ Actions by individual countries are the best way to solve environmental problems.
 - B. ☐ Many countries contribute to the pollution of the environment.
 - C. ☐ Some countries offer to co-operate in order to diminish acid rain.
 - D. ☐ Water pollution often comes from several different sources.



36. What is the message or main point of this cartoon? History textbooks ...
- A. ☒ are sometimes changed to avoid mentioning problematic events from the past.
 - B. ☐ for children must be shorter than books written for adults.
 - C. ☐ are full of information that is not interesting.
 - D. ☐ should be written using a computer and not a pencil.

The next question differs from those earlier in the test. The following question contains three statements of opinion and one statement of fact. Read each question, and then choose the fact.

38. Three of these statements are opinions and one is a fact. Which of the following is a FACT [the factual statement]?
- A. ☐ People with very low incomes should not pay any taxes.
 - B. ☒ In many countries rich people pay higher taxes than poor people.
 - C. ☐ It is fair that some citizens pay higher taxes than others.
 - D. ☐ Donations to charity are the best way to reduce differences between rich and poor.

Additional Release Items for Upper Secondary Students

The next question is based on the following part of an article from an imaginary newspaper.

OPEC TO REDUCE OIL PRODUCTION

The Organisation of Petroleum Exporting Countries met in Vienna last week. Leaders of the oil producing countries agreed to reduce the amount of oil each of them pump. At a press conference today, the organisation's spokesman said that this will help to keep the world's economy in balance.

34. Why would the OPEC countries decide to reduce their oil production?
- A. ☐ To help economic growth in the world
 - B. ☒ To keep oil prices from falling
 - C. ☐ To save oil for future generations
 - D. ☐ To promote the development of new energy sources
35. If there were a high protective tariff [tax] in Brazil on cars made in Japan, who would most directly benefit?
- A. ☐ car-makers in Japan
 - B. ☐ people in Brazil who buy cars made in Japan
 - C. ☒ car-makers in Brazil
 - D. ☐ the government in Japan

F2 STUDENT BACKGROUND QUESTIONNAIRE

1. On what date were you born?

Write in the month, day and year.

_____ month _____ day _____ year

2. Are you a girl or a boy?

Tick one box only.

girl ☐ 1

boy ☐ 2

3. Which best describes you?

Tick one box only.

COUNTRY LIST

[A] ☐ 1

[B] ☐ 2

[C] ☐ 3

[D] ☐ 4

[E] ☐ 5

4. Were you born in [country of test]?

No ☐ 1

Yes ☐ 2

5. If you were not born in [country of test], how old were you when you came to [country of test]?

Write in your age at the time.

I was years old when I came to [name of the country].

6. How often do you speak [language of test] at home?

Tick one box only.

Never ☐ 1

Sometimes ☐ 2

Always or almost always ☐ 3

7. Does any of these people live at home with you most or all of the time?

no	yes
1	2

Mother or stepmother or female guardian	<input type="checkbox"/>	<input type="checkbox"/>
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Father or stepfather or male guardian	<input type="checkbox"/>	<input type="checkbox"/>
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8. Altogether, how many people live in your home?

Write in the total number of people.

..... (Don't forget to include yourself.)

9. Do you get a daily newspaper at home?

No ☐ 1

Yes ☐ 2

10. About how many books are there in your home?

Do not count newspapers, magazines or books for school; tick one box only.

None ☐ 1

1 - 10 ☐ 2

11 - 50 ☐ 3

51 - 100 ☐ 4

101 - 200 ☐ 5

More than 200 ☐ 6

11. How many years of further education do you expect to complete after this year?

Please include vocational education and/or higher education. Tick one box only.

0 years ☐ 1

1 or 2 years ☐ 2

3 or 4 years ☐ 3

5 or 6 years ☐ 4

7 or 8 years ☐ 5

9 or 10 years ☐ 6

More than 10 years ☐ 7

12. How far in school did your mother and father go?

Tick only one box in each column.

	Mother	Father
Did not finish elementary school	<input type="checkbox"/> 1	<input type="checkbox"/> 1
Finished elementary school	<input type="checkbox"/> 2	<input type="checkbox"/> 2
Finished some high school	<input type="checkbox"/> 3	<input type="checkbox"/> 3
Finished high school	<input type="checkbox"/> 4	<input type="checkbox"/> 4
Some vocational/technical education after high school	<input type="checkbox"/> 5	<input type="checkbox"/> 5
Some community college, college, or university courses	<input type="checkbox"/> 6	<input type="checkbox"/> 6
Completed a bachelor's degree at a college or university	<input type="checkbox"/> 7	<input type="checkbox"/> 7
I don't know	<input type="checkbox"/> 0	<input type="checkbox"/> 0

13. Have you participated in the following organisations?

Tick the appropriate box in each row.

	no	yes
	1	2
a) A student council/student government [class or school parliament]	<input type="checkbox"/>	<input type="checkbox"/>
b) A youth organisation affiliated with a political party or union	<input type="checkbox"/>	<input type="checkbox"/>
c) A group which prepares a school newspaper	<input type="checkbox"/>	<input type="checkbox"/>
d) An environmental organisation	<input type="checkbox"/>	<input type="checkbox"/>
e) A U. N. or UNESCO Club	<input type="checkbox"/>	<input type="checkbox"/>
f) A student exchange or school partnership program	<input type="checkbox"/>	<input type="checkbox"/>
g) A human rights organisation	<input type="checkbox"/>	<input type="checkbox"/>
h) A group conducting [voluntary] activities to help the community	<input type="checkbox"/>	<input type="checkbox"/>
i) A charity collecting money for a social cause	<input type="checkbox"/>	<input type="checkbox"/>
j) Boy or Girl Scouts [Guides]	<input type="checkbox"/>	<input type="checkbox"/>
k) A cultural association [organisation] based on ethnicity	<input type="checkbox"/>	<input type="checkbox"/>
l) A computer club	<input type="checkbox"/>	<input type="checkbox"/>
m) An art, music or drama organisation	<input type="checkbox"/>	<input type="checkbox"/>
n) A sports organisation or team	<input type="checkbox"/>	<input type="checkbox"/>
o) An organisation sponsored by a religious group	<input type="checkbox"/>	<input type="checkbox"/>

14. Think about all the organisations listed above. How often do you attend meetings or activities for any or all of these organisations?

Almost every day (4 or more days a week)	<input type="checkbox"/> 1
Several days (1 to 3 days a week)	<input type="checkbox"/> 2
A few times each month	<input type="checkbox"/> 3
Never or almost never	<input type="checkbox"/> 4

In the next few questions think about the days on which you attend school.

15. How often do you spend time [directly] after school talking [hanging out] with your friends?

Almost every day (4 or more days a week)	<input type="checkbox"/> 1
Several days (1 to 3 days a week)	<input type="checkbox"/> 2
A few times each month	<input type="checkbox"/> 3
Never or almost never	<input type="checkbox"/> 4

16. How often do you spend time during the evening [after dinner or after —] outside your home with your friends?

Almost every day (4 or more days a week) ☐ 1

Several days (1 to 3 days a week) ☐ 2

A few times each month ☐ 3

Never or almost never ☐ 4

17. How much time do you spend watching television or videos on school days?

no time ☐ 1

less than 1 hour ☐ 2

1 to 2 hours ☐ 3

3 to 5 hours ☐ 4

more than 5 hours ☐ 5

F3 LIKERT-TYPE ITEMS ON STUDENT CONCEPTS, ATTITUDES, AND ACTION

<input type="checkbox"/>	Scaled items
<input type="checkbox"/>	Items not in scales

Section A: Democracy

You are going to read a list of things that might happen in a country that is a democracy. Each one of them could either be good and have positive results for democracy or it could be bad and have negative results for democracy.

There are **no right answers and no wrong answers** to these questions, because we just want to know what you think about democracy and the things that might influence it.

Please tick the box in the column which best fits your opinion. If you think that the statement does not apply, put a tick in the circle in the last column.

What is good and what is bad for democracy?

		very bad for democracy	somewhat bad for democracy	somewhat good for democracy	very good for democracy	don't know/ doesn't apply
		1	2	3	4	0
A1	When everyone has the right to express their opinions freely that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A2	When differences in income and wealth between the rich and the poor are small, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A3	When political leaders in power give jobs in the government [public sector] to members of their family, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A4	When newspapers are free of all government [state, political] control, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A5	When private businesses have no restrictions from government, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A6	When one company owns all the newspapers, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A7	When people demand their political and social rights, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Democracy (continua)

	very bad for democracy	somewhat bad for democracy	somewhat good for democracy	very good for democracy	don't know/ doesn't apply
	1	2	3	4	0
A8 When immigrants are expected to give up the language and customs of their former countries, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A9 When political parties have rules that support women to become political leaders, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A10 When people who are critical of the government are forbidden from speaking at public meetings, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A11 When citizens have the right to elect political leaders freely, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A12 When courts and judges are influenced by politicians, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A13 When many different organisations [associations] are available [exist] for people who wish to belong to them, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A14 When there is a separation [segregation] between the church [institutional church] and the state [government], that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A15 When young people have an obligation [are obliged] to participate in activities to benefit [help] the community [society], that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A16 When a minimum income [living standard] is assured for everyone, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A17 When political parties have different opinions [positions] on important issues, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A18 When people participate in political parties in order to influence government, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Democracy (continued)

	very bad for democracy 1	somewhat bad for democracy 2	somewhat good for democracy 3	very good for democracy 4	don't know/ doesn't apply 0
A19 When laws that women claim are unfair to them are changed, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A20 When all the television stations present the same opinion about politics, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A21 When people refuse to obey a law which violates human rights, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A22 When newspapers are forbidden to publish stories that might offend ethnic groups [immigrant groups, racial groups, national groups], that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A23 When wealthy business people have more influence on government than others, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A24 When government leaders are trusted without question, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
A25 When people peacefully protest against a law they believe to be unjust, that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Section B: Good Citizens

In this section there are some statements that could be used to explain what a good adult citizen is or what a good adult citizen does. There are no right and wrong answers to these questions.

For each of these statements, tick one box to show how important you believe each is for explaining what a good adult citizen is or does.

An adult who is a good citizen ...

	not important 1	somewhat unimportant 2	somewhat important 3	very important 4	don't know/ doesn't apply 0
B1 obeys the law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B2 votes in every election ^a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B3 joins a political party ^a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B4 works hard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Good citizens (continued)

	not important 1	somewhat unimportant 2	somewhat important 3	very important 4	don't know/ doesn't apply 0
B5 would participate in a peaceful protest against a law believed to be unjust ^b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B6 knows about the country's history ^a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B7 would be willing to serve in the military to defend the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B8 follows political issues in the newspaper, on the radio or on TV ^a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B9 participates in activities to benefit people in the community [society] ^b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B10 shows respect for government representatives [leaders, officials] ^a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B11 takes part in activities promoting human rights ^b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B12 engages in political discussions ^a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B13 takes part in activities to protect the environment ^b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B14 is patriotic and loyal [devoted] to the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
B15 would be willing to ignore [disregard] a law that violated human rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

^a Scaled Item: Importance of Conventional Citizenship.

^b Scaled Item: Importance of Social-movement-related Citizenship.

Section C: Government

Below you will find some statements about the responsibilities of the government [state].

What responsibilities should the government have?

Read each of these statements and tick the appropriate box to decide whether what is described should or should not be the government's [state's] responsibility.

	definitely should not be the government's responsibility 1	probably should not be the government's responsibility 2	probably should be the government's responsibility 3	definitely should be the government's responsibility 4	don't know 0
C1 To guarantee a job for everyone who wants one ^d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C2 To keep prices under control ^d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C3 To provide basic health care for everyone ^c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C4 To provide an adequate [decent] standard of living for old people ^c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C5 To provide industries with the support they need to grow ^d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C6 To provide an adequate [decent] standard of living for the unemployed ^d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C7 To reduce differences in income and wealth among people ^d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C8 To provide free basic education for all ^c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C9 To ensure [be sure there are] equal political opportunities for men and women ^c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C10 To control pollution of the environment ^c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C11 To guarantee peace and order [stability] within the country ^c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C12 To promote honesty and moral behaviour among people in the country ^c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

^c Scaled Item: Concept of Society-related Government Responsibilities.

^d Scaled Item: Concept of Economy-related Government Responsibilities.

SECTION D: TRUST IN INSTITUTIONS

In this section we will name several institutions in this country [name of country]:

How much of the time can you trust each of the following institutions?

Consider each of these institutions and select the box in the column which shows how you feel you can trust them.

	never 1	only some of the time 2	most of the time 3	always 4	don't know 0
D1 The national [federal] government [in _____ (the national seat of government)] ^e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D2 The local council or government of your town or city ^e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D3 Courts ^e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D4 The police ^e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D5 News on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D6 News on the radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D7 News in the press [newspapers]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D8 Political parties ^e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D9 United Nations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D10 Schools [educational institutions]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D11 National Parliament [Congress] ^e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
D12 The people who live in this country [name of country]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

^e Scaled Item: Trust in Government-related Institutions.

In the next sections you will find statements on different topics.

You may agree with some of the statements and disagree with others. Sometimes you will feel that you disagree or agree strongly, and sometimes you will feel less strongly.

There are no right and wrong answers to these questions, we just want to know your opinion.

Section E: Our Country

In this section you will find some statements about this country [name of country].

Please read each statement and select the box in the column which corresponds to the way you feel about the statement.

		strongly disagree	disagree	agree	strongly agree	don't know
		1	2	3	4	0
E1	To help protect jobs in this country [name of country] we should buy products made in this country [name of country]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
E2	We should keep [prevent] other countries from trying to influence political decisions in this country [name of country]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
E3	The flag of this country [name of country] is important to me ^f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
E4	We should always be alert and stop threats from other countries to this country [name of country]'s political independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
E5	This country [name of country] deserves respect from other countries for what we have accomplished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
E6	There is little to be proud of in this country [name of country]'s history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
E7	I have great love for this country [name of country] ^f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
E8	People should support their country even if they think their country is doing something wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Our country (continued)

	strongly disagree 1	disagree 2	agree 3	strongly agree 4	don't know 0
E9 This country [name of country] should be proud of what it has achieved ^f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
E10 The national anthem of this country [name of country] is important to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
E11 I would prefer to live permanently in another country ^f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
E12 We should stop outsiders from influencing this country [name of country]'s traditions and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

^f Scaled Item: Positive Attitudes toward One's Nation.

Section F: Opportunities 1

In this section there are some statements about the chances which members of certain groups REALLY DO HAVE in this country [name of country].

Please read each statement and select the box in the column which corresponds to the way you feel about the statement.

	strongly disagree 1	disagree 2	agree 3	strongly agree 4	don't know 0
F1 Children who are members of certain ethnic groups [immigrant groups, national groups, racial groups] have fewer chances than other children to get a [good] secondary [high school] education in this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
F2 Girls have fewer chances than boys to get a [good] secondary [high school] education in this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
F3 Children from poor families have fewer chances than others to get a [good] secondary [high school] education in this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
F4 Children who live in rural [farming] areas have fewer chances than others to get a [good] secondary [high school] education in this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
F5 Adults who are members of certain ethnic groups [immigrant groups, national groups, racial groups] have fewer chances than others to get good jobs in this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
F6 Women have fewer chances than men to get good jobs in this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Section G: Opportunities 2

In this section there are some statements about the opportunities which members of certain groups SHOULD HAVE in this country [name of the country].

Please read each statement and select the box in the column which corresponds to the way you feel about the statement.

	strongly disagree 1	disagree 2	agree 3	strongly agree 4	don't know 0
G1 Women should run for public office [a seat in the legislature] and take part in the government just as men do ^h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G2 All ethnic [racial or national] groups should have equal chances to get a good education in this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G3 Members of anti-democratic groups [groups that are against democracy] should be prohibited from hosting a television show talking about these [their] ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G4 Women should have the same rights as men in every way ^h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G5 All ethnic [racial or national] groups should have equal chances to get good jobs in this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G6 Women should stay out of politics ^h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G7 Members of anti-democratic groups [groups that are against democracy] should be prohibited from organising peaceful [non-violent] demonstrations or rallies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G8 Schools should teach students to respect members of all ethnic [racial or national] groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G9 When jobs are scarce, men [should] have more right to a job than women ^h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G10 Members of anti-democratic groups [groups that are against democracy] should be prohibited from running in an election for political office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Opportunities 2 (continued)

	strongly disagree 1	disagree 2	agree 3	strongly agree 4	don't know 0
G11 Men and women should get equal pay when they are in the same jobs [occupations] ^h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G12 Members of all ethnic [racial or national] groups should be encouraged to run in elections for political office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G13 Men are better qualified to be political leaders than women ^h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
G14 Members of anti-democratic groups [groups that are against democracy] should be prohibited from making public speeches about these [their] ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

^h Scaled Item: Positive Attitudes toward Women's Political and Economic Rights.

Section H: Immigrants

Listed below you will read several statements about immigrants and immigration in this country [name of country].

Please read each statement and select the box in the column which corresponds to the way you feel about the statement.

	strongly disagree 1	disagree 2	agree 3	strongly agree 4	don't know 0
H1 Immigrants should have the opportunity [option] to keep [continue speaking] their own language ^g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
H2 Immigrants' children should have the same opportunities for education that other children in the country have ^g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
H3 Immigrants who live in a country for several years should have the opportunity to vote in elections ^g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
H4 Immigrants should have the opportunity [option] to keep [continue] their own customs and lifestyle ^g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
H5 Immigrants should have all the same rights that everyone else in a country has ^g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
H6 Immigrants should be forbidden to engage in political activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
H7 Having many immigrants makes it difficult for a country to be united and patriotic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
H8 All countries should accept refugees who are trying to escape from wars or political persecution in other countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

^g Scaled Item: Trust in Government-related Institutions.

Section I: The Political System

In this section there are some statements about the political system and your personal view on politics in general.

Please read each statement and select the box in the column which corresponds to the way you feel about the statement.

		strongly disagree 1	disagree 2	agree 3	strongly agree 4	don't know 0
I1	The government [people in government] cares [care] a lot about what all of us think about new laws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I2	I know more about politics than most people my age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I3	The government [people in government] is [are] doing its best to find out what people [ordinary people] want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I4	The powerful leaders in government [Government] care very little about the opinions of people [ordinary people]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I5	When political issues or problems are being discussed, I usually have something to say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I6	In this country a few individuals have a lot of political power while the rest of the people have very little power	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I7	The politicians quickly forget the needs of the voters who elected them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I8	I am able to understand most political issues easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I9	When people get together [organise] to demand change, the leaders in government listen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
I10	I am interested in politics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Section J: School

Listed below you will find some statements on students' participation in school life.

Please read each statement and select the box in the column which corresponds to the way you feel about the statement.

		strongly disagree 1	disagree 2	agree 3	strongly agree 4	don't know 0
J1	Electing student representatives to suggest changes in how the school is run [how to solve school problems] makes schools better ^j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
J2	Lots of positive changes happen in this school when students work together ^j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
J3	Organising groups of students to state their opinions could help solve problems in this school ^j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
J4	If members of my class felt they were unfairly treated, I would be willing to go with them to speak to the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
J5	Students acting together [in groups] can have more influence on what happens in this school than students acting alone [by themselves] ^j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
J6	I am interested in participating in discussions about school problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
J7	When school problems are being discussed I usually have something to say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

^j Scaled Item: Confidence in Participation at School.

Section K: School Curriculum

In this section we would like to know what you have learned in school.

Please read each statement listed below and select the box in the column which corresponds to the way you feel about the statement.

		strongly disagree 1	disagree 2	agree 3	strongly agree 4	don't know 0
K1	In school I have learned to understand people who have different ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
K2	In school I have learned to co-operate [work together] in groups with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
K3	In school I have learned to contribute to solving problems in the community [society]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
K4	In school I have learned to be a patriotic and loyal [committed] citizen of my country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
K5	In school I have learned how to act to protect the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
K6	In school I have learned to be concerned about what happens in other countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
K7	In school I have learned about the importance of voting in national and local elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Section L: Political Action 1

In this set of questions you will find some activities related to politics.

For each of these activities, tick the box to show how often you do it.

How often do you have discussions of what is happening in your national [your country's] politics [government]?

	never 1	rarely 2	sometimes 3	often 4	don't know 0
L1 With people of your own age [peers]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
L2 With parents or other adult family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
L3 With teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

How often do you have discussions of what is happening in international politics?

	never 1	rarely 2	sometimes 3	often 4	don't know 0
L4 With people of your own age [peers]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
L5 With parents or other adult family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
L6 With teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

How often do you ...

	never 1	rarely 2	sometimes 3	often 4	don't know 0
L7 read articles (stories) in the newspaper about what is happening in this country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
L8 read articles (stories) in the newspaper about what is happening in other countries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
L9 listen to news broadcasts on television?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
L10 listen to news broadcasts on the radio?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Section M: Political Action 2

Listed below are several types of action that adults could take: When you are an adult, what do you expect that you will do?

Tick one box in each column for each action to show how like'y you would be to do it.

	I will certainly not do this 1	I will probably not do this 2	I will probably do this 3	I will certainly do this 4	don't know 0
M1 Vote in national elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M2 Get information about candidates before voting in an election	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M3 Join a political party ⁱ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M4 Write letters to a newspaper about social or political concerns ⁱ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M5 Be a candidate for a local or city office ⁱ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

ⁱ Scaled Item: Political Activities.

Listed below are several types of action that you as a young person could take during the next few years: What do you expect that you will do?

Again tick one box in each column for each action to show how like'y you would be to do it. If you don't know, put a tick in the circle in the last column.

	I will certainly not do this 1	I will probably not do this 2	I will probably do this 3	I will certainly do this 4	don't know 0
M6 Volunteer time to help [benefit] [poor or elderly] people in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M7 Collect money for a social cause	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M8 Collect signatures for a petition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M9 Participate in a non-violent [peaceful] protest march or rally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M10 Spray-paint protest slogans on walls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M11 Block traffic as a form of protest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
M12 Occupy public buildings as a form of protest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Section N: Classrooms

The next part of the questionnaire includes some statements about things that happen in your school. When answering these questions think especially about classes in history, civic education or social studies [other civic-related subjects].

Please read each statement and select the box in the column which corresponds to the way you feel about the statement.

	never 1	rarely 2	sometimes 3	often 4	don't know 0
N1 Students feel free to disagree openly with their teachers about political and social issues during class ^k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N2 Students are encouraged to make up their own minds about issues ^k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N3 Teachers respect our opinions and encourage us to express them during class ^k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N4 Teachers place great importance [stress, emphasis] on learning facts or dates when presenting history or political events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N5 Students feel free to express opinions in class even when their opinions are different from most of the other students ^k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N6 Teachers require students to memorise dates or definitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N7 Teachers encourage us to discuss political or social issues about which people have different opinions ^k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N8 Teachers present several sides of [positions on] an issue when explaining it in class ^k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N9 Students bring up current political events for discussion in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
N10 Memorising dates and facts is the best way to get a good grade [mark] from teachers in these classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|
| N11 Teachers lecture and the students
take notes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| N12 Students work on material from
the textbook | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |

^k Scaled Item: **Open Classroom Climate for Discussion.**

Section 0: Effectiveness of Political Action (Older Population only)

There are many opinions on how one can effectively influence decisions in society. Here is a list of a few ways that are used. How effective do you think they are.

For each of these activities, tick one box to show how effective you think it is.

	not at all effective 1	little effective 2	somewhat effective 3	very effective 4	don't know 0
O1 Working in political parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
O2 Working in local action groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
O3 Working in trade unions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
O4 Voting in elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
O5 Personally contacting influential people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
O6 Participating in public demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
O7 Working to get attention by the press, radio and TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
O8 Participating in illegal protest activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Section P: Use of Military Force (Older Population only)

In your opinion, how justified is the use of military force by one country against another for each of the following reasons.

For each of these reasons, tick one box to show how justified you think the use of military force is.

		definitely unjustified 1	unjustified 2	justified 3	definitely justified 4	don't know 0
P1	To enforce compliance with UN resolutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
P2	To defend itself when attacked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
P3	To act against terrorist organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
P4	To stop violations of human rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
P5	To get back [retrieve] occupied territories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
P6	To prevent a possible future attack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
P7	To get back [retrieve] holy [sacred] places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
P8	To destroy nuclear and chemical weapons factories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

F4 TEACHER QUESTIONNAIRE (STANDARD POPULATION ONLY)

Part 1: Work Experience and Education

1. What [civic-related subject(s)] do you teach this school year?

2. Do you teach in the tested class?

No ☐ 1

Yes ☐ 2

[If yes, what subject _____]

3. Are you the home room/class teacher of the tested class?

No ☐ 1

Yes ☐ 2

4. For how many years, including the present year, have you been teaching altogether?

_____ years.

5. For how many years, including the present year, have you been teaching [civic education or a civic education-related subject]?

_____ years.

6. What is the highest level of formal education you have completed?

[A] ☐ 1

[B] ☐ 2

[C] ☐ 3

[D] ☐ 4

[E] ☐ 5

7. Do you hold a degree from an academic/teacher education institution in a discipline related to civic education?

No ☐ 1

Yes ☐ 2

If yes, please name...

discipline/s:

1. _____

2. _____

3. _____

4. _____

5. _____

level of the degree/s:

1. _____

2. _____

3. _____

4. _____

5. _____

8. Have you participated in in-service professional development activities or training in a discipline related to civic education?

No ☐ 1

Yes ☐ 2

If yes, what was/were the name/s of the course/s:

1. _____

2. _____

3. _____

4. _____

5. _____

9. How old are you?

Under 25 ☐ 1

25–29 ☐ 2

30–39 ☐ 3

40–49 ☐ 4

50–59 ☐ 5

60 or more ☐ 6

10. Are you female or male?

Female ☐ 1

Male ☐ 2

Part 2: Views on Civic Education

With the statements in this section we would like to inquire about your views on civic education in the curriculum of schools.

Section A: How should civic education be taught?

Please rate the statements below on the following scale:

	strongly disagree	disagree	agree	strongly agree
	1	2	3	4
Civic education ...				
A1 should be taught as a specific subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2 should be taught integrated into subjects related to human and social sciences, like history, geography, languages, religion, ethics, law				
A3 should be integrated into all subjects taught at school				
A4 should be an extra-curricular activity				

Section B: What is worth learning in civic education?

Please rate the statements below on the following scale:

	strongly disagree	disagree	agree	strongly agree
	1	2	3	4
B1 There is broad consensus in our society as to what is worth learning in civic education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2 Teachers should negotiate with students what is to be studied in civic education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3 Teachers should teach according to curriculum standards/requirements in the area of civic education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B4 What is important in civic education cannot be taught in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B5 Because of conflicts and different opinions in society there cannot be agreement on what should be taught in civic education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B6 Changes have been so rapid in recent years that teachers often do not know what to teach in civic education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C: How much does civic education matter?

Please rate the statements below on the following scale:

	strongly disagree	disagree	agree	strongly agree
	1	2	3	4
C1 Teaching civic education makes a difference for students' political and civic development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2 Teaching civic education at school matters a great deal for our country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3 Schools are irrelevant for the development of students' attitudes and opinions about matters of citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Education authorities pay little attention to civic education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D: What is emphasised in civic education at your school?

Tick only one box for each column!

When I look at civic education in my school, I believe most emphasis...

	is placed on	should be placed on
knowledge about society	<input type="checkbox"/> 1	<input type="checkbox"/> 1
student independent (critical) thinking	<input type="checkbox"/> 2	<input type="checkbox"/> 2
student participation in community and political activities	<input type="checkbox"/> 3	<input type="checkbox"/> 3
development of values	<input type="checkbox"/> 4	<input type="checkbox"/> 4

Section E: What do students learn in your school?

Please rate the statements below on the following scale:

	strongly disagree	disagree	agree	strongly agree
	1	2	3	4
E1 In our school students learn to understand people who have different [ideas/ points of view]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E2 In our school students learn to co-operate [work together] in groups with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E3 In our school students learn to contribute to solve problems in the community [society]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E4 In our school students learn to be patriotic and loyal [committed] citizens of their country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do students learn in your school (continues)

		strongly disagree	disagree	agree	strongly agree
		1	2	3	4
E5	In our school students learn how to act to protect the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E6	In our school students learn to be concerned about what happens in other countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E7	In our school students learn about the importance of voting in national and local elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section F: What should students learn to become good citizens?

Please rate the items below on the following scale:

To become a good adult citizen students should learn to recognise the importance of ...

		strongly disagree	disagree	agree	strongly agree
		1	2	3	4
F1	obeying the law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F2	voting on every election	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F3	joining a political party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F4	working hard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F5	participating in a peaceful protest against a law believed to be unjust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F6	knowing about the country's history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F7	being willing to serve in the military to defend the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F8	reading about [following] political issues in the newspaper, on the radio or on TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F9	participating in activities to help people in the community [society]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F10	showing respect for government representatives [leaders, officials]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F11	taking part in activities promoting human rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F12	engaging in political discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F13	being patriotic and loyal [devoted] to the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F14	ignoring [disregarding] a law that violated human rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: The Teaching of [Civic Education-related] Subjects, Activities, and Lessons

Section G: How do you plan for civic education? When you prepare for civic education-related activities, from what sources do you draw?

Please rate the importance of each source on the following scale:

	not important	less important	important	very important
	1	2	3	4
G1 Official curricula or curricular guidelines or frameworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G2 Official requirements (standards) in the area of civic education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G3 Your own ideas of what is important to know in civic education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G4 Original sources (such as constitutions, human rights declarations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G5 [Approved] Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G6 Materials published by commercial companies, public institutes, or private foundations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G7 Self-produced materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G8 Media (newspapers, magazines, television)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section H: What topics do you teach?

The following table contains a list of 20 topics.

Please rate them by checking the appropriate boxes in the table according to...

	(a) How important do you think this topic is for civic education?				(b) How confident (well equipped) do you feel to deal with this topic?				(c) How much opportunity do students up to & including grade [xx] have to learn this topic?			
	not important	of little importance	important	very important	not at all	Little confident	confident	very confident	not at all	little	considerable	very much
	1	2	3	4	1	2	3	4	1	2	3	4
List of Topics												
H1 National Constitution and State/ political institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H2 Citizens' rights and obligations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H3 Different conceptions of democracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H4 [Different/Comparative] political systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H5 Election and electoral systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H6 The judicial system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H7 Human and civil rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H8 Important events in the nation's history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H9 International organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H10 International problems and relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H11 Migrations of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H12 Economic issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H13 Social Welfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H14 Trade/Labour Unions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H15 Equal opportunities for women and men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H16 Cultural differences and minorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H17 Environmental issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H18 Civic virtues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H19 Dangers of propaganda and manipulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H20 Media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 4: INSTRUCTION

The following list presents activities that can be used in [civic related education].

Section I: How often are the following activities used in your classes?

Please indicate how frequently the following activities are used in your classes:

	never 1	sometimes 2	often 3	very often 4
I1 The teacher chooses the issues to be discussed in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I2 Students work on projects that involve gathering information outside of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I3 Students study textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I4 Students work on drill sheets or work sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I5 Students work in groups on different topics and prepare presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I6 Students participate in role play and simulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I7 The teacher asks questions and the students answer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I8 The teacher lectures [presents the subject] and the students take notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I9 The teacher includes discussion on controversial issues in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I10 Students participate in events or activities in the community (society)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section J: In your view, what needs to be improved about civic education in your school?

Select the *three* most important items listed below by checking the three appropriate boxes.

We need...

- | | | |
|-----|---|--------------------------|
| J1 | more materials and textbooks | <input type="checkbox"/> |
| J2 | better materials and textbooks | <input type="checkbox"/> |
| J3 | additional training in teaching methods | <input type="checkbox"/> |
| J4 | additional training in subject matter knowledge | <input type="checkbox"/> |
| J5 | more co-operation between teachers in different subject areas | <input type="checkbox"/> |
| J6 | more instructional time allocated to civic education | <input type="checkbox"/> |
| J7 | more co-operation with external experts | <input type="checkbox"/> |
| J8 | more opportunities for special projects | <input type="checkbox"/> |
| J9 | more resources for extra-curricular activities | <input type="checkbox"/> |
| J10 | more autonomy for school decisions | <input type="checkbox"/> |

Section K: How do you assess students?

Please check appropriate box. Tick *two* boxes only!

When I assess students in civic-related education, I primarily rely on...

- | | | |
|----|---|--------------------------|
| K1 | written compositions or essays | <input type="checkbox"/> |
| K2 | multiple-choice tests | <input type="checkbox"/> |
| K3 | oral assessments | <input type="checkbox"/> |
| K4 | oral participation | <input type="checkbox"/> |
| K5 | other forms of assessment:
please specify: _____ | <input type="checkbox"/> |
| K6 | no specific assessment | <input type="checkbox"/> |

F.5 SCHOOL QUESTIONNAIRE

1. How many years will you have been a school principal by the end of this school year?

In your total career _____ years.

In your present school _____ years.

2. In your school are there home-room [class] teachers who cover civic-related subjects?

No ☐ 1

Yes ☐ 2

3. In your school are there teachers who specialize in a civic-related subject?

No ☐ 1

Yes ☐ 2

4. Is this school participating in any special program(s) or project(s) related to Civic Education

No ☐ 1

Yes ☐ 2

If the answer is yes, please list the program(s) or project(s) this school is participating in:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

5. Are the following organizations available for students to join in the school or community?

	No 1	Yes 2
a) A student council/student government [class or school parliament]	<input type="checkbox"/>	<input type="checkbox"/>
b) A youth organisation affiliated with a political party or union	<input type="checkbox"/>	<input type="checkbox"/>
c) A group which prepares a school newspaper	<input type="checkbox"/>	<input type="checkbox"/>
d) An environmental organisation	<input type="checkbox"/>	<input type="checkbox"/>
e) A U. N. or UNESCO Club	<input type="checkbox"/>	<input type="checkbox"/>
f) A student exchange or school partnership program	<input type="checkbox"/>	<input type="checkbox"/>
g) A human rights organisation	<input type="checkbox"/>	<input type="checkbox"/>
h) A group conducting [voluntary] activities to help the community	<input type="checkbox"/>	<input type="checkbox"/>
i) A charity collecting money for a social cause	<input type="checkbox"/>	<input type="checkbox"/>
j) Boy or Girl Scouts [Guides]	<input type="checkbox"/>	<input type="checkbox"/>
k) A cultural association [organisation] based on ethnicity	<input type="checkbox"/>	<input type="checkbox"/>
l) A computer club	<input type="checkbox"/>	<input type="checkbox"/>
m) An art, music or drama organisation	<input type="checkbox"/>	<input type="checkbox"/>
n) A sports organisation or team	<input type="checkbox"/>	<input type="checkbox"/>
o) An organisation sponsored by a religious group	<input type="checkbox"/>	<input type="checkbox"/>

6. How should civic education be taught?

Please give us your personal opinion and rate the statements below on the following scale:

Civic education ...

	strongly disagree 1	disagree 2	agree 3	strongly agree 4
a) should be taught in/as a specific subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) should be taught integrated into subjects related to human and social sciences, like history, geography, languages, religion, ethics, law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) should be integrated into all subjects taught at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) should be an extra-curricular activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Which of the following statements holds true for students of this school?

Please give us your personal opinion and rate the statements below on the following scale:

	strongly disagree 1	disagree 2	agree 3	strongly agree 4
a) Students in this school learn to understand people who have different ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Students in this school learn to co-operate [work together] in groups with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Students in this school learn to contribute to solving problems in the community [society]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Students in this school learn to be a patriotic and loyal [committed] citizen of our country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Students in this school learn how to act to protect the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Students in this school learn to be concerned about what happens in other countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Students in this school learn about the importance of voting in national and local elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. In your school, how do parents become involved?

They...

	never 1	sometimes 2	often 3
a) notify the school about learning problems of their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) make sure that their child completes his/her homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) raise and/or contribute funds other than tuition fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. What is your best guess about the socioeconomic [background] of students in your schools:

- a) below average _____ %
 b) close to average _____ %
 c) above average _____ %

10. What is the total enrollment of full-time students in your school?

Please, write in a number on each line.

a) In target grade _____ boys _____ girls

b) In school _____ boys _____ girls

c) Average size of class in target grade _____

d) Average size of class in school _____

11. Is your school ...

a state school ☐ 1

a private school ☐ 2

12. Please, indicate how frequently each of the following occurs at your school:

	never	sometimes	often
	1	2	3
a) Vandalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Truancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Racism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Religious intolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. How are the students in your school admitted?

They are assigned ☐ 1

They have a choice ☐ 2

Other ☐ 3

please specify: _____

14. The following questions refer to different aspects of instructional time for Grade _____ [target grade]

Please, write in a number on each line.

How many instructional weeks are there in a school year?

Weeks _____

How many class periods are there in a school week?

Hours _____

How many instructional minutes are there in an average class period?

Minutes _____

15. Which of the following grade levels are found in your school? [Country-specific Grade Description]

	no 1	yes 2
a.) Pre-kindergarten	<input type="checkbox"/>	<input type="checkbox"/>
b.) Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>
c.) Grade 1	<input type="checkbox"/>	<input type="checkbox"/>
d.) Grade 2	<input type="checkbox"/>	<input type="checkbox"/>
e.) Grade 3	<input type="checkbox"/>	<input type="checkbox"/>
f.) Grade 4	<input type="checkbox"/>	<input type="checkbox"/>
g.) Grade 5	<input type="checkbox"/>	<input type="checkbox"/>
h.) Grade 6	<input type="checkbox"/>	<input type="checkbox"/>
i.) Grade 7	<input type="checkbox"/>	<input type="checkbox"/>
j.) Grade 8	<input type="checkbox"/>	<input type="checkbox"/>
k.) Grade 9	<input type="checkbox"/>	<input type="checkbox"/>
l.) Grade 10	<input type="checkbox"/>	<input type="checkbox"/>
m.) Grade 11	<input type="checkbox"/>	<input type="checkbox"/>
n.) Grade 12	<input type="checkbox"/>	<input type="checkbox"/>
o.) Grade 13	<input type="checkbox"/>	<input type="checkbox"/>

16. How many full-time (or full-time equivalent) teaching teachers are there in your school?

Exclude non-teaching principal and administrators. If there are no male or no female teachers, please enter '0'.

_____ male teachers.

_____ female teachers.

17. How many hours (class period) per week are students required to take in...

a.) *History [subject 1]*

	Grade ____ [previous grade]	Grade ____ [target grade]
less than one hour	<input type="checkbox"/> 1	<input type="checkbox"/> 1
one to two hours	<input type="checkbox"/> 2	<input type="checkbox"/> 2
three to four hours	<input type="checkbox"/> 3	<input type="checkbox"/> 3
five to six hours	<input type="checkbox"/> 4	<input type="checkbox"/> 4

b.) *Social Sciences/Civic Education [subject 2]*

	Grade ____ [previous grade]	Grade ____ [target grade]
less than one hour	<input type="checkbox"/> 1	<input type="checkbox"/> 1
one to two hours	<input type="checkbox"/> 2	<input type="checkbox"/> 2
three to four hours	<input type="checkbox"/> 3	<input type="checkbox"/> 3
five to six hours	<input type="checkbox"/> 4	<input type="checkbox"/> 4

c.) *Law and Economics [International option] [subject 3]*

	Grade ____ [previous grade]	Grade ____ [target grade]
less than one hour	<input type="checkbox"/> 1	<input type="checkbox"/> 1
one to two hours	<input type="checkbox"/> 2	<input type="checkbox"/> 2
three to four hours	<input type="checkbox"/> 3	<input type="checkbox"/> 3
five to six hours	<input type="checkbox"/> 4	<input type="checkbox"/> 4