



# 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].

Y001CQ01TA	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
Y001CQ02TA	Month	_____	
Y001CQ03TA	Year	_____	
	Did not know	<input type="checkbox"/> <sub>93</sub>	Go to YI002c
	Refused to answer	<input type="checkbox"/> <sub>94</sub>	Go to YI002c

<b>Module</b>	Educational attainment
<b>Construct</b>	Birthdate and calculated age
<b>Source</b>	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?**

Y002CQ01TA

AGE	_____
Did not know	<input type="checkbox"/> <sub>3</sub>
Refused to answer	<input type="checkbox"/> <sub>4</sub>

**If age < 14 or age > 16,  
terminate interview.  
If age ≥ 14 or ≤ 16 go to  
YI004c**

**Go to YI003c**

**Go to YI003c**

<b>Module</b>	Educational attainment
<b>Construct</b>	Age if birthdate unknown
<b>Source</b>	PISA 2015 revised

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.

**YI003c**

**Even though you don't know your exact age, are you 14, 15, or 16?**

Y003CQ01NA

Yes	<input type="checkbox"/> <sub>1</sub>	<b>Go to YI004c</b>
No	<input type="checkbox"/> <sub>2</sub>	<b>Terminate interview</b>
Did not know	<input type="checkbox"/> <sub>3</sub>	<b>Go to YI004c</b>
Refused to answer	<input type="checkbox"/> <sub>4</sub>	<b>Go to YI004c</b>

<b>Module</b>	Educational attainment
<b>Construct</b>	Age if birthdate unknown
<b>Source</b>	PISA 2015 revised

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.**

Y004CQ01NA

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

Yes	<input type="checkbox"/> _1	Go to YI005a
No	<input type="checkbox"/> _2	Go to Part II (YI007b)
Did not know	<input type="checkbox"/> _3	Go to Part II (YI007b)
Refused to answer	<input type="checkbox"/> _4	Go to Part II (YI007b)

<b>Module</b>	Educational attainment
<b>Construct</b>	Enrolled in school
<b>Source</b>	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?

Y005AQ01TA

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

_____ <grade>		<b>If grade is less than 7, go to Part II (YI010c). If grade is greater or equal to 7, go to YI006a.</b>
School is ungraded	<input type="checkbox"/> _7	<b>Go to YI010c</b>
Did not know	<input type="checkbox"/> _93	<b>Go to YI010c</b>
Refused to answer	<input type="checkbox"/> _94	<b>Go to YI010c</b>

<b>Module</b>	Educational attainment
<b>Construct</b>	Grade
<b>Source</b>	PISA 2015
<b>Programming instruction:</b>	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?**

Y006AQ01NA

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

Yes  <sub>1</sub> **Terminate interview**

No  <sub>2</sub> **Go to YI010c**

Did not know  <sub>3</sub> **Go to YI010c**

Refused to answer  <sub>4</sub> **Go to YI010c**

**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?

Y007BQ01NA

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

Yes	<input type="checkbox"/> <sub>1</sub>	Go to YI008b
No	<input type="checkbox"/> <sub>2</sub>	Go to YI010c
Did not know	<input type="checkbox"/> <sub>3</sub>	Go to YI010c
Refused to answer	<input type="checkbox"/> <sub>4</sub>	Go to YI010c

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<b>Module</b>	Educational attainment
<b>Construct</b>	Has attended school
<b>Source</b>	New to PISA-D

<b>HELP BOX</b>	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.

**YI008b** When you last attended school, what <grade> were you in?

Y008BQ01NA

*[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

 **93**

**Go to YI010c**

Refused to answer

 **94**

<b>Module</b>	Educational attainment
<b>Construct</b>	Last attained grade
<b>Source</b>	PISA 2015 revised

<b>HELP BOX</b>	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>?**

Y009BQ01NA

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

- |                   |                             |              |
|-------------------|-----------------------------|--------------|
| Yes               | <input type="checkbox"/> _1 | Go to YI010c |
| No                | <input type="checkbox"/> _2 | Go to YI010c |
| Did not know      | <input type="checkbox"/> _3 | Go to YI010c |
| Refused to answer | <input type="checkbox"/> _4 | Go to YI010c |

<b>Module</b>	Educational attainment
<b>Construct</b>	Last completed grade
<b>Source</b>	New to PISA-D

<b>HELP BOX</b>	Definition of completing a grade
Completing a grade means that <i>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.</i>	

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.

**YI010c**

**Are you male or female?**

Y010CQ01TA

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

Female

 <sub>1</sub>

Male

 <sub>2</sub>

Did not know

 <sub>3</sub>

Refused to answer

 <sub>4</sub>

<b>Module</b>	Gender
<b>Construct</b>	Youth's sex
<b>Source</b>	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 you ever repeated a grade. Did you repeat a grade during <ISCED 1>? If so, was it more than once?**

*No, Never*      *Yes, once*      *Yes, twice or more*      *Did not know*      *Refused to answer*

Y011CQ01NA

At <ISCED 1>

 <sub>1</sub>
 <sub>2</sub>
 <sub>3</sub>
 <sub>93</sub>
 <sub>94</sub>

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 Y0012c.

<b>Module</b>	Educational attainment
<b>Construct</b>	Grade repetition during <ISCED 1>
<b>Source</b>	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 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:

[http://www.uis.unesco.org/Education/Documents/UNESCO\\_GC\\_36C-19\\_ISCED\\_EN.pdf](http://www.uis.unesco.org/Education/Documents/UNESCO_GC_36C-19_ISCED_EN.pdf)

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.

**YI012c** 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>?**

			<i>Did not know</i>	<i>Refused to answer</i>
Y012CQ01NA	<Grade 1>	_____ Years	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y012CQ02NA	<Grade 2>	_____ Years	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y012CQ03NA	<Grade 3>	_____ Years	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>

<b>Module</b>	Educational attainment
<b>Construct</b>	Grade progression
<b>Source</b>	New to PISA-D
<b>Programming instruction</b>	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:

[http://www.uis.unesco.org/Education/Documents/UNESCO\\_GC\\_36C-19\\_ISCED\\_EN.pdf](http://www.uis.unesco.org/Education/Documents/UNESCO_GC_36C-19_ISCED_EN.pdf)

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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 you ever repeated a grade. Did you repeat a grade during <ISCED 2>? If so, was it more than once?**

	<i>No, Never</i>	<i>Yes, once</i>	<i>Yes, twice or more</i>	<i>Did not know</i>	<i>Refused to answer</i>
Y013CQ01NA At <ISCED 2>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>

<b>Module</b>	Educational attainment
<b>Construct</b>	Grade repetition during <ISCED 2>
<b>Source</b>	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 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:

[http://www.uis.unesco.org/Education/Documents/UNESCO\\_GC\\_36C-19\\_ISCED\\_EN.pdf](http://www.uis.unesco.org/Education/Documents/UNESCO_GC_36C-19_ISCED_EN.pdf)

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?**

	<i>No, Never</i>	<i>Yes, once</i>	<i>Yes, twice or more</i>	<i>Did not know</i>	<i>Refused to answer</i>
Y014CQ01NA At <ISCED 3>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>

<b>Module</b>	Educational attainment
<b>Construct</b>	Grade repetition during <ISCED 3>
<b>Source</b>	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:

[http://www.uis.unesco.org/Education/Documents/UNESCO\\_GC\\_36C-19\\_ISCED\\_EN.pdf](http://www.uis.unesco.org/Education/Documents/UNESCO_GC_36C-19_ISCED_EN.pdf)

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.

**YI015c**      **Have you ever missed school for more than three months in a row? If so, was it more than once?**

Y015CQ01NA

No	<input type="checkbox"/>	<b>1</b>
Yes, once	<input type="checkbox"/>	<b>2</b>
Yes, twice or more	<input type="checkbox"/>	<b>3</b>
Did not know	<input type="checkbox"/>	<b>93</b>
Refused to answer	<input type="checkbox"/>	<b>94</b>

**Type A, Go to YI017a**  
**Type B, go to YI018b**

**Go to YI016c**

**Go to YI016c**

**Type A, Go to YI017a**  
**Type B, go to YI018b**

**Type A, Go to YI017a**  
**Type B, go to YI018b**

<b>Module</b>	Educational attainment
<b>Construct</b>	Long-term absenteeism
<b>Source</b>	New to PISA-D

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.

**YI016c** 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)]*

		Yes	No	DK	RF
Y016CQ01NA	because you were pregnant? (enter "no" for males)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y016CQ02NA	because you were sick?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y016CQ03NA	because you had to take care of a family member?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y016CQ04NA	because you had to take care of a sick parents or relative?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y016CQ05NA	because you had to help with work at home?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y016CQ06NA	because you had to help with seasonal work on the family land?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y016CQ07NA	because you had to work to bring money home?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y016CQ08NA	because you could not understand the language in which the lessons were given?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y016CQ09NA	because you were no longer interested in school?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y016CQ10NA	because you were not doing well at school?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y016CQ11NA	because you did not feel safe at school?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y016CQ12NA	because you did not have a teacher?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y016CQ13NA	because the teachers or students were on strike?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y016CQ14NA	because the school was closed because of a natural disaster (e.g., flood, earthquake)?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y016CQ15NA	because you could not reach school due to transportation problems?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

<b>Module</b>	Educational attainment
<b>Construct</b>	Reasons for absenteeism
<b>Source</b>	New to PISA-D

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.

## YI017a Do you expect to complete <ISCED 3>?

Y017CQ01NA [Interviewer...]

Yes	<input type="checkbox"/>	1
No	<input type="checkbox"/>	2
Did not know	<input type="checkbox"/>	3
Refused to answer	<input type="checkbox"/>	4

<b>Module</b>	Educational attainment
<b>Construct</b>	Educational aspirations
<b>Source</b>	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:

[http://www.uis.unesco.org/Education/Documents/UNESCO\\_GC\\_36C-19\\_ISCED\\_EN.pdf](http://www.uis.unesco.org/Education/Documents/UNESCO_GC_36C-19_ISCED_EN.pdf)

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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?

Y018BQ01NA

*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	<input type="checkbox"/> <sub>1</sub>
Somewhat likely	<input type="checkbox"/> <sub>2</sub>
Not likely	<input type="checkbox"/> <sub>3</sub>
I do not plan to go back to school	<input type="checkbox"/> <sub>4</sub>
Did not know	<input type="checkbox"/> <sub>93</sub>
Refused to answer	<input type="checkbox"/> <sub>94</sub>

<b>Module</b>	Educational attainment
<b>Construct</b>	Return to education
<b>Source</b>	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.

**YI019c 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.]*

		<b>Yes</b>	<b>No</b>	<b>DK</b>	<b>RF</b>
Y019CQ01NA	A school that was closer to home	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y019CQ02NA	Better quality teaching	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y019CQ03NA	Accessible for students with disabilities	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y019CQ04NA	A safe school	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y019CQ05NA	No discrimination, such as gender, racial, ethnic, religious discrimination	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y019CQ06NA	A school that was more accepting of students' differences	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y019CQ07NA	Financial incentives, such as conditional cash transfers	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y019CQ08NA	No school fees or if I did not have to pay them	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y019CQ09NA	A vocational program that would result in a job	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y019CQ10NA	Help with improving my reading skills	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y019CQ11NA	A school where I could learn at my own pace	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y019CQ12NA	Support for my children while attending school	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

<b>Module</b>	Educational attainment
<b>Construct</b>	Perceived barriers to further education
<b>Source</b>	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.



**YI020c** 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.]*

Y020CQ01TA

\_\_\_\_\_ score on 0-10 scale

Did not know

<sub>93</sub>

Refused to answer

<sub>94</sub>

<b>Module</b>	Health and well-being
<b>Construct</b>	Students' life satisfaction
<b>Source</b>	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.

**YI021c** 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 or 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.]*

		<i>Never or almost never</i>	<i>About once a week</i>	<i>2 to 3 times a week</i>	<i>Almost every day</i>	<i>DK</i>	<i>RF</i>
Y021CQ01NA	You are too fearful or nervous.	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _93	<input type="checkbox"/> _94
Y021CQ02NA	You are afraid that other people will think you are stupid.	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _93	<input type="checkbox"/> _94
Y021CQ03NA	You worry more than most people.	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _93	<input type="checkbox"/> _94
Y021CQ04NA	You worry about what other people think of you.	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _93	<input type="checkbox"/> _94
Y021CQ05NA	You cry without a good reason.	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _93	<input type="checkbox"/> _94
Y021CQ06NA	You feel lonely.	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _93	<input type="checkbox"/> _94
Y021CQ07NA	Other people seem to have more fun than you.	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _93	<input type="checkbox"/> _94
Y021CQ08NA	You feel sad or depressed.	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _93	<input type="checkbox"/> _94
Y021CQ09NA	You have trouble falling asleep at night.	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _93	<input type="checkbox"/> _94
Y021CQ10NA	A lot of things seem to bother you.	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _93	<input type="checkbox"/> _94

<b>Module</b>	Health and well-being
<b>Construct</b>	Anxiety and depression
<b>Source</b>	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.

**YI022c** 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

93

Refused to answer

94

<b>Module</b>	Health and well-being
<b>Construct</b>	General health
<b>Source</b>	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.

**YI023c** 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)]*

		<b>Yes</b>	<b>No</b>	<b>DK</b>	<b>RF</b>
Y023CQ01NA	A chronic health problem, such as heart disease, lung or other respiratory problems, cancer, or diabetes.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y023CQ01NA	An infectious health problem, such as cholera, malaria, tuberculosis.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y023CQ02NA	Gastrointestinal problems, such as heartburn, stomach pain, constipation, diarrhoea.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y023CQ03NA	A cold or flu.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y023CQ04NA	An injury that needed treatment.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y023CQ05NA	Pain that was long-lasting or recurring.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y023CQ06NA	Depression.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y023CQ07NA	Panic and anxiety attacks.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y023CQ08NA	Insomnia.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y023CQ09NA	Fatigue that was long-lasting or recurring.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y023CQ10NA	{Country option: HIV/AIDS}	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y023CQ11NA	<country specific>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y023CQ12NA	<country specific>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

<b>Module</b>	Health and well-being
<b>Construct</b>	Physical and mental health
<b>Source</b>	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

Yes	<input type="checkbox"/> _1	<b>Go to YI025c</b>
No	<input type="checkbox"/> _2	<b>Go to YI026c</b>
Did not know	<input type="checkbox"/> _3	<b>Go to YI026c</b>
Refused to answer	<input type="checkbox"/> _4	<b>Go to YI026c</b>

<b>Module</b>	Disability
<b>Construct</b>	Disability
<b>Source</b>	New to PISA-D

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.]*

		<b>Yes</b>	<b>No</b>	<b>DK</b>	<b>RF</b>
Y025CQ01NA	Physical disability?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y023CQ02NA	Visual impairment?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y023CQ03NA	Hearing impairment?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y023CQ04NA	Speech impairment?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y023CQ05NA	Learning disability?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y023CQ06NA	Chronic medical condition (e.g., asthma, allergies, diabetes)?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

<b>Module</b>	Disability
<b>Construct</b>	Type of Disability
<b>Source</b>	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.

**YI026c 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?**

Y026CQ01TA

<Language of Strand C test>	<input type="checkbox"/> _1
<Language 2>	<input type="checkbox"/> _2
<Language 3>	<input type="checkbox"/> _3
<Language 4>	<input type="checkbox"/> _4
<Language 5>	<input type="checkbox"/> _5
<Language 6>	<input type="checkbox"/> _6
<Language 7>	<input type="checkbox"/> _7
Other language	<input type="checkbox"/> _93
Refused to answer	<input type="checkbox"/> _94

<b>Module</b>	Language at home and at school
<b>Construct</b>	Home language
<b>Source</b>	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 <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

At home before I started school	<input type="checkbox"/> <sub>1</sub>
At school	<input type="checkbox"/> <sub>2</sub>
I never learned it	<input type="checkbox"/> <sub>3</sub>
Did not know	<input type="checkbox"/> <sub>98</sub>
Refused to answer	<input type="checkbox"/> <sub>94</sub>

<b>Module</b>	Language at home and at school
<b>Construct</b>	Instructional language shocks
<b>Source</b>	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.

<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.

**YI028c**      **In which language did you first begin learning how to read?**

Y028CQ01NA

<Language of Strand C test>	<input type="checkbox"/> <sub>1</sub>
<Language 2>	<input type="checkbox"/> <sub>2</sub>
<Language 3>	<input type="checkbox"/> <sub>3</sub>
<Language 4>	<input type="checkbox"/> <sub>4</sub>
<Language 5>	<input type="checkbox"/> <sub>5</sub>
<Language 6>	<input type="checkbox"/> <sub>6</sub>
<Language 7>	<input type="checkbox"/> <sub>7</sub>
Other language	<input type="checkbox"/> <sub>93</sub>
Refused to answer	<input type="checkbox"/> <sub>94</sub>

<b>Module</b>	Language at home and at school
<b>Construct</b>	Instructional language shocks
<b>Source</b>	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.

## YI029c In which language did you first begin learning how to write?

Y029CQ01NA

<Language of Strand C test>	<input type="checkbox"/> <sub>1</sub>
<Language 2>	<input type="checkbox"/> <sub>2</sub>
<Language 3>	<input type="checkbox"/> <sub>3</sub>
<Language 4>	<input type="checkbox"/> <sub>4</sub>
<Language 5>	<input type="checkbox"/> <sub>5</sub>
<Language 6>	<input type="checkbox"/> <sub>6</sub>
<Language 7>	<input type="checkbox"/> <sub>7</sub>
Other language	<input type="checkbox"/> <sub>93</sub>
Refused to answer	<input type="checkbox"/> <sub>94</sub>

<b>Module</b>	Language at home and at school
<b>Construct</b>	Instructional language shocks
<b>Source</b>	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 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.

**YI030c**    **When you entered school for the first time, what language did most of your teachers use for instruction?**

Y030CQ01NA

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

<Language of Strand C test>	<input type="checkbox"/> <sub>1</sub>
<Language 2>	<input type="checkbox"/> <sub>2</sub>
<Language 3>	<input type="checkbox"/> <sub>3</sub>
<Language 4>	<input type="checkbox"/> <sub>4</sub>
<Language 5>	<input type="checkbox"/> <sub>5</sub>
<Language 6>	<input type="checkbox"/> <sub>6</sub>
<Language 7>	<input type="checkbox"/> <sub>7</sub>
Other language	<input type="checkbox"/> <sub>93</sub>
Refused to answer	<input type="checkbox"/> <sub>94</sub>

<b>Module</b>	Language at home and at school
<b>Construct</b>	Instructional language shock
<b>Source</b>	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.

**YI031c**    **When you last attended school, what language did most of your teachers use for instruction?**

Y031CQ01NA

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

<Language of Strand C test>	<input type="checkbox"/> <sub>1</sub>
<Language 2>	<input type="checkbox"/> <sub>2</sub>
<Language 3>	<input type="checkbox"/> <sub>3</sub>
<Language 4>	<input type="checkbox"/> <sub>4</sub>
<Language 5>	<input type="checkbox"/> <sub>5</sub>
<Language 6>	<input type="checkbox"/> <sub>6</sub>
<Language 7>	<input type="checkbox"/> <sub>7</sub>
Other language	<input type="checkbox"/> <sub>8</sub>
Refused to answer	<input type="checkbox"/> <sub>94</sub>

<b>Module</b>	Language at home and at school
<b>Construct</b>	Instructional language shock
<b>Source</b>	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.

**YI032c 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?**

Y032CQ01TA

<Country of test>	<input type="checkbox"/> <sub>1</sub>	Go to YI034c
<Country B>	<input type="checkbox"/> <sub>2</sub>	Go to YI033c
<Country C>	<input type="checkbox"/> <sub>3</sub>	Go to YI033c
<Country D>	<input type="checkbox"/> <sub>4</sub>	Go to YI033c
<etc.>	<input type="checkbox"/> <sub>5</sub>	Go to YI033c
Other countries	<input type="checkbox"/> <sub>6</sub>	Go to YI033c
Did not Know	<input type="checkbox"/> <sub>93</sub>	Go to YI034c
Refused to answer	<input type="checkbox"/> <sub>94</sub>	Go to YI034c

[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.]

<b>Module</b>	Immigrant status
<b>Construct</b>	Youth's Migration background
<b>Source</b>	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.



**YI033c      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.*

Y033CQ01TA

\_\_\_\_\_ (pull-down 0 to 16 years)

Did not know (included in the pull-down)

 93

Refused to answer (included in the pull-down)

 94

<b>Module</b>	Immigrant status
<b>Construct</b>	Youth's Migration background
<b>Source</b>	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>	<input type="checkbox"/> <sub>1</sub>
<Country B>	<input type="checkbox"/> <sub>2</sub>
<Country C>	<input type="checkbox"/> <sub>3</sub>
<Country D>	<input type="checkbox"/> <sub>4</sub>
<etc.>	<input type="checkbox"/> <sub>5</sub>
Other countries	<input type="checkbox"/> <sub>6</sub>
Did not Know	<input type="checkbox"/> <sub>93</sub>
Refused to answer	<input type="checkbox"/> <sub>94</sub>

<b>Module</b>	Immigrant status
<b>Construct</b>	Mother's Migration background
<b>Source</b>	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.

### YI035c In what country was your father born?

Y035CQ01TA

<Country of test>	<input type="checkbox"/> <sub>1</sub>
<Country B>	<input type="checkbox"/> <sub>2</sub>
<Country C>	<input type="checkbox"/> <sub>3</sub>
<Country D>	<input type="checkbox"/> <sub>4</sub>
<etc>	<input type="checkbox"/> <sub>5</sub>
Other countries	<input type="checkbox"/> <sub>6</sub>
Did not Know	<input type="checkbox"/> <sub>93</sub>
Refused to answer	<input type="checkbox"/> <sub>94</sub>

<b>Module</b>	Immigrant status
<b>Construct</b>	Father's Migration background
<b>Source</b>	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.

**YI036c** 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?

Y036CQ01NA

*[Interviewer hands over the SHOW CARD]*

<i>Never or almost never</i>	<i>About once a week</i>	<i>2 to 3 times a week</i>	<i>Almost every day</i>	<i>DK</i>	<i>RF</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>

<b>Module</b>	SES and Poverty
<b>Construct</b>	Food security
<b>Source</b>	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.

**YI037c** 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.

Y037CQ01NA

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

\_\_\_\_\_ (number of rooms) Pull-down menu

<b>Module</b>	SES and Poverty
<b>Construct</b>	Crowdedness - space
<b>Source</b>	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       <sub>93</sub>

Refused to answer       <sub>94</sub>

<b>Module</b>	SES and Poverty
<b>Construct</b>	Crowdedness – number of adults
<b>Source</b>	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

<b>Module</b>	SES and Poverty
<b>Construct</b>	Crowdedness – number of children
<b>Source</b>	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 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.

<18 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.

## YI040c 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]

		<i>Number</i>	<i>DK</i>	<i>RF</i>
Y040CQ01TA	Televisions	_____ (drop-down 0 to 5)	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y040CQ02TA	Cars, vans or trucks	_____ (drop-down 0 to 5)	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y040CQ03TA	Rooms with a bath or shower	_____ (drop-down 0 to 5)	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y040CQ04TA	<Cell phones> with internet access (e.g., smartphones)	_____ (drop-down 0 to 5)	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y040CQ05TA	<Cell phones> without internet access	_____ (drop-down 0 to 5)	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y040CQ06TA	Computers (desktop computer, portable laptop, or notebook)	_____ (drop-down 0 to 5)	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y040CQ07TA	Musical instruments (e.g., guitar, piano, <country-specific example>)	_____ (drop-down 0 to 5)	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>

<b>Module</b>	SES and Poverty
<b>Construct</b>	Home possessions
<b>Source</b>	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]*

		<i>Yes</i>	<i>No</i>	<i>DK</i>	<i>RF</i>
Y041CQ01NA	A table to have meals	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4
Y041CQ02NA	A fixed telephone (phone line)	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4
Y041CQ03NA	A washer	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4
Y041CQ04NA	A refrigerator or freezer	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4
Y041CQ05NA	A vacuum cleaner	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4
Y041CQ06NA	A stove or burner for cooking	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4

<b>Module</b>	SES and Poverty
<b>Construct</b>	Home possessions extended
<b>Source</b>	New to PISA-D

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.**

Y042CQ01NA

*[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            | <input type="checkbox"/> <sub>1</sub>  |
| There are fewer than 10 books | <input type="checkbox"/> <sub>2</sub>  |
| There are 10 - 50 books       | <input type="checkbox"/> <sub>3</sub>  |
| There are more than 50 books  | <input type="checkbox"/> <sub>4</sub>  |
| Did not know                  | <input type="checkbox"/> <sub>93</sub> |
| Refused to answer             | <input type="checkbox"/> <sub>94</sub> |

<b>Module</b>	SES and Poverty
<b>Construct</b>	Number of books
<b>Source</b>	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.

**YI043c** What is the main source of drinking water in your home?

Y043CQ01NA

*[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.]*

- Piped water in your home  <sub>1</sub>
- Water from your well  <sub>2</sub>
- Water from a shared well  <sub>3</sub>
- Water from a spring  <sub>4</sub>
- Rainwater  <sub>5</sub>
- Tanker-truck or cart  <sub>6</sub>
- Water from a river or stream, dam, lake, pond, canal, or irrigation channel  <sub>7</sub>
- Bottled water  <sub>8</sub>
- Did not know  <sub>93</sub>
- Refused to answer  <sub>94</sub>

<b>Module</b>	SES and Poverty
<b>Construct</b>	Source of potable water
<b>Source</b>	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?**

Y044CQ01NA

Yes	<input type="checkbox"/> <sub>1</sub>
No	<input type="checkbox"/> <sub>2</sub>
Did not know	<input type="checkbox"/> <sub>3</sub>
Refused to answer	<input type="checkbox"/> <sub>4</sub>

<b>Module</b>	SES and Poverty
<b>Construct</b>	Availability of flush-toilet in home
<b>Source</b>	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?**

Y045CQ01NA

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

Yes  <sub>1</sub>

No  <sub>2</sub>

Did not know  <sub>3</sub>

Refused to answer  <sub>4</sub>

<b>Module</b>	SES and Poverty
<b>Construct</b>	Availability and use of water and plumbing
<b>Source</b>	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.

**YI046c** 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?**

Y046CQ01TA \_\_\_\_\_ 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'.]*

<b>Module</b>	SES and Poverty
<b>Construct</b>	Number of siblings; number of younger siblings
<b>Source</b>	PISA 2000

#### 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'.]*

<b>Module</b>	SES and Poverty
<b>Construct</b>	Number of older siblings
<b>Source</b>	PISA 2000

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.

**YI048c**    **How many brothers and sisters do you have that are the same age as you?**

Y048CQ01TA    \_\_\_\_\_ same-age siblings (drop-down menu)

*[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'.]*

<b>Module</b>	SES and Poverty
<b>Construct</b>	Number of same-age siblings
<b>Source</b>	PISA 2000

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.



**YI049c** Do you have children of your own? These can include biological, adoptive, or step children.

Y049CQ01NA

Yes	<input type="checkbox"/>	<b>1</b>
No	<input type="checkbox"/>	<b>2</b>
Refused to answer	<input type="checkbox"/>	<b>4</b>

<b>Module</b>	SES and Poverty
<b>Construct</b>	Home structure
<b>Source</b>	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.

**YI050c Where is your mother living now?**

Y050CQ01NA

She is living in the same home as me	<input type="checkbox"/> <sub>1</sub>	Go to YI051c
She is living alone or with another family	<input type="checkbox"/> <sub>2</sub>	Go to YI051c
She is working outside of the <country of test>	<input type="checkbox"/> <sub>3</sub>	Go to YI052c
She is deceased	<input type="checkbox"/> <sub>4</sub>	Go to YI057c
Don't know	<input type="checkbox"/> <sub>99</sub>	Go to YI051c
Refused to answer	<input type="checkbox"/> <sub>94</sub>	Go to YI051c

<b>Module</b>	SES and Poverty
<b>Construct</b>	Location of mother
<b>Source</b>	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.

**YI051c**      **What is your mother’s main activity?**

Y051CQ01NA

*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  **1**
- Working to earn money  **2**
- Caring for our family *and* working to earn money  **3**
- Working on our family land  **4**
- Going to school  **5**
- Recovering from illness  **6**
- Looking for work  **7**
- Other  **8**
- Did not know  **93**
- Refused to answer  **94**

<b>Module</b>	SES and Poverty
<b>Construct</b>	Parental background (mother’s activity)
<b>Source</b>	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.

**YI052c**    **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)

Y052CQ01TA    *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)

Y052CQ02TA    *Please use a sentence to describe the kind of work she does or did in that job.*

\_\_\_\_\_

<b>Module</b>	SES and Poverty
<b>Construct</b>	Parental background (mother’s profession – open format question)
<b>Source</b>	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 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.

YI053c

**I am now going to ask you a few questions about your mother's reading and writing skills.**

Y053CQ01NA

*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  <sub>1</sub>

She can read and write her name  <sub>2</sub>

She can read but not write  <sub>3</sub>

She can read and write simple sentences  <sub>4</sub>

She can read and write well  <sub>5</sub>

Did not know  <sub>93</sub>

Refused to answer  <sub>94</sub>

<b>Module</b>	SES and Poverty
<b>Construct</b>	Parental background (mother's literacy skills)
<b>Source</b>	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 (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.]*

		<i>Never or almost never</i>	<i>About once a week</i>	<i>2 to 3 times a week</i>	<i>Almost every day</i>	<i>DK</i>	<i>RF</i>
Y054CQ01NA	Read a newspaper or magazine	<input type="checkbox"/> <b>1</b>	<input type="checkbox"/> <b>2</b>	<input type="checkbox"/> <b>3</b>	<input type="checkbox"/> <b>4</b>	<input type="checkbox"/> <b>93</b>	<input type="checkbox"/> <b>94</b>
Y054CQ02NA	Read a book	<input type="checkbox"/> <b>1</b>	<input type="checkbox"/> <b>2</b>	<input type="checkbox"/> <b>3</b>	<input type="checkbox"/> <b>4</b>	<input type="checkbox"/> <b>93</b>	<input type="checkbox"/> <b>94</b>
Y054CQ03NA	Write a text (SMS) or email message	<input type="checkbox"/> <b>1</b>	<input type="checkbox"/> <b>2</b>	<input type="checkbox"/> <b>3</b>	<input type="checkbox"/> <b>4</b>	<input type="checkbox"/> <b>93</b>	<input type="checkbox"/> <b>94</b>
Y054CQ04NA	Write a note to a family member or friend	<input type="checkbox"/> <b>1</b>	<input type="checkbox"/> <b>2</b>	<input type="checkbox"/> <b>3</b>	<input type="checkbox"/> <b>4</b>	<input type="checkbox"/> <b>93</b>	<input type="checkbox"/> <b>94</b>

<b>Module</b>	SES and Poverty
<b>Construct</b>	Parental background (mother's reading and writing skills)
<b>Source</b>	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.

**YI055c**      **What is the <highest level of schooling> completed by your mother?**

Y055CQ01TA

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

<ISCED level 3A>	<input type="checkbox"/>	1
<ISCED level 3B, 3C>	<input type="checkbox"/>	2
<ISCED level 2>	<input type="checkbox"/>	3
<ISCED level 1>	<input type="checkbox"/>	4
She did not complete <ISCED level 1>	<input type="checkbox"/>	5
Did not know	<input type="checkbox"/>	99
Refused to answer	<input type="checkbox"/>	94

<b>Module</b>	SES and Poverty
<b>Construct</b>	Parental background (mother's education)
<b>Source</b>	PISA 2015

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:

[http://www.uis.unesco.org/Education/Documents/UNESCO\\_GC\\_36C-19\\_ISCED\\_EN.pdf](http://www.uis.unesco.org/Education/Documents/UNESCO_GC_36C-19_ISCED_EN.pdf)

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.



YI056c

**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.)*

		<i>Yes</i>	<i>No</i>	<i>DK</i>	<i>RF</i>
Y056CQ01TA	<ISCED level 6>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y056CQ02TA	<ISCED level 5A>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y056CQ02TA	<ISCED level 5B>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y056CQ03TA	<ISCED level 4>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

<b>Module</b>	SES and Poverty
<b>Construct</b>	Parental background (mother's tertiary education)
<b>Source</b>	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:

[http://www.uis.unesco.org/Education/Documents/UNESCO\\_GC\\_36C-19\\_ISCED\\_EN.pdf](http://www.uis.unesco.org/Education/Documents/UNESCO_GC_36C-19_ISCED_EN.pdf)

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, step-father, 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?

Y057CQ01NA

He is living in the same home as me	<input type="checkbox"/> <sub>1</sub>	Go to YI058c
He is living alone or with another family	<input type="checkbox"/> <sub>2</sub>	Go to YI058c
He is working outside of the <country of test>	<input type="checkbox"/> <sub>3</sub>	Go to YI059c
He is deceased	<input type="checkbox"/> <sub>4</sub>	Go to YI064c
Don't know	<input type="checkbox"/> <sub>93</sub>	Go to YI058c
Refused to answer	<input type="checkbox"/> <sub>94</sub>	Go to YI058c

<b>Module</b>	SES and Poverty
<b>Construct</b>	Location of father
<b>Source</b>	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.

**YI058c**      **What is your father’s main activity?**

Y058CQ01NA

*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  <sub>1</sub>
- Working to earn money  <sub>2</sub>
- Caring for our family *and* working to earn money  <sub>3</sub>
- Working on our family land  <sub>4</sub>
- Going to school  <sub>5</sub>
- Recovering from illness  <sub>6</sub>
- Looking for work  <sub>7</sub>
- Other  <sub>8</sub>
- Did not know  <sub>93</sub>
- Refused to answer  <sub>94</sub>

<b>Module</b>	SES and Poverty
<b>Construct</b>	Parental background (father’s activity)
<b>Source</b>	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.

**YI059c**    **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)

Y059CQ01TA    *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)

Y059CQ02TA    *Please use a sentence to describe the kind of work he does or did in that job.*

\_\_\_\_\_

<b>Module</b>	SES and Poverty
<b>Construct</b>	Parental background (father’s profession – open format question)
<b>Source</b>	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.

**YI060c** I am now going to ask you a few questions about your father's reading and writing skills.

Y060CQ01NA

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

He cannot read or write	<input type="checkbox"/> <sub>1</sub>
He can read and write her name	<input type="checkbox"/> <sub>2</sub>
He can read but not write	<input type="checkbox"/> <sub>3</sub>
He can read and write simple sentences	<input type="checkbox"/> <sub>4</sub>
He can read and write well	<input type="checkbox"/> <sub>5</sub>
Did not know	<input type="checkbox"/> <sub>93</sub>
Refused to answer	<input type="checkbox"/> <sub>94</sub>

<b>Module</b>	SES and Poverty
<b>Construct</b>	Parental background (father's literacy skills)
<b>Source</b>	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.]*

		<i>Never or almost never</i>	<i>About once a week</i>	<i>2 to 3 times a week</i>	<i>Almost every day</i>	<i>DK</i>	<i>RF</i>
Y061CQ01NA	Read a newspaper or magazine	<input type="checkbox"/> <b>1</b>	<input type="checkbox"/> <b>2</b>	<input type="checkbox"/> <b>3</b>	<input type="checkbox"/> <b>4</b>	<input type="checkbox"/> <b>93</b>	<input type="checkbox"/> <b>94</b>
Y061CQ02NA	Read a book	<input type="checkbox"/> <b>1</b>	<input type="checkbox"/> <b>2</b>	<input type="checkbox"/> <b>3</b>	<input type="checkbox"/> <b>4</b>	<input type="checkbox"/> <b>93</b>	<input type="checkbox"/> <b>94</b>
Y061CQ03NA	Write a text (SMS) or email message	<input type="checkbox"/> <b>1</b>	<input type="checkbox"/> <b>2</b>	<input type="checkbox"/> <b>3</b>	<input type="checkbox"/> <b>4</b>	<input type="checkbox"/> <b>93</b>	<input type="checkbox"/> <b>94</b>
Y061CQ04NA	Write a note to a family member or friend	<input type="checkbox"/> <b>1</b>	<input type="checkbox"/> <b>2</b>	<input type="checkbox"/> <b>3</b>	<input type="checkbox"/> <b>4</b>	<input type="checkbox"/> <b>93</b>	<input type="checkbox"/> <b>94</b>

<b>Module</b>	SES and Poverty
<b>Construct</b>	Parental background (father's reading and writing skills)
<b>Source</b>	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.

**YI062c**      **What is the <highest level of schooling> completed by your father?**

Y062CQ01TA

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

<ISCED level 3A>	<input type="checkbox"/>	1
<ISCED level 3B, 3C>	<input type="checkbox"/>	2
<ISCED level 2>	<input type="checkbox"/>	3
<ISCED level 1>	<input type="checkbox"/>	4
He did not complete <ISCED level 1>	<input type="checkbox"/>	5
Did not know	<input type="checkbox"/>	99
Refused to answer	<input type="checkbox"/>	94

<b>Module</b>	SES and Poverty
<b>Construct</b>	Parental background (father's education)
<b>Source</b>	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:

[http://www.uis.unesco.org/Education/Documents/UNESCO\\_GC\\_36C-19\\_ISCED\\_EN.pdf](http://www.uis.unesco.org/Education/Documents/UNESCO_GC_36C-19_ISCED_EN.pdf)

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 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.

YI063c

**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.)*

		<i>Yes</i>	<i>No</i>	<i>DK</i>	<i>RF</i>
Y063CQ01TA	<ISCED level 6>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y063CQ02TA	<ISCED level 5A>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y063CQ03TA	<ISCED level 5B>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y063CQ04TA	<ISCED level 4>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

<b>Module</b>	SES and Poverty
<b>Construct</b>	Parental background (father's tertiary education)
<b>Source</b>	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:

[http://www.uis.unesco.org/Education/Documents/UNESCO\\_GC\\_36C-19\\_ISCED\\_EN.pdf](http://www.uis.unesco.org/Education/Documents/UNESCO_GC_36C-19_ISCED_EN.pdf)

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?**

Y064CQ01NA

Yes	<input type="checkbox"/>	1
No	<input type="checkbox"/>	2
Refused to answer	<input type="checkbox"/>	4

<b>Module</b>	SES and Poverty
<b>Construct</b>	Home structure
<b>Source</b>	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.

**YI065c Do you live with your in-laws?**

Y065CQ01NA

Yes	<input type="checkbox"/>	1
No	<input type="checkbox"/>	2
Refused to answer	<input type="checkbox"/>	4

<b>Module</b>	SES and Poverty
<b>Construct</b>	Home structure
<b>Source</b>	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.

**YI066c I am going to ask you about the work that you did last week in your household.**

*Interviewer is to ask each question separately.*

		<i>Yes</i>	<i>No</i>	<i>DK</i>	<i>RF</i>
Y066CQ01NA	In the past week, did you look after young children?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y066CQ02NA	In the past week, did you look after elderly adults?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y066CQ03NA	In the past week, did you take care of sick family members and relatives?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y066CQ04NA	In the past week, did you cook a family meal?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y066CQ05NA	In the past week, did you do house cleaning?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y066CQ06NA	In the past week, did you wash clothes?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y066CQ07NA	In the past week, did you fetch water?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y066CQ08NA	In the past week, did you chop or collect fire wood?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y066CQ09NA	In the past week, did you do the family grocery shopping?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y066CQ10NA	In the past week, did you work in the family <garden>?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y066CQ11NA	In the past week, did you take care of livestock?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y066CQ12NA	In the past week, did you help with the family business without pay?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

<b>Module</b>	SES and Poverty
<b>Construct</b>	Household responsibilities and labour
<b>Source</b>	New to PISA- D (Revised from Strand B; some items from SACMEQ)

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]*

		<i>Never or hardly ever</i>	<i>A few times a year</i>	<i>About once a month</i>	<i>Several times a month</i>	<i>Several times a week</i>	<i>DK</i>	<i>RF</i>
Y067CQ01NA	Discuss political or social issues with you	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _93	<input type="checkbox"/> _94
Y067CQ01NA	Discuss books, films, or television programmes with you	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _93	<input type="checkbox"/> _94
Y067CQ02NA	Eat <the main meal> with you	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _93	<input type="checkbox"/> _94
Y067CQ03NA	Spend time just talking with you	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _93	<input type="checkbox"/> _94
Y067CQ04NA	Talk to you about the importance of completing <secondary school>	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _93	<input type="checkbox"/> _94
Y067CQ05NA	Talk to you about your future education	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _93	<input type="checkbox"/> _94

<b>Module</b>	Family and Community Support
<b>Construct</b>	Family support and communication
<b>Source</b>	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:

[http://www.uis.unesco.org/Education/Documents/UNESCO\\_GC\\_36C-19\\_ISCED\\_EN.pdf](http://www.uis.unesco.org/Education/Documents/UNESCO_GC_36C-19_ISCED_EN.pdf)

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

YI068c

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?

Y068CQ01NA

*[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  <sub>1</sub>

Go to YI070c

Walked or ran  <sub>2</sub>

By bicycle  <sub>3</sub>

By motorcycle or scooter  <sub>4</sub>

By boat or canoe  <sub>5</sub>

By car  <sub>6</sub>

By <school bus, truck, or van>  <sub>7</sub>

Go to YI069c

By <train or metro>  <sub>8</sub>

<Country specific>  <sub>9</sub>

<Country specific>  <sub>10</sub>

Other  <sub>11</sub>

Refused to answer  <sub>94</sub>

<b>Module</b>	Learning time
<b>Construct</b>	Mode of travel to school
<b>Source</b>	New to PISA-D

### 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.

**YI069c**      **How long would it usually take you to get from your home to school?**

Y069CQ01NA

*[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]*

15 minutes or less	<input type="checkbox"/>	<b>1</b>
More than 15 minutes but less than 30 minutes	<input type="checkbox"/>	<b>2</b>
30 minutes or more, but less than 60 minutes	<input type="checkbox"/>	<b>3</b>
60 minutes or more, but less than 90 minutes	<input type="checkbox"/>	<b>4</b>
90 minutes or more	<input type="checkbox"/>	<b>5</b>
Did not know	<input type="checkbox"/>	<b>93</b>
Refused to answer	<input type="checkbox"/>	<b>94</b>

<b>Module</b>	Learning time
<b>Construct</b>	Travel time to school
<b>Source</b>	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.

**YI070c** 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*

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>DK</i>	<i>RF</i>
Y070CQ01NA	School has done little to prepare you for adult life	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y070CQ02NA	School is a waste of time	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y070CQ03NA	School gave you confidence to make decisions	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y070CQ04NA	School taught you things which could be useful in a job	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y070CQ05NA	Trying hard at school helps you get a good job	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>

<b>Module</b>	Student engagement
<b>Construct</b>	Values schooling outcomes
<b>Source</b>	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*

		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>DK</b>	<b>RF</b>
Y071CQ01NA	You felt safe at your school	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _93	<input type="checkbox"/> _94
Y071CQ02NA	You felt safe on your way to school	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _93	<input type="checkbox"/> _94
Y071CQ03NA	You felt safe on your way home from school	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _93	<input type="checkbox"/> _94

<b>Module</b>	Inclusive environments
<b>Construct</b>	Feeling safe at school
<b>Source</b>	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.

**YI072a 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]*

		<i>Yes</i>	<i>No</i>	<i>DN</i>	<i>RF</i>
Y072AQ01NA	Were you in a physical fight on school property?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y072AQ02NA	Did you stay home from school because you felt unsafe?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y072AQ03NA	Was your school vandalized?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y072AQ04NA	Did you give money to someone at school because they threatened to hurt you?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y072AQ05NA	Did you witness a fight on school property in which someone got hurt?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y072AQ06NA	Did you see gangs in and around the school?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y072AQ07NA	Did you hear a student threaten to hurt another student?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y072AQ08NA	Did someone steal something of yours at school?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y072AQ09NA	Did you see a student carrying a gun or a knife at school?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

<b>Module</b>	Inclusive environments
<b>Construct</b>	School safety
<b>Source</b>	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.

**YI073a** 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.]*

		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>DK</b>	<b>RF</b>
Y073AQ01NA	Students socialize in groups based on their culture.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y073AQ02NA	Rich or poor, teachers treat us all equally.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y073AQ03NA	Students who struggle in school are treated fairly by your teachers.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y073AQ04NA	Teachers treat students differently depending on their cultural background.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y073AQ05NA	Teachers care less about girls than boys.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>

<b>Module</b>	Inclusive environments
<b>Construct</b>	Sense of fairness
<b>Source</b>	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

Yes	<input type="checkbox"/> <sub>1</sub>	Go to YI075b
No	<input type="checkbox"/> <sub>2</sub>	
Did not know	<input type="checkbox"/> <sub>3</sub>	Go to YI086b
Refused to answer	<input type="checkbox"/> <sub>4</sub>	

<b>Module</b>	SES and Poverty
<b>Construct</b>	Youth works for a wage or salary
<b>Source</b>	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.

**YI075b The following two questions concern your current job.**

Y075BQ01NA

What is your main job?

(e.g., school teacher, kitchen-hand, sales manager)

*Please write the job title.* \_\_\_\_\_

Y075BQ02NA

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.*

\_\_\_\_\_

<b>Module</b>	SES and Poverty
<b>Construct</b>	Youth's profession – open format question
<b>Source</b>	Adapted from PISA 2015

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.]

Y076BQ01NA *The interviewer should present a SHOW CARD with the categories listed below and mark the one that applies.*

- |                    |                          |           |                     |
|--------------------|--------------------------|-----------|---------------------|
| 10 – 20 hours      | <input type="checkbox"/> | <b>1</b>  | <b>Go to YI077b</b> |
| 21 – 30 hours      | <input type="checkbox"/> | <b>2</b>  | <b>Go to YI077b</b> |
| 31 – 40 hours      | <input type="checkbox"/> | <b>3</b>  | <b>Go to YI077b</b> |
| 41 – 50 hours      | <input type="checkbox"/> | <b>4</b>  | <b>Go to YI077b</b> |
| More than 50 hours | <input type="checkbox"/> | <b>5</b>  | <b>Go to YI077b</b> |
| Did not know       | <input type="checkbox"/> | <b>93</b> | <b>Go to YI086b</b> |
| Refused to answer  | <input type="checkbox"/> | <b>94</b> | <b>Go to YI086b</b> |

<b>Module</b>	SES and Poverty
<b>Construct</b>	Hours per week youth works for a wage or salary
<b>Source</b>	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 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.

**YI077b** What is the easiest way for you to tell us how much you are paid for your current job? Would it be ...

Y077BQ01NA *The interviewer reads the answer categories to the respondent.*

- |                                |                          |           |                     |
|--------------------------------|--------------------------|-----------|---------------------|
| Per hour                       | <input type="checkbox"/> | <b>1</b>  | <b>Go to YI078b</b> |
| Per day                        | <input type="checkbox"/> | <b>2</b>  | <b>Go to YI079b</b> |
| Per week                       | <input type="checkbox"/> | <b>3</b>  | <b>Go to YI080b</b> |
| Per two-week period            | <input type="checkbox"/> | <b>4</b>  | <b>Go to YI081b</b> |
| Per month                      | <input type="checkbox"/> | <b>5</b>  | <b>Go to YI082b</b> |
| Per year                       | <input type="checkbox"/> | <b>6</b>  | <b>Go to YI083b</b> |
| Piece rate                     | <input type="checkbox"/> | <b>7</b>  | <b>Go to YI084b</b> |
| I get no salary or wage at all | <input type="checkbox"/> | <b>8</b>  | <b>Go to YI085b</b> |
| Did not know                   | <input type="checkbox"/> | <b>93</b> | <b>Go to YI078b</b> |
| Refused to answer              | <input type="checkbox"/> | <b>94</b> | <b>Go to YI078b</b> |

<b>Module</b>	SES and Poverty
<b>Construct</b>	Payment time frame for wage or salary
<b>Source</b>	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>.*

Y078BQ01NA

\_\_\_\_\_ per hour

**Go to YI086b**

Did not know

 <sub>93</sub>

**Go to YI079b**

Refused to answer

 <sub>94</sub>

**Go to YI079b**

<b>Module</b>	SES and Poverty
<b>Construct</b>	Hourly wage or salary
<b>Source</b>	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>.*

Y079BQ01NA

\_\_\_\_\_ per day

**Go to YI086b**

Did not know

 <sub>93</sub>

**Go to YI080b**

Refused to answer

 <sub>94</sub>

**Go to YI080b**

<b>Module</b>	SES and Poverty
<b>Construct</b>	Daily wage or salary
<b>Source</b>	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>.*

Y080BQ01NA

\_\_\_\_\_ per week

**Go to YI086b**

Did not know

 <sub>93</sub>

**Go to YI081b**

Refused to answer

 <sub>94</sub>

**Go to YI081b**

<b>Module</b>	SES and Poverty
<b>Construct</b>	Weekly wage or salary
<b>Source</b>	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 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>.*

Y081BQ01NA

	<u>                    </u> per two-week period	<b>Go to YI086b</b>
	Did not know	<input type="checkbox"/> <sub>93</sub> <b>Go to YI082b</b>
	Refused to answer	<input type="checkbox"/> <sub>94</sub> <b>Go to YI082b</b>

<b>Module</b>	SES and Poverty
<b>Construct</b>	Bi-weekly wage or salary
<b>Source</b>	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>.*

Y082BQ01NA

\_\_\_\_\_ per month

**Go to YI086b**

Did not know

 <sub>93</sub>

**Go to YI083b**

Refused to answer

 <sub>94</sub>

**Go to YI083b**

<b>Module</b>	SES and Poverty
<b>Construct</b>	Monthly wage or salary
<b>Source</b>	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>.*

Y083BQ01NA

\_\_\_\_\_ per year

**Go to YI086b**

Did not know

 <sub>93</sub>

**Go to YI084b**

Refused to answer

 <sub>94</sub>

**Go to YI084b**

<b>Module</b>	SES and Poverty
<b>Construct</b>	Yearly wage or salary
<b>Source</b>	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 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.



**YI084b 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     |                          | <b>Go to YI085b</b> |
| Y084BQ02NA | _____ hours       |                          | <b>Go to YI085b</b> |
|            | Does not know     | <input type="checkbox"/> | <b>Go to YI085b</b> |
|            | Refused to answer | <input type="checkbox"/> | <b>Go to YI085b</b> |

<b>Module</b>	SES and Poverty
<b>Construct</b>	Time spend making a piece
<b>Source</b>	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.

**YI085b**      **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>.*

Y085BQ01NA

\_\_\_\_\_ per piece

Did not know  93

Refused to answer  94

<b>Module</b>	SES and Poverty
<b>Construct</b>	Pay per piece
<b>Source</b>	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?

Y086BQ01NA

Yes	<input type="checkbox"/> <sub>1</sub>	<b>Go to YI087b</b>
No	<input type="checkbox"/> <sub>2</sub>	
Did not know	<input type="checkbox"/> <sub>3</sub>	<b>Go to YI093b</b>
Refused to answer	<input type="checkbox"/> <sub>4</sub>	

<b>Module</b>	SES and Poverty
<b>Construct</b>	Youth works on his or her own to earn money
<b>Source</b>	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.

**YI087b 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.]

Y087BQ01NA *The interviewer should present a SHOW CARD with the categories listed below and mark the one that applies.*

- |                          |                          |           |                     |
|--------------------------|--------------------------|-----------|---------------------|
| 10 – 20 hours            | <input type="checkbox"/> | <b>1</b>  | <b>Go to YI088b</b> |
| 21 – 30 hours            | <input type="checkbox"/> | <b>2</b>  | <b>Go to YI088b</b> |
| 31 – 40 hours            | <input type="checkbox"/> | <b>3</b>  | <b>Go to YI088b</b> |
| 41 – 50 hours            | <input type="checkbox"/> | <b>4</b>  | <b>Go to YI088b</b> |
| More than 50 hours       | <input type="checkbox"/> | <b>5</b>  | <b>Go to YI088b</b> |
| <i>Does not know</i>     | <input type="checkbox"/> | <b>93</b> | <b>Go to YI093b</b> |
| <i>Refused to answer</i> | <input type="checkbox"/> | <b>94</b> | <b>Go to YI093b</b> |

<b>Module</b>	SES and Poverty
<b>Construct</b>	Hours per week youth works for a wage or salary
<b>Source</b>	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.

**YI088b** What is the easiest way for you to tell us how much you earn for this work? Would it be ...

Y088BQ01NA *The interviewer reads the answer categories to the respondent.*

- |                   |                          |               |              |
|-------------------|--------------------------|---------------|--------------|
| Per hour          | <input type="checkbox"/> | <sub>1</sub>  | Go to YI089b |
| Per day           | <input type="checkbox"/> | <sub>2</sub>  | Go to YI090b |
| Per week          | <input type="checkbox"/> | <sub>3</sub>  | Go to YI091b |
| Per month         | <input type="checkbox"/> | <sub>4</sub>  | Go to YI092b |
| Does not know     | <input type="checkbox"/> | <sub>93</sub> | Go to YI089b |
| Refused to answer | <input type="checkbox"/> | <sub>94</sub> | Go to YI089b |

<b>Module</b>	SES and Poverty
<b>Construct</b>	Hours per week youth works on his or her own
<b>Source</b>	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.

**YI089b**      **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>.*

Y089BQ01NA

\_\_\_\_\_ per hour

**Go to YI093b**

Did not know

 <sub>93</sub>

**Go to YI090b**

Refused to answer

 <sub>94</sub>

**Go to YI090b**

<b>Module</b>	SES and Poverty
<b>Construct</b>	Hourly wage or salary
<b>Source</b>	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 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 YI090b.

<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>.*

Y090BQ01NA

\_\_\_\_\_ per day

**Go to YI093b**

Did not know

 <sub>93</sub>

**Go to YI091b**

Refused to answer

 <sub>94</sub>

**Go to YI091b**

<b>Module</b>	SES and Poverty
<b>Construct</b>	Daily wage or salary
<b>Source</b>	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 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>.*

Y091BQ01NA

\_\_\_\_\_ per week

**Go to YI093b**

Did not know

 <sub>93</sub>

**Go to YI092b**

Refused to answer

 <sub>94</sub>

**Go to YI092b**

<b>Module</b>	SES and Poverty
<b>Construct</b>	Weekly wage or salary
<b>Source</b>	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  93

Refused to answer  94

<b>Module</b>	SES and Poverty
<b>Construct</b>	Monthly wage or salary
<b>Source</b>	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?

Y093BQ01NA

Yes	<input type="checkbox"/> <sub>1</sub>	<b>Go to YI094b</b>
No	<input type="checkbox"/> <sub>2</sub>	
Did not know	<input type="checkbox"/> <sub>3</sub>	<b>Go to YI101b</b>
Refused to answer	<input type="checkbox"/> <sub>4</sub>	

<b>Module</b>	SES and Poverty
<b>Construct</b>	Youth works in a family business or farm
<b>Source</b>	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.]

Y094BQ01NA *The interviewer should present a SHOW CARD with the categories listed below and mark the one that applies.*

- |                    |                          |           |                     |
|--------------------|--------------------------|-----------|---------------------|
| 10 – 20 hours      | <input type="checkbox"/> | <b>1</b>  | <b>Go to YI095b</b> |
| 21 – 30 hours      | <input type="checkbox"/> | <b>2</b>  | <b>Go to YI095b</b> |
| 31 – 40 hours      | <input type="checkbox"/> | <b>3</b>  | <b>Go to YI095b</b> |
| 41 – 50 hours      | <input type="checkbox"/> | <b>4</b>  | <b>Go to YI095b</b> |
| More than 50 hours | <input type="checkbox"/> | <b>5</b>  | <b>Go to YI095b</b> |
| Does not know      | <input type="checkbox"/> | <b>93</b> | <b>Go to YI101b</b> |
| Refused to answer  | <input type="checkbox"/> | <b>94</b> | <b>Go to YI101b</b> |

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.

**YI095b** What is the easiest way for you to tell us how much you are paid for this work? Would it be ...

Y095BQ01NA *The interviewer reads the answer categories to the respondent.*

- |                                |                          |               |              |
|--------------------------------|--------------------------|---------------|--------------|
| Per hour                       | <input type="checkbox"/> | <sub>1</sub>  | Go to YI096b |
| Per day                        | <input type="checkbox"/> | <sub>2</sub>  | Go to YI097b |
| Per week                       | <input type="checkbox"/> | <sub>3</sub>  | Go to YI098b |
| Per month                      | <input type="checkbox"/> | <sub>4</sub>  | Go to YI099b |
| Per year                       | <input type="checkbox"/> | <sub>5</sub>  | Go to YI100b |
| I get no salary or wage at all | <input type="checkbox"/> | <sub>6</sub>  | Go to YI101b |
| Does not know                  | <input type="checkbox"/> | <sub>93</sub> | Go to YI096b |
| Refused to answer              | <input type="checkbox"/> | <sub>94</sub> | Go to YI096b |

<b>Module</b>	SES and Poverty
<b>Construct</b>	Hours per week youth works on family business or farm
<b>Source</b>	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.

**YI096b**      **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>.*

Y096BQ01NA

\_\_\_\_\_ per hour

**Go to YI101b**

Did not know

 <sub>93</sub>

**Go to YI097b**

Refused to answer

 <sub>94</sub>

**Go to YI097b**

<b>Module</b>	SES and Poverty
<b>Construct</b>	Hourly wage or salary
<b>Source</b>	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 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>.*

Y097BQ01NA

\_\_\_\_\_ per day

**Go to YI101b**

Did not know

 <sub>93</sub>

**Go to YI098b**

Refused to answer

 <sub>94</sub>

**Go to YI098b**

<b>Module</b>	SES and Poverty
<b>Construct</b>	Daily wage or salary
<b>Source</b>	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 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.

**YI098b**      **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>.*

Y098BQ01NA

\_\_\_\_\_ per week

**Go to YI101b**

Did not know

 <sub>93</sub>

**Go to YI099b**

Refused to answer

 <sub>94</sub>

**Go to YI099b**

<b>Module</b>	SES and Poverty
<b>Construct</b>	Weekly wage or salary
<b>Source</b>	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 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>.*

Y099BQ01NA

_____ per month		<b>Go to YI101b</b>
Did not know	<input type="checkbox"/> <sub>93</sub>	<b>Go to YI100b</b>
Refused to answer	<input type="checkbox"/> <sub>94</sub>	<b>Go to YI100b</b>

<b>Module</b>	SES and Poverty
<b>Construct</b>	Monthly wage or salary
<b>Source</b>	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.



**YI100b**      **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

 93

Refused to answer

 94

<b>Module</b>	SES and Poverty
<b>Construct</b>	Yearly wage or salary
<b>Source</b>	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.

**YI101b How often do you do each of the following?**

*[Interviewer hands over the SHOW CARD]*

		<i>Never or almost never</i>	<i>About once a week</i>	<i>2 to 3 times a week</i>	<i>Almost every day</i>	<i>DK</i>	<i>RF</i>
Y101BQ01NA	Read a newspaper or magazine	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y101BQ02NA	Read a book	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y101BQ03NA	Write a text (SMS) or email message	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>
Y101BQ04NA	Write a note to a family member or friend	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>93</sub>	<input type="checkbox"/> <sub>94</sub>

<b>Module</b>	Student engagement
<b>Construct</b>	Youth's engagement in reading
<b>Source</b>	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.]*

		<i>Yes</i>	<i>No</i>	<i>DK</i>	<i>RF</i>
Y102CQ01NA	Taking care of your own children	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y102CQ02NA	Taking care of your parents or family members	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y102CQ03NA	Working for an institution	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y102CQ04NA	Working for a private company	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y102CQ05NA	Owning your own business	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y102CQ06NA	Working on someone’s land or farm	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y102CQ07NA	Working on your family land	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y102CQ08NA	Looking for work in your country	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Y102CQ09NA	Looking for work in another country	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

<b>Module</b>	Educational attainment
<b>Construct</b>	Expectations for future (Youth profession –closed format question)
<b>Source</b>	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.