PISA-D Strand C Youth Interview

Part I

Technical note:
Terms in <   > are subject to country adaptation.
YI001c  On what date were you born?

[Interviewer starts with the day, then the month, and finally the year. If the respondent does not know, ask how old he/she thinks he/she is].

YI001CQ01TA  Day  _____________

Use software to calculate age. If day is unknown, round to nearest 0.1 years.
If age < 14 or age > 16, terminate interview.
If age ≥ 14 or ≤ 16 go to YI004ab

YI001CQ02TA  Month  _____________

YI001CQ03TA  Year  _____________

Did not know  ☐

Go to YI002c

Refused to answer  ☐

Go to YI002c

Module  Educational attainment

Construct  Birthdate and calculated age

Source  PISA 2015 revised

Notes for National Project Manager and Translators:

This question has been retained from the PISA 2015 (ST003). It provides a measure of chronological age. The question also allows cross-checking with Student Tracking Forms for data cleaning purposes.

Note that preference for the format DD MM YYYY should be observed. If this is not possible, required changes to that format have to be described in the Questionnaire Adaptations Spreadsheet. Be aware that this must not influence the variable IDs in the data set. If NPMs reverse the order of presentation, they have to make sure that the order of variables is changed in parallel. Variable names for all three answers must be retained to assure international comparability.
### YI002c How old are you?

<table>
<thead>
<tr>
<th>AGE</th>
<th>If age &lt; 14 or age &gt; 16, terminate interview. If age ≥ 14 or ≤ 16 go to YI004c</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Go to YI003c</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did not know</th>
<th>Go to YI003c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refused to answer</td>
<td>Go to YI003c</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module</th>
<th>Educational attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct</td>
<td>Age if birthdate unknown</td>
</tr>
<tr>
<td>Source</td>
<td>PISA 2015 revised</td>
</tr>
</tbody>
</table>

**Notes for National Project Manager and Translators**

This question is new to PISA-D. It provides information about the youth’s age. The question also allows cross-checking with Student Tracking Forms for data cleaning purposes and also to route the questionnaire process so that the youth is presented with an appropriate question following this one.
Even though you don’t know your exact age, are you 14, 15, or 16?

- Yes ☐ 1 Go to YI004c
- No ☐ 2 Terminate interview
- Did not know ☐ 3 Go to YI004c
- Refused to answer ☐ 4 Go to YI004c

Notes for National Project Manager and Translators

This question is new to PISA-D. It provides information about the youth’s age. The question also allows cross-checking with Student Tracking Forms for data cleaning purposes and also to route the questionnaire process so that the youth is presented with an appropriate question following this one.
YI004c  Are you formally enrolled in school? By formally enrolled, I mean having paid fees for the year or being on the school register.

[Interviewer can help the respondent clarify the meaning of school and formal enrolment if the respondent is unsure.]

Yes  □₁  Go to YI005a

No  □₂  Go to Part II (YI007b)

Did not know  □₃  Go to Part II (YI007b)

Refused to answer  □₄  Go to Part II (YI007b)

Module  Educational attainment

Construct  Enrolled in school

Source  New to PISA-D

Notes for National Project Manager and Translators

This question is new to PISA-D. It provides information about the youth’s enrolment in school. The question determines if the youth is enrolled in school or not and hence which set of questions will be presented in the rest of the interview.
YI005a  What <grade> are you in?

[Interviewer can help the respondent clarify the meaning of <being in a grade> if the respondent is unsure – see HELP box].

<table>
<thead>
<tr>
<th>&lt;grade&gt;</th>
<th>If grade is less than 7, go to Part II (YI010c). If grade is greater or equal to 7, go to YI006a.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School is ungraded</td>
<td>☐, Go to YI010c</td>
</tr>
<tr>
<td>Did not know</td>
<td>☐, Go to YI010c</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>☐, Go to YI010c</td>
</tr>
</tbody>
</table>

Module: Educational attainment
Construct: Grade
Source: PISA 2015
Programming instruction: Use this question to set up the highest grade reported and then limit options for question YI008.

Notes for National Project Manager and Translators

This question has been retained from the PISA 2015 Main Study (StQ01). It measures the student’s grade level. The question also allows cross-checking with Student Tracking Forms for data cleaning purposes.

<Grade> - This term refers to the administrative level of the student in the school. In many countries, the number of years in schooling is the usual measure of grade.

In countries where students may be in different grades/year levels for different courses, an adequate adaptation to this question that can be understood by students is required.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
**YI006a  Did you attend school regularly within the last month?**

[If necessary, the interviewer can clarify what it means to regularly attend school – see HELP box.]

<table>
<thead>
<tr>
<th>Response</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>☐₁ Terminate interview</td>
</tr>
<tr>
<td>No</td>
<td>☐₂ Go to YI010c</td>
</tr>
<tr>
<td>Did not know</td>
<td>☐₃ Go to YI010c</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>☐₄ Go to YI010c</td>
</tr>
</tbody>
</table>

**Module**  
Educational attainment

**Construct**  
Long-term absenteeism

**Source**  
New to PISA-D

**HELP BOX**  
Definition of regularly attending school

By going regularly to school I mean that you have been taking courses, being in class, or attending lessons every day or almost every day of the typical school week.

**Notes for National Project Manager and Translators**

This question is new to PISA-D. It provides information about the youth’s absenteeism at school. It helps inform eligibility as the previous question determined that the youth is enrolled in Grade 7 or above. If the youth answers here that he or she attends school regularly then they are part of the PISA-D Strand A/B population and thus ineligible to continue the interview.
Part II follows.

Based on the routing of Part I, three types of youth have been identified:

- Students who are or could be in Strand A/B; they are in grade 7 or higher, and have been at school during the past month. These students are not interviewed.
- Type A:
  - Students in lower grades (below grade 7)
  - Students in normative grades (7 or above), but who missed school in the last month.
  - Students who do not know their grade or are in an ungraded classroom.
- Type B: Youth who are out of school.
PISA-D Strand C Youth Interview

Part II
Part II

YI007b  Have you ever attended school?

[Interviewer can clarify what attending school means – see HELP box]

<table>
<thead>
<tr>
<th>Yes</th>
<th>☐</th>
<th>Go to YI008b</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>☐</td>
<td>Go to YI010c</td>
</tr>
<tr>
<td>Did not know</td>
<td>☐</td>
<td>Go to YI010c</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>☐</td>
<td>Go to YI010c</td>
</tr>
</tbody>
</table>

**Module**  Educational attainment

**Construct**  Has attended school

**Source**  New to PISA-D

**HELP BOX**  Definition of attending school

Attending school means attending lessons, taking courses, or being in a class.

**Notes for National Project Manager and Translators**

This question is new to PISA-D. It provides information about the youth’s past school attendance and contributes to the educational attainment module.
When you last attended school, what <grade> were you in?

[Interviewer can help the respondent clarify the meaning of <being in a grade> if the respondent is unsure – see HELP box].

_____________<grade> Go to YI009b

Did not know □ Go to YI010c

Refused to answer □

<table>
<thead>
<tr>
<th>Module</th>
<th>Educational attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct</td>
<td>Last attained grade</td>
</tr>
<tr>
<td>Source</td>
<td>PISA 2015 revised</td>
</tr>
</tbody>
</table>

HELP BOX

Definition of being in grade

Being in a <grade> means attending classes or having paid fees for the year and being on the school register for a specific <grade>.

Notes for National Project Manager and Translators

This question is a new question to PISA-D which has been revised from the PISA 2015 Main Study (StQ01). It measures the youth’s last attained grade level.

<Grade> - This term refers to the administrative level of the student in the school. In many countries, the number of years in schooling is the usual measure of grade.

In countries where students may be in different grades/year levels for different courses, an adequate adaptation to this question that can be understood by students is required.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
YI009b  Did you complete that <grade>?

[If necessary, the interviewer can explain what ‘complete’ means – see HELP box.]

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
<th>Go to YI010c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Did not know</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Refused to answer</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

Module: Educational attainment  
Construct: Last completed grade  
Source: New to PISA-D

HELP BOX  Definition of completing a grade

Completing a grade means that the student remained in school for the entire duration of the grade, and accomplished the course load or end of the year examinations, if required.

Notes for National Project Manager and Translators

This question is a new question to PISA-D. It measures the youth’s last attained grade level.  
<Grade> - This term refers to the administrative level of the student in the school. In many countries, the number of years in schooling is the usual measure of grade.  
In countries where students may be in different grades/year levels for different courses, an adequate adaptation to this question that can be understood by students is required.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
Are you male or female?

[Interviewer to indicate sex of respondent. Indicate ‘Don’t Know’ if the sex is unclear.]

- Female □ 1
- Male □ 2
- Did not know □ 3
- Refused to answer □ 4

Module: Gender
Construct: Youth’s sex
Source: PISA 2015 revised

Notes for National Project Manager and Translators
This question mirrors question ST003 from the PISA 2015 Main Study (StQ01). It determines the youth’s gender.
**YI011c**  We want to know if you have ever repeated a grade. Did you repeat a grade during <ISCED 1>? If so, was it more than once?

<table>
<thead>
<tr>
<th>No, Never</th>
<th>Yes, once</th>
<th>Yes, twice or more</th>
<th>Did not know</th>
<th>Refused to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, twice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, twice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not know</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refused to answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If No, go to YI013c. If Yes, either once or twice or more, go to YI012c. If Did not know or Refused to answer, go to YO012c.

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**Notes for National Project Manager and Translators**

This question is new to PISA-D. It provides information about grade repetition in ISCED 1.

ISCED classification of educational levels will be used throughout this interview questionnaire (see Revision of the International Standard Classification of Education (ISCED), 2011 edition. The manual can be found at the following link:


The following information about ISCED is taken from this manual.

ISCED Level 1: Primary level of education.

ISCED Level 2: Lower secondary level of education.

ISCED Level 3A: Upper secondary level of education with programmes designed to provide direct access to ISCED 5A.

ISCED Level 3B: Upper secondary level of education with programmes designed to provide direct access to ISCED 5B. Level 3B tends to be more practical and has a vocational orientation.

ISCED Level 3C: Upper secondary level of education with programmes designed to provide direct access to the labour market.

In some countries there may not be an administrative or structural boundary between ISCED 2 and 3 in the educational system. In these cases one may ask about completion of the grade/year level that can be defined as an implicit boundary between ISCED level 2 and 3.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
Now I want to ask you in greater detail about your school experience during ISCED 1.

How many years did you spend in Grade 1?

How many years did you spend in Grade 2?

How many years did you spend in Grade 3?

<table>
<thead>
<tr>
<th>Did not know</th>
<th>Refused to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y012CQ01NA</td>
<td>&lt;Grade 1&gt; _______ Years</td>
</tr>
<tr>
<td>Y012CQ02NA</td>
<td>&lt;Grade 2&gt; _______ Years</td>
</tr>
<tr>
<td>Y012CQ03NA</td>
<td>&lt;Grade 3&gt; _______ Years</td>
</tr>
</tbody>
</table>

Module: Educational attainment
Construct: Grade progression
Source: New to PISA-D
Programming instruction:
This could be a drop-down menu for each question, with a valid range from 1 to 5.
For Type B students, limit this question to the highest grade reported in YI008b.

Notes for National Project Manager and Translators
This question is new to PISA-D. It provides information about the number of years the youth spent in the first three grades of schooling. It is part of the educational attainment module.

ISCED classification of educational levels will be used throughout this interview questionnaire (see Revision of the International Standard Classification of Education (ISCED), 2011 edition. The manual can be found at the following link:

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ISCED Level 1: Primary level of education.
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ISCED Level 3B: Upper secondary level of education with programmes designed to provide direct access to ISCED 5B. Level 3B tends to be more practical and has a vocational orientation.
ISCED Level 3C: Upper secondary level of education with programmes designed to provide direct access to the labour market.

In some countries there may not be an administrative or structural boundary between ISCED 2 and 3 in the educational system. In these cases one may ask about completion of the grade/year level that can be defined as an implicit boundary between ISCED level 2 and 3.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
**YI013c** We want to know if you have ever repeated a grade. Did you repeat a grade during <ISCED 2>? If so, was it more than once?

<table>
<thead>
<tr>
<th>No, Never</th>
<th>Yes, once</th>
<th>Yes, twice or more</th>
<th>Did not know</th>
<th>Refused to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

At <ISCED 2>

**Module** Educational attainment

**Construct** Grade repetition during <ISCED 2>

**Source** New to PISA-D

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**Notes for National Project Manager and Translators**

This question is new to PISA-D. It provides information about grade repetition in ISCED 2. ISCED classification of educational levels will be used throughout this interview questionnaire (see Revision of the International Standard Classification of Education (ISCED), 2011 edition. The manual can be found at the following link:


The following information about ISCED is taken from this manual.

ISCED Level 1: Primary level of education.

ISCED Level 2: Lower secondary level of education.

ISCED Level 3A: Upper secondary level of education with programmes designed to provide direct access to ISCED 5A.

ISCED Level 3B: Upper secondary level of education with programmes designed to provide direct access to ISCED 5B. Level 3B tends to be more practical and has a vocational orientation.

ISCED Level 3C: Upper secondary level of education with programmes designed to provide direct access to the labour market.

In some countries there may not be an administrative or structural boundary between ISCED 2 and 3 in the educational system. In these cases one may ask about completion of the grade/year level that can be defined as an implicit boundary between ISCED level 2 and 3.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
YI014c  We want to know if you have you ever repeated a grade. Did you repeat a grade during <ISCED 3>? If so, was it more than once?

<table>
<thead>
<tr>
<th>No, Never</th>
<th>Yes, once</th>
<th>Yes, twice or more</th>
<th>Did not know</th>
<th>Refused to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

YI014CQ01NA At <ISCED 3> □1 □2 □3 □4 □5

Module  Educational attainment
Construct Grade repetition during <ISCED 3>
Source New to PISA-D

Notes for National Project Manager and Translators

This question is new to PISA-D. It provides information about grade repetition in ISCED 3. ISCED classification of educational levels will be used throughout this interview questionnaire (see Revision of the International Standard Classification of Education (ISCED), 2011 edition. The manual can be found at the following link:


The following information about ISCED is taken from this manual.

ISCED Level 1: Primary level of education.
ISCED Level 2: Lower secondary level of education.
ISCED Level 3A: Upper secondary level of education with programmes designed to provide direct access to ISCED 5A.
ISCED Level 3B: Upper secondary level of education with programmes designed to provide direct access to ISCED 5B. Level 3B tends to be more practical and has a vocational orientation.
ISCED Level 3C: Upper secondary level of education with programmes designed to provide direct access to the labour market.

In some countries there may not be an administrative or structural boundary between ISCED 2 and 3 in the educational system. In these cases one may ask about completion of the grade/year level that can be defined as an implicit boundary between ISCED level 2 and 3.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
Have you ever missed school for more than three months in a row? If so, was it more than once?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
<th>Module</th>
<th>Construct</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td>Educational</td>
<td>Long-term absenteeism</td>
<td>New to PISA-D</td>
</tr>
</tbody>
</table>

Notes for National Project Manager and Translators

This question is new to the PISA-D Field Trial and is a variation of ST011 in Strand B. It provides information on long-term absenteeism. This question is a filter question. If the student answers “No”, “Did not know” or “Refused to answer” then YI016c is skipped.
I am now going to ask you about the reasons why you missed school for more than three months. This could have happened to you several times. Please listen as I read a list of reasons and tell me whether you missed school for more than three months for any of these reasons.

[Interviewer is to read each item separately and indicate Yes or No (or Don’t know or refused)]

<table>
<thead>
<tr>
<th>Reason</th>
<th>Yes</th>
<th>No</th>
<th>DK</th>
<th>RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y016CQ01NA because you were pregnant? (enter “no” for males)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y016CQ02NA because you were sick?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y016CQ03NA because you had to take care of a family member?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y016CQ04NA because you had to take care of a sick parents or relative?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y016CQ05NA because you had to help with work at home?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y016CQ06NA because you had to help with seasonal work on the family land?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y016CQ07NA because you had to work to bring money home?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y016CQ08NA because you could not understand the language in which the lessons were given?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y016CQ09NA because you were no longer interested in school?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y016CQ10NA because you were not doing well at school?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y016CQ11NA because you did not feel safe at school?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y016CQ12NA because you did not have a teacher?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y016CQ13NA because the teachers or students were on strike?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y016CQ14NA because the school was closed because of a natural disaster (e.g., flood, earthquake)?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y016CQ15NA because you could not reach school due to transportation problems?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Notes for National Project Manager and Translators

This question is new to PISA-D and is adapted from ST012 in Strand B. It provides information about the youth’s reasons for long-term absenteeism from school.
Do you expect to complete <ISCED 3>?

Yes □
No □
Did not know □
Refused to answer □

Module: Educational attainment
Construct: Educational aspirations
Source: New to PISA-D (revised from Strand B)

Notes for National Project Manager and Translators

This question is new to PISA-D. It provides information about the expectation the youth has towards his or her educational aspirations. It is part of the educational attainment module.

ISCED classification of educational levels will be used throughout this interview questionnaire (see Revision of the International Standard Classification of Education (ISCED), 2011 edition. The manual can be found at the following link:


The following information about ISCED is taken from this manual.

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ISCED Level 3B: Upper secondary level of education with programmes designed to provide direct access to ISCED 5B. Level 3B tends to be more practical and has a vocational orientation.
ISCED Level 3C: Upper secondary level of education with programmes designed to provide direct access to the labour market.

In some countries there may not be an administrative or structural boundary between ISCED 2 and 3 in the educational system. In these cases one may ask about completion of the grade/year level that can be defined as an implicit boundary between ISCED level 2 and 3.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
YI018b  How likely is it that you will go back to school?

Interviewer presents a show card with the four options and asks the respondent to indicate which response indicates the likelihood that he or she will return to school.

- Very likely
- Somewhat likely
- Not likely
- I do not plan to go back to school
- Did not know
- Refused to answer

Module: Educational attainment
Construct: Return to education
Source: New to PISA-D Strand C

Notes for National Project Manager and Translators

This question is new to PISA-D. It provides information about the out-of-school youth’s intentions towards re-entering the education system.
We would like to know whether certain factors would enable you to continue with your schooling. Please listen as I read a list of factors and tell me whether any of these factors would enable you to continue your schooling.

Would you be more likely to continue your schooling if there were ..... [Interviewer is to read each item separately and indicate Yes or No (or Don’t know or refused. The stem, “Would you be more likely to continue your schooling if there were ...” can be repeated if required.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Factor</th>
<th>Yes</th>
<th>No</th>
<th>DK</th>
<th>RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y019CQ01NA</td>
<td>A school that was closer to home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y019CQ02NA</td>
<td>Better quality teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y019CQ03NA</td>
<td>Accessible for students with disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y019CQ04NA</td>
<td>A safe school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y019CQ05NA</td>
<td>No discrimination, such as gender, racial, ethnic, religious discrimination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y019CQ06NA</td>
<td>A school that was more accepting of students’ differences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y019CQ07NA</td>
<td>Financial incentives, such as conditional cash transfers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y019CQ08NA</td>
<td>No school fees or if I did not have to pay them</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y019CQ09NA</td>
<td>A vocational program that would result in a job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y019CQ10NA</td>
<td>Help with improving my reading skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y019CQ11NA</td>
<td>A school where I could learn at my own pace</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y019CQ12NA</td>
<td>Support for my children while attending school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Module**

Educational attainment

**Construct**

Perceived barriers to further education

**Source**

New to PISA-D

---

Notes for National Project Manager and Translators

This question is new to PISA-D. It complements ST014 in Strand B by presenting the youth with items framed in a positive approach towards reducing barriers for continuing his or her schooling.
Overall, how satisfied are you with your life as a whole these days? Using this card on which 1 means you are “completely dissatisfied” and 10 means you are “completely satisfied” where would you put your satisfaction with life as a whole?

[Interviewer shows SHOW CARD with a 0 to 10 scale. Youth are to point on the scale where they feel best represents their level of satisfaction.]

<table>
<thead>
<tr>
<th>Score on 0-10 scale</th>
<th>Did not know</th>
<th>Refused to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Module**  Health and well-being  
**Construct**  Students’ life satisfaction  
**Source**  PISA 2015

**Notes for National Project Manager and Translators**  
This question has been retained from PISA 2015 (ST016). It provides information on the students’ perceived life satisfaction and subjective well-being. It has been modified to reflect the change from CBA to interview format.
I would like to ask you about certain feelings you may have at home, at school, or at work. For each of the following statements, please use the categories on the show card and tell me how often you feel this way at home, at school, or at work.

[Interviewer hands over the SHOW CARD with response categories: Never of almost never; About once a week; 2-3 times a week/ Almost every day. The interviewer reads each response and scores the response based on the show card.]

<table>
<thead>
<tr>
<th>Question</th>
<th>Never or almost never</th>
<th>About once a week</th>
<th>2 to 3 times a week</th>
<th>Almost every day</th>
<th>DK</th>
<th>RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y021CQ01NA You are too fearful or nervous.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y021CQ02NA You are afraid that other people will think you are stupid.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y021CQ03NA You worry more than most people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y021CQ04NA You worry about what other people think of you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y021CQ05NA You cry without a good reason.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y021CQ06NA You feel lonely.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y021CQ07NA Other people seem to have more fun than you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y021CQ08NA You feel sad or depressed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y021CQ09NA You have trouble falling asleep at night.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y021CQ10NA A lot of things seem to bother you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Module: Health and well-being  
Construct: Anxiety and depression  
Source: New to PISA-D (Consistent with Strand B)

Notes for National Project Manager and Translator
This question is new to the PISA-D Field Trial. It has been adapted for the OurSchool Survey developed by TLB and is a modified version of ST017 in Strand B. The question measures students’ anxiety and depression.
In general, how would you rate your health? Using this card on which 1 means you have poor health and 10 means you have excellent health, how would you regard your health?

[Interviewer shows SHOW CARD with a 0 to 10 scale. Interviewer explains that 0 indicates poor health and 10 is excellent health.]

Y022CQ01NA

_____________ score on 0-10 scale

Did not know

Refused to answer

Module: Health and well-being
Construct: General health
Source: New to PISA-D (consistent with Strand B)

Notes for National Project Manager and Translators

This question is new to the PISA-D Field Trial. It has been adapted from the Canadian National Longitudinal Study of Children and Youth (NLSCY). The question measures students’ overall perception of their health. It is consistent with ST018 in Strand B.
I am now going to ask you about some common health problems that youth of your age experience. During the past year, have you had any of the following health problems? Please listen while I read a list of health problems.

[Interviewer is to read each item separately and indicate Yes or No (or Don’t know or refused)]

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
<th>DK</th>
<th>RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>YD23CQ01NA</td>
<td>A chronic health problem, such as heart disease, lung or other respiratory problems, cancer, or diabetes.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>YD23CQ01NA</td>
<td>An infectious health problem, such as cholera, malaria, tuberculosis.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>YD23CQ02NA</td>
<td>Gastrointestinal problems, such as heartburn, stomach pain, constipation, diarrhoea.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>YD23CQ03NA</td>
<td>A cold or flu.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>YD23CQ04NA</td>
<td>An injury that needed treatment.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>YD23CQ05NA</td>
<td>Pain that was long-lasting or recurring.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>YD23CQ06NA</td>
<td>Depression.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>YD23CQ07NA</td>
<td>Panic and anxiety attacks.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>YD23CQ08NA</td>
<td>Insomnia.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>YD23CQ09NA</td>
<td>Fatigue that was long-lasting or recurring.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>YD23CQ10NA</td>
<td>{Country option: HIV/AIDS}</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>YD23CQ11NA</td>
<td>&lt;country specific&gt;</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>YD23CQ12NA</td>
<td>&lt;country specific&gt;</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Module: Health and well-being  
Construct: Physical and mental health  
Source: New to PISA-D

**Notes for National Project Manager and Translators**

This question is new to PISA-D. It provides information about the youth’s physical and mental health history.
Adaptations to this question are optional for items 10, 11, and 12. They need to be described in the Questionnaire Adaptation Spread sheet and agreed between the NPM and TLB.
YI024c  Do you have a disability or medical condition that limits your daily activities?

Y024CQ01NA

<table>
<thead>
<tr>
<th>Answer</th>
<th>Go to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>YI025c</td>
</tr>
<tr>
<td>No</td>
<td>YI026c</td>
</tr>
<tr>
<td>Did not know</td>
<td>YI026c</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>YI026c</td>
</tr>
</tbody>
</table>

Notes for National Project Manager and Translators

This question is new to PISA-D. It provides information about the presence or absence of a disability in the youth.
YI025c  What is the nature of this disability or medical condition? Is it a . . .

[Interviewer reads the item for each disability and checks whether the respondent has it or not.]

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>DK</th>
<th>RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y025CQ01NA Physical disability?</td>
<td>□₁</td>
<td>□₂</td>
<td>□₃</td>
<td>□₄</td>
</tr>
<tr>
<td>Y023CQ02NA Visual impairment?</td>
<td>□₁</td>
<td>□₂</td>
<td>□₃</td>
<td>□₄</td>
</tr>
<tr>
<td>Y023CQ03NA Hearing impairment?</td>
<td>□₁</td>
<td>□₂</td>
<td>□₃</td>
<td>□₄</td>
</tr>
<tr>
<td>Y023CQ04NA Speech impairment?</td>
<td>□₁</td>
<td>□₂</td>
<td>□₃</td>
<td>□₄</td>
</tr>
<tr>
<td>Y023CQ05NA Learning disability?</td>
<td>□₁</td>
<td>□₂</td>
<td>□₃</td>
<td>□₄</td>
</tr>
<tr>
<td>Y023CQ06NA Chronic medical condition (e.g., asthma, allergies, diabetes)?</td>
<td>□₁</td>
<td>□₂</td>
<td>□₃</td>
<td>□₄</td>
</tr>
</tbody>
</table>

Module: Disability  
Construct: Type of Disability  
Source: New to PISA-D

Notes for National Project Manager and Translators

This question is new to PISA-D. It provides more detailed information about the youth’s physical and mental health history as only those who indicated they had a disability in the question YI024c will be asked this one.
I would like to ask you few questions concerning the language that you speak at home and in other places, such as at school or at work. What language do you speak most of the time?

(Language of Strand C test) □

(Language 2) □

(Language 3) □

(Language 4) □

(Language 5) □

(Language 6) □

(Language 7) □

Other language □

Refused to answer □

Module Language at home and at school

Construct Home language

Source PISA 2012, 2015 (Revised from Strand B)

[Programmer note: the list of the top two to five languages should comprise the most frequently spoken languages in the country. These will be decided by the national centres; the list should include the languages that are spoken by at least 75% of the population. In some countries there can be as many as 7 languages to capture 75% of the population.]

Notes for National Project Manager and Translators

This question has been retained from the PISA 2012 Main Study (ST025). It was also used in PISA 2015 (ST022) and in Strand B (ST021). This variable provides information on the most frequently used language at home.

<Language 1>, <Language 2> etc., should match languages applicable to your country.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
YI027c When did you begin learning \textit{<language of Strand C achievement test>}? Did you learn it at home before you started school, did you learn it at school, or did you never learn it?

Y027CQ01NA

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>At home before I started school</td>
<td>1</td>
</tr>
<tr>
<td>At school</td>
<td>2</td>
</tr>
<tr>
<td>I never learned it</td>
<td>3</td>
</tr>
<tr>
<td>Did not know</td>
<td>4</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>5</td>
</tr>
</tbody>
</table>

**Module** Language at home and at school

**Construct** Instructional language shocks

**Source** New to PISA- D (Revised from Strand B)

**Notes for National Project Manager and Translators**

This question is an adaptation of ST023 from Strand B. It provides information on when youth first started learning the language of instruction of the Strand C achievement test. The information sheds light on language shocks the youth is faced with at school.

\textit{<language of Strand C achievement test>} refers to the language in which the PISA-D Strand C cognitive questions are administered. It should be adapted to refer to the national name of the ‘language of instruction’ course or lessons.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spread sheet and agreed between the NPM and TLB.
In which language did you first begin learning how to read?

-Y028CQ01NA-

[Language of Strand C test] □ 1
(Language 2) □ 1
(Language 3) □ 3
(Language 4) □ 4
(Language 5) □ 5
(Language 6) □ 6
(Language 7) □ 7
Other language □ 8
Refused to answer □ 9

Module Language at home and at school
Construct Instructional language shocks
Source New to PISA- D (Revised from Strand B)

[Programmer note: the list of the top two to five languages should comprise the most frequently spoken languages in the country. These will be decided by the national centres; the list should include the languages that are spoken by at least 75% of the population. In some countries there can be as many as 7 languages to capture 75% of the population.]

Notes for National Project Manager and Translators

This question is new to the PISA-D Field Trial and parallels ST024 in Strand B. It provides information on the first language in which the youth learned to read. The information sheds light on language shocks the youth is faced with at school.

<Language 1>, <Language 2> etc. refers to likely languages that are applicable to your country.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spread sheet and agreed between the NPM and TLB.
In which language did you first begin learning how to write?

[Programmer note: the list of the top two to five languages should comprise the most frequently spoken languages in the country. These will be decided by the national centres; the list should include the languages that are spoken by at least 75% of the population. In some countries there can be as many as 7 languages to capture 75% of the population.]

Notes for National Project Manager and Translators

This question is new to the PISA-D Field Trial and parallels ST025 in Strand B. It provides information on the first language in which the youth learned to write. The information sheds light on language shocks students are faced with at school.

<Language 1>, <Language 2> etc. refers to likely languages that are applicable to your country.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spread sheet and agreed between the NPM and TLB.
When you entered school for the first time, what language did most of your teachers use for instruction?

[Interviewer may have to explain the term “use for instruction” – see HELP box.]

<table>
<thead>
<tr>
<th>Language of Strand C test</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language 2</td>
<td>2</td>
</tr>
<tr>
<td>Language 3</td>
<td>3</td>
</tr>
<tr>
<td>Language 4</td>
<td>4</td>
</tr>
<tr>
<td>Language 5</td>
<td>5</td>
</tr>
<tr>
<td>Language 6</td>
<td>6</td>
</tr>
<tr>
<td>Language 7</td>
<td>7</td>
</tr>
<tr>
<td>Other language</td>
<td>8</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>9</td>
</tr>
</tbody>
</table>

**Module**  
Language at home and at school

**Construct**  
Instructional language shock

**Source**  
New to PISA-D (Revised from Strand B)

**HELP BOX**  
Definition of ‘language used for instruction’

The language used for instruction refers the language used by the teachers to discuss topics, to test, to probe, to for read books or textbooks.

[Programmer note: the list of the top two to five languages should comprise the most frequently spoken languages in the country. These will be decided by the national centres; the list should include the languages that are spoken by at least 75% of the population. In some countries there can be as many as 7 languages to capture 75% of the population.]

**Notes for National Project Manager and Translators**

This question is new to the PISA-D Field Trial. It provides information on the first language in which the youth learned to write. The information sheds light on language shocks students are faced with at school.
<Language 1>, <Language 2> etc. refers to likely languages that are applicable to your country.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spread sheet and agreed between the NPM and TLB.
When you last attended school, what language did most of your teachers use for instruction?

[Interviewer may have to explain the term “use for instruction” – see HELP box.]

- Language of Strand C test
- Language 2
- Language 3
- Language 4
- Language 5
- Language 6
- Language 7
- Other language
- Refused to answer

Module: Language at home and at school
Construct: Instructional language shock
Source: New to PISA-D (Revised from Strand B)

HELP BOX
Definition of ‘language used for instruction’
The language used for instruction refers the language used by the teachers to discuss topics, to test, to probe, to for read books or textbooks.

[Programmer note: the list of the top two to five languages should comprise the most frequently spoken languages in the country. These will be decided by the national centres; the list should include the languages that are spoken by at least 75% of the population. In some countries there can be as many as 7 languages to capture 75% of the population.]

Notes for National Project Manager and Translators
This question is new to the PISA-D Field Trial. It provides information on the language of instruction when the youth last attended school. The information sheds light on language shocks students are faced with at school.
<Language 1>, <Language 2> etc. refers to likely languages that are applicable to your country.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spread sheet and agreed between the NPM and TLB.
I would like to ask you a few questions concerning the country where you and your parents were born. In what country were you born?

<table>
<thead>
<tr>
<th>Country</th>
<th>Code</th>
<th>Go to</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;Country of test&gt;</td>
<td></td>
<td>YI034c</td>
</tr>
<tr>
<td>&lt;Country B&gt;</td>
<td></td>
<td>YI033c</td>
</tr>
<tr>
<td>&lt;Country C&gt;</td>
<td></td>
<td>YI033c</td>
</tr>
<tr>
<td>&lt;Country D&gt;</td>
<td></td>
<td>YI033c</td>
</tr>
<tr>
<td>&lt;etc.&gt;</td>
<td></td>
<td>YI033c</td>
</tr>
<tr>
<td>Other countries</td>
<td></td>
<td>YI033c</td>
</tr>
<tr>
<td>Did not Know</td>
<td></td>
<td>YI034c</td>
</tr>
<tr>
<td>Refused to answer</td>
<td></td>
<td>YI034c</td>
</tr>
</tbody>
</table>

[Programmer note: the list of the top two to five countries should comprise the most frequently recurring countries of birth, starting from the country of the test. The list will be decided by the national centres; the list should comprise the countries that are the birthplace of at least 75% of the population.]

**Module** Immigrant status

**Construct** Youth’s Migration background

**Source** PISA 2015

**Notes for National Project Manager and Translators**

This question has been retained from Strand B (ST026) and PISA 2015(ST019). The three variables provide information on immigrant background.

In order to adapt this question you must first complete the Country Table procedures. After completing your Country Table you will have a list of countries (and possibly regions) that will be used to adapt this question.

Usually <Country A> will be the country of test administration. The final variable will usually be ‘Other country’.

This question serves as a routing question as the youth who report being born in the country of the test, did not know, or refused to respond will skip the next question.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
How old were you when you arrived in <country of test>?

Interviewer note. If the age of immigration is 6 months or less, code as zero.

____ (pull-down 0 to 16 years)

Did not know (included in the pull-down)

Refused to answer (included in the pull-down)

---

Module: Immigrant status

Construct: Youth’s Migration background

Source: PISA 2015

Programmer note. This could have a pull-down menu with ages from 0 to 15.

Notes for National Project Manager and Translators

This question has been retained from the PISA 2015 Main Study (ST020).

This item provides information on immigrant background.

Youth not born in the country of the test based on the previous question are asked how old they were when they arrived in the country. This provides information about the time spent in the country.

<Country of test> - refers to the country of test administration.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
YI034c  In what country was your mother born?

Y034CQ01TA

| <Country of test> | ☐ |
| <Country B> | ☐ |
| <Country C> | ☐ |
| <Country D> | ☐ |
| <etc.> | ☐ |
| Other countries | ☐ |
| Did not Know | ☐ |
| Refused to answer | ☐ |

Module  Immigrant status
Construct  Mother’s Migration background
Source  Strand B and PISA 2015

[Programmer note: the list of the top two to five countries should comprise the most frequently recurring countries of birth, starting from the country of the test. The list will be decided by the national centres; the list should comprise the countries that are the birthplace of at least 75% of the population.]

Notes for National Project Manager and Translators

This question has been modified from Strand B (ST026) and PISA 2015 (ST019). It provides information on the youth’s mother’s migration background.

In order to adapt this question you must first complete the Country Table procedures. After completing your Country Table you will have a list of countries (and possibly regions) that will be used to adapt this question.

Usually <Country A> will be the country of test administration. The final variable will usually be ‘Other country’.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
**In what country was your father born?**

<table>
<thead>
<tr>
<th>Country of test</th>
<th>☐ 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country B</td>
<td>☐ 2</td>
</tr>
<tr>
<td>Country C</td>
<td>☐ 3</td>
</tr>
<tr>
<td>Country D</td>
<td>☐ 4</td>
</tr>
<tr>
<td>etc</td>
<td>☐ 5</td>
</tr>
<tr>
<td>Other countries</td>
<td>☐ 5</td>
</tr>
<tr>
<td>Did not Know</td>
<td>☐ 5</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>☐ 5</td>
</tr>
</tbody>
</table>

**Module**: Immigrant status  
**Construct**: Father’s Migration background  
**Source**: Strand B and PISA 2015

*Programmer note: the list of the top two to five countries should comprise the most frequently recurring countries of birth, starting from the country of the test. The list will be decided by the national centres; the list should comprise the countries that are the birthplace of at least 75% of the population.*

**Notes for National Project Manager and Translators**

This question has been modified from Strand B (ST026) and PISA 2015 (ST019). It provides information on the youth’s father’s migration background.

In order to adapt this question you must first complete the Country Table procedures. After completing your Country Table you will have a list of countries (and possibly regions) that will be used to adapt this question.

Usually <Country A> will be the country of test administration. The final variable will usually be ‘Other country’.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
This next question is about your daily life and whether you or your family have been able to afford the food you need. In the past 30 days, how often were you hungry because there was not enough food?

[Interviewer hands over the SHOW CARD]

Never or almost never
About once a week
2 to 3 times a week
Almost every day
DK
RF

Module SES and Poverty
Construct Food security
Source New to PISA-D

Notes for National Project Manager and Translators
This question is new to the PISA-D Field Trial and appears in Strand B (ST059). It is a modification from a question used in the South African census. It provides information on food security which complements other questions in providing information on SES and poverty. It has also been reworded from the Strand B question to take into account the interview format.
I would like to ask you some questions about the place where you normally live. How many rooms are used for sleeping where you live? Please, do not include the kitchen (or place for cooking) and bathrooms.

[Interviewer can explain that these can be bedrooms or any other room]

________________________ (number of rooms)  Pull-down menu

Module: SES and Poverty
Construct: Crowdedness - space
Source: New to PISA-D Strand C

[Programmer note: this can be a pull-down menu, with responses ranging from 0 to 6, and 7 indicating ‘more than 6’, 93 indicating ‘Did not know’, and 94 indicating ‘Refused to answer’. The response of ‘zero’ would be used if the only room for sleeping was also a kitchen or bathroom.]

Notes for National Project Manager and Translators
This question is new to the PISA-D Field Trial and appears in Strand B (ST045). Together with the next two questions (Y038c, Y039c) it will provide information on the crowdedness of the youth’s usual home or residence. The question has also been reworded from the Strand B question to take into account the interview format.
YI038c

How many adults <19 years old or older>, are living with you?

Y038CQ01NA

_______ adult(s)

Did not know

Refused to answer

Module: SES and Poverty
Construct: Crowdedness – number of adults
Source: New to PISA-D Strand C

The national centre will determine the age normally considered as adulthood and use that age in the angle brackets.

[Programmer note: this can be a pull-down menu, with responses ranging from 1 to 20, and 93 indicating ‘Did not know’, and 94 indicating ‘Refused to answer’.

Notes for National Project Manager and Translators

This question is new to the PISA-D Field Trial and appears in Strand B (ST046). Together with question Y037c and Y039c, it will provide information on the crowdedness of the youth’s usual home or residence. The question has also been reworded from the Strand B question to take into account the interview format.

<19 years old or older> should be adapted if necessary. The intent of this question and the next is to distinguish adults from youths.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
YI039c   How many children and youth <18 years and younger >, other than you are living with you?

Y039CQ01NA   _______ children/youth

<table>
<thead>
<tr>
<th>Module</th>
<th>SES and Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct</td>
<td>Crowdedness – number of children</td>
</tr>
<tr>
<td>Source</td>
<td>New to PISA-D Strand C</td>
</tr>
</tbody>
</table>

The national centre will determine the age normally considered as adulthood and use that age in the angle brackets in YI033. For this question, the age in brackets must be one year younger than in YI033.

[Programmer note: this can be a pull-down menu, with responses ranging from 1 to 20, and 93 indicating ‘Did not know’, and 94 indicating ‘Refused to answer’.

Notes for National Project Manager and Translators:

This question is new to the PISA-D Field Trial and appears in Strand B (ST046). Together with question Y037c and Y038c, it will provide information on the crowdedness of the youth’s usual home or residence. The question has also been reworded from the Strand B question to take into account the interview format.<br>

<18 years old or older> should be adapted if necessary. The intent of this question and the next is to distinguish adults from youths.<br>

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
Y1040c How many of the following items are there in your home?
[Interviewer reads the list, item by item, and reports the number of items per category]

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Number (drop-down 0 to 5)</th>
<th>DK</th>
<th>RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Televisions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cars, vans or trucks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rooms with a bath or shower</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;Cell phones&gt; with internet access (e.g., smartphones)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;Cell phones&gt; without internet access</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers (desktop computer, portable laptop, or notebook)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musical instruments (e.g., guitar, piano, &lt;country-specific example&gt;)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Module SES and Poverty
Construct Home possessions
Source PISA 2015

[Programmer note: this can be a drop-down menu, with responses ranging from 0 to 5, with 5 indicating 5 or more, 93 indicating ‘Did not know’, and 94 indicating ‘Refused to answer’.]

Notes for National Project Manager and Translators

This question has been retained from Strand B (ST063) and the PISA 2015 Main Study (ST012) with important modifications. Note that the item numbering is different from the PISA 2015 Main Study. This set of variables provides information on home background and will contribute to an index of economic, social and cultural status.

Item Y040CQ04TA: <Cell phones> with internet access – these refer to cell phones with which the students actually have access to the internet.

Item Y040CQ06TA: <country specific example> - NPMs should insert a musical instrument that is appropriate and understood by students in your country.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
YI041c  Which of the following items are in your home?
[Interviewer reads the list item by item and reports whether each item is available in the home]

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>DK</th>
<th>RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>A table to have meals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A fixed telephone (phone line)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A washer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A refrigerator or freezer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A vacuum cleaner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A stove or burner for cooking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes for National Project Manager and Translators
This question is the same as question ST064 in Strand B. The last four items from the Strand B question have been deleted as they are redundant. The question provides information on the student’s home possessions. It complements other questions in providing information on SES and poverty.
YI042c  How many books are there in your home? Please, do not include magazines, newspapers, or schoolbooks.

[To help respondents give an estimate, interviewers can indicate that “a stack of 30 book is about this high” (indicate about one metre from the floor).

There are no books
There are fewer than 10 books
There are 10 - 50 books
There are more than 50 books
Did not know
Refused to answer

Module  SES and Poverty
Construct  Number of books
Source  New to PISA-D

Notes for National Project Manager and Translators
This question is new to the PISA-D Field Trial and is also used in Strand B (ST066). It is an adaptation of an existing question from SERCE. The question provides information on the youth’s home possessions. It complements other questions in providing information on SES and poverty.
What is the **main** source of drinking water in your home?

*If the respondent does not provide a clear answer, the interviewer should read the following options, one by one. The interviewer stops when the respondent indicates the source of drinking water.*

<table>
<thead>
<tr>
<th>Source of Drinking Water</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piped water in your home</td>
<td></td>
</tr>
<tr>
<td>Water from your well</td>
<td>2</td>
</tr>
<tr>
<td>Water from a shared well</td>
<td>3</td>
</tr>
<tr>
<td>Water from a spring</td>
<td>4</td>
</tr>
<tr>
<td>Rainwater</td>
<td>5</td>
</tr>
<tr>
<td>Tanker-truck or cart</td>
<td>6</td>
</tr>
<tr>
<td>Water from a river or stream, dam, lake, pond, canal, or irrigation channel</td>
<td>7</td>
</tr>
<tr>
<td>Bottled water</td>
<td>8</td>
</tr>
<tr>
<td>Did not know</td>
<td>9</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>10</td>
</tr>
</tbody>
</table>

**Module** | **SES and Poverty**  
**Construct** | **Source of potable water**  
**Source** | **New to PISA-D**

**Notes for National Project Manager and Translators**

This question is new to the PISA-D Field Trial. It is an adaptation of an existing question from MICS. The question provides information on the source of potable water in the youth’s usual home or residence.
### YI044c  Do you have access to a <flush toilet> at your home?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>☐ 1</td>
</tr>
<tr>
<td>No</td>
<td>☐ 2</td>
</tr>
<tr>
<td>Did not know</td>
<td>☐ 3</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>☐ 4</td>
</tr>
</tbody>
</table>

**Module**: SES and Poverty  
**Construct**: Availability of flush-toilet in home  
**Source**: New to PISA-D  

**Notes for National Project Manager and Translators**

This is new to the PISA-D Field Trial and the same as ST048 in Strand B. Taken with the next question it provides information on the availability and use of water and plumbing in the youth’s usual home or residence.

<flush toilet> - this term should be adapted to represent a toilet with running water.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
**YI045c**  Do you share a toilet facility with others who are not members of your household?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>☐ 1</td>
</tr>
<tr>
<td>No</td>
<td>☐ 2</td>
</tr>
<tr>
<td>Did not know</td>
<td>☐ 3</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>☐ 4</td>
</tr>
</tbody>
</table>

*Interviewer can clarify meaning of shared toilet if the respondent is unclear – see HELP box.*

**Module**  SES and Poverty  
**Construct**  Availability and use of water and plumbing  
**Source**  New to PISA-D

**HELP BOX**  Definition of ‘shared toilet’

A shared toilet is one that other families or people who do not live in the same household, and are unrelated to the respondent, have access to.

**Notes for National Project Manager and Translators**

This is new to the PISA-D Field Trial and the same as ST049 in Strand B. Taken with the next question it provides information on the availability and use of water and plumbing in the youth’s usual home or residence.
This next question is about brothers and sisters, who can be biological, adoptive, step, or foster.

How many brothers and sisters do you have that are younger than you?

_______ younger siblings (drop-down menu)

[Programmer note: this can be a drop-down menu, with responses ranging from 0 to 15, and 93 indicating ‘Did not know’, and 94 indicating ‘Refused to answer’.]

<table>
<thead>
<tr>
<th>Module</th>
<th>SES and Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct</td>
<td>Number of siblings; number of younger siblings</td>
</tr>
<tr>
<td>Source</td>
<td>PISA 2000</td>
</tr>
</tbody>
</table>

Notes for National Project Manager and Translators

This question is adapted from Strand B (ST030) and retained from PISA 2000 Main Study. It measures the number of younger siblings the youth has. It has been reformulated to reflect the interview process.
**YI047c**  How many brothers and sisters do you have that are older than you?

Y047CQ01TA  
  ________ older siblings (drop-down menu)

*[Programmer note: this can be a drop-down menu, with responses ranging from 0 to 15, and 93 indicating ‘Did not know’, and 94 indicating ‘Refused to answer’.]*

<table>
<thead>
<tr>
<th>Module</th>
<th>SES and Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct</td>
<td>Number of older siblings</td>
</tr>
<tr>
<td>Source</td>
<td>PISA 2000</td>
</tr>
</tbody>
</table>

**Notes for National Project Manager and Translators**

This question is adapted from Strand B (ST030) and retained from PISA 2000 Main Study. It measures the number of older siblings the youth has. It has been reformulated to reflect the interview process.
How many brothers and sisters do you have that are the same age as you?

[Programmer note: this can be a drop-down menu, with responses ranging from 0 to 4, and 93 indicating ‘Did not know’, and 94 indicating ‘Refused to answer’.]

<table>
<thead>
<tr>
<th>Module</th>
<th>SES and Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct</td>
<td>Number of same-age siblings</td>
</tr>
<tr>
<td>Source</td>
<td>PISA 2000</td>
</tr>
</tbody>
</table>

Notes for National Project Manager and Translators

This question is adapted from Strand B (ST030) and retained from PISA 2000 Main Study. It measures the number of same-age siblings the youth has. It has been reformulated to reflect the interview process.
Do you have children of your own? These can include biological, adoptive, or step children.

**Y049Q01NA**

<table>
<thead>
<tr>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
<tr>
<td>Refused to answer</td>
</tr>
</tbody>
</table>

**Module**  
SES and Poverty

**Construct**  
Home structure

**Source**  
New to PISA-D Strand C

*Notes for National Project Manager and Translators*

This question is new to PISA-D. It provides information on the youth’s home structure based on whether or not the youth is a parent.
The next set of questions are about your mother or those persons who are like a mother to you, such as a guardian, step-mother, or foster parent.

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

<table>
<thead>
<tr>
<th>YI050c</th>
<th>Where is your mother living now?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y050CQ01NA</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>She is living in the same home as me</td>
</tr>
<tr>
<td></td>
<td>She is living alone or with another family</td>
</tr>
<tr>
<td></td>
<td>She is working outside of the &lt;country of test&gt;</td>
</tr>
<tr>
<td></td>
<td>She is deceased</td>
</tr>
<tr>
<td></td>
<td>Don’t know</td>
</tr>
<tr>
<td></td>
<td>Refused to answer</td>
</tr>
</tbody>
</table>

**Module**  SES and Poverty  
**Construct**  Location of mother  
**Source**  New to PISA-D

**Notes for National Project Manager and Translators**
This question is new to PISA-D. It provides information on the current location of the youth’s mother. If the youth’s mother is deceased the next 6 questions are skipped and YI057 is presented to the youth. If the youth’s mother is working outside of the country of the test the next question is skipped and YI052 is presented.

<country of test> should be adapted to the name of the country.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
What is your mother’s main activity?

Interview can present show card and read each one to the respondent. The interviewer asks the respondent to say what the main activity is.

- Caring for our family
- Working to earn money
- Caring for our family and working to earn money
- Working on our family land
- Going to school
- Recovering from illness
- Looking for work
- Other
- Did not know
- Refused to answer

Module: SES and Poverty
Construct: Parental background (mother’s activity)
Source: New to PISA-D

Notes for National Project Manager and Translators
This question is new to the PISA-D Field Trial and is modified from ST035 in Strand B. It provides information on the youth’s mother’s activity.
The following two questions concern your mother’s job.
(If she is not working now, please tell us her last main job.)

What is your mother’s main job?
(e.g., school teacher, kitchen-hand, sales manager)

Please write the job title. _____________________________

What does your mother do in her main job?
(e.g., teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team)

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

<table>
<thead>
<tr>
<th>Module</th>
<th>SES and Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct</td>
<td>Parental background (mother’s profession – open format question)</td>
</tr>
<tr>
<td>Source</td>
<td>PISA 2015</td>
</tr>
</tbody>
</table>

Notes for National Project Manager and Translators

This question has been retained the PISA 2015 Main Study (ST015). This question establishes the main occupation of the student’s mother and is used to generate International Standard Classification of Occupations (ISCO) codes. Please remember to use the ISCO-08 version of the codes.

Item Y052CQ01TA: Examples - It is acceptable to change the examples to more nationally relevant jobs. Do not use obscure or lengthy job titles.

Answer line 1: ‘job title’ - is the common name of the job. Please use an appropriate term.

Item Y052CQ02TA: Use examples that match the job titles given in item Y052CQ01TA.
I am now going to ask you a few questions about your mother’s reading and writing skills.

Interviewer is to use the show card with the five possible answers below. The interviewer reads each response separately and asks which one applies.

- She cannot read or write
- She can read and write her name
- She can read but not write
- She can read and write simple sentences
- She can read and write well
- Did not know
- Refused to answer

<table>
<thead>
<tr>
<th>Module</th>
<th>SES and Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct</td>
<td>Parental background (mother’s literacy skills)</td>
</tr>
<tr>
<td>Source</td>
<td>New to PISA-D</td>
</tr>
</tbody>
</table>

Notes for National Project Manager

This question is new to the PISA-D Field Trial and is adapted from Strand B (ST032). It provides additional information on the youth’s mother’s literacy skills. It has been reworded to reflect the interview process.
**YI054c** How often do you see your mother do each of the following activities?

[Interviewer hands over SHOW CARD for response options and asks respondent about each item.]

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never or almost never</th>
<th>About once a week</th>
<th>2 to 3 times a week</th>
<th>Almost every day</th>
<th>DK</th>
<th>RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a newspaper or magazine</td>
<td>[ ] 1</td>
<td>[ ] 2</td>
<td>[ ] 3</td>
<td>[ ] 4</td>
<td>[ ] 5</td>
<td>[ ] 6</td>
</tr>
<tr>
<td>Read a book</td>
<td>[ ] 1</td>
<td>[ ] 2</td>
<td>[ ] 3</td>
<td>[ ] 4</td>
<td>[ ] 5</td>
<td>[ ] 6</td>
</tr>
<tr>
<td>Write a text (SMS) or email message</td>
<td>[ ] 1</td>
<td>[ ] 2</td>
<td>[ ] 3</td>
<td>[ ] 4</td>
<td>[ ] 5</td>
<td>[ ] 6</td>
</tr>
<tr>
<td>Write a note to a family member or friend</td>
<td>[ ] 1</td>
<td>[ ] 2</td>
<td>[ ] 3</td>
<td>[ ] 4</td>
<td>[ ] 5</td>
<td>[ ] 6</td>
</tr>
</tbody>
</table>

**Module** SES and Poverty  
**Construct** Parental background (mother’s reading and writing skills)  
**Source** New to PISA-D

**Notes for National Project Manager**  
This question is new to the PISA-D Field Trial and is adapted from Strand B (ST033). It provides additional information on the youth’s mother’s literacy skills. It has been reworded to reflect the interview process.
What is the <highest level of schooling> completed by your mother?

(Interviewer presents a show card, reads each of the responses, and asks the respondent to indicate the highest level.)

- <ISCED level 3A> 
- <ISCED level 3B, 3C> 
- <ISCED level 2> 
- <ISCED level 1> 
- She did not complete <ISCED level 1> 
- Did not know 
- Refused to answer

<table>
<thead>
<tr>
<th>Module</th>
<th>SES and Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct</td>
<td>Parental background (mother’s education)</td>
</tr>
<tr>
<td>Source</td>
<td>PISA 2015</td>
</tr>
</tbody>
</table>

Notes for National Project Manager and Translators

This question has been retained from the PISA 2015 Main Study (ST005). This question establishes the highest level of school education of the youth’s mother.

<Highest level of schooling> should be adapted to refer to the sections of schooling that correspond to ISCED levels 1 to 3.

ISCED classification of educational levels will be used throughout this interview questionnaire (see Revision of the International Standard Classification of Education (ISCED), 2011 edition. The manual can be found at the following link:


The following information about ISCED is taken from this manual.

ISCED Level 1: Primary level of education.

ISCED Level 2: Lower secondary level of education.

ISCED Level 3A: Upper secondary level of education with programmes designed to provide direct access to ISCED 5A.

ISCED Level 3B: Upper secondary level of education with programmes designed to provide direct access to ISCED 5B. Level 3B tends to be more practical and has a vocational orientation.
ISCED Level 3C: Upper secondary level of education with programmes designed to provide direct access to the labour market.

In some countries there may not be an administrative or structural boundary between ISCED 2 and 3 in the educational system. In these cases one may ask about completion of the grade/year level that can be defined as an implicit boundary between ISCED level 2 and 3.

**Qualifications obtained abroad** - increasingly, youth have parents whose qualifications were obtained abroad and these may not match the nationally specific categories listed in the questionnaire. NPMs should provide some guidelines to interviewers in their training on the equivalence of local qualifications to those obtained abroad. The match does not have to be exact. It is more important to try to distinguish between the three general levels: ISCED 5A and above, ISCED 3, and below ISCED 3. The test administrator should ask the youth appropriate questions to identify which of the three levels most closely corresponds.

The question has been reworded to reflect the interview process.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.

---

**Notes for the interviewer:**

- This question asks about completion; that is, obtaining a qualification. Just being enrolled in an institution where these qualifications can be obtained is not sufficient.

- If the youth’s mother (or equivalent female guardian) is deceased, then her qualifications can still be provided – but if they are unknown the question should be left blank.

- If the youth’s mother obtained her qualifications abroad, please help the youth to choose the most applicable response from the list. Asking questions like “How long did she go to school?” and “Did she go on to university?” should help clarify the question.
### Does your mother have any of the following qualifications?

*(Interviewer presents a show card, reads each of the responses, and asks the respondent to indicate the qualifications attained.)*

<table>
<thead>
<tr>
<th>Y056CQ01TA</th>
<th>&lt;ISCED level 6&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes: ☑ 1</td>
<td>No: ☐ 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Y056CQ02TA</th>
<th>&lt;ISCED level 5A&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes: ☑ 1</td>
<td>No: ☐ 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Y056CQ02TA</th>
<th>&lt;ISCED level 5B&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes: ☑ 1</td>
<td>No: ☐ 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Y056CQ03TA</th>
<th>&lt;ISCED level 4&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes: ☑ 1</td>
<td>No: ☐ 2</td>
</tr>
</tbody>
</table>

### Module
SES and Poverty

### Construct
Parental background (mother’s tertiary education)

### Source
PISA 2015

**Notes for National Project Manager and Translators**

This question has been retained from the PISA 2015 Main Study (ST006). This question establishes whether or not the youth’s mother has certain educational qualifications.

ISCED classification of educational levels will be used throughout this interview questionnaire (see Revision of the International Standard Classification of Education (ISCED), 2011 edition. The manual can be found at the following link:


The following information about ISCED is taken from this manual.

**ISCED Level 1:** Primary level of education.

**ISCED Level 2:** Lower secondary level of education.

**ISCED Level 3A:** Upper secondary level of education with programmes designed to provide direct access to ISCED 5A.

**ISCED Level 3B:** Upper secondary level of education with programmes designed to provide direct access to ISCED 5B. Level 3B tends to be more practical and has a vocational orientation.

**ISCED Level 3C:** Upper secondary level of education with programmes designed to provide direct access to the labour market.

In some countries there may not be an administrative or structural boundary between ISCED 2 and 3 in the educational system. In these cases one may ask about completion of the grade/year level that can be defined as an implicit boundary between ISCED level 2 and 3.
**Qualifications obtained abroad** - increasingly, youth have parents whose qualifications were obtained abroad and these may not match the nationally specific categories listed in the questionnaire. NPMs should provide some guidelines to interviewers in their training on the equivalence of local qualifications to those obtained abroad. The match does not have to be exact. It is more important to try to distinguish between the three general levels: ISCED 5A and above, ISCED 3, and below ISCED 3. The interviewer should ask the youth appropriate questions to identify which of the three levels most closely corresponds.

The question has been reworded to reflect the interview process.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.

---

**Notes for the interviewer:**

This question asks about completion; that is, obtaining a qualification. Just being enrolled in an institution where these qualifications can be obtained is not sufficient.

If the youth’s mother (or equivalent female guardian) is deceased, then her qualifications can still be provided – but if they are unknown the question should be left blank.

If the youth’s mother obtained her qualifications abroad, please help the youth to choose the most applicable response from the list. Asking questions like “How long did she go to school?” and “Did she go on to university?” should help clarify the question.
The next set of questions are about your father or those persons who are like a father to you, such as a guardian, stepfather, or foster parent.

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

YI057c Where is your father living now?

He is living in the same home as me □ 1 Go to YI058c
He is living alone or with another family □ 2 Go to YI058c
He is working outside of the <country of test> □ 3 Go to YI059c
He is deceased □ 4 Go to YI064c
Don’t know □ 5 Go to YI058c
Refused to answer □ 6 Go to YI058c

Module  SES and Poverty
Construct Location of father
Source New to PISA-D

Notes for National Project Manager and Translators
This question is new to PISA-D. It provides information on the current location of the youth’s father. If the youth’s father is deceased the next 6 questions are skipped and YI064c is presented to the youth. If the youth’s father is working outside of the country of the test the next question is skipped and YI059c is presented.
<country of test> should be adapted to the name of the country.
Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
What is your father’s main activity?

Interview can present show card and read each one to the respondent. The interviewer asks the respondent to say what the main activity is.

- Caring for our family
- Working to earn money
- Caring for our family and working to earn money
- Working on our family land
- Going to school
- Recovering from illness
- Looking for work
- Other
- Did not know
- Refused to answer

Module: SES and Poverty
Construct: Parental background (father’s activity)
Source: New to PISA-D

Notes for National Project Manager and Translators
This question is new to the PISA-D Field Trial and is modified from ST042 in Strand B. It provides information on the youth’s father’s activity.
The following two questions concern your father’s job.

(If she is not working now, please tell us his last main job.)

What is your father’s main job?
(e.g., school teacher, kitchen-hand, sales manager)

Please write the job title. ________________________________

What does your father do in his main job?
(e.g., teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team)

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

_______________________________________________

Module: SES and Poverty
Construct: Parental background (father’s profession – open format question)
Source: PISA 2015

Notes for National Project Manager and Translators
This question has been retained the PISA 2015 Main Study (ST015). This question establishes the main occupation of the student’s father and is used to generate International Standard Classification of Occupations (ISCO) codes. Please remember to use the ISCO-08 version of the codes.

Item Y059CQ01TA: Examples - It is acceptable to change the examples to more nationally relevant jobs. Do not use obscure or lengthy job titles.

Answer line 1: ‘job title’ - is the common name of the job. Please use an appropriate term.
Item Y059CQ02TA: Use examples that match the job titles given in Y059CQ01TA.
I am now going to ask you a few questions about your father’s reading and writing skills.

*Interviewer is to use the show card with the five possible answers below. The interviewer reads each response separately and asks which one applies.*

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>He cannot read or write</td>
<td>1</td>
</tr>
<tr>
<td>He can read and write her name</td>
<td>2</td>
</tr>
<tr>
<td>He can read but not write</td>
<td>3</td>
</tr>
<tr>
<td>He can read and write simple sentences</td>
<td>4</td>
</tr>
<tr>
<td>He can read and write well</td>
<td>5</td>
</tr>
<tr>
<td>Did not know</td>
<td>6</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>7</td>
</tr>
</tbody>
</table>

**Module**: SES and Poverty  
**Construct**: Parental background (father’s literacy skills)  
**Source**: New to PISA-D

**Notes for National Project Manager**

This question is new to the PISA-D Field Trial and is adapted from Strand B (ST039). It provides additional information on the youth’s father’s literacy skills. It has been reworded to reflect the interview process.
**YI061c** How often do you see your father do each of the following activities?

[Interviewer hands over SHOW CARD for response options and asks respondent about each item.]

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never or almost never</th>
<th>About once a week</th>
<th>2 to 3 times a week</th>
<th>Almost every day</th>
<th>DK</th>
<th>RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a newspaper or magazine</td>
<td>□1</td>
<td>□2</td>
<td>□3</td>
<td>□4</td>
<td>□□</td>
<td>□□</td>
</tr>
<tr>
<td>Read a book</td>
<td>□1</td>
<td>□2</td>
<td>□3</td>
<td>□4</td>
<td>□□</td>
<td>□□</td>
</tr>
<tr>
<td>Write a text (SMS) or email message</td>
<td>□1</td>
<td>□2</td>
<td>□3</td>
<td>□4</td>
<td>□□</td>
<td>□□</td>
</tr>
<tr>
<td>Write a note to a family member or friend</td>
<td>□1</td>
<td>□2</td>
<td>□3</td>
<td>□4</td>
<td>□□</td>
<td>□□</td>
</tr>
</tbody>
</table>

**Module** SES and Poverty  
**Construct** Parental background (father’s reading and writing skills)  
**Source** New to PISA-D

**Notes for National Project Manager**

This question is new to the PISA-D Field Trial and is adapted from Strand B (ST040). It provides additional information on the youth’s father’s literacy skills. It has been reworded to reflect the interview process.
What is the <highest level of schooling> completed by your father?

*Interviewer presents a show card, reads each of the responses, and asks the respondent to indicate the highest level.*

<table>
<thead>
<tr>
<th>Selection</th>
<th>Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;ISCED level 3A&gt;</td>
<td>1</td>
</tr>
<tr>
<td>&lt;ISCED level 3B, 3C&gt;</td>
<td>2</td>
</tr>
<tr>
<td>&lt;ISCED level 2&gt;</td>
<td>3</td>
</tr>
<tr>
<td>&lt;ISCED level 1&gt;</td>
<td>4</td>
</tr>
<tr>
<td>He did not complete &lt;ISCED level 1&gt;</td>
<td>5</td>
</tr>
<tr>
<td>Did not know</td>
<td></td>
</tr>
<tr>
<td>Refused to answer</td>
<td>04</td>
</tr>
</tbody>
</table>

**Module**  
SES and Poverty

**Construct**  
Parental background (father’s education)

**Source**  
PISA 2015

**Notes for National Project Manager and Translators**

This question has been retained from the PISA 2015 Main Study (ST007). This question establishes the highest level of school education of the youth’s father.

<Highest level of schooling> should be adapted to refer to the sections of schooling that correspond to ISCED levels 1 to 3.

ISCED classification of educational levels will be used throughout this interview questionnaire (see Revision of the International Standard Classification of Education (ISCED), 2011 edition. The manual can be found at the following link:


The following information about ISCED is taken from this manual.

ISCED Level 1: Primary level of education.

ISCED Level 2: Lower secondary level of education.

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ISCED Level 3B: Upper secondary level of education with programmes designed to provide direct access to ISCED 5B. Level 3B tends to be more practical and has a vocational orientation.
ISCED Level 3C: Upper secondary level of education with programmes designed to provide direct access to the labour market.

In some countries there may not be an administrative or structural boundary between ISCED 2 and 3 in the educational system. In these cases one may ask about completion of the grade/year level that can be defined as an implicit boundary between ISCED level 2 and 3.

**Qualifications obtained abroad** - increasingly, youth have parents whose qualifications were obtained abroad and these may not match the nationally specific categories listed in the questionnaire. NPMs should provide some guidelines to interviewers in their training on the equivalence of local qualifications to those obtained abroad. The match does not have to be exact. It is more important to try to distinguish between the three general levels: ISCED 5A and above, ISCED 3, and below ISCED 3. The test administrator should ask the youth appropriate questions to identify which of the three levels most closely corresponds.

The question has been reworded to reflect the interview process.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.

---

**Notes for the interviewer:**

This question asks about completion; that is, obtaining a qualification. Just being enrolled in an institution where these qualifications can be obtained is not sufficient.

If the youth’s father (or equivalent male guardian) is deceased, then his qualifications can still be provided – but if they are unknown the question should be left blank.

If the youth’s father obtained his qualifications abroad, please help the youth to choose the most applicable response from the list. Asking questions like “How long did he go to school?” and “Did he go on to university?” should help clarify the question.
Does your father have any of the following qualifications?

(Interviewer presents a show card, reads each of the responses, and asks the respondent to indicate the qualifications attained.)

Yes | No | DK | RF
--- | --- | --- | ---
Y063CQ01TA <ISCED level 6> □₁ □₂ □₃ □₄
Y063CQ02TA <ISCED level 5A> □₁ □₂ □₃ □₄
Y063CQ03TA <ISCED level 5B> □₁ □₂ □₃ □₄
Y063CQ04TA <ISCED level 4> □₁ □₂ □₃ □₄

**Module** SES and Poverty

**Construct** Parental background (father’s tertiary education)

**Source** PISA 2015

Notes for National Project Manager and Translators

This question has been retained from the PISA 2015 Main Study (ST008). This question establishes whether or not the youth’s father has certain educational qualifications.

ISCED classification of educational levels will be used throughout this interview questionnaire (see Revision of the International Standard Classification of Education (ISCED), 2011 edition. The manual can be found at the following link:


The following information about ISCED is taken from this manual.

ISCED Level 1: Primary level of education.

ISCED Level 2: Lower secondary level of education.

ISCED Level 3A: Upper secondary level of education with programmes designed to provide direct access to ISCED 5A.

ISCED Level 3B: Upper secondary level of education with programmes designed to provide direct access to ISCED 5B. Level 3B tends to be more practical and has a vocational orientation.

ISCED Level 3C: Upper secondary level of education with programmes designed to provide direct access to the labour market.

In some countries there may not be an administrative or structural boundary between ISCED 2 and 3 in the educational system. In these cases one may ask about completion of the grade/year level that can be defined as an implicit boundary between ISCED level 2 and 3.
Qualifications obtained abroad - increasingly, youth have parents whose qualifications were obtained abroad and these may not match the nationally specific categories listed in the questionnaire. NPMs should provide some guidelines to interviewers in their training on the equivalence of local qualifications to those obtained abroad. The match does not have to be exact. It is more important to try to distinguish between the three general levels: ISCED 5A and above, ISCED 3, and below ISCED 3. The interviewer should ask the youth appropriate questions to identify which of the three levels most closely corresponds.

The question has been reworded to reflect the interview process.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.

Notes for the interviewer:

This question asks about completion; that is, obtaining a qualification. Just being enrolled in an institution where these qualifications can be obtained is not sufficient.

If the youth’s father (or equivalent male guardian) is deceased, then his qualifications can still be provided – but if they are unknown the question should be left blank.

If the youth’s father obtained his qualifications abroad, please help the youth to choose the most applicable response from the list. Asking questions like “How long did he go to school?” and “Did he go on to university?” should help clarify the question.
**YI064c  Do you live with your grand-parents?**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>4</td>
</tr>
</tbody>
</table>

**Notes for National Project Manager**

This question is new to the PISA-D Field Trial Youth Interview. It provides information on the youth’s living arrangements and contributes to the SES and Poverty module.
YI065c  Do you live with your in-laws?

Yes  □

No  □

Refused to answer  □

**Module**  SES and Poverty

**Construct**  Home structure

**Source**  New to PISA-D Strand C

**Notes for National Project Manager**

This question is new to the PISA-D Field Trial Youth Interview. It provides information on the youth’s living arrangements and contributes to the SES and Poverty module.
**Y1066c**  I am going to ask you about the work that you did last week in your household.

*Interviewer is to ask each question separately.*

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>DK</th>
<th>RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the past week, did you look after young children?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the past week, did you look after elderly adults?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the past week, did you take care of sick family members and relatives?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the past week, did you cook a family meal?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the past week, did you do house cleaning?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the past week, did you wash clothes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the past week, did you fetch water?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the past week, did you chop or collect firewood?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the past week, did you do the family grocery shopping?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the past week, did you work in the family &lt;garden&gt;?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the past week, did you take care of livestock?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the past week, did you help with the family business without pay?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Module</strong></th>
<th>SES and Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Construct</strong></td>
<td>Household responsibilities and labour</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>New to PISA- D (Revised from Strand B; some items from SACMEQ)</td>
</tr>
</tbody>
</table>

**Notes for National Project Manager**  
This question is new to the PISA-D Field Trial. It contains some items from Strand B (ST020). It provides information on the youth’s household responsibilities and labour.  
<garden> should be adapted to the reflect either a garden or other small plot of land which could be considered at the household.  
Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
**YI067c** In general, how often do your parents or someone in your family do the following things with you?

*Interviewer hands over the SHOW CARD*

<table>
<thead>
<tr>
<th>Question</th>
<th>Frequency Options</th>
<th>Never or hardly ever</th>
<th>A few times a year</th>
<th>About once a month</th>
<th>Several times a month</th>
<th>Several times a week</th>
<th>DK</th>
<th>RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y067CQ01NA Discuss political or social issues with you</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y067CQ01NA Discuss books, films, or television programmes with you</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y067CQ02NA Eat &lt;the main meal&gt; with you</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y067CQ03NA Spend time just talking with you</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y067CQ04NA Talk to you about the importance of completing &lt;secondary school&gt;</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Y067CQ05NA Talk to you about your future education</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Module** Family and Community Support  
**Construct** Family support and communication  
**Source** New to PISA-D (modified for Strand C)

**Notes for National Project Manager**

This question is new to PISA-D. It has been adapted from Strand B ST083). The question provides information on the type of parent-student communication which is an excellent indicator of family support.

*<the main meal>* refers to the meal during which it is most likely to have the whole family eat together.

*<secondary school>* refers to “high school” in many countries. In general, ISCED 3 is what is referred to in this item.

ISCED classification of educational levels are used throughout this interview questionnaire (see Revision of the International Standard Classification of Education (ISCED), 2011 edition. The manual can be found at the following link:  

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
Please, think about the last time you were in school. Although you may have used a variety of means of transportation, think about the one you used most often. When you went to school, how did you usually travel?

[If the youth does not provide a mode of transportation, the interviewer provides a show card, reads each of the following options and records one option]

- Did not need to travel as boarded at the school
- Walked or ran
- By bicycle
- By motorcycle or scooter
- By boat or canoe
- By car
- By <school bus, truck, or van>
- By <train or metro>
- <Country specific>
- <Country specific>
- Other
- Refused to answer

Notes for National Project Manager

This question is new to PISA-D and is adapted from Strand B (ST060). It is a modification from a question used in the South African census. It provides information on the mode of travel students use to travel to school. The question complements other questions in providing information on SES and poverty.

Youth who did not travel to school because they boarded there will not be asked the next question (Y069C).
<school bus, truck, or van> should be adapted to refer to the usual term used to indicate a mode of transportation that would normally be shared by a group of students at the same time.

<train or metro> should be adapted to refer to the usual term used to indicate a mode of transportation that would normally be shared by a group of students at the same time. This mode of transportation is on rails.

<country specific>. Countries are allowed to add plausible modes of transportation other than those in the first 8 items which are used by students to attend school.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
How long would it usually take you to get from your home to school?

[If the youth does not provide the travel time, the interviewer provides a show card, reads each of the following options and records one option]

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes or less</td>
<td>✔ 1</td>
</tr>
<tr>
<td>More than 15 minutes but less than 30 minutes</td>
<td>✔ 2</td>
</tr>
<tr>
<td>30 minutes or more, but less than 60 minutes</td>
<td>✔ 3</td>
</tr>
<tr>
<td>60 minutes or more, but less than 90 minutes</td>
<td>✔ 4</td>
</tr>
<tr>
<td>90 minutes or more</td>
<td>✔ 5</td>
</tr>
<tr>
<td>Did not know</td>
<td>✔ 6</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>✔ 7</td>
</tr>
</tbody>
</table>

Module: Learning time

Construct: Travel time to school

Source: New to PISA-D

Notes for National Project Manager

This question is new to PISA-D and adapted from Strand B (ST061). It is a modification from a question used in the South African census. It provides information on the time students take to travel from their home to school. The question complements other questions in providing information on SES and poverty.
I am now going to ask you about your overall experience with being in school and learning from it. Please, tell me to what extent do you agree with the following statements?

Interviewer hands over the SHOW CARD for the response options

<table>
<thead>
<tr>
<th>Y070CQ01NA</th>
<th>School has done little to prepare you for adult life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y070CQ02NA</td>
<td>School is a waste of time</td>
</tr>
<tr>
<td>Y070CQ03NA</td>
<td>School gave you confidence to make decisions</td>
</tr>
<tr>
<td>Y070CQ04NA</td>
<td>School taught you things which could be useful in a job</td>
</tr>
<tr>
<td>Y070CQ05NA</td>
<td>Trying hard at school helps you get a good job</td>
</tr>
</tbody>
</table>

Module: Student engagement
Construct: Values schooling outcomes
Source: New to PISA-D

Notes for National Project Manager
This question has been modified from Strand B (ST067). It provides information on general attitudes towards school and learning outcomes as well as attitudes towards learning activities.
YI071c  Still thinking about your experience at school, to what extent do you agree with the following statements?

Interviewer hands over the SHOW CARD for the response options

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>DK</th>
<th>RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y071CQ01NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You felt safe at your school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Y071CQ02NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You felt safe on your way to school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Y071CQ03NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You felt safe on your way home from school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Module  Inclusive environments
Construct  Feeling safe at school
Source  New to PISA-D (modified for Strand C)

Notes for National Project Manager

This question has been modified from a question in the OurSchool survey. It provides information on the youth’s perception of safety at school and when traveling to and from school.
I want you to think about your last four weeks in school and whether particular events occurred?

[The interviewer reads each of the following options and records one option in each row]

<table>
<thead>
<tr>
<th>YI072AQ01NA</th>
<th>Were you in a physical fight on school property?</th>
<th>Yes</th>
<th>No</th>
<th>DN</th>
<th>RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>YI072AQ02NA</td>
<td>Did you stay home from school because you felt unsafe?</td>
<td>Yes</td>
<td>No</td>
<td>DN</td>
<td>RF</td>
</tr>
<tr>
<td>YI072AQ03NA</td>
<td>Was your school vandalized?</td>
<td>Yes</td>
<td>No</td>
<td>DN</td>
<td>RF</td>
</tr>
<tr>
<td>YI072AQ04NA</td>
<td>Did you give money to someone at school because they threatened to hurt you?</td>
<td>Yes</td>
<td>No</td>
<td>DN</td>
<td>RF</td>
</tr>
<tr>
<td>YI072AQ05NA</td>
<td>Did you witness a fight on school property in which someone got hurt?</td>
<td>Yes</td>
<td>No</td>
<td>DN</td>
<td>RF</td>
</tr>
<tr>
<td>YI072AQ06NA</td>
<td>Did you see gangs in and around the school?</td>
<td>Yes</td>
<td>No</td>
<td>DN</td>
<td>RF</td>
</tr>
<tr>
<td>YI072AQ07NA</td>
<td>Did you hear a student threaten to hurt another student?</td>
<td>Yes</td>
<td>No</td>
<td>DN</td>
<td>RF</td>
</tr>
<tr>
<td>YI072AQ08NA</td>
<td>Did someone steal something of yours at school?</td>
<td>Yes</td>
<td>No</td>
<td>DN</td>
<td>RF</td>
</tr>
<tr>
<td>YI072AQ09NA</td>
<td>Did you see a student carrying a gun or a knife at school?</td>
<td>Yes</td>
<td>No</td>
<td>DN</td>
<td>RF</td>
</tr>
</tbody>
</table>

Module: Inclusive environments
Construct: School safety
Source: New to PISA-D

Notes for National Project Manager

This question is new to PISA-D and adapted from Strand B (ST070). It has been modified from a question in the OurSchool survey. It provides information on the student’s safety at school and school climate.
I am going to ask you about your recent experience in school, and especially about your thoughts in relation to other students and to teachers. To what extent do you agree with the following statements?

[Interviewer hands over the SHOW CARD for the response options.]

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>DK</th>
<th>RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>YD73AQ01NA: Students socialize in groups based on their culture.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>YD73AQ02NA: Rich or poor, teachers treat us all equally.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>YD73AQ03NA: Students who struggle in school are treated fairly by your teachers.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>YD73AQ04NA: Teachers treat students differently depending on their cultural background.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>YD73AQ05NA: Teachers care less about girls than boys.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Module**

Inclusive environments

**Construct**

Sense of fairness

**Source**

New to PISA-D

**Notes for National Project Manager**

This question is new to PISA-D and adapted from Strand B (ST071). It provides information on the student’s perceived sense of fairness at school.
**YI074b**  *Do you work for at least ten hours per week for pay in a regular job? By regular job, I mean a job in which you worked for a company or for someone outside of your family to earn money?*

Y074BQ01NA

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>Go to YI075b</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Did not know</td>
<td>3</td>
<td>Go to YI086b</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Module**  SES and Poverty  
**Construct**  Youth works for a wage or salary  
**Source**  New to PISA-D Strand C

**Notes for National Project Manager**

This question is new to PISA-D. It provides information on the youth’s employment status. If the youth does not work or provides no answer the next question presented will be YI086b.
The following two questions concern your current job.

What is your main job?
(e.g., school teacher, kitchen-hand, sales manager)
*Please write the job title.* _____________________________

What do you do in your main job?
(e.g., teach high school students, help the cook prepare meals in a restaurant, manage a sales team)
*Please use a sentence to describe the kind of work you do in that job.*

__________________________________________________________________________

<table>
<thead>
<tr>
<th>Module</th>
<th>SES and Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct</td>
<td>Youth’s profession – open format question</td>
</tr>
<tr>
<td>Source</td>
<td>Adapted from PISA 2015</td>
</tr>
</tbody>
</table>

**Notes for National Project Manager and Translators**

This question has been modified the PISA 2015 Main Study (ST015). This question establishes the youth’s main occupation and is used to generate International Standard Classification of Occupations (ISCO) codes. Please remember to use the ISCO-08 version of the codes.

Item Y075CQ01NA: Examples - It is acceptable to change the examples to more nationally relevant jobs. Do not use obscure or lengthy job titles.

Answer line 1: ‘job title’ - is the common name of the job. Please use an appropriate term.

Item Y075CQ02NA: Use examples that match the job titles given in Y075CQ01NA.
YI076b How many hours do you usually work per week in this job? 
[If the number of hours per week varies, interviewer should ask the youth for the average over the last 4 weeks.]

The interviewer should present a SHOW CARD with the categories listed below and mark the one that applies.

10 – 20 hours

21 – 30 hours

31 – 40 hours

41 – 50 hours

More than 50 hours

Did not know

Refused to answer

Go to YI077b

Go to YI077b

Go to YI077b

Go to YI077b

Go to YI077b

Go to YI086b

Go to YI086b

Notes for National Project Manager

This question is new to PISA-D. It provides information on the youth’s employment status, specifically the number of hours per week being employed. If the youth does not know or refuses to answer the next question presented will be YI086b.
What is the easiest way for you to tell us how much you are paid for your current job? Would it be...

The interviewer reads the answer categories to the respondent.

- Per hour
- Per day
- Per week
- Per two-week period
- Per month
- Per year
- Piece rate
- I get no salary or wage at all
- Did not know
- Refused to answer

Module: SES and Poverty
Construct: Payment time frame for wage or salary
Source: New to PISA-D Strand C

Notes for National Project Manager

This question is new to PISA-D. It provides information on the youth’s employment status and how his or her pay is usually referred to. Depending on the answer provided, the next question presented to the youth will complement the answer provided here so that the youth’s wage can be calculated. If the youth does not know or refuses to answer the next question presented will be YI078b.
YI078b  About how much are you paid per hour at this job? If you are unsure, please try to tell me an approximate amount.

*Interviewer is to enter the amount in the *<country currency>*.

<table>
<thead>
<tr>
<th>Y078BQ01NA</th>
<th>Go to YI086b</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________ per hour \</td>
<td>______________</td>
</tr>
</tbody>
</table>

- Did not know [ ] Go to YI079b
- Refused to answer [ ] Go to YI079b

**Module**  SES and Poverty  
**Construct**  Hourly wage or salary  
**Source**  New to PISA-D Strand C

**Notes for National Project Manager**

This question is new to PISA-D. It provides information on the youth’s employment status and his or her hourly wage. Depending on the answer provided, the next question presented will complement the answer provided here so that the youth’s salary can be obtained. If the youth does not know or refuses to answer the next question presented will be YI079b.

*<country currency>* - NPMs should insert the name of the country’s currency.

**Adaptations to this question are a requirement**. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
**YI079b**  
About how much are you paid per day at this job? If you are unsure, please try to tell me an approximate amount.

*Interviewer is to enter the amount in the <country currency>.*

<table>
<thead>
<tr>
<th>Y079BQ01NA</th>
<th>Go to YI086b</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________ per day</td>
<td>Go to YI080b</td>
</tr>
</tbody>
</table>

- Did not know
- Refused to answer

---

**Module** | SES and Poverty  
**Construct** | Daily wage or salary  
**Source** | New to PISA-D Strand C

---

**Notes for National Project Manager**

This question is new to PISA-D. It provides information on the youth’s employment status and his or her pay is daily wage. Depending on the answer provided, the next question presented will complement the answer provided here so that the youth’s salary can be obtained. If the youth does not know or refuses to answer the next question presented will be YI080b.

*<country currency>* - NPMs should insert the name of the country’s currency.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
YI080b  About how much are you paid per week at this job? If you are unsure, please try to tell me an approximate amount.

*Interviewer is to enter the amount in the <country currency>.

YI080Q01NA

<table>
<thead>
<tr>
<th>Amount per week</th>
<th>Go to YI086b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not know</td>
<td>Go to YI081b</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>Go to YI081b</td>
</tr>
</tbody>
</table>

---

**Module**

SES and Poverty

**Construct**

Weekly wage or salary

**Source**

New to PISA-D Strand C

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**Notes for National Project Manager**

This question is new to PISA-D. It provides information on the youth’s employment status and his or her weekly wage. Depending on the answer provided, the next question presented will complement the answer provided here so that the youth’s salary can be obtained. If the youth does not know or refuses to answer the next question presented will be YI081b.

<country currency> - NPMs should insert the name of the country’s currency.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
**YI081b**  
**About how much are you paid per two-week period at this job?**  
**If you are unsure, please try to tell me an approximate amount.**  

*Interviewer is to enter the amount in the <country currency>*.

<table>
<thead>
<tr>
<th>Per two-week period</th>
<th>Go to YI086b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not know</td>
<td>Go to YI082b</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>Go to YI082b</td>
</tr>
</tbody>
</table>

---

**Module**  
SES and Poverty  

**Construct**  
Bi-weekly wage or salary  

**Source**  
New to PISA-D Strand C

---

**Notes for National Project Manager**

This question is new to PISA-D. It provides information on the youth’s employment status and his or her bi-weekly wage. Depending on the answer provided, the next question presented will complement the answer provided here so that the youth’s salary can be obtained. If the youth does not know or refuses to answer the next question presented will be YI082b.

<country currency> - NPMs should insert the name of the country’s currency.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
YI082b  About how much are you paid per month at this job? If you are unsure, please try to tell me an approximate amount.

*Interviewer is to enter the amount in the *<country currency>*.

<table>
<thead>
<tr>
<th>Amount per month</th>
<th>Go to YI086b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not know</td>
<td>Go to YI083b</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>Go to YI083b</td>
</tr>
</tbody>
</table>

**Module**  SES and Poverty  
**Construct**  Monthly wage or salary  
**Source**  New to PISA-D Strand C

**Notes for National Project Manager**

This question is new to PISA-D. It provides information on the youth’s employment status and his or her monthly wage. Depending on the answer provided, the next question presented will complement the answer provided here so that the youth’s salary can be obtained. If the youth does not know or refuses to answer the next question presented will be YI079b.

*<country currency>* - NPMs should insert the name of the country’s currency.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
**YI083b**  
About how much are you paid per year at this job? If you are unsure, please try to tell me an approximate amount.

*Interviewer is to enter the amount in the <country currency>.*

<table>
<thead>
<tr>
<th>Y083BQ01NA</th>
<th>__________ per year</th>
<th>Go to YI086b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not know</td>
<td>□</td>
<td>Go to YI084b</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>□</td>
<td>Go to YI084b</td>
</tr>
</tbody>
</table>

**Module**  
SES and Poverty

**Construct**  
Yearly wage or salary

**Source**  
New to PISA-D Strand C

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**Notes for National Project Manager**

This question is new to PISA-D. It provides information on the youth’s employment status and his or her yearly wage. Depending on the answer provided, the next question presented will complement the answer provided here so that the youth’s salary can be obtained. If the youth does not know or refuses to answer the next question presented will be YI084b.

<country currency> - NPMs should insert the name of the country’s currency.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
About how long does it take you to make one piece?

The interviewer to fill in one category only, depending on whether the respondent replies in minutes or hours.

Y084BQ01NA  ______ minutes  Go to YI085b
Y084BQ02NA  ______ hours  Go to YI085b

Does not know □  Go to YI085b
Refused to answer □  Go to YI085b

Module  SES and Poverty
Construct  Time spend making a piece
Source  New to PISA-D Strand C

Notes for National Project Manager

This question is new to PISA-D. It provides information used to understand how much time the youth needs to produce a certain piece or specific product.
About how much are you paid per piece at this job? If you are unsure, please try to tell me an approximate amount.

Interviewer is to enter the amount in the <country currency>.

<table>
<thead>
<tr>
<th>Y085BQ01NA</th>
<th>__________ per piece</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not know</td>
<td>☐</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Module**  
SES and Poverty

**Construct**  
Pay per piece

**Source**  
New to PISA-D Strand C

**Notes for National Project Manager**

This question is new to PISA-D. It provides information used to understand how much the youth is paid to produce a certain piece or specific product. Taken with the previous question, the information will help calculate the youth’s income.

<country currency> - NPMs should insert the name of the country’s currency.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
YI086b  During the past month, have you worked on your own to earn money?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>☐ 1</td>
<td>Go to YI087b</td>
</tr>
<tr>
<td>No</td>
<td>☐ 2</td>
<td></td>
</tr>
<tr>
<td>Did not know</td>
<td>☐ 3</td>
<td>Go to YI093b</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>☐ 4</td>
<td></td>
</tr>
</tbody>
</table>

**Module**  SES and Poverty

**Construct**  Youth works on his or her own to earn money

**Source**  New to PISA-D Strand C (LAMP)

**Notes for National Project Manager**

This question is new to PISA-D. It provides information about the youth’s work for money. If the youth does work for money then the next series of questions will aim to find out the youth’s income. If the youth does not work for money or does not provide an answer the next question presented will be YI093b.
How many hours do you usually work per week in this job? [If the number of hours per week varies, interviewer should ask the youth for the average over the last 4 weeks.]

*The interviewer should present a SHOW CARD with the categories listed below and mark the one that applies.*

- 10 – 20 hours
- 21 – 30 hours
- 31 – 40 hours
- 41 – 50 hours
- More than 50 hours
- Does not know
- Refused to answer

Module | SES and Poverty
---|---
Construct | Hours per week youth works for a wage or salary
Source | New to PISA-D Strand C (LAMP)

Notes for National Project Manager

This question is new to PISA-D. It provides information on the youth’s self-employment status, specifically the number of working hours per week. If the youth does not know or refuses to answer the next question presented will be YI093b.
What is the easiest way for you to tell us how much you earn for this work? Would it be ...

The interviewer reads the answer categories to the respondent.

Per hour .................................................. □₁  Go to YI089b
Per day ..................................................... □₂  Go to YI090b
Per week ................................................... □₃  Go to YI091b
Per month .................................................. □₄  Go to YI092b
Does not know ........................................... □₅  Go to YI089b
Refused to answer ...................................... □₆  Go to YI089b

Module  SES and Poverty  
Construct Hours per week youth works on his or her own  
Source New to PISA-D Strand C (LAMP)

Notes for National Project Manager

This question is new to PISA-D. It provides information on the youth’s self-employment status and how his or her pay is usually referred to. Depending on the answer provided, the next question presented to the youth will complement the answer provided here so that the youth’s wage can be calculated. If the youth does not know or refuses to answer the next question presented will be YI089b.
Y1089b  About how much do you earn per hour at this job? If you are unsure, please try to tell me an approximate amount.

Interviewer is to enter the amount in the <country currency>.

<table>
<thead>
<tr>
<th>Amount per hour</th>
<th>Go to Y1093b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not know</td>
<td>Go to Y1090b</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>Go to Y1090b</td>
</tr>
</tbody>
</table>

Notes for National Project Manager

This question is new to PISA-D. It provides information on the youth’s self-employment status and his or her hourly wage. Depending on the answer provided, the next question presented will complement the answer provided here so that the youth’s salary can be obtained. If the youth does not know or refuses to answer the next question presented will be Y1090b.

<country currency> - NPMs should insert the name of the country’s currency.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
**YI090b**  
About how much do you earn per day at this job? If you are unsure, please try to tell me an approximate amount.  

*Interviewer is to enter the amount in the *<country currency>*.*

<table>
<thead>
<tr>
<th>Amount per day</th>
<th>Go to</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>YI093b</td>
</tr>
</tbody>
</table>

Did not know □ Go to YI091b  

Refused to answer □ Go to YI091b

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**Module**  
SES and Poverty  

**Construct**  
Daily wage or salary  

**Source**  
New to PISA-D Strand C

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**Notes for National Project Manager**

This question is new to PISA-D. It provides information on the youth’s self-employment status and his or her pay is daily wage. Depending on the answer provided, the next question presented will complement the answer provided here so that the youth’s salary can be obtained. If the youth does not know or refuses to answer the next question presented will be YI091b.

*<country currency>* - NPMs should insert the name of the country’s currency.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
YI091b  About how much do you earn per week at this job? If you are unsure, please try to tell me an approximate amount.

Interviewer is to enter the amount in the <country currency>.

<table>
<thead>
<tr>
<th>Amount</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>________ per week</td>
<td>Go to YI093b</td>
</tr>
</tbody>
</table>

- Did not know  Go to YI092b
- Refused to answer  Go to YI092b

**Module**  SES and Poverty

**Construct**  Weekly wage or salary

**Source**  New to PISA-D Strand C

Notes for National Project Manager

This question is new to PISA-D. It provides information on the youth’s self-employment status and his or her weekly wage. Depending on the answer provided, the next question presented will complement the answer provided here so that the youth’s salary can be obtained. If the youth does not know or refuses to answer the next question presented will be YI092b.

<country currency> - NPMs should insert the name of the country’s currency.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
YI092b  About how much do you earn per month at this job? If you are unsure, please try to tell me an approximate amount.

Interviewer is to enter the amount in the <country currency>.

Y092BQ01NA

____________ per month

Did not know ☐

Refused to answer ☐

Module  SES and Poverty

Construct  Monthly wage or salary

Source  New to PISA-D Strand C

Notes for National Project Manager

This question is new to PISA-D. It provides information on the youth’s self-employment status and his or her monthly wage. Depending on the answer provided, the next question presented will complement the answer provided here so that the youth’s salary can be obtained.

<country currency> - NPMs should insert the name of the country’s currency.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
YI093b  During the past month, have you worked in a family business or on the family farm?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>□₁</td>
</tr>
<tr>
<td>No</td>
<td>□₂</td>
</tr>
<tr>
<td>Did not know</td>
<td>□₃</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>□₄</td>
</tr>
</tbody>
</table>

Go to YI094b

Go to YI101b

Module  SES and Poverty

Construct  Youth works in a family business or farm

Source  New to PISA-D Strand C (LAMP)

Notes for National Project Manager

This question is new to PISA-D and is adapted from LAMP. It provides information as to whether the youth works, or has worked in the previous month, in a family business or farm. If the answer is affirmative then the next series of questions will aim to find out how much money the youth is paid. If the answer is negative or not given then the next question that will be presented will be YI101b.
YI094b  How many hours do you usually work per week in this job?
[If the number of hours per week varies, interviewer should ask the youth for the average over the last 4 weeks.]

The interviewer should present a SHOW CARD with the categories listed below and mark the one that applies.

10 – 20 hours  □  Go to YI095b
21 – 30 hours  □  Go to YI095b
31 – 40 hours  □  Go to YI095b
41 – 50 hours  □  Go to YI095b
More than 50 hours □  Go to YI095b
Does not know  □  Go to YI101b
Refused to answer □  Go to YI101b

Module  SES and Poverty
Construct  Hours per week youth works in a family business or farm
Source  New to PISA-D Strand C (LAMP)

Notes for National Project Manager

This question is new to PISA-D. It provides information on the youth’s work with the family business or farm, specifically the number of working hours per week. If the youth does not know or refuses to answer the next question presented will be YI101b.
What is the easiest way for you to tell us how much you are paid for this work? Would it be ...

The interviewer reads the answer categories to the respondent.

- Per hour
- Per day
- Per week
- Per month
- Per year
- I get no salary or wage at all
- Does not know
- Refused to answer

Module: SES and Poverty
Construct: Hours per week youth works on family business or farm
Source: New to PISA-D Strand C (LAMP)

Notes for National Project Manager

This question is new to PISA-D. It provides information on the youth’s work with the family business or farm and how his or her pay is usually referred to. Depending on the answer provided, the next question presented to the youth will complement the answer provided here so that the youth’s wage can be calculated. If the youth does not know or refuses to answer the next question presented will be YI096b.
Y1096b  About how much are you paid per hour at this job? If you are unsure, please try to tell me an approximate amount.

*Interviewer is to enter the amount in the <country currency>.*

<table>
<thead>
<tr>
<th>Amount</th>
<th>Go to YI101b</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________ per hour</td>
<td></td>
</tr>
</tbody>
</table>

Did not know  Go to YI097b
Refused to answer  Go to YI097b

<table>
<thead>
<tr>
<th>Module</th>
<th>SES and Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct</td>
<td>Hourly wage or salary</td>
</tr>
<tr>
<td>Source</td>
<td>New to PISA-D Strand C</td>
</tr>
</tbody>
</table>

**Notes for National Project Manager**

This question is new to PISA-D. It provides information on the youth’s work with the family business or farm and his or her hourly wage. Depending on the answer provided, the next question presented will complement the answer provided here so that the youth’s salary can be obtained. If the youth does not know or refuses to answer the next question presented will be YI097b.

*<country currency>* - NPMs should insert the name of the country’s currency.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
**YI097b** About how much are you paid per day at this job? If you are unsure, please try to tell me an approximate amount.

*Interviewer is to enter the amount in the <country currency>.*

<table>
<thead>
<tr>
<th>Module</th>
<th>SES and Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct</td>
<td>Daily wage or salary</td>
</tr>
<tr>
<td>Source</td>
<td>New to PISA-D Strand C</td>
</tr>
</tbody>
</table>

**Notes for National Project Manager**

This question is new to PISA-D. It provides information on the youth’s work with the family business or farm and his or her pay is daily wage. Depending on the answer provided, the next question presented will complement the answer provided here so that the youth’s salary can be obtained. If the youth does not know or refuses to answer the next question presented will be YI098b.

*<country currency>* - NPMs should insert the name of the country’s currency.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
About how much are you paid per week at this job? If you are unsure, please try to tell me an approximate amount.

*Interviewer is to enter the amount in the *<country currency>*.

YI098b

<table>
<thead>
<tr>
<th>Amount</th>
<th>Go to YI101b</th>
</tr>
</thead>
<tbody>
<tr>
<td>$___________ per week</td>
<td></td>
</tr>
</tbody>
</table>

Did not know

Refused to answer

Go to YI099b

---

**Module**

SES and Poverty

**Construct**

Weekly wage or salary

**Source**

New to PISA-D Strand C

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**Notes for National Project Manager**

This question is new to PISA-D. It provides information on the youth’s work with the family business or farm and his or her weekly wage. Depending on the answer provided, the next question presented will complement the answer provided here so that the youth’s salary can be obtained. If the youth does not know or refuses to answer the next question presented will be YI099b.

<country currency> - NPMs should insert the name of the country’s currency.

**Adaptations to this question are a requirement.** They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
YI099b  
About how much are you paid per month at this job? If you are unsure, please try to tell me an approximate amount.

Interviewer is to enter the amount in the <country currency>.

<table>
<thead>
<tr>
<th>Y099BQ01NA</th>
<th>__________ per month</th>
<th>Go to YI101b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not know</td>
<td>☐</td>
<td>Go to YI100b</td>
</tr>
<tr>
<td>Refused to answer</td>
<td>☐</td>
<td>Go to YI100b</td>
</tr>
</tbody>
</table>

Module  
SES and Poverty

Construct  
Monthly wage or salary

Source  
New to PISA-D Strand C

Notes for National Project Manager

This question is new to PISA-D. It provides information on the youth’s work with the family business or farm and his or her monthly wage. If the youth provides an answer using currency values the next question presented will be YI101b. If the youth does not provide an answer the next question presented will be YI100b.

<country currency> - NPMs should insert the name of the country’s currency.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
About how much are you paid per year at this job? If you are unsure, please try to tell me an approximate amount.

Interviewer is to enter the amount in the <country currency>.

Y100BQ01NA

___________ per year

Did not know

Refused to answer

Module  SES and Poverty
Construct  Yearly wage or salary
Source  New to PISA-D Strand C

Notes for National Project Manager

This question is new to PISA-D. It provides information on the youth’s work with the family business or farm and his or her yearly wage.

<country currency> - NPMs should insert the name of the country’s currency.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and TLB.
Y1101b  How often do you do each of the following?

[Interviewer hands over the SHOW CARD]

<table>
<thead>
<tr>
<th></th>
<th>Never or almost never</th>
<th>About once a week</th>
<th>2 to 3 times a week</th>
<th>Almost every day</th>
<th>DK</th>
<th>RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y101BQ01NA</td>
<td>Read a newspaper or magazine</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>Y101BQ02NA</td>
<td>Read a book</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>Y101BQ03NA</td>
<td>Write a text (SMS) or email message</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>Y101BQ04NA</td>
<td>Write a note to a family member or friend</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
</tbody>
</table>

Module  Student engagement
Construct  Youth’s engagement in reading
Source  New to PISA-D Strand C

Notes for National Project Manager

This question is new to PISA-D. It provides information on the youth’s engagement in reading and writing literacy activities.
Y102ab  Picture yourself at age 30. What do you expect will be your main activities? I will read a list of activities and would like you to tell me whether you think you will be doing these at age 30.

[Interviewer reads the options and marks the appropriate answer.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>DK</th>
<th>RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y102CQ01NA</td>
<td>Taking care of your own children</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Y102CQ02NA</td>
<td>Taking care of your parents or family members</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Y102CQ03NA</td>
<td>Working for an institution</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Y102CQ04NA</td>
<td>Working for a private company</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Y102CQ05NA</td>
<td>Owning your own business</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Y102CQ06NA</td>
<td>Working on someone’s land or farm</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Y102CQ07NA</td>
<td>Working on your family land</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Y102CQ08NA</td>
<td>Looking for work in your country</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Y102CQ09NA</td>
<td>Looking for work in another country</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Module  
Educational attainment

Construct  
Expectations for future (Youth profession –closed format question)

Source  
New to PISA-D

Notes for National Project Manager

This question is new to PISA-D. It provides information on the youth’s expectations regarding his or her activities at age 30. It is important to ensure appropriate translation of “expectations” so not to confuse these with hopes, desires, dreams, etc.