

SCHOOL QUESTIONNAIRE

PISA SCHOOL ID	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	<input type="text"/>	<input type="text"/>
PISA STUDENT ID	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
PISA ADMIN. ID	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

English code ISO 313

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Confidential once completed



Statistics
Canada

Statistique
Canada

Canada

Learning
for Living

Consortium international:

Australian Council for Educational Research (ACER)
Netherlands National Institute for Educational
Measurement (CITO)
Educational Testing Service (ETS, USA)
National Institute for Educational Policy
Research (NIER, Japan)
Westat (USA)

In Canada:

Council of Ministers of Education (Canada)
[CMEC]
Human Resources and Skills Development
Canada (HRSDC)
Statistics Canada (STC)

This questionnaire asks for information including:

- The characteristics of the school;
- The student body;
- The school's resources;
- Staffing;
- The organization of the school;
- The environment in the curriculum;
- Career guidance and preparation of students for further education.

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

What is meant by 'science'?

PISA is an international study, and in order to make comparisons between students and schools in different countries, it is necessary to have a common definition of 'science'. For the purpose of this questionnaire, science refers only to the core science subjects of physics, chemistry, earth science and biology either taught in your curriculum as separate science subjects, or taught within a single 'integrated science' subject. It does NOT include related subjects such as engineering, technology, mathematics, psychology, economics, nor possible earth science topics included in geography courses. If in doubt as to whether a school subject other than physics, chemistry, earth science, biology or integrated-science is science or not, treat the subject as NOT being science.

What is meant by grade 10 or equivalent?

Throughout this questionnaire you will be asked about students in 'Grade 10 or equivalent'. If your school does not teach grade 10, please answer with reference to grade 9 (or equivalent). If the highest grade level offered by your school is grade 8 (or equivalent), please answer with reference to grade 8.

The following grade levels are equivalent to grade 10:

- Manitoba: Senior 2
- Newfoundland and Labrador : Level 1
- Quebec : Secondary 4

The questionnaire should be completed by the principal or designate.

It should take about 30 minutes to complete.

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

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

SECTION A: THE STRUCTURE AND ORGANISATION OF THE SCHOOL

Q1 As of March 31, 2006, what was the total school enrolment (number of students)?

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

a) Number of boys: _____

b) Number of girls: _____

Q2 Is your school a public or a private school?

(Please mark only one box)

A public school

 ₁

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

A private school

 ₂

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

Q3 About what percentage of your total funding for a typical school year comes from the following sources?

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

	%
a) Government (includes local, regional, provincial and federal)	_____
b) Student fees or school charges paid by parents	_____
c) Benefactors, donations, bequests, sponsorships, parent fundraising	_____
d) Other	_____
	Total 100%

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Q4 Do you have the following grade levels in your school?

(Please mark one box in each row)

	<i>Yes</i>	<i>No</i>
a) Grade 1	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Grade 2	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Grade 3	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Grade 4	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Grade 5	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Grade 6	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Grade 7 / Quebec: Secondary 1	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Grade 8 / Quebec: Secondary 2	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Grade 9 / Manitoba: Senior 1 / Quebec: Secondary 3	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Grade 10 / Manitoba: Senior 2 / Newfoundland and Labrador: Level I / Quebec: Secondary 4	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Grade 11 / Manitoba: Senior 3 / Newfoundland and Labrador: Level II / Quebec: Secondary 5	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Grade 12 / Manitoba: Senior 4 / Newfoundland and Labrador: Level III	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Ungraded school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q5 About what percentage of students in your school repeated a grade, at these grade levels, last school year?

(Please write a number in each row. Write 0 (zero) if nobody repeated a grade. Mark the not available box if the grade level does not appear in your school.)

- | | % | <i>Grade level
not
available in
this school</i> |
|---|-------|---|
| a) The approximate percentage of students repeating a grade at grades 7-9 (Manitoba: Senior 1, Quebec: Secondary 1-3) | _____ | <input type="checkbox"/> ₉₉₆ |
| b) The approximate percentage of students repeating a grade at grades 10-12 (Manitoba: Senior 2-4, Newfoundland and Labrador: Level I - III, Quebec: Secondary 4-5) | _____ | <input type="checkbox"/> ₉₉₆ |

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Q6 **What is the average size of English classes for 15-year-olds in grade 10 or equivalent in your school?**

(Please refer to the definition of ‘grade 10 or equivalent’ on page 1)

(Please mark only one box)

15 students or fewer ₀₁

16-20 students ₀₂

21-25 students ₀₃

26-30 students ₀₄

31-35 students ₀₅

36-40 students ₀₆

41-45 students ₀₇

46-50 students ₀₈

More than 50 students ₀₉

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Q7 Which of the following best describes the community in which your school is located?

(Please mark only one box)

A village, hamlet or rural area (fewer than 3,000 people) ₁

A small town (3,000 to about 15,000 people) ₂

A town (15,000 to about 100,000 people) ₃

A city (100,000 to about 1,000,000 people) ₄

A large city (with over 1,000,000 people) ₅

Q8 Some schools organize instruction differently for students with different abilities. What is your school's policy about this for students in grade 10 or equivalent?

(Please refer to the definition of 'grade 10 or equivalent' on page 1)

(Please mark one box in each row)

	<i>For all subjects</i>	<i>For some subjects</i>	<i>Not for any subject</i>
a) Students are grouped by ability into different classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Students are grouped by ability within their classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

SECTION B: STAFFING**Q9 How many of the following are on the staff of your school?**

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

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

	Full time	Part time
a) Teachers in TOTAL	_____	_____
b) Teachers fully certified by the province	_____	_____
c) Teachers with a Bachelor's or Master's degree	_____	_____

Q10 In the last school year, did you fill all vacant grade 10 or equivalent science teaching positions at your school?

See the preliminary note on the definition of science inside the front cover. A science teacher is defined as a teacher of the subject(s) which meet this definition.

Please refer to the definition of 'grade 10 or equivalent' on page 1.

(Please mark only one box)

Not applicable

(We had no vacant science teaching positions to be filled)

 ₁

Yes

(We filled all vacant science teaching positions, either with newly appointed staff or by reassigning existing staff)

 ₂

No

(We could not fill one or more vacant science teaching positions)

 ₃

Q11 Regarding your school, who has a considerable responsibility for the following tasks?

(Please mark as many boxes as appropriate in each row)

	<i>Principal or teachers</i>	<i>Appointed or elected board/council</i>	<i>Regional or district school board</i>	<i>Provincial education authority</i>
a) Selecting teachers for hire	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Firing teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Establishing teachers' starting salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Determining teachers' salaries increases	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Formulating the school budget	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Deciding on budget allocations within the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) Establishing student disciplinary policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
h) Establishing student assessment policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
i) Approving students for admission to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
j) Choosing which textbooks are used	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
k) Determining course content	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
l) Deciding which courses are offered	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Q12 Regarding your school, which of the following bodies exert a direct influence on decision making about staffing, budgeting, instructional content and assessment practices?

(Please mark as many boxes as apply)

	<i>Area of influence</i>			
	<i>Staffing</i>	<i>Budgeting</i>	<i>Instructional content</i>	<i>Assessment practices</i>
a) Provincial, regional education authorities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) The school's appointed or elected board/council	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Parent groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Teacher groups (e.g. Staff Association, curriculum committees, trade union)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Student groups (e.g. Student Association, youth organization)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) External examination boards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

SECTION C: THE SCHOOL'S RESOURCES

*Number of
computers*

Q13a About how many computers are available in the school altogether?

(Please write 0 (zero) if there are none)

Q13b About how many of these computers are available for instruction?

Q13c About how many computers in the school are connected to the Internet/World Wide Web?

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Q14 Is your school's capacity to provide instruction hindered by any of the following?

(Please mark one box in each row)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) A lack of qualified science teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A lack of qualified mathematics teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) A lack of qualified English teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A lack of qualified teachers of other subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) A lack of laboratory technicians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) A lack of other support personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Shortage or inadequacy of science laboratory equipment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Shortage or inadequacy of instructional materials (e.g. textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Shortage or inadequacy of computers for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Lack or inadequacy of Internet connectivity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Shortage or inadequacy of computer software for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Shortage or inadequacy of library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Shortage or inadequacy of audio-visual resources	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION D: ACCOUNTABILITY AND ADMISSION PRACTICES**Q15 This set of questions explores aspects of the school's accountability to parents.**

(Please refer to the definition of 'grade 10 or equivalent' on page 1)

(Please mark one box in each row)

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) Does your school provide information to parents of students in grade 10 or equivalent on their child's academic performance relative to other students in grade 10 or equivalent in your school? | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Does your school provide information to parents of students in grade 10 or equivalent on their child's academic performance relative to provincial or regional benchmarks? | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Does your school provide information to parents on the academic performance of students in grade 10 or equivalent as a group relative to students in the same grade in other schools? | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q16 Which statement below best characterizes parental expectations towards your school?

(Please mark only one box)

There is *constant pressure* from many parents, who expect our school to set very high academic standards and to have our students achieve them. ₁

Pressure on the school to achieve higher academic standards among students comes from a *minority of parents*. ₂

Pressure from parents on the school to achieve higher academic standards among students is *largely absent*. ₃

Q17 In your school, are achievement data used in any of the following accountability procedures?

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

(Please mark one box in each row)

- | | <i>Yes</i> | <i>No</i> |
|---|---------------------------------------|---------------------------------------|
| a) Achievement data are posted publicly (e.g. in the media) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Achievement data are used in evaluation of the principal's performance | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Achievement data are used in evaluation of teachers' performance | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Achievement data are used in decisions about instructional resource allocation to the school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Achievement data are tracked over time by an administrative authority | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q18 We are interested in the options parents have when choosing a school for their children. Which of the following statements best describes the schooling available to students in your location?

(Please mark only one box)

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

Q19 How much consideration is given to the following factors when students are admitted to your school?

(Please mark one box in each row)

	<i>Prerequisite</i>	<i>High priority</i>	<i>Considered</i>	<i>Not considered</i>
a) Residence in a particular area	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Student's academic record (including placement tests)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Recommendation of feeder schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Student's need or desire for a special program	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Attendance of other family members at the school (past or present)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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SECTION E: SCIENCE AND THE ENVIRONMENT

Q20 Is your school involved in any of the following activities to promote engagement with science among students in grade 10 or equivalent?

(Please refer to the definition of 'grade 10 or equivalent' on page 1)

(Please mark one box in each row)

- | | <i>Yes</i> | <i>No</i> |
|---|---------------------------------------|---------------------------------------|
| a) Science clubs | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Science fairs | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Science competitions | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Extracurricular science projects
(including research) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Excursions and field trips | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

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Q21 Where do topics on the environment sit in the curriculum received by students in grade 10 or equivalent at your school?

Environmental topics include all topics related to environmental science. These may include environmental issues such as pollution or the degradation of the environment. Relationships between organisms, biodiversity and conservation of resources would also be examples of environmental topics.

(Please mark one box in each row. If there are no topics on the environment in the curriculum received by students in grade 10 or equivalent, please mark 'No' in all four rows)

(Please refer to the definition of 'grade 10 or equivalent' on page 1)

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) In a specific environmental studies course | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) In the natural sciences courses – for example as part of biology, chemistry, physics, earth science or within an integrated science course | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) As part of a geography course | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) As part of another course | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q22 Does your school organize any of the following activities to provide opportunities to students in grade 10 or equivalent to learn about environmental topics?

(Please refer to the definition of ‘grade 10 or equivalent’ on page 1)

(Please mark one box in each row)

- | | <i>Yes</i> | <i>No</i> |
|--|---------------------------------------|---------------------------------------|
| a) Outdoor education | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Trips to museums | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Trips to science and/or technology centres | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Extracurricular environmental projects (including research) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Lectures and/or seminars (e.g. guest speakers) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

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SECTION F: CAREERS AND FURTHER EDUCATION

Q23 How often would students in grade 10 or equivalent have the opportunity to participate in the activities below as part of their normal schooling?

(Please refer to the definition of 'grade 10 or equivalent' on page 1)

(Please mark one box in each row)

	Never	Once a year	More than once a year
a) Job fairs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Lectures (at school) by business or industry representatives	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Visits to local businesses or industries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q24 In your school, about how many students in grade 10 or equivalent receive some training within local businesses as part of school activities during the normal school year (e.g. apprenticeships or work experience opportunities)?

(Please refer to the definition of 'grade 10 or equivalent' on page 1)

(Please mark only one box)

This is not offered to students in grade 10 or equivalent ₁

Half or less of students in grade 10 or equivalent ₂

More than a half of students in grade 10 or equivalent ₃

Q25 Thinking about the curriculum received by students in grade 10 or equivalent, which statement below is closest to your view?

(Please refer to the definition of ‘grade 10 or equivalent’ on page 1)

(Please mark only one box)

Business and industry have no influence on the curriculum. ₁

Business and industry have a minor or indirect influence on the curriculum. ₂

Business and industry have a considerable influence on the curriculum. ₃

Q26 To what extent do you feel that teachers in your school concentrate on developing in students the skills and knowledge that will help them progress towards science-related careers?

Science-related career has been used here to include careers that involve a considerable amount of science but are beyond the traditional idea of a scientist as someone who works in a laboratory or academic environment (like a nuclear physicist). As such, a science-related career is not only one in physics, chemistry or biology. Any career that involves postsecondary education in a scientific field is considered science-related. Therefore careers like engineer (involving physics), weather forecaster (involving earth science), optician (involving biology and physics), and medical doctors (involving the medical sciences) are all examples of science-related careers.

(Please mark only one box)

These skills and knowledge are incidental to teachers’ pedagogical activities. ₁

These skills and knowledge are integrated into teachers’ pedagogical activities, but they are not emphasized. ₂

These skills and knowledge are a focus of teachers’ pedagogical activities. ₃

Q27 To what extent do you feel that teachers in your school concentrate on developing in students the skills and knowledge that will help them in postsecondary education?

(Please mark only one box)

These skills and knowledge are incidental to teachers' pedagogical activities. ₁

These skills and knowledge are integrated into teachers' pedagogical activities, but they are not emphasized. ₂

These skills and knowledge are a focus of teachers' pedagogical activities. ₃

Q28 Who has the main responsibility for career guidance of students in grade 10 or equivalent at your school?

(Please refer to the definition of 'grade 10 or equivalent' on page 1)

(Please mark only one box)

Not applicable, career guidance is not available in this school. ₁

All teachers share the responsibility for career guidance. ₂

Specific teachers have the main responsibility for career guidance. ₃

We have one or more specific career guidance counsellors **employed** at school. ₄

We have one or more specific career guidance counsellors who regularly **visit** the school. ₅

Q29 If career guidance is available at your school, which of the statements below best describes the situation for students in grade 10 or equivalent?

Skip this question if career guidance is not available at your school.

(Please refer to the definition of ‘grade 10 or equivalent’ on page 1)

(Please mark only one box)

Career guidance is sought voluntarily by students.

 ₁

Career guidance is formally scheduled into students’ time at school.

 ₂

Thank you for your co-operation

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