

# SCHOOL QUESTIONNAIRE FOR PISA 2012

Main Survey

No notes version

December 2011

Consortium:

Australian Council for Educational Research (ACER, Australia)

cApStAn Linguistic Quality Control (Belgium)

Deutsches Institut für Internationale Pädagogische Forschung (DIPF, Germany)

Educational Testing Service (ETS, USA)

Institutt for Lærerutdanning og Skoleutvikling (ILS, Norway)

Leibniz - Institute for Science and Mathematics Education (IPN, Germany)

National Institute for Educational Policy Research (NIER, Japan)

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(Luxembourg)

Unité d'analyse des systèmes et des pratiques d'enseignement (aSPe, Belgium)

Westat (USA)



This questionnaire asks for information including:

- The structure and organisation of the school;
- The student and teacher body;
- The school's resources;
- The school's instruction, curriculum and assessment;
- The school climate;
- The school's policies and practices.

This information helps illustrate the similarities and differences between groups of schools in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement – both within and between countries.

**The questionnaire should be completed by the principal or designate.**

It should take about 30 minutes to complete.

For some questions specific expertise may be needed. You may consult experts to help you answer these questions.

If you do not know an answer precisely, your best estimate will be adequate for the purposes of the study.

**Your answers will be kept confidential. They will be combined with answers from other principals to calculate totals and averages in which no one school can be identified.**

## SECTION A: THE STRUCTURE AND ORGANISATION OF THE SCHOOL

<school reminder note>

SC01

### Q Is your school a public or a private school?

*(Please tick only one box.)*

A public school

 <sub>1</sub>

*(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.)*

A private school

 <sub>2</sub>

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

**Q About what percentage of your total funding for a typical school year comes from the following sources?**

*(Please write a number in each row. Write 0 (zero) if no funding comes from that source.)*

	%
a) Government (includes departments, local, regional, state and national)	_____
b) Student fees or school charges paid by parents	_____
c) Benefactors, donations, bequests, sponsorships, parent fundraising	_____
d) Other	_____
<b>Total</b>	<b>100%</b>

**Q Which of the following definitions best describes the community in which your school is located?**

*(Please tick only one box.)*

- A village, hamlet or rural area (fewer than 3 000 people) <sub>1</sub>
- A small town (3 000 to about 15 000 people) <sub>2</sub>
- A town (15 000 to about 100 000 people) <sub>3</sub>
- A city (100 000 to about 1 000 000 people) <sub>4</sub>
- A large city (with over 1 000 000 people) <sub>5</sub>

**Q** *We are interested in the options parents have when choosing a school for their children.*

**Which of the following statements best describes the schooling available to students in your location?**

*(Please tick only one box.)*

- There are two or more other schools in this area that compete for our students. <sub>1</sub>
- There is one other school in this area that competes for our students. <sub>2</sub>
- There are no other schools in this area that compete for our students. <sub>3</sub>

**Q**      **What is the average size of <test language> classes in  
<national modal grade for 15-year-olds> in your school?**

*(Please tick only one box.)*

15 students or fewer      <sub>01</sub>

16-20 students      <sub>02</sub>

21-25 students      <sub>03</sub>

26-30 students      <sub>04</sub>

31-35 students      <sub>05</sub>

36-40 students      <sub>06</sub>

41-45 students      <sub>07</sub>

46-50 students      <sub>08</sub>

More than 50 students      <sub>09</sub>

## SECTION B: THE STUDENT AND TEACHER BODY

<school reminder note>

SC07

**Q** As at <February 1, 2012>, 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: \_\_\_\_\_

SC09

**Q** How many of the following teachers are on the staff of your school?

*Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.*

*(Please write a number in each space provided. Write 0 (zero) if there are none.)*

	<i>Full-time</i>	<i>Part-time</i>
a) Teachers in TOTAL	_____	_____
b) Teachers fully certified by <the appropriate authority>	_____	_____
c) Teachers with an <ISCED5A> qualification	_____	_____

**Q How many of the following are on the <mathematics staff> of your school?**

*Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.*

*Please count only those teachers who have taught or will teach mathematics during the current school year.*

*(Please write a number in each space provided. Write 0 (zero) if there are none.)*

	<i>Full time</i>	<i>Part Time</i>
a) Teachers of mathematics in TOTAL	_____	_____
b) Teachers of mathematics with an <ISCED5A> qualification	_____	_____
c) Teachers of mathematics with an <ISCED5A> qualification <with a major> in mathematics	_____	_____
d) Teachers of mathematics with an <ISCED5A> qualification in <pedagogy>	_____	_____
e) Teachers of mathematics with an <ISCED5B> but not an <ISCED 5A> qualification	_____	_____

## SECTION C: THE SCHOOL'S RESOURCES

*<school reminder note>*

*The goal of the following set of three questions is to gather information about the student-computer ratio for students in the <national modal grade for 15-year-olds> at your school.*

SC11

*Number*

**Q** At your school, what is the total number of students in the <national modal grade for 15-year-olds>? \_\_\_\_\_

**Q** Approximately, how many computers are available for these students for educational purposes? \_\_\_\_\_

**Q** Approximately, how many of these computers are connected to the Internet/World Wide Web? \_\_\_\_\_

**Q** In all subjects taken together, for how much of the work does the school expect <national modal grade for 15-year-olds> students to access the Internet/ World Wide Web?

*(Please tick only one box in each row.)*

	<10%	10-25%	26-50%	51-75%	>75%
a) Work during lessons	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) Homework	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) Assignments or projects	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**Q Is your school's capacity to provide instruction hindered by any of the following issues?**

*(Please tick one box in each row.)*

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) A lack of qualified science teachers	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) A lack of qualified mathematics teachers	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) A lack of qualified <test language> teachers	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) A lack of qualified teachers of other subjects	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Shortage or inadequacy of science laboratory equipment	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Shortage or inadequacy of instructional materials (e.g. textbooks)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Shortage or inadequacy of computers for instruction	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) Lack or inadequacy of Internet connectivity	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
i) Shortage or inadequacy of computer software for instruction	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
j) Shortage or inadequacy of library materials	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
k) Shortage or inadequacy of school buildings and grounds	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
l) Shortage or inadequacy of heating/cooling and lighting systems	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
m) Shortage or inadequacy of instructional space (e.g. classrooms)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

## SECTION D: SCHOOL INSTRUCTION CURRICULUM AND ASSESSMENT

<school reminder note>

SC15

- Q** *Schools sometimes organise instruction differently for students with different abilities and interests in mathematics. Which of the following options describe what your school does for <national modal grade for 15-year-olds> students in mathematics classes?*

*(Please tick one box in each row.)*

	<i>For all classes</i>	<i>For some classes</i>	<i>Not for any classes</i>
a) Mathematics classes study similar content, but at different levels of difficulty.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
b) Different classes study different content or sets of mathematics topics that have different levels of difficulty.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
c) Students are grouped by ability within their mathematics classes.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
d) In mathematics classes, teachers use pedagogy suitable for students with heterogeneous abilities (i.e. students are not grouped by ability).	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

**Q <This academic year>, which of the following activities does your school offer to students in the <national modal grade for 15-years-olds>?**

*(Please tick one box in each row.)*

	<i>Yes</i>	<i>No</i>
a) Band, orchestra or choir	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) School play or school musical	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
c) School yearbook, newspaper or magazine	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
d) Volunteering or service activities, e.g. <national examples>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
e) Mathematics club	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
f) Mathematics competitions, e.g. <national examples>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
g) Chess club	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
h) Club with a focus on computers/ Information and Communication Technology	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
i) Art club or art activities	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
j) Sporting team or sporting activities	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
k) <country specific item>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

**Q In your school, are assessments of students in <national modal grade for 15-year-olds> used for any of the following purposes?**

*(Please tick only one box in each row.)*

	<i>Yes</i>	<i>No</i>
a) To inform parents about their child's progress	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) To make decisions about students' retention or promotion	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
c) To group students for instructional purposes	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
d) To compare the school to <district or national> performance	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
e) To monitor the school's progress from year to year	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
f) To make judgements about teachers' effectiveness	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
g) To identify aspects of instruction or the curriculum that could be improved	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
h) To compare the school with other schools	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

**Q** In your school, are achievement data used in any of the following <accountability procedures>?

*Achievement data include **aggregated** school or grade-level test scores or grades, or graduation rates.*

*(Please tick one box in each row.)*

- |  | <i>Yes</i>                            | <i>No</i>                             |
|--|---------------------------------------|---------------------------------------|
| a) Achievement data are posted publicly (e.g. in the media)              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| b) Achievement data are tracked over time by an administrative authority | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

**Q Does your school offer mathematics lessons in addition to the mathematics lessons offered during the usual school hours?**

*(Please tick only one box.)*

Yes <sub>1</sub> .go to the next question

No <sub>2</sub> .go to Q<x>

**Q What is the purpose of these additional mathematics lessons?**

*(Please tick only one box.)*

<Enrichment mathematics> only <sub>1</sub>

<Remedial mathematics> only <sub>2</sub>

Both <enrichment mathematics> and <remedial mathematics> <sub>3</sub>

Without differentiation depending on the prior achievement level of the students <sub>4</sub>

## SECTION E: SCHOOL CLIMATE

<school reminder note>

SC22

### Q In your school, to what extent is the learning of students hindered by the following phenomena?

(Please tick one box in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) Student truancy	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Students skipping classes	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Students arriving late for school	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Students not attending compulsory school events (e.g. sports day) or excursions	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Students lacking respect for teachers	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Disruption of classes by students	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Student use of alcohol or illegal drugs	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) Students intimidating or bullying other students	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
i) Students not being encouraged to achieve their full potential	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
j) Poor student-teacher relations	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
k) Teachers having to teach students of heterogeneous ability levels within the same class	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
l) Teachers having to teach students of diverse ethnic backgrounds (i.e. language, culture) within the same class	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
m) Teachers' low expectations of students	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
n) Teachers not meeting individual students' needs	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
o) Teacher absenteeism	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
p) Staff resisting change	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
q) Teachers being too strict with students	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
r) Teachers being late for classes	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
s) Teachers not being well prepared for classes	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

- Q** During <the last academic year>, what proportion of students left your school without a <certificate or qualification that allows students to enter post-school destinations such as university, technical, further or vocational education, apprenticeships or employment>?

%

\_\_\_\_\_

- Q** Which statement below best characterises parental expectations towards your school?

*(Please tick only one box.)*

There is *constant pressure* from many parents, who expect our school to set very high academic standards and to have our students achieve them.

 <sub>1</sub>

Pressure on the school to achieve higher academic standards among students comes from a *minority of parents*.

 <sub>2</sub>

Pressure from parents on the school to achieve higher academic standards among students is *largely absent*.

 <sub>3</sub>

**Q During <the last academic year>, what proportion of students' parents participated in the following school-related activities?**

*(Please write a number in each row. Write 0 (zero) if no parents participated in the activity. Write 100 (one hundred) if all parents participated in the activity.)*

	%
a) Discussed their child's behaviour with a teacher on their own initiative.	_____
b) Discussed their child's behaviour on the initiative of one of their child's teachers.	_____
c) Discussed their child's progress with a teacher on their own initiative.	_____
d) Discussed their child's progress on the initiative of one of their child's teachers.	_____
e) Volunteered in physical activities, e.g. building maintenance, carpentry, gardening or yard work.	_____
f) Volunteered in extra-curricular activities, e.g. book club, school play, sports, field trip.	_____
g) Volunteered in the school library or media centre.	_____
h) Assisted a teacher in the school.	_____
i) Appeared as a guest speaker.	_____
j) Participated in local school <government>, e.g. parent council or school management committee.	_____
k) Assisted in fundraising for the school.	_____
l) Volunteered in the school <canteen>.	_____

**Q Think about the teachers in your school. How much do you agree with the following statements?**

*(Please tick one box in each row.)*

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) The morale of teachers in this school is high.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Teachers work with enthusiasm.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Teachers take pride in this school.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Teachers value academic achievement.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**Q How much do you agree with these statements about teachers in your school?**

*(Please tick one box in each row.)*

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) Mathematics teachers are interested in trying new methods and teaching practices.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) There is a preference among mathematics teachers to stay with well-known methods and practices.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
SC28				
c) There is consensus among mathematics teachers that academic achievement must be kept as high as possible.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) There is consensus among mathematics teachers that it is best to adapt academic standards to the students' levels and needs.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
SC29				
e) There is consensus among mathematics teachers that the social and emotional development of the students is as important as their acquisition of mathematical skills and knowledge in mathematics classes.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) There is consensus among mathematics teachers that the development of mathematical skills and knowledge in students is the most important objective in mathematics classes.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**Q**      **During the last year, have any of the following methods been used to monitor the practice of mathematics teachers at your school?**

*(Please tick one box in each row.)*

	<i>Yes</i>	<i>No</i>
a) Tests or assessments of student achievement	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) Teacher peer review (of lesson plans, assessment instruments, lessons)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
c) Principal or senior staff observations of lessons	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
d) Observation of classes by inspectors or other persons external to the school	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

**Q To what extent have appraisals of and/or feedback to teachers directly led to the following?**

*(Please tick one box in each row.)*

	<i>No change</i>	<i>A small change</i>	<i>A moderate change</i>	<i>A large change</i>
a) A change in salary	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) A financial bonus or another kind of monetary reward	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Opportunities for professional development activities	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) A change in the likelihood of career advancement	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Public recognition from you	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Changes in work responsibilities that make the job more attractive	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) A role in school development initiatives (e.g. curriculum development group, development of school objectives)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

## SECTION F: SCHOOL POLICIES AND PRACTICES

<school reminder note>

SC32

### Q How often are the following factors considered when students are admitted to your school?

(Please tick one box in each row.)

	<i>Never</i>	<i>Sometimes</i>	<i>Always</i>
a) Student's record of academic performance (including placement tests)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
b) Recommendation of feeder schools	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
c) Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
d) Whether the student requires or is interested in a special programme	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
e) Preference given to family members of current or former students	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
f) Residence in a particular area	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
g) Other	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

**Q Regarding your school, who has a considerable responsibility for the following tasks?**

*(Please tick as many boxes as appropriate in each row.)*

	<i>Principal</i>	<i>Teachers</i>	<i>&lt;School governing board&gt;</i>	<i>&lt;Regional or local education authority&gt;</i>	<i>National education authority</i>
a) Selecting teachers for hire	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
b) Firing teachers	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
c) Establishing teachers' starting salaries	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
d) Determining teachers' salary increases	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
e) Formulating the school budget	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
f) Deciding on budget allocations within the school	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
g) Establishing student disciplinary policies	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
h) Establishing student assessment policies	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
i) Approving students for admission to the school	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
j) Choosing which textbooks are used	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
k) Determining course	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
l) Deciding which courses are offered	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

**Q Below are statements about your management of this school. Please indicate the frequency of the following activities and behaviours in your school during <u>the last academic year</u>.**

*(Please tick only one box in each row.)*

	<i>Did not occur</i>	<i>1-2 times during the year</i>	<i>3-4 times during the year</i>	<i>Once a month</i>	<i>Once a week</i>	<i>More than once a week</i>
a) I work to enhance the school's reputation in the community.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
b) I use student performance results to develop the school's educational goals.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>45</sub>	<input type="checkbox"/> <sub>6</sub>
c) I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
d) I ensure that teachers work according to the school's educational goals.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
e) I promote teaching practices based on recent educational research.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
f) I praise teachers whose students are actively participating in learning.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
g) When a teacher has problems in his/her classroom, I take the initiative to discuss matters.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
h) I draw teachers' attention to the importance of pupils' development of critical and social capacities.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>

	<i>Did not occur</i>	<i>1-2 times during the year</i>	<i>3-4 times during the year</i>	<i>Once a month</i>	<i>Once a week</i>	<i>More than once a week</i>
i) I pay attention to disruptive behaviour in classrooms.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
j) I provide staff with opportunities to participate in school decision-making.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
k) I engage teachers to help build a school culture of continuous improvement.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
l) I ask teachers to participate in reviewing management practices.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
m) When a teacher brings up a classroom problem, we solve the problem together.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
n) I discuss the school's academic goals with teachers at faculty meetings.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
o) I refer to the school's academic goals when making curricular decisions with teachers.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
p) I discuss academic performance results with the faculty to identify curricular strengths and weaknesses.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
q) I lead or attend in-service activities concerned with instruction.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
r) I set aside time at faculty meetings for teachers to share ideas or information from in-service activities.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>

**Below are statements about your management of this school. Please indicate the frequency of the following activities and behaviours in your school during <the last academic year>.**

*(Please tick only one box in each row.)*

	<i>Did not occur</i>	<i>1-2 times during the year</i>	<i>3-4 times during the year</i>	<i>Once a month</i>	<i>Once a week</i>	<i>More than once a week</i>
s) I conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference).	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
t) I review work produced by students when evaluating classroom instruction.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
u) I evaluate the performance of staff.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>

**Q During the last three months, what percentage of teaching staff in your school has attended a programme of professional development with a focus on mathematics?**

*A programme of professional development here is a formal programme designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognised qualification. The programme must last for at least one day in total and have a focus on mathematics teaching and education.*

- a) All staff at your school \_\_\_\_\_ %
- b) Staff who teach mathematics at your school \_\_\_\_\_ %

**Q Which of the following measures aimed at quality assurance and improvement do you have in your school?**

*(Please tick one box in each row.)*

	<i>Yes</i>	<i>No</i>
a) Written specification of the school's curricular profile and educational goals	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) Written specification of student performance standards	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
c) Systematic recording of data including teacher and student attendance and graduation rates, test results and professional development of teachers	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
d) Internal evaluation/self-evaluation	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
e) External evaluation	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
f) Seeking written feed-back from students (e.g. regarding lessons, teachers or resources)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
g) Teacher mentoring	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
h) Regular consultation aimed at school improvement with one or more experts over a period of at least six months	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
i) Implementation of a standardised policy for mathematics (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

**Q Which of the following statements apply in your school?**

*A policy refers to written rules known to those concerned with the policy.*

*(Please tick one box in each row.)*

- |  | <i>Yes</i>                            | <i>No</i>                             |
|--|---------------------------------------|---------------------------------------|
| a) The school has a policy on how to use computers in mathematics instruction (e.g. amount of computer use in mathematics lessons, use of specific mathematics computer programs). | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| b) All <national modal grade for 15-year-olds> mathematics classes in the school use the same textbook.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| c) Mathematics teachers in the school follow a standardised curriculum that specifies content at least on a monthly basis.   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

**Q** In your school, how likely is it that a student in <national modal grade for 15-year-olds> would be transferred to another school for the following reasons?

*(Please tick one box in each row.)*

	<i>Not likely</i>	<i>Likely</i>	<i>Very likely</i>
a) Low academic achievement	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
b) High academic achievement	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
c) Behavioural problems	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
d) Special learning needs	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
e) Parents' or guardians' request	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
f) Other	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

***Thank you very much for your co-operation in completing this questionnaire!***

## SECTION G: FINANCIAL EDUCATION AT SCHOOL

<school reminder note>

*The following five questions are about financial education/personal finance in your school. Financial education/personal finance involves the development of students' knowledge, confidence and skills relating to topics such as money and income; budgeting and long term planning; saving and spending; credit and debt; investment and insurance; the potential risks and benefits of financial products; and the financial landscape (including consumer rights and responsibilities and understanding of the wider financial, economic and social system).*

SC47

**Q Which of the statements below best describes the situation for students in <national modal grade for 15-year-olds> regarding the availability of financial education in your school?**

*(Please tick only one box.)*

Financial education is not available. <sub>1</sub>

Financial education has been available for less than two years. <sub>2</sub>

Financial education has been available for two years or more. <sub>3</sub>

SC45

**Q Is financial education compulsory in your school?**

*(Please tick only one box.)*

Yes <sub>1</sub>

No <sub>2</sub>

**Q Which of the statements below describe the teaching of financial education in your school?**

*For each statement, please indicate the number of hours of financial education of this type for students in <national modal grade for 15-year-olds> during <the last academic year>.*

*(Please tick one box in each row.)*

	<i>Not at all</i>	<i>1-4 hours a year</i>	<i>5-19 hours year</i>	<i>20-49 hours a year</i>	<i>50 or more hours a year</i>
a) It is taught as a separate subject.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b) It is taught as a cross-curricular subject.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
c) It is taught as part of <business or economics> courses.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
d) It is taught as part of mathematics.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
e) It is taught as part of other social sciences and humanities subjects and/or literature/language (e.g. history, geography, <home economics>, <citizenship>).	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
f) It is available as an <extra-curricular activity>.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
g) It is taught as part of <class teacher lessons>.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**Q Who provides financial education in your school?**

*(Please tick one box in each row.)*

	<i>Yes</i>	<i>No</i>
a) Teachers	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) People from private sector institutions (e.g. commercial bank, insurance company)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
c) People from public sector institutions (e.g. <ministry of finance>, <reserve bank>)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
d) People from non-government organisations, (e.g. <national examples>)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

SC51

**Q During the last twelve months, what percentage of teaching staff in your school has attended a programme of professional development with a focus on financial education?**

*A programme of professional development here is a formal programme designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognised qualification. The programme must last for at least one day in total and have a focus on the teaching of financial education.*

- a) Staff who teach financial education in your school \_\_\_\_\_ %
- b) All other teaching staff in your school \_\_\_\_\_ %

**SECTION H: ADDITIONAL QUESTION FOR ONLINE SCHOOL QUESTIONNAIRE**

*<school reminder note>*

SC50

**Q Is there any final comment that you wish to make regarding any aspect of the survey (e.g. content, mode of delivery)?**

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