



Country	<input type="text"/> <input type="text"/> <input type="text"/>
Population	<input type="text"/>
Stratum	<input type="text"/> <input type="text"/>
School	<input type="text"/> <input type="text"/> <input type="text"/>
Class	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Teacher	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Linkage	<input type="text"/> <input type="text"/>
Subject	<input type="text"/> <input type="text"/>

**International Study
of
Civic Education**

Teacher Questionnaire

Dear Colleague,

thank you for your co-operation in this international study on civic education. The aim of this study is to compare different concepts, areas of interest, and knowledge in the field of civic education. We know that the interpretation of the results of the student questionnaire depends on the culture of the country, the school, and the teachers' intentions. In order to understand the context of student responses, we need information from you as an expert about the conditions of civic education in the chosen class. Please help us to understand the findings from the student questionnaire by completing this teacher questionnaire.

Perhaps you find something in our questions that does not perfectly match the conditions of your school. Please take into account that this questionnaire has been developed for an international study and has to be used in very different school systems.

We thank you for your effort and co-operation.

PART 1: WORK EXPERIENCE AND EDUCATION

The questions which follow are being asked to teachers in over 25 countries around the world.

We assure you that your answers will be treated CONFIDENTIALLY.

Answers to these questions help in interpreting the answers you give in other parts of this questionnaire.

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

2. Do you teach in the tested class?

No 1

Yes 2

[If yes, what subject _____]

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

No 1

Yes 2

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

_____ years.

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

_____ years.

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

_____ COUNTRY LIST _____

[A]..... 1

[B]..... 2

[C]..... 3

[D]..... 4

[E]..... 5

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

No 1

Yes 2

If yes, please name...

discipline/s:

1. _____
2. _____
3. _____
4. _____
5. _____

level of the degree/s:

1. _____
2. _____
3. _____
4. _____
5. _____

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

No 1

Yes 2

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

1. _____
2. _____
3. _____
4. _____
5. _____

9. How old are you?

Under 25 1

25-29 2

30-39 3

40-49 4

50-59 5

60 or more 6

10. Are you female or male?

Female 1

Male 2

PART 2: VIEWS ON CIVIC EDUCATION

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

Section A: How should civic education be taught?

Please rate the statements below on the following scale:

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

Section B: What is worth learning in civic education?

Please rate the statements below on the following scale:

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

Section C: How much does civic education matter?

Please rate the statements below on the following scale:

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

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

Tick only one box for each column!

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

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

Section E: What do students learn in your school?

Please rate the statements below on the following scale:

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

– What do children learn in your school (continued) –

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

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

Please rate the items below on the following scale:

To become a good adult citizen students should learn to recognise the importance of ...	<i>strongly disagree</i>	<i>disagree</i>	<i>agree</i>	<i>strongly agree</i>
	1	2	3	4
F1 obeying the law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F2 voting on every election	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F3 joining a political party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F4 working hard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F5 participating in a peaceful protest against a law believed to be unjust.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F6 knowing about the country's history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F7 being willing to serve in the military to defend the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F8 reading about [following] political issues in the newspaper, on the radio or on TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F9 participating in activities to help people in the community [society].....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F10 showing respect for government representatives [leaders, officials].....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F11 taking part in activities promoting human rights.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– *What should students learn to become good citizens? (continued)* –

To become a good adult citizen students should learn to recognise the importance of ...	<i>strongly disagree</i>	<i>disagree</i>	<i>agree</i>	<i>strongly agree</i>
	1	2	3	4
F12 engaging in political discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F13 being patriotic and loyal [devoted] to the country.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F14 ignoring [disregarding] a law that violated human rights.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 3: THE TEACHING OF [CIVIC EDUCATION RELATED] SUBJECTS, ACTIVITIES AND LESSONS

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

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

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

Section H: What topics do you teach?

The following table contains a list of 20 topics.

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

List of Topics	(a) How important do you think is this topic for civic education?				(b) How confident (well equipped) do you feel to deal with this topic?				(c) How much opportunity do students up to & including grade [xx] have to learn this topic?			
	not important 1	of little importance 2	important 3	very important 4	not at all 1	Little confident 2	confident 3	very confident 4	not at all 1	little confident 2	confident 3	very confident 4
H1 National Constitution and State/political institutions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H2 Citizens rights and obligations.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H3 Different conceptions of democracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H4 [Different/Comparative] political systems.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H5 Election and electoral systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H6 The judicial system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H7 Human and civil rights.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H8 Important events in the nation's history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H9 International organisations.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

– What topics do you teach (continued) –

List of Topics	(a) How important do you think is this topic for civic education?				(b) How confident (well equipped) do you feel to deal with this topic?				(c) How much opportunity do students up to & including grade [xx] have to learn this topic?			
	not important	of little importance	important	very important	not at all	little confident	confident	very confident	not at all	little confident	confident	very confident
	1	2	3	4	1	2	3	4	1	2	3	4
H10 International problems and relations.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H11 Migrations of people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H12 Economic issues.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H13 Social Welfare.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H14 Trade/Labour Unions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H15 Equal opportunities for women and men.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H16 Cultural differences and minorities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H17 Environmental issues.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H18 Civic virtues.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H19 Dangers of propaganda and manipulation.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H20 Media.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 4: INSTRUCTION

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

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

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

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

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

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

We need...

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

Section K: How do you assess students?

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

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

- K1 written compositions or essays.....
- K2 multiple-choice tests.....
- K3 oral assessments
- K4 oral participation
- K5 other forms of assessment:
- please specify:* _____
- K6 no specific assessment.....

*You have now reached the end of this questionnaire.
Many thanks for taking the time to answer these
questions.
Your answers will contribute to a better
understanding of civic education around the world.*