

## THE 'SCHOOL AND PROGRAM' QUESTIONNAIRE

The 'School and Program' Questionnaire was divided into three parts:

- Part I: Background questions about the school
- Part II: Questions about Upper Secondary Schools (Human Resources, Aspects of Functioning, Feedback, Stakeholders, Information and Communication Technology)
- Part III: Program questionnaire (Questions related to programmes)

## OECD International Survey of Schools at the Upper Secondary Level

&lt;Country name&gt;

School ID:   **SCHOOL AND PROGRAM  
QUESTIONNAIRE****International Generic Version**

School Name	_____
Site Address	_____
City/town/village	_____
Region/state/province	_____
Zip code:	<input type="text"/>
Respondent:	_____
Phone:	_____

# 'SCHOOL AND PROGRAM' QUESTIONNAIRE

## PREFACE

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What is this survey about?

This survey is being administered in 18 OECD countries to compare how upper secondary education is provided. The questionnaire asks for information about:

- The educational programs offered in your school site;
- The school's resources;
- Teachers;
- The use of information technology and the obstacles in this area;
- The contacts of the school with higher education and the world of work;
- Some pedagogical and administrative practices.

How will the information be used?

Your information will help reveal disparities of resource distribution – particularly for new technologies – both within and between countries. You will receive a summary of the information collected in your country so that you may compare your own situation to other schools in the country where upper secondary education is provided.

By filling out this questionnaire you also contribute to *Education at a Glance*, one of the leading educational publications of the Organisation of Economic Co-operation and Development. Using comparative statistics, OECD in co-operation with the Member countries identifies and develops indicators and international benchmarks in key issues in education to help policy makers who seek to improve their countries' education systems.

For further information on OECD's activities and publications related to education you may want to consult [www.oecd.org](http://www.oecd.org) and [www.pisa.oecd.org](http://www.pisa.oecd.org).

How should you respond to this questionnaire?

The questionnaire should be completed by the <principal >or designate. Some of the questions ask information about which you may want to consult staff members in your school. Once you have this information, the questionnaire should take about 45 minutes to complete.

If you do not know an answer precisely, your best estimation will be adequate for the purposes of this survey.

**Your answers will be kept confidential. Thank you.**

## PRELIMINARY NOTE

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We ask about this school site

Part I of this questionnaire (Questions 1 – 6) refers to the *school site*.

If your school has other school sites as well, please **exclude** these from your answers. In this questionnaire *school* always refers to *the school site sampled for this survey*.

We ask about <upper secondary education>

Part II of this questionnaire (Questions 7 to 28) refers to the whole of the <ISCED 3 programs> in your school.

If some of the programs – or parts of the programs – offered at your school fall outside the <ISCED definition of upper secondary education>, **exclude** this from your answers as far as possible (*e.g.*, by estimating or pro-rating for the relevant student population).

We ask about <programs>

Part III of this questionnaire (Questions 29 to 33) refers to the <upper secondary> programs listed in Question 1. These questions should be answered separately for each <ISCED 3> program offered at your school site. If you have more than one <ISCED 3> program in your school, fill in Part III of the questionnaire separately for each program you offer at your school site.

How should you mark your answer?

There are three types of answers in this questionnaire:

- In some questions (Q2 and Q4) the response alternatives are printed in separate rows and you must choose one of them. In these questions you should answer by putting an **X** in the **O** (like this: **⊗**) You will be reminded by the instruction: ‘Mark only one of the circles.’
- In many questions you should answer by ticking (**✓**) the box (**□**) of the best answer in each row. You will be reminded of this by the instruction ‘Tick one box in each row.’
- Some questions require you to write in text, numbers or percentages. For these questions you should write your answer on the line provided (\_\_\_\_). You will be reminded in the cell, if you are expected to estimate a percentage as your answer (\_\_\_\_%).

## PART I: BACKGROUND QUESTIONS ABOUT THE SCHOOL

1. What levels of education are offered at your school site?

*Tick one box in each row.*

- |  |   |  |
|--|---|--|
| a. <Country name for primary education (ISCED Level 1)>    | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| b. <Country name for lower sec. education (ISCED Level 2)> | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| c. <Country name for ISCED Level 4>                        | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| d. <Country name for ISCED Level 5 >                       | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| e. <Country name for ISCED 3 Program 1 >                   | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| f. <Country name for ISCED 3 Program 2>                    | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| g. <Country name for ISCED 3 Program 3>                    | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| h. <Country name for ISCED 3 Program 4>                    | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| i. <Country name for ISCED 3 Program 5>, etc.              | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |

2. Is your school a <public> or a <private> school?

*Mark only one.*

- A <public> school  O<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>  O<sub>2</sub>  
 <This is a school managed directly or indirectly by a non-government organisation; e.g., a church, trade union, businesses, other private institutions.>

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

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

4. Which of the following best describes the area in which your school is located?

Mark only one.

<A metropolitan area is a large city with the surrounding settlements well integrated in the urban public transportation system>

- 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>
- Close to the cultural/business/shopping center of a <city> with over 1 000 000 people ○<sub>5</sub>
- Elsewhere in the <metropolitan area> of a city with over 1 000 000 people ○<sub>6</sub>

5. How many students were enrolled in your school as of <the end of the first month of this school year>?

	Boys	Girls
a. Total enrolment in the school	<input type="text"/>	<input type="text"/>
b. Enrolment in <Country name for ISCED 3 Program 1>	<input type="text"/>	<input type="text"/>
c. Enrolment in <Country name for ISCED 3 Program 2>	<input type="text"/>	<input type="text"/>
d. Enrolment in <Country name for ISCED 3 Program 3>	<input type="text"/>	<input type="text"/>
e. Enrolment in <Country name for ISCED 3 Program 4>	<input type="text"/>	<input type="text"/>
f. Enrolment in <Country name for ISCED 3 Program 5>, etc.	<input type="text"/>	<input type="text"/>

6. For each type of position listed, provide the number of staff (full-time and part-time) currently working in your school.

A full-time person is one who is employed for more than 90 per cent of the statutory working time. A part-time employee is one employed for less than 90 per cent of the statutory working time

Fill in the number of full-time and part-time persons for each category.

If a full-time person is working in more than one position (e.g. a librarian, or deputy principal with teaching duties), include that person in the category where he/she spends the larger part of the statutory working time.

INCLUDE TEMPORARY PERSONNEL AS WELL!

	In the whole school	
	Full-time	Part-time
a. School management personnel (principal, deputy principals)	<input type="text"/>	<input type="text"/>
b. Classroom teachers (directly involved in instructional practice)	<input type="text"/>	<input type="text"/>
c. Teacher aides (non-professional personnel who provide instruction or support teachers in providing instruction)	<input type="text"/>	<input type="text"/>
d. Professional support personnel (e.g., guidance counselors, librarians, psychologists, nurses, social workers, speech therapists)	<input type="text"/>	<input type="text"/>
e. Other support personnel (e.g., secretaries, bookkeepers, caretakers, cleaners, gardeners, etc.)	<input type="text"/>	<input type="text"/>

## PART II: QUESTIONS ABOUT <UPPER SECONDARY> EDUCATION

7. What percentage of the teachers currently teaching at the <upper secondary level> ...

a. are temporaries? \_\_\_\_\_ % \_\_\_\_\_ %  
 <a person employed for a fixed term not longer than one school year> of all full-time of all part-time

b. are fully qualified? \_\_\_\_\_ % \_\_\_\_\_ %  
 <Full qualification means that a teacher has fulfilled all the training requirements for teaching a certain subject at the upper secondary level and meets all other administrative requirements (e.g., probation period).> of all full-time of all part-time

8. Is the hiring of new teachers <at the upper secondary level> the responsibility of the school (e.g., <the principals or the department heads>)?

*If teachers are assigned to your school by an external agency, e.g., a government agency or school district, the answer to this question should be 'No'.*

<sub>1</sub> Yes

<sub>2</sub> No

9. How many teaching vacancies <at the upper secondary level> needed to be filled for this school year?

*Please answer this and the following question even if hiring teachers is the responsibility of another organisation (like the local or regional school authority).*

*If none, write '0'.*

\_\_\_\_\_ posts

10. Which of the following methods were used to cover these vacancies?

*Tick one box in each row.*

a. A fully qualified teacher was hired on a permanent or temporary basis <sub>1</sub> Yes <sub>2</sub> No

b. A person with less than full qualification was hired <sub>1</sub> Yes <sub>2</sub> No

c. A planned course offer was cancelled <sub>1</sub> Yes <sub>2</sub> No

d. The sizes of some of the classes were expanded <sub>1</sub> Yes <sub>2</sub> No

e. Sections (courses) were added to other teachers' normal teaching hours <sub>1</sub> Yes <sub>2</sub> No

11. In which study areas is it difficult to hire a **fully qualified teacher <at the upper secondary level>** in your experience?

*Tick one box in each row.*

- |  |   |  |
|--|---|--|
| a. Mother tongue                                       | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| b. Mathematics   | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| c. Foreign languages                                   | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| d. Social studies                                      | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| e. Sciences  | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| f. Technology  | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| g. Arts  | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| h. Physical education                                  | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| i. Computer science/informatics/information technology | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| j. Business studies                                    | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| k. Other   | <input type="checkbox"/> <sub>1</sub>     |  |

12. Which ways does your school support or encourage the <professional development> of **<upper secondary teachers>**?

*<By professional development we mean any activity that develops an individual's skills, knowledge, expertise and other characteristics as a teacher. These include personal study and reflection, collaborative development of new approaches, as well as formal courses>.*

*Tick one box in each row.*

- |   |   |  |
|---|---|--|
| a. The school has a separate budget for the professional development of teachers  | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| b. The school provides time for teachers for professional development ( <i>e.g.</i> , by building in professional days within the regular school year, by organising rotated schedules for PD and organising replacement for teachers attending courses). | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| c. The school organises staff development activities ( <i>e.g.</i> , peer observation of classes, mentoring of young teachers, staff conferences on particular educational subjects, participation in developmental work, action research)                | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| d. The school collects and circulates information on professional development courses in the school district  | <input type="checkbox"/> <sub>1</sub> Yes | <input type="checkbox"/> <sub>2</sub> No |
| e. Other  | <input type="checkbox"/> <sub>1</sub>     |  |

13. Consider the past school year. What percentage of **<upper secondary teachers>** participated in professional development activities?

Write a percentage or tick the box in each row. If 'none', write 0 %.

- a. <ICT > related professional development activities \_\_\_\_\_ % <sub>1</sub> Not applicable/  
Don't know
- b. Other professional development activities \_\_\_\_\_ % <sub>1</sub> Not applicable/  
Don't know

14. Consider the past school year. Did any of the **<upper secondary teachers>** participate in the following kinds of <professional development activities> (including <ICT> training)?

Tick one box in each row.

- |  | Yes                                   | No                                    | Not applicable/<br>Don't know         |
|--|---------------------------------------|---------------------------------------|---------------------------------------|
| a. Courses or workshops on subject matter, methodology and other education related topics  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| b. Conferences where teachers and/or researchers present their methodological and scientific results and discuss educational problems  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| c. Degree program ( <i>e.g.</i> , qualification program, master's, Ph.D.)  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| d. Observational visits to other schools   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| e. Regularly-scheduled collaboration among teachers on issues of instruction ( <i>do not include administrative meetings</i> )   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| f. Mentoring and/or peer observation and coaching as part of a formal arrangement that is recognized or supported by the school or educational authorities                                   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| g. Collaborative research and/or development on a topic related to education ( <i>e.g.</i> , new methods of teaching, curriculum development, integration of computer use in the curriculum) | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| h. Participation in a network of teachers ( <i>e.g.</i> , one organized by an outside agency or over the Internet)   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| i. Visits to companies/employers   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |

15. Consider the <second month of this school year>. Please estimate the percentage of the class periods that had to be cancelled or covered by somebody else **<at the upper secondary level>** because of the absence of the assigned teacher?

Write a percentage or tick the box in each row. If 'none', write 0 %.

- a. cancelled (not held) \_\_\_\_\_ % <sub>1</sub> Not applicable/  
Don't know
- b. covered by another teacher \_\_\_\_\_ % <sub>1</sub> Not applicable/  
Don't know

16. How often are the following factors considered when students are admitted to **<upper secondary programs>** in your school?

Tick one box in each row.

	Never or rarely	Sometimes	Often or Always
a. Residence in a particular area	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
b. 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>
c. Entrance examination	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
d. Recommendation of feeder schools	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
e. 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>
f. Whether the student requires or is interested in a special program	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
g. 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>

17. In general, how often does your school group **<upper secondary>** students using the following methods?

Tick one box in each row.

	Never or rarely	Sometimes	Often or Always
a. Students are grouped more or less at random	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
b. Students are grouped according to similar ability levels	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
c. Students are grouped so that classes contain a mixture of ability levels	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
d. Students are assigned according to the special expertise of teachers	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
e. Students are assigned to classes composed of students of similar ages	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
f. Students are grouped according to their choice of program or subject (e.g., foreign language)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
g. Students are grouped according to the requests of parents/guardians	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

18. Does your school keep records for each **<upper secondary>** student during his/her entire stay for each of the following aspects?

Please indicate for each of the following aspects if such records are kept AND, if yes, whether teachers have access to them. Tick TWO BOXES in each row that you marked 'Yes' in column 1.

	Records kept centrally in the school?		If yes,	All teachers have access?	
	Yes	No		Yes	No
a. The student's choice of subjects/modules	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	
b. Student performance in school (e.g., scores on tests and assignments)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	

- |   |                          |                          |         |                          |                          |
|---|--------------------------|--------------------------|---------|--------------------------|--------------------------|
| c. Behavioral problems like bullying, drug addiction, etc.                        | <input type="checkbox"/> | <input type="checkbox"/> | If yes, | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Student's absenteeism  | <input type="checkbox"/> | <input type="checkbox"/> | If yes, | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Student performance out of school (e.g., in community projects or internships) | <input type="checkbox"/> | <input type="checkbox"/> | If yes, | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Results of final examinations  | <input type="checkbox"/> | <input type="checkbox"/> | If yes, | <input type="checkbox"/> | <input type="checkbox"/> |

19. Does your school receive information on its functioning from one or more of the following groups?

*Tick one box in each row.*

- |   | Yes                      | No                       | Not applicable/<br>Don't know |
|---|--------------------------|--------------------------|-------------------------------|
| a. Regional, national education authorities (e.g., inspectorates) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      |
| b. The local school authority or the maintainer of the school     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      |
| c. Employers (e.g., where the students spend their internship)    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      |
| d. Parent groups (e.g., School Board, Teacher Parent Association) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      |
| e. Teacher groups (e.g., Staff Association, trade union)          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      |
| f. Student groups (e.g., Student Association, youth organization) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      |
| g. External examination boards (students' results)                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      |

**Questions 20 to 28 ask about the use of information technology in your school.**

*'Computers' in this section include computers capable of supporting other multimedia equipment such as a CD ROM and a sound card. Pocket computers or computers used only for recreation should be excluded from the answers.*

*Educational purpose' in this section means the use of computers in planning, organizing, and evaluating student learning, and the use of computers as a teaching and learning tool. E.g., retrieving demonstration material from the <Internet>, editing of information, preparing demonstration material, preparing tasks and tests, correcting student work, demonstration and practicing of information search on the <Internet/www>, etc.*

20. Does your school provide computers (workstations) for students and/or the staff for educational purposes?

*If your answer to this question is 'No', tick the 'No' box and skip to Question 29*

- Yes       No → Skip to Question 29

21. Excluding computers only for recreation, about how many computers (workstations) are in your school...

Write a number in each row. If 'none', write 0.

- a. available in the school altogether? \_\_\_\_\_
- b. available for students altogether? \_\_\_\_\_
- c. available **only for <upper secondary>** students? \_\_\_\_\_
- d. available only for teachers' use? \_\_\_\_\_
- e. available only for the administrative staff? \_\_\_\_\_
- f. connected to the Internet/World Wide Web? \_\_\_\_\_
- g. connected to a local area network (LAN, Intranet)? \_\_\_\_\_
- h. portable (excluding pocket computers)? \_\_\_\_\_

22. In which year were the following technologies first used in your school for educational purposes?

Tick one box in each row.

- |   | Year  | Not in use                            | Not applicable/<br>Don't know         |
|---|-------|---------------------------------------|---------------------------------------|
| a. Standard word processing and spreadsheet applications like Word or Excel | _____ | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| b. <World Wide Web> (Internet)  | _____ | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| c. <e-mail accessible for teachers and students>                            | _____ | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

23. What percentage of the teachers at the **<upper secondary level>** in your school use...

Write a percentage or tick the box in each row. If 'none', write 0 %.

- |   | Percentage of teachers | Not applicable/<br>Don't know         |
|---|------------------------|---------------------------------------|
| a. computers for educational purposes at least once a month? <i>e.g.</i> , use computer in classroom as a medium of instruction, for demonstration purposes, as a learning tool, etc.               | _____ %                | <input type="checkbox"/> <sub>1</sub> |
| b. the <WWW> for educational purposes at least once a month? <i>e.g.</i> , to collect demonstration material, to teach information search, to network students with students in other schools, etc. | _____ %                | <input type="checkbox"/> <sub>1</sub> |
| c. <e-mail> for educational purposes regularly (at least once a month)? <i>e.g.</i> , to send and receive homework, give feedback to students, etc.   | _____ %                | <input type="checkbox"/> <sub>1</sub> |

24. Are the following computer-related activities a regular part of students' assignments in **<upper secondary education>** in your school?

By 'regular part' we mean that such assignments are given at least once a month.

Tick one box in each row.

	Yes	No	Not applicable/ Don't know
a. operating a computer (saving files, printing, etc.)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
b. writing documents with a word processor (typing, editing, layout)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
c. making illustrations with graphical programs	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
d. Calculating with spreadsheet programs (sheet creation, use of formulas, organising information)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
e. Writing programs (in e.g., <logo, pascal, etc.>)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
f. Communicating via e-mail with teachers and other students	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
g. Sending, searching for, and using electronic forms of information	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
h. Using educational software (e.g., taking tests, exercises)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

25. At the **<upper secondary level>**, how much are computers used on a regular basis to ...

Tick one box in each row.

	Not at all	A little	A lot
a. develop skills of independent learning	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
b. provide additional instruction and practicing opportunities for students with special needs	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
c. allow students to learn/work at their own pace during lessons	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
d. combine parts of schools subjects with one another (multidisciplinary approach)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
e. create opportunities for learning by simulation (using real-world simulation programs)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
f. obtain information from the Internet	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

26. In which fields of information and communication technology use does your school work together with educational institutions, private companies or other organizations?

'Other organizations' include ministries, local authorities, municipal libraries, etc.

Check 'no' if your school does not work together with any other organisation in a particular field.

Tick one box in each row.

	Cooperation with			
	None	Other educational institutions	Private companies	Other organisations
a. Donation, exchange and/or joint purchase of ICT-related items (e.g., software, hardware, ICT learning 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>

- |   |                                       |                                       |                                       |                                       |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| b. Joint educational experience through ICT ( <i>e.g.</i> , communication and exchange of information, joint research 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> |
| c. Professional development with regard to ICT  | <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. Other development activities with regard to ICT ( <i>e.g.</i> , development of software, computer networks, learning environments, learning 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> |
| e. Joint computer network and/or joint system/network maintenance   | <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. Delivery of instruction ( <i>e.g.</i> , on-line 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> |
| <b>g. Other</b>   | <input type="checkbox"/> <sub>1</sub> |                                       |                                       |                                       |

27. Do you consider any of the following an obstacle to reaching your school's information technology related goals?

*Tick one box in each row.*

- |  | Obstacle                              | Not an obstacle                       |
|--|---------------------------------------|---------------------------------------|
| a. Insufficient number of computers for teachers' use                                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| b. Insufficient number of computers for students' use                                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| c. Outdated computers (older than 3 years)   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| d. Shortage of maintenance and technical support                                       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| e. Not enough copies of software for instructional purposes                            | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| f. Not enough variety (types) of software  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| g. Poor quality of available software  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| h. Insufficient time for teachers to prepare lessons in which computers are used       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| i. Difficult to integrate computers into classroom instruction practices               | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| j. Not enough staff to supervise students using computers                              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| k. Problems in scheduling enough computer time for different classes                   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| l. Internet connection not available   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| m. Difficult to use with low achieving students  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| n. No time in the school schedule for using the <Internet/WWW>                         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| o. No time in teachers' schedule to explore opportunities for using the <Internet/WWW> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| p. Not enough space to locate computers appropriately                                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| q. Lack of interest/willingness of teachers to use computers                           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

- |   |                          |                          |
|---|--------------------------|--------------------------|
| r. Teachers' lack of knowledge/skills in using computers for instructional purposes | <input type="checkbox"/> | <input type="checkbox"/> |
| s. Not enough training opportunities for teachers                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| t. Insufficient plans and/or resources to prevent theft and vandalism of computers  | <input type="checkbox"/> | <input type="checkbox"/> |
| u. Lack of support from the governing body or community                             | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Weak infrastructure (telecommunications, electricity, etc.)                      | <input type="checkbox"/> | <input type="checkbox"/> |

28. Consider the list in Question 27. Which are the three most serious obstacles to using <ICT> in teaching?

Write the letter of the first three most important obstacles on the lines (see Question 27).

- a. The first most serious obstacle is \_\_\_\_\_
- b. The second most serious obstacle is \_\_\_\_\_
- c. The third most serious obstacle is \_\_\_\_\_

The questions in the following section (Questions 29 to 33) refer to the broad <upper secondary> program types listed in Question 1. These last five questions should be answered separately for each of the <ISCED 3> program types offered at your school site. If you have more than one <ISCED 3> program type in your school, fill in a Part III form separately for each program type you offer in your school.

Below you find the checklist of Part III forms attached to the school questionnaire. Tick the box of the ones you fill out.

- |   |                          |
|---|--------------------------|
| a. <Country name for ISCED 3 Program 1>       | <input type="checkbox"/> |
| b. <Country name for ISCED 3 Program 2>       | <input type="checkbox"/> |
| c. <Country name for ISCED 3 Program 3>       | <input type="checkbox"/> |
| d. <Country name for ISCED 3 Program 4>       | <input type="checkbox"/> |
| e. <Country name for ISCED 3 Program 5>, etc. | <input type="checkbox"/> |

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Country ID:       Stratum ID:       School ID:

Program ID:  :

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### PART III: PROGRAM QUESTIONNAIRE

#### <PROGRAM NAME>

29. The following questions ask about students in the final school grade/year of **<this program>**. Consider the last school year.

*Even if you do not have an official record, please provide your best estimate, if you have information.*

*Write in the number or tick the Not applicable/Don't know box in each row.*

	Number of applicable/ students	Not applicable/ Don't know
a. How many students were ENROLLED in the final year of this program last school year?	_____	<input type="checkbox"/>
b. How many students COMPLETED THE PROGRAM successfully (including examination requirements)?	_____	<input type="checkbox"/>
c. How many students LEFT THE SCHOOL WITHOUT COMPLETING this or any other program successfully?	_____	<input type="checkbox"/>
d. How many students continue their STUDIES IN <ISCED 5> programs?	_____	<input type="checkbox"/>
e. How many students continue their studies in <ISCED 4> programs?	_____	<input type="checkbox"/>
f. How many students continue their STUDIES IN OTHER <ISCED 3> LEVEL programs?	_____	<input type="checkbox"/>
g. How many students continue their STUDIES IN THE WORK-BASED part of THIS PROGRAM but no longer as student of this school?	_____	<input type="checkbox"/>
h. How many students sought EMPLOYMENT as a primary activity after leaving this school?	_____	<input type="checkbox"/>

30. As part of this program, how often does your school use the following methods of career counseling for **<this program>**?

*By career counseling we mean any systematic effort by the school to assist students in making decisions on further education and/or transition to the labor market.*

*If the services below are provided for your students, fill out this table even if career counselling is the responsibility of an out-of-school organisation.*

*Tick a box in each row.*

	Never or rarely	Some- times	Often or always
a. Specific classes are set aside in the curriculum for this purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Subject matter teachers include a module in their teaching schedule focused on career counseling related to the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. A specific guidance plan is provided for all students along the whole duration of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- |   |                                       |                                       |                                       |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| d. Information about possible careers is provided to all students through occasional classes or lectures    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| e. Personal guidance is provided by a tutor and/or school counselor   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| f. Informal guidance is given to students   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| g. The school invites employers and/or practitioners to talk to students within or outside instruction time | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| h. The school invites representatives of further education institutions to talk to students                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| i. The school organises visits for students to employment organisations and/or counseling services          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| j. The school organises visits to institutes of further education   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |

31. Consider the last school year. What percentage of the students in the final school grade/year of **<this program>** received individual career counseling?

Write a percentage or tick the box. If 'none', write 0 %.

\_\_\_\_\_ % <sub>1</sub> Not applicable/  
Don't know

32. The following questions refer to different aspects of instruction time in this program.

*<Grades> are counted from the 1<sup>st</sup> year of primary education. Fill in the table from the column which corresponds to the first year of this program for a typical student. Leave blank the columns of grades which belong to another level of education.>*

*If there are different time schedules within this program, choose the one in which most students are enrolled or which is typical.*

	< Grade 9 >	< Grade 10 >	< Grade 11 >	< Grade 12 >	< Grade 13 >	< Grade 14 >
a. How many WEEKS students normally attend school in this program? (Do not count out-of-school learning or training time.)	<input type="checkbox"/>					
b. How many DAYS A WEEK do students get instruction? (Do not count out-of-school training time.)	<input type="checkbox"/>					
c. How many CLASS PERIODS A WEEK students normally have in this program? (Include within school vocational training here.)	<input type="checkbox"/>					
<i>&lt;Class period is the length of time each lesson runs for on a normal day. Some classes may run for 'double periods' or even more, but the class period refers to the basic unit of time used to break up the teaching day.&gt;</i>						
d. How many MINUTES are there in a regular class period in this program?	<input type="checkbox"/>					

33. The following questions refer to out-of-school activities as part of the scheduled learning time in this program.

*A day in this context should be counted as six or more clock hours.*

<Grade 9>      <Grade 10>      <Grade 11>      <Grade 12>      <Grade 13>      <Grade 14>

**a.** How many – if any – DAYS OF <WORK-BASED LEARNING>       does a student normally have in this program? (Write 0, if it is a general program, or if practical/vocational training takes place in the school.)

*<Work-based learning refers to the out-of-school training time (apprenticeship) spent in a work organization. It does not include instruction time within the school.>*

**b.** How many DAYS OF ORGANIZED WORK EXPERIENCE – if any – does a student normally have in this program? (Write 0, if there is no authentic work experience is organised by your school for the students in this program. (Do not count work based learning here)      )

*<Organized work experience can include any out-of-school activity that is planned in the curriculum and involves sustained effort to complete a task in an authentic work environment. It may include participation in community services, and within school services done on a regular basis.>*

**END OF PART III**